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FEB-MAR 2022 ISSUE

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 A NODE FOR AFRICAN THOUGHT

GET TO KNOW

NEWLY APPOINTED STAFF

UNIZULU takes hybrid teaching and learning approach

Sexual Reproductive Health Awareness Month

Deputy Minister of Health and KZN Health MEC visit UNIZULU



UNIVERSITY OF ZULULAND
A NODE FOR AFRICAN THOUGHT

CONTENTS

PAGE 03

Editor's Foreword

PAGE 04

Sexual Reproductive Health
Awareness Campaign Comes to
UNIZULU

PAGE 05

Up Close With Dean of
Students Dr Ncokazi

PAGE 06

Prof Moyo Takes Reigns as Director
of Richards Bay Campus

PAGE 07

Getting to Know Finance Fanatic
Vumile Thandazo

PAGE 08

Khumalo Climbs up the
Ladder and Assumes Director Post

PAGE 09

Are Africans also
Entitled to Human Rights?

PAGE 10

UNIZULU Teaching and Learning
Mode Goes Hybrid

PAGE 11

Erasmus+ SUCSESS Third
Training a Success



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O EDITOR'S FOREWORD

We are excited to usher into the new semester of the University's academic season with limited lockdown restrictions. This has been evidenced by students who are back on campus. Time flies! It has been over two years since the whole world was plunged into a national state of disaster and uncertainty.

The university has adopted a hybrid approach to teaching and learning. This means that there will be physical contact with the students, while the online platform/s will also be used for teaching and learning. Learning materials (e.g. PowerPoint slides, videos, quizzes, assessment activities, etc.) are uploaded on the Learning Management System (Moodle).

We are thrilled to accept the new cohort of 2022 first-year students. We are certain that you will care for yourself, study smart and hard, accept the workload of your studies, ask for help when you need it, make your voice heard, and grow into the kind of person you want to be and help make this institution the kind of place you want it to be. Ultimately, create relations which you will sustain for the future.

We also urge all our students to refrain from acts of crimes as there will be dire consequences for those who will be caught in the act.

The University's new slogan is "A NODE FOR AFRICAN THOUGHT" which unveils the new strategic plan for the institution (2022 -2027).

Vision

A leading comprehensive African university that thrives on quality and fosters collaborative and innovative cultures with its rural and urban campuses.

Mission

UNIZULU seeks to:

- Produce globally competitive graduates relevant to the development needs of the country, and;
- Engage with society for the betterment of all.

Values

Values 2022-2027 serve as a foundation for a more equitable and inclusive UNIZULU community.

The values are:

- **Discovery and pursuit of excellence through teaching, learning, research and innovation**
- **Community of Belonging. We embrace all forms of diversity, social inclusion and elimination of social injustices.**
- **Teamwork. Working together to accomplish a common goal.**
- **Accountability: Subscribing to integrity and transparency.**

Read on and be inspired!

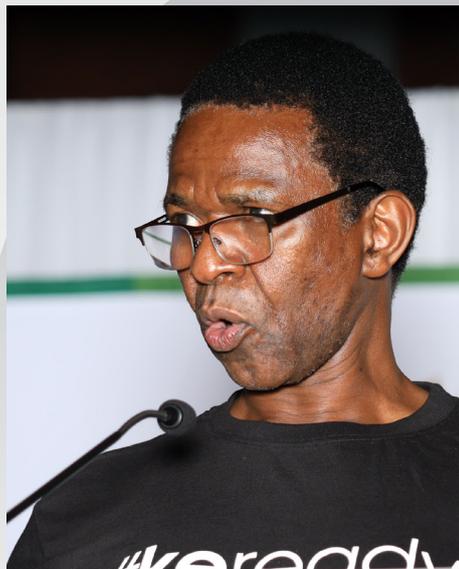


Gcina Nhleko
Director: Communications and Marketing



SEXUAL REPRODUCTIVE HEALTH Awareness Campaign Comes to UNIZULU

The Deputy Minister of Health, Dr Sibongiseni Dhlomo, together with the MEC of KwaZulu-Natal Health, Nomagugu Simelane-Zulu, recently visited the University of Zululand (UNIZULU) as part of countrywide Sexual Reproductive Health Awareness Month activities.



The visit came as a result of a road show campaign to assess the provision of and access to health services in higher learning institutions. Moreover, the campaign was intended as a platform to consult with young people in identifying gaps in the current responses for young people's challenges, strategies to improve intervention and lastly to respond to programmes.

Adolescents are more at risk of HIV infection compared to other age groups. In response to the challenges facing young people with regards to access to health services, the Department of Health developed the National

Adolescent and Health policy in 2017. The policy recommended the establishment of a youth zone as low-hanging fruit to fast track the implementation of the Adolescent and Youth Friendly services (AYFS).

Research shows that youth between the ages of 20 and 24 years are faced with various health challenges. The Department of Health has therefore identified this group as its major target. Institutions of higher learning are home to numbers of this target group; thus, it was fitting to visit them.

Welcoming the Deputy Minister and the MEC, UNIZULU Vice-Chancellor Prof Xoliswa Mtose interrogated some of the definitions and interpretations of the World Health Organisation (WHO) in terms of sexual reproductive health.

"The WHO's definition of health is a state of complete physical, mental and social wellbeing. In this regard, we take the view that being in good health should not be equated to the absence of disease or infirmity. Some of the challenges faced by our youth are psychosocial. In this regard, reproductive health is about ensuring that people are able to make responsible decisions as it relates to their productive health. It means that men and women ought to be informed of and to have access to safe, effective, affordable, and acceptable methods of birth control," said Prof Mtose.

She added that, the reproductive health entails having appropriate access to healthcare services of sexual activities or engagements, reproductive medicine and implementation of health education programs to stress the

importance of women going safely through pregnancy and childbirth.

"The University's clinic offers comprehensive services to all its students. A provision of these services is to cater to all students, with full knowledge that some of them come from areas that are under-served. We have ensured that University clinic is easily accessible, this includes interventions that are short-, medium- and long-term," Prof Mtose concluded.

Dr Dhlomo, in his address, noted the following: "South African adolescents and youth are facing various health challenges and social ills, and as government leaders in collaboration with youth organisations, we have committed ourselves to work closely with young people in order to better understand their need to do something to work closely with you students. It is important to involve you in our campaigns in order to better serve to change our society. "Last week the departments of Health, and Higher Education, Science and Innovation led by Minister Phaahla and Deputy Minister Manamela launched a youth vaccination programme called #KeReady or "I-am- Ready". This is a youth-led and conceptualised campaign to discuss the benefits of vaccination with their peers in order to reduce the likelihood of transmission of the virus."

Dr Dhlomo also alluded to the fact that "gender-based violence remains a serious issue of concern" and that society ought to support victims (who are usually women) in breaking the silence so that perpetrators can face the law. - Siyanda Mntambo





UP CLOSE WITH Dean of Students Dr Ncokazi



Dr Teboho Abraham Ncokazi is now the official Dean of Students of the University of Zululand (UNIZULU). He assumed office on 1 December 2021 after serving a term as Interim Dean of Students.

Outlining his role, Dr Ncokazi counted providing leadership, ensuring the provision of a student learning support system and a conducive environment for learning as some of his responsibilities. In addition, he is tasked with facilitating the personal growth of students as well as the development and academic success of students.

It is unequivocal that Dr Ncokazi is well-suited for this position as he has a fervent love for honing, transforming and empowering students as the next generation that will be in charge, especially in the world of work. He also strives to engage students on several issues related to their life while on the study trajectory.

“Besides the hurdles that we encounter in our present epoch, such as the advent of the

Covid-19 pandemic, I envision a bright and promising future for our students’ population especially now that we have concluded the new strategic plan that supports our vision and the strategic thrust of the institution. I am certain that we will see a transformation of the student experience- from admissions through graduation- that will ultimately create a better, more inclusive and smarter world out there,” the softspoken Dean said.

Dr Ncokazi is well-versed in higher education as his career in the sector spans over 20 years. His exceptional work ethos has earned him many achievements in the higher education sector. He played a role in successfully managing the Higher Education and Leadership Skills Academy (HELSKA) and various projects attached to it and further sourced the Discretionary Funding from the Department of Higher Education on Human Capital Development Programmes for the university. Dr Ncokazi has also driven the process of development of the institutional Human Resource Development (HRD) Strategy and the Implementation Plans that catered for the needs of the entire institution at the Central University of Technology, Free State. Apart from his many career accomplishments,

the Dean holds numerous academic qualifications, including a National Diploma in Human Resource Management, BTech in Human Resource Management, B Tech in Project Management, Master’s in Development Studies as well as a PhD in Higher Education Studies. These credentials not only augment his ability to engage in student matters, but also his ability to lead a miscellaneous team with widely different skill sets and goals.

The Dean of Students lives by the words: “Everything I need is within me, and it is within reach!”

In his spare time, he enjoys reading and analysing varied worldviews as shared by commentators and analysts from a variety of sectors such as environment, internal and external politics, socioeconomic developments, among others.

“I also spend some time in sport activities with soccer being my favourite sporting code. I also listen to a variety of music,” he shared.

- Precious Shamase



PROF MOYO TAKES REIGNS AS Director of Richards Bay Campus



*Professor
George Moyo*

The University of Zululand (UNIZULU) is pleased to announce the appointment of Professor George Moyo as Director: Richards Bay Campus effective from January 2022.

Professor Moyo holds a B.A. (Hons) from the Council for National Academic Awards (CNAA) United Kingdom; an M. Sc from the University of London, United Kingdom and a PhD in Education which he obtained from Rhodes University, South Africa. He also has a Certificate in Educational Planning and Administration from the International Institute for Educational Planning, Paris.

As the director of the Richards Bay Campus, Prof Moyo's role is, among other tasks, to undertake research which is expected to culminate in a book on the history and transformation of UNIZULU. In assuming his new assignment, Prof Moyo also looks forward to making meaningful contributions towards the realisation of the University's Vision 2027.

For over thirty years Prof Moyo has worked as an educator in various capacities. During these years he has distinguished himself as a leader and academic of note. He has published numerous accredited journal articles, co-edited a book on Education and Social Transformation as well as published three book chapters.

Throughout the late 1990s, Prof Moyo worked as one of the lead researchers at University of Fort Hare Education Policy Unit (EPU), which was networked with researchers in other university-based units in South Africa, namely the University of Witwatersrand EPU, University of KwaZulu-Natal EPU, and the University of the Western Cape EPU. The work of these research units, which were coordinated by the then Centre for Educational Policy Development (CEPD), was a five-year longitudinal study designed to monitor the transformation of the South African schooling system and promote policy dialogue. Through this project, Prof Moyo contributed numerous research reports which were published by the CEPD, and which still form unique sources that contribute to education policy discourse in South Africa today. His experience in educational research also includes participation in a reputable international study as a researcher and co-founder of the Southern African Consortium for Monitoring Quality (SACMEQ). This UNESCO-sponsored organisation covering 14 Sub-Saharan countries, including South Africa, has made immense global contributions to the debate on educational quality in the schooling sector.

Prof Moyo believes in ploughing back to the society through opportunities that have been afforded to him. He is passionate about research training to build a crop of future academics and leaders. During his career, he has successfully supervised over 20 doctoral and full research master's candidates, combined. Some of students who have gone

through Prof Moyo's hands hold key positions in higher education and government. Also close to his heart, is his desire to build an educational legacy through mentorship of less experienced academics at various levels, as well as administrators who support the core business of the University.

As an educational leader Prof Moyo has served as Director for School of Post Graduate Studies at the University of Fort Hare; Dean of the Faculty of Education at the University of Fort Hare, for five years; and Acting Director of a transdisciplinary Centre for Sustainable and Integrated Rural Development when he joined the University of Zululand (UNIZULU) in 2019. Among the main responsibilities of the Centre was the development and piloting of a first-year core module called UNIZULU 101. The pilot was successfully carried out during 2020 and 2021. This culminated in the institutional Quality Assurance Unit leading curriculum mapping of first year offerings in preparation for full rollout in 2022.

Beyond university-based work, Prof Moyo has received recognition from office bearers in government. He was appointed by the minister of education to be a member of the UMALUSI National Research Forum between 2006 and 2010. He was also appointed by the minister of higher education as a council member of Lovedale Technical Vocational College, King Williams Town from 2014 to 2018.

- Precious Shamase



GETTING TO KNOW Finance Fanatic Vumile Thandazo

Getting to know



The Finance Directorate, on 1 February 2022, welcomed Vumile Thandazo CA(SA) who assumed the position of Director: Financial Services.

Thandazo reports directly to Executive Director: Finance Pieter Du Plessis. His key role is to manage and ensure the efficiency of the financial services, student debt, payroll, financial aid, and creditors sections. He also plays a supportive role to the executive director in executing the finance strategy.

Not new to the South African higher education environment, Thandazo was a financial manager at UNIZULU prior to his new appointment.

His vision for the Finance Directorate is to position it as a centre of excellence. He also intends going paperless as much as possible- a practice he admitted was prompted by the advent of the Covid-19 pandemic. Thandazo is passionate about numbers and would have been a mathematics teacher had the call of the accountancy profession not been too loud to ignore.

Although born and bred in the judicial capital of South Africa, Bloemfontein, Thandazo was motivated to take the finance route while he was still in high school. Discovering that there was a scarcity of black chartered accountants in the country was unsettling for him, hence he decided to contribute towards changing the status quo.

As if on cue, the universe aligned the events that followed perfectly.

Thandazo was one of the top achievers in his matric year in the Free State- a feat he said helped catapult his career in a major way as he was later able to qualify as a Chartered Accountant (SA).

“I am a person who likes challenges, and I felt this route was going to give me the challenge I needed. I must say I got that in abundance- not only from the qualification itself but everyday life at work as well,” he shared.

Fun Facts About Vumile Thandazo Qualifications:

- Bachelor of Accounting from the University of the Free State
- Post Graduate Diploma in Applied Accounting Sciences (CTA) from the University of South Africa
- He also passed his Initial Test of Competence (ITC) and Assessment of Professional competence (APC)

Mantra: “I can be anything I want if I put my mind to it.”

Pastime: Watching football

- Precious Shamase



KHUMALO CLIMBS UP THE LADDER and Assumes Director Post

*Khumalo
Climbs up
the ladder*



Lungelo Khumalo, the newly appointed Director: Budget and Management Accounting at the University of Zululand (UNIZULU), is the quintessential high achiever.

At the age of 34, the well-groomed gentleman from Elandskop, Pietermaritzburg, is a registered chartered accountant who has held middle management and senior management positions in both the private and governmental sectors.

He began his career at the Auditor General (AG) where he served his articles. In 2015, he was appointed as an audit assistant manager at AG's Head Office. Following a period of over five years in the auditing stream, Khumalo longed to work finance stream- his true passion. He secured a Finance Manager position at the Independent Development Trust after which he joined Richards Bay Coal Terminal as a senior financial accountant in 2018. He then started a new position at UNIZULU as Treasury Manager in September 2021 followed by his assumption of his current position in February 2022.

"I lead a team of about 11 staff members. In a nutshell, my portfolio entails managing the budget of the institution, treasury management, assets and insurance, project accounting, and managing the accounts of the University," he says. According to him, joining UNIZULU has been a great career move as the welcoming environment

promotes productivity and growth.

Needless to mention, Khumalo has an impressive track record of obtaining distinctions throughout his basic and tertiary education life too.

While it may easily seem as though Khumalo has had a smooth sail through life, he clarifies that all his achievements are fruits of hard work.

"I was raised by a single mother. Although she struggled to make ends meet, she made sure that the void of not having a father was always filled. Growing up under difficult financial conditions motivated me to study hard at school so that I could become a chartered accountant and improve the situation at home," Khumalo shares.

After completing matric in 2004, he enrolled for a Diploma in Accounting at the Durban University of Technology which he obtained in 2008 with cum laude. Though his aspiration was to advance to a degree qualification immediately after completing his diploma studies, he was unable to realise his dream, due to financial constraints. The hand of the Almighty would later show itself upon his life. Shortly after starting a one-year internship with the then Department of Land Affairs, he received a call from the Auditor General (AG) confirming approval of his bursary application. Without hesitating, he registered to study full-time at the University of South Africa (Unisa), where he pursued a BCompt

in Accounting Science. True to his nature, Khumalo completed the two-year degree with an overall aggregate of 74%. In 2012, he received an Honours CTA from Unisa after which he passed the South African Institute of Chartered Accountants (SAICA) Initial Test of Competence and Assessment of Professional Competence board exams in 2013 and 2015, respectively.

Just as Khumalo's career was starting to take shape in 2012, when he was serving his articles at AG, he suffered a tragic loss when both his mother and maternal grandmother passed away within months of each other.

"I was close to both my mom and grandmother because they had both raised me at different points of my life. My mother sacrificed a lot of things for me to get to where I am today. My grandmother also did the same. I will never forget how she sold one of her cows just so I could pay my registration fee," Khumalo recalls.

While losing these precious women was a huge blow, he acknowledges that it brought him closer to God and his two maternal aunts, who are among a list of individuals who form his support structure.

Khumalo is currently studying towards a Master's in Accounting degree.

- Naledi Hlefané



ARE AFRICANS ALSO Entitled to Human Rights?



Human rights are inherent in human nature. Without human rights, people cannot live a normal life. These inherent rights enable people to fully develop and deploy the human capacity of intelligence and conscience to meet various spiritual, material, social, and other needs. Human rights are based on humankind's demand for life, in which the inherent dignity and infinite worth of every human being is respected and protected. The preamble to the Universal Declaration of Human Rights (UDHR) states that State members have pledged themselves 'to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms'. Furthermore, article 1 of UDHR provides that 'All human beings are born free and equal in dignity and rights'. In addition, article 2 of this international document states that:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

It should however be noted that the UDHR does not bind the state parties. That is the reason why the UN adopted two covenants, namely, the International Covenant on Civil and

Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESR), to remedy the situation. These Covenants are legally binding on the states that signed them. Basically, Article 26 of the ICCPR guarantees equal protection of all persons and prohibits discrimination on grounds such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. This declaration means that all the State parties in covenants, be it European or African, should abide by the identified international rules. The Constitution of the Republic of South Africa has followed this template. In fact, human rights have become the mantra of any country that cherishes democracy and human dignity.

In the same vein, as far as human rights are concerned, the armed conflicts between Russia and Ukraine cannot be ignored. Since the armed attacks began on 24 February 2022, the aggressor has inflicted 549 civilian deaths and 957 injuries on the victim state. It bears mention that the actual victim casualty figure has become much higher. Gross human rights violations are taking place. Obviously, this state of affairs poses a cause for grave concern. Civilians are being killed and maimed in what appears to be indiscriminate attacks, by Russian forces, in or near populated areas, using wide-area explosive devices, such as missiles, heavy artillery shells, rockets and airstrikes. It is with much concern that the global community condemns the violation of humanitarian and international law that has come in the wake of the Russian invasion of Ukraine.

But an element that has been more disturbing in the conflict, is the manner in which people of African descent, who are also fleeing from the mass killings in Ukraine, have been unfairly discriminated against in terms of availability of and access to protection and assistance. According to the University World News (February 2022) tens of thousands of African students are stranded in Ukraine as Ukrainians are fleeing the war and crossing into neighbouring countries. Disturbing tales are emerging that African students

and their families have been openly denied transportation that is otherwise casually afforded to native Ukrainians. Although, some lucky few African students have been reported to have received assistance from their countries, and have repatriated home, the rest are still stuck and left to suffer an uncertain future in a war-torn Ukraine. This unfair discrimination is shameless and is simply unacceptable.

A further illustration of ongoing discrimination is borne out by the fact that the European Union has granted temporary protection to all Ukrainian refugees, while some African and Middle Eastern refugees in Europe remain homeless and are without documentation to confirm their identity. In the converse, Ukrainians are automatically given work opportunities. True, stranded Ukrainians deserve the priority they have received. Yet the point the writer is making is that there is a need to question why Ukrainian victims of non-European extraction are left to their own devices? True, the EU does not explicitly state it, but it is crystal clear that there is a distinctly unfair discrimination against refugees fleeing from Ukraine, if they come from Africa. In light of the above observation, it can be concluded that the Ukraine war has clearly exposed racial disparities in refugee treatment. Furthermore, Bulgaria's Prime Minister has stated unequivocally that 'these are not the refugees we are used to. These are Europeans. They are intelligent and well-educated people'(AP,2022). Such pronouncements are inhumane and degrading in that they feed on the unchallenged assumption that people living outside of Europe do not deserve humanitarian consideration because they are uneducated and ignorant.

The above exposition reminds one of the fact that Africa has gone through a variety of widespread human rights violations which manifested in a variety of forms, to wit, through slavery, colonialism, neo-colonialism, apartheid, and a raft of multidimensional extreme poverty causing policies by European institutions (Ssenyonjo, 2018).

- Dr Mafuku Tholaine Matadi

Continue reading

<http://www.unizulu.ac.za/are-africans-also-entitled-to-human-rights/>



UNIZULU TEACHING AND LEARNING Mode Goes Hybrid



It is no longer business as usual for the University of Zululand (UNIZULU) which has now employed a hybrid teaching and learning style.

Ongoye Online recently caught up with Professor Vuyokazi Nomlomo, Deputy Vice-Chancellor: Teaching and Learning, who shed light on the rationale behind the move to hybrid.

1. How did the decision to migrate to a hybrid teaching and learning mode come about?

"It was a discussion that took place early this year with the Executive Committee of the institution. We looked at the current situation, particularly with regards to the levels of the lockdown which has kept our students away from campus. We came to realise that we are now at Alert Level 1 so at least movement is allowed. We also realised that students who registered in 2020 had very little exposure to

the University because soon after, there was lockdown until now. So, that means those students don't have the experience of what it means to be a university student and physically be on campus. We also thought it would be ideal to expose the 2021 and 2022 classes to the intellectual space- which is the University. Lastly, we wanted to allow for interaction in the classrooms without, of course, forgetting the Covid-19 restrictions."

2. Why go hybrid?

"We don't want to throw away the skills we acquired from teaching with technologies. We can't compromise on that. Instead, we want to build on that and make things even better. The plan is to have a hybrid mode of learning, with face-to-face engagements and an online component. We want to give more opportunities of success to our students. We plan to record our lectures and make them available online so that anytime our students want to go back to access a particular lecture at their own time and space, they can do so easily."

3. What preparations were put in place to ensure a successful hybrid mode?

"Each faculty has two interactive screens at the moment, and we intend to purchase more so that they can be installed in each and every lecture hall. We have also upgraded Moodle to ensure that it functions optimally both during the hybrid teaching and learning phase and full-time online learning, in the event of another hard lockdown."

4. What are your aspirations for 2022 academic year?

"I hope the infection rate will decrease as this will give us more liberty to actively engage with students so that they can have meaningful learning. I wish staff a successful 2022. I know that they will explore opportunities to grow and do even better than what they have been doing in the past two years as technology is emerging every day. As an institution, we have an obligation to explore those opportunities for our staff. As much as we say no student must be left behind, we must do the same for our staff as well. We will continue training and supporting them." - Naledi Hlefané



EXCITEMENT AFTER PRODUCTIVE Erasmus+ SUCSESS Third Training



University of Zululand (UNIZULU) staff attended the third Erasmus+ SUCSESS project training which took place at the University of Johannesburg in February 2022. This was a follow-up of many trainings that were held in 2021.



This training, titled "University Education from the Perspective of the Student", covered topics such as competence assessment and new pedagogical approaches for assessment, as well as introducing the Hackathon method.

In attendance were a total number of 40 academics from three South African participating universities and one from Oulu University, Finland who managed to join the face-to-face training. UNIZULU was represented by 11 participants from three faculties of the University.

The training went on for three days in different phases and it was a hybrid episode. Day one focused mainly on competencies - what, why and how to include these in the curriculum. Day two focused on the assessment of competencies - why and how this should be done. Finally, day three was on the active participation in Hackathon.

"I believe that the training sessions we have attended have equipped us with the skills of implementing innovative teaching methods that will enrich students' competencies and create better opportunities for them in life," said the project leader Professor Thandi Nzama.

The fourth and last training will be held in Oulu University in the first week of April 2022.

Other plans include dissemination seminars (100 students/industry representatives/staff members) which will be held as follows:

- University of Zululand - 27 May 2022
- University of Pretoria - 28 October 2022
- Sheffield Hallam University (Project Management Meeting) - 28 to 29 November 2023



ABOUT THE PROJECT

The aim of the Erasmus+ SUCSESS project is to strengthen co-operation between higher education institutions and the industry in South Africa and has its roots in an identified need to support employability of graduates. The project also aims at supporting the professional development of teachers / lecturers in South African universities that participate in the project by sharing diverse teaching and learning methods and pedagogical approaches that would enhance students' ability to gain competencies that are required by the industry.

- Siyanda Mntambo





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Ongoye Online is a University community publication that is designed and produced by the
Communications and Marketing Division



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