



UNIVERSITY OF  
KWAZULU-NATAL™  
INYUVESI  
YAKWAZULU-NATALI

**EXTENDED  
LEARNING**

# SNAPSHOT

Respect  
Excellence  
Accountability  
Client Orientation  
Innovation  
Honesty  
Fun

Over 109 years of Heritage



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# ABOUT UEL

UKZN Extended Learning (UEL) is the continuing education business and a wholly owned subsidiary company of the University of KwaZulu-Natal (UKZN), a premier higher education institution situated in South Africa. UEL draws on UKZN's significant teaching and research capability across all Colleges and Schools of the University to provide support for continuing education and development needs across a wide range of public and private organisations and sectors, focusing on Africa. UEL is B-BBEE accredited as a Level 2 Contributor, and can therefore provide support for organisations' specific B-BBEE plans.

## Vision

We aim to provide world-class continuing education, and to be a leading provider of short courses and career development initiatives in Africa.

UEL is aligned with UKZN's vision to be the premier institution of African Scholarship, dedicated to being truly South African, excelling academically, being innovative in research and engaging critically with society.

## Mission

- ▶ To offer world class learning and development solutions to clients
- ▶ To contribute to the skills development needs of private and public sector organisations, the community and society, in South Africa and Africa
- ▶ To develop unique expertise and thought leadership in critical and relevant areas of continuing education

## Company

## Culture

We are passionate about education! It's more than a business to us – it is embedded in our values, our culture, our conduct and the way we interact with clients. We see education as a way to develop all stakeholders that engage with UEL- from clients and employees, to suppliers, facilitators and our shareholder. We are proud of our contribution to the development of our people. We celebrate their achievements because it impacts positively on the individual, their family, the community and our business.

# Core Values



**Respect** for oneself and each other

**Excellence** striving for continuous improvement in what we do

**Accountability** for our actions

**Client orientation** developing an ethos of service delivery

**Honesty** and integrity being truthful in all aspects of our lives

**Innovation** searching for new and better approaches to what we do

**Fun** enjoying the work we do

# CEO'S MESSAGE



On behalf of the team, I am delighted to provide you with a 'Snapshot' of UKZN Extended Learning (UEL) and to share our exciting journey with you.

As the wholly owned continuing education subsidiary of the University of KwaZulu-Natal, the company has 'walked the talk' in developing from a start-up new business venture to a sustainable and successful business in seven years, having achieved a number of milestones since its commencement in 2012. UEL is developing a reputation for providing real, measurable value for our clients, with no less than 40 percent of our sales revenue derived from repeat engagements, which fosters the development of meaningful relationships. UEL is a leading provider of short courses and career development initiatives in South Africa, and is raising awareness of UKZN's brand amongst a wide range of stakeholders across both public and private sectors, working with clients across all provinces of the country and in other countries in the Southern African Development Community.

Some of our recent achievements include:

- Achieving Level 2 Status and Broad-Based Black Economic Empowerment (B-BBEE) accreditation after a rigorous audit and review process. Organisations can significantly improve their B-BBEE standing through involvement with UEL programmes.
- In excess of 18 000 delegates attending more than 500 courses and programmes offered by UEL since operations commenced, unlocking value for sponsoring organisations through the courses attended.

Support for the development of the communities in which UEL operates is a cornerstone of our culture and values. Access courses offered to support school leavers and to recognise prior learning remain a priority in breaking down traditional barriers to furthering education and to supporting lifelong learning.

There are many points of engagement and ways in which we can assist you with your learning and development requirements, directly through courses and indirectly by providing access and facilitating networking across the Colleges, Schools and Departments of the University. We use technology as an enabler in offering traditional, blended and pure online courses across a broad continuum of client development requirements, and UKZN is a thought leader in research into Artificial Intelligence and Data Analytics, with the recent launch of the UKZN Big Data Research Flagship Project. Another strategic area of focus is our design expertise in uniquely customising courses to address clients' specific needs and to provide interventions in partnership with you that have a direct, immediate, positive impact for delegates and sponsoring organisations.

Some public and private sector client organisations with whom we partner include: National Department of Home Affairs, National Lotteries Commission, Liberty Group, Transnet, Umgeni Water, Department of Cooperative Governance and Traditional Affairs (COGTA), Investec Protea Coin, Department of Health, Department of Basic Education, Gauteng Growth and Development Agency, Averda, and KZN Department of Arts and Culture. We contribute to South Africa's national economic agenda by supporting capacity building, upskilling, personal development and job creation through increased productivity and competitiveness of organisations. The company remains deeply committed to making a meaningful contribution to the development of people in South Africa through its various interventions.

We invite you to join us on this remarkable journey and look forward to engaging with you.

Enjoy our Snapshot!

Yours,  
Simon Tankard

# BOARD MEMBERS



Professor Sandile Songca  
Chairperson  
Deputy Vice Chancellor:  
University Teaching and  
Learning Office, University  
of KwaZulu-Natal



Simon Tankard  
Chief Executive Officer  
UKZN Extended Learning  
(Pty) Ltd



Wayne Hartmann  
Non-executive Director  
Managing Director: H2  
Business Consulting



Professor Jane Meyerowitz  
Non-executive Director  
Former Director: UKZN  
Foundation



Simon Mokoena  
Non-executive Director  
Registrar: University of  
KwaZulu-Natal



Mxolisi Miya  
Non-executive Director  
Executive Manager:  
Corporate Services,  
Trade and Investment  
KZN (TIKZN)



Nosipho Siwisa Damasane  
Non-executive Director  
Chairperson: Richard's  
Bay Coal Terminal

# OFFERINGS



## OPEN

Open courses are widely advertised and may be attended by individuals representing a broad cross-section of the market place. Course content, design and application need to be relevant to specific market needs. Bridging courses for further study at university, business and management courses, law courses and specialist courses are examples of this. The market dictates the relevance and importance of existing short course categories, with potential new courses being offered and others being designed over time.



## ONLINE

The provision of pure Online courses was launched in 2017, and the development of this capability is a priority for the company. The provision of courses using Blended Learning methodologies is a key driver for the future, and it is planned that all courses to be offered will have an online web-based component.



## CUSTOMISED

UEL provides customised in-house programmes for clients, uniquely designed to meet specific development needs across public and private sectors, including Management and Leadership development programmes, and niche offerings in areas such as Occupational Therapy, Monitoring and Evaluation, Renewable Resources (Water and Energy) and Work Readiness (for new entrants to the workplace).

# ENGAGEMENT WITH CLIENTS

## A Structured Process to Customising Courses



# COURSE EXCERPTS

UEL worked in Limpopo Province to deliver a **Senior Leadership Development Programme (SLDP)** for a group of directors from the Limpopo Department of Education. This programme was strongly supported by the head of the Limpopo Department of Education and aimed to enhance the delegates' leadership capability to support improvements in schools. After this programme, the matric pass rate increased by 3.1%.

In KZN, capacity building in the development education sector continued as UEL trained a cohort of teachers from the National Teachers Union (NATU) in **Advanced Labour Law**. The programme was designed to include the Employment of Educators Act, South African Schools Act, Creation of Educator Posts, Further Education & Training Act, National Education Policy, Basic Education Laws Amendment Act (BELA), and ELRC Collective Agreement.

Shifting focus to uplifting communities, UEL also extended its collaboration with the School of Built Environment and Development Studies (BEDS) at UKZN, to work with the KZN Department of Arts and Culture to design a programme in **Community Development**. Inspired by this programme, some of the practitioners registered for a Diploma in Community Development at UKZN.



NATU delegates attending the Certificate in Advanced Labour Law programme.

NLC delegates attending the Awards Ceremony for Customer Care and Team Effectiveness programme.



UEL's expertise in customising programmes took on a deeper meaning for the National Lotteries Commission (across all provinces nation-wide). UEL designed and implemented a **Customer Care and Team Effectiveness programme**. The programme was a key component of a turn-around strategy for the NLC to improve the overall impact of projects they fund.

UEL engaged with 11 NLC departments in South Africa. The intervention was directed at supporting NLC employees' adjustment to decentralisation and to improve team dynamics.



NLC delegate receiving his certificate at the Awards Ceremony for Customer Care and Team Effectiveness programme.

UEL widened UKZN's footprint to the Northern Cape. The Northern Cape Department of Education (NCDOE) looked to UEL to deliver high impact programmes which directly fitted into the NCDOE's capacity building interventions for the most underperforming schools in the region. These programmes were **Impactful Leadership for Women** and **Project Management for Principals and District Officials**. The UKZN School of Education were instrumental in delivering these programmes.



MUT delegates on the Strategic Leadership and Diversity programme.

UEL worked with higher education colleagues from Mangosuthu University of Technology (MUT), in designing a **Strategic Leadership and Diversity programme** which had strong implications for MUT's strategic direction and policy development.



Impactful Leadership for Women delegates in North-West Region.



AVERDA delegates on the customised Impactful Leadership for Women programme.

Moving into new territory, UEL started work in the waste management sector with AVERDA, a global waste management company, in designing a programme on **Impactful Leadership for Women**, which focused on capacity building women working in waste management. The programme was unique in its focus on self-leadership, leading at home, at work and in the community. The synergies in these domains were extensively explored in relation to leading in waste management.

UEL also collaborated with the South African Research Chair in Waste and Climate Change to host an **International Training Seminar and Summer School on Managing Waste as a Resource**.



Delegates at the International Training Seminar and Summer School on Managing Waste as a Resource.



Dr Rosemary Sibanda congratulating delegates at the MDP graduation



Sindi Ndlovu addressing delegates at the MDP graduation

Moving away from customised programmes, UEL's open programmes have also set a few records.

**The Foundation Maths programme**, an access programme, saw the highest number of delegates since its inception and boasts an excellent pass rate.

The **Management Development Programme** (MDP), a flagship programme was oversubscribed for the February and July intakes. Delegates represented public and private sector organisations including SADTU, BIDVEST Protea Coin, Transnet, King Cetshwayo Municipality, Crossmoor Transport, Buckman Laboratories, and East Coast Radio. The programme was delivered using a blend of teaching and learning methods which included facilitation in class, group activities, presentations, and video streaming. Delegates were also immersed in the global business environment through a Global Business Simulation exercise which ran the full course of the programme. Guest talks by individuals such as the Marketing Manager, Zodwa Zikalala, from Richard's Bay Coal Terminals Brand; Mr Deon Govender, CEO of Winsoft, and engagement with International Supply

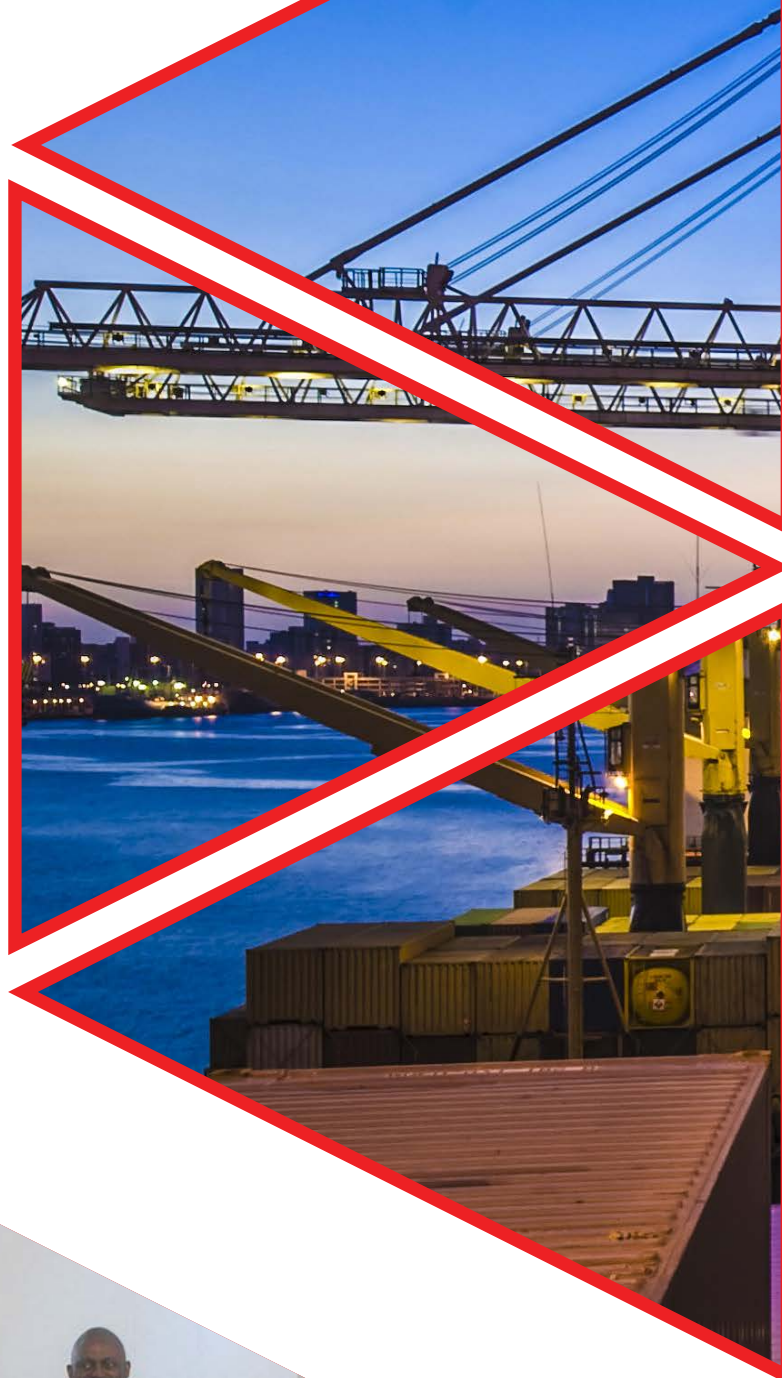
Nosipho Damasane addressing delegates at the MDP graduation



Chain Expert Mr Lew Roberts, from Michigan State University were well received. With health and wellness as a running background theme, Tai Chi and Yoga were used to prepare and settle delegates into the programme. To actualise self-leadership potential, each delegate was coached and worked on a personal development plan.

NATU engaged with UEL for training in **Advanced Labour Law**. The South African Democratic Teachers Union (SADTU) nominated a group of its members to join the **Financial for Non-Financial Managers programme**. The high number of delegates prompted UEL to train these delegates as a special cohort. A similar approach was taken with the Congress of South African Trade Unions (COSATU), who required training in **Advanced Project Management**.

UEL's niche **Trade, Investment Promotion, and Economic Development programme** is also gaining traction, particularly in KZN and Gauteng. This programme directly supports the national development agenda to promote, attract, and secure investment in South Africa.



SADTU delegates attending the Finance for Non-Financial Managers programme

# TRENDS IN CONTINUING EDUCATION

Wherever UKZN Extended Learning (UEL) has a footprint in the South African market, be it locally in KZN or nationally, the increasing desire of people to learn and develop has been an observed trend.

In support of this trend, adult learners who had previously not had much exposure to business or the economy, are increasingly becoming interested in upskilling in some of the fundamental concepts and knowledge areas of business. This trend is largely due to the positive changes taking place in providing accessibility of education to the previously disadvantaged, who are utilising the resources that are available to them. Recent trends in take up for short courses and programmes show increasing demand for upskilling in Computer Literacy, Business Communication, Finance, and Project Management.

UEL has been hosting a number of complementary workshops, open to the public, in the entrepreneurial space. This is due to the much publicised need to foster and support the development of entrepreneurs within the country, and the importance of enabling unemployed individuals to earn a livelihood through entrepreneurial endeavours, which will assist the country to reduce its high unemployment level. These workshops have focused on practical themes and subjects, such as: Boosting your Business with Social Media, Financial Literacy, The Fourth Industrial Revolution and Technology; and Wellness in the Workplace. Many aspiring entrepreneurs are being assisted in this way to develop their own businesses.

The way in which people are learning is also changing. UEL is moving from traditional classroom based programmes, using digital teaching methodologies to create a more learner-centric environment which accelerates learning and makes it more relevant and accessible at the point at which new knowledge and skills are required. Almost every programme on offer has an online, blended learning component which combines online and classroom based learning. Supporting accelerated learning, delegates can absorb content via simultaneous access to visual, kinaesthetic and auditory practices. The learning process is accelerated by using multisensory exercises to create and absorb a multitude of information. For example, one can view videos, brainstorm with colleagues as a group and experience a physical site immersion, experience an online, real time business simulation and have many more interactions in support of the acquisition of deep real life learning and assimilation of the subject matter.

These trends are highlighted in a recent article published by Acer Education, which notes that the learning space is one that is technologically advancing at an exponential rate:

“...technology is more pervasive than ever...for a

Generation Z kid and they will paint a picture of a classroom where physical and digital are no longer separate, but a fully interactive phygital space.

Learning styles have changed tremendously: preference for learning visually through instructional videos, or by acquiring hands-on experience such as conducting experiments or, whenever possible, using virtual reality.

GENERATION Z is more concerned about online security, prefers to post “stories” that will not be online forever, and is more selective about who they share their information with.

Compared to the habits of millennials, there has been a drop in the use of Facebook and a rise in the use of Snapchat and Instagram. In short, social media is not an addition to friendships and family relationships, it is an essential part of them, but at the same time, Internet safety campaigns are finally beginning to take root. Where a millennial who wants to keep in touch with distant loved ones might pick up the phone first and turn to social media second, Generation Z kids will grab their smartphones and update them on their lives with a snap without a second thought.”

At UEL, social media channels are constantly evolving to keep abreast of these trends. Using video and podcasts to stream content, interactive online tools to encourage engagement, and supporting the new ‘lifelong learning’ paradigm, are central to our overall purpose in providing a unique and powerful multi-faceted learning experience for our clients and diverse stakeholders.

To achieve the full benefits of accelerated learning, delegates need to embrace these different facets. It may seem unusual and difficult because it may involve some physical component or interactive way of learning; but it offers a faster, fun and more interactive way of cognitive processing and assimilation in support of the learning and development of key knowledge and skills.

At UEL, you are surrounded with people who have the desire to learn and enjoy empowering others in the process.



Source article: [eu-acerforeducation.acer.com](http://eu-acerforeducation.acer.com)  
10 June 2019 | Education Trends

# MILLENNIALS *VS* GENERATION Z



Born across the '80s and '90s

Who they are



Born after 1995

## Relationship with technology



Had to learn to use technology

See technology as new and exciting

Social media as an addition to relationships



Both are tech-savvy

Have seen technology from birth

Take technology for granted

Social media as integral to relationships

## How they learn

Traditional classroom  
with some technological additions

Learn primarily from lectures and textbooks,  
multimedia lessons are a novelty

Adapt to a single learning pace for everyone

Longer attention span

Actively seek out information



Fully phygital classroom

Learn visually and by experience,  
through videos, experiments, VR

Expect to learn at their own pace

Shorter attention span

Expect information to be delivered to them

Both still need teachers!

# Youth Potential in South Africa: Unlocking our Greatest Asset

## Youth Potential

It is fair comment that large swathes of school leavers are denied further higher education access due to their failure to meet the minimum eligibility criteria for access to first year undergraduate degree studies across South Africa.

This abysmal state of affairs has nothing to do with the lack of potential of the youth of the country, but rather everything to do with the impoverished learning and support environment of the majority of Grade 10-12 school learners. The significant growth of private education institutions and increase in learner numbers at these entities testify to the reality that public school grade 12 NSC learners have a 1:7 chance of access to universities, compared with a 1:4 chance from private institutions.

## Demand for Higher Education

The exponential demand for access to university studies, underlined by the inability of NSFAS funding to keep pace with the financial need to support this, is only one side of the equation.

It has more recently been acknowledged that the supply of qualified academics to address the increasing demand is only now starting to be addressed in a structural way, for example by sponsoring 'development academics to complete their doctorates and to focus on building their research, teaching and learning capabilities. The National Development Plan provides clear targets to achieve by 2030, and progress is indeed being made on both sides of the equation – however, not at the required speed or scale.

## Evidence of a Solution

At the University of KwaZulu-Natal, an exciting initiative has been piloted, implemented and developed over a five year period, which involves putting grade 12 NSC graduates through an intensive Mathematics course equivalent to the entry level Maths level of proficiency requirement for first year degree studies. Typical students on the Foundation Maths programme meet the entry criteria for University access, with the exception of Maths.

Foundation Math Students



Comparing the results of the programme with the Maths results at Grade 12 provides evidence of a 30-40% improvement and differential between the marks. Significantly, all extraneous variables are controlled, as the syllabus and design of the content are close to identical. The key differentiators are the level and quality of the learning experience.

### **Blended Learning Process**

All students on the Foundation Maths course are provided with online access to a customised website with 24/7 user support when away from the classroom. Students are free to practice the concepts and content using an interactive methodology, which supports their learning in the classroom.

To support learning, a team of highly experienced Maths lecturers, together with tutors, working to a ratio of 1: 8 students, ensures that students gain a deep understanding of the content and processes involved. This level of mathematical reasoning cannot be intuitively gained, and requires a level of intensive learning and support as the need arises.

Some of the classes take place in computer laboratories, where learning is 'hands on'. UKZN is so confident of the realised potential of the students who excel in the course and who gain more than 60% for the final examination, that more than 45% of the Foundation Maths graduates are offered places for first year undergraduate study at the University.

### **Outlook**

The need for quantitative acumen and abilities to address the critical shortages of key skills in SA has never been greater.

The Foundation Maths course custodian is the School of Mathematics, Statistics and Computer Science at UKZN. The University's continuing education business, UKZN Extended Learning, offers and hosts the course, together with a specialist online Maths and e-learning provider with unique experience in this critical subject area. After more successful courses run, UKZN Extended Learning has launched a pure online web-based Foundation Maths programme, which is gaining traction in the market. Other initiatives include a Maths programme aimed

at upskilling teachers in the Education sector, and the implementation of a Foundation Physics programme, after the successful pilot which was run.

With clear evidence of the success and value of the programmes, the adoption and roll out within KZN and to other provinces in South Africa can't come soon enough. Supporting schools in the community is also a priority. For example, 60 Grade 11 Learners from Hlahlindlela School in KZN attended a 'Maths Insights' programme hosted by UKZN Extended Learning at the School of Education, to learn more about the Grade 12 syllabus to be offered the following year, thereby improving their chances of success. Similar initiatives are planned in the future.

*by Simon Tankard*



# QUALITY, ACCREDITATION AND CERTIFICATION

## Registration of UKZN as a provider of education and training courses and programmes.

Only private providers of higher education have to formally apply for accreditation as providers. The University of KwaZulu-Natal is accredited as a University by the Department of Higher Education and Training (DHET) and is registered on the SAQA list of Public Higher Education Providers. None of the 25 public universities in South Africa receive/require provider accreditation/registration numbers from the Department of Education or from SAQA.

## Accreditation of short courses accredited by the University of KwaZulu-Natal

SAQA stopped recording short courses in November 2001. In the case of public universities like UKZN, this responsibility now rests with the institution, provided that there is a quality assurance mechanism in place, controlled and managed by the University. All short courses offered by UKZN Extended Learning are accredited by the University itself, by means of its quality assurance systems and mechanisms that have been approved by the Council on Higher Education (CHE)/HEQC, complying with SAQA regulations.

### **Pathway to Formal Qualifications of the University of KwaZulu-Natal**

Although short courses are predominantly known for their practical “just in time” and “just enough” approach, various carefully constructed courses are designed to provide mobility through qualifying access or credits into formal degree programmes of the University of KwaZulu-Natal.

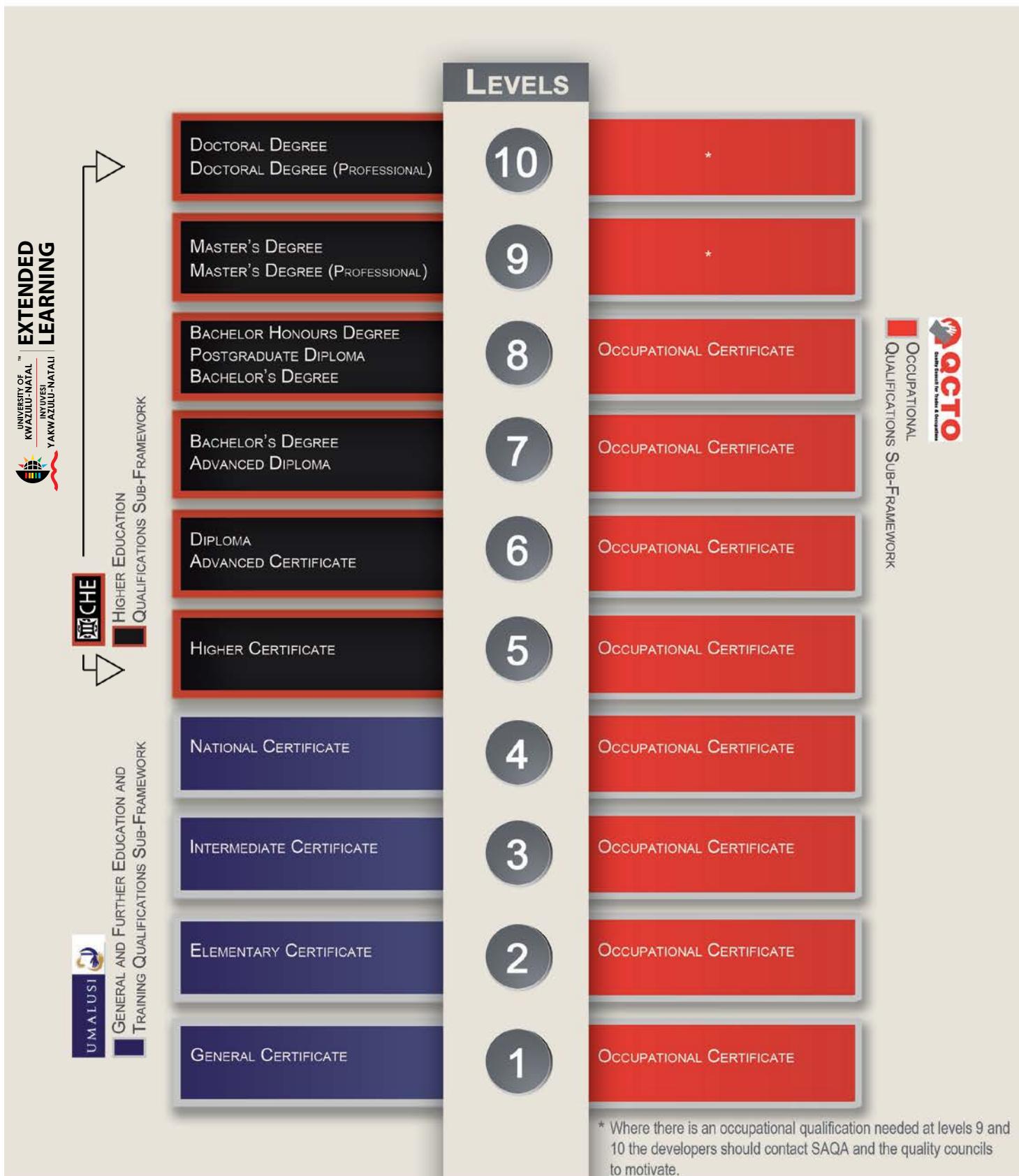
## Services SETA Accreditation

UKZN Extended Learning is accredited by the Services SETA for a National Certificate in Generic Management. The National Certificate: Generic Management, NQF Level 5 forms part of a learning pathway to management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by learners in any occupation, particularly those who manage first line managers. The qualification builds on the FETC: Generic Management and further develops the key concepts, principles and practices of management that will enable learners to lead, manage, organise and control first line managers and team leaders. The learners will typically be managers who have other junior managers or team leaders reporting to them. In smaller organisations or entities, the managers could primarily be responsible for managing the supervisors and staff within their section, division or business unit.



# NATIONAL QUALIFICATIONS FRAMEWORK

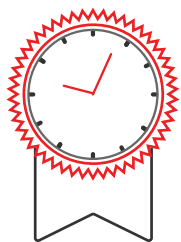
## SUB-FRAMEWORKS AND QUALIFICATION TYPES



# ORGANISATIONS THAT PARTNER WITH UEL INCLUDE:



# INFOGRAPHIC



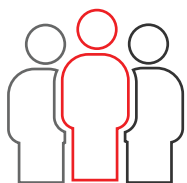
**7 YEARS**  
OF EXCELLENCE IN  
SERVICE DELIVERY

**109 YEARS OF  
EXISTENCE - UKZN**



**±250**

**PARTNER COMPANIES**

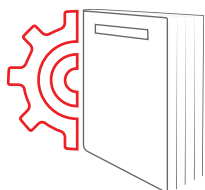


**±18 000 DELEGATES**

**SERVED AND GROWING**



**B-BBEE LEVEL 2**



**±500**

**PROGRAMMES RUN**



**7 YEARS**

**UNQUALIFIED  
FINANCIAL AUDITS**



## AVERAGE EVALUATION RATINGS ON PROGRAMMES

**FACILITATION – 85%**  
**PROGRAMME ADMINISTRATION – 95%**

**PROGRAMME EVALUATION – 85%**  
**CONTENT – 90%**



## RANKINGS

**TIMES HIGHER EDUCATION YOUNG  
UNIVERSITY RANKINGS – UKZN 83RD IN  
2019, ONLY SA UNIVERSITY IN TOP 100**

**CENTRE FOR WORLD UNIVERSITY  
RANKINGS - UKZN 3RD IN SA 2018/2019**

**QS QUACQUARELLI SYMONDS WORLD  
UNIVERSITY RANKINGS FOR 2020  
RANKED UKZN AS ONE OF THE TOP 8**

**UNIRANK LISTED UKZN NO. 1  
MOST POPULAR UNIVERSITY IN AFRICA  
2018**



## FINANCE

**AVERAGE NET PROFIT ON SALES  
2012 - 2018 - 14%**



**RETURNING CLIENTS  
PROPORTION OF SALES - 40 %**



## **UKZN Extended Learning**

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