



**DURBAN UNIVERSITY OF TECHNOLOGY**  
**INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE**

**ENVISION** 2030

transparency • honesty • integrity • respect • accountability  
fairness • professionalism • commitment • compassion • excellence

**THE** WORLD  
UNIVERSITY  
RANKINGS  
2021 TOP 500



Siyaphumelela  
we succeed

# Siyaphumelela Convening Meeting

17 March 2023

Project Update

**ENVISION2030**

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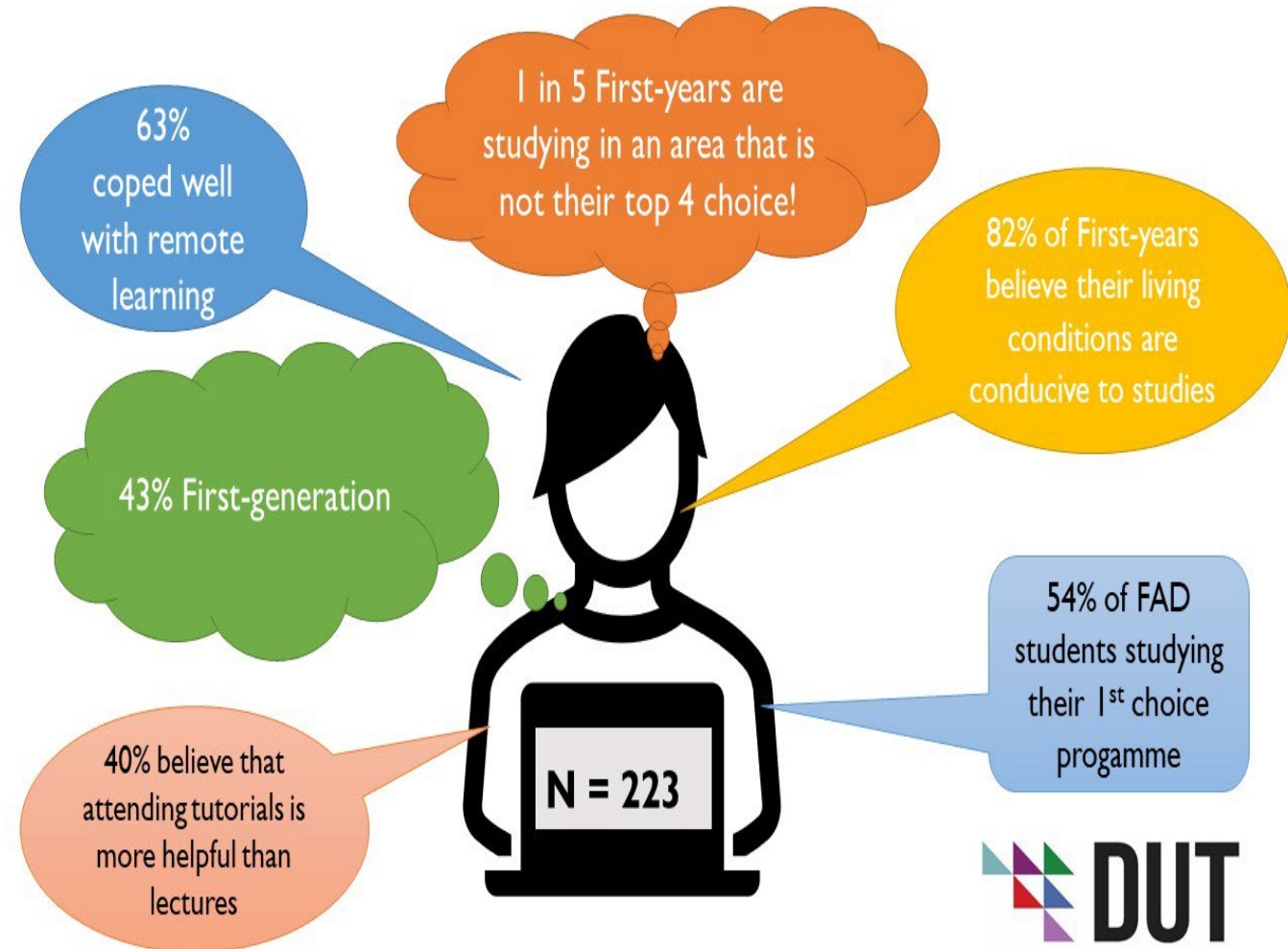


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# Data highlights from the last quarter 2022

## Hambisa Student Survey

- **Biographical data** (inc. first-generation status, disability, programme of choice, living arrangements etc.)
- **Motivation** (inc. career guidance, family, employment, relevance to real world)
- **Factors impacting academic success** (lectures vs tutorials, assessments, workload, remote learning etc.)
- **Open-response questions** (Student accountability, challenges, success factors etc.)



# Student Voice

## Success factors within the classroom

*Give opportunity to us students to say which parts we having difficulties in.*

*Usually I perform poor when I'm overwhelmed by the notes and I find them hard to understand. Content can be reduced.*

*Give extra credit tasks which can help boost my mark to pass.*

*Being followed up during the entire assessment to know that I'm moving the right way.*

*I'd like the lecturer to go over some of the stuff that he/she sees that most people failed.*

*It's the lecturer's style of teaching us.*

*To encourage me on not giving up and tell me where I went wrong.*

## Success factors beyond the classroom

*Other students and study groups.*

*The need to constantly want to learn new things.*

*My parents and their support play a major role in me being able to succeed.*

*Counselling*

*I do work on my own and try to understand the content by myself.*

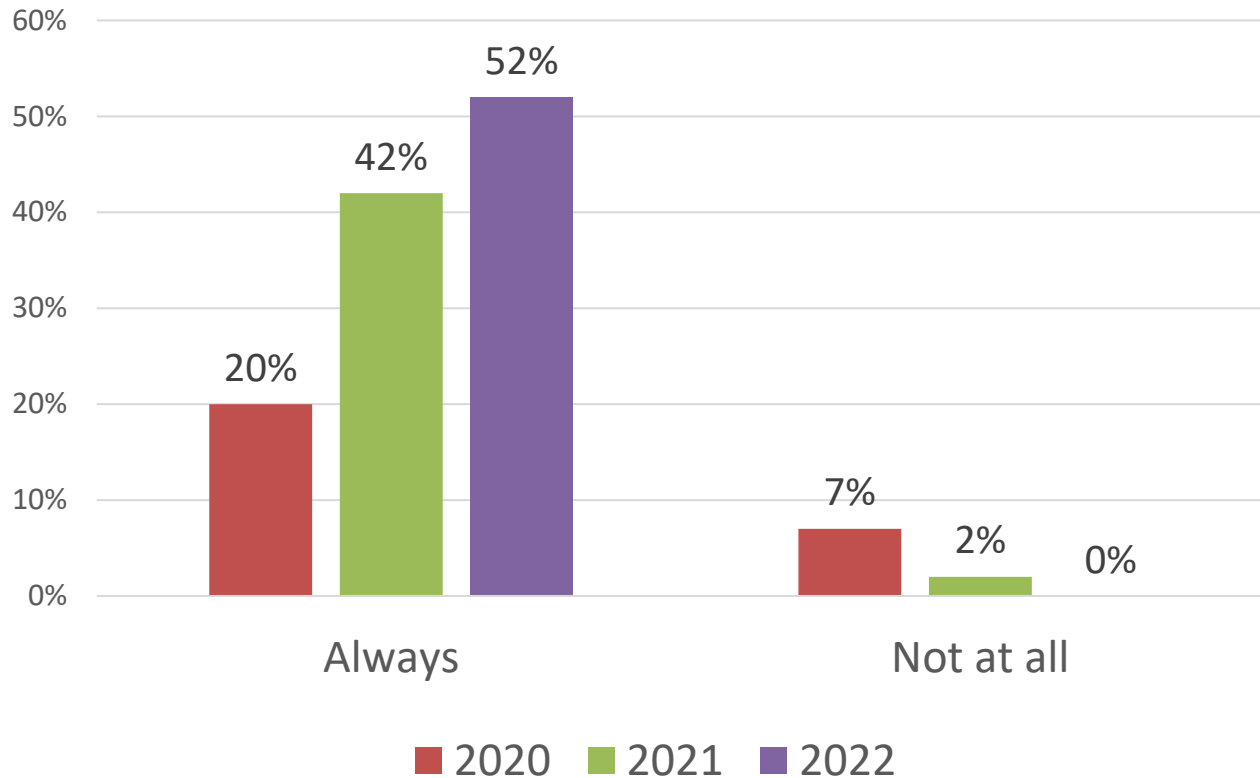
*I have a friend who gives me emotional support.*

*YouTube*

*Participation in sport help me to relax my mind and be able to study well.*

*Being in leadership helps me a lot .*

# To what extent do you use data in your DUT work environment?



## DUT Data Day



DUT  
DUT  
DUT

CREATIVE. DISTINCTIVE. IMPACTFUL

**YOUR OPPORTUNITY TO KNOW:**

- HOW DATA IS BEING USED TO TRANSFORM DUT AND ACHIEVE OUR STRATEGIC OBJECTIVES IN **ENVISION2030**

**2-4 NOV 2022**

2 NOV: 10h00 - 12h00 & 13h00 - 15h00 (online only)  
3 NOV: 10h00 - 12h00 & 13h00 - 15h00 (online only)  
4 NOV: 09h00 - 12h30 (hybrid)

**D<sup>3</sup>**  
KNOWING,  
DOING,  
IMPACTING &  
TRANSFORMING

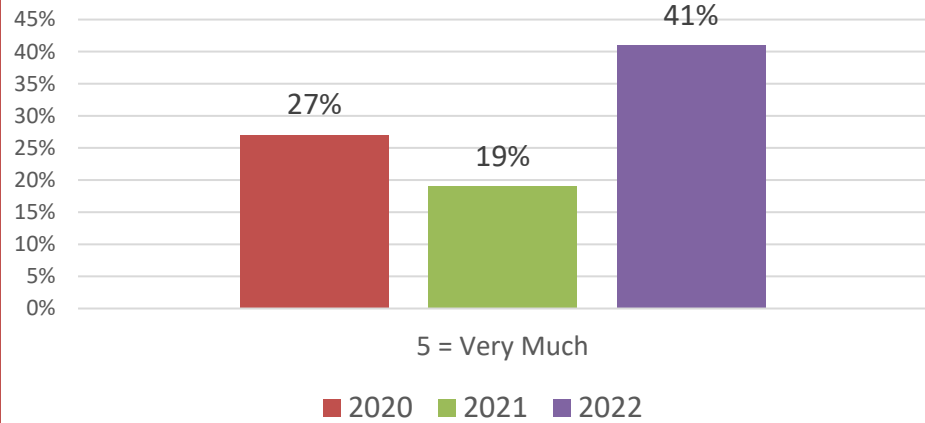
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# Data Culture

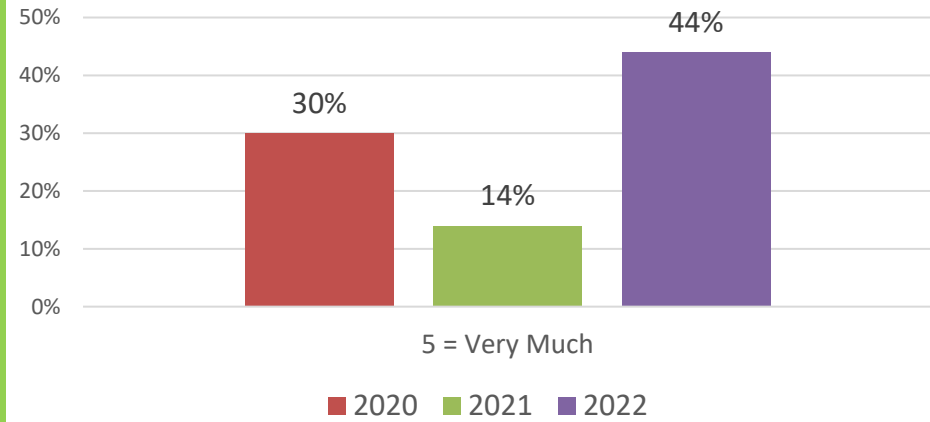
The Siyaphumelela Project which sponsors DUT Data Day has been advocating for and driving some of the big data changes at DUT, especially the fostering of a data culture at the University. On a scale of 1 to 5, (where 1 is Not at all and 5 is Very much) **to what extent do you think there has been a change in the use of data to support decision-making and planning over the last 5 years (2018 to date) at the University?**



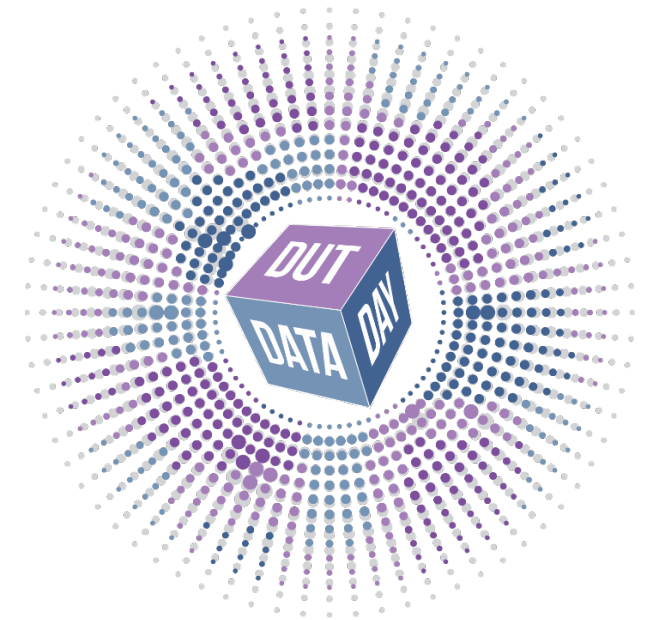
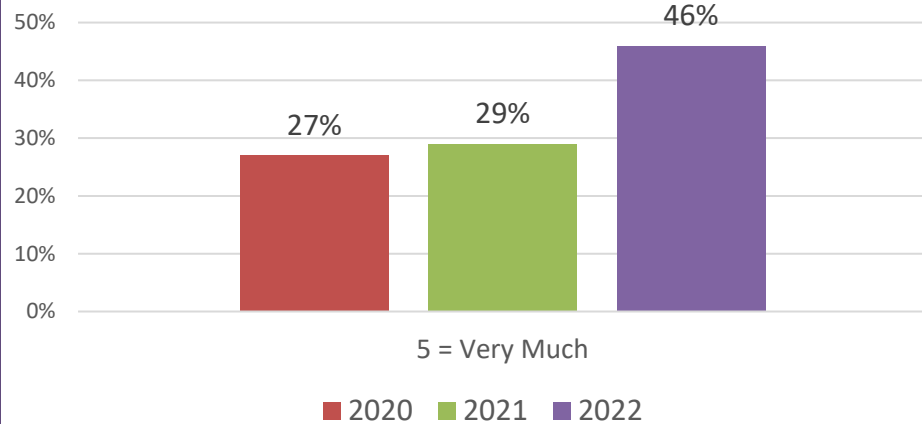
### CHANGE IN USE OF DATA - EXECUTIVE MANAGEMENT



### CHANGE IN USE OF DATA - YOUR FACULTY/DIVISION



### CHANGE IN USE OF DATA IN PERSONAL PRACTICE



**BUILDING EVIDENCE-BASED CULTURES...  
DISRUPTING GAZES & PRACTICES:  
A CASE OF VISUAL COMMUNICATION DESIGN (VCD)**

**INTRODUCTION**

Aligned to Post-2020, the faculty goal is to facilitate an experiential culture of learning in our environment.

Faculty members support team works collaboratively with Department on the ground to offer performance data and other valuable data as a way of rendering quality oriented student success in the faculty.

It is important to highlight that faculty conduct continuous data learning programmes and the data obtained from these programmes are used to make the faculty more patient and accessible which helps 85% (postgraduate) and 80% (undergraduate) of staff.

Annually, the overall pass rate in the faculty range from 85% to 96%, except in VCD (see Figure 1).

In 2021, the Faculty of Design VCD improved their staff: 100% Graduate Design, The NDip & B.Design VCD pass rates of 48% programme 'at risk'.

**FAD Pass rates 2018 to 2021**

| Year | Design | Fashion | FAD | BAH | SOI | VF  | VCD |
|------|--------|---------|-----|-----|-----|-----|-----|
| 2018 | 80%    | 80%     | 80% | 80% | 80% | 80% | 70% |
| 2019 | 80%    | 80%     | 80% | 80% | 80% | 80% | 70% |
| 2020 | 80%    | 80%     | 80% | 80% | 80% | 80% | 70% |
| 2021 | 81%    | 80%     | 80% | 80% | 80% | 80% | 70% |

Figure 1

**Pass Rates**

| Programme | 2019 | 2020 | 2021 |
|-----------|------|------|------|
| BAH       | 80%  | 80%  | 80%  |
| SOI       | 80%  | 80%  | 80%  |
| VF        | 80%  | 80%  | 80%  |
| VCD       | 70%  | 70%  | 70%  |

The students support team work with the programme team to explore this further, by using the following questions:

- Pass rates & throughput rates are below benchmarks, we design rates are also very high - why is that the case?
- Why do the retention rates look like "tear-back" (under)? What are the difficulties?
- How do we include "at risk" performance theory based students? Or a more...?
- How do we recruit additional students?
- Are there difficulties with working in the degree or diploma? How does this affect the VCD assessment?
- All stakeholders (management, staff, students, staff support)?
- How are you providing support to students to maintain what level of support you are able to?
- What interventions have been considered/implemented to be effective?

While we may not have answered all of the questions, we aim to show how data will be used to inform and transform practice through collective and collaborative engagement.

**KNOWING**

**CURRICULUM @ NQF LEVEL 7**

- Official curriculum terms in line with Post-2020 and includes core of the PAIT Strategic Initiatives.
- Mix of theoretical & applied knowledge VCD.
- Simulated workplace TAI (practical) & PPI (practical) projects assigned to students & industry.
- Capstone module - integrates creative & research work across modules - complete industry level VCD challenge (VCD, BDES 13) - successful entrepreneurship & entrepreneurial thinking.
- Process thinking/learning.

28 modules = 376 credits  
10 programme = 304 credits  
10 general education = 72 credits

**DROPOUT DATA**

- 2019 - 17 out of 27
- 2020 - 11 out of 14
- 2021 - 11 out of 24

**THROUGHPUT**

- 2019 - 11 (24%)
- 2020 - 10 (28%)
- 2021 - 0 (0%) - refers to students who do not graduate in minimum time.

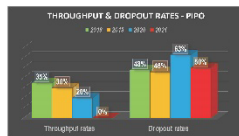


Figure 2

**THEORY BASED**

Critical and Contextual Studies  
Professional Design Practice

**PRACTICE BASED**

Visual Communication Design  
Creative Visualisation Techniques  
Professional Design Industry Practice  
Professional Design Process

**CAPSTONE**

Advanced  
Visual Communication Design

**PASS-RATES**

- 100% - 11 out of 10 programme modules have pass percentages
- Level 1: 0
- Level 2: 3
- Level 3: 2

History of theory based & practice based modules. Some students who advance in the programme modules in 11 attempts or more.

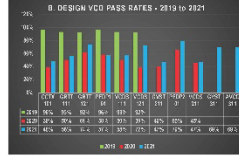


Figure 3

**DOING/ IMPACTING**

**WHAT ARE THE STUDENTS SAYING?**

What are the students saying with quality feedback on experiences, we will consider their values through the SEQ & LFD. Student feedback and how the response rates are used below.

- GRT1111 | GRT1121 | VCDSE111 | GVST111 | How useful and timely feedback. More use for assessment completion.
- GVST111 | Assessment briefs not clearly understood.
- PFD101 | VCDSE111 | GVST111 | More expectations unclear.
- VCDSE111 | High workload. Practice notes.
- VCDSE111 | GRT111 | Assessment feedback. Simplify concepts, Library.



Figure 4

**WHAT ARE THE ACADEMICS SAYING?**

- Curriculum revision has process & scope - being too many students building through the year.
- Impact of assessment - design students need to work out in the 3rd year - need more time for practice system into the design field.
- Over teaching & over assessing - could we possibly be 'over-relying' our students?
- Are we attracting the correct 'type' of student into the discipline?
- Some non-graduate/graduate students, especially during the back down period - decreased the pass rates substantially.

**WHAT IS ACADEMIC SUPPORT SAYING?**

Total number of students in academic & practical programmes.

- 2019: 163
- 2020: 139
- 2021: 119

Very few students are progressing to the support services to enhance student success, as shown by these figures - 'at risk'.

| Information and Literacy Training | Writing Centre |
|-----------------------------------|----------------|
| 2019: 15%                         | 36%            |
| 2020: 0%                          | 30%            |
| 2021: 60%                         | 73%            |

**WHAT ARE GRADUATES SAYING?**

- 3.1 [16] Satisfied with the quality of teaching in the programme
- 3.1 [16] resonance with VCD placement
- 3.6 Work placement [20 out] enhanced my learning
- 3.6 the lecturer [10 out] motivate me to do my best work
- 3.6 Student services [10 out] met requirements
- 2.6 PAH [10] balancing an activity consistently
- 2.6 PAH [10] confidence in themselves with peers in workplace
- 2.6 [16] Satisfied with quality of assessment in the programme
- 3.1 VCD [10] clear indication of programme

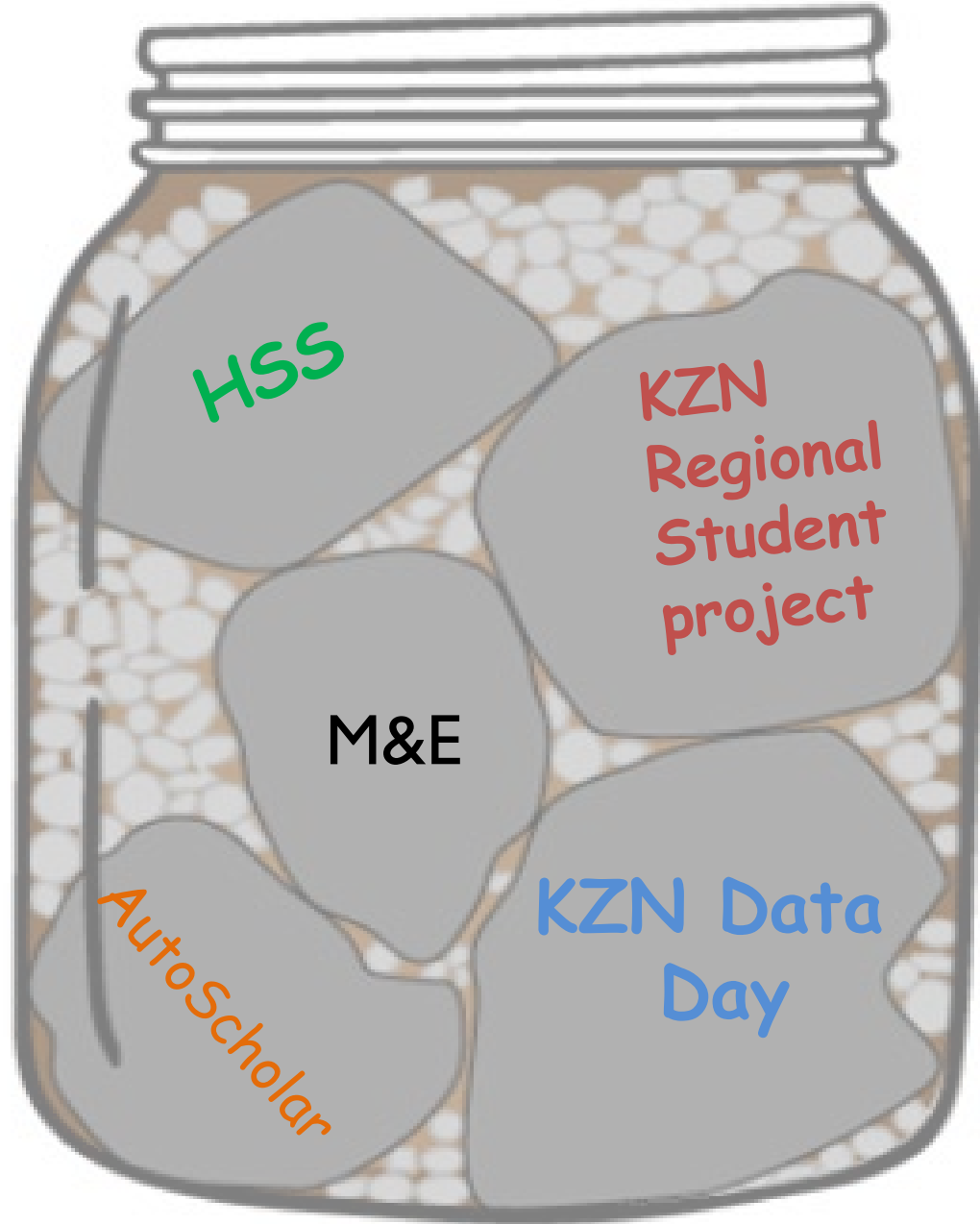
Survey Score Rating  
2.6 to 3.6 - meet or better range of academic support  
2.6 to 3 - mean value is below average

| Student Support | Tutors        |
|-----------------|---------------|
| 2019: No data   | 2019: 4       |
| 2020: No data   | 2020: No data |
| 2021: 10 (64%)  | 2021: 9       |

**TRANSFORMING**

| PROGRAMME MANAGEMENT  | ENROLLMENT MANAGEMENT   | CURRICULUM   | TEACHING & LEARNING  | ASSESSMENT  | STUDENTS AS PARTNERS  |
|---|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Substantiate Programme Coordinator role - IMPROVED programme management</li> <li>• Lead Coordinator - 'refuge' - Coordinator across levels - improve understanding of modules across levels</li> <li>• Promote role &amp; build industry through wider staff meetings &amp; team building</li> </ul> | <ul style="list-style-type: none"> <li>• Attract the correct student 'type' through some alternative marketing processes</li> <li>• Strategy to engage cohort in a holistic - collaborative with staff/students, ICD &amp; Student Facilitators</li> <li>• Programme Evaluation Questionnaire - students to complete as part of design/industry work</li> </ul> | <ul style="list-style-type: none"> <li>• Review strategy &amp; scope to improve module programme</li> <li>• Review course &amp; pace - include to improve optimum access</li> <li>• Overhaul business modules - align academic credentials</li> <li>• Discipline/interdisciplinary - what knowledge/where knowledge? Industry in design education</li> </ul> | <ul style="list-style-type: none"> <li>• Enhance understanding of what is expected of a 'top student'</li> <li>• No-engage portfolio &amp; strengthen in workplace TAI portfolio - esp. with other team/industry - clients</li> <li>• Re-evaluate the role of 'TAI' and build relevant capacity</li> <li>• Collaborate with VCD to enhance support services in relevant TAI</li> </ul> | <ul style="list-style-type: none"> <li>• Assess the operational &amp; high in-crease staff response</li> <li>• Structure assess work portfolio 'at' 'at' 'at'</li> <li>• Provide clear instructions - include 'at' for all assessments</li> <li>• Provide orientation &amp; motivation processes</li> </ul> | <ul style="list-style-type: none"> <li>• Student experience is crucial for success - learning to build capacity</li> <li>• Students are motivated to be active participants in their own learning</li> <li>• Students encouraged to provide support/assistance to their friends</li> <li>• In 2023, EQ training will be provided to students, so they understand their role in their success</li> </ul> |





# Big Rocks for 2023

THANK  
YOU

