

CONSENSUS STATEMENT



1. Promoting a culture that centers on inclusion and retention

- Inclusion and retention can be fortified and enhanced by having a strong Support Service system.
- Early school visitations are essential and preliminary Offer Letters are to be given to prospective students without delay for their assurance and sense of direction into tertiary learning.
- Offering of Foreign Exchange Programmes should be looked into to entice learners and build collaborations with other universities.
- The University should explore avenues to cater for student accommodation with private sector organizations.

2. Fostering a culture of student engagement and where students are the most important stakeholders at this institution

- The University should promote an active and a vibrant Student Body to coordinate myriad activities on campus together with providing relevant facilities to cater for Student Body.
- Establishing of social and recreational clubs such as debate, music and arts, talent quests, zumba, dancing, theatre and so forth will foster a sense of belongingness.

3. Coping with new teaching methods and ways of learning

- Transition from secondary school learning to tertiary learning needs a different approach and adequate counselling and guidance should be provided to the students.
- Course descriptors should be thorough and contain all the relevant information.
- Facilitators' motivation, encouragement to be persistent throughout the semester for the successful completion of the programme.

4. Learning the ways to study independently

- Making course content relevant to students' needs and interests.
- Increasing students' responsibility for decision making in the independent learning process through Self-directed Learning hours (SDL).
- Take advantage of social media platforms to reinforce learning independently.

5. Coping with the volume and speed of the workload

- Students' progress during the previous semester should be taken into consideration when offering new courses during enrolment.
- Students have to be made aware of the coverage and time-management skills need to be well expounded.

6. Comprehending and interpreting different types of assessments

- Assessment tasks must be made simple and easy to understand and they should be clarified during class discussion.
- Make assessments and grading system available online whereby learners get immediate feedback for improvement.

7. Understanding the grade system

- Grading system to be stated in the Course Outline and thoroughly explained during orientation.

8. Utilising adequately hours of contact with instructors

- Facilitators of the learning process to effectively utilise the consultation time.

9. Reflecting on teaching quality

- Being consistent in peer-reviewing and constructive discussion should take place after each review.
- Facilitators should take into consideration the different levels of students in a given class during teaching and learning.
- Massive upgrading programmes for Junior Faculty.
- Strengthening of IT Facilities will assist facilitators to better deliver quality content to learners.
- Encourage research-based teaching and learning.

10. Ensuring the adequacy of instructors' social infrastructure

- Facilitators of the learning process require an upgraded and congenial/conducive work milieu/environment.
- Exigent to have a fully fledged common Staffroom.
- Part-time Lecturers to be provided with office space to work in collaboration with the respective faculty.

11. Improving student support services

- Counselling during enrolment to facilitate correct choice of programs selected by the students.
- Vigorous orientation of the students after their entry into University.

12. Building quality assurance mechanisms into the assessment of learning and teaching

- After every formative assessment, immediate and effective feedback needs to be provided to the students.
- Activities need to be taken into consideration for social interaction.

13. Considering social and emotional safety

- Sports activities need to be taken into consideration for social interaction.
- Availability of the University Counsellor and Lecturers have to be made known to students.

14. Achieving student quality student admission

- Each School/Faculty to state a bench mark as entry point into a particular programme.
- Interview and setting Aptitude Tests to make final decisions into new student admission.
- Postgraduate Committee that screens new Postgraduate applications need to meet more often especially during the beginning of each semester to ensure that prospective students are retained and get admission at the University.

Together we can, we will and we must.....