



The Different Faces of Academic Monitoring and Support at UKZN

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BACKGROUND

Institutional project

QPA 2011 AMS Review report highlighted substantial variations in AMS practices in the 4 colleges at UKZN.

Aim :

Identify and understand different models of Academic Monitoring and Support (AMS) in the four colleges at UKZN

THEORETICAL ASSUMPTIONS

'The varied ways in which academic development has been understood and implemented has resulted in a number of people working in a broadly related field but approaching it from opposing philosophies" (McKenna 2012).

'Although there is widespread agreement on the need for the provision of student access to higher education (AMS programmes), there is much less agreement on the most effective forms of provision. " (Borden, Vithal and Dhunpath, 2012).

While university student bodies have grown and diversified rapidly, have universities been responsive to these changes or are they underprepared in remaining relatively unchanged in their staffing and the ways they construct their academic programmes, and are their deeply entrenched cultures, rituals and traditions inhibiting meaningful access to higher

RESEARCH FOCUS

The purpose of this study was to therefore bring to the fore the different permutations of AMS and how they manifest in the different colleges at UKZN in an attempt to determine:

who are the AMS practitioners,
what functions do they perform,
where do their expertise lie and
why do they perform these roles within

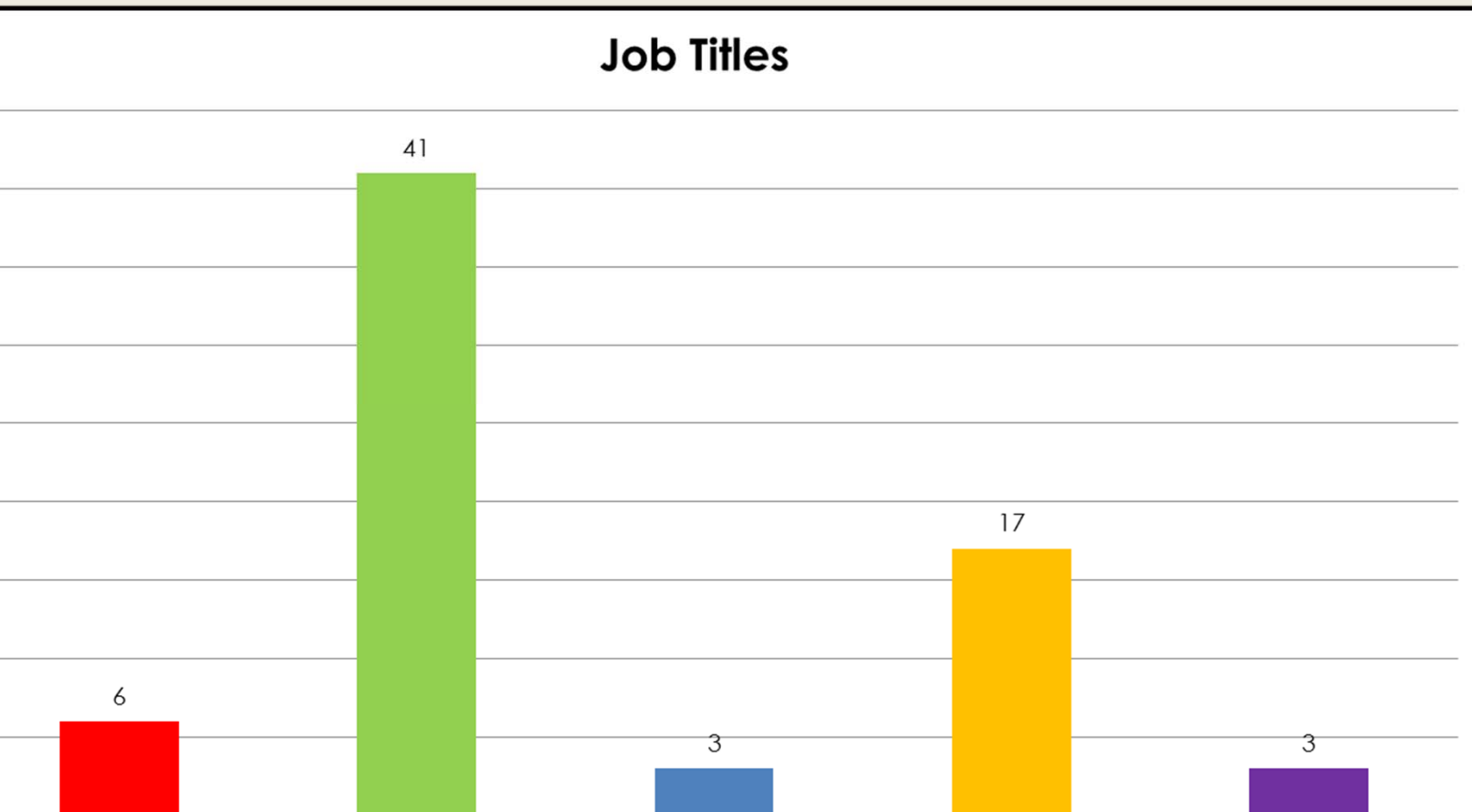
RESEARCH METHODOLOGY

71 AMS practitioners in all four colleges were asked to complete questionnaires to determine their biographical data and job profile.

A mixed methodology was used to analyse the data.

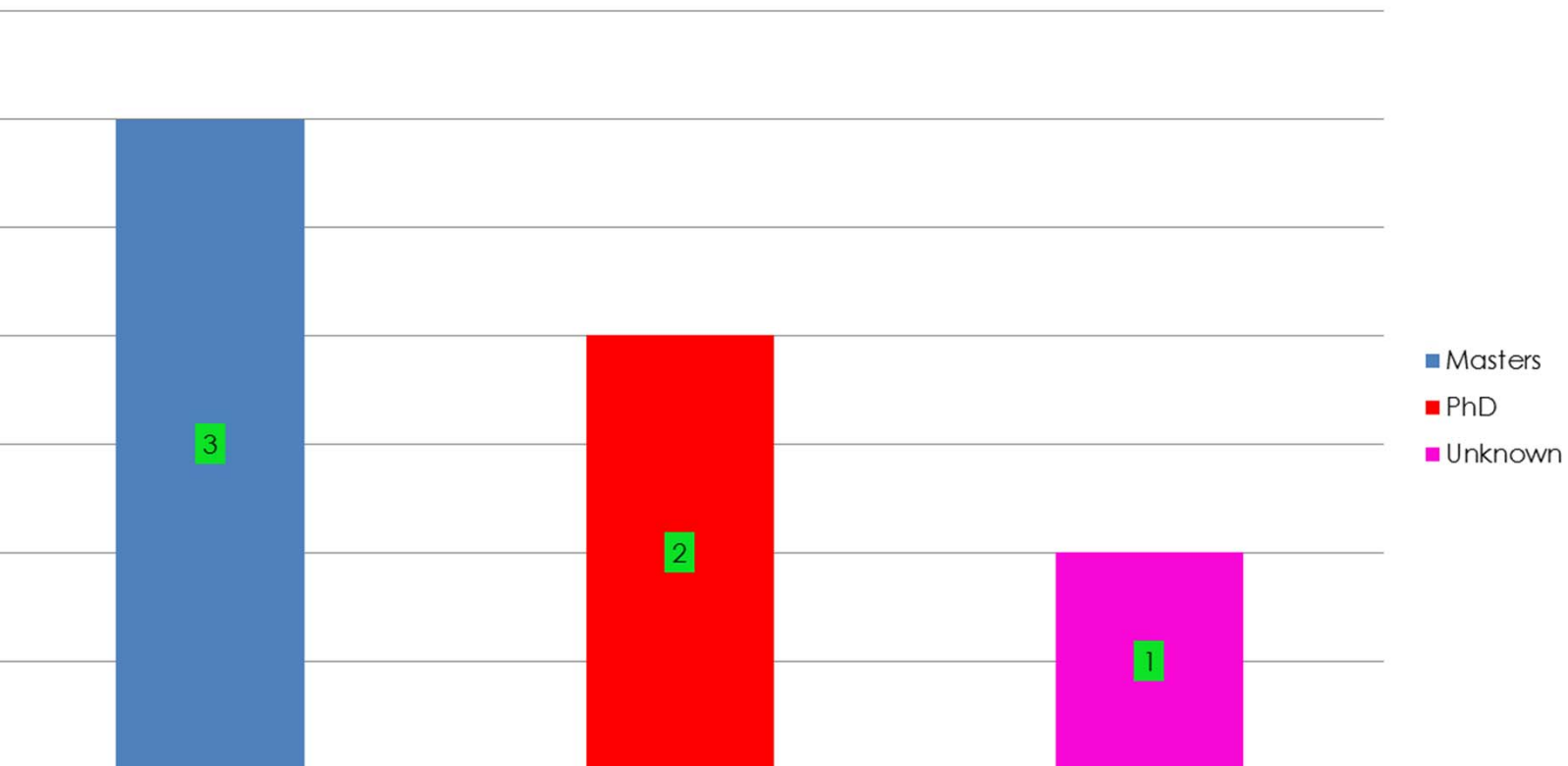
RESULTS

Job Titles

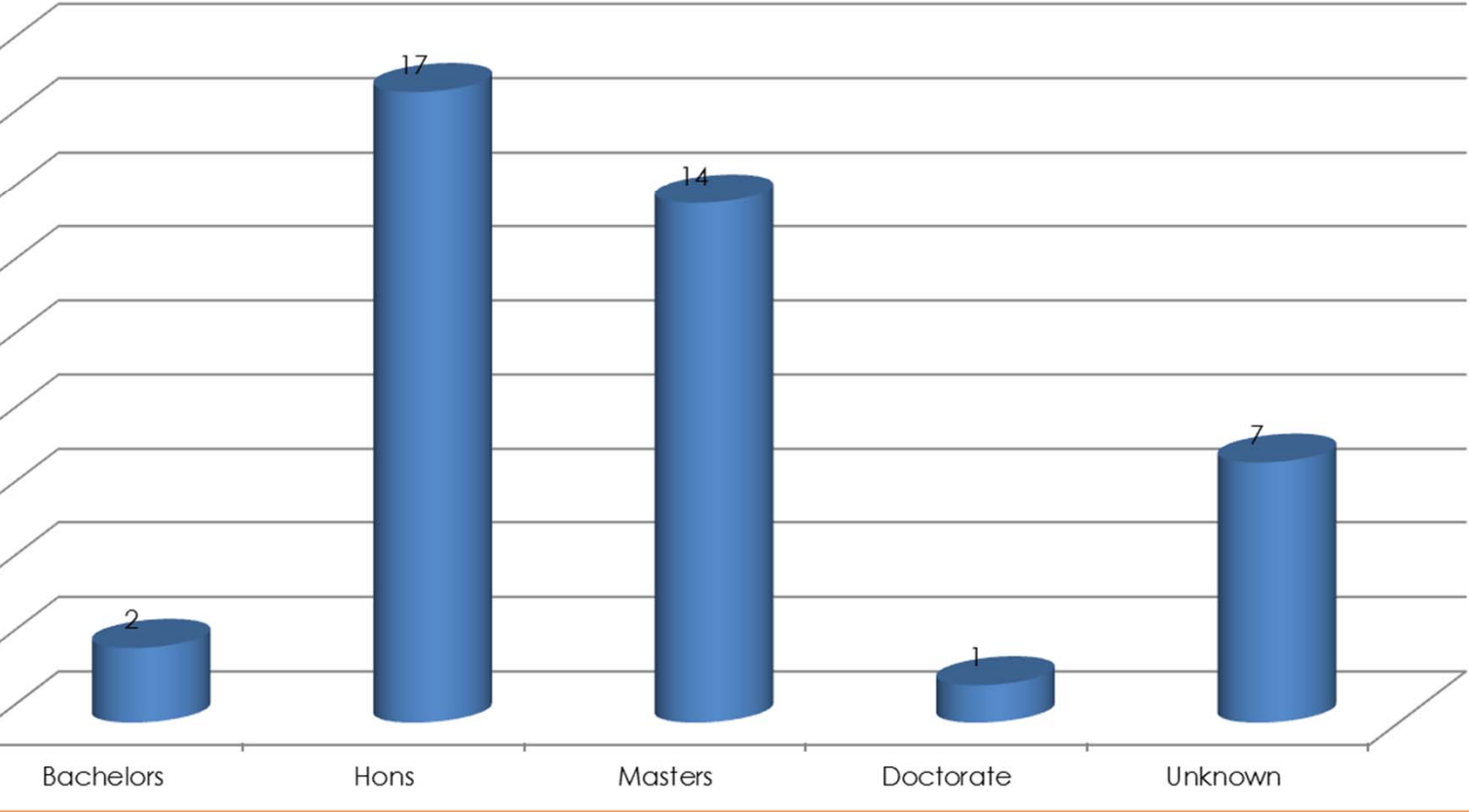


Qualifications of AMS Practitioners

Qualifications ADCs



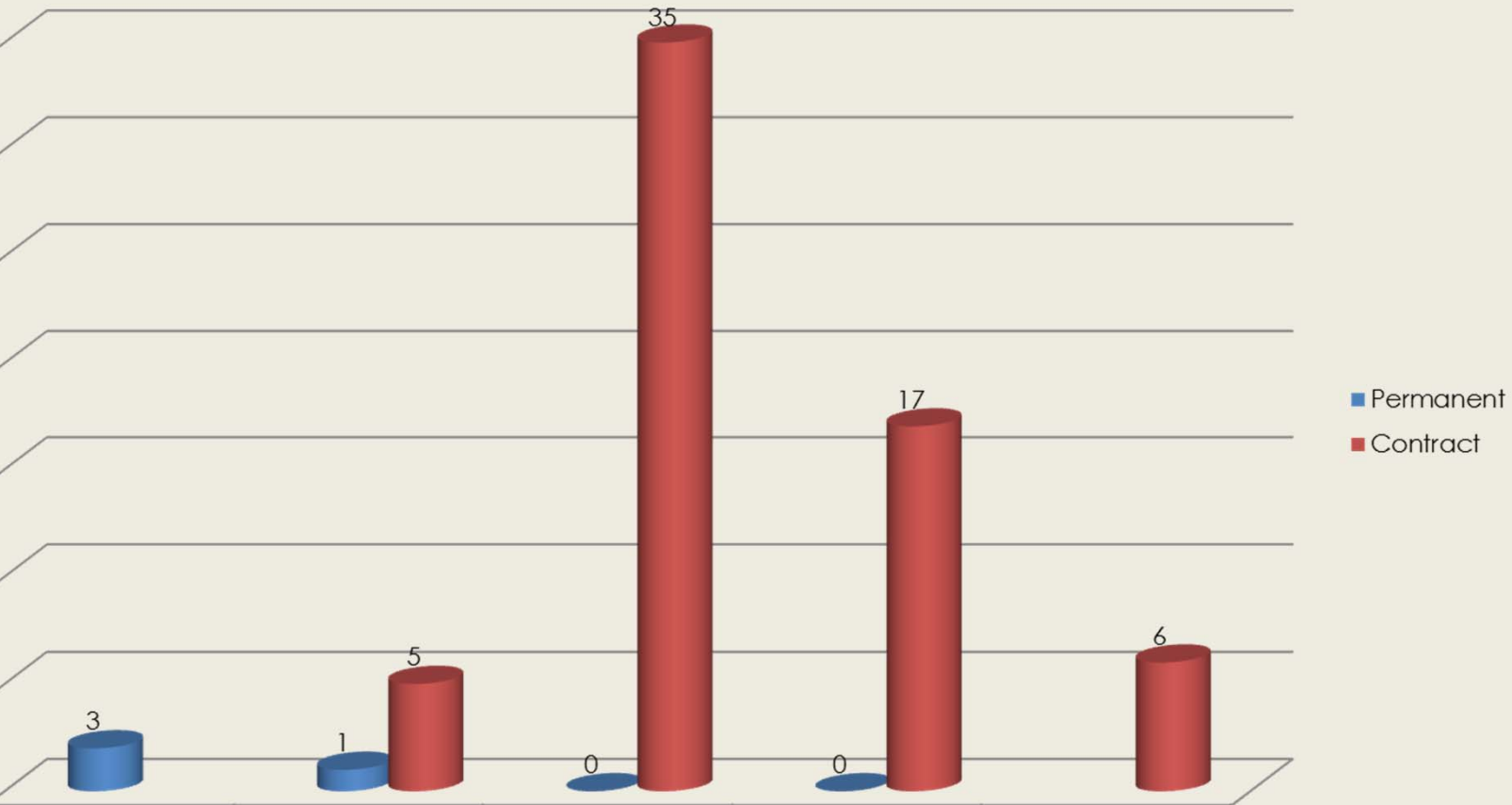
Qualifications ADOs



Summary of Professional Rank of AMS practitioners

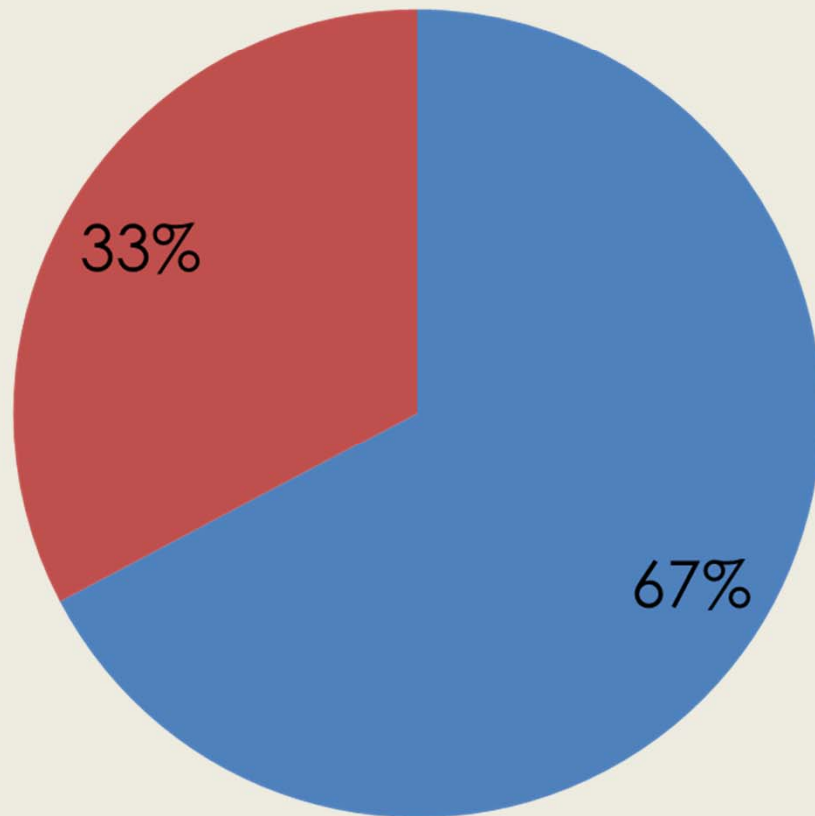
Rank	AL	ADCs	ADOs	SI Leaders
Undergrad Student	Nil	Nil	Nil	11
Postgrad Student	Nil	Nil	Nil	6
Researcher	Nil	3	27	Nil
Lecturer	Nil	3	8	Nil
Senior Lecturer	3	Nil	Nil	Nil
Not known	Nil	Nil	6	Nil

Nature of Employment

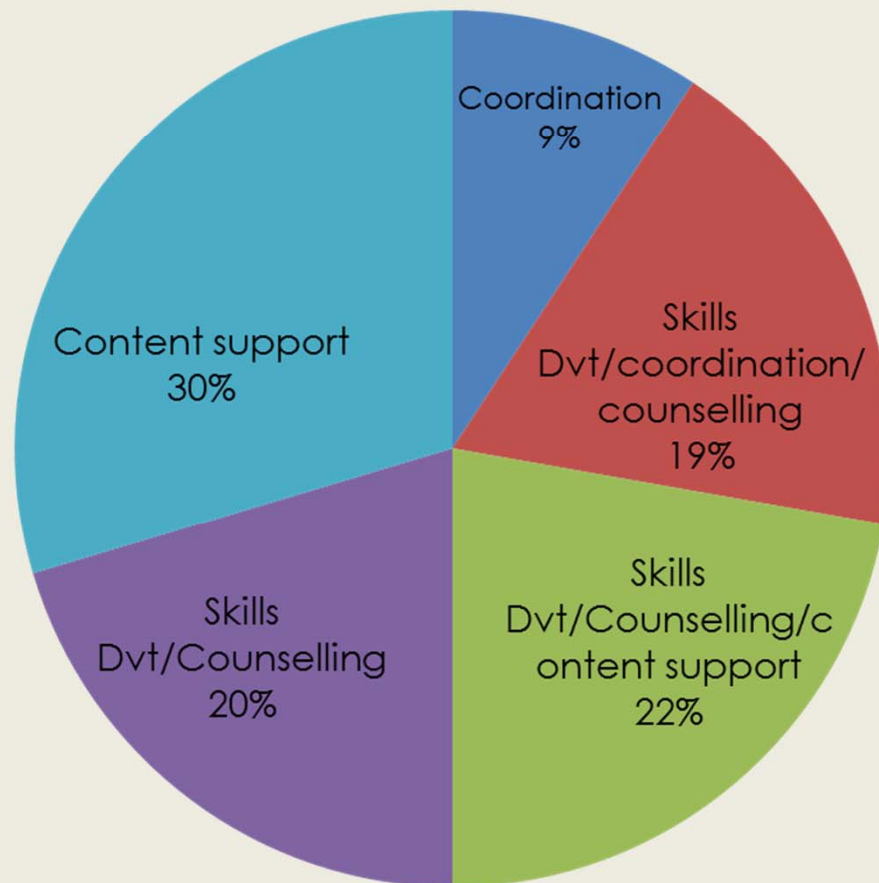


Gender distribution

■ Female ■ Male



Roles



FINDINGS

Data was analysed conceptualising the terms academic monitoring and support.

Fragmented support across four colleges:
naming AMS practioners
variation in AMS practioners qualifications
variations in duration of contracts
variations in job profiles.

Why is AMS female dominated?

CONCLUSION

We need to understand why are there variation's in AMS models in the four colleges at UKZN?

- Is AMS looking for Generalists or Specialists to ensure student success?
- What are the philosophical underpinnings of the AMS programmes at UKZN?
- How important is the AMS programme at UKZN ?

FURTHER RESEARCH

Interviews with students attending AMS programmes in the different colleges

HOW CAN WE SUPPORT OUR STUDENTS MORE EFFECTIVELY?



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