



University of Fort Hare
Together in Excellence

NEWSLETTER

Vol 1, Issue 1 | November 2023 THALA LOLWAZI, CHUMISA!

TEACHING AND LEARNING CENTRE



ADVANCED HIGHER EDUCATION FELLOWSHIP RECIPIENTS

Article 1



Dr Kim Schmidt – Senior Lecturer: Department of Social Work

In 2022 when I was invited by TLC to join the HEA fellowship programme I knew I had to accept even though I had a full teaching load and was trying to finish my PHD. I accepted firstly, because I knew the fellowship application was not one that I was going to be able to complete on my own (I was given the application years ago per email, opened the documents and went no further with the application). Secondly I, like most others, had the desire to know that my approach to teaching and learning is sound and effective and measures up to the work being done by others both locally and globally.

Participating in this programme gave me with an opportunity to work with colleagues from UFH and the HEA to develop, receive feedback and successfully complete an internationally recognized, fellowship application. The application requires a detailed reflective account of practice around different areas of teaching and learning, core knowledge and professional values. I applied for the senior fellowship which requires the applicant to provide evidence of ongoing effectiveness in teaching and learning as

well as effective management and leadership within the environment of teaching and learning. In addition to writing a reflective account of practice and providing evidence through two case studies, I had to approach two senior members of staff who knew my work well enough to write statements of support for my reflective account of practice. Once completed, I submitted my application quickly and easily online and waited for the outcome. A few weeks later I received the good news from HEA that my application was accepted and I was now recognized as a senior fellow.

As I reflect on my participation in the fellowship programme I am reminded of the responsibility that we, as lecturers, have to ensure a high quality of teaching and learning. The HEA is a prestigious fellowship, an international recognition of commitment to professionalism in teaching and learning within the context of higher education. To be awarded a Senior HEA fellowship is an honor and one that belongs to me but also to the Social Work Department, the Teaching and Learning Centre and the University of Fort Hare. You have all contributed enormously to the person, social worker and lecturer that I am today. Thank you. I am forever grateful to UFH for the opportunities it has given me, initially as an emerging professional and now as an experienced professional. I am proud to be a part of the UFH Decade of Renewal.

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Mr Bramwell Gavaza - Lecturer: Department of Business Management

As a young academic, taking part in the Advanced higher education fellowship cohort in 2022 was an achievement on its own. I want to thank the University of Fort Hare, particularly the TLC department, for affording us such an opportunity. In as much as the aim was to be accredited by an international higher education board, the experience of applying for the FHEA is quite beneficial to my field as a young academic. We often talk of professional values, core knowledge and areas of activity in general as academics, but the application experience of the UK Framework provides you with an opportunity to self-reflect on our practice and how we implement these. Furthermore, it provides insight into our lecturing and how best we can meet international standards. Now that I am accredited as a Fellow for Advance Higher Education, I plan to implement all the learned experience in my lecturing practice. The students and the university at large will benefit from this, and the students will stand a chance to compete for opportunities globally. I have also joined the Advance Higher Education Academy online network platform where global academics meet and provide solutions to our day-to-day challenges. Meeting academics from different institutions and sharing ideas is helpful as it enhances our lecturing practice. Therefore, I encourage colleagues to take the opportunity and apply for the same accreditation. The application experience is good for developmental purposes. It will expose you to new things. With the support of UFH-TLC on every phase of the application process, you will be able to get the accreditation.

ACHIEVEMENTS OF 2023

Article 2

In planning for 2023, we considered the lessons learned in 2022 as well as the possibilities and difficulties that may arise as we advance into a new era of digital teaching and learning. The Teaching and Learning Centre is founded on the premise of ongoing professional development which is unique in that it supports faculties and departments on what is required to effectively and efficiently deliver on a teaching in a F2F and blended learning context through the delivery of workshops for course improvement. Additionally, through the application of Quality Matters Rubrics and Quality Matters certifications for reviewers in place, we are equipping ourselves to provide quality support in all areas of Curriculum Development at UFH. Our mission remains to provide ongoing support to our Higher Education teachers in broadening and developing their skill sets, whether refining or developing courses and programs, improving content delivery, upgrading materials or any other type of learning. Digital learning is here to stay, which makes university teachers like you the architects of the new era of education. To support you as you create this bright future for learners, curriculum development has offered a number of initiatives during this first half of 2023.

The first of these was building the expertise of the University of Fort Hare teaching community, in curriculum design and development. This was achieved, in part through partnering with a Quality Matters (QM) of which UFH is now an affiliated member. Using the QM Quality Assurance System even in one area, or one course begins to instill a "culture of quality" throughout the organization. The course is about the collaboration of the reviewers and instructors, taking what they've learned and applying it to their own courses. The curriculum design and review team is grounded in research, driven by best practices to consider putting learners first in the design and review. As the quality assurance measure in programs and modules, we rely on the core principles to create a culture of continuous improvement, so we deliver on our promise day after day, semester after semester. Moreover, we believe in keeping learners engaged in different blended-learning courses guided by research-supported QM Rubrics and Standards. The QM rubric provides objective, evidence-based ways to evaluate the components of F2F and blended learning. To this end, we have had one cohort complete the Applying Quality Matters Rubric Course in January 2023 with another cohort enrolled for this coming Semester. We also rolled out a series of workshops on Curriculum, Assessment and Evaluation across all faculties in order to facilitate the ongoing quality development of learning guides across the institution.

"Getting better at getting better."

Dr Lulekwa Baleni - Senior Consultant: Teaching and Learning Centre

EVALUATION OF TEACHING PRACTICES

As part of the University of Fort Hare's (UFH) vision and mission to provide excellent and high-quality education that is of international standards, the TLC evaluation pivot aims to foster and provide relevant evidence of such a commitment.

Evaluations are mechanisms to enable two-way communication with stakeholders about the effectiveness of the courses or program goals. It is a process of investigating the performance and quality of the extent to which objectives and goals are achieved (Twersky, Fay & Lindblom, Karen, 2012). It is an essential activity that needs to be engaged in by all academics as professional educators. Evaluations are important as they review and provide insight to academic staff into how their teaching practices and research methods are performing.

It allows students to comment and reflect on courses they are enrolled in, hence a special database of questions on course design, teaching strategies, and student support is available for use by all academic staff. This is done through the use of systematic evaluations via the Blackboard Enterprise Survey and Google Forms. Module evaluations are to be evaluated at least once in their module offering. The benefits of this but not limited to:

- The valuable feedback on how the students are engaged in the teaching and learning process.
- Can be used as a tool by academics for promotions.
- Curriculum revision and development.
- Diagnose strengths and weaknesses
- Continuous improvement of the quality of modules and teaching
- Monitor innovations in teaching and assessments.

As per the Policy & Procedures for the Evaluation of Modules and Teaching - evaluations encompass several forms which include the above-mentioned student feedback, peer reviews, internal and external moderators/examiners reports, module enrolments, and performance; module and program reviews and audits, Advisory Board feedback (if applicable) and lecturer self-assessment to arrive at an overall evaluation.

Currently, the evaluation workshops are open to the entire UFH community.

Evaluations aim to improve and enhance quality and provide opportunities for stakeholders to voice their views and inputs on how the institution can improve.

Mrs Siphelele Rulashe - Data Capturer/Time on Task Consultant: Teaching and Learning Centre

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Article 4

LAUNCH OF THE FIRST YEAR EXPERIENCE AT THE UNIVERSITY OF FORT HARE

Dr. Annsilla Nyar, Director of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), was invited by the Teaching and Learning centre to lead a two-day workshop to assist with raising awareness and consciousness about First-Year Experience issues. The main goals of this two-day workshop were to:

- Introduce the First Year Experience (FYE) concept,
- Set the work of UFH in the national context of current/existing First Year Experience work being carried out by universities in South Africa;
- Establish fundamental definitions, principles, and focus areas of an FYE program
- Facilitate learning for all participants.

The different university stakeholders noted the following recommendations. The First-Year Experience program should be described as a team in terms of how it would operate, who would be engaged, and its intellectual underpinnings. To lay a solid foundation for a First-Year Experience program at university. Partnerships and collaborations across the university should be found and developed. Building effective communication channels within the institution's academic and support staff is crucial.

It was a pleasure for the University of Fort Hare to work with SANRC in the development of a First-Year Experience programme. This workshop has put in place a strong foundation for a First-Year Experience programme and one that holds the potential to lead to an effective First-Year Experience programme at the university.

Ms Bongo Mqkuse - Consultant: Teaching and Learning Centre

Article 5

ASSESSMENT AND RPL *Workshop*

The assessment pivot offers assistance, development, and support to Faculties on issues relating to assessing students' learning. Assessment includes the design and development of assessments and the constructive alignment of assessments to articulated learning outcomes.

The assessment pivot has run numerous workshops on Assessment this year. The first workshops were in collaboration with the Curriculum and Evaluation Pivot. These workshops focused on the purpose of assessment; the constructive alignment of assessment activities to learning outcomes; principles for good assessments and feedback.

These workshops were each followed a month later by Continuous Assessment workshops, presented by Estelle Drysdale, an instructional designer from the University of Pretoria, presented this workshop. She demonstrated the different assessment types that can be used for Continuous Assessment, emphasizing active learning as an instructional method that engages students in the learning process.

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RECOGNITION OF PRIOR LEARNING :

The Recognition of Prior Learning (RPL) is a specialized assessment area to advise and support Faculties and individual applicants on RPL-related matters. We invited Dr. Frederika De Graaff, an RPL specialist from CPUT to present these workshops to the faculties. The different steps in implementing RPL were clearly explained and covered aspects of RPL such as the South African legislative frameworks, administration, implications for curriculum, approval processes and quality assurance. This workshop series was well received and proved to be an eye-opener for many and highlighted the need for the practical application of the RPL policy at UFH.

Mrs Elzette van Niekerk - Consultant: Teaching and Learning Centre

INDUCTION FOR OUR TIME ON TASK LECTURERS IN THE FIRST SEMESTER

Article 6

The Induction Programme at UFH serves to induct new staff members through the onboarding process with a view to support staff so that they are able to settle into their new positions as quickly and smoothly as possible. The Academic Induction Programme focuses on the academic mandate for academic staff and it introduces them to the offerings of the Teaching and Learning Centre; it provides an initial touchpoint regarding the different teaching and learning theories that underpin their practice; it includes engagement with important Academic resources like the Library Services and Research and funding opportunities. It also provides networking opportunities, makes them aware of the TLC support available to students and staff alike, and welcomes them into the UFH family.

However, Induction has always focused on the onboarding of permanent staff or staff with longer contracts. This was identified as a gap as the number of Time on Task staff has grown exponentially. The TLC conducted a face-to-face induction for Time on Task Lecturers at the University of Fort Hare (UFH). The first TOT induction took place in March 2022, where there were 30 inductees from different faculties. In May 2023, there was a second academic induction for TOTs with different lecturers from different faculties. Some of the topics that were covered are Curriculum Development, Evaluation, Portfolio Development, Facilitation, Scholarship of Teaching and Learning as the TLC looked to equip these TOT lecturers as they embark on careers in the academic space.

Mr Nathunathi Mvunge - Consultant: Teaching and Learning Centre



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DECADES OF EXCELLENCE WE BID FAREWELL TO MS LINDA CLAASEN

Article 7

My career at Fort Hare starts as a secretary (many years later it changed to administrator), in TLC, in November 2004. At the time there were only four staff members (all women) in the TLC i.e. The Director, the manager Teaching Development Unit (TDU) and the manager Student Development Unit (SDU), which later became Learning Advancement Unit (LAU). These were the only 2 units in East London at that time and there were no consultants. Being the only Administrative person in the TLC East London I had to assist with all the programmes like the running of pass venue, oversee LWAP assignments, assist SI Leaders, kept record of Peer facilitators monthly payments, scanning and typing of Evaluations within a specific turnaround time. I was also assisting directly with the VC's award and obtaining medals and many other admin duties on my job description.

I am an honest, strict, direct person with strong moral principles who hold people accountable. I love my work and will miss my work very much. Working directly with the students motivated me, as they would always pop into my office hence, I built relationships with the students.

TLC started the Placement and Access Tests -PAT (later NBT) and I was hands-on assisting the TLC Director i.e., Keeping record of all students writing the test and also keeping time and watching over the students in the venue while they wrote the test.

The TLC Director at the time started the TLC Newsletter in 2006, and I worked hand in hand with her on the Newsletter.

The TDG started in 2008 at University of Fort Hare. The TDG moved to the TLC in 2010. I assisted the TLC Director with the TDG. This afforded me the opportunity to build relationships with departments, lecturers, secretaries and administrators. I was communicating directly with all these people regarding their budgets, expenses, balances as well as due dates for spending on this project. The TDG, later called the UCDG grew to such an extent that it became a unit on its own under the TLC with its own manager, project coordinator and administrator.

The TLC work grew to such an extent that consultants needed to be hired for each specific task in a unit which later became known as pivots. Example: Facilitation pivot which consists of LWAP, SI, ELAP and Tutor training. Another example would be the evaluation pivot, VC awards, newsletter, just mentioning a few of the pivots I administrated before consultants were hired in those positions.

I have done many other administrative duties within TLC. I worked directly on the TLC budget, controlling the expenses; ensuring accounts are paid on/before due dates as well as keeping track of balances and overspending.

My plans for the future is to spend as much time with my family as possible. I will also be helping out at the CANSA Association and working part-time.



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TLC WELCOME NEW STAFF MEMBER: *Evaluation pivot leader*

Article 8

Mrs Siphe Rulashe

Data capturer/ToT Consultant: Teaching and Learning Centre

I work as a Data Capture/TOT Consultant at the Teaching and Learning Centre at the University of Fort Hare, Alice Campus. I studied B.com Business Management and Economics (UFH, Alice) and I gained valuable experience in facilitating and working in a diverse environment of students and lecturers as a Supplemental Instruction Leader for Economics 111. I then graduated with B.com Honours in Financial Markets (UFH, E.L). Being a Tutor for Economics at different levels and courses, before and during the Covid-19 pandemic, the lessons and the value of the experience I gained during such times was the ability to work in a team and independently. I have recently completed my master's degree in M.Com in Economics the focus area is behavioural economics. I aspire to work in an environment where I can contribute to the fostering of the institution's or organization's strategic vision and mission goals, in an environment where I can grow in research, academic support and development, and community engagement.

At the TLC lead the Evaluation team and I aim to contribute my skills and also gain valuable experience in working for the TLC and the institution at large. Giving back to my community is something that I am passionate about, hence, after I have long fulfilled my services with the TLC I plan to write about my experiences in working in an environment that was for fostering excellent education experience for both the students and academic staff development in times of new and advancing technologies to educate/make awareness of such environments to the public.



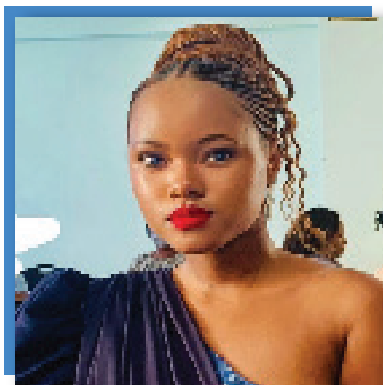
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Article 9

THE TLC BIDS FAREWELL TO THE *first cohort of interns*



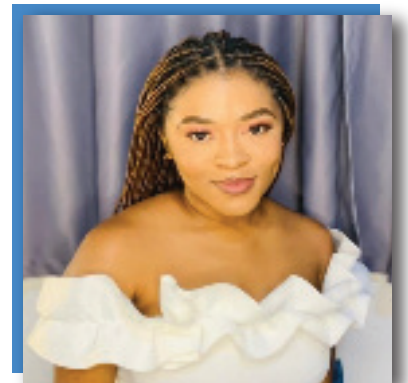
My name is LIZA Nabela ,obtained bachelor of arts from the university of fort hare and further enrolled for honours degree in industrial sociology majoring in industrial relations, human resource and Labour law . I currently work as an intern at the TLC department I am involved in three pivots in the TLC which are SOTL, CPD and Facilitation in the facilitation programme I am responsible for assisting with SI programme in the CPD programme I am responsible for assisting in the LWC programme as well assisting with the daily activities in the pass venue , in the SOTL I assist with research with looking for literature , as well as collecting data .

From the TLC department I expect to evolve my interpersonal and practical skills in a challenging environment, work within a team, and provide efficient solutions. I would like to further my studies and become a labour relations specialist and advocate for workers , I would also like to be a market research analyst which involves studying market trends as well as deciphering factors related to them, and I would like to own a business in future to create generational wealth and job opportunities , I am also passionate about social media , I would also like to be a social media manager/ influencer

Ms Liza Nabela - Intern: Teaching and Learning Centre

I hold a Bachelor of Commerce degree in Economics completed in 2021 from the University of Fort Hare and an honors degree in Economics (Financial market) in 2022 at the University of Fort Hare. I plan to further my studies by enrolling for a Master's in Economics degree. I have recently joined the TLC team on an Internship programme. I assist in performing administration duties. I have gained quite a number of skills and knowledge from my duties. Working in administration has also helped me to understand and learn how to manage workload pressure. From this experience, I am expecting to gain useful job experience, a path to a future profession, new skills, industry experience, and confidence. When I get opportunities in the future, I will apply all the skills and knowledge gained in the duration of this internship programme in making sure that I am effective and commit to work excellence. I actively seek opportunities that will enable me to fully use my skills and to assist me expand my knowledge, learnings and skills through relationship building and team building in a stimulating and challenging environment. One of my career goals is to be an Actuary whereby I can analyze the financial consequences of risk and apply the financial theories I have learned to analyze uncertain events of the future.

Ms Mihle Gwiliza - Intern: Teaching and Learning Centre



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I am Siyamthanda Ndinisa, I started studying at the University of Fort Hare in 2019 at the age of 17 and completed my Bachelor of Social Science in Communication degree in 2021. I furthered my studies in 2022 and enrolled for my Honours of the Bachelor of Social Sciences in Communications making me a 2x graduate this year at the age of 21. This year February I started working in the TLC department as an intern, I am assisting the Director & Manager. I assist with overall administrative work, data capture, filing, typing manuscripts, managing their diaries, write minutes for meetings amongst other things. I can say I am learning a lot of things and gaining a lot of skills as I am exposed to a working environment. Mostly I am gaining Management Assistant skills amongst other skills that would help me later when pursuing my career.

I expect to gain professional connections, boost my resume and make new friends as I work closely with the other interns. I am exposed to a lot of people, settings and situations, I am discovering new skills, and this is building my confidence as it also contributes to my growth. I am looking forward to opportunities to network with great people and sharpen my skills before entering the workforce. For my long-term hopes and ambitions, I aspire to work as a journalist or a reporter in a reputable media company. Since the communication degree is broad, I also have hopes of working as a public relations practitioner, or in the advertising field or maybe in the marketing field who knows? Doing my Masters in Communication is one of my future aspirations or get a degree in Dramatic Arts

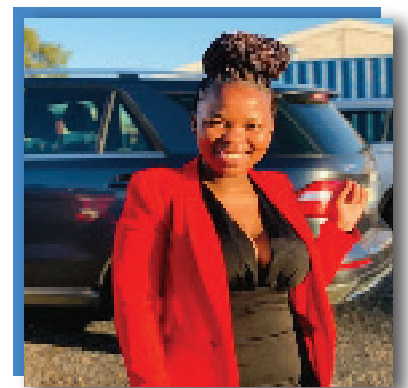
Ms Siyamthanda Ndinisa - Intern: Teaching and Learning Centre

My name is Sedy Msana. I have a bachelor's degree in arts with English and psychology as my majors. I went further with my studies, and I am pleased to announce that I recently earned a postgraduate certificate in education. Despite the current setback, I still intend to continue my education and become a philosophical Doctor of Education.

I work as an intern for the TLC department, and my responsibilities fall under the PGDip HET, Assessment, and Portfolio development pivots. One of my duties is tutor training, which strives to inform tutors of the Center's objectives and guiding principles while also teaching them how to run effective lessons with students. My curiosity and desire to learn led me to become involved with TEL, which trains staff and students on how to incorporate various technologies into teaching and learning and responds to support requests from both staff and students. Being able to help individuals learn is more appealing to me as I am a teacher by profession.

In this experience I hope to grow personally and professionally. I am excited to hone my collaboration skills by working with others and to have the chance to see some glimpses into my future career path and an opportunity to explore possible career options. Different people who have worked under the TLC department had only positive things to say and felt they gained the most valuable professional development experience under the staff who trained them. I hope I can also come away with the same kind of training and a clearer understanding of how this field operates. I also want to look back on my career and be proud of the work and be proud that I tried everything.

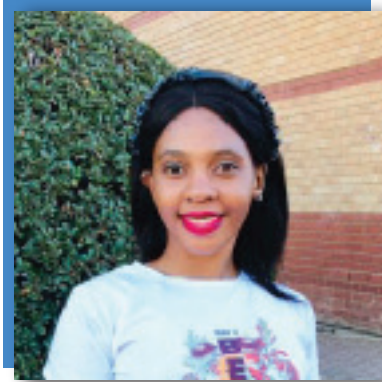
Ms Sandy Msana: Intern - Teaching and Learning Centre (Has since left the centre)



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I have joined University of Fort Hare as a first-year student on 2018 which was doing Bachelor of Social Sciences in Human Settlements (Honors). Then I have graduated on 2022 for my qualification which is honor's degree in Bachelor of Social Sciences. Well, my career aspiration is that one day seeing myself as Human Settlement practitioner, a developer, and be given a chance of creating new perspectives for development and sustainable society. Also, it is my ambition to be a source of ideas to the youth, ideas will include academic excellence ideas, social, and healthy growth ideas about life.

Currently doing an internship (PYEI) that is provided by University of Fort Hare which is in support of every graduates of the institution to gain work experience within the university. Fortunately, I got a chance to be placed at Teaching and Learning Centre (TLC) department and I have placed under pivot of Facilitation and TLC Events, on the Alice campus. I am also doing first year Research master's in human Settlements at University of Free State.

At Teaching and Learning Centre the duties that I comply as Facilitation and TLC events are: firstly, to make sure that I understand the group desired outcome and the background and context of the meeting or event that should take place for instance events like training of SI leaders and tutorship trainings. Secondly, to design the agenda and plan the team process and choose the techniques that best help the group progress towards the outcome. So by the end of design and planning stage, I have to come out with a solid agenda which focuses on outcomes and provides a good flow and structure for the event, also has to think about the supporting material that can be use in the event, for instance during the exhibition of TLC that is when started to play such duties.

Moreover, under pivot of Facilitation and TLC events duties and roles that I have been introduced to them is that every time doing training or any event is that, there should be effective participation, participants(or students) must achieve a mutual understanding, their contribution must be considered and included in the ideas, solutions or decisions that emerge, participants take shared responsibility for the outcome and every voice is heard. Indeed, there is a lot of experience that I wish to gain at TLC and so far, so good, because I have a lot that already in my bag. Some of the experience I have gained in this short journey I already taken is good communication, working within a team environment, I gained planning and organizing, being attention-to-detail and I also gained to be passionate to every person I meet and also being in good at problem solving for an example beginning of the semester assisted student on Blackboard it made me feel very happy after assisted someone. Indeed, I am confident that the experience I have gained and the one will gain as whole after the internship I will use it very carefully and proudly to add in my Curriculum vitae as an evident that I was part of TLC department. Furthermore, this experience I will even apply to other organizations that I will be working at because, I believe that I will be fully gained personal development skills and work environment skills.

Ms Asanda Faku - Intern: Teaching and Learning Centre

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I enrolled at the university of Fort Hare from 2017 to 2020 and I was doing honour's degree which is Bachelor of Social Science in Human Settlements. Then I obtained my qualification in 2021. My career aspiration is to become human settlement practitioner, guide, support and provide expert advice to municipalities in the area of sustainable human settlements, being human settlement policy analyst, helps in the facilitation of housing provision which will improve the life of homeless people. Develop guidelines to assist municipalities to assist in complying with applicable legislation and policies and lastly, to represent local government in the development of national and even global policy and legislation in the area of sustainable human settlement. Moreover, my aspiration is based on motivating young people, women to be precise, especially from my village to perceive education as the most important tool that can free them from the shackles of poverty and those who already on the academic's space to excel.

I am currently doing my internship, which is a presidential youth employment initiative, aimed at giving firsthand experience to unemployment youth who recently graduated. I am based in Alice main campus, and I have been placed at the Teaching and Learning Centre Department. My pivots are Curriculum development and PGDip program.

Since curriculum is the core element in education, my duties at the department are to assist on report and notes writing of curriculum development workshops. My responsibilities from the TLC also include assisting students to log in on blackboard, help students to check their modules and join classes on blackboard.

I was so fortunate to be placed at the TLC and I have learnt so much within a short space of time, as someone who has never been in a professional work setting before, I gained communication skills, since most of the time my work revolves around interacting with students, I also gained customer service skills whereby I was providing services of blackboard to students, also being able to work both in a team and independently. Lastly, I gained active listening skills whereby I attended meetings and conferences which required a lot of attention and concentration in order to write those reports. I am going to use the experience I have gained at TLC for future purposes and apply it to other organizations or departments that might employ me in future.

Ms Gcobisa Manina - Intern: Teaching and Learning Centre



I am Philasande Nodimbaza, a self-motivated, proactive and detail orientated individual who is a reliable team player with good communication skills and interpersonal skills. I hold two degrees an honours degree in Bachelor of commerce(development studies) and a bachelor of social science from the beautiful University of fort hare, Alice campus. I am currently doing my first year in masters degree in development studies. Through my postgraduate studies I worked as a tutor for under-graduates students who are doing development studies and I also mentor post-graduates on their honours research projects. I have developed writing, editing and proof reading skills. The university of fort hare department of development studies has helped me to gain good communication skills especially with students which helped me to apply these skills at the current Presidential youth employment initiative(internship) that I am employed in at University of fort hare. I have been placed at the Teaching and learning centre (TLC) as an intern that's working under Marketing and induction. My duties under marketing are being involved in organising events such as exhibitions that give students awareness about TLC and services that are provided at TLC such as assisting in academic writing. Under induction we organise events such as staff development whereby new staff members are being introduced to the university. I also train students with online learning tools such as blackboard ,turn-it in and safer-assign. I have gained a lot of experience so far at my journey at TLC such as assisting in drafting of minutes of meetings, public speaking skills and experience in administration work. The experience that I have gained will help me to be able to gain more knowledge on student development and it will help me to add the experience for my curriculum vitae. My career aspirations are to be a professional candidate in a workplace and to act ethically and efficiently to achieve the necessary goals set in the future, and also to become the best at everything I venture into.

Mr Philasande Nodimbaza - Intern: Teaching and Learning Centre