



Quality Enhancement Project

Institutional Submissions: Phase 2

Due Date: 30 November 2017

Name of Institution	University of the Western Cape
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Date of submission	30 November 2017

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.

Where possible, please frame your responses in terms of curriculum structure, curriculum content and curriculum implementation.

1. Curriculum renewal and transformation

(Suggested length: 5-10 pages)

Includes advancing the purposes of higher education spelt out in policy documents, addressing transformation imperatives, ensuring local relevance and global awareness and developing graduates with attributes that are personally, professionally and socially valuable.

1.1 At the institutional level:

a) What is the institution's approach to addressing curriculum renewal and transformation?

UWC recognises that the transformation of higher education in South Africa forms a key element of the broader processes of political, social and economic transformation of our society. It also recognises that public higher education institutions in South Africa, through their practices and the manner in which they make sense of their knowledge generation and dissemination roles, can either reproduce the patterns of inequality that continue to shape our society, or they can be critical levers of change. UWC is committed to striving to be such a lever by giving meaning to a distinctive academic role that helps to build an equitable, just and dynamic South Africa. To this end, UWC in its 2030 vision indicates that through its activities and practices, it will "strive to be an effective partner in the larger national project. It will contribute to building a sustainable and equitable non-racial, non-sexist, democratic, multilingual society" (Institutional Operating Plan (IOP 2016 – 2020).

Building on its proud history and reflecting on the significant challenges it has faced in the past, UWC has done much over the last fifteen years in particular to consolidate its strategic intentions and translate this vision into purposeful action. Central to this have been important institution-wide planning initiatives that have resulted in the recapitalisation of UWC in 2005, and the development of five year strategic plans for the institution, referred to as IOPs. In 2016 the University's Senate and Council adopted a new IOP for the period 2016 to 2020. The IOP (2016 to 2020), which builds strongly on the two previous IOPs, is a framework document that captures synergised deliberations and decisions emerging from campus wide engagement on UWC's strategic goals for the next five years.

In addition to building on the achievements of the past and consolidating initiatives started in the previous IOP, the present IOP also provides the framework for this Transformation Plan, a plan that is aligned to the broader IOP but which seeks to guide the implementation of those strategies specifically designed to address

UWC's transformation challenges. These challenges for UWC are about transforming the institution itself so that it constantly seeks to redress the inequalities of the past and operates as a proud South African university that values diversity and where all staff and students are able to participate to their full potential without fear of discrimination and prejudice.

UWC's role as a public university in South Africa and the extent to which it is able through its core functions to contribute to the development and strengthening of our democracy. For the university, this means actively engaging through its knowledge creation and dissemination roles with the complex challenges that emerge from the realities of our present context. The transformation imperatives that emerge from this understanding are, therefore, aimed at building UWC's capacity to be such a university, as critical to the future of our students and to the development of the country.

In terms of the University of the Western Cape, Transformation Plan 2016 – 2020, building its capacity to be such a university involves recognising the complex ways in which the academic project at UWC has been deprived and distorted by the inequalities of the past and how these inequalities continue to be perpetuated, often in imperceptible ways. This reality informs many of the transformation challenges that must be addressed, both within the institution and in UWC's relationships with the broader society. The Transformation Plan is premised on the assertion that such challenges require careful and nuanced attention in order for UWC to build and sustain its capacity to play its envisaged role. Similarly, its transformation strategies must move beyond superficial, piece-meal interventions which, while having rhetorical value, fail to fundamentally transform the inequalities of our society and the manner in which they are reproduced through the functioning and practices of higher education in South Africa.

Central to UWC's transformation goals are the implementation of processes of institutional change that will enable UWC to provide excellent academic opportunities for its students, most of who come from extremely economically and educationally disadvantaged backgrounds. This must involve interrogating what is required from the academic project to equip students with the kinds of skills, knowledge and experiences that will enable them to participate equitably and with confidence in a complex, changing and knowledge-driven world, that is, as 21st century graduates. As the IOP (2016 - 2020) argues, the academic project must be characterised by quality teaching and learning processes that are contextually responsive and able to enhance the ability of all students, whatever their educational backgrounds, to learn to their full potential. Similarly, it must support and give prominence to high-end, cutting edge research endeavours that build a culture of intellectual enquiry in which students are able to participate, and generate new knowledge essential to South Africa's development. There are eight goal areas of the IOP around which its transformation strategies are framed and organised.

However, reference is made only to Goal 2, as it includes curriculum responsiveness and transformation. This will be discussed under the next section.

In terms of UWC's Transformation Framework, the following are key principles:

- *Valuing diversity and striving towards the inclusive development of UWC*

As a public university in South Africa UWC continues to be challenged by the historical divisions of our country and remains conscious of how these divisions continue to manifest within the university environment. On the one hand addressing this challenge involves ensuring that the institution functions within a non-discriminatory framework so that all people, especially staff and students, feel welcome and safe on our campuses and protected from unfair discrimination. However, it also involves actively recognising and responding to diversity as an asset that has value for the academic project, both in relation to the nature of the knowledge that is produced and for the learning experiences of students, in and outside the classroom. UWC will therefore consistently strive to build and sustain an institutional culture that respects and values diversity and deploy practices and systems that are flexible enough to respond to the differences that our staff and students bring to the institution, including to the academic project.

- *Leadership driven change*

UWC recognises that if the institution is to effectively meet its transformation objectives then the realisation of these objectives needs to be recognised and responded to as a collective responsibility of the senior leadership. This means that the institution's senior leadership are responsible for driving the transformation agenda and take responsibility as part of their oversight of the institution's functioning for meeting specific transformation goals. Similarly, they reflect in their personal behaviour and professional practice a commitment to non-discrimination and eradication of all forms of prejudice.

- *Institutional collaboration and partnerships*

In its strategic approach to institutional change, UWC has consistently sought to overcome traditional institutional barriers arguing that effective change can only be achieved through the collaborative efforts of its entire staff and students and the implementation of change processes and initiatives that cross these boundaries. Such an approach is essential to addressing the University's transformation challenges and requires both a commitment to such collaboration and the active removal of those institutional barriers that, although often unintentional, serve to divide efforts rather than strengthen them. Such collaborative efforts often facilitate innovative thinking where the different experiences of staff and students can be harnessed and directed towards the development of an institutional perspective rather than one that is limited to a single division, faculty or department. Similarly,

UWC recognises that ongoing collaboration and partnerships with other higher education institutions as well as other key role players such as government, civil society and the private sector offers opportunities for strengthening its transformation efforts.

- *Ongoing monitoring and evaluation*

UWC recognises that the effective implementation of its transformation strategies and the meeting of its transformation goals require ongoing monitoring to assess progress and evaluate the effectiveness and impact of its efforts. While such processes must form an integral part of UWC's overall monitoring and evaluation framework, they must also be imbedded into division and faculty plans so that monitoring progress on transformation forms an integral part of the functioning of all parts of the University. This includes the development of indicators that can be used to evaluate progress at all these different levels and across the institution. The curriculum is central to the academic project and operates within the strategic priorities relating to the curriculum in the IOP as well as the Transformation Plan of the university.

- b) **What initiatives have you undertaken in the past few years to address curriculum renewal and transformation that have been successful and how do you know? What thinking/theorisation about the value, purposes, and assumptions about knowledge and higher education have informed the process?** The DVC (Academic) through its Directorates and the Faculties developed a Strategic Plan for the academic project of the institution and are implementing the plan in alignment with the second goal of the IOP: 2016 – 2020. The 5 year plan informs the deliverables of the 2 year operational plan.

Our Vision in Goal 2 of the IOP: Learning and Teaching is:

“To provide opportunities for an excellent learning and teaching experience that is contextually responsive to the challenges of globalisation and of a society in transition, and which enhances the students’ capacities as change agents in the 21st century.”

In terms of the IOP 2016-2020, UWC will:

- *Shape the academic curriculum to support the development of twenty first century graduate attributes;*
- Promote enhanced learning opportunities through innovative use of emerging technologies;
- Develop an environment conducive to excellence in learning and teaching in

support of student success and retention;

- *Provide responsive and enabling academic programmes to enable graduates to equip themselves to meet twenty first century challenges,*

The priorities indicated in italics are those specifically relevant to the curriculum. The methodology followed was through intensive breakaway sessions, focus groups discussions, the development of Apex projects with respective drivers, task teams and a project charter etc. Each of the Apex projects flowing from the UWC Institutional Operating Plan and DVC Strategic Plan has the DVC Academic as the project sponsor, but the projects are implemented by the drivers and project/task teams. The projects are inclusive and stakeholder consultations are clearly indicated.

- c) **In response to the student protests in 2015 and 2016, what further changes have been made related to curriculum renewal and transformation? Why were they made and how? Who participated in deciding to make and then making the changes? How are the changes being received by various stakeholders? What effects are the changes having and how do you know?** It was not only in relation to the 2015 and 2016 protests that curriculum renewal and transformation have become key priorities. Two processes preceded this, namely the development of a vision paper that dealt with the “graduate in the 21st century”, followed by intensive consultation with various stakeholders, including students, to be included in the IOP. In addition we amended the Charter of Graduate Attributes and this amended Charter of Graduate Attributes was approved by Senate and Council in 2016. The graduate attributes relevant to transformation are:

- *Critical Citizenship and the Social Good:* A relationship and interaction with local and global communities and the environment: UWC graduates should be engaged, committed and accountable agents of social good. They must aspire to contribute to social justice and care, appreciative of the complexity of historical contexts and societal conditions through their roles as professionals and members of local and global communities. They should demonstrate leadership and responsibility with regard to environmental sustainability.
- *Ethically, Environmentally and Socially Aware and Active:* UWC graduates should be critical and responsible members of local, national, international and professional communities. They should also demonstrate a thorough knowledge of ethical, social, cultural and environmental issues relating to their disciplines and make courageous professional and leadership decisions in accordance with these principles.

The Director: Teaching and Learning, Prof Vivienne Bozalek, is leading a process of curriculum mapping to ensure that programmes are aligned to the Charter of

Graduate Attributes.

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

One of the largest undertakings in 2017 was to lead an academic engagement on the “(Re)creating an intellectual identity for UWC”, which includes “transformation and Africanisation of the curriculum”. This project was launched in January 2017, led by the DVC Academic with the assistance of a task team of eminent academics within the university, with input from students. This project include the issues pertinent to Africanisation and internationalisation of the curriculum and “internationalisation at home” as strategic thrusts within the bigger projects, that will enhance the embedding of the graduate attributes in the curriculum and co-curriculum. Underlying all these initiatives is social responsiveness and social justice. To date an inclusive process was followed, which included a series of on-campus “courageous café conversations” between the middle of May and end of August 2017. These conversations included academics, professional staff and students. Following the on-campus conversations, two sessions of courageous conversations were held with alumni in the Western Cape as well as the Eastern Cape.

Since community engagement is such an integral of the ethos of UWC, as well as the graduate attribute of being “locally and globally engaged citizens”, a two-day colloquium was held with the theme of “(Re)thinking/creating community engagement at UWC”, as part of the apex project. The objective of the CE Colloquium was to explore engagement at the University of the Western Cape in partnership with our stakeholders to encourage critical reflection and facilitate relevance within the South African context. The presentations, posters and discussions provided an opportunity to discuss innovation in engagement, within the context of: research, teaching, curriculum and community. Furthermore it was our intention at this event to showcase community engagement and examples of citizenry at UWC by staff, students and partners (Government, NGO and private sector). We created the opportunity as part of the process for a session on courageous conversations for distilling resolutions and principles for CE at UWC for the future. The colloquium provided the opportunity to critically engage with partners to enhance community engagement at UWC.

The DVC further contextualised the purpose of the colloquium as follows: “...we came to the conclusion through the courageous conversations that we cannot do what we intend to do as a university with a beautiful vision for 2030, as well as an Institutional Operating Plan, if we do not know what our identity is. And we came to this conclusion in light of trying to grapple with this issue, not only because students were talking about transformation of curriculum and decolonization etc. We took one step back and said that if we want to deal with the issues of transformation also at UWC... the way that we should engage is model where we integrate that engagement with our learning and teaching; we think about community, our communities, we think about curriculum, and we think about our communities when we think about research”. The colloquium was attended by 110

participants over the two days on the 30th & 31st of October 2017, which included alumni, students, community members and other stakeholders. The positioning of scholarly engagement and social justice and responsiveness were debated and principles for community engagement at UWC were drafted. The outcome of the conversations and the colloquium is currently being documented, with a view to establishing principles for curriculum renewal and transformation at UWC.

In the meantime, Faculties are grappling with the notion of “decolonisation” and transformation of the curriculum. At UWC staff members are taking debates around decolonising curricula and the institution very seriously. There have been a lot of different fora on campus, involving students and staff engaging in meaningful discussions and debates around decolonisation and transformation relating specifically to targeted disciplines. Faculties can provide a list the workshops, external speakers and topics discussed on this issue. Prof Rajendran Govender (from Faculty of Education) attended a Teaching and Learning Mathematics Community of Practice decolonisation seminar , which was held on 31 August 2017 at Mangosuthu University of Technology in 31 August 2017. At this seminar Prof. Loyiso Nongxa, Professor of Mathematics and Founding Director of the Wits Centre for Mathematical and Computational Sciences at the University of the Witwatersrand addressed the question whether South Africa should decolonize mathematics, and how it should be approached.

The Centre for Multilingualism and Diversity Research (CMDR) held two seminars, followed by a two day workshop for authors of the Bloomsbury book on decolonial pedagogies at Calders Hotel in Fish Hoek from 26-27 October. (Languages and Literacies in Higher Education: Reclaiming Voices from the South, edited by Z Bock and C Stroud.) Prof Lynn Mario de Souza from the University of São Paulo, Brazil offered two seminars on decoloniality, language and literacies. The seminars were jointly hosted by UWC (Centre for Multilingualism and Diversities Research, Linguistics and Directorate of Teaching and Learning) and Stellenbosch University (Department of General Linguistics) Seminar 1: Making (No-)Sense of the World: the ‘decolonial’ and ‘view from the South’ options”, was held on 24 October 2017 Seminar 2: A Peek from Below: Whose writing? Whose knowledge? Whose education?”, was held on 25 October 2017

(e) What unresolved challenges does the institution need to grapple with related to curriculum renewal and transformation?

Our biggest challenge is on arriving at a common understanding on some of the notions, such as “decolonisation”, “Africanisation” and how extracting curriculum principles that would lead us to drafting a curriculum renewal and transformation framework for UWC. Furthermore, since this is an inclusive process, we would be disinclined to provide quick answers for audit purposes, whilst the value of these engagements lies in the process as well as the eventual curriculum principles and framework. We will, therefore, be drafting the framework in 2018 and, once approved by Senate and Council, pilot three programmes and reflect on its success

or otherwise during the piloting phase. Exemplars provided in this submission would thus be based on previous approaches to curriculum and not in terms of a new curriculum renewal and transformation framework at UWC.

1.2 In about half a page each, describe 2 to 4 exemplars of successful curriculum renewal and transformation initiatives.

The exemplars mentioned under sections 2 and 4 are illustrations of successful curriculum renewal. However, this would have been prior to the current process that we have embarked upon and, therefore, we are unable to provide exemplars that will fit the yet-to-be-defined curriculum transformation renewal criteria and principles.

2. Diversity and inclusivity

(Suggested length: 5-10 pages)

Includes catering for students with diverse academic needs and abilities and life circumstances, ensuring inclusivity of all students regardless of demographic characteristics, countering bias towards, and alienation of, sections of the student population.

NOTE: This question relates to the formal curriculum (structure, content and implementation), not to activities that would typically be classified as student support and that take place outside of the formal curriculum.

2.1 In the past few years, what reform of the curriculum has your institution undertaken to cater for students with diverse academic needs, abilities, preferences and life circumstances? Which approaches have been successful and unsuccessful and what evidence is there for this? What role has the student voice played in developing, modifying or abandoning particular approaches?

Through foregrounding the goals of equity and redress, higher education in South Africa has attempted to shift from elitism and exclusivity to a more democratic and inclusive system focused on the promotion of social justice and human rights. Hence, it is expected of higher education institutions in the country to provide more inclusive learning environments. Further, the drive to broaden access to higher education and the realisation that all citizens have a right to lifelong learning today are core principles that are foundational to the creation of inclusive university environments. Equally important is the realisation that this requires re-orientating an institution's values to better align them with core democratic principles. The responses in this section are guided by these understandings of inclusivity. As underlined by recent student activism, Higher Education in South Africa faces a range of challenges around inequality and diversity and UWC has not been exempt from these challenges. The systemic legacies of our apartheid and colonial past that are structured around class, race, gender, sexuality, religion ethnicity and so on intersect with local and global challenges of health, food and water security, environmental degradation and so on to shape the futures of our students as well as

institutions of higher education. Rather than inducting students into a deeply problematic status quo, UWC aims to challenge legacies of inequality by making questions of social justice central to curricula through alignment of curricula with the Charter of Graduate Attributes, and more recently the Graduate Attributes for the 21st Century.

UWC has engaged with these issues in a variety of ways. On an institutional level a range of fora have been deployed to establish what kinds of diversities matter, through, for example, courageous conversations, the institutional diversity forum, and sexual harassment committees. These structures might not speak directly to the development of curricula, but they are a prerequisite for understanding student positionalities/needs that inform the development of socially relevant curricula.

On an institutional level, student voice is notably present in all institutional committees and the Senate. Here SRC representatives have engaged in robust debate around, amongst other things, proposed curriculum changes that come to Senate for approval and recommendation to Council. There have been many instances where SRC intervention has resulted in amendments to proposed curriculum and programme reform proposals, or at the very least, has resulted in demands for more robust research, reflection and benchmarking to be conducted before proposals are accepted. There is a history in the institution of critical engagement by the SRC at very high levels, and a history of SRC attention to every detail of institutional core business, including the curriculum. This engagement is valued, evidence of which is the lively and respectful spirit in which such debates proceed at committee and Senate level.

2.2 During the past few years, in what ways has the institution endeavoured to promote inclusivity of all students through curriculum? How has the student voice influenced these efforts? Which efforts have been successful and which have been unsuccessful and how do you know?

Broadly there is a huge emphasis on flexible teaching, learning and assessment to provide students with increased agency in terms of their engagement with curricula, for example, through massive increase in the use of Ikamva (our e-learning platform), and expansion in the ways in which Ikamva is used. It used to be used as a repository for readings, now it is increasingly being used in much more innovative ways. While there has been considerable success with innovative uses of this e-learning and teaching platform, there is still much room for improvement. Many academics remain reluctant to fully adopt this new technology, while others still use it to deposit lecture slides and reading materials. This remains an ongoing challenge, and one which the institution is aware of and is attempting to address at all levels.

There is also an increasing emphasis on formative methods of assessment that provide students with opportunities to improve their work. Continuous assessment, conducted throughout a module's duration, is expected to be strongly formative in its orientation. This is important as it allows students to build academic competence over a sustained period, and to receive feedback through formative assessment on their progress. Within the

institution, there is also a strong focus on re-thinking assessment principles, strategies and methods, and the growing number of cross-faculty workshops, colloquia and seminars attests to this.

One important forum for students to be heard is through our regular reviews of academic programmes, departments, centres and units. A crucial component of the review process involves interviewing groups of students (junior and senior undergraduate as well as students at all postgraduate levels) at the start of the process. These have proved invaluable in directing review panels' attention to issues related to teaching and learning, assessment and the curriculum, the organisation and management of teaching, research and community engagement. Confidentiality is ensured and students have not hesitated to express their dissatisfaction (and levels of satisfaction) with regard to their experiences in relation to particular departments, programmes and other units. This input, received as it is at the start of a review process, forms the foundation of explorations around the quality of the particular offerings and guides the formulation of recommendations to improve quality.

2.3 What approaches does the institution take to identify instances of bias and alienation related to the curriculum? How are these addressed?

At UWC we understand that a university education is a very high stakes endeavour, where students and their families have much to gain, but also potentially much to lose. Students carry the dreams of their families and communities with them. We do not wish for our students to feel alienated from the very system that was designed to serve them, and we desire that all students feel that UWC is a place for them, where they can feel that they belong, can be successful and thrive.

Having said that, we are sensitive to potential situations where students might feel 'othered' or stigmatised. A case in point is within the ECP programme where our concern is that students might feel stigmatised on the basis of being participants in a programme that is sometimes seen as 'lesser' than, and at a lower level than the mainstream programme. In our recent review of ECP, we actively explored this question with students, and found that in 4 out of 6 programmes, students did not regard this as an issue, but in two ECP programmes they did, and they reported encountering situations where some students and even staff treated them differently. This was most apparent in ECP models where during the foundation programme year/s ECP students joined mainstream students doing the same first year courses. However, students reported that once they had fully transitioned to the mainstream programme (at academic second year) they felt well integrated and not identifiable as having entered via a different route. As we conclude this review we will make recommendations regarding the specific courses where students felt stigmatised and in so doing call the attention of faculty staff to this challenge.

In summary, our routine and strategic review processes explore this challenge with students, and the regular course evaluations that students engage in also have the potential to highlight the extent of bias and alienation related to the curriculum,

2.4 What unresolved challenges does the institution need to grapple with related to promoting diversity and inclusivity in the curriculum?

With regard to inclusivity in relation to our ECP programmes (which serve to broaden access and promote lifelong learning through including RPL and older students), throughput remains a challenge. The ECP programmes were meant to improve success and throughput for those students who take them, but in fact completion has been delayed and attrition has been higher than in the mainstream programmes. We are currently engaged in an intensive review of all our ECP programmes, focusing specifically on their design and curriculum, in order to address this challenge and improve the quality of these programmes across all faculties.

With regard to disabled students, we are trying to improve our understanding of the curriculum and Teaching and Learning needs of UWC's disabled students, and have embarked on a research project involving the analysis of qualitative and quantitative data gathered from students and the university community at large. The results will feed into UWC policy and programmes that aim to support the learning needs of students with disabilities and enhance the opportunities for them to be successful in their studies. The study will enable UWC to collect additional baseline data from first-year students as well as returning and transferring undergraduate students with disabilities. Key questions probed in the research as it relates to curriculum centre around the provisions made for the provision of customised learning material, customised computer software, sign language interpretation, and T&L assistance from lectures, tutors, scribes and so on.

2.5 In about half a page each, describe 2 to 4 exemplars of curriculum initiatives that promote inclusivity of diverse students.

Two examples that follow foreground socially just curricula. These examples (recently recognised by National Excellence in Teaching and Learning Awards hosted by the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the Council on Higher Education (CHE)) are noteworthy precisely because of teachers' insistence that curricula must start with the lives of their students.

Dr Bradley Rink of the Department of Geography, Environmental Studies and Tourism, focuses on the movement and circulation of humans, non-human animals, objects, capital and information – on what he calls 'mobilities'. Positioned between the disciplines of geography and tourism, the concept of mobilities provides a unifying and rigorous theoretical terrain where these two disciplines meet. Dr Rink's teaching thus focuses on relational geographies, on bodies and how they "relate to each other in domestic versus public realms; why space matters; the role of memory and place". He uses emerging technologies to elicit information about the daily realities of his students' journeys between their homes and their classroom. These journeys become a central focus of the course requiring students to think about how our apartheid history of race and class has (and continues) to shape where they live, the ways they get to campus, how long their journey takes, and the kinds of social, economic, political and gendered challenges they confront on

these journeys. Instead of starting with theory, Dr Rink starts with the lived realities of the students in his class as the lens with which to critically evaluate the theory.

Privileging English in the academy involves marginalising the languages, cultures and prior knowledges of those who do not have English as a mother tongue. This is reflected in UWCs language policy and this allowed for the submission of a masters thesis in isiXhosa.

Critical awareness of ways in which language compromises student engagement with curricula has been central to the curriculum development of Profs Bassey Antia and Charlyn Dyers of the Department of Language and Communication Studies. Reflecting, several years ago, on why so few students chose to specialise in multilingualism at the post graduate level, Profs Antia and Dyers confronted the uncomfortable knowledge that their curricula – taught through the medium of English – was re-inscribing and reinforcing the very values and ideology they sought to deconstruct. In reorganising their module and curricula, Kaaps and Afrikaans now jostle alongside formal and informal isiXhosa as well as English to make multilingualism – and the material lived realities these languages embody – integral to their teaching. Profs Antia and Dyers have published on this and received invitations from around the globe to share their insights and won a national teaching and learning award.

A third example is UWC's ECP programmes. UWC has been offering Extended Curricula Programmes (ECP) programmes for a decade now, and these have been designed to address the needs of under-prepared students who may not have met minimum criteria for admission into Mainstream programmes. The University also has a robust RPL process, and students who successfully complete the RPL portfolio development one year non-credit bearing course are directed to the ECP programmes. In addition, students who have qualified for entry via age-exemption, and thus have been away from formal studies for some years, are also directed to the ECP programmes. These are offered in six faculties, namely Faculty of Arts, Community and health Science, Economic and Management Science, Law and Education. Various models have been offered, some of which allow for augmentation of mainstream modules with additional support, and others include specially designed preparatory courses focusing on discipline specific and generic skills and knowledge areas. In most cases, the extra time in the ECP programme is explicitly focused on fostering different pedagogy and different student learning outcomes. It is not merely spent doing the mainstream curriculum more slowly. Certainly in part the slower pace is intended to allow students more time to assimilate material but it also reduces the pressure to cover content, allowing for teaching that can be more responsive to the students' perceived needs.

An example of such a successful ECP course will be described here. In the Faculty of Science, all ECP students follow the interdisciplinary module Introduction to Science (ISC153). This module is only taken by students on the ECP and is a significant component of the curriculum, counting 50% of the first year credits. The course focuses explicitly on better supporting students' academic and social integration into the university and focuses

on the nature of science, the wider social, environmental and ethical dimensions of science, and on developing sorts of skills and practices required for success in undergraduate science studies. It aims to introduce students to a career in science without focusing on any particular discipline but rather on developing scientific thinking and five critical literacies necessary for success in science studies.

Working closely with discipline lecturers in Physics and Life Sciences, the module includes academic literacy (scientific reading and writing), quantitative literacy, information literacy, computer literacy and life skills training. Students also meet weekly in small groups with a facilitator from the UWC Centre for Student Support Services (CSSS) – these sessions focus on supporting students’ transition to higher education, and deal with issues of diversity and social integration, working in groups, stress management, time management, career planning and so on. Learning activities draw on science texts and examples from physics, life sciences and mathematics, and the critical literacy skills are all integrated under an overarching approach that uses the UWC Graduate Attributes as a framework.

The design of the ECP science courses drew on previous educational development work done in the UWC Science Faculty, which has a long history of innovation and commitment to undergraduate teaching and learning. The university as a whole has had a long-standing emphasis on academic development initiatives infused into the mainstream (see for example, Mehl, 1988; Walker & Badsha, 1993). This earlier academic development work included the development of computer-assisted learning by Mehl, a focus on students’ conceptual understanding (Linder & Hillhouse, 1996), the nature of science knowledge (Holtman, Marshall & Linder, 2004; Linder & Marshall, 1998) and tutor development (Linder, Leonard-McIntyre, Marshall & Nchodu, 1997). The design of the ECP courses also drew on current global trends in undergraduate science and mathematics education, where the traditional lecture format has been enriched by more extensive student engagement (for example, Mazur, 2009; Wieman and Perkins, 2005). Drawing on Tinto’s work on the importance of social integration (Tinto, 1997), the ECP courses are also structured around fostering learning communities.

3. Curriculum development capacity and quality

(Suggested length: 5-10 pages)

Includes capacity development and support in curriculum design, development and implementation and processes to assure quality of curriculum content and implementation (including teaching).

3.1 What approaches does your institution take to ensure that those responsible for curriculum design, development and implementation have the requisite skills, knowledge and attitudes and receive the support needed to ensure that the

curriculum is educationally sound, fit for purpose and aligned to the institution's values? Are there guidelines or policies at institutional or lower levels?

In order to give effective leadership in teaching and learning at UWC, and in response to the Teaching and Learning recommendations of the UWC HEQC audit of 2007, the newly appointed Deputy Vice Chancellor Academic in 2008 proposed infrastructural changes to promote teaching and learning at UWC. A Directorate of Teaching and Learning was established in 2008 to provide an overall central structure for the development and implementation of a Strategic Plan for Teaching and Learning and a Charter of UWC Graduate Attributes. Faculty teaching and learning committees were established, chaired by newly appointed Deputy Deans of Teaching and Learning. Faculty Teaching and Learning Specialists were also appointed to support teaching and learning in faculties. In 2016 6 out of the 7 faculties had deputy Deans. Faculty Teaching and Learning Committees reported to the newly established Senate Teaching and Learning Committee. The aim was to develop, implement and monitor faculty teaching and learning plans and to engage with issues identified as important for the improvement of teaching and learning. This infrastructural development saw the establishment of a campus wide framework with which to engage with complex processes of curriculum development, alignment and graduate attributes.

The UWC Strategic Plan on Teaching and Learning was developed simultaneously with UWC's Institutional Operational Plan (IOP) of 2010-2014. A new Strategic Plan was developed as part of the 2016-2020 IOP and built on the foundations of the first one. The UWC Charter of Graduate Attributes was revised in 2017 in the light of the requirements for the 21st Century graduates. The Strategic Plan on Teaching and Learning foregrounds the importance of curriculum development capacity and quality for the institution. Its focus on 'professionalising teaching through formal and informal education for academics'(Goal 2 of the Strategic Plan on Teaching and Learning) allows for institutional processes to be put in place to ensure that those responsible for curriculum design, development and implementation have the requisite skills, knowledge and attitudes and receive the support needed to do so. Goal 3 of the Strategic Plan 'Embedding graduate attributes into an aligned curriculum and plan, revise, establish and align academic programmes' further foregrounds the importance of engaging in curriculum planning and alignment for all academics, including those at senior levels.

As part of the Strategic Plan on Teaching and Learning a decision was made to focus on capacitating Chairpersons of Departments in curriculum development of their own courses. The intention was to enable them to lead processes of constructive alignment and mapping of their whole disciplinary or departmental curricula. To achieve this, institutional policy made provision for Chairpersons to attend residential three day workshops, held off-campus to enable them to engage with constructive alignment of the curriculum. These were hands-on workshops where Teaching and Learning Specialists worked closely with the Chairpersons on issues of constructive alignment

and mapping graduate attributes, assessment tasks, learning activities, concepts etc. in curricula documents. The retreats were made possible through SANTED funding which was devoted to developing the newly formed Directorate of Teaching and Learning, focusing on students' access and success. **Table 1.1 attached** shows the number of Chairpersons across faculties at UWC who participated in these workshops:

Table 1.1 Number of Chairpersons attending workshops in 2010/2011/12

These workshops were followed by intensive engagement with Chairpersons and members of their departments, who took part in further workshops to map their departmental curricula through constructive alignment. This process also focused on the embedding of UWC graduate attributes through mapping across the curriculum. Between 2010-2012, ninety-nine Chairpersons from the seven faculties at UWC attended these workshops and follow - up sessions with Teaching and Learning Specialists employed in the various faculties.

These initiatives were complemented, in 2010 until the present time, by three day Induction Retreats focusing on curriculum development and alignment for all new academic staff members and extended curricula teachers as part of their employment contracts. In these workshops, new academics are provided with hands-on opportunities to review curricula and align the concepts, students' needs, graduate attributes, learning outcomes, teaching activities, assessment tasks and evaluations of their courses and to get feedback on this from mentors and peers.

Table 1.2 attached indicates the number of new academics per faculty who have attended Induction Workshops since their inception to the current date.

Table 1.2 attached indicates the number of new academic staff members attending induction workshops in 2010/2011/2012/2013/2014/2015/2016/2017

In 2014 an additional short course Towards the Professionalisation of Teaching and Learning was developed for all new academics, along with policy that requires academics to attend the course in order to have their permanent appointments confirmed. The course provides space for teachers to reflect critically on their own curricula through the development of a Teaching and Learning portfolio.

The number of new academic staff members who this course in 2014/2015/2016/2017 are indicated in **Table 1.3 attached**. Table 1.3 Number of new academic staff members attending Towards Professional Development Short Course in 2014/2015/2016/2017

Institutional initiatives were complemented by regional collaborations. From 2014, for example, an inter-institutional Postgraduate Diploma in Teaching and Learning in Higher Education (PG Dip in T&L (HE)) was initiated by an inter-institutional collaboration between Stellenbosch University, UWC and CPUT. The programme

provides academics with in-depth opportunities for reflection on curriculum design, development and evaluation. In the first iteration of 2014-16, 40 participants including staff members from UWC, CPUT, SU and the University of Venda registered for the course. The PG Dip T&L in HE comprises of three core courses - Teaching and Learning in Higher Education, Assessment in Higher Education, Research to Enhance Teaching and Learning and several electives – ICTs for Teaching and Learning, Citizenship, Social Inclusion and Difference, Postgraduate Supervision, Academic Leadership and Management, and Work and Learning. The PG Dip T&L (HE) was offered again in 2016 and 2017 for 28 participants and is now going into its third iteration in 2018 & 2019 and will be coordinated by UWC. It is still jointly taught and coordinated across the three HEIs UWC, Stellenbosch University and CPUT. Fourteen UWC academics have participated in the programme thus far.

2009 also saw the Cape Higher Education Consortium (CHEC) courses regarding the Quality Enhancement for Teaching and Learning in Higher Education (QTHE). The QTHE courses were a novel Western Cape regional initiative taught by academic development staff from the four HEIs UCT, Stellenbosch University, UWC and CPUT, and offered to academics from all these institutions, as well as the regional chapter of UNISA. These courses aim to develop teaching, curriculum design and assessment through courses designed by expert facilitators from the four institutions in the Western Cape where academics had the opportunities to share experiences with peers from neighbouring institutions. Since 2009 a minimum of 4 and a maximum of 7 courses have been offered each year from the list below, with UWC staff members completing 177 courses.

- Designing learning with technologies
- Academic literacies for teaching and learning: supporting undergraduate students in acquiring and communicating knowledge assessment in HE
- Assessment in HE
- Citizenship, social difference and inclusion
- Developing a teaching portfolio
- Emerging technologies/Designing learning with technologies/ICTs
- Multimodal pedagogies and post-qualitative scholarship in HE T&L
- Research on teaching and learning
- Reviewing, revising and developing a curriculum/ Reflecting on curriculum transformation

- Service learning
- Teaching and learning
- Transforming tutorial programmes in higher education
- Working across transitions and boundaries between work/society and formal higher education
- Writing for publication in HE T&L

Table 1.4 below represent the Number of QTHE courses completed by the various HEIs in the Western Cape

HEIs	QTHE courses completed
US	81
UCT	48
UWC	177
CPUT	177
Other	27
Total	510

(Source: Wright (2017) CHEC Evaluator's Report)

The courses that have been very popular amongst UWC staff members were those Designing Learning with Technologies, Emerging Technologies to Improve Teaching and Learning, Curriculum Development, Teaching and Learning in Higher Education, Teaching and Learning in Higher Education, Research Proposal Development and Assessment in Higher Education.

Teaching and Learning Journal: The international journal of teaching and learning, Critical Studies in Teaching and Learning, which was launched in 2013. The journal is hosted on a free online platform, Open Journal Systems, and is supported by Allison Fullard in at the UWC Library where necessary. The editorial board comprises academics from UWC, CPUT, UJ, UCT, SU, UFS and the University of Central Queensland, Australia. Dr Sherran Clarence is the Managing Editor and Prof Vivienne Bozalek the current editor-in-chief. The journal's aims and scope indicate that CriSTaL is a peer-reviewed journal that publishes scholarly articles and essays that make marked contributions to the scholarship of teaching and learning in higher education. The Journal aims to provide a stimulating and challenging forum for contributors to describe, theorise and reflect on their teaching and learning practice,

including curriculum development and is particularly interested in contributions that have relevance to the South African educational context. The website address is <http://cristal.epubs.ac.za>.

The year 2014 marked the beginning of the requirement of a portfolio of Teaching and Learning for probation and promotion which was altered in UWC policy documentation and ratified by Senate and Council at the end of 2013 in order to incorporate an emphasis on Teaching and Learning. This meant that all new academic staff across faculties are now required to attend both an induction teaching and learning course and a short course on Towards Professionalisation of Teaching and Learning where they develop their teaching and learning portfolio for 14 weeks (as discussed above). These courses were coordinated by the Directorate developed and taught with Teaching and Learning Specialists and other academic development and educational staff at UWC.

In addition, under the leadership of the current DVC Academic, the promotion process was further streamlined and made more “nurturing”, with an aim to provide greater guidance on the different criteria to be complied with in terms of the policy. This meant that the criterion relating to enhancing excellence in learning and teaching was strengthened, complemented by a reward and recognition approach (guidelines) to recognise excellence in learning and teaching at an institutional level.

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

The quality of curriculum design, development and renewal is monitored and supported by academic reviews of programmes and departments organised and run by the Academic Planning Unit. An important initiative has been the inclusion of either a Deputy Dean of Teaching and Learning, or a Teaching and Learning Specialist or the Director of Teaching and Learning on all review panels. This has meant that Teaching and Learning issues, particularly those related to the Strategic Plan, are included in programme and departmental reviews and that there is follow up on recommendations emerging out of these reviews. Professional programmes have their curricula reviewed on a regular basis by their professional boards or councils. They are assisted with preparing for these reviews and with responding to recommendations for change.

Management of final assessment processes have been improved through the development of an online system that creates an historical record of final assessment papers and tasks, and approval of such papers and tasks by internal and external moderators as well as Departmental Chairpersons. Oversight of the appointment of external examiners as well as monitoring and evaluation of external moderators reports has been tightened up for exit level courses. The quality (and accessibility) of postgraduate theses has also been addressed through an online system that requires supervisors to sign off on the final electronic versions uploaded by postgraduate

students.

A policy, approved by Senate and Council in 2013, requires that that staff members on probation who hope to have their appointments confirmed and staff members applying for promotion must submit Teaching and Learning portfolios. These portfolios are also used for programme, department and institutional reviews, professional board accreditations, as well as Faculty and institutional teaching and learning awards.

Faculty and institutional teaching and learning awards have been used to search for suitable candidates to forward to the Council on Higher Education and Higher Education Teaching and Learning Association of Southern Africa (HELTASA) annual awards. Institutional policy around rewards and recognition has recently been reviewed and revised with a view to strengthening and aligning faculty and institutional processes. To date 7 UWC academics have received awards with another staff member receiving a commendation.

As outlined in the previous section there are a range of institutional processes that facilitate curriculum development and renewal. At the same time, while graduate attributes have been embedded into curricula, there are now new graduate attributes which were approved by Senate and Council in 2017. In order to embed these in curricula, the process of engaging academics on the ground and academic and faculty leadership will need to begin anew. Currently the Extended Curriculum Programmes (ECPs) are under review and the curricula in these programmes will need attention in the near future.

4. Participation in curriculum design and development

(Suggested length: 5-10 pages)

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

4.1 In what ways are students involved in the design, development, renewal and transformation of curriculum? Are there guidelines or policies at institutional or Faculty level?

Student involvement in curriculum design, development and renewal has recently been given considerable attention due to the #RhodesMustFall and #FeesMustFall campaigns. It has made academic staff and curriculum planners at UWC to become more responsive to who our students are, what their needs are and the relevance of bringing in situated contexts into not only the structure and content of the curriculum, but more importantly the delivery and teaching strategies used in the delivery. Although some of UWC's policies, guidelines and strategies do not explicitly outline

students' involvement in curriculum issues, certain areas in these documents implicitly allow for some involvement by students to influence the content, implementation and transformation of the curriculum.

For example:

- **UWC Assessment Policy:** refers to academic staff providing constructive feedback to students after every assessment tasks. In addition the policy refers to the explicit need for academic staff to provide ongoing formative feedback to students for improvement. This encourages students to engage with academic staff which in certain incidences has led to re-evaluating and re-thinking curriculum content and implementation.
- **UWC Teaching & Learning Policy:** makes reference to student evaluation of course offering be taken seriously. This is another area that academics has used as an effective way to change and transform their curriculum to be 'fit-for-purpose', taking into account who their students are, their learning needs, prior educational experiences and also local and international contexts.
- **UWC Graduate Attributes:** The institution's graduate attributes are embedded in the curriculum and informs the delivery, content and assessments planned in each module. Within the attributes there are six overlapping clusters of abilities and skills envisaged. Implementation of these clusters and the graduate attributes allows for students' voices to be heard. As a result of consciously working towards UWC's graduate attributes, academic staff and students are contributing to curriculum reform and transformation. The six clusters:
 - Inquiry-focused and knowledgeable, critically and relevantly literate;
 - Autonomous and collaborative;
 - Ethically, environmentally and socially aware and active;
 - Skilled communicators; and
 - Interpersonal flexibility and confidence to engage across difference.

The UWC Charter of Graduate Attributes, as amended, is attached hereto.

- **UWC's IOP 2016-2020: Goal 2 Learning & Teaching:** The key focus area 4 in goal 2 which refers to "Provide responsive and enabling academic programmes to enable graduates to equip themselves to meet 21st-century challenges", implies that UWC is committed to offering academic programmes that are contextually responsive, relevant and enabling. This involves an ongoing commitment to transforming the curriculum to privilege

intellectual engagement, and to challenge the dominance of particular voices and bodies of knowledge while exploring others. This focus area allows academics and curriculum planners to take into account the voices of their students and other stakeholders when designing their curriculums.

Examples of Student Involvement in curriculum development:

- **Nursing (CHS Faculty)**

A new Bachelor of Nursing and Midwifery programme was designed and developed in 2014, passed through Academic Planning and accredited by CHE, currently finalising accreditation by the South African Nursing Council for offering in 2020. The curriculum development team included full representation of undergraduate students, postgraduate students of the Masters in Nursing Education programme, as well as alumni. In terms of realignment and transformation of the curriculum - all modules are evaluated at the end of the semester and the student input is captured and analysed and used for programme improvement. Several staff and student research projects focus on curriculum offerings and are designed to inform curriculum and programme improvement. Students participate in institutional programme reviews such as the review of the ECP programme in October 2017.

- **Occupational therapy (CHS Faculty)**

In occupational therapy all modules are evaluated by students. The comments from all students are used to develop and redesign curriculum to accommodate student needs. There are no specific guidelines that we use in the process, however if changes are to be made then we follow the process advocated by the faculty and university assessment committee. The course evaluations submitted by students inform the development of these courses.

- **Physiotherapy (CHS Faculty)**

In Physiotherapy student evaluations are done at the end of each module to inform decision making for the next cohort. Staff members are also encouraged to regularly review their own curricula and to discuss potential for change during staff meetings, as well as the annual planning meeting.

Final year undergraduate Physiotherapy students as part of their research project, PHT404 Research Methods module, conducted studies with an emphasis on curriculum reform as part of the module. These included studies on digital literacy, peer learning, tutoring and mentoring, and rehabilitation of patients with amputation. The findings of their studies were used as feedback into the Physiotherapy curriculum content and delivery.

Student Involvement in curriculum discussions at Faculty level

In addition to academic staff involving students in their specific disciplines to contribute towards curriculum enhancement, many faculties also have faculty internal committees in which students are represented to provide input into the curriculum. For example: the faculty of Dentistry has a Dental Students' Faculty Council (DSFC) that has student representatives in all the Dentist faculty's committees; there are 2 student representatives on the Academic Programme committee at which curriculum matters are discussed and student's inputs are valued. Students also take part in the Curriculum review process of the faculty. In addition, students' module evaluations in all programmes are used to address and improve curriculum and module matters.

Currently UWC policies are being reviewed within the institution to make explicit the voices of students and local context in curriculum design, implementation and delivery, thus making it more inclusive and relevant to the new student intake.

4.2 In what ways do the voices of diverse stakeholders external to the university, such as employers, professional bodies and graduates, influence the development of curriculum? Are there guidelines or policies at institutional or other levels?

The guidelines with regard to external stakeholders influence in curriculum development reside in the faculties and also within departments in faculties. The external stakeholders in faculties and departments include professional bodies for particular disciplines with which graduates have to register before they can practice in their chosen careers, e.g. Health Professions Council of South Africa (HPCSA), Law Society of South Africa (LSSA), South African Council for Educators (SACE), South African Institution Professional Accountants (SAIPA) etc

Many of these professional bodies perform quality assurance through (5-yearly) accreditation visits. The accreditation panel consists of colleagues from other tertiary institutions, the profession and Governmental departments. Employers are consulted for some programmes but not all.

Examples of Stakeholders' involvement in curriculum development

In the Nursing Programme the following stakeholders have full participation in the design and development of the programme:

- Community Liaison Officer
- Community representative
- Representative from Department of Health
- Representative from City of Cape Town
- Representative from a CHC,

- Secondary and tertiary institution
- UWC Nursing graduates

In addition, the accreditation process feedback from the Health Professions Council of South Africa also informs curriculum development for the professional programmes.

External moderators also have an opportunity to engage and provide reasonable input to the curriculum. Examples are available should the need arise.

4.3 In about half a page each, describe 2 to 4 exemplars of curriculum initiatives that successfully incorporated the voices of a range of stakeholders, indicating how this was done and what was successful about it.

Exemplar 1: Voices of stakeholders to review the Digital Business Innovation module

A review and redesign of the Digital Business Innovation IFS 341 module curriculum in Information Systems was multi-focussed. The purpose was not only to grow the teaching of digital innovation in IS education, but to equip students to be employable within a digital world and more importantly, to instil a culture of innovation and deeper learning approaches within IS education, taking into account the new students entering the IS discipline at UWC. This process of curriculum reform and redesign was also intended to solve the mismatch between what is taught in formal education versus what is required by an innovative society, thereby allowing our colleagues in the IS department to equip our students to be confident to work in the IT field.

In this regard it was important to involve all stakeholders to have a voice in the design of the curriculum. The team consulted and collaborated with industry partners, IS practitioners and IS graduates and undergraduate IS students. Existing literature on curriculum transformation and IS education was also reviewed. Our focus was on the new student entering university combined with the understanding of the 21st century student to provide a curriculum that was current and inclusive. Together with all our stakeholders we investigate the impact of global industry trends in digital innovation on the IS curriculum; established the skills required for IS students to develop the competency to become digital business innovators and best strategies to deliver the curriculum. From our collaboration we produced eight design principles that assisted in a practical output or designed artefact in the form of a digital business innovation course for IS students.

For the results of the practical outputs, substantial evidence was acquired from students to serve as proof of the outcome of the course. The evaluations of and reflections on each iteration, provided evidence of what worked well and what could be improved upon. These findings were implemented in subsequent iterations to ensure a rigorously tested artefact. The results obtained from the projects

implemented within industry by the student teams were received very positively from the start.

Exemplar 2: Students as Primary stakeholders in Physiotherapy Professional Ethics module

During 2017 the PHT402 (Professional Ethics) module required that students suggest topics of interest to be covered formally in the module, which would be developed into the curriculum by the lecturer. Suggestions included an analysis of the #FeesMustFall movement, segregation, income inequality, institutional racism, and the ethical implications of all of these on society and health professions education. Students submitted an assessment task related to these topics so it had "official" recognition. Students were also required to set a personal learning outcome linked to ethical practice in the clinical context, in addition to the standard module outcomes. Students needed to determine a method of measurement and the definition of a standard against which they would measure themselves. They also had to award themselves a grade for the achievement of this learning outcome, which counted towards their continuous assessment mark (CAM).

Students were almost entirely responsible for providing feedback to each other during the course of the module. All assessment tasks required draft submissions which were evaluated by other students. In this way they not only learned how to engage critically with respect, but also to evaluate their own work based on standard setting against the work of others. These assessment tasks were usually text-based (i.e. writing) but several included an option for students to submit work in any creative format. Some used dance choreography to analyse addiction and disability, while some used art (video, paintings, etc.) to reflect on similar topics. The ability for them to express their understanding of a concept in a format of their choice was appreciated.

The above process was developed over a period of time during which the lecturer attended several workshops and seminars on the process of decolonising health professions education. This new way of delivering and transforming the PHT 402 curriculum was shared with other stakeholders and collaborators which included colleagues from other institutions, members of the local and international physiotherapy community called the Critical Physiotherapy Network, during the 2016 WCPT Congress in Cape Town. We were able to collaborate and make some modifications to the module, which provided not only a local but also an international perspective. Students found enormous value in being able to make choices that mattered about curriculum content and assessment.

Exemplar 3: Students as stakeholders – Gender Studies Module - WGS212.

In the Gender Studies module the lecturer in reimagining and transforming her curriculum had refocused her second year "Introduction to Gender Studies" course by positioning the lived experiences of the students in the course as central. The lecturer

changed her teaching approach in the delivery of the course, so instead of starting with theory she started with the lives of the students in the class, she starts of my getting to know her students prior to them entering her class, a google survey is sent out to all registered for the course. Questions asked includes their experiences of gender in their primary schools, how chores, subjects, sports, uniforms etc. are gendered, how expectations about gendered activities were policed, what happened if they broke the rules and so on. This allows the lecturer to do a basic (superficial) analysis of the results obtained which is then transformed and embedded in the curriculum. The practice examples used in the class which is linked to theory are those of the students in the class. Students identify with the concepts and theory as they see their own words, ideas, experiences in the lecturer's presentation. The lived experiences and diversity of these experiences allows for discussions and debates. The ways in which the students' experiences are contradictory brings about an awareness of differentiation - and that leads to discussion and input into the curriculum. The students make the links with the theory, to reflect on how the theory reflects their lives or not. So each week the lecturer would do a follow-up a google survey, analyse the results and structure the teaching around that, and get students to make the connections with the theory and they implicitly contribute to the reforming of the curriculum. This process in which students' lives are the fulcrum around which the curriculum pivots are exemplified in all sorts of spaces. So although the students might not be directly shaping the curriculum. but that teaching that takes into account students experiences is strongly shaping curriculum development, renewal, transformation, that the more we know about our students and their material lived realities the more we are able to take that into account when we develop curricula.

5. Any other comments