



Quality Enhancement Project

Institutional Submissions: Phase 2

Due Date: 30 November 2017

Name of Institution	Central University of Technology, Free State
Contact Person	Prof. DP Ngidi
Date of submission	30 November 2017

PREAMBLE

The approach for Phase 2 of the QEP has been modified and shortened. There are two main reasons for this. First, the implementation of Phase 2 was delayed by a year, largely as a result of student protests and institutions' need to respond meaningfully and appropriately to them. Second, as a result of an identified need for the CHE to play a more active role in ensuring institutional quality, the start of the third cycle of quality assurance has been brought forward by a year to 2018.

Unlike in Phase 1 of the QEP, when institutions produced two reports, one providing baseline information on existing initiatives and the second demonstrating improvements made, for Phase 2 there will be only one submission. Producing two submissions enabled institutions to reflect on their own journey to improvement. Such reflection is more difficult to achieve in a single submission, but given institutions' experience in Phase 1, it is hoped that institutions, nevertheless, will find it both possible and worthwhile to do so. The submission for Phase 2 therefore needs to show the path that each institution is on to address important matters related to curriculum – where it has come from, where it is, where it is headed, what the obstacles and enablers, the disappointments and the wins have been on the journey. As in Phase 1, the purpose of the report is twofold:

1. To provide a structured and time-bound opportunity for institutions to reflect on and document their own choices and experiences related to the focus area.
2. To provide information to the sector that can be used as the basis for shared learning and system-wide enhancement.

Institutions are requested to be frank and clear in their responses. Otherwise it will be difficult for the higher education sector to engage meaningfully with enablers of, and obstacles to, student success. While there are indisputable differences in institutional contexts, most challenges are common to several, if not many, institutions. Clear and honest statements of the challenges will facilitate the development of strategies to address them. On the other hand, successful approaches developed in one institutional context may be able to be adapted to help students in another context.

LIST OF ACRONYMS

CHE	Council on Higher Education
CHERTL	Centre for Higher Education Research, Teaching and Learning
CILT	Centre for Innovation in Learning and Teaching
CRPM	Centre for Rapid Prototyping and Manufacturing
CUT	Central University of Technology, Free State
DHET	Department of Higher Education and Training
DVC	Deputy Vice-Chancellor
FEIT	Faculty of Engineering and Information Technology
GAs	Graduate attributes
HEAIDS	Higher Education Aids
HELTASA SIG	Higher Education Learning and Teaching Association of Southern Africa Special Interest Group
HIV-AIDS	Human Immunodeficiency Virus-Acquired Immunodeficiency Syndrome
MRTEQ	Minimum Requirements for Teacher Education Qualifications
PANSALB	Pan South African Languages Board
PGCE	Postgraduate Certificate in Education
PGDip	Postgraduate Diploma
PQM	Programme and Qualifications Mix
QEP	Quality Enhancement Project
SAAHE	South African Association of Health Educationalists
SoTL	Scholarship of Teaching and Learning
STEM	Science, Technology, Engineering and Mathematics
STEPS	Strategic Transformation of Educational Programmes and Structures
TDG	Teaching Development Grant
UAPQC	University Academic Planning and Quality Committee
UNITE	Unit for Transformation and Constructive Engagement
UTLC	University Teaching and Learning Committee
WIL	Work-integrated Learning

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1. INTRODUCTION

In its Vision 2020, CUT espouses to be an *“engaged university that focuses on producing quality social and technological innovations in socio-economic developments, primarily in the Central region of South Africa”*. The vision is supported by the following set of strategic goals:

- embrace the use of technology to streamline our business processes and offer entrepreneurial education unique to a University of Technology (UoT);
- provide quality teaching and learning, and student academic support, focusing on learner-centred education;
- offer relevant and effective academic, research and innovative programmes and continuous curriculum transformation;
- recruit and support high-quality students from all backgrounds, especially in areas of Science, Technology, Engineering and Mathematic (STEM) at undergraduate and postgraduate levels;
- deliver excellence in all our areas of research, with defined peaks of world-leading performance, and grow our market share of research income; and
- enhance engagement and partnerships with business, public and third-sector partners to create social and economic benefit, and advance internationalisation.

In its approach to the second phase of the Council on Higher Education (CHE) Quality Enhancement Project (QEP), the institution established two representative task teams across the four faculties and support divisions to roll out the project. Two main (institutional) workshops were organised by the Quality Enhancement Unit, in collaboration with the Centre for Innovation in Learning and Teaching (CILT). Over and above the set of questions provided by CHE, CUT’s strategy was underpinned by principles of critical reflection and participatory enquiry in order to guide responses to the questions. This was encouraged through focus group discussions with various CUT stakeholders. Each focus group dealt with a section of allocated questions, decided upon in a workshop where consensus about the approach was also reached. The University community critically reflected on its curriculum design and development practices at institutional, faculty, departmental, disciplinary and programme levels, with specific reference to current practices and areas that require improvement.

1.1 Leadership of the project

At institutional level, the project was led by the Deputy Vice-Chancellor (DVC): Teaching and Learning, the Director: Centre for Innovation in Learning and Teaching, and the Deputy Director: Quality Enhancement.

1.2 Composition of the task teams

The task teams comprised of various stakeholders, as indicated below:

Task Team 1: Focused on curriculum renewal and transformation, diversity and inclusivity

NAME	DESIGNATION
Dr Daryl Balia	Director: Institutional Planning and Quality Enhancement (Chairperson)
Dr Oupa Makola	Campus Director: Welkom Campus
Prof. Albert Strydom	Dean: Faculty of Management Sciences
Ms Edith Sempe	Deputy Director: Research Development and Postgraduate Studies
Mr Leon van de Venter	Director: Human Resources
Ms Jeeva Munsamy	Deputy Director: Community Engagement
Ms Selina Mphumela	Teaching and Learning Co-ordinator
Dr Ntsoaki Malebo	Head of Department (HoD): Department of Life Sciences
Ms Moleboheng Mokoma	Students' Representative Council (SRC) Transformation Officer
Ms Siyathanda Nqumashe	SRC Equity and Diversity Officer

Task Team 2: Focused on curriculum development and quality, and participation in curriculum design and development

NAME	DESIGNATION
Ms Chichi Maimane	Deputy Director: Curriculum and Academic Staff Development (Chairperson)
Prof. Samson Mashele	Dean: Faculty of Health and Environmental Sciences
Prof. Frances Van Schalkwyk	Acting Dean: Faculty of Humanities
Prof. Tryna van Niekerk	HoD: Government Management
Prof. Hesta Friedrich-Nel	HoD: Clinical Sciences
Prof. Fidelis Emuze	Acting Dean: Faculty of Engineering and Information Technology
Mr Johan Badenhorst	Deputy Director: e-Learning and Educational Technology
Dr Rosaline Sebolao	Manager: Special Projects
Ms Cecilia Sejake	International Student Advisor
Mr Lepile Segopolo	SRC Education and Transformation Officer

1.3 Successful initiatives

What successful initiatives have you undertaken in the past few years to address curriculum renewal and transformation? How do you know these were successful? What thinking/theorisation about the value, purposes and assumptions about knowledge and higher education has informed the process?

The journey of curriculum development and design at CUT has been an arduous, but fulfilling one. Difficult because of historical and contextual factors. The transition from a Technikon to a UoT has compelled the Central University of Technology, Free State (CUT) and other UoTs to undertake a total overhaul of their Programme and Qualifications Mix (PQM) and academic programmes, in order to align their programmes with their visions and missions. The process of renewal required deep thinking about the kind of programmes, curriculum and knowledge that the institution and its disciplinary experts had to select. Development and design could not be based on simple decisions and common sense. Hence, the Strategic Transformation of Educational Programmes and Structures (STEPS) initiative, which was grounded on extensive research, benchmarking, knowledge and curriculum choices by teams of disciplinary, business and industry experts; students; professional bodies; and communities. This far-reaching approach ensured that our programmes are aligned with international, national and regional needs and priorities, and that they are responsive, typical UoT programmes. The success of STEPS is evidenced by the nine programmes mentioned in Section 1.3.4 below and many more, which programmes have already been implemented by the institution.

The processes of curriculum development and design are well conceptualised and guided by our policies. However, it is important to note that the culture and agency for curriculum development and design at a UoT must still be embraced by academic staff, who must make drastic mind shifts regarding this relatively new role that they have adopted from the convenorship system, which previously provided them with ready-made programmes. Conceptualisation, design and development processes are still laden with problems. Knowledge choices must be underpinned by relevant theories, and students must be included as active participants in curriculum development, and not only as passive recipients of knowledge.

Rigorous staff capacity development is provided through regular group workshops, seminars, public lectures and individualised support on curriculum development and support and related topics, such as the decolonisation, Africanisation and internationalisation of the curriculum.

In addition, the institution has developed a Postgraduate Diploma in Higher Education for CUT lecturing staff and other individuals who work in the UoT context. This decision arose upon the realisation of the above-mentioned challenges, and the fact that once-off workshops could not result in cumulative learning or build adequate capacity for curriculum design and development. The approach to developing this programme during 2016 was also developmental and collaborative. The project comprised a team of academic staff and academic developers, led by CUT's CILT and experts from Rhodes University's Centre for Higher Education Research, Teaching and Learning (CHERTL).

Furthermore, through our Faculty of Engineering and Information Technology (FEIT), CUT's Centre for Rapid Prototyping and Manufacturing (CRPM) continuously undertakes research-based projects such as 3-D research work. The University has proudly taken the lead in innovation and technology through Additive Manufacturing (AM), known as 3-D printing, changing the face of medical science in Africa. The impact of this project has put CUT on the map by breaking new barriers and sparking innovation in the medical field through this technology. On 23 August 2017, the CUT CRPM invited media houses, partners and investors to a more interactive session, highlighting the groundbreaking work that the University has done on medical product development through 3D printing to date.

The current work done by the CRPM forms part of CUT's social responsibility and community engagement programme to provide a platform for the development of social and technological innovations to the benefit of society at large. Therefore, its focus is on closely collaborating with business and industry, government and community organisations to transfer its social and technological innovations in an attempt to help solve societal problems, to the benefit of the region and the country, Africa and beyond. The CRPM plays a vital role in collaboratively addressing national priorities in research areas.

Through the partnership formed with Higher Education Aids (HEAIDS), a two-year Department of Higher Education and Training (DHET)-funded project enabled the University to incorporate content on HIV-AIDS into selected programmes and modules.

The CUT graduate attributes project is another one of our flagship projects, with several success stories of students who, over the three years since the implementation thereof, have been trained in writing business proposals and growing their ideas into small businesses. (A brief report on the entrepreneurial activities of students at CUT is available on request.)

A project on the Scholarship of Teaching and Learning (SoTL) was introduced in 2014 as part of CUT's teaching and learning agenda. This project provides an opportunity for more seasoned academic staff to mentor novice academic staff on improving teaching and learning through reflection, research, and sharing of best practices and research findings with peers institutionally and in Higher Education in general. The SoTL Strategy promotes the institution's teaching and learning philosophy of a learner-centred approach to teaching by encouraging students and scholars to engage in critical, collective reflection(s) about what is taught (the curriculum), what should be learned, and how such learning should take place. This project provides a platform for intellectual conversations about what works; why some approaches work whilst others do not; and how the practices of teaching, curriculum design and development, and assessment could be improved. SoTL at CUT has grown to become a flagship programme that is acknowledged nationally, and that is used by other institutions for benchmarking purposes.

Another curriculum intervention worth mentioning is the development of approximately 600 lexicons in Civil Engineering. In an attempt to improve epistemological access (i.e. access to knowledge) in this programme and others, which will follow soon, CILT introduced a project, funded through the DHET Teaching Development Grant (TDG), where a team of external and internal experts (lexicographers from the University of the Free State (UFS), CUT academic staff and students from Civil Engineering and Language Practice programmes, writing advisors, the Writing Centre Co-ordinator, and representatives from the Department of Arts and Culture), translated difficult terms in Civil Engineering into Sesotho. These terms are in the process of external validation by the Pan South African Languages Board (PANSALB), prior to the compilations of a booklet for use by students.

Some departments within the four faculties also engage in innovative curriculum development and design initiatives, which were noted during the focus group discussions. Efforts are made to expose students to indigenous knowledge and ways of knowing, and to use context-specific African examples during teaching. For example, students are taught microbiological concepts such as fermentation using the process of beer brewing at household level. Students are allowed to debate the difference

between lactic acid fermentation and ethanol fermentation using practical examples from home. Academic staff in this programme are also in the process of identifying textbooks that are written by African authors and scholars.

Whilst monitoring and evaluation of the curriculum renewal and initiatives are reported on at different forums (such as departmental meetings, Faculty Board meetings, University Teaching and Learning Committee (UTLC) meetings, and, finally, Senate meetings), additional research-informed impact studies should be conducted to determine the impact of these initiatives on teaching and learning, as well as student success. Relevant and context-specific standard tools and instruments will be required to achieve this aspiration.

1.3.1 Response to the 2015 and 2016 student protests

In response to the student protests in 2015 and 2016, what further changes have been made in terms of curriculum renewal and transformation? Why were they made, and how? Who participated in decision-making with regard to changes, and who implemented the changes? How are the changes received by the various stakeholders? What effects do the changes have? How do you know the changes have those effects?

Although significant steps were taken to respond to students' demands, it has not been possible to implement major curriculum renewal in this short period, as curriculum change requires deeper thought, careful planning, and research. Curriculum design and development is not an overnight process, but one that has implications for, amongst others, resources, staff capacity, etc. However, as the first step, CUT Executive Management included the Africanisation and decolonisation of curriculum as a goal, with specific targets, in its Transformation Plan 2016 – 2020. Furthermore, the Unit for Transformation and Constructive Engagement (UNITE) was established to organise and administer seminars on the decolonisation of curriculum. Following this, several platforms for dialogue, reflection and critical conversations were created, wherein all university stakeholders interacted with external aspects to reach nuanced understandings of these two concepts, and the manner in which individuals can begin to address them in small, but meaningful ways in their various practices.

Towards the end of 2016, attention was placed on ensuring that fair assessment practices took place remotely, as it was impossible to assess students in the standard way. The majority of lecturers

responded by reflecting on the availability of content and support available to students off campus. Although some staff members felt that no significant changes were made to the curriculum in response to the protests, and very little debate has taken place at faculty level, major changes were recommended at institutional level. Amongst others, the University has decided that all advanced and postgraduate diplomas should be offered online, which implies that we had to start developing online programmes. Some programmes are already offered online, and some through block release.

1.3.2 Future plans for curriculum renewal and transformation

What plans are in place for further efforts related to curriculum renewal and transformation within the next year or two?

A roll-out plan, indicating specific programmes that need to be offered online in the future, was developed. The University is currently rolling out an institution-wide project on incorporating content on sustainable development into some programmes. Faculties are also exploring possibilities of developing joint degrees with their international partners. In addition, the University is embarking on introducing programmes that target some students who may not necessarily be on campus physically.

Furthermore, as part of staff capacity development, a Postgraduate Diploma in Higher Education (PGDip HE) qualification, targeting academic staff, was developed. Selected modules of this qualification address matters such as teaching and learning; curriculum development (including, amongst others, different theories on curriculum development, implementation, review and evaluation); the use of technology in teaching and learning; and quality assurance. Some of the fundamental principles embedded in the qualification are to ensure that academic staff are able to critically reflect on the influence of the various contexts (global, national, institutional, departmental and disciplinary) on curriculum development and design; knowledge structures and curriculum; the selection, sequencing, implementation and evaluation of these; and the various theories underpinning teaching and learning, as well as curriculum design and development. Key topics from the PGDip programme have been piloted through the formal mentorship programme for all newly appointed academic staff.

1.3.3 Unresolved challenges related to curriculum renewal and transformation

What unresolved challenges related to curriculum renewal and transformation do the institution have to grapple with?

Some challenges related to curriculum renewal and transformation include the following:

Firstly, ensuring that we promote a democratising culture wherein all academic staff are empowered to develop curricula, and have the agency to carry out this mandate with ease. In view of the previous convenor system, the capacity of staff to develop responsive curricula is still a major challenge. Secondly, there seems to be too many imperatives to which the University must respond through curriculum redesign and transformation. The most recent emerging needs were initiated by the #Fees-Must-Fall protests. The concepts of “decolonisation” and “Africanisation” of the curriculum still need to be addressed, as there is still neither a generic nor common understanding of the concepts amongst academic staff, or a clear indication of tangible evidence of a “decolonised/Africanised curriculum”.

Whilst all institutions can develop whatever qualifications they may want to offer, the challenge is to ensure that this does not result in any mission drift.

1.3.4 Successful curriculum renewal and transformation

Describe, in approximately half a page each, two to four examples of successful curriculum renewal and transformation initiatives.

Aligned with the STEPS project, CUT has successfully developed a total of nine new qualifications, namely:

- Higher Certificate in Renewable Energy Technologies;
- Higher Certificate in Community Development Work;
- Bachelor of Science in Hydrology and Water Resources Management;
- Advanced Diploma in Logistics and Transportation Management;

- Diploma in Design and Studio Art;

- Advanced Diploma in Health Management;
- Advanced Diploma in Design and Studio Art;
- BEd in Senior Phase and FET Teaching; and
- Advanced Diploma in Agricultural Extension.

Of these nine programmes, the following four programmes have already been implemented successfully, and the first cohort of graduates were produced:

- Higher Certificate in Renewable Energy Technologies;
- Higher Certificate in Community Development Work;
- Advanced Diploma in Logistics and Transportation Management; and
- Diploma in Design and Studio Art.

As part of the HEAIDS project, content on HIV-AIDS was incorporated into selected modules in the Higher Certificate in Community Development Work programme; selected Economics, Accounting and Business Management modules, at the Welkom campus in particular; and the Diploma in Design and Studio Art. In addition, the notion of critical diversity literacy was embraced as one of the theoretical frameworks in the envisaged Advanced Diploma in Design and Studio Art, which will equip both staff and students with the concept of diversity.

Furthermore, the graduate attributes and three core curriculum modules were incorporated into all new undergraduate qualifications that were developed from 2012 to date.

In respect of the renewed curriculum of the Bachelor's Degree in Radiography, gaps were identified between the intended curriculum and the delivered curriculum. As a result, lecturers conducted an alignment exercise at the end of the 2015 and 2016 academic years, for purposes of verifying the content to ensure the vertical and horizontal alignment of the various modules. As a result, continuous assessment was implemented in 2017, which also allows the use of more innovative assessment methods. Integrated assessment, in June and November from the second to the fourth year of study, was thus implemented.

Feedback was requested from the students after the first integrated assessment in June 2017, so as to address specific student concerns. The feedback provided valuable insight towards the planning for the November 2017 assessment period, and assisted staff members to identify gaps in the

curriculum, as well as the learning facilitation, which would be addressed. Furthermore, the Radiography programme implemented simulation-based and community-based learning. The clinical competencies of students are addressed through simulation-based learning, whilst community-based learning is intended to address the graduate attributes, which are important to the students, as they are equipped with employability skills and attributes.

2. DIVERSITY AND INCLUSIVITY

Suggested length: 5 to 10 pages

This section includes catering for students with diverse academic needs, abilities and life circumstances; ensuring the inclusivity of all students, regardless of their demographic characteristics; and countering bias towards, and alienation of, sections of the student population. (NOTE: These questions relate to the formal curriculum (i.e. the structure, content and implementation thereof); not to activities that would typically be classified as student support, and that take place outside of the formal curriculum.)

2.1 Curriculum reform initiatives

What curriculum reform has your institution undertaken over the past two years to cater for students with diverse academic needs, abilities, preferences and circumstances? Which approaches have been successful, and which have been unsuccessful? What evidence is there for this? What role has the students' voice played in the development, modification or abandonment of particular approaches?

The development of the PGDip in HE qualification is aimed at ensuring that academic staff members have the necessary skills, knowledge and attributes that will enable them to understand students much better. Some of the theories include teaching and learning theories. This is in line with CUT's teaching and learning philosophy, which focuses on student-centred learning.

Through CILT, annual SoTL conferences were held from 2015, to afford staff the opportunity to share their best, research-informed teaching practices.

In addition, aligned with the CUT Statute, students form part of the governance structures at CUT. As a result, students are members of all teaching-and-learning-related committees.

Furthermore, various teaching activities (oral presentations, assignments and tests) that will allow students' engagement in class are encouraged. Work-integrated learning (WIL) and service learning have also been included in the curriculum, and consideration is given to including problem-based learning in the curriculum, to cater for students with diverse academic needs. Thus far, the WIL initiative has been very successful. Students compile a portfolio that demonstrates their learning through WIL.

Finally, in various programmes in Health Sciences, Advisory Committee meetings provide students with a platform to make their voices heard. At these meetings, ideas are shared on what to include in the curriculum, and how to conduct assessments.

2.2 Promotion of student inclusivity in curriculum reform

In what ways have the institution endeavoured to promote the inclusivity of all students through the curriculum during the past few years? How has students' voice influenced these efforts? Which efforts have been successful, and which have been unsuccessful? How do you know these were successful/unsuccessful? In what ways have the institution endeavoured to promote the inclusivity of all students through the curriculum during the past few years?

The following are examples of how students are involved as active participants in the curriculum renewal initiatives at CUT:

- Multilingualism will be promoted in the process of curriculum review and transformation. Whilst English will remain the primary academic language, the development and use of Sesotho as a medium of instruction will be promoted through associated resources. This espoused direction is entrenched as a strategic goal in CUT's Teaching and Learning Plan, and is supported by the CUT language policy. A measure of success in promoting this goal is evident from the recent development of Sesotho lexicons in the Civil Engineering programme, to enable access to difficult knowledge in Civil Engineering.
- The commonly known Academic English Literacy programme offered by many universities in the country was revised in 2012, and was transferred from the former Academic Development and Support (now CILT) to the Faculty of Humanities, which services other faculties. This programme is now credit-bearing and subsidy earning. The institution envisages developing an ideal

discipline-specific literacy programme in the future, should there be adequate resources. Hopefully, as such a change will result in the programme having a closer link with their disciplines, it will encourage all students to take the academic programme seriously.

- The Department of Postgraduate Studies Education also offers postgraduate qualifications in Education, namely the Postgraduate Certificate in Education (PGCE). In the initial Teacher Education qualification and PGCE, the curriculum structure is underpinned by the Minimum Requirements for Teacher Education Qualifications (MRTEQ), as stipulated in *Government Gazette, Vol. 596, No. 38487* of 19 February 2015. Part of the curriculum addresses important social matters such as cultural diversity, learning barriers, problem areas in schools (violence and bullying, truancy, substance abuse, rape and sexual harassment, teenage pregnancy, and HIV/AIDS). As these areas affect all communities, teachers, as pillars of the community, should engage with such aspects of the curriculum whilst studying. The curriculum is inclusive of all community types to which teacher graduates may be assigned as professionally qualified teachers. As many schools in the community do not possess high-end technology for their classrooms, student teachers are trained to use various media in their classrooms (e.g. chalkboards, transparencies, posters, 3-D models and PowerPoint presentations).
- The new programme offered by the Department of Communication Sciences, namely Language Practice and Media Studies, was developed principally because of feedback that was received from students and industry. In the old Language Practice programme, which the Department started phasing out this year (2017), Media Studies comprised only a small component of the curriculum in the third year of the programme. In the new programme, it receives much attention right from the first year. Students who are still studying, as well as those who completed their qualifications, provided the Department with feedback on the usefulness of the old qualification, which prompted the Department to renew the qualification in the hope of delivering better and more appropriately qualified students to the labour market. Students were consulted during the

re-curriculation of the programme, and alumni participated in the development of the new programme, commenting on assessments, content, etc. The success of these efforts has not yet been determined, as the programme has not yet been implemented. However, the comments/inputs were very valuable, and were taken into consideration. CUT students had an opportunity to register for all modules online.

- Students are further allowed to evaluate content material/modules, and to make suggestions on how to these can be improved. They are requested to assess their lecturers on a semester basis. This assessment includes an evaluation of the content of each subject, and the programme. The

purpose of this exercise is to inform lecturers on how to regularly improve their teaching, and further make necessary improvements to the content of the specified subjects/modules.

2.2.1 Students' voice on curriculum reform

How has students' voice influenced these efforts?

Although students do not form part of the programme teams that conceptualise programmes, they are represented at all key structures (committees and governance structures) where teaching and learning matters, including the approval of programmes, are discussed. These committees include subcommittees of Senate, Faculty Boards, and Senate.

The faculties have recently appointed Class Representatives, who co-operate with the faculties and Student Services to address problems and concerns they experience regarding all matters of teaching and learning, including the curriculum. Quarterly meetings are held with these class representatives. However, this is a new initiative that is yet to gain recognition and momentum.

As part of policy, all students evaluate their lecturers online, and make recommendations for improvement, on a quarterly basis.

The voices of students are taken into consideration in improving the delivery of the curriculum.

Other pockets of excellence take place within departments and programmes. For example, the Department of Communication Sciences has become more inclusive of students' and alumni's voices, especially during the development of their new programmes.

2.2.2 Successful and unsuccessful efforts

Which efforts have been successful, and which have been unsuccessful? How do you know these were successful/unsuccessful?

Students evaluate their lecturers' teaching practices and the curriculum itself on an annual basis. The results of these evaluations are used for, amongst others, the annual revision of study guides. Students are also interviewed during internal programme reviews, and their opinions are taken into consideration during the development of quality improvement plans.

2.2.3 Approaches to curriculum reform

Which approaches does the institution follow to identify instances of bias and alienation related to the curriculum? How are these addressed?

CUT has a dedicated staff member in the CILT who, in partnership with departments, ensures that students evaluate their lecturers' teaching practices and the module content. This evaluation is conducted online to provide a safe environment for students, and thus ensure the objectivity of the results. A report is then submitted accordingly to the faculty concerned, for discussion thereof with the relevant HoD and the academic staff, in order to determine the best possible way forward. Furthermore, students form part of the programme review panels to ensure transparency and objectivity of the monitoring and evaluation practices of the University.

Aligned with University policy on curriculum development and programme accreditation, a Programme Team has to be constituted to drive the process of programme development, with the support and guidance of a Curriculum Developer. Experts from the relevant industry and other institutions, both locally and internationally, where possible, are also rigorously consulted, *inter alia* by means of a comprehensive benchmarking exercise, for purposes of ensuring that credible

programmes are developed. The Unit for Curriculum and Academic Staff Development has also attempted to mobilise departments and faculties through various training sessions, to ensure that curriculum development is not monopolised by only allowing more senior and experienced staff members to participate in the process. In addition, CUT policy states that a staff member must have engaged with the curriculum in order to be promoted to a more senior position. However, despite all these initiatives, academic staff members appear to be under tremendous pressure, with multiple priorities. As such, as there are no monitoring and evaluation tools and strategies to determine exactly who is involved in curriculum development, particularly in terms of external stakeholders and more junior staff members. This area thus still requires attention.

2.2.4 Unresolved challenges in promoting diversity and inclusivity in curriculum reform

What unresolved challenges do the institution need to grapple with to promote diversity and inclusivity in the curriculum?

More still needs to be done to improve the constitution of programme teams to ensure sustained capacity on curriculum development. As highlighted earlier, there is a need to include students in the programme teams, and to empower them to participate actively in knowledge creation. As the disciplinary experts are the knowledgeable others, they need to induct the students into their disciplines, and make them co-creators of knowledge, rather than passive recipients. It is imperative that a single, more co-ordinated strategy on curriculum renewal is followed, to avoid curriculum overload and the development of curriculum by a few senior academics who feel comfortable doing so.

2.2.5 Examples of curriculum initiatives

Describe, in approximately half a page each, two to four examples of curriculum initiatives that promote the inclusivity of diverse students.

The institution has adopted a learner-centred approach to teaching and learning as its philosophy. The expectation is that this philosophy, which is outlined in the institutional teaching agenda (i.e. Teaching and Learning Plan) would not only be promoted through engaging appropriate teaching and learning, but that the curriculum would be orientated towards advancing this philosophy. The programme portfolios that are submitted during the development of new qualifications provide evidence for carefully selected curriculum that would advance learner centredness.

Different teaching approaches are used across the University. For example, the majority of programmes in the Faculty of Health and Environmental Sciences and the Faculty of Engineering and Information Technology have adopted the use of problem-based teaching and learning strategies, whilst, in Teacher Education programmes, a platform is created for microteaching.

Students are provided with foundational (theoretical) knowledge in all modules within the various programmes, in order to provide them with basic knowledge of the respective disciplines. This theoretical knowledge is then applied through case studies; practical laboratory sessions (in the case of Science programmes); simulations; and assignments that assess students' academic writing skills. Students' use of technology is also assessed by requiring them to submit assignments by uploading them onto eThuto (Blackboard). In addition, programmes have included learning through observation as part of their curricula. In this regard, visits to various industries are arranged for students, thereby

enabling them to learn from more knowledgeable professionals. Furthermore, the WIL initiative requires students to spend time in industry, where they must apply theoretical disciplinary knowledge in a practical context.

Knowledge within disciplines can be re-contextualised through research, which will allow curriculum reform that is inclusive of knowledge from African contexts.

3. CURRICULUM DEVELOPMENT, CAPACITY AND QUALITY

Suggested length: 5 to 10 pages

This section includes capacity development and support in curriculum design, development and implementation, and processes to assure the quality of curriculum content and the implementation thereof (including teaching).

3.1 Approaches to curriculum design, development and implementation

What approaches does your institution follow to ensure that those responsible for curriculum design, development and implementation have the requisite skills, knowledge and attitudes, and that they receive the required support to ensure that the curriculum is educationally sound, fit for purpose and aligned to the institution's values? Are guidelines or policies in place at institutional or lower levels in this regard?

CUT regards curriculum development as a critical aspect of teaching and learning. To this effect, CUT has a dedicated Unit for Curriculum and Academic Staff Development, which resides within CILT, and is aimed at ensuring that academic staff members are equipped with the relevant skills and knowledge related to curriculum development. On annual basis, an institution-wide staff training and development programme is developed, based on the results of surveys on staff development needs. The main and most common need pertains to curriculum development, design and implementation. All academic staff members, and especially novice academic staff, are invited to these development opportunities. A mentorship programme for novice academic staff also runs throughout the year. Quarterly block sessions are held for these academic staff on various matters pertaining to Higher Education teaching and learning, including curriculum development and design. These contact sessions are offered by a team of academic developers, quality assurance practitioners and academic staff, some of whom participated in the development of the PGDip for lecturing staff at UoTs, or have

enrolled for the Rhodes PGDip. The PGDip, which has been piloted this year (2017), is aimed at ensuring that academic staff at CUT have the necessary skills and knowledge to teach at a UoT. One of the core modules of this programme is curriculum development. Amongst other aspects covered in this module, are different theories that ensure a deeper understanding of knowledge structures, curriculum design and development; context analysis; and assuring and enhancing the quality of programmes, as well as the evaluation of programmes. A few of our academic staff and academic developers have completed this qualification at Rhodes. One of the modules they completed is Curriculum Developments, which is dealt with in a comprehensive manner.

Furthermore, at institutional level, CUT has developed a Framework for Curriculum Development and Programme Accreditation. This framework is not only a compliance tool, but it sets out an institutional culture of quality curriculum development by providing those responsible for curriculum development with guidelines on designing curricula, and ensuring that programmes are relevant, current and innovative, and that they respond to the socio-economic needs of the country, in line with the institution's Vision 2020. The framework is also aimed at ensuring that all the CUT graduate attributes are addressed in the programmes. These graduate attributes include sustainable development; entrepreneurship; community engagement; communication; numeracy; technological literacy; teamwork; technical and conceptual competence; innovation and problem-solving; and citizenship and global leadership. All these attributes are integrated into the curriculum, as they contribute to increasing the employability of CUT graduates, especially considering the University's status as a UoT.

A significant number of academic staff in the faculties possess qualifications in Higher Education, and are thus knowledgeable about the different aspects of curriculum design. However, not all staff members participate in the staff development initiatives. Such staff will therefore not be familiar with the institutional initiatives to renew the curriculum. Until 2016, the Vice-Chancellor's Excellence Awards included a category on curriculum development as way to promote excellence in curriculum development activities. However, this award has since been replaced by the Entrepreneurship and Innovation Award.

3.2 Processes for quality assurance in curriculum design, renewal and implementation

What processes are in place at institutional and other (e.g. faculty or departmental) levels within the institution to ensure the quality of curriculum design, ongoing development and renewal, and implementation?

The University has put several strategies, policies and frameworks in place to drive quality enhancement and assurance of curriculum reform. Firstly, the Institutional Planning and Quality Enhancement Section annually compiles programme review schedules for approval by Senate. Reports from such reviews, and their respective quality improvement plans, guide the faculties, departments and the institution regarding programmes that may need to be renewed or phased out. Faculties report on their programmes, and students' performance, success and throughput rates, at different forums, such as Faculty Boards and Senate, on a quarterly basis.

Data obtained from reviews guide the development of the action plans required for curriculum renewal initiatives, whether at programme or module level.

Secondly, students evaluate the quality of their lecturers' teaching. Feedback and data from such surveys also assist in guiding curriculum review or renewal. Upon completion of the design of a new qualification, the programme portfolio is submitted for internal and external approval through several committees and structures, for quality assurance purposes, including reviews by external professional bodies, where applicable.

Capacity-building workshops on curriculum development, which are funded from the Teaching Development Grant (TDG), are conducted for academic staff to ensure that they are able to design and implement quality programmes, and that they respond to the institutional vision and mission in designing new programmes. The TDG has become the most important structural enabler for empowering teachers/academic staff, developing teaching and learning, and supporting student learning towards improved success.

The HoDs further establish teams within their departments who, with guidance from Curriculum Developers within CILT, should develop the programmes that have been identified. A designated Curriculum Developer from the Unit for Curriculum and Staff Development is assigned to faculties to assist programme members with various matters relating to curriculum design, development and

implementation. Other structures involved in the curriculum development process include the Faculty Curriculum Committee, University Academic Planning and Qualification Committee (UAPQC), University Teaching and Learning Committee (UTLC), and Senate.

4. PARTICIPATION IN CURRICULUM DESIGN AND DEVELOPMENT

Suggested length: 5 to 10 pages

This section includes the involvement of various stakeholders in the initial design, ongoing development, renewal and transformation of the curriculum.

4.1 Students' involvement in curriculum design, development and renewal

In what ways are students involved in the design, development, renewal and transformation of the curriculum? Are there guidelines or policies at institutional or other levels in this regard?

Apart from their involvement in various institutional committee structures, which was explained in previous sections, the UNITE, which resides under the Institutional Planning and Quality Enhancement Section, was established in 2016. The Unit is, *inter alia*, engaged in organising and guiding conversations on the decolonisation of the curriculum. Experts from various institutions have been invited to facilitate these conversations with students as a way of engaging them on matters pertaining to curriculum renewal.

Students are also members of Advisory Committee and standing committee meetings, where curriculum-related matters form part of the agenda. Such discussions are guided by institutional policies and the constitutions of the various committee structures. Alumni, mainly those from the relevant industry, participate in curriculum development processes. The involvement of enrolled students in curriculum development can be improved. During the development of the postgraduate diplomas, BTech students were involved in advising staff on what to address, particularly at undergraduate levels. For example, during the revision of the curriculum for the Art programme, students specifically requested that tuition time for the Studio Practice and Digital Design module be re-allocated. Furthermore, students are usually interviewed during programme reviews.

4.2 Voices of external stakeholders

In what ways do the voices of diverse external stakeholders, such as employers, professional bodies and graduates, influence the development of the curriculum? Are guidelines or policies in place at institutional or other levels in this regard?

The University has a policy on curriculum development with which it must comply. The policy firstly acknowledges the critical role to be played by all key internal and external stakeholders.

Employers are invited to Advisory Committee meetings, where curriculum-related matters form part of the agenda. In the case of professional qualifications, curriculum design and renewal are always discussed and approved by the professional bodies. Guidelines and policies are in place at the institution in this regard.

Collaboration with various stakeholders, such as the Higher Education Learning and Teaching Association of Southern Africa Special Interest Group (HELTASA SIG), the South African Association of Health Educationalists (SAAHE), and other universities, is also used to inform any renewal, implementation and ongoing improvement actions. In addition, the assistance of external consultants who specialise in specific fields is also sourced, where necessary. Key stakeholders from industry, such as experts in the relevant sector, are consulted. These experts also include staff from other universities.

4.3 Examples of curriculum initiatives with voice of stakeholders

Describe, in approximately half a page each, two to four examples of curriculum initiatives that successfully incorporated the voices of a range of stakeholders. Indicate how this was done, and which aspects thereof were successful.

Programme conceptualisation and development involves consultation with various key stakeholders, such as internal academic staff members, experts in the field, advisory boards, professional board members, where applicable, and alumni. Students' voices must still be embraced to a greater extent.

The conceptualisation of WIL and the practical training of students in vocational and practice-oriented programmes at CUT provides for the involvement of various stakeholders, which, in turn, ensures the induction of students in the disciplinary discourse. This provides them with the opportunity to learn from knowledgeable others, and could assist with challenges such as academic literacy. Representatives from the relevant industry, for example in Health Sciences and Engineering, play a key role of alerting the programme owners to the relevance of whatever practice module developed by the programme team.

5. CONCLUDING REMARKS

CUT regards the second phase of quality enhancement as a follow-up project to Phase 1, during which emphasis was placed on the enhancement of role players such as academic staff, students, the learning environment, and enrolment and systems. Curriculum renewal and reform in this phase are mainly supported by students' and other external stakeholders' involvement in ensuring transition and changes within the Higher Education sector in the country.

Main highlights include student protests, government's reaction, and universities' readiness to deal with students' demands and the transformation agenda in the Higher Education sector.

CUT undoubtedly achieved some milestones in response to curriculum renewal and transformation, especially in terms of structures in support of curriculum development activities. However, much progress is yet to be made in developing a culture of curriculum ownership by the faculties, as well as in enhancing the voice of students in curriculum transformation.