Institute of Distance Education Newsletter

The Institute of Distance Education Newsletter is published twice a Year

Inside this issue:

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Issue 7 - October 2012

Institute of Distance Education

IDE Taking University and Professional Programmes to the People

Read more inside............

Foreword—The IDE Director

I am delighted to write this foreword for the first edition of our academic year 2012/2013 IDE newsletter. In the Institute, we continue to pursue our mission of "increasing access to tertiary education by providing demand driven educational and training opportunities to individuals (employed, self-employed, unemployed and school leavers) by offering them quality short and long-term credit and non-credit courses using the distance education delivery mode". In this regard, we are proud to have had a record number of 444 students graduating with various diplomas and degrees during the University graduation ceremony that took place on the 6th October, 2012. Among these students was our first class of the Post Graduate Certificate in Education (PGCE) students. In this first class of PGCE, we were pleased to note that all the students passed with distinctions or credits. We wish to congratulate this

so well, and to encourage our 2013 class to maintain this standard or even surpass it.

As we start this new academic year, again in line with our vision and mission of providing demand driven educational and training opportunities, the IDE admitted its first group of students in the Certificate in Psychosocial Support. As we write this Newsletter, 108 out of the 140 students that we admitted have registered for the first year of the certificate. The other students could not register due to shortage of funds. We are also happy to report that this academic year we have registered our first group of students into the new and strengthened Bachelor of Commerce degree. As IDE, we shall continue to explore new avenues in providing quality demand driven programmes and courses.

I am pleased to present this newsletter, which contains a number of articles demonstrating IDE hard at work and indicating the several activities that the IDE staff members have been en-

Professor CWS Sukati

gaged in. We do note that a number of these activities would not have been accomplished without the support of the University and the staff members in our collaborating departments. We gratefully acknowledge and appreciate their assistance and hope it will continue and help make IDE the ODL powerhouse in the Region.

I hope that you will enjoy reading our newsletter . . . . and if you have any questions, comments, criticisms and suggestions on this newsletter or on any of our activities and services in IDE, please feel free to communicate this directly to me or to any of my team members in IDE.

Announcement

This serves to inform students in the Humanities Programme and all those taking their content courses in Humanities that due to inadequate teaching time, we have started to have interactive sessions on Sundays. These sessions started on Sunday October 14 and they will run until Sunday November 25, 2012. We apologize for any inconvenience caused.

Shokahle R Dlamini Humanities, Programme Coordinator

IDE Hosted Workshops

Sharing Expertise as a Community of Practice
NT Vilakati

Above: Seen here is the main facilitator of the Writers workshop, IDE Coordinator, Materials

Piggs Peak - The main IDE workshop for creating learning materials was held from 8-13 July, 2012 at Piggs' Peak Hotel. A total of 40 participants attended the workshop. The main purpose for the workshop was to design and develop modules for newly introduced IDE programmes and to revise modules for existing programmes. The workshop was fully sponsored by the University of Swaziland, following fruitful negotiations with UNISWA Management by the IDE Director, Professor CWS Sukati.

At the workshop opening ceremony, the keynote address was delivered by Mrs K Mabuza, on behalf of the National Children's Coordination

Above: Mrs K Mabuza delivering the opening remarks on behalf of NCCU Diretor

Unit (NCCU) Director. In her remarks, she acknowledged the critical role played by UNISWA in widening access to its academic and professional programmes such as through the Certificate in Psychosocial Support. The certificate is currently offered in partnership with the University of KwaZulu-Natal and other collaborative social partners including the African Centre for Childhood with financial support from the Australian Government; NCCU; UNICEF and REPSSI. She then urged the authors to work tirelessly to design and develop quality modules to benefit Swazis who study through the IDE. Then she

"Work tirelessly to design and develop quality modules to benefit Swazis who study through the IDE. "

declared the workshop officially opened. A highlight of some of the workshop presentations facilitated by members of the UNISWA Community of Practice follows:

♦ Mainstreaming quality into Open and distance learning course materials and blended e-learning approaches by Prof CWS Sukati

♦ Specifying a module outline (using a template that allows the author to approach module design from a preferred pedagogical approach) by NT Vilakati

♦ Practical session: Writing module unit activities by Dr LZ Dlamini

♦ Modularised instruction in Higher Education by Dr M K Habedi

♦ Content development using an electronic authoring tool by Ms GN Nsibande,

♦ Language Use and Student Learning by Dr K Ferreira Meyers,

♦ Getting started in Moodle Learning Management System by Mr E Dube & Mr K Madzima ,

♦ Embedding experiential learning opportunities into a module by Dr S Chakanyuka; and

♦ Scenario-based instructional design by Mrs J Nkosi.

Many resources, both electronic and in hard copy formats, were shared with all

Above: Here authors are seen working during an interactive session at the workshop.

workshop participants by the workshop facilitators. They included *A Handbook for creating ODL materials*; a journal article on 'Diversity in online learners: searching for differences that matter,' by Maggie Hartnett (Massey University); Madhumita Bhattacharya (Massey University) and Jon Dron (Brighton University); a community building resource on 'Non-violent communication model,' adapted from *Compassionate Communication* by Marshall Rosenberg, also accessible at: http://www.nwcompass.org/ compassionate_communication.html.

Finally, most of the intended workshop outcomes were achieved as indicated in the evaluation tool completed by most workshop participants. All authors submitted complete module plans as a quality assurance measure to build in quality into the module, by specifying their preferred pedagogical approaches, learning outcomes and assessment activities. Some authors have even submitted completed drafts of modules.

Above: Dr Habedi who made one of the key presentations is pictured here with NT Vilakati

Certificate in Psychosocial Support

The Certificate in Psychosocial Support was officially launched as a fully-fledged University of Swaziland programme on 25 August 2012. Contact sessions started on 1 September 2012. 107 students enrolled on the programme this academic year.

The key features of the Certificate in Community–based Work with Children and Youth (a predecessor to the new programme) have been

Dr. S. Chakanyuka
IDE Coordinator, Academic Studies

maintained. Students have their contact sessions under the guidance of mentors in locations as close to their places of residence as possible. This time there are 9 groups of approximately 13 students each. These groups are in Manzini, Mbabane, Nhlangano, Piggs Peak and Siteki. The mentor supervisor and mentors who have been serving as such for the last two cycles were retained. Only two could not be appointed and three new ones were recruited.

IDE welcomes all the students, the mentor supervisors and mentors to this localised programme. IDE continues to receive financial and technical support from REPSSI, UNICEF and NCCU.

Above: Pictured here are some members of the team who bring their expertise to developing the modules for the new PSS programme. They include individuals from the UNISWA, IDE & UKZN

Right: IDE Copy Editor, GN Nsibande facilitating a session during the workshop

IDE Freelance Editors Workshop

The IDE Freelance Editors workshop was sponsored by the Institute of Distance Education (IDE). It comprised of two morning sessions and convened on Thursday May 3 and May 10, 2012 respectively at the University Of Swaziland (UNISWA), Kwaluseni Campus in the IDE computer lab named 'The SGL Digital Gateway.'

The workshop was officially opened by the IDE Director, Professor CWS Sukati who made welcoming remarks and thereafter delivered a well-articulated presentation which explained the concept of distance education. The participants of this workshop included professionals from various pertinent educational sectors in Swaziland. These sectors are namely; Emlalatini, Ministry of Education & Training (MOET), National Curriculum Centre (NCC), UNISWA, English, Economics and Adult Education Departments. Others included those with some experience with editing the IDE modules.

The critical workshop objectives were to: provide participants with the time to practice editing; enable participants time to acquire editing skills through discussions, group skills and editing dummies; introduce participants to the IDE Quality

Above: IDE Freelance Editors pondering over a task during the workshop.

Assurance process (Q & A Form); and introduce them to the Open Distance Learning (ODL) template.

The two morning sessions were designed to get participants to comprehend the theory underpinning the practical aspects of editing distance educational materials which are utilized for learning and teaching within the IDE.

Presentations delivered during the workshop included topics such as; Pedagogical Approach to DE Materials Development *by NT Vilakati,* Referencing Style *by Mrs J Nkosi,* Editing of Distance Education Materials & Editing Guidelines *by GN Nsibande and* Language Usage, by *Dr K Ferreira - Meyers.*

The presentations combined with the activities varied and required participants to critically reflect on the information delivered. Each discussion session was vibrant and interactive. This

clearly indicated that participants grasped the concepts introduced via the presentations.

This collaborative spirit enabled participants to discuss and do relevant hands-on activities integrated into the various presentations delivered as the workshop proceeded. Further teamwork was witnessed when the ODL template (created by the Commonwealth of Learning) and the use of 'Word' to track changes whilst editing modules were introduced.

Throughout the workshop sessions, participants were encouraged to reflect upon the process of editing. Dummy module units were distributed to them to edit individually and later discuss in pairs before they made verbal presentations. This is when participants got an opportunity to share editing experiences with each other as peers.

At the end of the workshop the evaluation comments verified the participants keen interest, commitment and diligence in ensuring that the IDE modules were up to par in terms of quality.

Above & below: Participants concentrating hard on their activities

Influencing Change with regards to Face- to- face Tutorials in Distance Education through an E-learning platform (MOODLE): A Case for the Institute of Distance Education

Dr. K Ferreira—Meyers & GN Nsibande

The Institute of Distance Education (IDE) utilises the distance education method as the main medium of teaching and learning. This study investigated the position of learners and tutors at IDE regarding tutorials and possible online tutorials.

GN Nsibande, IDE Copy Editor

A previous survey conducted within IDE in 2004 revealed that lecturing sessions were more effective and useful as compared to tutorial sessions (Sukati and Chandraiah, 2004: 129). Thus, this previous study acted as the basis for examining Open Distance Learning (ODL) practitioners practice and how tutorials can become as effective as lecture sessions. Also, this research sought to address some of the identified challenges with regard to Face - to- face (F2F) tutorials by investigating how online tutorials can support them through using the Moodle Learning Management System (LMS).

Purpose

The rationale for conducting this study was to influence change regarding tutorials, so that they are considered as a support tool which is complementary and at par with lectures, and to suggest how the Moodle LMS can be used in distance education tutorials to improve teaching and learning.

Research Questions

The key research questions which the study set out to answer was:

♦ Are F2F tutorials an effective support mechanism for both teaching and learning?

Furthermore, the current perception amongst IDE tutors and students regarding F2F tutorials is probed and the paper reflects on other key debatable questions concerning the role of tutorials as a support tool in distance education, such as:

♦ What additional support in the form of activities and initiatives are required by students in order for them to value tutorials and improve teaching and learning in IDE? For example, e-learning, social networking, study groups, etc.?

The last part of the paper specifically investigates Moodle as a Learning Management System and seeks to answer the following questions:

♦ What underlying learning theory of Moodle can offer enhanced tutorials to ensure better learning experiences for IDE students?

Results

♦ The results revealed that, in theory, tutorials are important but they do not affect the target population's behaviour change.

♦ Either attendance is poor or preparation for the tutorial is inadequate. The main similarity exists in the fact that both groups (tutors/lecturers' and learners) agreed that online tutorials would be a good alternative

"Tutorial hours should not be reduced unless they can be substituted by online learning."

platform for tutorials.

♦ Tutorial hours should not be reduced unless they can be substituted by online learning.

Can 'MOODLE' offer a solution with regard to IDE F2F Tutorials identified through the IDE impact study?

It has been underlined that Moodle is an ideal tool when designing lessons and learning

(Moodle logo at: http://moodle.org)

activities as it offers teachers resources for course design and implementation. It is also able to keep logs of learner activities, making it easy for the instructor to check when learners completed their assignments. Furthermore, teachers can control time frames for activities in forums and chat rooms, and set deadlines for assignments.

Recommendation

Online learning is an alternative option. Moodle needs to be further endorsed and used consistently. Thus, training and equipment are necessary.

Conclusion

The tutorial sessions have, traditionally, always been held as F2F sessions but need to be organised differently. In looking for a viable option, the IDE has started offering online teaching and learning components. In view of the, albeit limited, success of the use of the Moodle platform in this regard, the same platform was analysed in order to verify whether it would be a useful tool when offering online tutorials.

It is worth mentioning that by answering questions posed to them during the study the participants demonstrated admirable responsibility. They have contributed to improving practice within IDE whilst simultaneously improving their (students) studying conditions and environment.

Above: Dr K Ferreira– Meyers Coordinator, Modern Languages and Linguistics

Lecturers and Tutors Workshop

Kwaluseni - Once again IDE hosted a lectures' and tutors' workshop for its entire staff on 19 October, 2012 in the IDE seminar room. The purpose of the workshop was to provide an opportunity for lecturers and tutors to share idea, learn form each other and sharpen their instructional skills for the benefit of all IDE students. The workshop was facilitated by the IDE Director and his staff.

In his welcoming remarks the IDE Director thanked all tutors' and lecturers' for agreeing to serve IDE and UNISWA in this capacity.

The presentations delivered during the workshop equipped all in attendance with rele-

Above: Pictured here is a section of the participants who were in attendance at the tutors' and lecturers' workshop

vant and necessary skills to teach in a distance education system. These presentations included an overview on distance education and strategies to employ when teaching through this mode. Pertinent advise on the marking of tests, assignments & examinations in ODL as well as course programme evaluation was given at this forum as well. Furthermore, presentations on the managing of IDE programmes and the social issues imping-

Above: Mr Shezi, IDE Coordinator Commerce delivering Ssection II of a presentation on Managing IDE programmes (with his colleague S Dlamini who is not

ing on learning were delivered and discussed. Last but not least, the Materials Design and Development unit presented enlightening presentations on pedagogical principles for writing and evaluating courseware, quality assurance in course material and ICT's in learning.

Notably, in his closing remarks, the Director reiterated his gratitude to all tutors' and lecturers' for teaching within the institute. He added that he commended them for a job well done with regards to the good performance of IDE students, "especially when comparing your results with other IDE institutions" he said.

Continuous assessment and Feedback in Distance Education Teaching and Learning

SR Dlamini, Humanities Programme Coordinator

According to the University Academic General Regulations, students should be given a minimum of two pieces of work in each course. The IDE requires a maximum of three pieces of work in a course. Such work constitutes students' continuous assessment. In the Humanities Programme of the IDE, the assessment policy is followed in all the subjects, with the exception of ACS is 2:3(40:60). That being the case, doing all the stated pieces of work in any course is essential because continuous assessment is at least as much about teaching as it is about assessment and the comments which lecturers write to individual students about their understanding and achievement in a particular assignment and tests. This is crucial in

> *"... doing all the stated pieces of work in any course is essential because continuous assessment is at least as much about teaching as it is about assessment."*

improving students performance so "*may I take this opportunity to urge students in the Humanities Programme to take their time reading such comments and to make sure that they take the pieces of advice spelt out in these comments seriously.*"

REPORT ON DEASA CONFERENCE AND MEETING

The DEASA Conference and meeting was held in Swakopmund, Namibia from the 20th to the 22nd of September 2012.

In this Conference and meeting, there was unfortunately no one from the three DEASA Institutions in Swaziland who attended. Swaziland was therefore not represented at this Conference and meeting, and that was because of the severe financial challenges that these three institutions are currently facing. From the communication that we have received on the meeting, some of the highlights were:

♦ That a Memorandum of Understanding was signed between SADC CDE and DEASA. This will facilitate the partnership that exists between the two entities in the production of the DEASA-SADC CDE International Journal of Open and Distance Learning, and in capacity build-

♦ That four new members were admitted into the DEASA family. These were: the Out of School Education and Training (OSET) in Botswana, the International University of Management (IUM) in Namibia, the Zambian Open University (ZAOU) in Zambia and the Ministry of Education in Angola.

♦ That next years DEASA Conference and meeting will be held in Botswana.
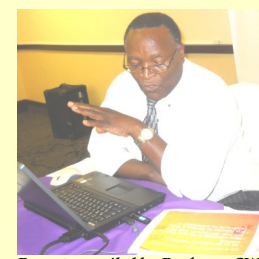
Report compiled by Professor CWS Sukati

IDE STUDENT'S SUPPORT SERVICES UNIT

END OF SEMESTER REMINDER

IDE Coordinator, Students' Support Services Mrs LD Vilakati

Continuous Assessment (CA) Grade

1. Continuous Assessment (CA) is an on- going diagnosis which acts as an instrument that indicates how you have been doing in your coursework before the examination performance.

2. A CA grad**e** makes a significant component of the end of semester overall grade. The weighting of course work to formal examination shall vary from 1:2 (33.3: 66.7 %); 1:1(50:50%); 1:2 (40:60%); 2:3(40:60%); 3:2 (60:40%).

3. Note that if you happen to fail to sign for your CA grade on the stipulated date, you shall forfeit the right to challenge the marks assigned to you if need be. The date for CA signing day is shown on the IDE year planner.

Sitting for Supplementary Examinations

1. Sit for all courses where you have obtained a supplementable grade (E)

2. Budget for the supplementary examination in advance since you have to pay an amount that is stipulated in the current university calender.

3. Taking supplementary examinations reduces the number of courses you may carry when you proceed to the next level.

Special Invitation to all IDE students.

If you are carrying a course (s), you are welcome to visit office # 010 in the IDE block to discuss these issues.

Here you will discuss strategies which will enable you to deal with any challenges that may impinge on your academic achievement. Also you may drop in for academic and social support on how to handle your academic issues in order to improve your performance in your course work. You are invited to visit the same office on **Wednesdays to Fridays weekly.**

Class representatives are encouraged to collect a template they may use to report in writing, concerns that they encounter either as a class or smaller groups.

IDE Orientation 2012

Becoming a Productive Distance Learner

Above: Dr K Ferreira—Meyers facilitating a lively interactive session with new IDE students during the 2012 orientation

In order to find out whether you are a good distance learner, in which areas you need to improve and where you should focus your attention on, you should first answer the questions below by indicating one of the three possible answers (agree, disagree, neutral):

♦ I am a self-starter with the self-discipline to set a schedule and stick with it. I have good time-management skills.

♦ The part of education I enjoy the most is the discovery of new information and ideas.

♦ I feel comfortable reading/viewing material from various sources (textbooks, articles, Websites) and integrating it on my own.

♦ I am comfortable working independently and do not feel the need for constant attention and direction from the instructor.

♦ Classroom discussion can often be helpful, but too often it is off-topic or distracting.

♦ I feel competent in assessing my own progress, knowing what assignments are due, and performing well - even without frequent feedback from the instructor.

♦ Prioritizing tasks -- and then accomplishing them before their deadlines -- is one of my strong points. I am not a procrastinator.

♦ I have a fairly predictable schedule of personal and professional activities -- with time easily set aside for coursework.

♦ I believe I can dedicate the same amount of time and effort to a distance learning course that I could to a classroom-based course.

♦ I have a high need to take a distance learning course now -- to earn a degree or certificate, for a promotion, or for a new job.

♦ I am very at ease working on computers acquiring information through the Internet and learning new software, technologies, and techniques.

♦ I have a specific - and quiet - area (of my house or apartment) where I can get online, study and complete my course assignments.

Once you have done this, you are in a position to think of the most important characteristics of a productive distance learner.

Phuthumile Dlamini a Year 3 BA Humanities student advising new IDE students on how to cope with studying through distance education

Thank you to all who attended the 2012 IDE Orientation and for the presentations delivered by the various relevant sections within UNISWA.

IMPROVING EXAM PERFORMANCE AMONG LOW ACHIEVERS OF THIRD YEAR B.A. (HUMANITIES) PROGRAMME OFFERED BY INSTITUTE OF DISTANCE EDUCATION, UNIVERSITY OF SWAZILAND

Exam performance has been an important criterion to judge the quality of students produced from any educational institution. Thus, it was felt it is crucial that remedies to help the learner performance improve be suggested.

These suggestions emanated after a diagnosis of individual difficulties was conducted among third year low achieving students enrolled in the IDE in the B.A. Humanities programme. during the academic year 2010/2011.

One of the key motivating factors which led to the initiation of this research was to investigate how to limit repetition and the dropout rate among target group (low achievers). Thus, a project entitled "Improving Exam Performance Among Low Achievers of Third Year B.A. (HUMANITIES) Programme offered by Institute Of Distance Education, University Of Swaziland" was undertaken with a view to:

♦ Diagnose what specific course content the target group students found difficult which resulted in their low performance in the numerous relevant courses;

♦ Provide remedial tutor support to eradicate these difficulties encountered in the various courses ;

♦ help the low achieving students' improve both their grades in their assignments or tests and in their examinations;

♦ Make the relevant tutors aware of learner difficulties so that they can assist them to prepare adequately, especially if they meet the same challenges among their future students in distance education;

♦ suggest suitable remedial strategies for enhancing learner performance in various courses under the BA Humanities Programme ;

♦ recommend to UNISWA some essential and critical steps for controlling the repetitions and dropout cases by improving performance levels during examinations among IDE B.A. Humanities students;

♦ initiate and duplicate similar research projects for other IDE programmes, if this current study is successful.

Results

Out of sixty four (64) low achievers (E or F grade) only thirty- two (32, being 50%) responded to questions regarding difficult content and expectations from their tutors.

The analysis revealed comments made by students and their expectations of tutors' and/or lecturers role. These comments and expectations which are under consideration were directed to four subject areas under the Humanities programme, namely; History, Theology & Religious Studies, African Language and English. Some (not all) have been cited as reflected below.

1. Students require more time to discuss and clarify grey areas with tutors.

2. Students request more detailed feedback on assignments, tests and exams. This will assist them to know where they went wrong and rectify their past errors.

3. Students indicate a preference for discussions in class about the content they learn as opposed to having notes dictated to them all the time.

4. Internet material is difficult for students to understand. Therefore, it is requested that it must be explained in depth by the tutors/lecturers. Moreover, students feel that the module content should be the main focus and not hand-outs.

5. The modules should include more detailed explanations and examples for clarity of content.

Above: Professor S Rastogi, IDE Coordinator, Research & Evaluation

The relevant tutors and/or lecturers have since been advised that, in order to help make it easy for students to grasp the difficult content, they should prepare their teaching and learning content in a user-friendly manner. If the content is more accessible the future IDE students will undoubtedly find the content easier to grasp.

Also, it became apparent that an urgent orientation of all tutors/lecturers regarding their role and responsibilities should be organised by the IDE. During orientation sessions each Programme Coordinator must organise a one day meeting with all new students and their tutors so as to allow both students an opportunity to understand the tutors role in a distance education system and explain their expectation from the DE students, what the various activities and course content to be covered will be.

Audio/Video support should be developed in order to explain and reinforce the difficult course content. This Audio/ Video support may be made available to students either online by the IDE and off line through the UNISWA Library.

"Audio or v ideo support should be developed to explain and reinforce the difficult course content."

Additionally, IDE students should be motivated to form a 'Learner Association' in their locality by grouping students enrolled in the same programme. This will, undoubtedly, provide a forum for students to meet each other and talk or chat online among themselves and discuss their challenges and possible solutions.

After all, the use of Email and Internet for effective communication is a cheaper media option for all (students, tutors or lecturers) because it will enable them to interact easily amongst themselves.

Note: This is an overview of the study conducted. The full report can be obtained from IDE Block, Office 012.

INSTITUTE OF DISTANCE EDUCATION
SCHEDULE OF STUDY DAYS AND TUTORIAL DAYS
REVISED YEAR PLANNER – 2012/ 2013

	KWALUSENI	Study Day Kwaluseni	Tutorial Day Kwal./Manzi/Mbabane
FIRST SEMESTER			
August 6- 7, 2012 (Tuesday- Friday)	**Orientation of First years**		
August 9 – 10, 2012 (Thursday - Friday)	**Registration**		
August 11, 2012 (Saturday)	**Study Day**		
August 18, 2012 (Saturday)	**Study Day**		
August 20 – 24, 2012 (Mon – Frid)	**Education Study Session**		
August 25, 2012 (Saturday)	**Study Day**		
August 27 – 31, 2012 (Mon-Frid)	**HUMS Study Session**		
September 1, 2012 (Saturday)	**Tutorial Day**	**Tutorial Day**	**Tutorial Day**
September 8, 2012 (Saturday)	**Tutorial Day**	**Tutorial Day**	**Tutorial Day**
September 15, 2012 (Saturday)	**Education Study Day**		
September 22, 2012 (Saturday)	**Study Day**		
September 29, 2012 (Saturday)	**Study Day**		
October 6, 2012 (Saturday)	**Graduation Day**		
October 13, 2012 (Saturday)	**Tutorial Day**	**Tutorial day**	**Tutorial Day**
October 20, 2012 (Saturday)	**Tutorial Day**	**Tutorial day**	**Tutorial Day**
October 27, 2012 (Saturday)	**Education Study Day**		
November 3, 2012 (Saturday)	**HUMS Study Day**		
November 10, 2012 (Saturday)	**Study Day**		
November 17, 2012 (Saturday)	**Study Day**		
November 24, 2012 (Saturday)	**Make up Day**		
November 25, 2012 (Sunday)	**Education Make Up day**		
December 1, 2012 (Saturday)	**CA Signing DAY**		
December 3 – 7, 2012 (Mon - Frid)	**Study week**		
December 10 - 20, 2012	**Semester Examinations**		

Institute of Distance Education

Taking University Education and Professional Programmes to the People rather than the People coming to the University.

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Time to Reflect

'*Show me a family of readers, and I will show you the people who move the world'*
Napoleon Bonaparte