

UNIVERSITY OF CAPE TOWN

2020

STAFF LEARNING & DEVELOPMENT
RESOURCE GUIDE FOR ACADEMIC & PASS STAFF



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Welcome to the 2020 UCT Staff Learning and Development Resource Guide

This guide is a listing of all learning and development resources available to all UCT staff at UCT. Human Resources Development publishes this guide annually.

WHAT IS INCLUDED IN THIS GUIDE?

This guide contains information on non-formal, job-related courses run by various UCT centres of learning, or internal UCT training providers, across the University. This includes, but is not limited to, the Staff Learning Centre, ICTS, CHED and the Research Office.

HOW DO I USE THIS GUIDE?

The contents page provides a full directory of courses listed. The courses are grouped under broad skill, knowledge or competency headings to make it easier to search for the type of course you need. Under each course listing, you will find details about the course, the expected outcomes of the course, who runs the course, and where to go for more information or how to book.

HOW DO I CHOOSE WHAT COURSES TO ATTEND?

There is an essential link between learning and development and improving job performance. You and your Manager normally identify learning and development needs during performance planning, goal- or objective-setting discussions. Academics usually identify these needs during performance planning and performance reviews. PASS staff usually identify these needs during the Development Dialogue process of identifying Key Performance Areas (KPA's), setting objectives,

selecting competencies, and drawing up a personal development plan).

WHO DO I CONTACT TO BOOK FOR A COURSE OR FOR MORE INFORMATION?

Each UCT centre of learning or internal training provider have their own terms and conditions and booking procedures. Some may also charge for their courses.

For more information or to book, please contact the relevant providers directly or visit their websites. Each listing includes details on how to book and/or who to contact for more details.

WHAT CAN I DO IF THE COURSE I NEED IS NOT LISTED HERE?

The UCT centres of learning and training providers may not offer a course that you need. You may need to find a suitable course offered by a provider outside of UCT. In this case, your department will fund the course through their training and development budget. You will need to make your own enquiries and arrangements to attend. There should, however, always be a link between the course and the job requirements that need to be fulfilled.

WHAT IF I WANT TO COMPLETE A FORMAL QUALIFICATION, NOT A SHORT SKILLS COURSE?

The Staff Learning and Development Funding Policy (see page 2) defines how UCT supports formal staff learning and development. Further information about the Staff Education Bursary Scheme and Staff Tuition Rates can be found in this guide (see page 83).

WHERE DO I FIND THIS GUIDE?

This guide is available electronically at hr.uct.ac.za > Learning and Development > Staff learning and development resource guide.

The guide will no longer be published in hard copy.

The Staff Learning and Development Funding Policy

The Staff Learning and Development Funding Policy defines how UCT supports staff learning and development. This policy is available on the HR website at <http://www.hr.uct.ac.za/>

In summary, there are two main types of learning and development that UCT may support:

- Formal – Includes qualifications, certificates, degrees, diplomas. Typically, these courses are for a longer duration (3 months to a year), are formally assessed and are certified. They are normally used for Personal and Developmental needs. (E.g. B Com, Diploma in Human Resources)
- Non-Formal – Short skills courses offered either internally or externally. Typically, these are for a shorter duration (less than 3 months). They specifically address one particular skill or competency. They may or may not be assessed and certified. They are normally used for Job-Related needs (e.g. First Aid, MS Word or presentation skills courses).

There are three distinct types of learning and development needs:

1. JOB-RELATED – The gap between the set of competencies, skills and experience necessary to reach or perform the objectives, plans and goals, and the set you currently have. It is imperative that you develop the required set in order to attain your objectives. The competency, skill or experience is an explicit requirement of the job. This could be applicable to one person in a team or a whole team. UCT supports Job-Related learning and development in one of two ways:

- a. If the development is formal, it is funded from departmental / faculty budgets and a bursary agreement is signed; or
- b. If the development is non-formal it is funded from departmental / faculty budgets. If the course costs more than R25 000, a declaration of obligation is signed.

However, a number of centres of learning exist at UCT to run courses and interventions that address the most common learning and development needs, such as the Staff Learning Program, ICTS, CHED, the Research Office and Safety, Health and Environment. In this case the department or faculty may incur a minimal cost. It is primarily these courses that are contained in this guide.

2. DEVELOPMENTAL – The competencies, skills, qualifications or education needed to better yourself or to advance your career at UCT in the short to medium term. It is not an explicit requirement of your current post, and you are able to attain the set objectives without it. The competencies, skills, qualifications or education attach to you and are ultimately for your benefit. Development of these does ensure that UCT has a larger pool of competent and qualified people to recruit from. Some courses contained in this guide may be developmental.

Developmental Learning and Development is funded in one of three ways:

- a. By you; or
- b. By the Staff Education Bursary Scheme if you are undertaking formal development through an institution other than UCT/UWC and a Bursary Agreement is signed; or
- c. Through Staff Tuition Rates should you undertake formal development through UCT / UWC.

3. PERSONAL – The competencies, skills, qualifications or education needed to better yourself or advance your career in the longer term, either at UCT or elsewhere. It is not an explicit requirement of your current post, nor a requirement of any other post that you are likely to take up in the short to medium term. The competencies, skills, qualifications or education attach to you and are completely for your benefit.

Personal Development is funded in one of two ways:

- a. By you; or
- b. Through Staff Tuition Rates should you undertake formal development through UCT / UWC.

BASIC EDUCATION QUALIFICATIONS

AMENDED SENIOR CERTIFICATE (MATRIC)

The Amended Senior Certificate (Grade 12/Matric) is suitable for adult learners and will provide them with the skills to perform tasks at a higher level as well as to participate in lifelong learning. This qualification will give learners the tools to be gainfully employed in the world of work as well as the opportunity to enter Higher Education institutions.

The qualification aims to give learners the skills to:

- Creatively identify and solve problems, evaluate information, organise and manage activities
- Communicate effectively with others as a member of a group or team
- Be culturally sensitive across a range of social circumstances
- Identify and solve problems in an organised, responsible manner
- Organise, analyse and evaluate information and make informative decisions

OUTCOMES

After completing the qualification, the learners will be able to:

- Enter Higher Education institutions
- Manage and organise various activities
- Interact and communicate effectively with others
- Participate responsibly in the life of a community

- Evaluate information gathered through observation
- Demonstrate understanding and application of the range of knowledge and skills

WHO SHOULD ATTEND?

- Staff members who wish to obtain a Senior Certificate (Matric/Grade 12)

PRE-REQUISITES

In order to take part, you must:

- Be 21 years old or older
- Have a certified copy of your SA ID book
- Non-South African Citizens: Copy of passport/ visa/or study permit
- Have proof of address
- Passed Grade 9 (Standard 7), OR Passed GETC: ABET Level 4 Certificate, OR NQF Level 1 Qualification (with 2 official languages)
- A copy of your highest level of education (Grade 9/Standard 7)
- Have a motivation from your line manager
- Complete the course entry assessments

As part of your application process, you will need to submit copies of all the above listed.

BOOKING AND FURTHER INFORMATION

These qualifications are funded by the Staff Education Bursary Scheme and participants will therefore be required to sign a 'Bursary Agreement' (HR186).

To express your interest, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za. For assistance with booking consult your Line Manager and/or dedicated Human Resource Practitioner.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

BASIC EDUCATION QUALIFICATIONS

GENERAL EDUCATION AND TRAINING CERTIFICATE (ABET GET CERTIFICATE)

This ABET GET Certificate is a literacy programme and is for people who want to achieve an NQF level 1 qualification. Completing this course will ensure your eligibility into a Senior Certificate (Matric) programme.

The qualification aims to:

- Give recognition to learners who achieve and meet the necessary requirements and competencies.
- Provide a solid foundation of general education learning which will help prepare learners and enable them to access further education and training
- Promote lifelong learning to enable learners to continue with further learning
- Prepare learners to contribute better in society and the workplace

OUTCOMES

The qualification aims to equip learners to:

- Develop and apply relevant skills, knowledge and attitudes
- Function better in and contribute to the world of work

- Become more aware of issues relating to diversity, inclusivity, cultural values, human rights, gender, development and change
- Develop an appreciation for lifelong learning
- Function better as a citizen in South Africa
- Become more aware of critical ethical issues
- Develop study skills to be able to access further learning

WHO SHOULD ATTEND?

- Staff members who would like to improve their fundamental basics in education and training
- This programme is suitable for staff who currently do not meet the minimum entry requirements for a Matric qualification

PRE-REQUISITES

In order to take part, you must:

- A permanent UCT staff member
- 16 years or older
- Passed Grade 7 (Standard 5) OR Passed ABET Level 3
- Have a certified copy of your SA ID book
- Non-South African Citizens: Copy of passport/ visa/ or study permit
- Have proof of address
- Have a motivation from your line manager
- Complete the course entry assessment
- As part of your application process, you will need to submit copies of all the above listed.

BOOKING AND FURTHER INFORMATION

These qualifications are funded by the Staff Education Bursary Scheme and participants will therefore be required to sign a 'Bursary Agreement' (HR186).

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COMMUNICATION AND INTERPERSONAL SKILLS

CUSTOMER SERVICE SKILLS

This two-day workshop provides the skills and knowledge to enable you to provide customer satisfaction and is ideal for staff members who deal with both internal customers and external customers.

OUTCOMES

- Explain the difference between an external customer and internal customer
- Explain quality service
- Explain the benefit of internal customer care to your team, your manager and other departments at UCT who serve external customers
- Explore the UCT Vision, Mission, Strategy and Values
- Explain the importance of your job role in the service chain
- Identify barriers to effective communication with internal and external customers
- Take ownership for your role and performance in delivering quality service by:
 - Demonstrating effective communication skills when dealing with customers on the telephone and in face-to-face situations
 - Gathering and analysing information needed to solve a problem
 - Choosing positive responses and problem-solving methods to deal with customer dissatisfaction

- Managing a customer complaint according to your delegated level of authority and department guidelines
- Referring a customer complaint to the appropriate person for follow-up
- Creating an action plan to deliver quality service

WHO SHOULD ATTEND?

Anyone wanting to improve the quality of service they offer to both internal and external customers.

DATES:

- 18 & 19 March 2020 (2-day course)

TIME:

- 09h00 – 16h00

VENUE:

Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

COMMUNICATION AND INTERPERSONAL SKILLS

FACILITATION SKILLS

This three-day workshop is intended for people who facilitate in a variety of formal and informal contexts in socio-cultural, learning and workplace scenarios.

This workshop will highlight the difference between facilitating and presenting and will cover the facilitation process and skills. The workshop provides a safe space where you can practice your facilitation skills and receive feedback from peers.

OUTCOMES

- Differentiate between presenting and facilitating
- Understand and apply adult learning principles to a facilitation process
- Understand and apply the facilitator core competencies to a facilitation process
- Explore strategies for confirming a facilitation brief and planning a session
- Explain group dynamics and how these may impact a facilitation process
- Create an environment which supports active participation and removes blocks to participation
- Explain the facilitators role in managing the process
- Create strategies to encourage dialogue between participants
- Understand the phases of facilitation and demonstrate what to do in each phase
- Understand and explain the impact of words, tone and body language on participants

- Apply a range of skills for managing various responses of the group
- Apply strategies for recording group discussions
- Build and use a Facilitator's Toolbox
- Practice facilitating during the workshop to develop competence

WHO SHOULD ATTEND?

- Anyone required to, facilitate learning through group sessions and facilitate group workshops.

DATES:

- 21 & 22 October 2020, and 5 November 2020 (3-day course)

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

COMMUNICATION AND INTERPERSONAL SKILLS

PRESENTATION SKILLS

This two-day workshop equips you with the skills to successfully prepare and deliver a presentation.

You will be shown how to accommodate audience and context needs when preparing and delivering a presentation. You will be shown how to accommodate audience and context needs when preparing and delivering a presentation.

The workshop provides a safe space where you can practice your presentation skills. In line with the experiential learning philosophy, you will be required to prepare and deliver a minimum of three presentations while on the workshop and will receive feedback to guide you in building a development plan to ensure the transfer of learning to your work environment.

OUTCOMES

- Clarify the purpose of your presentation
- Plan and organise your presentation to meet the aim and audience needs
- Deliver a presentation demonstrating an understanding of:
 - The structure of a presentation
 - The impact of words, tone and body language on your message
 - How to gain and maintain audience attention
 - How to adjust to the audience
 - The role, appropriateness, advantages and disadvantages of the various manual and electronic visual aids
 - Selecting the most appropriate visual aids to meet your purpose

- A range of techniques for managing own fear and stage fright
- A range of actions to manage audience interaction

WHO SHOULD ATTEND?

- Any staff member who is required to present to an audience, in either a formal or informal context.

DATES:

15 & 16 July 2020

TIME:

09h00 – 16h00

VENUE:

Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

COMMUNICATION AND INTERPERSONAL SKILLS

TECHNICAL AND BUSINESS WRITING

This in-depth course will equip you with the skills needed to write documents for any media or audience, about any technical or business subject.

Please note that this course does not specifically cover the writing of business letters, reports, memos and e-mails, although the methods taught can be applied to these.

OUTCOMES

- Learn about a methodology for organising information that can be applied to all kinds of business and technical writing
- Use an appropriate documentation template in Microsoft Word
- Apply principles of usability and good navigation, especially in an online environment
- Classify information into different types, and use appropriate language and layouts for those types
- Write a step-by-step procedure for an on- or off-system task
- Draw up a business process from pencil to computer, learn Microsoft Visio basics and use a template
- Construct supporting, background and conceptual information
- Develop graphics and place them effectively
- Learn how to find and apply international standards for language, style and technical phrases

- Plan documentation work using a range of planning tools
- Analyse a documentation task and carry it through from first to final draft

COURSE STRUCTURE

The course includes:

- Six days of classroom-based instruction covering foundational principles, documentation project planning, and procedure-, process- and policy writing sessions
- Two weeks spent preparing an individual written project in your own time interspersed with two one-on-one review sessions with a trainer. We recommend that you set aside about twenty hours for the project and reviews
- One half day, two weeks after the course, in which documentation projects are presented

WHO SHOULD ATTEND?

This course is for you if you need to do any of the following:

- Document your internal procedures
- Write documents to assist end users to carry out tasks and make decisions
- Compile information for the web
- Document new systems and processes
- Write up organisational policy
- Review and reorganise existing or outdated documents
- Prepare documents explaining how and why something must change

A high proficiency in written English is recommended for successful completion of this course.

BOOKING AND FURTHER INFORMATION

This course is run by ICTS.

The costs for 2019 are advertised on the ICTS course calendar. In order to book, use the online booking system on the ICTS website at <http://www.icts.uct.ac.za/modules.php?name=cbs&file=book> or by following the path Training > Course booking form.

More information can be found on the Technical and Business Writing course web page (see the ICTS website at www.icts.uct.ac.za and follow this path: Training > ICTS Training and open the quick link Technical & Business Writing) or by contacting the Content Architecture team, Systems Division at jenny.wood@uct.ac.za or on 021 650 4335.

DATES AND TIME:

The dates and times are advertised on the ICTS course calendar at: <https://ictsapps.uct.ac.za/cbs>

COMMUNICATION AND INTERPERSONAL SKILLS

WRITING DEVELOPMENT COACHING PROGRAMMES

Human Resources Development employs a dedicated Writing Development Co-ordinator whose purpose is to improve the written language skills of UCT staff through the provision of workplace mentorship, coaching, training and consultancy services, with an emphasis on support for staff members for whom English is a second language.

ENGLISH FOR EVERYONE WORKSHOPS

OBJECTIVE

- To build confidence and to improve basic English writing and computer skills required in the UCT workplace.

WHO SHOULD ATTEND?

- UCT staff, whose first language is not English and are interested in improving both their English and basic computer skills.

APPROACH AND METHODOLOGY

- Small groups (maximum 6), interactive sessions in a non-threatening environment. Modules

offered include: basic email communication, using word documents for workplace reports and notices. Participants are required to commit to a 6-session programme, which includes workplace application, feedback and individual assessment.

VENUE:

- Cambria House

ENGLISH WORKPLACE COMMUNICATION WORKSHOPS

OBJECTIVE

- To improve all forms of English writing required in the workplace.

WHO SHOULD ATTEND?

- UCT staff interested in improving their written communication.
- English first and second language speakers are welcome, and a range of language levels is accommodated.

APPROACH AND METHODOLOGY

- Individual and small-group coaching. Modules offered include: email communication, writing letters, memoranda, reports and proposals. Participants are required to commit to a 6-session programme, which includes workplace application, feedback and assessment.

VENUE:

- Cambria House

BOOKING AND FURTHER INFORMATION

This programme is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

SERVICING OFFICER PROGRAMME

OBJECTIVE

- To improve quality and effectiveness of servicing officers' skills.

WHO SHOULD ATTEND?

- Current UCT servicing officers
- Prospective servicing officers

APPROACH AND METHODOLOGY

- Small group coaching, 6 two-hour sessions. Coaching which includes individual assessment, feedback and ongoing support. Interactive sessions focus on group and individual needs and a range of committees.

VENUE:

- Cambria House

COMPUTER RELATED SKILLS & ONLINE RESOURCES

COMPUTER LITERACY – COMPUTERS FOR BEGINNERS

This course provides step-by-step instruction on how to operate a personal computer. At the end of this course you will undertake an assessment and receive certification.

OUTCOMES

- Introduction to the parts of a personal computer
- Basics of using a personal computer
- Organising files and cleaning up your system
- Creating documents
- Editing and formatting text on MS Word and MS Excel
- Setting page display and printing options
- Connecting to a network
- Finding Information on the Internet

WHO SHOULD ATTEND?

- Those with no or very limited computing skills.

DATES:

Group 1: 10-day course, Tuesdays & Fridays

- 18 February 2020
- 21 February 2020
- 25 February 2020
- 28 February 2020
- 3 March 2020

- 6 March 2020
- 10 March 2020
- 13 March 2020
- 17 March 2020
- 20 March 2020

Group 2: 10-day course, Tuesdays & Fridays

- 5 May 2020
- 8 May 2020
- 12 May 2020
- 15 May 2020
- 19 May 2020
- 22 May 2020
- 26 May 2020
- 29 May 2020
- 2 June 2020
- 5 June 2020

Group 3: 10-day course, Tuesdays & Fridays

- 23 June 2020
- 26 June 2020
- 30 June 2020
- 3 July 2020
- 7 July 2020
- 10 July 2020
- 14 July 2020
- 17 July 2020
- 21 July 2020
- 24 July 2020

Group 4: 10-day course, Tuesdays & Fridays

- 6 October 2020
- 9 October 2020
- 13 October 2020

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

Bookings on done online via SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za. For assistance with booking consult your Line Manager and/or dedicated Human Resource Practitioner.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hrstafflearningcentre@uct.ac.za or 021 650 3812.

- 16 October 2020
- 20 October 2020
- 23 October 2020
- 27 October 2020
- 30 October 2020
- 3 November 2020
- 6 November 2020

TIME:

- 09h00 – 16h00 (each day)

VENUE:

- Cambria House Computer Lab

COMPUTER RELATED SKILLS & ONLINE RESOURCES

GIS TRAINING VIA ESRI'S VIRTUAL CAMPUS

The University of Cape Town has access to the ESRI Virtual Campus online training facility, as part of our academic license. We can facilitate access for users interested in obtaining GIS technical certifications from the comfort of their desktop. The courses covered under our license focus on learning how to use ESRI's software, but there are also basic GIS concept modules available.

BOOKING AND FURTHER INFORMATION

Those who are interested in undertaking an ESRI Virtual Campus training course will require 3 things:

- 1) A free ESRI Global account. They can create one at <https://accounts.esri.com/signup>
- 2) Access to the relevant software, and the internet

A standalone academic ArcGIS software license is available from the UCT GIS Laboratory (Telephone: 021 650 3917, Email: uct-gis@uct.ac.za.)

- 3) Membership in UCT's ESRI training organisation. Please send an email from a UCT account and include your staff number to uct-gis@uct.ac.za to receive an invitation. Accept it using your ESRI Global account (see step1) Certain introductory courses and topical webinars are entirely free and do not require membership to the UCT training organisation.

You can reach the Virtual Campus via <http://www.esri.com/training/main>

We recommend the free Getting Started with GIS course

COMPUTER RELATED SKILLS & ONLINE RESOURCES

ICTS TRAINING

ICTS offers relevant practical and customised courses to enable you to get the most out of ICTS – supported software.

Our wide range of offerings include instructed courses and seminars.

- Courses are practical hands – on sessions with up to 20 people per class working on PCs in the ICTS Training room.
- Seminars are practical demonstrations and discussions aimed at larger interest groups. These sessions are normally held at your venue or as an online session.

CUSTOMISED TRAINING COURSES

Upon request, ICTS also offers on-site seminars and customised courses in response to the specific training needs of a department. You provide the venue and facilities and we provide the trainer.

The training team will help you to identify any skills gaps and will customise training to address your department's needs.

SELF-TRAINING RESOURCES

Online learning gives you the freedom to learn at your own pace from your desk, work, from home or anywhere that you access to the internet. Visit our self-training resources page for a list of online training resources at; www.icts.uct.ac.za/self-training

VENUE:

- The ICTS Training rooms are situated on Level 1, in the Wilfred and Jules Kramer Law Building, Middle Campus.

COURSE COSTS:

- A nominal fee is charged for ICTS courses, these fees are listed per course on www.successfactors.uct.ac.za.
- A flat rate of R600 per hour is charged for customised training (regardless of the size of the group)

BOOKING AND FURTHER INFORMATION

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information contact the ICTS Training team at 021 650-5392 or via email at icts-training@uct.ac.za

COMPUTER RELATED SKILLS & ONLINE RESOURCES

ONLINE LEARNING

ADOBE LEARN (ADOBE TV)

Adobe Learn has the online resources you need to improve your Photoshop, Acrobat, InDesign and Dreamweaver skills. Whether you're a beginner or an expert in using Adobe products the online TV network offers how-to training videos, useful tips and tricks, the latest information on Adobe products and services and ideas on what other Adobe users are doing.

You can either watch episodes online or save them to your computer using the Adobe Media Player software. Adobe Learn also gives you the option to share and post videos on your blog.

Adobe products are widely used by a variety of audiences. Content is divided up into channels for photographers, designers, video professionals and developers – making it easier for you to find the information you need.

ACCESSING THE ONLINE LEARNING CONTENT

To access the online learning materials visit <http://tv.adobe.com>

COURSERA

Coursera is a social entrepreneurship company that partners with top universities around the world to offer free online courses. The technology allows the best lecturers to teach any number of students across the globe.

UCT does not have a site license for Coursera. You can, however, sign up for this resource by creating

an account in your personal capacity. Once you have an account, you will be able to access a wide range of courses.

Courses are offered in a wide range of topics, spanning Humanities, Medicine, Biology, Social Sciences, Mathematics, Business, Computer Science, and many others.

You can watch lectures taught by world-class lecturers, learn at your own pace, test your knowledge and reinforce concepts through interactive exercises. You also join a global community of thousands of students learning alongside you. The courses are based on sound pedagogical foundations that will help you master new concepts quickly and effectively. This includes; mastery learning to make sure that students have multiple attempts to demonstrate their new knowledge, interactivity to ensure student engagement and to assist long-term retention, and frequent feedback sessions so that students can monitor their own progress and know when they've really mastered the material.

ACCESSING THE ONLINE LEARNING CONTENT

To access the Coursera online learning materials visit <http://coursera.org>

FUTURELEARN

FutureLearn offers you a powerful new way to learn online. Every course has been designed according to principles of effective learning, through storytelling, discussion, visible learning, and using community support to celebrate progress.

Each partner university has designed a complete

learning experience, presented by leading academics in their field. Rather than broadcast long classroom lectures, ideas are introduced via high quality videos and articles. You can then discuss what you've learned, testing your new knowledge with interactive quizzes that offer helpful responses and the opportunity to try again if an answer is wrong. Every course tells a story, step by step, with challenges and helpful tips along the way, to test and build your understanding.

ACCESSING THE ONLINE LEARNING CONTENT

To access the FutureLearn online learning materials visit <http://futurelearn.com>

KHAN ACADEMY

The Khan Academy is a non-profit organisation hosting more than 4,000 video tutorials in subjects like mathematics, healthcare, medicine, finance, chemistry, biology, astronomy and more.

The site, which aims to provide high quality education for anyone, anywhere, is backed by industry heavyweights such as Bill Gates and Google.

ACCESSING THE ONLINE LEARNING CONTENT

To view videos only:

Log onto the local mirror, <http://khan.uct.ac.za>, to view the entire Khan Academy video library.

To do exercises and track your progress:

Use the full version at <https://www.khanacademy.org>.

COMPUTER RELATED SKILLS & ONLINE RESOURCES

ONLINE LEARNING (continued)

LINKEDIN LEARNING

LinkedIn Learning is an online subscription library that teaches the latest software tools and skills through high-quality instructional videos prepared by recognised industry experts.

LinkedIn Learning is available to all UCT staff members and students. It is designed for all levels of learners and is available whenever you're ready to learn. You can view it from a PC, on your iPhone, iPad, Android phone or tablet, or another mobile device.

ACCESSING THE ONLINE LEARNING CONTENT

To access LinkedIn Learning courses, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

SUSE ACADEMIC PROGRAMME

Gartner stated that by 2020, 90% of international software companies will have an open source strategy in order to stay on trend with the market's requirements.

This means that the demand for open source training options will also increase, to help individuals become equipped with the necessary skills to use these open source solutions.

Linux is currently the most popular open source operating system used by millions of people across the world. If you are keen to join the Linux community then let the SUS Academic

Programme help you get started

This online training offers you access to:

- training materials for students, academic staff and trainers on certified Linux, OpenStack, Ceph and other SUSE courses
- SUSE support, knowledge base articles and forums
- SUSE tools and products for lab environments, software development or other education settings

UCT staff members also get special pricing for SUSE products in accordance with their terms and conditions

LET THE LEARNING BEGIN

1. Navigate to www.suse.com/academic, click Register, then complete the required fields and click Create Account.
Note: Use your UCT staff/student email address to get full access to all the good stuff.
2. SUSE takes a day or two to process your request and will confirm your access via a SUSE Academic Access Approval email.
3. And that's it! You can either access this online training resource by clicking Access SUSE Academic in your SUSE welcome email and agree to the terms and conditions, or simply go to www.suse.com/academic and click Login.

GET HELP

SUSE offers support and knowledge in the form of forums, articles, FAQ and more. Go to <https://forums.suse.com/faq.php> and use the Search Forms or Advanced Search to find more information.

If you're still stuck, contact the SUSE Academic

Program Manager, Brenden Bulmer, at Brendan.bulmer@suse.com, for assistance

COMPUTER RELATED SKILLS & ONLINE RESOURCES

SAP SYSTEMS TRAINING – FINANCE MODULE

Training is provided in the form of practical lab-based courses. UCT instructors present courses and group sizes are limited to 16 participants. Training is only available to current UCT staff members who require access to SAP in terms of their job description/role.

WHO SHOULD ATTEND?

- The objective of the Finance Department is to develop the SAP skills of permanent and long-term contract staff whose jobs require access to SAP. Training is compulsory for these staff members and access to SAP is contingent on attendance at training courses. If your application for access to SAP is successful, you will be booked on the relevant courses depending on the access required.
- SAP access for staff members on short-term contracts (less than 3 months) is not normally approved. However, if considered essential, line managers may motivate for short-term contract staff to attend SAP training.
- Existing SAP users who would like refresher training may apply via the Service Now portal (<https://uct.service-now.com/sp/>) to attend any of the regular courses that are in line with their current job requirements (i.e. the SAP authorisations they already have). Course size

is however limited and priority is given to new users applying for access. A waiting list will be kept.

- We are unfortunately only able to provide SAP training for UCT staff in line with their current work requirements.

There is SAP training every month from February to November, provided there are more than four bookings.

BOOKING AND FURTHER INFORMATION

This course is run by the Finance Department.

Please ensure that new staff do not miss the start of the training cycle by submitting their applications for access to SAP two weeks prior to the training date (you can apply on behalf of new staff before they arrive).

More information can be found at <http://www.icts.uct.ac.za/SAP-training> or by contacting the Course Administrator at fnd-finance@uct.ac.za or on 021 650 2111.

COMPUTER RELATED SKILLS & ONLINE RESOURCES

STUDENT SYSTEMS TRAINING FOR UCT STAFF

Student Systems Support (SSS), a section in the Office of the Registrar, provides end user support to users of student administrative systems. Offering a range of role-specific courses for staff using the Student Administrative System as an integral part of their jobs, training courses have been specifically designed to meet the needs of staff roles.

Courses are scheduled and advertised via the SSS website at www.sss.uct.ac.za and are also offered on demand.

COURSE COSTS

All courses are free of charge. However, there is a charge for “no shows” or late cancellations to cover administrative costs.

BOOKING AND FURTHER INFORMATION

These courses are run by Student Systems Support (SSS), Office of the Registrar.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

For more information please contact the SSS office at sss-helpdesk@uct.ac.za.

COMPUTER RELATED SKILLS & ONLINE RESOURCES

VULA BASIC TRAINING

The Vula Support Team from the Centre for Innovation in Learning and Teaching (CILT) provides training in the form of 2.5hr hands-on mini workshops.

Training is geared toward providing an introduction to Vula, which includes a comprehensive overview of what Vula can be used for and also addressing immediate training requirements. Groups are limited to a maximum of 18.

WHO SHOULD ATTEND?

UCT administrative and support staff who require basic skills and knowledge to be able to use Vula for course and/or research administration purposes.

OUTCOMES

At the end of this course you should be able to:

- Manage your own Vula account
- Create and configure a course/project Vula site
- Manage a course/project Vula site (including adding/removing members and tools)
- Manage groups and sections (i.e. tutorial groups) within your Vula site
- Enable the distribution of content and communication from you Vula site

COURSE COSTS:

Free to UCT staff.

BOOKING AND FURTHER INFORMATION

For more information, please contact help@vula.uct.ac.za

NOTE: Vula instruction for academic staff is being reworked to dovetail its pedagogical affordances with practical instruction. An academic training programme is being developed by the Vula Team in conjunction with the CILT Staff Development Team. For more information, please refer to the CILT Seminars and Workshops page at <http://www.cilt.uct.ac.za/cilt/teaching-technology>

HEALTH, SAFETY & ENVIRONMENT

BASIC FIRE FIGHTING COURSE

At the completion of this course, participants will have a fundamental understanding of the activities that form part of being an effective Fire Fighter and Evacuation Marshal. Qualifying learners can select and use the appropriate firefighting equipment to extinguish or control fires in the workplace.

OUTCOMES

- An understanding of procedures for dealing with fires in the workplace is demonstrated.
- Fires are contained and/or extinguished.
- The fire and/or the site are handed over to the appropriate personnel.
- Reports on the status of fire and equipment are completed.
- Identify the type of fire, its context and select the appropriate firefighting procedure
- Identify, select and check appropriate firefighting and safety equipment
- Fight containable/extinguishable fires
- Retreat from fire site and hand over to appropriate personnel
- Report/record status of fire and equipment

COURSE STRUCTURE

The course includes:

- One day of off-site training at the accredited fire safety training academy.
- Participants have to complete a practical exam and a theory exam as part of their competency assessment.
- Trainees must wear comfortable clothing as the exam is physically taxing and includes crawling into a simulation of a building on fire.
- This training is accredited by the TETA unit standard 252250 NQF level 1 (3 Credits)

WHO SHOULD ATTEND?

This course is for you if you are appointed in writing by your Head of Department to be a Safety Representative in your work setting. A high level of attention to detail, commitment and courage are required to be a successful candidate for this course.

IMPORTANT: People who have claustrophobia (fear of having no escape or closed spaces), breathing difficulty and who are not physically fit are discouraged from applying for this course.

DATE & TIME:

The dates and times are advertised on SuccessFactors (SF) Learning www.successfactors.uct.ac.za

- 8 July 2020

BOOKING AND FURTHER INFORMATION

This course funded by Properties & Services Dept and offered by the Safety Health & Environment Office (SHE Office).

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za

Contact the SHE Office if you need more information at ohstraining@uct.ac.za or call Angie at 021 650 2246.

HEALTH, SAFETY & ENVIRONMENT

FIRST AID LEVEL 1

This basic first aid course offered to UCT employees. The content is based on the Department of Labour Document C of 1999 which stipulates the minimum requirements and standards for the presentation of First Aid and Emergency Care courses. This training will equip you with the skills to help any person in the workplace setting needing basic first aid and lifesaving CPR.

OUTCOMES

- Emergency Scene Management
- Shock, Unconsciousness and Fainting
- Breathing and Cardiovascular Emergencies
- One Rescuer CPR Adult and Child
- One Rescuer CPR – Infant
- Choking – Adult and Child
- Choking – Infant
- Severe Bleeding
- Wound Care
- Burns
- Secondary Survey
- Bone and Joint Injuries
- Head and/or Spinal injuries and Pelvic injuries
- Medical conditions (diabetes, convulsions, asthma, allergies)
- Multiple Casualty Management

COURSE STRUCTURE

The course includes:

- Two full days and 1 half-day of training conducted at a venue on Campus.
- Day 1 and 2 consists of theory and practical scenarios where learners demonstrate their competency.
- Day 3 is used for revision and to practice techniques before doing the exam. A pass rate of 70% is the minimum requirement.
- This training is accredited by the HWSETA unit standard 119567 NQF Level 1 (5 Credits)

WHO SHOULD ATTEND?

This course is for you if you are appointed in writing by your Head of Department to be a First Aider in your work setting. A high level of caring and a calm disposition is recommended to be a successful candidate for this course.

IMPORTANT: People who have hemophobia (a fear of blood) and are easily agitated are discouraged from applying for this course

DATES AND TIMES:

The dates and times are advertised on SuccessFactors (SF) Learning www.successfactors.uct.ac.za

- Group 1: 23, 24 & 25 March 2020 (2 ½ day course)
- Group 2: 22, 23 & 24 June 2020 (2 ½ day course)

BOOKING AND FURTHER INFORMATION

This course funded by Properties & Services Dept and offered by the Safety Health & Environment Office (SHE Office).

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za

Contact the SHE Office if you need more information at ohstraining@uct.ac.za or call Angie at 021 650 2246.

HEALTH, SAFETY & ENVIRONMENT

SAFETY, HEALTH & ENVIRONMENT (SHE) REPRESENTATIVE COURSE

At the completion of this course, participants will have a fundamental understanding of the activities that form part of being an effective SHE Representative. Basic OHS Act legal requirements pertaining to SHE representatives, SHE committees, inspectors, employer and employees.

OUTCOMES

- Legal aspects and general duties of employers and employees
- Hazard Identification & Risk Assessment
- Accident / Incident Investigations
- Colour codes & symbolic signs
- Personal Protective Equipment
- Inspections
- Task Observations
- Effective Communication
- Health & Safety committees & meetings
- Participate effectively in SHE inspections and committee procedures
- SHE procedures in the workplace
- Identify hazards

COURSE STRUCTURE

The course includes:

- Two full days of training conducted at a venue on Campus.
- Participants have to conduct a practical Risk Assessment and complete a Quarterly Inspection Report as part of their competency assessment.
- This training is accredited by the HWSETA unit standard 12455 NQF level 3 (3 Credits)

WHO SHOULD ATTEND?

This course is for you if you are appointed in writing by your Head of Department to be a Safety Representative in your work setting. A high level of attention to detail, commitment and courage are required to be a successful candidate for this course.

IMPORTANT: People who have anthrophobia (a fear of people) and are conflict-averse are discouraged from applying for this course.

DATES AND TIME:

The dates and times are advertised on SuccessFactors (SF) Learning
www.successfactors.uct.ac.za

- Group 1: 3 & 4 March 2020 (2-day course)
- Group 2: 1 & 2 July 2020 (2-day course)

BOOKING AND FURTHER INFORMATION

This course funded by Properties & Services Dept and offered by the Safety Health & Environment Office (SHE Office).

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za

Contact the SHE Office if you need more information at ohstraining@uct.ac.za or call Angie at 021 650 2246.

INSTITUTIONAL KNOWLEDGE

BENEFIT INFORMATION SESSIONS

The Human Resources Department runs benefit information sessions for new staff.

New staff are encouraged to attend a session prior to or as near as possible after their start date at UCT so that they can make informed decisions with regards to the benefits listed above.

These sessions cover the following topics that are of interest to new staff:

- Structure of the Cost of Employment (CoE) Package
- Retirement Benefits
- Healthcare Benefits and options
- Employee Assistance Programme

WHO SHOULD ATTEND?

All staff new to UCT.

IMPORTANT: Please inform the Appointments Office of which day you are able to attend.

DATES:

- 7 or 14 January 2020
- 4 or 11 February 2020
- 3 or 10 March 2020
- 7 or 14 April 2020

- 5 or 12 May 2020
- 2 or 9 June 2020
- 7 or 14 July 2020
- 4 or 11 August 2020
- 1 or 8 September 2020
- 6 or 13 October 2020
- 3 or 10 November 2020
- 1 or 8 December 2020

TIME:

- 10h00 – 12h30

VENUE:

- Bremner Building

If you are unable to attend either of the sessions in the month you take up the appointment, please liaise with the Appointments Office about setting up one-on-one sessions with our Benefit Specialists. It would be appreciated, however, if every effort could be made to attend one of the general sessions.

BOOKING AND FURTHER INFORMATION

This course is run by the Appointments Office, Human Resources Department.

In order to book, please contact Cheryl Samuel at the Appointments Office at Cheryl.samuel@uct.ac.za. She can also be contacted if you require more information about the sessions on X2196.

You are encouraged to attend one of these sessions, however, if you are unable to attend either of the sessions in the month you take up the appointment, please liaise with the Appointments Office about setting up a one-on-one session with our Benefit Specialists.

INSTITUTIONAL KNOWLEDGE

DEVELOPMENT DIALOGUE TRAINING

Development Dialogues aims to transform how UCT employees engage with each other around performance and development matters, increase engagement and motivation, drive performance and enable sustainable, significant and meaningful contributions. It provides mechanisms for investing in the development of talent, giving staff both the capacity and the opportunities to advance their careers at the university.

OUTCOMES

- Assess Performance
- Identify critical positions
- Identify scarce skills
- Discuss possible career paths
- Succession planning
- Feeds into development and legislative reporting

WHO SHOULD ATTEND?

All PASS staff and Academic staff who manage PASS staff

DATES:

- Group 1: 5 May 2020
- Group 2: 14 May 2020
- Group 3: 21 May 2020

- Group 4: 2 June 2020
- Group 5: 9 June 2020
- Group 6: 11 June 2020
- Group 7: 23 June 2020
- Group 8: 25 June 2020

TIME:

- 09h00 – 11h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

INSTITUTIONAL KNOWLEDGE

DISABILITY AWARENESS & SENSITIVITY TRAINING

This programme is designed to empower and equip UCT staff with the knowledge, skills, attitudes and values required to promote disability inclusion within the UCT environment.

The focus of this course is to assist participants to enhance their interpersonal skills by understanding their own manner of relating to persons with disabilities, identifying own needs for improvement and developing techniques for creating an inclusive environment.

OUTCOMES

- Understanding Disability
- Gaining Knowledge on the types of Disabilities: Visible and Invisible disabilities
- Understanding the importance of Disability Disclosure and Confidentiality
- Understanding the importance of Disability inclusion
- Understanding the concept of Reasonable Accommodation
- Creating an inclusive environment

WHO SHOULD ATTEND?

Deans, Head of Departments, Course Convenors, Lecturers and PASS Staff.

DATES:

- 11 March 2020 (tbc)
- 10 June 2020 (tbc)
- 12 August 2020 (tbc)
- 11 November 2020 (tbc)

TIMES:

- 09h00-15h00

VENUE:

- To be confirmed on registration

BOOKING AND FURTHER INFORMATION

For any queries, please contact Disability Service at disabilityservice@uct.ac.za or on 021 650 2427

INSTITUTIONAL KNOWLEDGE

DISCOVER THE RESOURCES AT YOUR LIBRARY

- Learn to use Primo, the world class information-finding solution, to discover all of UCT Libraries' information collections using a range of devices.
- Primo is a one-stop searching solution for scholarly resources such as print and electronic books and journals, articles, thesis, dissertations, media resources, digital collections and course reserve (short loan) material.
- Browse and search UCT Libraries' digital collections.
- Develop efficient and effective Internet searching skills for research purposes.
- Use RefWorks and Endnote, UCT's reference management programme.
- Search ZivaHub, UCT's institutional data repository, for datasets uploaded by other UCT staff and students.
- Training can be tailored to suit the needs of individuals or groups.

WHO SHOULD ATTEND?

UCT staff and students using the Libraries' information resources for research purposes.

BOOKING AND FURTHER INFORMATION

This course is run by the Library.

More information can be found at www.lib.uct.ac.za or by contacting Nuroo Davids, Undergraduate Support Librarian, at the Chancellor Oppenheimer Library on 021 650 5305 or at nuroo.davids@uct.ac.za

https://uct.primo.exlibrisgroup.com/discovery/search?vid=27UCT_INST:27UCT&sortby=rank

INSTITUTIONAL KNOWLEDGE

EMPLOYMENT EQUITY: RECRUITMENT & SELECTION COMMITTEES (FOR ALL STAFF)

This Employment Equity (EE) and Recruitment workshop aims to provide the course participants with the understanding of how the recruitment and selection process interfaces with the University's EE objectives.

This course introduces the participants to the Employment Equity Act of South Africa in particular, the Employment Equity regulations and the Discrimination and Harassment prohibitions.

OUTCOMES

At the end of this course participants will:

- Understand the Employment Equity Act of South Africa
- Understand the Employment Equity Regulations
- Understand the Discrimination & Harassment prohibitions
- Understand the Role of an Employment Equity representative at UCT

WHO SHOULD ATTEND?

All staff serving on Recruitment & Selection committees

DATES:

- Group 1: 12 March 2020
- Group 2: 11 June 2020
- Group 3: 13 August 2020
- Group 4: 12 November 2020

TIMES:

- 09h00 – 15h00

VENUE:

- To be confirmed on registration

BOOKING AND FURTHER INFORMATION

For any queries, please contact Cheryl Vallay at cheryl.vallay@uct.ac.za or on 021 650 2767

INSTITUTIONAL KNOWLEDGE

EMPLOYMENT EQUITY: RECRUITMENT & SELECTION COMMITTEES (FOR CHAIRPERSONS, HODS & DEANS)

This Employment Equity (EE) and Recruitment workshop aims to provide the course participants with the understanding of how the recruitment and selection process interfaces with the University's EE objectives.

This course introduces the participants to the Employment Equity Act of South Africa in particular, the Employment Equity regulations and the Discrimination and Harassment prohibitions.

OUTCOMES

At the end of this course participants will:

- Understand the Employment Equity Act of South Africa
- Understand the Employment Equity Regulations
- Understand the Discrimination & Harassment prohibitions
- Understand the Role of an Employment Equity representative at UCT

WHO SHOULD ATTEND?

- Chairpersons of Recruitment & Selection Committees
- HODs
- Deans

DATES:

- Group 1: 10 March 2020
- Group 2: 9 June 2020
- Group 3: 11 August 2020
- Group 4: 10 November 2020

TIMES:

- 13h00 – 16h30

VENUE:

- To be confirmed on registration

BOOKING AND FURTHER INFORMATION

For any queries, please contact Cheryl Vallay at cheryl.vallay@uct.ac.za or on 021 650 2767

INSTITUTIONAL KNOWLEDGE

HEMIS: AN OVERVIEW AND THE STATE FUNDING OF UCT

The Higher Education Management Information System (HEMIS) incorporates annual submissions of all Higher Education institutions' data. The data incorporates Student, Staff, Space, Research Publication and Post-Doctoral components. These submissions are a statutory requirement that is used to inform National Academic Policies and determine subsidy funding.

Within the institution, the data forms a valuable resource for statistical analysis of student enrolments & performance, staff profiles and physical space planning. This course introduces key structures and concepts as well as the explanation of subsidy calculation which is based on the Student submission.

WHO SHOULD ATTEND?

Deputy Vice-Chancellors, Executive Directors, Deans, Deputy Deans and senior PASS staff. Faculty Managers, Faculty and Departmental Administrators, Human Resources staff, IDP staff, finance area managers, members of faculty budget groups, Properties and Services staff, Media Liaison staff.

All staff involved in HEMIS returns should attend this course annually.

PLEASE NOTE: HEMIS: A Primer (compiled by Hugh Amooore) is essential preparatory reading for this course.

DATE:

- 9 July 2020

TIME:

- 09h00 – 13h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

INSTITUTIONAL KNOWLEDGE

INTRODUCTION TO UCT FOR NEW STAFF

Orientation is essential for new staff, and this programme introduces new staff to UCT. All new staff members are strongly encouraged to attend this programme within three months of commencing employment.

This programme is just one component of orientation and induction. Further induction and orientation also takes place in the department and team. All new staff should also attend the Benefit Information Sessions.

New academic staff will particularly benefit from also attending the New Academic Practitioners Programme (NAPP). NAPP is designed to provide a programme of professional development for new full-time academics at UCT in their roles as researchers, educators and members of the UCT academic community.

New PASS staff will particularly benefit from also attending Development Dialogues workshop.

OUTCOMES

- Understand UCT's history
- Learn more about UCT, its departments, faculties, research units and people
- Understand the administrative and academic structures of UCT
- Understand UCT's governance system
- Understand some of the challenges for UCT and higher education

- Understand UCT's mission and strategy
- Understand UCT acronyms
- Understand the available support for staff through Human Resources
- Understand the available support for staff through Safety, Health and Environment
- Understand the available support for staff through ICTS
- Understand the available support for staff through the Transformation Services Office
- Interact with other new staff at UCT

WHO SHOULD ATTEND?

- All staff new to UCT.

DATES:

- Group 1: 4 March 2020
- Group 2: 1 April 2020
- Group 3: 28 May 2020
- Group 4: 24 June 2020

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

INSTITUTIONAL KNOWLEDGE

RETIREMENT INFORMATION SESSION

The UCTRF will present an information session for the benefit of all members of the Retirement fund.

This session will deal with aspects of:

- Contributions and Tax
- CoE and DPA
- Investment Choices
- Investment Returns
- Understanding your Benefit Statement
- Amendments to the Rules
- Information Sources
- Any questions you may have

WHO SHOULD ATTEND?

- Anyone thinking about or planning for retirement

DATES:

- 14 September 2020 – Worcester, Paarl, GSB & Desmond Tutu
- 15 September 2020 – Medical School & Upper Campus
- 16 September 2020 – Kramer

BOOKING AND FURTHER INFORMATION

All members of the retirement fund

More information can be found at www.uctrf.co.za or by contacting our offices on (021) 650 2934 or by email to uctrf-enquiries@uct.ac.za

INSTITUTIONAL KNOWLEDGE

RETIREMENT SEMINARS (UCTRF)

These 2 one – day seminars are for all staff planning for retirement. The first day seminar is geared towards those UCTRF members for whom retirement is imminent. The 2nd seminar is geared towards younger members. The seminar explores the various aspects to consider when planning for retirement.

SEMINAR 1:

OUTCOMES

- UCT Provisions for Retirement
- Options on Retirement
- Changes to the UCTRF structure
- Tax Planning
- How your Will, Interstate Succession and Nomination of Beneficiary Form intersect
- Wills and Estate Planning
- ICAS – Psychosocial talk

DATE:

- 2 July 2020

WHO SHOULD ATTEND?

- UCTRF members within 10 years of retirement (55+).

SEMINAR 2:

OUTCOMES

- UCT Provisions for Retirement
- Changes to the UCTRF structure
- Tax Planning
- How your Will, Interstate Succession and Nomination of Beneficiary Form intersect
- Wills and Estate Planning
- ICAS – Psychosocial talk

DATE:

- 9 July 2020

WHO SHOULD ATTEND?

- UCTRF members who are younger than 55 years

BOOKING AND FURTHER INFORMATION

All members of the UCTRF.

More information can be found at www.uctrf.co.za or by contacting our offices on (021) 650 2934 or by email to uctrf-enquiries@uct.ac.za

INSTITUTIONAL KNOWLEDGE

SEXUAL HARASSMENT IN THE WORKPLACE

This programme is designed to empower and equip staff members with the information and knowledge about sexual harassment in the workplace.

The focus of this course is to assist participants to build their capacity and understanding about what constitutes sexual harassment and develop concrete ways to safely intervene when sexual harassment occurs or is imminent. Where sexual harassment has taken place, what are some of the do's and don'ts when managing the workplace environment.

OUTCOMES

- Participants will know what constitutes sexual harassment
- Develop concrete actions to intervene during instance of sexual harassment
- Understand how to manage the work place environment when sexual harassment occurs

WHO SHOULD ATTEND?

Any staff member, Team Leaders, Supervisors and First Line Managers.

This programme is useful for those supervisors, team leaders and first line managers who may be expected to implement measures involving sexual harassment accommodations.

DATES:

- Group 1: 10 March 2020
- Group 2: 9 June 2020
- Group 3: 11 August 2020
- Group 4: 10 November 2020

TIME:

- 09h00 – 12h30

VENUE:

- To be confirmed on registration

BOOKING AND FURTHER INFORMATION

For any queries, please contact Cheryl Vallay at cheryl.vallay@uct.ac.za or on 021 650 2767

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020

The Creating the Leading-Edge Programme has been developed by and for the universities in the Western Cape and is presented under the auspices of the Cape Higher Education Consortium (CHEC). The programme is designed to meet the capacity development needs of academic and administrative middle managers and to create effective networks of key managers in the Western Cape. The programme is for academic Heads of Departments, Research Group Heads, and Support/Professional staff managers.

Middle managers are a valued and essential resource in higher education. To meet the challenges of the complex and changing HE environment in South Africa, these managers need continuing professional development. Many staff development needs are generic, and regional collaboration in the provision of training events to meet such generic needs will form the foundation for the development of a strong HE region in a restructured national system.

This is the eighteen year of this very successful regional development programme for middle managers working in higher education. The programme is presented in modular form.

The core courses constitute a comprehensive management development programme based on the essential competencies that all leaders and managers need. A CHEC certificate, recognised by all the universities in the region, is presented to those who successfully complete all the core courses. However, managers not wishing to attend all the core courses, may enrol for one or any number of courses subject to their development needs.

NOTE: The CHEC Board has approved a process for the re-design of the Creating the Leading-Edge Programme, leading to the introduction of a revised programme from 2021 onwards. This means that 2020 is the last year in which the programme will be presented in its current format. Staff who wish to complete courses that are outstanding from previous years, are advised to do so during 2020. As far as possible, staff who enrol in the programme for the first time in 2020, will be advised on equivalent courses that they should take in the revised programme in order to complete the CLE programme.

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on each course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course/s by the closing date. Those who have booked will then be sent further information about the selection process.

PRE-REQUISITE COURSE

The Higher Education Foundations Course – Orientation to the South African Higher Education Planning, Policy and Regulatory Landscape – is a pre-requisite course for the other courses. This course provides an essential understanding of the higher education environment that all higher education leaders and managers should possess.

See next page for programme outline...

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

PROGRAMME OUTLINE

COURSE TITLE	DATES	CO-ORDINATORS AND FACILITATOR/S	VENUE
PRE-REQUISITE COURSE:			
The Higher Education Context – Orientation to the South African Higher Education Planning, Policy and Regulatory Landscape	*See course page	Co-ordinator: Dr Bernadette Johnson (Wits) Facilitators: Prof Ahmed Bawa (USAf); Dr Whitfield Green (DHET); Dr Bernadette Johnson (Wits); Prof Lis Lange (UCT); Dr Thandi Lewin (DHET)	*Virtual Workshop Series
CORE COURSES:			
Achieving Strategy through Operational Excellence	*See course page	Dr Rene Pellisier (CPUT)	*Virtual Workshop Series
Leadership – Part 1: Personal Leadership	*See course page	Ria Wills	*Virtual Workshop Series
Leadership – Part 2: Building the Team	*See course page	Dr Helene Smit	*Virtual Workshop Series
Labour Law for Leaders	17 & 18 June 2020	Vanessa Pather	School of Public Health, UWC
Basic Financial Management in Higher Education	4, 5 & 6 August 2020	Co-ordinator: Mr Lerato Nage (Kea Capital) Facilitators: Mr Lerato Nage; Dr Charles Sheppard (NMU)	School of Public Health, UWC
Leadership – Part 3: Performance Leadership	*See course page	Ria Wills	*Virtual Workshop Series
Effective Communication	1 & 8 October 2020	Dr Hanelie Adendorf, Dr Nicoline Herman & Dr Karin Cattell (SU)	School of Public Health, UWC
ELECTIVE COURSES:			
Developing Resilience	*See course page	Anwar van der Schyff	*Virtual Workshop Series
An Introduction to Managing Conflict and Negotiating Effectively	15 & 16 September 2020	Vanessa Pather	School of Public Health, UWC

**For more information about each course, see the individual course outline page.*

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

AN INTRODUCTION TO MANAGING CONFLICT AND NEGOTIATING EFFECTIVELY

Conflict is part of our lives at home and in the workplace. Negotiation is one of the processes that can be used to resolve conflict. The ability to resolve conflict effectively, particularly at workplace level, is an important leadership skill. The purpose of this introductory course is to equip participants with the knowledge and skills to manage conflict and negotiate effectively at the workplace. While the focus of this course will be on the workplace, the knowledge and skills that are obtained have universal applicability.

COURSE OVERVIEW

The course will run over two days and cover key concepts relating to conflict management and negotiation. The course is interactive and conducted by means of facilitated discussion, reflection and experiential learning through role-plays.

The course covers:

- The nature and causes of conflict;
- The different approaches to conflict management;
- The difference between information-sharing; consultation and negotiation;
- The difference between positional and interest-based negotiation;
- How to deal with emotions;
- A toolbox of conflict resolution and negotiation skills, including:
 - Active listening;
 - Questioning;
 - Problem solving;
 - Brainstorming.

COURSE OUTCOMES

At the end of the course participants will:

- Understand the nature and causes of conflict;
- Understand the different approaches to conflict management;
- Understand how to deal with emotions;
- Understand the difference between positional and interest-based negotiation;
- Understand the negotiation process;
- Be able to:
 - Listen actively;
 - Paraphrase;
 - Reframe.
- Ask questions effectively to uncover underlying needs and interests.

LEARNING MATERIALS

- A workbook will be handed to participants on day one of the course. Participants will be referred to resources and additional reading during the course and at the end of the course.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, on the CHEC website at www.CHEC.ac.za, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

DATES:

- 15 & 16 September 2020

VENUE:

- School of Public Health, UWC

FACILITATOR:

- Vanessa Panther

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

ACHIEVING STRATEGY THROUGH OPERATIONAL EXCELLENCE

Strategy and competitive advantage are essentials in the business environment, but are not essential to higher education: correct? Not true. These are also essential activities in Higher Education (HE). HE is becoming increasingly complex and the task of the strategist is ever more daunting.

Moreover, universities need to develop effective and efficient operational systems to support their strategy and subsequent strategic plans. For example, universities are required to translate their vision and mission into an Annual Performance Plan (APP), and to submit the plan to the Department of Higher Education and Training for approval. The task of the university is then to ensure that the APP and its targets are operationalised through effective operational planning management at all institutional levels. Operational excellence (OE) is a systematic approach for achieving this goal, by ensuring that the university aligns its operations with its strategy and high-level objectives in a deliberate manner. Within organisational units, whether academic or administrative, OE provides managers with the capabilities and tools to plan, implement and monitor activities, projects and services that contribute to the realisation of strategy. Although the field of operations management emanates from the manufacturing sector, and universities fall within the services sector, there are significant aspects in which the discipline of operational management strengthens the ability of universities to provide an outstanding teaching, learning, and research environment. In fact, given the increasingly complex and resource-constrained context in which universities operate, it is essential to ensure

excellence in operational performance. Thus, the course will equip the manager with a skill set and a range of methodologies to ensure that they follow a deliberate approach in ensuring that planned activities are performed as efficiently and effectively as possible while optimising the resources available and minimising potential risk.

COURSE OVERVIEW

The course will focus on the principles of OE in the HE environment. Operational excellence is described as a system for optimising performance through the effective management of people, processes and products or services. Within HE, OE aims to achieve a stable and visible flow of value to staff, students and other stakeholders through the fundamentals of managing people, processes, facilities, and the services that the university offers through its academic programmes, research, consulting or technology-transfer programmes. An integral aspect of the course is providing participants with the opportunity to relate the methodologies of operational excellence to their own sphere of responsibility within their university. Therefore, this course will allow participants to develop their own framework for OE implementation based on the design of lean value streams with the clear purpose of optimising performance whilst acknowledging the increasing complexity of the environment in which the university functions.

COURSE OUTCOMES

At completion of the course, the participant will:

- Understand the concept of strategy and strategy development and the role of OE in supporting the university's strategic focus through the demonstration of value, in the form of effective

programmes, services and facilities, to its stakeholders;

- Appreciate the university as a system and the importance of systems in the HE setting;
- Recognize the importance of operations in support of performance;
- Understand how processes such as supply-chain strategies and metrics for excellence can be related to key processes within HE, such as the planning-design-delivery-monitoring- review cycle for an academic programme;
- Plan for resource constraints effectively in line with supply and demand requirements;
- Implement lean value streams and the toolboxes available to support effectiveness and efficiencies in a growing world of uncertainty and resource constraints.

LEARNING MATERIALS

A workbook will be handed to participants on day one of the course. Participants will be referred to resources and additional reading during the course and at the end of the course, and will be encouraged to continue their own reading.

The course focuses on the practice and application of the principles and participants will be encouraged to engage discuss real problems.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

DATES & TIMES: Virtual Workshop Series

GROUP 1:

- 31 Aug 2020, 09h00 - 16h00
- 3 Sept 2020, 09h00 - 16h00
- 9 Sept 2020, 09h00 - 16h00

GROUP 2:

- 12 Oct 2020, 09h00 - 16h00
- 15 Oct 2020, 09h00 - 16h00
- 20 Oct 2020, 09h00 - 16h00

FACILITATOR:

- Dr Rene Pellisier (CPUT)

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, on the CHEC website at www.CHEC.ac.za, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

BASIC FINANCIAL MANAGEMENT IN HIGHER EDUCATION

Effective financial management is an essential condition for enabling universities to create and preserve value in the achievement of strategic and operational goals and objectives. The purpose of the course is to allow higher education managers to understand the financial environment in which universities operate, the mechanisms for financial oversight, and the components of an effective financial management system within the division and units for which they are responsible. The first part of the course will provide managers with an orientation to the funding system in the South African higher education sector and explain the functioning of the state student financial aid scheme (NSFAS). The second part of the course will then provide managers with an introduction to the basics of financial accounting, financial analysis, financial risk management and management accounting in order to apply these skills to the efficient financial management of a department, cost centre or faculty.

COURSE OVERVIEW

The course will cover:

- The state funding system of public HEIs;
- The state bursary scheme (NSFAS) for the poor and working-class student and the impact on this on HE and public-sector spending;
- The role of Council in financial management;
- The role of the Council Audit and Risk Committee in risk management with a focus on financial risk management;
- The university's budget process and methodology;
- The impact of digital financial transformation on financial management.

COURSE OUTCOMES

Participants will be able to:

- Understand the various components of the funding system in the South African higher education system;
- The role of NSFAS in supporting student participation;
- Understand and identify the components of a statement of financial position, statement of financial performance and comprehensive income, and statement of cash flows, financial analysis;
- Understand the difference between capital and revenue, budgeting, cost of capital, financing techniques and working capital management;
- Prepare operating and capital budgets and apply these to the effective management of their own institutions.

LEARNING MATERIALS

The course is presented in an interactive manner, using PowerPoint presentations, and providing for practical examples from higher education institutions

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff

BOOKING AND FURTHER INFORMATION

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Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

DATES:

- 4, 5 & 6 August 2020 (3 days)

VENUE:

- School of Public Health, UWC (to be confirmed)

CO-ORDINATOR:

- Mr Lerato Nage (Kea Capital)

FACILITATORS:

- Mr Lerato Nage; Dr Charles Sheppard (NMU)

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

DEVELOPING RESILIENCE

This two-day course is based on the premise that resilience is a pattern of qualities and skills – a competency that leaders can develop. This in turn will help them turn stressful circumstances (potential disasters) into growth opportunities instead. Managers with a resilient attitude towards change have developed a solid, assured and secure sense of self. At the core of this confidence and assuredness is a fundamental belief that together we will be able to cope with whatever circumstances arise. This does not mean that they will not be thrown off balance from time to time by unexpected events and circumstances. However, they are able to deal with the unexpected, stay committed to relationships, and in general view change as a challenge and not a threat.

COURSE OVERVIEW

Through the two-day resilience experience, participants develop resiliency or bounceback ability with a strong emphasis on personal resilience. After completing a resilience assessment in which they explore their protective factors, they will be guided through a process for developing the capacity to become more resilient.

COURSE OUTCOMES

Participants will develop the ability to:

- Lead in challenging times with more self-confidence and greater self-awareness;
- Be more resilient to stress;
- Approach change as a meaningful challenge, rather than detaching and giving up;
- Resolve ongoing conflicts and build an environment of assistance and encouragement among co-workers;

- Model resilient behaviour and a can-do attitude to peer feedback to facilitate effective communication.

LEARNING MATERIALS

The workshop uses a mix of practical tools including questionnaires, audio, video, models, frameworks and a few tactile exercises. This ensures that learning and discovery is kept interactive. The tools consist of:

- A resilience questionnaire gives delegates a view on their resilience status as measured against eight protective factors;
- Human domain model.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

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DATES & TIMES: Virtual Workshop Series

GROUP 1:

- 4 Aug 2020, 10h00 - 13h00
- 7 Aug 2020, 10h00 - 13h00
- 11 Aug 2020, 10h00 - 13h00
- 14 Aug 2020, 10h00 - 13h00

GROUP 2:

- 15 Sept 2020, 09h00 - 13h00
- 18 Sept 2020, 10h00 - 13h00

FACILITATOR:

- Anwar van der Schyff

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

EFFECTIVE COMMUNICATION

While senior management define strategy and delineate policy, the middle manager is tasked with implementation. Effective communication, both on an organisational level as well as on a personal level, is central to success. This course aims to create learning opportunities for participants to enhance their knowledge and skills in the field of effective oral and written communication in the higher education environment.

COURSE OVERVIEW

The CLE Communication course has been planned according to experiential and cooperative learning principles. It will be expected of participants to make an oral presentation and to complete certain writing tasks. These will be done individually and/or in groups. The principles of effective communication in higher education will be covered as well as giving, receiving and responding to feedback.

COURSE OUTCOMES

By the end of this course participants will be able to:

- Plan and implement effective communication structures and processes in organisations;
- Write professional emails and reports;
- Plan, prepare and deliver an effective presentation;
- Give, receive and respond to peer feedback to facilitate effective communication.

LEARNING MATERIALS

All learning materials will be made available electronically. Participants will be expected to prepare a presentation before the first contact session, focusing on some of the content of the course and using the provided learning materials. This methodology gives each individual a chance to make a presentation and receive written feedback on their presentation skills from every group member. Each presentation is thus a learning opportunity for the presenter as well as the other participants in the venue. Every participant therefore has a responsibility towards the quality of their own learning as well as that of their group members.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

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DATES:

- 1 & 8 October 2020 (2 days in different weeks)

VENUE:

- School of Public Health, UWC (to be confirmed)

FACILITATORS:

- Dr Hanelie Adendorff (SU), Dr Nicoline Herman (SU), and Dr Karin Cattell (SU)

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

LABOUR LAW FOR LEADERS

South Africa has a sophisticated and complex regulatory framework to manage and resolve workplace disputes. The purpose of this course is to capacitate managers to understand and apply the law fairly and effectively in order to contribute to and develop productive, high performing and stable workplaces.

COURSE OVERVIEW

This is a practical two-day course designed to equip participants with the requisite knowledge and skills. It will focus on the law of unfair dismissal with a specific focus on how to manage conduct and capacity in the workplace. On day two, participants will work in teams and prepare for and participate in a Disciplinary Enquiry role-play. This is always a highlight of the course.

COURSE OUTCOMES

At the end of the course participants will:

- Understand the law of unfair dismissal in South Africa (an overview);
- Understand the difference between misconduct and incapacity;
- Understand what Procedural and Substantive fairness are;
- Understand how to manage ill health and poor performance in the workplace;
- Understand how to manage misconduct in the workplace;
- Understand the basic rules of evidence;
- Understand how to investigate a misconduct committed in the workplace;
- Understand how to prepare for a Disciplinary Enquiry;
- Understand the stages in a Disciplinary Enquiry.

LEARNING MATERIALS

A workbook will be handed to participants on day one of the course. Participants will be referred to resources and additional reading during the course and at the end of the course.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

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DATES:

- 17 & 18 June 2020 (2 days)

VENUE:

- School of Public Health, UWC (to be confirmed)

FACILITATOR:

- Vanessa Panther

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

LEADERSHIP – PART 1: PERSONAL LEADERSHIP

Before leaders can lead others, they must be able to lead themselves. The purpose of this course is to establish a solid foundation for any leader – how to lead oneself to be personally effective. The course will explore personal insight, personal positioning and personal planning.

COURSE OVERVIEW

The course introduces participants to the principles of self-leadership and personal mastery. According to Browning, “Self-leadership is having a developed sense of who you are, what you can do, where you are going, coupled with the ability to influence your communication, emotions and behaviours on the way to getting there”. Self-leadership prepares the individual to release their potential and contribute to a team or organisation, and therefore is an essential condition for personal effectiveness. Self-leadership is about accepting responsibility for personal growth and career advancement, initiating actions to improve knowledge, skills and performance. (Browning, M. 2018. Self-Leadership: Why it matters. International Journal of Business and Social Science, 9/2, 14-18).

COURSE OUTCOMES

Specific areas enhanced by way of self-leadership include emotional intelligence, self-awareness and relationship management including intrapersonal and interpersonal skills.

Participants will:

- Understand key concepts and principles of self-leadership and personal mastery;
- Develop the capacity for self-reflection on personal strengths and weaknesses, learning how

to accept responsibility for one’s own life, what has to be achieved and how to live it; confronting oneself with care; recognising and acknowledging one’s own emotions; recognising that “true” power is internally referenced;

- Enhance their ability to manage intrapersonal and interpersonal relationships, acknowledging the behaviours and emotions of others and having an awareness of the impact on oneself; being aware of the impact of one’s own emotions and behaviours on others; being mindful of the use of positional/external power;
- Learn how to develop a clear personal vision; setting personal goals for development and changes needed in one’s own life; being aware of the need for action.

LEARNING MATERIALS

Participants will be provided with a resource guide.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).

Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, on the CHEC website at www.CHEC.ac.za, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

DATES & TIMES: Virtual Workshop Series

GROUP 1:

- 5 - 14 October 2020 (dates & times to be confirmed)

GROUP 2:

- 2 - 6 November 2020 (dates & times to be confirmed)

FACILITATOR:

- Ria Wills

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

LEADERSHIP – PART 2: BUILDING THE TEAM

In this course participants are helped to manage themselves and others in a team. The key principles of group dynamics will be explored i.e. roles, patterns in group behaviour, and the group as a system. We will look at how the team leader manages him or herself, team development, building and sustaining healthy teams, managing power, rank and diversity in teams and finally, managing conflict in teams.

COURSE OVERVIEW

The following topics will be covered in the course:

1. Managing yourself in a team:

- The logic of the psyche – the basic mechanisms of psychology;
- The key principles of emotional intelligence;
- The importance of self-awareness;
- The role of anxiety in self-management;
- The role of the individual unconscious;
- Managing your defence mechanisms;
- Managing your emotions;
- Managing inner conflict;
- Developing your self-awareness.

2. Managing relationships in teams:

- The basic principles of team dynamics;
- The impact of rank and power differences in teams;
- Communication principles for healthy teams;
- Guidelines for healthy workplace relationships in teams;
- Containment skills to improve team relationships;
- Conflict resolution skills.

COURSE OUTCOMES

The participant will be able to:

- Determine whether a given group is functioning as a team or not;
- Determine the stage of team development and take appropriate action for that stage;
- Communicate healthily in teams;
- Monitor and ensure that the team is functioning healthily;
- Assist the team to divide roles appropriately;
- Prevent power and rank differences from unnecessarily fuelling workplace conflict;
- Enter into a conflict resolution process and assist others to resolve conflict.

LEARNING MATERIALS

The participants will receive a copy of the following book:

- Smit, H. (2013) *Depth Leadership*. Cape Town: Moonshine Media.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, on the CHEC website at www.CHEC.ac.za, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

DATES & TIMES: Virtual Workshop Series

GROUP 1:

- 14 Sept 2020, 09h00 - 12h30
- 17 Sept 2020, 13h00 - 16h30
- 21 Sept 2020, 09h00 - 12h30
- 23 Sept 2020, 13h00 - 16h30

GROUP 2:

- 15 Oct 2020, 13h00 - 16h30
- 16 Oct 2020, 13h00 - 16h30
- 29 Oct 2020, 13h00 - 16h30
- 30 Oct 2020, 13h00 - 16h30

FACILITATOR:

- Dr Helene Smit

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

LEADERSHIP – PART 3: PERFORMANCE LEADERSHIP

The goal of this course is to provide participants with an orientation to the principles and practices of effective performance leadership. Competencies and understanding acquired in the Leadership Part 1 and 2 courses will be applied to work on analysing problems, setting work objectives, facilitating change, giving feedback and coaching.

COURSE OVERVIEW

Performance leadership is based on the theory of transformational leadership. It involves an intentional approach to achieving acceptable performance / behaviour through the alignment of leadership behaviour, strategy and results. It builds on the principle that leaders should apply appropriate interactive skills to create a conducive working environment that assists individuals or a team in their development as they work towards achieving agreed outcomes. An effective leader encourages creativity and innovation, while also acting as a coach and mentor, giving guidance and direction, and working with teams and individuals on how they can go about achieving a certain objective(s) or developing a skill(s).

COURSE OUTCOMES

The participant will have the enhanced ability to:

- Align the functions and activities of the organisational unit with the achievement of relevant results;
- Agree on meaningful, challenging and achievable goals with staff;
- Coach individuals to ensure their success and growth;
- Implement an effective feedback system that supports continuous improvement and growth.

LEARNING MATERIALS

- Resource guide.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).

Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, on the CHEC website at www.CHEC.ac.za, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

DATES & TIMES: Virtual Workshop Series

GROUP 1:

- 19 - 28 Oct 2020 (dates and times to be confirmed)

GROUP 2:

- 16 - 20 Nov 2020 (dates and times to be confirmed)

FACILITATOR:

- Ria Wills

MANAGEMENT AND LEADERSHIP SKILLS

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – CREATING THE LEADING-EDGE (CLE) PROGRAMME 2020 *continued*

THE HIGHER EDUCATION CONTEXT – ORIENTATION TO THE SOUTH AFRICAN HIGHER EDUCATION PLANNING, POLICY AND REGULATORY LANDSCAPE

This key course sets the context in which staff working in South African public higher education institutions must operate. It provides an overview of key trends that impact on higher education globally, as well as specific planning and policy considerations in the South African higher education landscape. Against this broad background, the course turns to planning, governance and management within higher education institutions, considering the role of key structures such as Council, Senate and Institutional Management in the governance and management of the university, the contextual considerations that inform institutional planning, and the dynamics of institutional decision-making within various approaches to the organisational design of a university.

COURSE OUTCOMES

The course will explore the policy, planning and regulatory context of the public HE sector in South Africa. Participants will be able to understand:

- Global Trends in Higher Education;
- Higher Education Context, Policy and Strategy: A National Perspective;
- Higher Education Strategy and Planning: An Institutional Perspective;
- University Governance, Management and Decision-making (Council, Senate, Executive Management).

LEARNING MATERIALS

Participants will be provided with a course reader.

This course forms part of the Creating the Leading-Edge (CLE) Programme, a Regional Management Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Academic and PASS middle managers in job grades PC10 to PC13 (heads of departments, divisions, schools, units, research groups).
- Participants should be graduates (or graduate equivalent), with over five years total work experience.

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to the Staff Learning Centre for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

Places on these courses are limited and in high demand. The closing date for bookings for all modules is 28 February 2020. Late applications may be accepted subject to places being available.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, on the CHEC website at www.CHEC.ac.za, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

DATES & TIMES: Virtual Workshop Series

- 17 Aug 2020, 10h00 - 12h00 (Ahmed Bawa)
- 18 Aug 2020, 09h00 - 10h30 (Whitty Green & Thandi Lewin)
- 24 Aug 2020, 10h00 - 12h00 (Lis Lange)
- 26 Aug 2020, 09h00 -12h30 (Derek Swemmer)

CO-ORDINATOR:

- Dr Bernadette Johnson (Wits)

FACILITATORS:

- Prof Ahmed Bawa (USAf); Dr Whitfield Green (DHET); Dr Bernadette Johnson (Wits); Prof Lis Lange (UCT); Dr Thandi Lewin (DHET).

MANAGEMENT AND LEADERSHIP SKILLS

FIRST LINE MANAGEMENT PROGRAMME (ENTRY LEVEL)

This entry-level management programme is designed to empower and equip supervisors and first line managers with the knowledge, skills, attitudes and values required to operate confidently, as managers and to respond to the challenges of the environment and the changing world of work.

The focus of this course is to assist participants to enhance their interpersonal skills by understanding their own manner of relating to others, identifying own needs for improvement and developing techniques for building and managing relationships.

OUTCOMES

- Understanding self and others (module 1)
- Understanding the function of management (module 2)
- Building commitment with individuals and teams (module 3)
- Decide on priorities and manage self (module 4)

WHO SHOULD ATTEND?

- Newly appointed or insourced Team Leaders, Supervisors and First Line Managers

- This programme is useful for those supervisors, team leaders and first line managers who intend completing the Certificate in Management Programme.

COURSE STRUCTURE

- The full duration of this programme is 8 days. This programme consists of 4 modules. Each module is a 2-day workshop.
- Course participants will complete assessment exercises between modules.
- Course participants are required to attend a 2 hour programme orientation before the commencements of the programme.

PRE-REQUISITES

To apply for selection, you must:

- currently be in a team leader, supervisory or first line management position at UCT
- must be recently promoted to this role or have one-year or less experience in a team leader, supervisory or first line management role

You will need to provide proof of the above when applying.

SELECTION PROCESS

There is a selection process for participation in this programme. Interested staff must apply to the Staff Learning Centre by booking by the closing date. Those who have booked will then be sent further information about the selection process.

Preference will be given to those who have no other qualification higher than NQF level 4.

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za. The closing date for bookings is 15 February 2020.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

DATES:

- Orientation Day – 2 April 2020 (09h00-11h00)
- Day 1 & 2 – 6 & 7 May 2020
- Day 3 & 4 – 3 & 4 June 2020
- Day 5 & 6 – 20 & 21 July 2020
- Day 7 & 8 – 25 & 26 August 2020

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

MANAGEMENT AND LEADERSHIP SKILLS

HERS-SA ACADEMY 2020

HERS-SA is a registered non-profit organisation that has a long track record of supporting the career advancement of women in higher education since 2000.

The Andrew W. Mellon Foundation funded the first HERS-SA program in 2000. Over the next four years, 73 women travelled from South Africa to attend a HERS Summer Institute in the USA at Wellesley College and to gain exposure to administrative practice at several U.S. colleges and universities. HERS-SA participants were mentored by women leaders at the host institutions in the USA, where programmes focused on strategic planning, change leadership, human resource development and institutional effectiveness. In 2002, HERS-SA shifted its emphasis to offer an Academy for women leaders in Cape Town, South Africa. Today, HERS-SA is a recognised brand whose programmes continue to receive the support of the majority of higher education institutions located in South Africa and internationally.

During each September, HERS-SA hosts a six-day residential Academy for women working in the higher education sector. The HERS-SA Academy offers a unique opportunity to women to shape their own programme to suit their development needs. The delegates will enjoy hearing from plenary speakers chosen for their Higher Education expertise and participate in professional development workshops and breakaway group activities to both encourage benchmarking between institutions and to facilitate formal networking. Evening dinners offer further informal networking opportunities enhanced by the contribution of an opening dinner guest speaker.

Delegates, who have attended a HERS-SA Academy or a residential programme offered by HERS in the USA, are also eligible to register for any annual HERS-SA mini-Academy.

Women who have participated in the academies have gone on to occupy senior leadership positions in higher education, HERS-SA is proud to have as part of its alumnae the Minister of Science and Technology, Naledi Pandor, two Vice-Chancellors, Deans, Head of Departments and other women in support services leadership positions.

The Academy will be held in Cape Town, details to be confirmed.

WHO SHOULD ATTEND?

- Women in PC10-13, or Senior Lecturer and above posts who:
- Currently hold a senior management position in a HE institution
- Wish to prepare for a senior management position in a HE institution
- Are keen to develop strategic management skills
- Would benefit from the opportunity to reflect on their own professional development
- Would value the opportunity to meet and network with other senior women employed in HE in Southern Africa and in other international institutions

STAFF LEARNING PROGRAMME FUNDING

The Staff Learning Programme will provide funding for six delegates. This funding includes all academy costs, materials, refreshments, lunches and official programme dinners. This funding does not include any travel and accommodation costs. In order to apply for Staff Learning Program Funding, interested staff need to follow the application and selection

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at the HERS-SA website at www.hers-sa.org.za or

http://www.hr.uct.ac.za/hr/learning/staff_programme/information or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

process outlined below.

Staff who have their own funding (either personal or department/faculty funding), may register directly with HERS-SA on their website at www.hers-sa.org.za.

APPLICATION AND SELECTION PROCESS

There is a selection process for Staff Learning Program funding for this course. Potential recipients are invited to apply for selection by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process

DATES:

- Phase 1:
7 & 8 September 2020 (Virtual Academy)
- Phase 2:
3, 4 & 5 March 2021 (Conference)

VENUE:

- Double Tree by Hilton Hotel, Upper East Side, Woodstock, Cape Town (Conference - 3, 4 & 5 March 2021)

MANAGEMENT AND LEADERSHIP SKILLS

LEAD Q

This programme provides team leaders, supervisors and first line managers with the tools and knowledge to improve employee engagement and to better interact with their team members.

Lead Q provides team leaders, supervisors and first line managers with the attitude and skillset to step up their performance as leaders and become active drivers of engagement in the organisation, in turn leading to a positive impact on organisational performance, staff turnover and employee wellbeing.

This programme is best suited to those in first level leadership roles who wish to develop personal leadership traits. By booking for this course, you are agreeing to attend both days.

OUTCOMES

- Understanding employee engagement
- Inspiring your team
- Supporting your team
- Understanding the importance of upwards and downwards feedback and information
- Creating involvement within teams
- Understanding the importance of recognition

WHO SHOULD ATTEND?

- Team Leaders, Supervisors and First Line Managers

DATES:

- 2 & 3 September 2020 (2-day course)

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

MANAGEMENT AND LEADERSHIP SKILLS

MANAGING TROUBLED EMPLOYEES – USEFUL TOOLS TO ENHANCE PERFORMANCE

This workshop is designed to equip supervisors and first line managers with the knowledge and skills to better manage and support their teams.

OUTCOMES

- Understanding the relationship between stress and performance in the workplace
- Managing one's own stress
- Managing the balance between care, concern and productivity

WHO SHOULD ATTEND?

- Team Leaders, Supervisors and First Line Managers.

DATE:

- 10 June 2020

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

MANAGEMENT AND LEADERSHIP SKILLS

MANAGING THE MEDICO-LEGAL MINEFIELD

Managing the Medico-Legal Minefield helps managers deal with tough issues that they face on a regular basis. The main areas of focus are in managing sickness absenteeism, understanding the incapacity process to handle underperformance due to ill health or injury and substance abuse issues.

We also deal with traditional healers' sick certificates. The training is through active participation using quizzes and case studies and drawing on your own experiences to find solutions. Time is also spent on understanding the rights and responsibilities of all stakeholders with these matters.

DATES:

- Group 1: 6 May 2020 (1-day course)
- Group 2: 28 July 2020 (1-day course)

TIME:

- 09h00 – 16h00

VENUE:

- Mafeje Room, Bremner Building

BOOKING AND FURTHER INFORMATION

This course is funded by the Organisational Health & Wellness, Human Resources.

For more information and to book, contact Gaynor May at Gaynor.may@uct.ac.za or on 021 650 3519.

MANAGEMENT AND LEADERSHIP SKILLS

MENTAL HEALTH AWARENESS – THE MIND@WORK

This 1-day course aims to equip line managers and supervisors with the knowledge and skills to better understand mental illness in the workplace.

COURSE OUTLINE

- Understand the key issues of mental illness such as the size of the issue, the impact on performance, stigma, the complexities of managing cases
- Issues of managing mental illness – balance between care & concern and productivity;
- Relevant legal precedents associated with discrimination/mental health/incapacity
- Use of mediation to find solutions to accommodate people with mental illness
- Return to work issues – assessing readiness to return to work, graded return to work.
- Incapacity management of mental illness
- Resources available in the workplace and other resources.

OUTCOMES

- Managers understand the key issues associated with mental illness
- Managers can identify decreased work performance
- Managers know how to discuss issues with the employee
- Managers know how to refer cases
- Managers know how to deal with accommodation of employees with mental illness

APPROACH

- Presentation of key information
- Use of individual experiences
- Simple case studies driving much of the discussion
- Work books with ready reference information.

WHO SHOULD ATTEND?

- All supervisors and line managers.

BOOKING AND FURTHER INFORMATION

This course is funded by the Organisational Health & Wellness, Human Resources.

For more information and to book, contact Gaynor May at Gaynor.may@uct.ac.za or on 021 650 3519.

DATES:

- Group 1: 27 May 2020 (full day, with lunch break)
- Group 2: 15 July 2020 (full day, with lunch break)
- Group 3: 30 September 2020 (full day, with lunch break)
- Group 4: 18 November 2020 (full day, with lunch break)

TIME:

- 09h00 – 16h00

VENUE:

- Bremner Mafeje Room

FACILITATORS:

- Dr Tony Davidson – Occupational Health Consultant
- Siham Boda – Lawyer with Mediation Skills
- Karen Theunissen – Occupational Therapist

MANAGEMENT AND LEADERSHIP SKILLS

MENTORING SKILLS FOR LEADERS

This two-day and a half day course is aimed at those who support, coach, mentor, manage or supervise others. It is of value to supervisors and managers. The course explores the necessary skills, tools and knowledge to adopt a coaching and mentoring approach into your style of managing or supporting others.

OUTCOMES

- Understand your own behaviour and the behaviour of others
- Explore the similarities and differences between coaching and mentoring
- Explore how coaching and mentoring fits into the roles and responsibilities of managers
- Develop mentoring skills
- Explore feedback techniques and models
- Discuss how skills and tools can be applied in a specific context
- Practice applying tools and techniques for effective mentoring
- How to lead with a mentoring mindset

WHO SHOULD ATTEND?

- Supervisors, managers, educators, student advisors

DATES:

- 29 & 30 September 2020, and 1 October 2020 (3-day course)

TIME:

- Day 1 & 2: 09h00-16h00
- Day 3: 09h00-13h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

OCCUPATIONAL QUALIFICATIONS

CERTIFICATE IN BUSINESS ADMINISTRATION

This 9-day certificate programme is aimed at those who have worked in administration for many years but have no formal qualifications in their area of expertise and an opportunity for staff members in administration to gain a Further Education and Training Certificate in Business Administration Services.

The programme is a combination of workshop attendance and the completion of a portfolio of evidence for the purpose of RPL (Recognition of Prior Learning).

OUTCOMES

- Demonstrate an understanding of business practices and people
- Gather, plan, report and monitor information
- Gain skills in basic computer operations
- If you are found competent this will result in a Further Education and Training Certificate in Business Administration Services (Qualification ID 61595) at NQF Level 4.

WHO SHOULD PARTICIPATE?

- This qualification is for anyone who is involved in any business administration function within the university.

PRE-REQUISITES

In order to apply, you will require:

- Currently be in an administrative position
- A certified copy of highest qualification (at least Grade 10 or NQF level 2, or higher)
- Be able to communicate in two of South Africa's official languages
- Have at least 2 years' total work experience
- Be able to commit for the full programme

You will need to provide proof of the above when applying

SELECTION PROCESS

- There is a selection process for inclusion on this process. Interested staff must apply to the Staff Learning Centre for inclusion in the selection process by booking by the closing date. Those who have booked will then be sent further information about the selection process.
- Preference will be given to those who have no other qualification higher than NQF level 2.
- Participants will be required to sign a 'Bursary Agreement' (HR186).

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

OCCUPATIONAL QUALIFICATIONS

CERTIFICATE IN MANAGEMENT

This 9-day certificate programme is aimed at those who have worked in junior management positions for a few years but have no formal management qualifications. It is an opportunity for staff members in junior management to gain a Further Education and Training Certificate in Generic Management.

The programme is a combination of workshop attendance and the completion of a portfolio of evidence for the purpose of RPL (Recognition of Prior Learning).

OUTCOMES

The successful participant will be able to demonstrate knowledge, skill or experience in:

- Carrying out simple research tasks
- Interpreting current affairs related to a specific business sector
- Recognising the effect of HIV/AIDS on the specific workplace, business sub-sector and own organisation
- Applying knowledge of self and team to enhance team performance
- Maintaining records
- Managing time and the work process
- Explaining the structure of an organisation
- If you are found competent this will result in a Further Education and Training Certificate in Generic Management (Qualification ID 57712) at NQF Level 4.

WHO SHOULD PARTICIPATE?

- This qualification is for anyone who is a team leader or supervisor at the university.

PRE-REQUISITES

In order to apply, you will require:

- Currently be in a team leader or supervisory position
- A certified copy of highest qualification (at least Grade 10, or NQF level 2, or higher)
- Be able to communicate in two of South Africa's official languages
- Have at least 2 years' total work experience
- Be able to commit to the full programme

You will need to provide proof of the above when applying.

SELECTION PROCESS

- There is a selection process for inclusion on this process. Interested staff must apply to the Staff Learning Centre for inclusion in the selection process by booking by the closing date. Those who have booked will then be sent further information about the selection process.
- Preference will be given to those who have no other qualification higher than NQF level 2.
- Participants will be required to sign a 'Bursary Agreement' (HR186).

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

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PLANNING, ORGANISING AND IMPLEMENTING

DECIDE PRIORITIES, MANAGE YOURSELF

The workshop is designed to create awareness of the personal habits and practices that cause inefficiency and to help you choose an approach that will help you achieve the results you desire. This workshop is facilitated over two days. Learning days are split: 1½ days followed by ½ day session.

OUTCOMES

- Examine where you are currently placing your time and energy versus your desired results
- Identify time wasters and barriers to effectiveness
- Identify the attitudes, values and behaviours that enhance personal productivity
- Establish well thought-out, realistic goals for your various roles
- Break the procrastination barrier by examining the blockages to personal effectiveness
- Proactively manage the expected outputs of your roles by doing what counts
- Focus on priorities by identifying more critical and less important activities and tasks and adjust priorities when appropriate
- Make preparations by ensuring that the required resources, equipment and or materials are in the appropriate locations so that own and others work can be done effectively

- Schedule time by allocating time to complete work, co-ordinates own and others' schedules and avoid conflict
- Get organised and stay organised
- Manage self-interruptions and other interruptions appropriately
- Create an action plan that supports the habits that will lead to your success

WHO SHOULD ATTEND?

- Staff members who want to manage their priorities more effectively

DATES:

- 7 & 8 October 2020 (2 full days), and 29 October 2020 (half-day)

TIMES:

- Day 1 & 2: 09h00 – 16h00
- Day 3: 09h00 – 13h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

RESEARCH SUPPORT SKILLS

EMERGING RESEARCHER PROGRAMME (ERP)

Based in the Research Office, the ERP is a research-mentoring programme that aims to build research capacity in academic staff members. It consists of two streams: the SET stream is for science, engineering and the health sciences and SSLH is for social sciences, law, humanities, commerce and social science-related branches of health sciences and engineering.

The ERP engages retired or current senior scholars to mentor academics on an individual or group basis and to conduct seminars and workshops on a range of topics related to research and publishing. The programme also offers modest grants for research related activities.

OUTCOMES

It aims to assist academics to:

- Attain higher degrees (Masters and PhD)
- Write for publication
- Develop funding proposals
- Achieve NRF rating

WHO SHOULD ATTEND?

- All permanent academic staff members who recognise the need to build their personal research capacity.

DATES:

- Ongoing throughout the year. Programmes are made available to participants for each semester

BOOKING AND FURTHER INFORMATION

Further Information can be found at <http://www.researchsupport.uct.ac.za/emerging-researcher-programme-erp>

RESEARCH SUPPORT SKILLS

INDUCTION COURSE ON THE ADMINISTRATION OF RESEARCH CONTRACTS

Research Contracts and Intellectual Property Services (RC&I) supports UCT's research activities by providing training and information sessions to new finance administrators who administer the Research Contracts for their particular area.

OUTCOMES

- An insight of the Life Cycle from the Proposal / Agreement stage to the close out of the project and the various supportive roles the various Central Finance departments play to ensure a successful conclusion of the project
- An overview of roles and responsibilities the various stakeholders within Central Finance play.
- An understanding of the contracts approvals process at UCT, as well as levels of contract and authorised signatories
- An understanding of the Contract administration process at UCT that takes place before and after the contract has been signed
- Some understanding of the forms required from the various departments in order to expedite payments / invoices.

WHO SHOULD ATTEND?

- New finance staff and those who feel they need to refresh their knowledge regarding administration of Research Contract within UCT.

DATES

- Group 1: 25 March 2020, 09h00-12h00
- Group 2: 16 September 2020, 09h00-12h00

BOOKING AND FURTHER INFORMATION

Further Information can be found at <http://www.rci.uct.ac.za>

RESEARCH SUPPORT SKILLS

INDUCTION / REFRESHER COURSE ON RESEARCH CONTRACTS, INTELLECTUAL PROPERTY, RESEARCH FUNDS MANAGEMENT AND ADMINISTRATION (RCIPS)

Research Contracts and Intellectual Property Services (RCIPS) and the Central Research Finance Office (CRF) invite all new academics / researchers to attend a half day course on Research Contracts, Intellectual Property and Research Fund Management and Administration as it relates to the University of Cape Town.

(Note: The course is not exclusively for new staff – all academic staff and research administrators are welcome. A course for administrators will be presented later this year.)

SESSIONS

Research Contracts

This session will inform participants about the delegation of authority framework, the procedures and processes that are followed and the principles of the “full cost model” on which the project budgets may be based.

Intellectual Property

Key aspects of the IP policy will be highlighted. An overview of the UCT patenting process will be presented – right from initial intervention disclosure, through the management of the patent portfolio and on to licensing and spin-off business creation. Important requirements of the Intellectual Property Rights from Publicly Financed R&D Act (IPR Act) which impact the UCT Research Community on a day to day basis will be discussed; especially relevant background for discussions with potential funders.

Research Fund Management and Administration

The different types of Research Funds on the SAP system will be overviewed (e.g. “spend and claim”) and fund management will be discussed, along with the definition of full cost and preparation of full cost budgets for research, VAT applied in a university environment (0, 7 and 14%) and bridging finance.

OUTCOMES

- An understanding of the contract approvals process at UCT, as well as levels of contract and authorised signatories
- An appreciation of the difference types of contract that are entered into, such as Research Contracts, Material Transfer Agreements, Confidentiality Agreements, Consortium Agreements

BOOKING AND FURTHER INFORMATION

Further Information can be found at <http://www.rci.uct.ac.za>

- An understanding of the different types of Research Funds, Fund Management, full cost budgets and VAT issues
- A working knowledge of the UCT Intellectual Property Policy
- An understanding of forms of intellectual property, and methods for its protection
- IP ownership and options for commercialisation
- An overview of the Intellectual Property Rights from Publicly Financed R&D Act

WHO SHOULD ATTEND?

- New academic staff and those needing an IP and Contracts ‘refresher’. Principal Investigators and new Fund Managers.

DATES

- Group 1: 25 March 2020, 13h00-16h00
- Group 2: 16 September 2020, 13h00-16h00

RESEARCH SUPPORT SKILLS

PUBLICATION COUNT: ELECTRONIC RESEARCH ADMINISTRATION (ERA) SYSTEMS TRAINING

Facilitated through the Research Office, training covers key concepts for collecting and collating accredited publications for onward submission to the Department of Higher Education and Training (DHET) for government subsidy. Group sessions are done by publication count administrator user role

KEY OUTCOMES

- Knowledge on capturing relevant publications on ERA for the Publication Count.

WHO SHOULD ATTEND?

- Administrators servicing the publication count process and who has, or requires, access to ERA system

BOOKING AND FURTHER INFORMATION

Visit <http://www.researchsupport.uct.ac.za/contact-publication-count> to contact the relevant faculty coordinator or research office team member for more information or bookings.

RESOURCE MANAGEMENT

UNDERSTANDING BASIC ACCOUNTING CONCEPTS

This workshop provides UCT finance administrators with an understanding of the basic concepts and principles of accounting.

This is a four-day workshop structured as two days per week over two weeks. By booking for this course you are agreeing to attend all four days.

OUTCOMES

- Apply the fundamentals of general accounting concepts.
- Prepare a financial statement
- Understand audit requirements
- Integrate these applications specifically into the accounting processes and transactions at UCT

WHO SHOULD ATTEND?

- Anyone who needs to understand basic accounting concepts in relation to their functional requirements at UCT.

PRE-REQUISITES:

- You must be a SAP user (finance module)
- Completion of the Overview of SAP reporting at UCT course
- Completion of the Basic Funds Reporting course

DATES:

- 12 & 13 May 2020, and
- 19 & 20 May 2020 (4-day course)

TIMES:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is run by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, please do so online using SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

SELF LEADERSHIP SKILLS

ASSERTIVENESS @ WORK

A two-day workshop where you learn how to manage high-stress or high-emotion encounters by developing the knowledge and skills needed to assert yourself effectively.

You learn about the difficulties you may face when communicating with others, when trying to create an impact or persuade others to see your point of view. The programme also addresses cognitive and emotional barriers to assertiveness.

OUTCOMES

- Explore your rights and responsibilities during interactions
- Become more self-confident
- Explore the benefits that you, your team and UCT will experience if you act in a more assertive way
- Identify various obstacles that make it difficult for you to assert yourself
- Maintain the balance between being soft on people and hard on results
- Use the right words, tone of voice and body language to get your message across
- Experiment with helpful tools and techniques
- Apply the principles of assertiveness in different difficult situations

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

WHO SHOULD ATTEND?

- Anyone who wants to become more appropriately assertive.

DATES:

- 22 & 23 July 2020 (2-day course)

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

SELF LEADERSHIP SKILLS

SELF-LEADERSHIP PROGRAMME

This 6-week programme aims to help you become more effective in all aspects of your life.

What you put in will determine what you get out of the programme! You will maximize the benefit from attending these workshops by actively engaging with your trainers, your colleagues and the material. We provide you with a lot of suggestions for your self-development. It's important to make some time for yourself to work through the material between sessions.

All presentations will be uploaded onto a Vula site which will be set up after session 1. You are at liberty to download and use the slides.

WHO SHOULD ATTEND?

Anyone wanting to become more self-aware and resilient.

- Finding your life out of balance?
- Issues dealing with difficult people?
- Need some insights into why problems repeat themselves?
- This Self-Leadership programme will provide you with the tools to help you deal with these and many other life challenges.

PROGRAMME STRUCTURE:

MODULE	GROUP 1	GROUP 2	GROUP 3
1	13 February	9 July	1 October
2	20 February	23 July	8 October
3	26 February	30 July	15 October
4	5 March	6 August	21 October
5	12 March	13 August	28 October
6	26 March	19 August	5 November
Graduation	16 April	23 September	26 November

There is a lot to get through, so please be as prompt as possible.

MODULE	START TIME	VENUE*	APPROX. DURATION*
1	9am	Bremner	4 hours
2	9am	Bremner	3,5 hours
3	9am	Bremner	3,5 hours
4	9am	Bremner	3,5 hours
5	9am	Bremner	3,5 hours
6	9am	Bremner	4 hours
Graduation	9am	Bremner	2 hours

Each module is built on the previous module, and the group will be a closed group which means that should you miss the first session you will not be allowed to join subsequent sessions. The staff commitment would be required for the FULL six sessions in order to achieve the desired outcomes.

VENUE:

- Bremner Mafeje Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Organisational Health & Wellness, Human Resources.

For more information and to book, contact Gaynor May at Gaynor.may@uct.ac.za or on 021 650 3519.

SELF LEADERSHIP SKILLS

UNCONSCIOUS BIAS TRAINING

The session creates an opportunity to increase self-awareness about your implicit or unconscious bias based on race, religion, gender and levels of consciousness to change your behaviour and better enable an inclusive academic and work environment at UCT.

It is designed to equip staff members with the knowledge of unconscious biases; while understanding the impact of bias upon each during our daily interactions and decision-making; and at the same time develop skills to minimise the impact of unconscious bias.

OUTCOMES

- At the end of the session, participants will:
- Understand what unconscious bias is and how it manifests in both the individual and institution.
- Be able to identify personal unconscious biases and know how to manage inappropriate behaviours that it can create.
- Be able to implement practical strategies to help deal with unconscious bias in their work space.

COURSE STRUCTURE

During the session, participants will have an opportunity to complete the online UCT Bias and Inclusivity Training tool to support the process of self-awareness. Developed by the Faculty of Commerce, the tool contributes to UCT's institutional praxis. The primary objective is to provide you with an opportunity to understand your blind spots in order to influence your own behaviour change.

This will be followed by structured discussions on various issues related to unconscious bias, practical activities to illustrate key points and strategies to address it. At the end of the session, participants are encouraged to identify personal learning and aimed action to achieve back in their respective work spaces.

WHO SHOULD ATTEND?

- All staff members.

DATES:

- 13 March 2020
- 12 June 2020
- 14 August 2020
- 13 November 2020

TIME

- 09h00 – 14h00

VENUE

To be confirmed on registration

BOOKING AND FURTHER INFORMATION

For any queries, please contact Cheryl Vallay at cheryl.vallay@uct.ac.za or on 021 650 2767

SELF LEADERSHIP SKILLS

WORK Q

This programme provides the tools and learning environment to allow you to effectively deal with the personal barriers that block growth and proactive development.

This programme is best suited to those in more junior roles who wish to develop personal leadership traits. By booking for this course, you are agreeing to attend all three days.

OUTCOMES

- Have greater self-esteem and more self-confidence
- Take personal responsibility for your growth and development
- Build and maintain positive relationships, both within and outside the workplace
- Experience personal empowerment, productivity and success
- Build a plan of action to improve your quality of life
- Build personal leadership traits (self-esteem, strengths, goals, positivity)
- Understand relationships in emotional wellbeing and success

WHO SHOULD ATTEND?

- Anyone wanting to empower themselves and develop personal leadership abilities.
- Work Q is a pre-requisite to attend Lead Q

DATES:

- 29 & 30 July 2020 (2-day course)

TIME:

- 09h00 – 16h00

VENUE:

- Cambria House Training Room

BOOKING AND FURTHER INFORMATION

This course is funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

To book, login to SuccessFactors (SF) Learning, at www.successfactors.uct.ac.za.

More information can be found at http://www.hr.uct.ac.za/hr/learning/staff_programme/information, or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

SELF LEADERSHIP SKILLS

FAST FORWARD – THE MINDSET AND PRACTICE OF DESIGN THINKING

The Hasso Plattner School of Design Thinking at UCT (d-school) offers a free Fast Forward experience into the mindset and practice of Design Thinking aimed at University of Cape Town staff (both academic and PASS).

This high-paced introductory experience to design thinking is a great way to explore the human-centred approach to problem solving in a collaborative yet creative environment. Participants are usually from various faculties and apply their diverse insights and knowledge to a challenge during the workshop.

The best part is that participants gain insight into how design thinking could be practically applied in a wide range of settings, from personal to global, and across disciplines and sectors. For students, it is this extra skill set that sets them apart when entering the job market.

In an uncertain future job market, design thinking enhances complex problem solving, critical thinking and creativity. Furthermore, it builds confidence when dealing with uncertainty and ambiguity and develops a human-centred approach to problem solving.

Leveraging off its relationship with the Hasso Plattner Institutes at Stanford (d.school) in America and Potsdam (HPI School of Design Thinking) in Germany, the d-school at UCT offers training and capacitation in design-led innovation.

OUTCOMES

What to expect?

- Exposure to the design thinking process.
- Develop empathy for users.
- Learn to work in multidisciplinary teams.
- Learn to develop low-fidelity prototypes.

DATES

- 12 November 2020

TIME

- 09h00 – 16h30

VENUE

- d-school Studio, UCT GSB Campus, 9 Portwood Road, Green Point, Cape Town.

BOOKING AND FURTHER INFORMATION

For more information about this course and access to the application link, visit www.dschoolluct.ac.za

Check us out on social media:

<https://www.facebook.com/dschoolUCT>

<https://twitter.com/dschoolUCT>

<https://www.instagram.com/dschooluct/>

<https://www.linkedin.com/company/19135986/admin/>

SELF LEADERSHIP SKILLS

CRITICAL DIVERSITY

Diversity refers to patterns of social difference. The foremost terms shaping discourses and policies related to diversity include race, ethnicity, religion, gender, disability, sexuality and age. Critical diversity acknowledged the role of power in constructing difference, and the unequal symbolic and material value of different locations. This approach locates difference within a historical legacy, as learned or an outcome of social practice, and an engagement with the transformation of these oppressive systems.

The session therefore aims to increase self-awareness and levels of consciousness while supporting participant's ability to work within and contribute to a diverse and inclusive workspace.

OUTCOMES

At the end of the session, participants will:

- Understand what critical diversity is and how it manifests at an individual and institutional level.
- Be able to identify personal prejudices and discriminatory beliefs and know how to manage and respond to biases and prejudices.
- Be able to implement practical strategies to help deal with diversity in their workspace.

WHO SHOULD ATTEND?

- All staff members.

DATES

- 09 March 2020
- 08 June 2020
- 10 August 2020
- 09 November 2020

TIME

- 09:00 – 15h00

VENUE

- To be confirmed on registration

BOOKING AND FURTHER INFORMATION

For any queries, please contact Cheryl Valley at cheryl.valley@uct.ac.za or on 021 650 2767

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

The Cape Higher Education Consortium (CHEC) has offered short courses as part of its Quality Teaching in Higher Education (QTHE) Programme since 2010. Facilitators from the four universities in the Western Cape collaborate to present the courses, and in all cases, the course facilitators are drawn from different universities. These courses present a unique opportunity for academic staff and members of academic support sections at the four universities to engage with and learn from each other about areas of common interest in learning and teaching. The QTHE programme will offer five short courses during 2020, for full and part-time lecturers in the Western Cape region.

Internationally and in South Africa, emphasis is increasingly being placed on the professional development of lecturers with regards to teaching, curriculum design and assessment. The changing profile of our student populations, changes in modern communication technologies, the increasing pressure on academics as well as the greater spotlight on student success and relevance, provide impetus for the trend towards support for the professional development of lecturers.

The courses provide a unique opportunity for academics from the higher education institutions in the Western Cape to come together in a relaxed and supportive atmosphere to learn, discuss and benefit from the valuable experiences of peers and expert facilitators from the four institutions in our region. All participants will receive a certificate from CHEC on successful completion of each course (see Section 4). However, at this stage, the courses are not formally accredited.

The cost varies per short course (this will be paid centrally by your university, but please note that the fee will be charged to your department's budget if you are absent or if you cancel within fourteen calendar days of the course starting).

Academic staff may enrol for just one, or any number of the courses.

WHO SHOULD ATTEND?

- Academic staff

APPLICATION AND SELECTION PROCESS

- There is a selection process for inclusion on each course. Interested staff are to apply to Tabisa Mayisela, CHED, for inclusion in the selection process by booking for the course/s by the closing date. Those who have booked will then be sent further information about the selection process.

See next page for programme outline.

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

PROGRAMME OUTLINE

COURSE	COORDINATOR	DATE	TIME	VENUE
Co-creating Curricula across difference	Daniela Gachago (CPUT)	Pre-course online meeting: 22 April Face to Face Sessions: 13 & 27 May 10 June	09h00-15h30 for face-to-face sessions	School of Public Health – UWC
Learning analytics (in collaboration with SAAIR)	Dolf Jordaan and Juan-Claude Lemmens (UP)	18 & 19 May	09h00- 15h30	School of Public Health – UWC
Teaching for Transitions (Curriculum and Pedagogies for Extended Curriculum Programmes)	Claudia Swart-Jansen van Vuuren (SU)	21 & 28 July 4, 11 & 18 August	13h00 – 15h00	School of Public Health – UWC
RPL	Rekha Ramborose (UWC) & Frederika Graaff (CPUT)	8, 15 & 22 September		School of Public Health – UWC
Understanding Decoloniality	Kasturi Behari-Leak (UCT)	30 September, 7, 14, 21 and 28 October	11h30-15h30	School of Public Health – UWC

BOOKING AND FURTHER INFORMATION

For more information contact Tabisa Mayisela at, tabisa.mayisela@uct.ac.za, or on 021 650 1774.

For more information about each course, see the individual course outline page.

ASSESSMENT & CERTIFICATION

- Successful completion of a course requires the completion of the assignment to the required standard. Certificates will be awarded as follows:
- Merit (75% or above for the assignment)
- Credit (50 to 74% for the assignment)
- Participation (At least 75% attendance but no assignment, or assignment below 50%)

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

CO-CREATING CURRICULA ACROSS DIFFERENCE

The Fallist student movement called for the opening of the higher education space to involve multiple stakeholders in co-creating content and approaches to teaching and learning.

Formal education reproduces existing social and economic inequalities, through failing to attend to what (non- traditional) students need from their education and delivering in a way that is exclusive to these needs. Academia globally and in particular in South Africa is plagued with exclusionary academic discourse and practices that alienate students and staff alike (Soudien, 2010; Badat, 2010) – this is one of the problems that students have identified in their calls for decolonising the curriculum. Students argue that if they are part of co-creating curricula then they are able to contribute to academic discourse in a way that makes it more meaningful to them.

What does this mean for us? How can lecturers, students and the wider community within the clear power differentials that characterise higher education institutions work together to create something that is meaningful to all involved?

This short course aims to explore and facilitate methods and practices for co-creation between students, academics, academic developers, community engagement practitioners and other stakeholders in higher education. The objective of the course is to enhance the capacity for co-creation of curricula so that participants become comfortable with a dynamic, constantly changing and critical 'living curriculum'. Underpinned by various theoretical approaches to co-creation such as Students as Partners (Lubicz-Nawrocka, 2017), Design Thinking (Retegi et al, 2019) and Critical Pedagogy (Freire, 1972/2005; Hooks, 1994) we argue for a liberated education system to offer students the opportunity to develop their ideas and realize their abilities as active subjects in changing the world around them. How would one go about creating such spaces? How can we engage in participatory/dialogical pedagogies that actively seek to rupture these prevailing structures which marginalise some and privilege/ buoy others?

This course forms part of the Quality Teaching in Higher Education (QTHE) Programme, a Regional Academic Development Programme, offered by the Cape Higher Education Consortium (CHEC).

COURSE OBJECTIVES

The objective of this course is to explore participatory forms of engagement by addressing the following questions:

- What barriers are there to co-creation amongst different stakeholders in unequal power situations? How are they set up?
- What can we do to make our co-creation spaces more equal and democratic?
- How do we unlearn/dismantle hegemonic structures in ourselves?
- What would this approach require to move us forward?

Decolonising pedagogies call for disrupting colonial power by first acknowledging its structures and impact on practices and processes (Iseke-Barnes 2008, Kanu 2011). Drawing from adult / popular education, our experience with interracial dialogue and storytelling work, liberating structures (<http://www.liberatingstructures.com/>) and Time To Think (Kline, 1999) facilitation techniques, we are offering this short course aimed at experimenting with and developing processes for facilitating curriculum co-creation, by allowing us to engage in dialogue about institutional power structures, and colonisation and find ways to deconstruct them and understand them better.

WHO SHOULD ATTEND?

- Academic Developers
- All Academics

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to Tabisa Mayisela, CHED, for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

For more information contact Tabisa Mayisela at, tabisa.mayisela@uct.ac.za, or on 021 650 1774.

COURSE STRUCTURE AND DATES:

The course will be offered in a blended format: There is a 2-week pre-course phase (1 online meeting to prepare for the short course) and 3 full days over the course of five-weeks with independent/online activities in between the face-to-face workshops.

Pre-course phase (1 online meeting)

- Wednesday 22nd of April 2020

Short course

Face to face dates (09:00 to 15:30 on each day)

- Wednesday 13th of May 2020
- Wednesday 27th of May 2020
- Wednesday 10th of June 2020.

VENUE:

- School of Public Health, UWC.

COURSE CONVENORS:

- Xena Cupido (Fundani CPUT), and Daniela Gachago (CIET CPUT).

COURSE CO-FACILITATORS:

- Asanda Ngoasheng (independent academic), Su Pather (UWC), Janice McMillan (UCT), Yolisa Mbekela (CPUT), and Seun Ovekola (CPUT).

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

LEARNING ANALYTICS

Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for understanding and optimising learning and the environments in which it occurs (Siemens and Long, 2011).

The 2020 CHEC workshop provides participants with a platform to gain hands-on experience with learning analytics on a course or module level. The workshop starts with an introduction to learning analytics as well as frameworks to provide the context of learning analytics as it is applied in a module or course. Participants will learn how to conduct a pathway analysis of the module, and gain experience with module data, using Excel. Importantly, participants will learn how learning analytics may be implemented for action and impact.

This course forms part of the Quality Teaching in Higher Education (QTHE) Programme, a Regional Academic Development Programme, offered by the Cape Higher Education Consortium (CHEC).

WHO SHOULD ATTEND?

- Lecturers
- Institutional researchers
- Staff from quality units
- Instructional/educational support staff

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to Tabisa Mayisela, CHED, for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

COURSE STRUCTURE AND DATES:

The course will be presented over two full days on 18 and 19 May 2020.

The programme of the course is as follows:

DAY 1: 18 MAY	ACTIVITY	DESCRIPTION
09:00 – 09:30	Welcome	
09:30 – 10:00	Introduction and Frameworks for Learning Analytics	Presentation
10:00 – 10:30	Frameworks for Learning Analytics	Presentation
10:30 – 11:00	TEA	
11:00 – 12:00	Learning Analytics for lecturers	Activity (Pathway analysis)
12:00 – 13:00	Learning Analytics for lecturers	Reflection
13:00 – 14:00	LUNCH	
14:00 – 15:30	Learning Analytics in practice using data	Interpreting institutional data
DAY 2: 19 MAY	ACTIVITY	DESCRIPTION
09:00 – 11:00	Learning Analytics in practice using data*	LMS analytics and hands-on with pivot tables and dashboards
11:00 – 11:30	TEA	
11:30 – 13:00	Learning Analytics in practice using data*	LMS analytics and hands-on with pivot tables and dashboards
13:00 – 14:00	LUNCH	
14:00 – 15:00	Learning Analytics in practice using data*	LMS analytics and hands-on with pivot tables and dashboards
15:00 – 15:30	Learning Analytics interventions for impact	Pathway analysis and data for action
15:30 – 15:40	Closure	

BOOKING AND FURTHER INFORMATION

To book, please contact Tabisa Mayisela at tabisa.mayisela@uct.ac.za

More information can be found on the CHEC website at www.CHEC.ac.za.

VENUE:

- School of Public Health, UWC.

COURSE PRESENTERS:

- Dr Juan-Claude Lemmens and Dr Dolf Jordaan from the University of Pretoria.

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

RECOGNITION OF PRIOR LEARNING

The course covers the following themes:

- RPL history and policy
- UWC RPL portfolio programme pedagogy and granting access at CPU
- RPL mentoring: Expectations vs Reality what knowledge matters where, granting exemptions through informal and non-formal learning
- RPL Assessment: Skills and competence evaluation by faculty staff
- RPL post-administrative support and lifelong learning.

This course forms part of the Quality Teaching in Higher Education (QTHE) Programme, a Regional Academic Development Programme, offered by the Cape Higher Education Consortium (CHEC).

OUTCOMES

At the end of this course, the participants are expected to be able to:

- Discuss the development of RPL since the mid-1950s worldwide and with specific reference to the development in South Africa since 1994,
- Explain RPL legislation in South Africa and highlight the impact on their own institution,
- Participants should be able to align RPL academic pathways to UWC's charter of graduate attributes such as scholarship – a critical attitude towards knowledge building and lifelong learning – developing a career driven projectory.
- Plan for RPL in the case of granting access with reference to their own qualification and/or academic department or faculty,

- Participants (administrators and academics) should be able to identify prior learning, skills and competence that are gained through informal and non-formal learning and advise potential students via the various RPL routes (undergraduate access or advanced standing post-graduate applications)
- Develop a Curriculum map adjusted for the purpose of RPL exemptions and reflect on the knowledge gained through informal and non-formal learning,
- Participants should be able to implement the RPL policy specifically for the development of new programmes that are discipline specific. The participants should have a sound understanding of the NQF system and the RPL requirements for granting access into newly developed programmes/qualifications.

WHO SHOULD ATTEND?

- Academics and administrators seeking to professionalise their knowledge about the principles and practices associated with the recognition of prior learning (RPL).

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to Tabisa Mayisela, CHED, for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

BOOKING AND FURTHER INFORMATION

To book, please contact Tabisa Mayisela at tabisa.mayisela@uct.ac.za.

More information can be found on the CHEC website at www.CHEC.ac.za.

DATES:

The course consists of three two hours sessions to be offered on:

- 8, 15 & 22 September
- 14h00-16h00 on each day.

ASSESSMENT:

You are required to submit a Learning Portfolio, inclusive of a reflective essay, based on current or simulated case study of RPL practice at your institution.

Due Date: 30 October 2020.

VENUE:

- School of Public Health, UWC.

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

TEACHING FOR TRANSITIONS (CURRICULUM AND PEDAGOGIES FOR EXTENDED CURRICULUM PROGRAMMES)

RATIONALE

Extended Curriculum Provision (ECP) represents a specialist teaching area focussing on bridging into university and supporting equivalent access for success for socially and educationally disadvantaged students. Universities could fund attendance of this course from their ECP 1% training tranche.

COURSE OVERVIEW

The course provides an overview of the history and policy relating to Extended Curriculum Provision, including the use of different models for different purposes. The course deals with the following themes:

- Knowing your subject, knowing your field. What makes it distinctive? (distinctiveness grids exercises).*
- Knowing your students through, for example, NBT research.
- Epistemic access, integrating academic literacies, numeracy and curriculum design.
- Theorising active learning for epistemic access (e.g. using Vygotsky's principles of knowing your students, mediated learning, dialectic between students and university (crossing the gap), motivation etc.). Other theories of learning particular to 'transitioning'.

*(the distinctiveness grids were borrowed from MIT and developed by Chris Winberg. They are very easy to use, thought provoking questionnaires and discussion topics for staff to come to grips with their subject).

This course forms part of the Quality Teaching in Higher Education (QTHE) Programme, a Regional Academic Development Programme, offered by the Cape Higher Education Consortium (CHEC).

OUTCOMES

- Participants will be expected to research ECP in their own institutions.
- The course will have a dual affective and Vygotsky-inspired thread.

WHO SHOULD ATTEND?

- Academics involved with Extended Curriculum Programmes (ECP)

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to Tabisa Mayisela, CHED, for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

COURSE STRUCTURE AND DATES:

The course consists of five two-hour face to face sessions on the following dates:

- 21 & 28 July 2020, and 4, 11 & 18 August 2020.
- 13:00 – 15:00 on each day.

Session 1: Context

- Throughput figures showing racial skew
- History of ECP, Flexible curriculum rationale
- ECP models (one and two-year, additional courses etc.)
- DHET policy and funding formula – implications for staffing; staff development in DHET
- Selection of students (APA, NBT, interviewing)
- NBT profiles of first-time entering students (low numeracy, maths)

READINGS

- Scott, I., Yeld, N. & Hendry, J. (2007) *A case for improving teaching and learning in South African higher education*, Pretoria: Council on Higher Education (CHE) and Higher Education Quality Committee (HEQC).
- CHE (Council on Higher Education) 2013. A proposal for undergraduate curriculum reform in South Africa:

The case for a flexible curriculum structure. Pretoria: Council on Higher Education.

- NBT country-wide reports.
- PRESENTERS:
- Ian Scott (UCT) and Chrissy Boughey (Rhodes), to be confirmed

Session 2: Know your students

- How can we ascertain their learning needs, persona and field knowledge.
- NBT profiles
- Participatory methodologies such as photovoice, Life lines of students and their aspirations
- Introducing ECP to students – short films of student experiences.

READINGS

- Bangeni, B. & Kapp, R. (eds). 2017. *Negotiating learning and identity in higher education*. London: Bloomsbury.
- Bozalek V. 2013. *Participatory Learning and Action (PLA) Techniques for Community Work In Participation in Community Work: International Perspectives*, edited by A.K. Larsen, V. Sewpaul, G.O. Hole, 55-71. London: Routledge.

PRESENTERS:

- Aditi Hunma (UCT), Vivienne Bozalek (UWC), Rochelle Kapp (UCT) and Bongani Bangeni (UCT), to be confirmed.

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

Session 3: Integrating language and numeracy + IT

- Discourse theory and developing student 'voice'.
- Using case studies and projects

READINGS

- Frith, V. & Prince, R. 2009. A framework for understanding the quantitative literacy demands of higher education. *South African Journal of Higher Education*, 23(1):83–97.
- Hutchings, C. & Garraway, J. (eds) *Beyond the university gates: Provision of Extended Curriculum Programmes in South Africa*. Cape Town: Cape Peninsula University of Technology, 8-16.
- McKenna, S. 2010. Cracking the code of academic literacy: An ideological task. In
- McKenna, S. 2004. The intersection between academic literacies and student identities. *South African Journal of Higher Education*, 18 (3):269 – 280

PRESENTERS:

- Aditi Hunma (UCT), Vivienne Bozalek (UWC), Rochelle Kapp (UCT) and Bongsi Bangeni (UCT), to be confirmed.

Session 4: Teaching for social inclusion and active learning

- Learning activities for social inclusion
- Theorising active learning through a Vygostky lens (mediated learning, ZPD and meta-development, internalisation/externalisation), showing and developing exemplars

READINGS (to be confirmed during the course):

- Bozalek V. and Leibowitz B. 2015. Foundation provision – a social justice perspective. *SAJHE* 29, 1.
- Edwards A. 2016. Designing Tasks which Engage Learners with Knowledge, in I. Thompson (Ed) *Task Design, Subject Pedagogy and Student Engagement*. London: Routledge
- Garraway J. and Lange L. 2019. Participatory parity in the classroom. In V. Bozalek (Ed.). *Nancy Fraser and Participatory Parity: Reframing justice in South African higher education*.

- Young, G. 2015. Foundation provision research: a field ready for evolution. *South African Journal of Higher Education*, 29(1): 1–7.

PRESENTERS:

- James Garraway (CPUT) and Nomakhaya Mashiyi (CPUT), to be confirmed.

Session 5: Curriculum design – extending the curriculum.

- It is envisaged there would be separate streams here for: EMS, Science and Engineering and Arts and social Sciences (possibly Law too).
- Using assessment for learning and feedback
- Distinctiveness grid from MIT/SATAN (staff answer questions about key threshold concepts, difficult areas, differences from similar fields etc.)
- Epistemological access

READINGS

Marshall, D., Conana, H., Maclon, R., Herbert, M. & Volkwyn, T. 2011. Learning as Accessing a Disciplinary Discourse: Integrating Academic Literacy into Introductory. Physics through Collaboration Partnerships. <https://wac.colostate.edu/atd/clil/marshalletal.cfm>. (Date of access: 2 October 2019).

PRESENTERS:

Honji Conana (UWC), Aditi Hunma (UCT), Delphi Carstens (UWC), to be confirmed.

VENUE:

School of Public Health, UWC.

BOOKING AND FURTHER INFORMATION

To book, please contact Tabisa Mayisela at tabisa.mayisela@uct.ac.za

More information can be found on the CHEC website at www.CHEC.ac.za.

TEACHING AND LEARNING

CAPE HIGHER EDUCATION CONSORTIUM (CHEC) – QUALITY TEACHING IN HIGHER EDUCATION (QTHE) PROGRAMME

UNDERSTANDING DECOLONIALITY

The student protests of 2015 and 2016 challenged hierarchies of power and elitism in the academy by disrupting the normalcy of coloniality and by bringing marginal and alienated voices into the fold. The emergence of the #RhodesMustFall (RMF) movement ushered in a new era of a collective student agency at universities across the country. Students and academics continue to interrogate how knowledge and disciplines are constructed and legitimated in ways that reproduce legacies of a colonial past, often with serious consequences for social inclusion and student success. The HE sector has been challenged to respond to student calls for decolonisation by reviewing existing university curricula that are predominantly of a western purview and which promote forms of knowledge production that do not reflect an African worldview or a global South context. The call for decolonisation stems from historical systems of marginalizing, silencing and alienating knowledge and practices that foreground the Other and reproduce ways of being that disempower the community it is mandated to serve.

Decolonial action from the academy and the public (students, workers, academics and civil society) has prompted several institutional initiatives and responses through which faculties have been challenged to 'decolonise' their curricula and practices. At a comprehensive as well as micro level, there is a direct need for initiatives to integrate and incorporate gains made through the social action with students and staff and to explore what an alternative, decolonial curriculum would entail.

The Understanding Decoloniality course aims to bring together interested participants to co-create and develop an understanding of what it means to think, act and be, from a position of centredness and groundedness that is African. Through an understanding of how positionality and intersectionality shape our 'biographies and geographies' (Mignolo, 2016), we will explore alternative curricula, decolonial methodologies, pedagogical relations, knowledge construction and other modalities, informed by a 'decolonial attitude' (Maldonado-Torres, 2016) and a decolonial

disposition in higher education. The overall objective of this course is to develop a deeper understanding of the generative mechanisms that contribute to (un)transformed practices in different faculties; and to explore the capacity of academics and students to be key agents of change across the sector.

This course forms part of the Quality Teaching in Higher Education (QTHE) Programme, a Regional Academic Development Programme, offered by the Cape Higher Education Consortium (CHEC).

OUTCOMES

Participants will understand and apply decolonial concepts, theory and tools in their contexts of practice. They will be able to redesign an existing curriculum or course to embed and embrace a theory of change that is decolonial. Any aspect of the course, related to curriculum, language, gender, pedagogy, assessments, research or methodology can be chosen to be the focal point of participants' re-framing or re-imagining, using a decolonial attitude, approach and disposition.

WHO SHOULD ATTEND?

- Emerging and established academics
- Curriculum and course designers

APPLICATION AND SELECTION PROCESS

There is a selection process for inclusion on this course. Interested staff are to apply to Tabisa Mayisela, CHED, for inclusion in the selection process by booking for the course by the closing date. Those who have booked will then be sent further information about the selection process.

COURSE STRUCTURE AND DATES:

- Five sessions on 30 September, and 7, 14, 21 and 28 October 2020
- 11h30-15h30 (lunch included) on each day
- Face-to-face sessions focused on understanding decolonial thinking, acting and being in relation to participants' courses, projects and curricula.

BOOKING AND FURTHER INFORMATION

To book, please contact Tabisa Mayisela at tabisa.mayisela@uct.ac.za

More information can be found on the CHEC website at www.CHEC.ac.za.

- Low-blend: online support and development towards summative task; online forum discussions between sessions.
- Self-study (10 hours).

ASSESSMENT

Pre-task:

Bring an existing outline of a course, curriculum or project that you want to re-design using a decolonial approach.

Participants will be required to submit a written proposal for their intended 'decolonial project' relevant to their department, unit, faculty or university. Formative feedback will be provided at every stage and as required. This proposal will then be presented (oral assessment) in a creative format to the group/ peers for feedback. Both written and oral tasks will comprise the summative assessment for the course.

VENUE:

- School of Public Health, UWC.

CONVENORS:

- Kasturi Behari-Leak (UCT) and Goitsione Mokou (UCT)

GUEST PRESENTERS:

- Prof Rozena Maart (UKZN), Jean Farmer (University of Stellenbosch), Leigh Anne Naidoo (UCT) and several other contributors to the course.

TEACHING AND LEARNING

CENTRE FOR INNOVATION IN LEARNING AND TEACHING

The Centre for Innovation in Learning and Teaching (CILT) works with UCT educators to develop capacity to teach effectively and responsively across a wide range of contexts. CILT hosts workshops and seminars to raise educators' awareness of pedagogical choices, educational technologies and their own teaching practices. Faculties or departments can also request workshops and seminars that are tailored to their discipline.

CILT can become involved in design and teaching partnerships with UCT educators who want to put their learning from the workshops and seminars into practice.

Up to date information about upcoming events can be found at; <http://www.cilt.uct.ac.za/cilt-events-calendar>

TEACHING AND LEARNING

NEW ACADEMIC PRACTITIONERS' PROGRAMME (NAPP)

NAPP is a collaborative induction programme for new academic staff with less than 5 years' experience, transitioning into higher education. As a professional development programme, NAPP offers an overview and insight into the structural and cultural opportunities and challenges at UCT, with a view to developing academics' ability, in their roles as teachers, researchers and members of the UCT academic community, to exercise their agency in meaningful ways.

The NAPP programme consists of a two and a half-day residential retreat plus two full-day teaching, learning, assessment and curriculum workshops spread out over a semester. NAPP runs in the first semester and is repeated with a new cohort in the second semester.

With a keen focus on the higher education classroom in the context of transformation, decolonisation and change, NAPP provides a collegial space to have difficult conversations and to collaboratively strategise around how to mediate issues of power, privilege, positionality and agency in interactions with peers and students. Participants identify a teaching project to explore as part of a critical reflection journey. Self-identified challenges include

large class teaching, teaching with technology, multiple literacies, transformation challenges, curriculum change, decolonisation, assessment practices, and discipline-specific projects. As a holistic programme of professional development, NAPP is a great networking opportunity, and through a community of practice model, it equips new academic staff with the necessary resources and skills in order that they might fulfil their responsibilities as academics with confidence.

WHO SHOULD ATTEND?

- New academics at UCT.

CONVENOR:

- Dr Kasturi Behari-Leak

DATES:

- This course is offered in the first semester and repeated in the second.

BOOKING AND FURTHER INFORMATION

More information can be found at <http://www.cilt.uct.ac.za/cilt/new-academic-practitioners-programme> or contact Avriil Dawson, on x3478 or at Avriil.Dawson@uct.ac.za

TEACHING AND LEARNING

SUPPORTING EMERGING EDUCATORS' TEACHING (S.E.A.TEACH) PROGRAMME

S.E.A. Teach offers participants an opportunity to develop their teaching practice through exposure to the scholarship of learning and teaching in higher education, to engage in reflective practice in a supportive, collaborative environment, and to construct a teaching portfolio. Teaching portfolios include items like teaching philosophy statements, peer and expert observations, and evidence of innovative teaching.

Over the course of an academic year, participants attend six modules: Focusing on the higher education context, Learning theories, Teaching approaches, Literacy in higher education, Assessment, and Evaluation. The programme, which is voluntary and a free development opportunity, has run in various formats in order to respond most flexibly to the needs of participants.

BOOKING AND FURTHER INFORMATION

For more information contact Shanali Govender, on x4673 or at shanali.govender@uct.ac.za.

TEACHING AND LEARNING

TEACHING OBSERVATION (TO)

In the context of a complex and changing higher education environment, opportunities are offered to new and established educators to invite a teaching and learning specialist into their classrooms to observe their teaching and use this as the basis for a conversation about strengthening teaching practice.

The TO course runs over six weeks and includes classroom visits, seminars and consultations. The TO is offered as an additional reflective and evaluative tool to offer an extra set of eyes on teaching practice and to work with student course evaluations on teaching. It can also offer perspectives on how to decolonise teaching and embrace more inclusive and socially just pedagogies. It is designed to facilitate a collegial peer review process using feedback from classroom observation to deepen insights on practice and practical teaching challenges. Based on a reflective model of pedagogic practice, the course is designed as a supportive and nurturing engagement; each observation is followed up with a consultation and written report, offering a lens to lecturers to shape and fine tune their teaching practice further.

COURSE CO-ORDINATOR:

- Dr Kasturi Behari-Leak

BOOKING AND FURTHER INFORMATION

More information can be obtained from Avrill Dawson on x 3478 or at Avrill.Dawson@uct.ac.za

TEACHING AND LEARNING

TEACHING WITH TECHNOLOGY

The Centre for Innovation in Learning and Teaching (CILT) works with UCT educators to develop capacity to teach effectively with technology.

CILT hosts workshops and seminars to raise educators' awareness of the ways in which educational technology can be used for teaching and learning. Faculties or departments can also request workshops and seminars that are tailored to their discipline. CILT can become involved in design and teaching partnerships with UCT educators who want to put their learning from the workshops and seminars into practice.

BOOKING AND FURTHER INFORMATION

If you have any questions regarding the CILT events (workshops and seminar), please contact cilt.events@uct.ac.za.

More information about upcoming events can be found at www.cilt.uct.ac.za/cilt/cilt-events

CILT also has an online collection of teaching resources and guides available at www.cilt.uct.ac.za/cilt/teaching-resources

TEACHING AND LEARNING

THE OPEN EDUCATIONAL RESOURCES (OER) UCT PROJECT

The Open Educational Resources (OER) UCT project, currently run in the Centre for Innovation in Learning and Teaching (CILT) at UCT, aims to showcase the teaching efforts of UCT academics by encouraging the publication of resources as OER.

CILT offers advice and/or workshops about ER, copyright and Creative Commons to educators and/or students to support the development of new teaching resources or the preparation of existing teaching resources for sharing as Open Educational Resources. existing teaching resources for sharing as Open Educational Resources.

BOOKING AND FURTHER INFORMATION

More information can be found at <http://open.uct.ac.za>

TEACHING AND LEARNING

THE SHORT COURSE ON TEACHING (TSCOT)

This short course is shaped around a small group consultancy model of professional development. It brings together a small group of emerging or established lecturers to address a self-identified challenge or opportunity in their teaching to develop ways of deepening perspectives and designing, delivering and evaluating their courses and teaching in their disciplines and in the context of a complex and changing higher education sector.

The course is designed across disciplines for lecturers who can work together to explore and improve an aspect of their teaching practice with feedback from facilitators and peers. Using a mixture of weekly meetings and seminars, one to one consultations, peer and teaching observations, this course is offered anew every semester.

WHO SHOULD ATTEND?

- Small groups in different departments who want to look at aspects of decolonisation of the curriculum/ courses are welcome to apply.

COURSE CONVENOR:

- Dr Kasturi Behari-Leak

BOOKING AND FURTHER INFORMATION

- More information can be obtained from Dr Kasturi Behari-Leak via email Kasturi.behari-leak@uct.ac.za or on X3490.

TECHNICAL AND SCIENTIFIC SKILLS

TECHNICAL AND WORKSHOP SKILLS

Human Resources Development offers further opportunities to develop various technical skills such as welding, refrigeration and electrical compliance required within a workshop environment.

BOOKING AND FURTHER INFORMATION

These courses are funded by the Staff Learning Centre, Human Resources, as part of the Staff Learning Program.

More information can be found at http://hr.uct.ac.za/learning/staff_programme/information or by contacting the Staff Learning Centre at hr-stafflearningcentre@uct.ac.za or 021 650 3812.

OTHER RESOURCES

CENTRE FOR EXTRA-MURAL STUDIES

The Centre for Extra-Mural Studies (EMS), located within the Centre for Higher Education Development, offers public and continuing education courses which are intended to widen access to high- quality, mainly tertiary level, education at UCT.

There are a range of courses organised throughout the year which are aimed at different constituencies, including courses of broad interest for the general public (for instance the Summer School) and courses customised for specific organisations or groups. The programme will include the regular summer School in January which offers over 50 courses and lectures on a variety of general interest topics -. See www.summerschool.uct.ac.za Reduced fees for UCT staff and students may be available for courses run through the EMS.

The EMS also designs customised courses for groups upon request, where the learners' needs are considered in the construction of the curriculum. The EMS is able to draw upon a wide range of expertise linked with the University to provide an appropriate learning experience for organisations.

For more information about these courses, please e-mail ems@uct.ac.za or call 021 650 2888.

OTHER RESOURCES

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

The Continuing Professional Development (CPD) Programme is affiliated to the Faculty of Engineering and the Built Environment at the University of Cape Town. A team of dedicated staff organise short courses, workshops and small conferences, which provide a means for the ongoing education of professionals and technical staff, outside of the formal academic courses offered at UCT for degree purposes.

Although many of the courses are specifically designed for professionals, students and the public will greatly benefit from attending many of the CPD courses.

Generally there are no formal academic qualification entrance requirements to CPD courses. In some cases, some prerequisite knowledge may be required. A certificate of attendance or of successful completion (where an examination is passed) is normally issued.

In terms of the agreements between the Engineering Council of South Africa (ECSA) and other international engineering bodies, South African registered professionals will be obliged to keep abreast of developments and knowledge in their fields of expertise in order to maintain and

demonstrate their competence. As from January 2006, all ECSA registered persons are required to undertake and record CPD activities as a prerequisite to renewal of their professional registration.

The CPD unit at the University of Cape Town is accredited to run courses that will be acknowledged for obtaining CPD credits. The lecturers involved in the programmes are all experts in their fields.

For further information on courses offered by the CPD programme, please visit the website www.cpd.uct.ac.za or email Heidi Tait or Sandra Jemaar at ebe-cpd@uct.ac.za.

OTHER RESOURCES

FUNDING FORMAL DEVELOPMENT

STAFF EDUCATION BURSARY SCHEME

The Staff Education Bursary Scheme (SEBS) is designed to assist permanent, full or part-time staff members who wish to undertake formal, developmental learning and development at institutions other than UCT and UWC, in order to enhance their career at UCT.

Bursaries are awarded in the amount of 75% of the cost of registration and tuition fees, up to a maximum of R10 000, subject to budget being available.

Applications must be made and approved prior to embarking on such a course of study. A limited number of bursaries are available each year.

FURTHER INFORMATION

Further information can be found at; <http://www.hr.uct.ac.za/hr/learning/funding/policy>

STAFF TUITION RATES

Eligible staff members qualify for staff tuition rates for study at UCT and UWC for themselves, their spouse or life partner, and children if the children are financially dependent on the staff member.

FURTHER INFORMATION

Further information can be found at http://www.hr.uct.ac.za/hr/benefits/remuneration/staff_tuition_rates

OTHER RESOURCES

ORGANISATIONAL DEVELOPMENT

Organisational Development is a planned institution-wide effort to increase effectiveness and efficiency, and to enable UCT to achieve its strategic goals. It is an ongoing, systematic process of implementing effective institutional change.

INDIVIDUAL ASSESSMENTS

The Organisational Development unit offers both Career Development and Personal Development assessments.

These assessments aim to support staff in making informed decisions about their career development and trajectory, as well as offer various tools that they can use to meet their goals.

WHO SHOULD CONSIDER AN INDIVIDUAL ASSESSMENT?

If you have the following questions on your career path, talk to us

- Are you having trouble choosing your next career move?
- Do you want to figure out what career/ occupation/job you should go into within UCT?
- Do you want to find tools to help you make a career – related decision?

- Do you want to create a career plan that will help you make informed, thoughtful career – related decisions?

ASSESSMENT COSTS

The Organisational Development unit will design and facilitate interventions, where the Organisational Development unit are not able to facilitate a session, the Faculty / Department will need to cover the cost of an external facilitator.

FURTHER INFORMATION

- This service is offered by Organisational Development & Effectiveness, Human Resources.
- For more information, please contact your dedicated Human Resource Practitioner.

TEAM ASSESSMENTS

Team optimisation is an integral part of talent management, it plays a key role in translating the vision to the team while aligning UCT values and strategic goals of the institution to teams within various faculties and departments.

Applies an elective approach to learning and development of the teams while team building exercise is often a onetime” event”, team optimisation is on-going and progressive with embedded regenerative strategies that lead to results. It serves to build self-awareness and awareness of oneself in relation to other team members, while optimising individual and team outcomes.

FURTHER INFORMATION

- This service is offered by Organisational Development & Effectiveness, Human Resources.
- For more information, please contact your dedicated Human Resource Practitioner.

WHO SHOULD CONSIDER A TEAM ASSESSMENT?

- All UCT teams who wish to improve their team effectiveness

ASSESSMENT COSTS

The Organisational Development unit will design and facilitate interventions, where the Organisational Development unit are not able to facilitate a session, the Faculty / Department will need to cover the cost of an external facilitator.

OTHER RESOURCES

UCT LAW@WORK

The Faculty of Law's Professional Development Project offers seminars, lectures and short courses of postgraduate standard.

For regular course updates, email don.coue@uct.ac.za to be added to our mailing list. For a list of courses, plus access to law@work's twitter and Facebook pages, visit www.lawatwork.uct.ac.za

DON'T MISS LAW@WORK'S MINDFULNESS TRAINING – IT'S LIFE CHANGING!

DATES:

- 5 August to 30 September 2020 (Wednesday evenings from 6pm to 8pm)

PRICE:

- R2,000 per delegate (UCT staff get 50% discount off the course fee)

ABOUT THE COURSE:

Sign up for our eight-week mindfulness-based living course. The course emphasises experiential learning, which is the recommended way to learn to develop mindfulness practices in order to incorporate them into daily life.

Mindfulness is training in the science of the mind, looking at how the mind works, how to focus and pay attention, and how to deal with inner conflicts, stress and difficult emotions. In essence, mindfulness helps to regulate the brain and the nervous system allowing one to calm down and pay attention to whatever one undertakes. The success of one's endeavours depends on the person's level of mindfulness.

BOOKING AND FURTHER INFORMATION

To sign up, email don.coue@uct.ac.za

For more information about the course <http://www.lawatwork.uct.ac.za/lw/courses/mindfulness>

For information on other courses on offer <http://www.lawatwork.uct.ac.za/lw/courses>

**ORGANISATIONAL DEVELOPMENT &
EFFECTIVENESS, HUMAN RESOURCES
UNIVERSITY OF CAPE TOWN**

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