



**Quality Enhancement Project**  
**Institutional Submissions: Phase 2**  
**Due Date: 30 November 2017**

<b>Name of Institution</b>	UNIVERSITY OF JOHANNESBURG
<b>Contact Person</b>	Dr Kirti Menon ( <a href="mailto:kirtim@uj.ac.za">kirtim@uj.ac.za</a> )
<b>Date of submission</b>	30 November 2017

**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.*

**Introduction**

The University of Johannesburg (UJ) welcomes the opportunity offered through Phase 2 of the Quality Enhancement Project to reflect on the focus area of curriculum in teaching and learning, and on the institutional choices and experiences in this regard. We acknowledge the key role of curriculum in engagement with students and in the quality of the qualifications awarded by the institution. We acknowledge, too, that 'curriculum change is at the core of university transformation initiatives' (Higher Education Summit 2015). In this regard we have welcomed the opportunities created by the 2015 and 2016 student protests to build further on our earlier efforts to create curricula which speak to UJ's vision of 'An international University of choice, anchored in Africa, dynamically shaping the future', and of the 'pan-African centre for critical intellectual Inquiry'.

**Process**

To ensure adequate institutional engagement with the challenge posed by the CHE, a QEP Project Plan was developed and approved by the Management Executive Committee (MEC), Senate Teaching and Learning Committee (STLC), SENEX and Senate. A QEP Task Team with representative membership was established, and at its first meeting a writer for each focus area was nominated, who worked with relevant stakeholders from across the institution to produce an initial draft of each section of the report. The full draft report was compiled by an institutional writer and reviewed by the QEP task Team. The report was then considered by the STLC, MEC, SENEX and finally Senate, for approval, prior to being submitted to the CHE.

UJ is structured with the following seven Faculties: The Faculty of Art Design and Architecture (FADA), the Faculty of Engineering and the Built Environment (FEBE), and the Faculties of Science, Health Sciences, Law, Education and Humanities. As of July 1<sup>st</sup> 2017, the former Faculties of Management, and

of Economic and Financial Sciences, were merged to form the College of Business and Economics (CBE). Given that this report is largely retrospective, the names of the two faculties prior to this merger will be used, as appropriate.

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

### **1.1 Curriculum renewal within the context of UJ's strategic planning**

Central to the University's mission statement of "Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge" lies the quality of its programmes and a commitment to offering academic programmes that have international recognition as well as national legitimacy, credibility and well understood academic, professional and career-orientated outcomes. UJ ensures that its qualifications are continuously refreshed, revised and renewed. There is a conscious focus on the need to respond to student concerns. All programmes are benchmarked against similar programmes and academics ensure that content is in line with developments within the discipline fields; reviewed as per the University cycle of reviews and compliant with the regulatory requirements. In addition there is strong drive to meet and exceed the norms and standards expected by the University's various stakeholders.

The importance of curriculum is foregrounded in the institutional Strategic Objective Two as follows: "Excellence in Teaching and Learning (T&L) – will be achieved through .... offering intellectually rigorous curricula which respond innovatively to the challenges of the 21<sup>st</sup> century ...." This goal is spelled out further in the Guidelines for Curriculum Transformation: curricula will be "grounded in the wider positioning of the University as "The Pan-African" Centre for Critical Intellectual Inquiry, with the primary goal of achieving global excellence and stature".

UJ's approach to curriculum is clarified in more detail by means of two principles from the Teaching and Learning Strategy 2014-2020:

*"Principle 4. Planning for new programmes, the ongoing development of curricula and decisions around teaching and learning practice and innovation will be based on qualitative and quantitative evidence, and will be informed by comprehensive learning analytics and output from Scholarship of Teaching and Learning research.*

*Principle 5. Curricula and teaching and learning practices will capitalize on UJ's advantageous location in the Johannesburg metropolitan area, within its broader African context, and promote engagement with a wide range of stakeholders and communities in programme-appropriate ways. Curricula and pedagogies will also capitalize on UJ's growing stature as a technology- and research-focused institution."*

The implementation of these two principles is then mapped out in detail in the UJ Teaching and Learning Strategy, under the encompassing *Theme 1: Intellectually rigorous curricula which respond innovatively to the challenges of the 21st century.*

Subsequent to the approval of the Teaching and Learning Strategy in 2014, and in the context of calls for curriculum transformation and decolonisation, UJ has developed and approved 'Guidelines for Curriculum Transformation' (2016). These will be further discussed below.

## 1.2 Curriculum renewal and transformation at UJ

UJ has a long history of curriculum renewal and transformation. The substantial review and alignment of curricula after the university merger in 2005 was followed by serious engagement with the HEQSF alignment process. This was accompanied and is being taken forward by an ongoing cycle of programme and module quality reviews, which often result in curriculum renewal. In addition, departments have reviewed and renewed curricula on an ongoing basis, in terms of disciplinary developments, changing professional requirements, and changing student demographics.

While support and leadership for these processes within the ambit of UJ's pan-African vision is provided by MEC, curriculum development and review is a Faculty-based academic activity, in which Deans are encouraged to involve Heads of Departments, teaching staff and students as widely as possible.

- 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?*

## 1.3 Thinking and theorization at UJ about curriculum renewal and development

At UJ curriculum development initiatives are informed by:

- The South African Outcomes Based Educational Framework (OBE) and associated principles of constructive alignment to ensure that curricula are both vertically (alignment of modules outcomes to programme purpose) and horizontally aligned (alignment of learning outcomes to learning tasks and assessment criteria).
- Insights gleaned from the Sociologists of Education like Muller (2009) and Shay (2013) whose work is rooted in social realism and who specifically explore knowledge structures in comprehensive universities. Such work offers ways of understanding the differentiated pathways for degree and diploma students. This work also provides a heuristic to understand how knowledge is structured in disciplines and the implications of this for the framing, sequencing and pacing of knowledge areas within curricula.
- The above is complemented by the institutional teaching and learning philosophy, which advocates a shift in emphasis towards facilitating students' becoming fully fledged members of a disciplinary community and towards 'learning-to-be' (Amory et al 2008). This shift in emphasis has entailed a move away from a primary concern with the transmission of facts and the acquisition of skills to a focus on a more holistic understanding of disciplinary knowledge domains. The central argument here is that students need to be prepared for a complex, fast-changing future, requiring different types of learning from that frequently found in traditional classrooms. In the context of the University of Johannesburg, for example, Amory et al (2008), following Barnett (2000) and Barnett and Coate (2005), and Bruner (in Candy 1991), argue that in an unstable world of 'supercomplexity' students need to 'learn to be' rather than to 'learn about'. They contend that while university students need to learn facts, concepts and procedures, this in itself is insufficient. In order to 'see' the world as specific knowledge practitioners, they should learn the practices of the knowledge domain (discipline or profession) which includes the principles, dispositions, attributes, competencies, activities, skills, procedures and values of the knowledge domain. This type of learning also requires how best to utilise the conceptual frameworks to identify and solve problems (Amory et al 2008, 4).

The numerous curriculum workshops run by the Centre for Academic Staff development are based on this holistic framework, which may be more or less salient depending on the context and on the needs of the participants. The general response to this framework has been positive, with staff coming to understand the need for a holistic approach to curriculum, which for instance enables them to articulate the desired graduate outcomes as a starting point for curriculum development.

#### **1.4 Curriculum review initiatives undertaken during the past few years<sup>1</sup>**

1.4.1 UJ's interest in, and approaches to curriculum, derive not least from its founding through an institutional merger, which brought together a traditional university and a technikon. As a comprehensive university, UJ now delivers programmes of three types: namely career and occupation specific qualifications; professional qualifications; and general formative qualifications. Through the merger, too, UJ inherited two rather different approaches to curriculum development, not least in terms of the different types of qualifications offered (degrees and diplomas). Also an outcome of the merger was the SANTED curriculum project which, in partnership with NMMU, sought to develop clarification of how knowledge works differently in the degrees and diplomas offered in comprehensive institutions, and which built further expertise in curriculum. [curriculum structure, content]

1.4.2 More recently, professional faculties such as Health Sciences, FADA, FoM, FEFs and FEBE have begun to rearticulate many of their diplomas into degrees – thereby drawing on the knowledge generated by the SANTED project. These new curricula were introduced, in part to satisfy requirements of the professional bodies, in part due to market demand. In the Faculty of Health Sciences, the first cohort of the revised qualifications has yet to graduate, and hence it is too early to assess the success or otherwise of this initiative. The Faculty anticipates, in due course, receiving such information through the Regulatory Boards of the various medical 'industries'. On the other hand the Faculty of Art Design and Architecture already considers this initiative to be a success, in terms of an increase in APS scores of incoming students, as well as better throughput, success and graduation rates. Across all faculties, diplomas, advanced diplomas in new and current fields have also been introduced. [curriculum structure, content]

1.4.3 The introduction of the HEQSF in 2009 provided a further impetus to the University to review programmes and commence with an alignment process. The alignment of existing qualifications to the requirements of the HEQSF permitted for a rearticulation and reimagining of the University's programmes to allow for new curricula with relevant, updated and responsive content, and new and fresh approaches to delivery and assessment. [curriculum structure, content, implementation]

1.4.4 UJ has a history of seeking to produce graduates who are equipped, in a variety of ways, to respond to the needs of their South African context. As spelled out in the first (2009) Teaching and Learning Strategy, "Teaching and learning within an academic programme encourages students to reflect on and prepares themselves for an active citizenship role in society, in which they embody and display the constitutional values in their interaction with other citizens." An immediate contribution to this

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<sup>1</sup> We note the CHE's request that, where possible, the report be structured in terms of curriculum structure, curriculum content and curriculum implementation. Given the considerable overlaps in this criterion, the specific focus is specified at the end of each paragraph or section.

end was the requirement that, from 2011, a module on Citizenship, Democracy and Ethics was to be included in all undergraduate programmes. This module took various forms across the faculties: in some faculties this was a discrete module; in others content was integrated into existing modules; in others, finally, online units were developed. The 'Active Citizenship' module developed by the Humanities Faculty has been regularly updated and recently became the first fully online module. In FADA, students regularly participate in a curriculum integration project in line with UJ's HIV/AIDS strategy, where they design spatial interventions that could be used to heighten awareness of HIV and AIDS issues. All of this has, over the years, contributed to building an ethos of active citizenship among the UJ student body (confirmed by growing engagement in Community Engagement initiatives). Students are strongly encouraged to engage with local communities and issues through the various Service Learning curriculum components. For instance, the Faculty of Education requires B Ed Senior and FET phase students, and PGCE students, to work with school learners and reflect on their learning; the Faculty of Law has a compulsory final year Applied Legal Skills module, where students work under supervision in the Legal Aid Offices and advise actual clients. The Faculty of Management includes service learning in the study and application of Entrepreneurship on the Soweto campus. A very successful example is FADA's Green Week (see Par. 1.5.1 below). [curriculum content]

1.4.5 Ongoing impetus for curriculum renewal and transformation is provided by the regular module evaluations by students, and by the cycle of programme reviews facilitated by the former Unit for Quality Promotion (now integrated into the Centre for Academic Planning and Quality Promotion (CAPQP)) in line with the *UJ Quality Promotion Policy* and the *UJ Quality Promotion Plan*. These programme reviews involve a panel of external experts (including a curriculum expert) and an extensive self-evaluation report. The findings of these reviews, which focus on the core areas of curriculum, teaching and learning and assessment, are considered by Faculty Boards and finally submitted to STLC for consideration of the reports and the improvement plans. Consolidated annual reports of all programme reviews undertaken in each year are presented to STLC, and identify common focus areas for improvement. Thus, the Centre for Academic Staff Development and Centre for Academic Technologies are able to align their work with the outcomes of these reports to ensure that areas requiring development are addressed. [curriculum structure, content, implementation]

1.4.6 Scholarship of teaching and learning (SoTL) is another core area in which curriculum reinvigoration is being investigated and promoted. Since 2014 the incumbent of the UJ Chair of Teaching and Learning, Professor Brenda Leibowitz, has been spearheading active research into critical areas of engagement, including curriculum. Such research allows for self-reflective adjustments to current practice, and prefigures future strategies. Her 'SoTL @UJ: Towards socially just pedagogies' project comprises seminars and a blog aimed at supporting the development of socially just and contextually relevant curricula. In 2017 UJ hosted the first SoTL in the South conference and launched a SoTL in the South Journal, providing UJ staff with opportunities to share their insights and expertise in curriculum through scholarly work located specifically in 'Southern' contexts and addressing 'Southern' challenges. [curriculum structure, content, implementation]

1.4.7 Over the past years there has been an ongoing process of review and updating of existing programmes, and the development of new qualifications, at both undergraduate and specifically postgraduate level. New qualifications have been introduced as disciplines develop, as professional and industry requirements evolve, and as new niche areas become visible. New qualifications have included higher degrees in emerging disciplines (often professional disciplines): for instance, in the

Faculty of Health Sciences, in some fields the highest qualification was a NDip (Emergency Medical Care, Podiatry), in others there were MTech qualifications (Chiropractic, Homeopathy); recently submissions have been made for approval of a PhD in all of these fields. Similarly, proposals for Advanced Diplomas in Applied Chemistry, Food Technology and Biotechnology are awaiting final approval by the CHE. These will allow students from these disciplines access to postgraduate training in future Bachelors, Honours, Master's and Doctoral qualifications. A Postgraduate Diploma in Research Supervision, a unique qualification, is currently awaiting accreditation. Inter- or multidisciplinary qualifications include a Master of Science in Water Supply, Sanitation and Management, and a Master of Sustainable Energy, both awaiting accreditation; and a Master of Science in Water and Sanitation, currently going through internal approval processes. A few qualifications are offered in conjunction with a partner university, at times international (eg a Master of Foundry Engineering – an International joint programme with the Technische Universität (TU) Bergakademie Freiberg in Germany.) An MSc degree in Nanoscience marks the introduction of a new system of collaboration between universities where four South African universities are simultaneously presenting the same Master's degree.

A large number of Short Learning / Continuing Education Programmes have been developed in response to arising continuing education needs in industries and the professions (Faculties of Management and of Financial and Economic Sciences<sup>2</sup>, Education, Health Sciences). The Senate minutes offer evidence of these ongoing curricular developments and the approval thereof. [curriculum structure, content]

1.4.8 The University recognises that it needs to continue the focus on clear measures of the effectiveness of the degree or nature of the changes implemented to ensure that the most effective means through which meaningful change may be achieved are selected and implemented. At the same time, it should be noted that UJ graduates are generally well received by industry, with the vast majority finding employment within one year of graduating; this points to the general good quality of UJ curricula. Similarly, the number of applications for study at UJ, which serves as a useful proxy for student satisfaction, continues to rise. UJ is a university of choice for students.

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?*

## **1.5 Transformation and curriculum at UJ: two major initiatives**

In the context of the #FeesMustFall student protests, two major curricular initiatives have emerged at UJ, both of which, each in its own way, is taking forward transformation. However the underlying thinking and reasoning differs substantially, as does the extent of student involvement.

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<sup>2</sup> As of July 1<sup>st</sup> 2017, the Faculties of Management, and of Economic and Financial Sciences, were merged to form the College of Business and Economics (CBE). Given that this report is largely retrospective, the names of the two faculties prior to this merger will be used, as appropriate.

### 1.5.1 Decolonisation of the curriculum

Running in tandem with the final stages of the alignment project, came the 2015 / 2016 calls to decolonise and / or Africanise the University, and especially its curricula. The institution's response was led by the MEC, but received strong support from across the institution, including Senate and Council. As a result, the University continued its active engagements with deep penetrating questions of curriculum renewal, in the context of its pan-African vision, and responded to the leverage points provided by the demands for decolonisation.

A Senate Ad Hoc Task Team was established in 2015, with the brief "to initiate and guide institutional effort as well as establish a platform where staff and students could analyse and discuss pertinent issues with regards to this subject". During 2016 this Task Team organised five seminars, one workshop and a Thought Leadership Dialogue engagement in collaboration with the Mail and Guardian focusing on the deep questions of engaging with the decolonisation project. Seminar themes were as follows: "What do we mean by decolonisation of knowledge? What are its implications for higher education?"; "Decolonising the curriculum, Teaching and learning at UJ"; "Implications for teaching and learning: What do we learn from experience, from best practice and how do we go forward?"; and "What is the relationship between social justice and the decolonisation of knowledge?" The workshop, with the theme: "The principles of teaching and learning in the context of decolonisation of the curriculum", attracted over 60 academics representing their faculties. The focus was on pedagogical and epistemological concerns linked to the curriculum. The objectives were to share experiences, understand challenges and concerns, and develop a set of guiding principles and values to underpin our academic endeavour.

*Guidelines for Curriculum Transformation* were developed by the Academic Planning Unit (APU)<sup>3</sup> in consultation with academics, circulated for discussion in faculties and approved in 2016 by the STLC. They require that academics interrogate "underlying assumptions, values, principles, absolute truths, epistemologies and pedagogies". The Guidelines include the following Standards:

- *Academic Leadership: Faculties and academics must own the project of decolonising the curriculum;*
- *Transparency: Being open to interrogation of the curriculum and how it is constructed;*
- *Access: Recognising the need of epistemological access for students;*
- *Context: Movement away from monolithic perspectives and locating curriculum, teaching and learning in the context of Africa;*
- *Critical review: Using peer and other forms of review and student inputs to facilitate curriculum changes;*
- *Curriculum reform: Initiate and reflect on the existing curricula with a view to locating and acknowledging knowledge from marginalized knowledge systems*
- *Process: Recognizing that decolonising the curriculum is not a destination but an ongoing process.*

These standards provide a framework against which curriculum review and renewal is conducted in each Faculty. The *Guidelines* have recently been complemented by the *UJ Charter on Decolonisation*, which was developed following broad consultation with the academic and university

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<sup>3</sup> In May 2017, APU and UQP were merged and established as the Centre for Academic Planning and Quality Promotion.

community and stakeholders and approved by Senate in June 2017. This serves to establish the basis for a shared understanding of decolonisation, as an essential contribution to our pan-African vision and agenda, and sets out the associated values and principles. In 2016, UJ collectively developed a *Statement on Fee-Free and Decolonised Higher Education*. This statement signaled importantly the following:

*“We commit our university to transformation and decolonised education, which we regard as a holistic process that requires the participation of all our stakeholders. The challenge to colonial constructs of knowledge, systems and structures that make up our university is being addressed. We recognise that we are a University rooted in Africa and that our crafting of the institution and contributions to knowledge must take cognisance of our need to use this moment as a window of great opportunity. We will strive to reinvent and reconstruct our programmes, curricula, research and international collaboration in ways that mirror our vision as a Pan-African University. We are ‘living in the moment’ as we interrogate what it means to be an African University.”*

During 2015 and 2016, these curriculum activities were the focus of the activities of all academic units, and the development of transformation strategies and curriculum reform initiatives bear testimony to this. Student participation in these initiatives within the faculties, and through the SRC, has been ongoing. Discussions around the decolonisation of the curriculum make it clear that faculties have engaged with the meaning and effect it could have on the manner in which they teach, the outcomes they achieve, the assessments they conduct and the all-round pedagogies employed. (See Exemplars for examples)

In 2017, decolonisation continues to be a key focus area in the University’s strategy, and contributes to its giving expression to the mission and vision to which it is committed. Each faculty has responded to the decolonisation drive; has engaged its staff, students and management in conversations around decolonisation; and has explored how the decolonisation project could be implemented and operationalised. The process was inclusive and interactive and resulted in a set of cooperatively negotiated steps which allowed the decolonisation project to express its presence in its classroom and other activities. A reporting template was developed in the latter part of 2016, to enable the University to track and report on developments in relation to decolonisation. Faculties are required to report bi-annually (May and October) on progress made in the faculties. The transformation drive is now present in each Faculty Board’s activities, and in amendments to the structure and content of the curriculum. Some of these have already been implemented, some are planned for implementation in the latter half of 2017, and 2018, and some are evidenced in the pedagogical interventions and appropriate engagements and outputs.

Decolonisation initiatives in the faculties have included concerted and on the whole successful attempts to ensure student engagement. Students participated in the various seminars and contributed to discussions. Given that issues are often very discipline-specific, Faculties instituted their own forums or discussions to engage students. At the last Senate Teaching and Learning Committee meeting, each Dean was required to report on engagement with students in their Faculty. Student involvement was also confirmed in the recent UJ *Teaching supported by technology* survey. The Faculty of Law, for instance, noted that their attempts to visibly engage their students had been positively received. The Faculty of Health Sciences has instituted a student seminar, resulting in a new compulsory module ‘The social determinants of health’. The Centre for Academic Planning and Quality Promotion undertakes an evaluation of faculty inputs on curriculum renewal and teaching and



learning practices. Reports based on inputs are presented to MEC, STLC, SENEX, Senate and the UJ Council. Where required constructive feedback is provided to the faculties and interventions suggested if required.

An interesting example is the evolution of FADA's Green Week into Tlhakantsha Collaboration Week 2017, designated by students as T-Week. Tlhakantsha means to 'make happen', or 'to put together' and the term was chosen to echo how Johannesburg's 6 million plus residents make, work and live together in this complex city. From February 24 – March 3, 230 third year students were divided into 33 interdisciplinary groups and collaboratively were tasked to explore "What makes FADA?" and how to improve on "FADA-ship". Three sub-themes included: Design of decolonisation of FADA; Spatial design of/around FADA; and Resilience in design FADA. In the brief it was highlighted that, "*In an age where design has been commoditised to an extent that its value is often only seen in relationship to the 'product', a focus on the importance and value of the thinking and reflective processes within design are more imperative than ever.*" The theme enabled students to actively question and engage with FADA's current identity and to present design-based solutions to help encourage the faculty to better reflect the diversity of its student body. [curriculum content, implementation]

In line with UJ's commitment to living its intention of being a truly African university rooted in the pan-African vision, a new online module entitled *African Insights* (see Exemplar 1.1 below) was introduced. The module, which is currently being rolled out in pilot phase in 2017, will become compulsory for all first-year students in 2018; it will introduce students to some of the most important insights into Africa captured in key texts written by Africans in the twentieth and twenty-first centuries.

Committee structures have also been amended to ensure good governance and to obtain a wider variety of more representative inputs into key issues. Thus, the Senate Teaching and Learning Committee, SENEX and Senate have had broadened constituencies and, at Faculty level, the Teaching and Learning Committees have been reconstituted or constituted in line with the transformation and decolonisation agenda. Task teams have been instituted in a number of Faculties, and in the Library. Care has also been taken to keep stakeholders well informed, not least through regular progress updates to Senex, Senate and Council. The Management Executive Committee Academic (MECA) ensures that there is a common vision of the academic, teaching and learning project at the University.

With regards to impact, while these are still early days, there is consensus that the UJ community has emerged from these engagements revitalised and eager to continue talking and engaging.

Please see Exemplars 1.2, 1.3 and 1.4 for examples of Faculty processes and achievements. At the same time, however, as stated in Principle 7 of the Curriculum Guidelines, "decolonising the curriculum is not a destination but an ongoing process", and while good process has been made, this work will continue into the foreseeable future.

### **1.5.2 The introduction of fully online learning**

The #FeesMustFall protests also included demands for making university study available for all who qualify; yet the study places available for face-to-face tuition at the existing universities simply do not offer this capacity. UJ is well aware of this quandary, given the annual 120 000 applications for its 11 000 places for first year students. Hence UJ's decision that, by means of fully online programmes,

we will broaden access without a limit to a specified range of programmes, and also accommodate students who are not able to attend full-time contact learning classes. This is in line with the Ministerial goal to increase access to higher education through the considered application of distance education. At the same time UJ is well aware of the additional benefits that may accrue to the university, through an additional revenue stream. This revenue stream is ploughed back into ensuring high quality teaching and learning.

In 2016 the University approved the *UJ Online Policy Framework* and in 2017 the *UJ Distance Education Policy* in 2017. In 2017, the UJ Policy for Materials Development for Online and Blended Learning was developed and is in the process of going through the approvals route. These policy documents ensure that the programmes offered via Contact and Distance offer the same quality experience and equivalence of provision. The University has developed processes and procedures aligned to its core teaching and learning activities. In order to ensure the effective and efficient implementation of distance education, the University has established the UJ Online Steering Committee to oversee these processes from inception to offering programmes.

The fully online system will offer students considerable flexibility, by means of the Carousel system, whereby modules will be available at regular intervals, and students will be able to register for as few or as many as they can accommodate. Applicants will be alerted upfront to the compulsory technical requirements for fully online study, which will allow them to be fully independent of the campus, while still giving access to the Library and other support functions.

Registration has opened for the first fully online programmes (programmes at coursework Master's level) during the second half of 2017; however, CHE accreditation of certain programmes for fully online delivery is still awaited.

Fully online learning clearly has curricular implications, as it cannot be a matter of simply placing existing modules and programmes on line. Fully online curricula have the potential to change the student experience positively in a number of ways:

- varied modes of delivery of course material (synchronous or asynchronous; video or audio),
- flexible learning (own time, space and pace);
- virtual communication (email, live chats and online forums; increased peer interaction);
- feedback and interaction (continuous assessment; opportunity for immediate online results);
- availability of learning material that are less textbook focused, more varied and recent (visual, auditory and written learning artefacts; simulations and gaming; development of digital citizenship, and transliteracies i.e. skills to work on various platforms);
- an opportunity for an enhanced learner-centred approach (educators to become facilitators of learning and not mere distributors of content);
- increased opportunities for collaboration, co-learning and co-construction of knowledge;
- well-developed, attractive and interactive learning material and spaces (there is evidence that students' interest is maintained and that more efficient learning takes place);` and
- opportunities for learning skills over facts (skill-building through authentic tasks).

In the online environment the teaching-learning experience is enhanced through collaboration among facilitators from varied contexts across disciplines and institutions. Support in this regard is available through the Centre for Academic Technologies (CAT), where experts in infusing technology into teaching and learning will support academics in conceptualising modules for online

delivery, in addition to resolving technical aspects related to the online platform. [curriculum structure, implementation]

(It should be noted that during this period UJ has also made substantial progress with regard to blended learning. This initiative seeks to respond to the needs of current students, both in terms of their familiarity with technology, and in terms of greater flexibility and overcoming the challenges that many experience in terms of the need to come to campus daily, to attend lectures during day-time etc. UJ staff have therefore greatly enhanced the use of technology to facilitate and enrich the learning experience. This initiative will be reported on in Section 2.4.1 below.)

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

Given that UJ is already responding with vigour to the student-led demands for curriculum renewal and transformation, the institution intends continuing on the initiated tracks, both in relation to the decolonisation of the curriculum (including the SOTL in the South initiative), critical review and evaluation of all learning programmes, and the introduction of online programmes.

The SOTL @ UJ: Towards a Socially Just Pedagogy seminar series and blog, SOTL in the South biannual conference, and SOTL in the South journal, will continue to promote the scholarship of teaching and learning, with an emphasis on social justice and appropriateness in the global South. These three initiatives are ongoing, and it is hoped that they will further promote a reflective and scholarly approach to teaching, as well as a willingness to innovate and transform. This should find its way into a reflective, transformative, innovative and scholarly approaches towards the curriculum at UJ. It should supplement the more managerial approaches that are utilized to encourage decolonisation at the university.

Considerable growth is planned for the coming two years with regard to the fully online delivery of curricula. The intention is to roll out a combination of up to 20 qualifications including Master's, Honours, Bachelor's, Advanced Diplomas, Postgraduate Diplomas and Diplomas. These qualifications will be available in fully online mode only.

Continued attention will be paid to ensuring excellent staff capacity in online delivery of modules. Staff have responded with enthusiasm to the numerous introductory workshops available, and will continue to develop their capacity in online delivery and blended learning at more advanced levels over the next few years.

Within this broader context, the Vice-Chancellor Designate, Professor Tshilidzi Marwala, who will assume office on January 1<sup>st</sup> 2018, has indicated that he intends committing UJ to embracing fully the Fourth Industrial Revolution. This digital revolution of the past 50 years has been characterized by an unprecedented speed of breakthroughs, disruption of almost every industry, and its potential to transform systems of production, management and governance. Its impact on curricula (structure, content and implementation) will be massive and cannot not yet be adequately understood. Clearly, the digital revolution will require ongoing engagement for the foreseeable future, which has already commenced and which will provide the framework for further developments in the next two years. He has provoked discussion within the University on what qualifications, programmes and curriculum development will be required for our students in the context of our rapidly changing society.

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

The University is fully committed to the transformation of curricula. However professional faculties have indicated that the accreditation requirements of some professional bodies may pose serious challenges in this regard. Professional programmes tend to be highly regulated, often with considerable congestion of the curriculum ensuing. Faculties may be challenged as to how to infuse the new ideas emerging through the decolonisation initiative while still satisfying stringent accreditation requirements. For instance, in the Faculty of Law, the Law Society is less concerned with matters pertaining to transformation of the curriculum, but rather focuses on practical aspects and competencies that will allow students to find work and cope with being legal professionals. This has resulted in the recent review of the LLB curriculum raising some challenges in this regard. Overall, accreditation visits are being experienced as increasingly onerous and decidedly costly.

A further challenge relates to the structure of first year curricula, which presuppose that students have made an informed choice as to the programme for which they have registered. This is unfortunately often not the case, given the lack of career guidance at school level and the determination of students to obtain a study place – in any programme, if need be. First year curricula are largely structured in an exclusive manner, which makes it impossible for students who have made an inappropriate choice, or who are not performing well, to migrate to another programme without generally losing a full year of study time. The University does provide counselling and career advice to students. Such exclusivity does not cater well for our current student intake. This was already raised by the Teaching and Learning Strategy, which proposed that we should “initiate discussion around the possible introduction of generic first- semester programmes in selected faculties, which would facilitate the subsequent placement of well-informed entrants in specialized programmes.” This challenge is being debated within the university and should be seen within an ongoing need to make curricula more flexible and less prescriptive, for instance by relaxing unnecessary co-requisites and pre-requisites.

UJ has made excellent progress in decolonisation, with commitment from the university community, but it will remain a challenge to achieve a proper understanding of decolonisation and the necessary attitudinal shifts in the mind-set of all academics.

Similarly, the pedagogically sound capacitation of all staff as regards blended and fully online learning is being rolled out and there is an acknowledgement that there are differences in approaches from contact pedagogies to online learning.

The long delays, following on Senate approval of new qualifications and programmes, until these are finally accredited by DHET/SAQA and the CHE, remain a major challenge. In addition, concerns are regularly expressed about inconsistencies and instances where accreditation requirements may be changed, once documents have already been submitted. These can occasion severe delays at a time when considerable urgency in curriculum transformation is being experienced.

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

**Exemplar 1.1: African Insights – a compulsory module for UJ first-year students**

The African Insights module, offered online via Blackboard to all registered first year students, introduces students to some of the most important insights into Africa captured in key texts written by Africans in the twentieth and twenty-first centuries. The course is based on a selection of texts and readings and introduces some key concepts in Africanisation and decolonisation.

It is not a traditional academic course in the sense that it does not presuppose any particular skill set, nor does it require students to complete traditional assessments or assignments. The module is designed for all students, across all disciplines. The content of this course is aimed at creating a springboard for a common understanding of Africa's intellectual heritage. It is a module that is designed to expose students to a variety of great works produced by African scholars, writers and leaders. The module is fully online and interactive. The students have their own forum within the module in which they can submit their poems, essays, and insights; and they are invited to comment in discussion boards that are designed to allow students to explore the content they are being exposed to. One of the students of the course is running a bi-weekly blog to reflect on how the content is shaping his design thinking and to ask fellow students for comment. The designers will be running focus group interviews with students to get their views on how the module can be improved next year. The module is at NQF level 5, 15 credits.

Envisaged outcomes are as follows. At the end of this module, students will

- Have read and interacted with a selection of the Great Books of the African canon and will have developed the ability to respond thoughtfully to these readings. The texts may be either fiction or non-fiction, South African or African.
- Have an informed appreciation of the role of Africa in the world and of its inheritances.
- Have a foundational understanding of key historical and political concepts in African studies (e.g. slavery, colonialism, neo- and post-colonialism).
- Be able to link the South African experience to the greater African experience.
- Have confronted and responded to the voices of women and the LGBTIQ community in Africa in ways that reflect an understanding and appreciation of South Africa's democracy and the Bill of Rights enshrined in the South African Constitution.
- Have a foundational understanding of epistemology/African epistemology.

**Exemplar 1.2: Decolonisation and the curriculum in the Faculty of Science**

The Faculty of Science has undertaken a clear engagement with questions of the Africanisation of the curriculum, and the tensions inherent in this, and the need for the decolonisation of both the curriculum and syllabus and the way it is presented to students. Key changes made include, but are not limited to:

- The alignment of all module content to African and South African industries and contexts across the board.
- The indigenisation of content wherever possible and practical.
- The diversification of staff to set working examples for students.
- The inclusion of research into teaching at undergraduate level to draw on African indigenous knowledge systems.

This has resulted in wide-ranging changes to the curriculum, in disciplines ranging from Chemistry, Biological Sciences, and Life Sciences to Physiology and Geology. For instance, in the Department of Botany and Plant Technology vernacular names (Zulu, Sotho, Afrikaans, English) for plants where available are being introduced. The Department of Food and Biotechnology has long introduced students to the undiscovered rich fauna and flora of the African continent and their contributions to food and nutritional security. Topics have included the potential of underutilized and indigenous food crops, specifically sorghum, cowpeas and marama beans, which are drought resistant and adapt well to African soils and climate conditions.

Changes to pedagogy have addressed the need for coherent decolonisation of the curriculum in ways that continue to achieve the intended outcomes of the modules and programmes. To this end, direct changes have been made to 58 modules offered by the Faculty and to all modules on the National Diploma in Analytical Chemistry, all Pure Applied Mathematics modules and all Statistics modules.

The Faculty has also undertaken to engage with its communities with activities directly aimed at addressing issues related to the decolonisation of SET and related curricula. The Faculty identified the need for fundraising, continued curriculum development activities, research, training and skills development, and public lectures. Workshops to sensitise students and lecturers alike on diversity continue.

Collaborative research projects in Africa continue with universities in Nigeria, and Cameroon. Training and skills development in terms of efforts to have research equipment locally continue. Public engagements in the form of lectures allow for continued interactions between academics and members of other stakeholders.

### **Exemplar 1.3: Decolonisation in the Faculty of Engineering and the Built Environment (FEBE)**

During the first half of 2017, FEBE has continued to actively to engage with the decolonisation of its knowledge. The Decolonisation Charter, the completion of the reporting in respect of the decolonisation of the curriculum, and the African Insights module have been core agenda items on the Faculty Board this year. A position statement was drafted with input obtained from UP and Wits and circulated by ECSA and all engineering deans nationally. Decolonisation has been included in the promotion guidelines and research strategy of the Faculty.

Curriculum changes are being made to Engineering Science Programmes (ESP), Engineering Technology Programmes (TPC), ESP Final Year Design Projects (Capstone Projects), and to TSP 3<sup>RD</sup> Year Design Projects in the BEngTech. Other changes include the introduction of *African Insights* as a First-Year Module across all programmes. While this is a university wide initiative, each Department in the Faculty is committed to adjusting its first-year modules to accommodate the *African Insights* course. Likewise, ESP is to restructure its final year projects, dissertations and capstone design projects to align with the most relevant ECSA ELOs and hence with the Sustainable Development projects. In this manner, all modules, and all programmes will be affected. It is planned that these curriculum changes will be completed by the end of 2017, for implementation in 2018.

The FEBE plan in respect of pedagogy is to ensure that *all ESP (BEng) and TPC (BEngTech) Modules* realise the UJ vision to be “anchored in Africa”. In order to achieve this, the Faculty notes that it is necessary to:

- Develop an epistemology and pedagogy for decolonised Engineering
- Ensure that lecturers who do not know official South African languages should learn one as it could be useful in the classroom
- Find and cite local examples and relate to local engineering problems in each module and discontinue those no longer relevant.
- Consider race and discuss and demystify it in the classrooms.
- Move beyond examples that are either only pre-apartheid era, or post-apartheid era or precolonial or post-colonial era. Students are to be provided with a complete chronology of social, economic and political developments.

The Faculty’s engagements include attendance of the *INCOSE-SAIEE sponsored event on Decolonisation of Knowledge in Engineering and the Built Environment*. The Faculty expresses a keen desire to transform its curricula.

#### **Exemplar 4: Curriculum transformation in the Faculty of Art Design and Architecture (FADA)**

Since its inception, FADA has had a strong teaching ethos and has for many years engaged in social justice approaches in creative education. FADA is intensely involved in community engagement as its Community Engagement profile attests. Decolonisation is welcomed as it makes the work of the Faculty yet more critical. Since 2016, FADA has engaged in two formal sessions related to decolonisation, largely aimed at preparing staff for the 2017 processes during which students were given the opportunity to collaborate on departmental re-curriculation initiatives. It is hoped that these activities will catalyse an impactful and enduring process of curriculum transformation.

On 8 June 2016 FADA held a full-day Faculty ‘Decolonisation Conversation’ which included extensive panel discussions between faculty members and post graduate students working on transformation. The panels were moderated by Dr Sikhumbuzo Mgnadi who facilitated an open and critical conversation about institutional culture at FADA. A Faculty curriculum transformation workshop was held in November 2016, facilitated by the UJ Chair in Teaching and Learning, Professor Brenda Leibowitz. Departments presented their understandings of and initiatives relating to decolonisation, as well as envisaged projects. A discussion of key issues also took place, and academic staff committed to a student-led decolonisation seminar series in 2017, leading up to a joint student-staff decolonisation mini-conference in October 2017. These processes are presently being supported by the Faculty Teaching and Learning Committee (FTLC).

Simultaneously, the Faculty TLC has compiled a report on existing decolonisation initiatives to be presented for critical scrutiny to Faculty and students at the October conference. Students at FADA, led by doctoral candidate Thabang Monoa and supported by the Visual Identities in Art and Design Research Centre (VIAD) and the Faculty’s community of practice Scholarship of Teaching in Art and Design (STAND), are currently in the process of organising seminars. Academic staff are in discussion in departments on developing decolonisation approaches.

Throughout 2016, STAND hosted a variety of seminars and conversations around the theme of “Ethics and Decolonisation” to contextualise the debates taking place within the Faculty around transformation. Events convened by students include the Student Decolonising FADA Conversation,

and student and staff events such include the 'Building the Anti-Racist University' seminar. Staff convened events featuring educationalists working in critical areas such as academic literacy and epistemological access. The work of STAND and the FTLC is continually supported and encouraged by the Dean's office, facilitating its impact within the Faculty.

At present, and in collaboration with VIAD, STAND is producing a publication *Critical Pedagogies in South African Art, Design and Architecture Education* (Jacana Press, to be published in 2018) that presents critical scholarship from HE institutions across the country, and in which decolonisation discourse features prominently. It is hoped that this publication will stimulate systematic research into the relationship between creative education and inequality in South African society.

## **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.

*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?*

UJ's approaches to addressing diversity are very different to early approaches which conceptualised students from historically disadvantaged educational settings as 'the problem' in the learning environment. Rather, UJ seeks to create a welcoming environment for students from a wide variety of contexts, and to be well-prepared with curricula which not only accommodate, but also derive richness and learning from diversity. This is clearly specified in the UJ Teaching and Learning Strategy, Principle 7: "Diversity on campus is recognized as an important element of the richness of the learning experience at University and as vital to the growth and development of individuals, both staff and students. The diversity of our academic community requires multiple, varied and innovative pedagogical and assessment strategies, to forge dynamic learning communities based on active student engagement; and for this reason it is all the more important that we know our students well."

### **2.1 A data informed approach to this challenge**

At UJ the institutional response to increased diversity in the student body has been strongly supported by the use of a data informed approach. By understanding the diversity of the student population better, the institution has become more able to respond appropriately and efficiently to the needs of its students. Although the levels of diversity in a Pan-African institution such as UJ with approximately 50 000 students are significant, the institution has endeavoured to deepen and strengthen its understanding of the diverse student population it serves. Information about student diversity comes from two main sources:



2.1.1 The UJ Division for Institutional Planning, Evaluation and Monitoring (DIPEM) has been an essential provider of information to Faculties with regard to the student population and the academic integration students have been able to achieve in the institution. Information available has come from the mining of institutional data, tracking studies, a priority module index and the completion and dissemination of the annual Institutional Undergraduate Experience Survey (UGES). DIPEM has disseminated this information across a wide variety of levels within the institution; and it is fully available to staff on the HEDA system.

2.1.2 Two key surveys have been associated with the institutional First Year Experience (FYE) initiative. The UJ FYE was planned and implemented as a data-informed initiative that is strongly institution-facing. The UJ FYE has been gathering background data on newly entering UJ students since 2007, by means of the institutional Student Profile Questionnaire (SPQ). In addition, the Initial Student Experience Survey (ISES) enquires about student experiences during the first 6 weeks of classes. Together, these surveys have collected information about student needs, abilities and circumstances: they have for example enabled the institution to identify the large proportion of first generation students, the growing proportion who come from lower socio-economic strata (and for instance may be food insecure), and the wide range of literacy backgrounds and abilities of students. These are all issues which should impact, in various ways, on the structure, content and implementation of the curriculum. FYE disseminates Faculty reports on the annual student intake shortly after registration, and Department-specific reports are provided on request.

A number of Faculties and Departments have undertaken additional investigations into the make-up and needs of their student intake.

## **2.2 Reform impacting on curriculum structure**

As a comprehensive institution, UJ has always offered a variety of curricula, ranging from career- and occupation specific programmes, through professional qualifications, to general-formative degrees; qualifications include both degrees and diplomas, and hence cater for a wide spread of student abilities and preferences.

2.2.1. Developments in the qualifications mix over time have included the development of degrees in Faculties that had previously only offered diplomas such as in the Faculty of Art, Design and Architecture (FADA) and the Faculty of Health Sciences. These Faculties have adjusted the programme mix internally to ensure that student needs and market needs are addressed more efficiently. Similarly, further curricula have been redesigned in line with changes to national policies and documents. For example, the Faculty of Engineering has recently phased out the Engineering Diplomas and replaced them with BEngTech degrees.

2.2.2 In addition, attention has been paid to changes within curricula, with the goal of removing blockages impeding student progress (for instance the removal of pre-requisites which are no longer found to be essential). An interesting and successful innovation in this regard has been in the Faculty of Science: The introduction of Alternative Semester mathematics (ASMA) modules by the Department of Pure and Applied Mathematics, over the past five years. This allows students who fail a key module to repeat it in the following semester, without having to wait until the next year. (See Exemplar 2.4 below).

2.2.3 Changes to assessment regulations have also been introduced, to allow students who have one module outstanding on their degree an additional assessment opportunity (special exam). In

addition, the 45% requirement for admission to a supplementary examination has been lowered to 40%; intensive revision sessions for key supplementary assessments have been in place since 2005, with a positive impact on student performance.

2.2.4 Another area of curriculum reform at UJ that has been particularly successful involves the extended curricula (EC), with extended degrees or diplomas being offered in most Faculties. The EC programmes were set up to allow more students a realistic and attainable route to a degree or a diploma by extending their qualification and by providing more, and more structured, support. On academic needs, underprepared students who are from disadvantaged backgrounds with no home context for higher education are enrolled on extended curricula. These programmes use scaffolding to provide foundational provisioning by unpacking and clarifying learning material and including ample examples from the students' own frame of reference and regular formative assessment opportunities. The components of the foundational provision are intrinsic parts of the extended programme curriculum; these components count as credits towards the award of a formal qualification, with the foundational provision additional to the coursework prescribed for the relevant regular curriculum.

Not only have the Extended Curricula served students well, they have also influenced the way mainstream curricula are developed and structured, by creating an awareness of the advantages of including student support within the curriculum. Over the years, many of the academic development interventions and principles have been implemented into mainstream curricula. Interestingly, students enrolled for an Extended Curriculum have often outperformed mainstream students, which is testimony to their success. While students are often initially disconcerted by placement in an extended curriculum, in most cases by the end of their studies they openly acknowledge the added value.

2.2.5 The planned introduction of a broad range of online programmes (beginning in the second half of 2017) will doubtless be of major benefit for those students who are unable to engage in, or to afford, full-time, face to face study, and will hence accommodate a greater diversity of students. These programmes will also enhance flexibility in allowing students to register for a lower number of courses per annum. Care is being taken to ensure that adequate and more than sufficient student support will also be provided in the implementation of these online programmes. (Further discussed in Par 1.4.2.2 above.)

### **2.3 Reform impacting on curriculum content**

2.3.1 The First Year Experience has impacted on curricula, in that increasingly staff have come to understand the need to embed language development and student academic support into mainstream modules (eg Faculty of Science). Another approach to address this same challenge has been the inclusion of a compulsory academic literacy module in the curriculum. In the Faculty of Law, for instance, all LLB students are required to complete either English 1A/1B, or the year-long module English for Law. The success and broad impact of UJ's First Year Experience across the institution is testified to by the steady increase in undergraduate student success over the past five years, from 79.4% in 2011 to 85.5% in 2016. More specific to FYE, the Initial Student Experience survey, run six weeks into the first semester, testifies positively as to the impact of the wide range of FYE initiatives. FYE, and its partner project for senior students, the Senior Year Experience, are constantly being further refined.

2.3.2 Curriculum content is under constant revision and update, not least through liaison with professional bodies and employers. (See Par.s 4.2.1 and 4.2.2 below).

2.3.2 The inclusion of work integrated and service learning in curricula has continued to develop over time. Increasingly, preparatory workshops for students embarking on WIL are being included in the curriculum, to ensure they are prepared for workplace expectations (Faculty of Management – see Exemplar 4.1 below). The UJ Faculty of Education has created a module for Foundation phase teachers involving training in the ‘teaching school’ (Funda Ujabule) located on the UJ SWC campus. These foundation level teachers are also required to be able to teach in at least one indigenous African language, and all are trained accordingly.

2.3.3 The disruptions of 2016 and the student inputs that have flowed from there have had a profound impact on the institution, as already discussed under Focus Area One. The resulting healthy and deep set of engagements about decolonisation has already resulted in the creation of a credit bearing online module called “African Insights” (See Exemplar 1.1 in Focus Area One). In addition, with assistance from CAT, students have begun developing a series of short online learning courses which are in pilot phase, focused around citizenship and leadership: African Thought; Cyber Citizenship; South African Education. This latter is an online module broadly aimed at introducing the history of education in South Africa. The module is built around historical documents, current academic reflections on education, the oral history of the experiences of a range of older South Africans, and the dramatisation of historical events linked to education during the past 400 years. While these SLPs are not (yet) credit-bearing and hence are at present co-curricular, they have awakened considerable interest.

## **2.4 Reform impacting on curriculum implementation**

2.4.1 The past few years have seen a significant increase in blended learning approaches, which also assist in accommodating the diverse learning circumstances, interests and needs of students. The considerable majority of modules now has a Blackboard presence, with Blackboard increasingly being used not only for communication, but also as an active learning tool. The blended learning approach increasingly also allows students to download core textbooks onto hand-held devices, facilitating learning on and off campus. UJ has invested substantial funding in this project, in making available iPads for student qualifying for NSFAS funding, to ensure full participation. Staff training in this regard has been substantial, and has included an agreement with Eiffel Corp to train 80 staff members for Level 2 of Blackboard Teaching and Learning Certification.

A recent UJ *Teaching supported by technology* survey (n=395) reported as follows:

- (a) Lecturers are making adjustments in models of delivery by preparing voice-over lecture slides, audio and/or video recording of lectures. There is evidence of teaching innovation, and an overall commitment to blended learning appears to have increased as a result of deliberate preparation for disruptions in lectures or in case students could not come to campus.

“Access to online resources is not always available to all students at all times, so I try to make online activities ‘supporting learning activities’ just in case there are times when at least one student is not able to access the material, or at least I try to give ample time for students who do not have easy access to online resources.”

“I converted a number of core teaching lessons into online videos that incorporate the PowerPoint presentation and my voice. These are supplemented by additional online references that would facilitate experience and understanding as well as providing students an opportunity to learn in a different environment at their own pace. Questions on content can then be posted via email or at the next face-to-face session.”

- (b) In addition to an increase in online assessments, there is also evidence of changes in the way assessments are conceptualised and implemented, for example:

“I set the final assessment on Blackboard for the students to reflect on their learning over the past semester with a focus on specific aspects in the subject in solving South Africa's developmental problems.”

- (c) Increased communication with students via social media and the Bb LMS. Comments from staff also highlight an enhanced understanding of UJ students' personal circumstances. For example:

“... I used social media to check the general ‘feeling’ of students as that impacts their performance in class. This was done via Twitter or Facebook. If a lot was going on, students were either scared or distracted and this impacted their performance in class as well as in tests. This better prepared me with dealing with students on a personal level.”

2.4.2 There has been a growing awareness of the role of assessment *for* learning (as opposed to simply *of* learning), and that different methods of assessment (both in formative and summative assessments) are required to accommodate different learning styles. UJ has moved strongly away from simple recapitulation of learned content, to the use of applications, case studies, oral presentations, portfolios etc. Staff are also alerted to the danger of over-assessment.

2.4.3 UJ has long taken a particular interest in facilitating the equal accessibility to study of students with disabilities and has a well-established Disability Services Unit. It is the constant mission of the Unit to advocate for and provide equal opportunities for students with disabilities. The Unit directly facilitates support for students with disabilities through advice, support and academic accommodations in partnership with departments and faculties, thereby assisting students with disabilities to have barrier-free access to teaching and learning. The support of students with disabilities is a systemically complex activity and thus the Disability Services Unit coordinates and integrates the academic, technological, psycho-social and psychological support of students with disabilities. This requires the Unit to be equipped with not only specialised assistive technologies and devices, but also staff that are highly skilled and trained in the support that students with disabilities require. A special focus is on providing for fair assessment practices for students with disabilities, underpinned by reasonable accommodation and inclusive education practices. Students with disabilities may submit a concession application, based on recent and/or sound medical/ psychological documentation. Examples of concessional support/recommendations during the assessment process have included the following:

- Adapted and edited assessments e.g. enlargements of assessment scripts;
- Provision of assessments in braille / adapted electronic formats
- Use of a computer to type tests and examinations;
- Use of screen readers/ reading software at tests and examinations;
- Additional time at tests and examinations
- Use of a scribe
- Use of a separate venue.

While numbers of students with disabilities registering at UJ remains lower than desired (in terms of national statistics as to the percentage of population in this group), more than 80% of respondents to the 2016 Undergraduate Student Survey felt that the Disability Unit provides adequate support to students with disabilities. (See Exemplar 2.1)

2.4.4 Teaching and module evaluations allow for student feedback primarily as regards curriculum implementation. The formal programme reviews allow further inputs into curriculum, with staff reporting that at times student interviewees have contributed substantially to rethinking curricula. These inputs are however at times still under-utilised, and are in process of being integrated more fully into the institutional curriculum development plans.

2.4.5 UJ's extensive tutor system forms one very important route, whereby the student voice can be heard and can impact on all aspects of curricula. Students frequently route complaints, comments and requests through their tutors, and these can then be addressed in the regular meetings between tutors and teaching staff. (See Exemplar 3.3. below)

2.4.6 The overall increase in student success rates to the present 85% suggests that the focused attention paid to accommodating diversity has on the whole been successful. (See also Par 2.5.3 below.) Student performance in individual modules is also monitored closely, with modules performing at below 60% student pass rate subject to close scrutiny and the requirement of remedial action, which may involve revisions to curriculum content or implementation. Similarly, performance of the different racial groups is also scrutinised regularly, with follow-up down to individual model level where anomalies are identified.

Student responses to the Undergraduate Student Survey, conducted every second year, speak very positively on their UJ learning experience. CAT conducts an annual survey on student's experience of using technology for learning, as in curriculum implementation.

At a more general level, the Universum Report 2017 reports on recently graduated students' perceptions of the institution's educational offerings, with numerous criteria scoring above the national average, including 'quality and variety of courses', 'challenging curriculum' and 'attractive / exciting programs and fields of study'.

1.2 *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?*

## **2.5 Diversity and inclusivity**

Inclusivity is the 'other side of the coin' to student diversity on campus, and draws more strongly on the language of social justice. Awareness of diversity has to be an important step in the promotion of inclusivity; the promotion of inclusivity also has to be data-informed, but may require awareness of yet further categories of diversity. We would wish to ask whether it is possible to be successful in addressing diversity, without at the same time also addressing inclusivity: however, it would seem that inclusivity can only be successfully addressed once diversity is being well accommodated.

## 2.6 Some approaches to building inclusivity

- 2.6.1 Ensuring representation of all in the curricula requires review of the topics addressed, the ways these topics are contextualised (eg by means of case studies), the selection of prescribed or recommended texts etc. Much work in this regard has been undertaken during the past two years, as Departments have grappled with decolonisation of their curricula. (The Departments of Sociology, and of Anthropology and Development Studies in the Faculty of Humanities, for instance, have offered specific examples of how topics and readings are coming to reflect much more of an African focus.) While inclusivity in the first instance refers to South African students, UJ's growing numbers of international students have not been overlooked: within its internationalisation strategy, UJ has also been focusing on the internationalisation of the curriculum.
- 2.6.2 Including significant common elements in all curricula can contribute to building a common identity and ethos as a UJ student. An example of this approach is the new module 'African Insights', which is to be included in all first year curricula across the institution. At Faculty level, further common elements can build inclusivity among faculty students. Our curricula strongly encourage all to participate in activities across the board.
- 2.6.3 As regards curriculum implementation, increasingly off-campus excursions are being used to build inclusivity. In the Faculty of Education, the first-year Achterbergh weekend excursion has a long tradition and is very well received by students. With its strong social justice underpinning, and this first-year excursion also aims at improving socialisation of students into the university culture. It affords students the opportunity to form support groups, and staff interact with students on a more personal level in an informal environment. MEd in Educational Psychology students provide support to the first year contingent. All first-year LLB students participate in an excursion to the Constitutional Court, with subsequent reflection exercises. Excursions also take place in the Faculties of Science (Geography and Environmental Studies) and FEBE.
- 2.6.4 Projects, which generally awaken considerable student interest and excitement, are an excellent means of building inclusivity. Some examples: In collaboration with the UJ Arts Centre, FADA implemented the African Gothic project as a collaborative project between all second year students. This was a performance design project based on a play by renowned South African author Reza de Wet. Similarly, FADA's Green Week (now Tlhakantsha Collaboration Week), creates multidisciplinary groups across all third year students. Health Sciences students participate in the Phelophepa Train project, which provide health services to rural communities; all Nursing student participate in the Tarlton community nursing project; students in several Faculty of Health disciplines participate in the Riverlea Community Outreach project. In the Faculty of Law, all first year and third-year students participate (in random groups) in Moot Court projects, where they prepare and present a case in a mock court. Finally, in FEFS, all second year Accounting students undertake a project on ethics. The #UJGr8Deb8 (for B Com Accounting students) requires groups to select one of three ethical dilemmas and submit a written report, present and debate – without knowing in advance whether they will argue "for" or "against" this topic. The Ethical Ambassador (for B Acc students) requires groups to select one of five ethical dilemmas, research the dilemma, submit a written report, and provide a presentation to a panel of judges.
- 2.6.5 Work Integrated Learning often also becomes a means of building inclusivity, with all students in a programme faced with comparable challenges. In 2016, the close to 200 FEBE WIL interns facilitated by Resolution Circle (Pty) Ltd participated in the *Nooks and Crannies Project*: a UJ project

to manufacture and install 455 micro-workstations in underutilised areas on UJ campuses, thereby creating much-needed additional small-group study areas for students. In this authentic project, students were required to draw on team-work, planning, communication and presentation skills, trouble-shooting/ problem-solving and project work. Teams of FEBE students also participate annually in the Shell Eco-Marathon, whereby students design energy-efficient cars and take to track to see who can go furthest using the least amount of fuel. WIL students in the Faculty of Health Sciences provide services at Health Clinics in under-served communities, some of which may be the students' home communities. In this regard, students from privileged backgrounds may find themselves at a disadvantage.

2.6.6 Group-work (with groups structured to include diversity) is used throughout Faculties, to enhance peer learning through a variety of perspectives, but also to encourage students to form out-of-classroom communities of practice or learning groups (often initiated by the students themselves), which promote joint and social learning. The tutors on UJ's comprehensive tutor programme represent the full diversity of the student body, and play an important role in building inclusion, particularly in junior years. Similarly, mentoring of incoming students assists in this regard (eg Faculty of Management).

## 2.7 Assessing inclusivity

Any meaningful inclusivity must result in equalisation of outcomes and success to have achieved its goal. UJ has tracked and researched the effects of its efforts to accommodate diversity and build inclusivity (although the University is wary of drawing causal conclusions). The following proxy variables have been investigated as indicators of the progress made in this regard at UJ:

- The academic performance of all racial groups at UJ has significantly improved over the past decade. The performance differentials between various groups have steadily decreased and UJ is close to the point where racial classification is no longer a predictor of success.
- NSFAS status and qualification for NSFAS have been used as proxy variables to measure Socio-Economic Status. At UJ students with NSFAS allocations have been the best performing group, academically speaking, for a number of years now, when compared to students who either do not qualify for NSFAS or who qualify, but were not awarded NSFAS funding. Performance differentials between rich and poor are being eliminated.
- The academic performance of extended diploma students at UJ has been better than that of their mainstream peers for some time now. The alternative access route provided is allowing students to succeed in greater proportions than students entering the mainstream. The differential in performance between entering students with varying degrees of academic proficiency is shrinking at UJ.

While more work needs to be undertaken in this regard, results from the 2016 Undergraduate survey also confirm that UJ is making progress with regard to inclusivity:

- Almost 88% of the response group either 'Agree' or 'Strongly agree' when asked whether they feel that they belong at the UJ.
- A large percentage (91.9%) of respondents feel that the UJ is tolerant of all forms of diversity.

(However this survey did not include questions relating to diversity and inclusivity with relation to the curriculum.)

To sum up these two criteria: These multiple approaches seek both to cater for diversity and to build inclusivity. Improving throughput remains at the centre of all interventions university wide. A variety of tools and interventions addresses and drives the need to improve throughput. We are constantly investigating good practices in the sector both nationally and internationally to learn and customise for UJ where appropriate. At the core of our teaching and learning we have demonstrated good progress.

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

There are a number of routes through which students may voice issues of bias or alienation.

- The Vice-Chancellor's campus visits four times yearly and has engagements with students. Students are specifically requested to raise issues of concern; and these issues do at times relate to the curriculum. This is one route to ensuring that issues raised are addressed.
- Feedback to teaching staff from tutors and senior tutors is an acknowledged route for bringing matters to the attention of lecturers.
- The class representative system is used extensively.
- Staff report very active student participation during the discussions around decolonisation, with some students making presentations. Students were able to bring to their attention numerous issues of bias and alienation, for instance with regard to the selection of topics, of textbooks, and of texts. This has led to texts being changed across the institution.
- The SOTL grouping provides opportunities for staff to engage with 'black thought'; there was substantial student participation in two seminars which addressed this topic.
- The Faculty of Law has included a short examination question, asking students about what needs to change in their curriculum; and has acted on some of the information received.

Once a matter has been brought to the attention of staff, the student voice is generally taken seriously, and a remedy developed.

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

- UJ has been focused on the diversity in its student body for many years, and has become well aware of the shifts in demographics in the student body, which is now approximately 85% black. However, some staff are becoming concerned about the possible danger of essentialising sectors of our student body (for instance, in assuming that students from rural areas will of necessity be under-performing students.) An alternative question asks: UJ now has a largely black student body; but can it then be assumed that this now implies a lack of diversity? A future challenge, therefore, is to understand more fully the complexities of our diverse student body, and their consequences for teaching and learning.
- UJ has strengths in collecting data and using these to develop a refined understanding of our student body. However, we need to continue our efforts at using these data more effectively to inform and reform our practice. In this regard, for instance, it is envisaged that the recent introduction of Blackboard Predict will increasingly allow tailor-made support to be directed to individual students.



- UJ is aware of the considerable role that social media can play in building inclusivity; this is a tool which needs to be further exploited, for instance through Faculty curricula dialogues on social media.
- Further attention needs to be paid to allowing on-campus students to build more flexible curricula, which might allow for stop-out and for lower loads for those unable (due to a range of circumstances) to progress at the specified rate. However, such flexibility must not be allowed to impact negatively on the academic rigour of the programme. In this regard, challenges are still being experienced in terms of time-table and venues, which impact against increased flexibility.
- UJ has done excellent work in integrating student support into the curriculum, but gaps remain, particularly (where appropriate) in ensuring scaffolding of support and just-in-time support through to final years of undergraduate study. Care is taken to ensure that all modules offer a diversity of pedagogical approaches and of assessment.
- Simulation modules have been shown to be extremely successful; however, developing these is extremely expensive.
- Further attention needs to be paid to the role of South African languages in student learning. The use of a variety of languages in curriculum materials and curriculum implementation (and as a language of instruction) can contribute to further building inclusivity. (Mention is made of translanguaging in Exemplar 2.2 below.) At the same time, ensuring that the considerable majority of students who have English as second or third language can use English as a tool for effective learning remains a major challenge which requires ongoing attention. This is best addressed through integrating language development into the curriculum.

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

### **Exemplar 2.1 : Accommodation of deaf/hearing impaired students**

UJ, and the Unit for Students with Disabilities in PsyCaD, in partnership with Protea Hotels, has been accommodating Deaf/Hearing impaired students in the School for Tourism and Hospitality. In order to accommodate these students, sign language interpreters attend the classes with the students. The other students in the class had to be prepared for this, as a sign language interpreter can be a distraction to both the lecturer and the students. Given the fact that the students in the class will all work in the hospitality industry, and will therefore come into contact with people with various disabilities, the orientation session was utilised to sensitise students to the challenges that people with disabilities face, as well as possible ways in which they could support and assist them. Opportunities were provided for the students to interact with the deaf students and discuss the challenges and possible ways in which they could assist. It was interesting to observe how the deaf students were accepted by the other students and how well they were integrated into the class and group. This was reportedly a positive experience for the deaf students and they gained so much confidence that they have requested to become tutors / mentors for future students on the program.

### **Exemplar 2.2: Accommodating diversity and building inclusivity in the Department of Anthropology and Development Studies, Faculty of Humanities**

In the Department of Anthropology and Development Studies we strive to ensure that our teaching and curriculum efforts contribute to the restructuring of our highly unequal society, whether through initiatives related to social justice or to decoloniality. Our main tool in this is the pedagogy of staff. A significant number of staff depart from an understanding that our teaching has to be about the being, doing, and valuing of our students, i.e., our pedagogies have to involve our students' heads, hands and hearts (or knowledge, skills and attitudes).<sup>4</sup> Further, the subject content of both our disciplines lend itself to a critical pedagogy. With this we refer to an approach to teaching "that challenges dominant structures (such as whiteness) through dialogue and ultimately seeks to create a social and political consciousness that empowers individuals and communities to name and identify oppressions." (<http://www.thecoli.com/threads/we-need-a-decolonized-not-a-diverse-education.407218/>)

It thus raises awareness about structure and fosters agency in students. The kinds of teaching strategies we use include collaborative learning (between lecturers, tutors and students, between students, and between students and 'outsiders'), problem-based authentic learning and assessment,<sup>5</sup> conversations and active listening (and less instructions), and service learning at post-graduate level.

In our recent curriculum development we were conscious of scaffolding both content and skills to enhance epistemological access for all our students. Through working with our tutors (who are our MA and PhD students) and support units within UJ – such as the Writing Centre, UJ's Office for People with Disabilities and the library – we have been able to embed skills development in our tutorials. In Development Studies we are currently piloting a writing-in-the-discipline approach to enhance the basic writing skills of our first years. Further, the curriculum of the first year courses in both subjects are underpinned by an exploration of self in context.

Over a number of years we have also run the PASS<sup>6</sup> workshop at the start of each year for the Anthropology Honours students. Taking students and staff away for a few days off-campus permits us to explore various issues related to being anthropologists in honest conversations. Topics engaged included racism, sexism, xenophobia, language of engagement, and decoloniality. Diaries and formal feedback from staff and students indicate the effectiveness of this workshop. It has also been influential in establishing informal communities of practice amongst postgraduate students, through which MA and PhD students mentor Honours students. In these the language of communication has been insightful for the language of instruction in formal courses. Students are practising translanguaging in their engagement with one another and with staff.

### **Exemplar 2.3 : Curriculum development in the LLB, with regard to the Constitution and diversity**

The *Constitution* of the Republic of South Africa, 1994 fundamentally changed the foundations of the South African legal system in 1994 in that any law can be struck down as failing to conform to the *Bill of Rights* or the structural provisions of the *Constitution*. This radical change in the very nature of law in the

<sup>4</sup> In this we are informed by UJ's 'learning to be' teaching philosophy.

<sup>5</sup> This includes formative assessment that is not text-based.

<sup>6</sup> Professionalism for Anthropology Students.

new, democratic South Africa had important consequences for the teaching of law in South Africa as there was a pressing need to develop an understanding of the *Constitution* and the *Bill of Rights* in all areas of law. The Law faculty's approach has been multi-faceted. Firstly, it developed new courses that would directly teach subjects that explained the *Constitution*. For instance first year students are taught about the importance of the *Constitution* as a source of the law in their introductory course and their theoretical knowledge is contextualized by a visit of the Constitutional Court. A Constitutional Law module was introduced which aimed at teaching students the structural features of the South African *Constitution*. In addition, a separate *Bill of Rights* module was introduced to highlight the importance of this facet of our *Constitution*.

The second major challenge was to infuse the constitutional values and rulings of the Constitutional court into existing courses. All subject content was transformed to include materials on the influence of the *Constitution* on legal reform. The main aim of discussions on constitutionality of Roman Dutch law is to challenge students to consider whether existing statutory provisions and common law conform to the ethos of the *Constitution*. The jurisprudence course was also re-designed to focus largely on the question of what constitutes justice in post-apartheid South Africa. The last major challenge was to implement the principle that the *Constitution* essentially requires the adoption of new methodologies for the teaching of law this entails a move away from black letter law to a focus on those normative values that should form the basis of all law. On a practical level, all subjects require students to critically evaluate legal principles in light of the values of the *Constitution*.

The very nature of the *Bill of Rights* is that it advocates inclusivity and diversity, and this has also become a goal of our LLB curriculum. Our student intake is now very representative of South African demographics, and teaching staff have sought to understand the real learning needs of students from widely divergent backgrounds. Study materials have been modified to enable epistemological access for this wider audience. Case studies are constantly updated to include examples that students can relate to. The Faculty has developed a strong focus on skills, beginning with the compulsory first year 'Legal Skills' module, and integrating further skills development into modules at subsequent levels of study. For example, as an extension of this, all students, in teams, prepare a case for presentation at the UJ 'Moot Court'. At the same time there is a strong focus on values: throughout the LLB students learn that the law is there for everybody, that it is not the preserve of the elite and that it should be to the benefit of each and every South African. All this is in preparation for the challenging fourth year service learning module 'Applied Legal Studies', which requires all students, regardless of their backgrounds, to work in the legal aid clinics, where they are confronted with legal issues that transcend issues of language, race and gender, and with real clients from depressed circumstances.

Decolonisation is high on the agenda, with further changes to the curriculum already approved. In October 2017 the Faculty hosted a South African Law Deans Association conference on the topic: 'Decolonisation' and 'Africanisation' of Legal Education in South Africa, which will lead in mapping the way forward.

#### **Exemplar 2.4 : Removing progression bottlenecks in the Faculty of Science**

In order to address high failure and bottlenecks and to improve the success rate of both undergraduate and postgraduate students, the Departments of Pure and Applied Mathematics introduced the Alternative Semester Mathematics (ASMA) in conjunction with Saturday workshops.

ASMA modules have been offered now for more than five years. The motivation for offering these modules was to allow students who fail a module to repeat it in the next semester, rather than waiting a full year before re-attempting the module. In the past few years this initiative has steadily expanded. Initially the ASMA initiative covered only mainstream BSc mathematics modules; it now covers eight modules per semester. These modules are either for students doing mathematics majors, specialist modules for students majoring in Computer Science and Informatics, or mathematics modules for engineering students.

The offering of ASMA modules has had a number of benefits for students. Firstly, if a student fails a module they are able to repeat it immediately in the following semester. This enables a student to immediately build on their existing knowledge and to correct their misunderstandings. Secondly, there are a large group of students studying BSc degrees in Computer Science and Informatics for whom two years of mathematics are required to complete their degree. Making it possible for students who fail a module to take it in the alternative semester gives many of them the opportunity to still graduate in minimum time. Lastly, for students registered for degrees in the Faculty of Engineering and the Built Environment (FEBE), mathematics modules are pre-requisites for many of their senior level modules. By being able to complete their mathematics requirements sooner, they are able to progress more rapidly through their degrees and graduate sooner than would otherwise have been possible.

### **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?*

#### **3. 1. Approaches to Capacity Development**

Most academic staff are discipline specialists and as is the case universally, have had little formal training in developing and enacting curricula. With this in mind the University of Johannesburg provides numerous opportunities to develop and support staff in curriculum development. This is done through a formal qualification, workshops, faculty and departmental meetings, and individual consultations as well as through the development and dissemination of clear guidelines.

##### **3.1.1 Staff development workshops, qualifications and support**

The Centre for Academic Staff Development (previously Professional Academic Staff Development) offers a range of curriculum development workshops. The broad focus of these workshops is on developing a shared and holistic understanding of curriculum development within the context of the University of Johannesburg. Opportunities to engage with curriculum development are first provided during the Academic Preparation Programme, an induction programme which is compulsory for all academic staff who are new to the UJ.

The induction programme is followed by a number of workshops which aim to enhance participants' engagement with curriculum development in the broader higher educational context as well as their institutional, faculty and disciplinary contexts. Topics covered include, amongst others, an overview of the Higher Education Qualification Sub-framework, vertical and horizontal curriculum alignment, developing outcomes and assessment criteria, developing engaging pedagogy. While the workshops are practical the theoretical underpinnings and principles informing practice are made explicit during the workshops. CASD ensures that workshops are both located in and informed by debates in the broader South African higher education context. During curriculum development workshops facilitators work with a set of questions to help staff recontextualise disciplinary knowledge into curricula. This ensures that powerful knowledge in disciplines is relevant to context. The questions used in the workshops have been published in a journal article as a resource for curriculum developers in UJ and in other HE institutions<sup>7</sup>. This has become particularly important in light of the need to decolonise the curriculum where questions about whose knowledge is privileged and whose is silent become pertinent.

CASD also offers workshops on curriculum development within disciplines. During these workshops staff are taken through a series of questions to explore themes like curriculum relevance, the values underpinning curriculum decisions, the context and curriculum alignment, assessment and integrating tutorial programmes. The workshops have also helped academics in disciplines to articulate the graduate attributes that students ought to exit the programme with, which engages them with curriculum in a holistic manner.

The tutor system at the University of Johannesburg plays a key role in teaching and learning, and is increasingly being conceptualised as an integral part of curriculum implementation. Tutorials are considered crucial in that they support our large number of students to engage more actively in learning in smaller group contexts; in addition, approachable tutors assist incoming students to learn to ask questions. Academic departments need to have a general understanding of the goals, establishment and maintenance of the tutor programme in order to maximize its effectiveness and align it with the course curriculum. As the custodians of support and development of academic staff and tutors, the CASD, in collaboration with disciplines, offers a series of workshops for academic staff, modelling an integrated tutorial programme. These workshops highlight the pedagogy around an integrated tutorial programme.

UJ also offers a Postgraduate Diploma in Higher Education (PGDip (Higher Education)). This was offered for the first time in 2016. One of the modules addresses curriculum development in higher education (see Exemplar 3.1 for detail on the module). CASD is also developing modules in Teaching and Learning, Assessment and Curriculum development to offer as short learning programmes and possibly online.

Support for learning with technology and online learning is offered by the Centre for Applied Technology (CAT). CAT's Instructional Designers capacitate teaching staff by presenting staff development workshops on designing and developing new programme materials into a suitable online format, and assist academic staff with preparing their materials for the online learning

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<sup>7</sup> The insights developed by two of the facilitators in developing the workshops was developed into a journal article and published see Clarence-Fincham, J and K. Naidoo (2014) "Translating theoretical perspectives into constructive debates: reconceptualising the curriculum in the South African context", *South African Journal of Higher Education*, 28 (3): 1003-1016

environment. When assisting academic staff with designing and developing online learning material that is to be uploaded onto Blackboard, the Instructional Designer will advise and assist the academic staff member with ensuring that their outcomes and the assessment criteria contained in the curriculum, are aligned to the content. In this way, all online teaching and learning activities are aligned with the curriculum.

Currently CAT staff are involved in developing fully online programmes and at the onset of this process, the Instructional Designers ensure that the entire programme is aligned – again according to the outcomes and assessment criteria contained in the curriculum – and fit for purpose. CAT also plays a role in evaluating fully online curricula that are to be submitted for formal approval, to ensure they are fit for purpose for online delivery.

UJ is paying considerable attention to the needs of postgraduate students, with a strong focus on ensuring appropriate completion rates, especially for students writing dissertations or theses. In order to enhance academic staff capacity in supervision, a PG Diploma in Research Supervision (currently awaiting CHE accreditation) has been developed. While we await approval, Short Learning Programmes on various aspects of supervision are being run, and there has been considerable staff interest.

### **3.1.2 Support for programme or module reviews**

Programme and module reviews play an important role in ensuring that the curriculum is regularly evaluated and updated. Support for these processes is offered by CAPQP. The national programme review processes and HEQC programme criteria have been customised for the university in terms of the UJ context. Prior to the programme review, faculties submit a schedule of programmes they wish to review, and a site visit is budgeted for by the department where the programme is hosted or offered. Assistance and guidance is offered by staff in CAPQP throughout the process, and best practice in quality reviews is also shared with other departments undergoing reviews.

Typically, review panels comment on the curriculum and indicate areas where updating or amendments are required. An improvement plan ensures that these changes are implemented. Additionally, since 2016, panel members are specifically asked to focus on curriculum transformation and decolonisation.

### **3.1.3 Guidelines and Policies for Curriculum Capacity Development**

UJ has a number of policies which are of relevance to curriculum capacity development.

- Teaching and Learning Strategy 2014-2020
- Guidelines for Curriculum Transformation (2016)
- Distance Education Policy for Online Provision (2016)
- Programme Manual: Development, Approval and Amendment of Subsidised and Continuing Education Whole Programmes
- Framework for Professional Academic Staff Development

The recently developed *Framework for the Effective Implementation of Tutoring at UJ* offers an implementation plan for the integration of effective tutorial programmes. CASD is in the process of

developing materials that will be available online to assist academics in various areas of teaching and learning, including curriculum development.

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?

### 3.2. Processes for Quality Curriculum Development

#### 3.2.1 Support for programme development and amendments

The Centre for Academic Planning and Quality Promotion (CAPQP) supports the university in programme development. In order to achieve this the Centre:

- Provides institutional guidelines and procedures to facilitate the planning, development, approval and accreditation processes of new programmes;
- Ensures the alignment of processes of programme development with the UJ Academic Programme policy and related policies, as well as with the external policy environment;
- Ensures alignment of processes with UJ strategic and other planning imperatives.
- Makes available a Programme Manual which includes a set of guidelines to assist faculties and centres in the development process;
- Gives support during the development - and submission phase, including workshops in the Faculty.

Within this process, the Programme Working Group (PWG) takes on the role of rigorously reviewing programmes, before the formal internal approval process commences.

The development of new programmes involves a consultation phase, a development phase and an approval phase. As indicated above, the Centre for Academic Planning and Quality Promotion (CAPQP) offers guidance in all these phases, by means of a comprehensive programme manual which includes all the relevant templates. The consultation phase involves benchmarking against programmes offered at other universities in South Africa and internationally; for vocational qualifications curricula consultation with industry and accreditation bodies like SAICA and ECSA is an integral part of the curriculum development process (see Exemplar 3.1 below, and Exemplar 4.1 under Focus area 4). The consultation phase concludes with submission of a *notice of intention* to develop a new programme.

Staff members of the CAPQP then support programme designers/Faculty Programme Advisors in preparing the different applications for (PQM clearance, accreditation of new programmes and registration of new programmes). Assistance on curriculum development is also available through workshops offered by CASD and CAT. Quality checks ensure compliance with internal and external regulatory requirements in terms of programme and curriculum development.

The CAPQP manages this internal approval process to ensure quality and to obtain Senate approval for new programme applications. Faculties submit programmes approved by faculty quality structures to CAPQP for comments and submission to the Programme Working Group (PWG), an institutional quality structure. The PWG scrutinises these programme applications for

quality purposes and make comments and recommendations, which are addressed by faculties before final submission to SENEX/Senate.

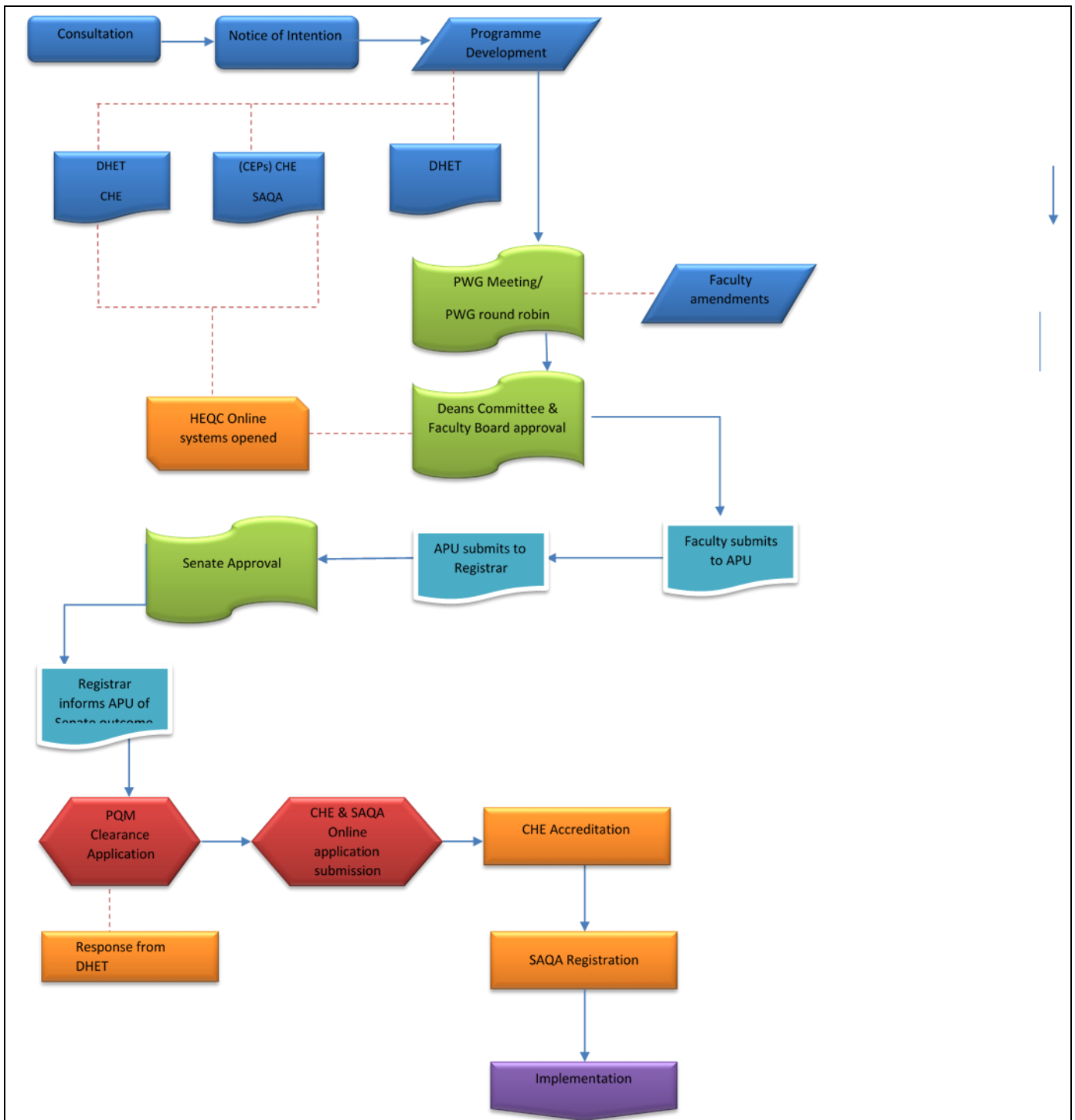
After Senate approval, the CAPQP commences with the external approval process. This includes the following:

- Submission of the applications to obtain PQM clearance.
- Support to programme developers/faculty programme advisors to complete the HEQC online application for accreditation and to upload required policies and other evidence including the SAQA application for registration.
- Keeping track of the status of programme applications and providing status reports on request and to the STLC. This is ongoing until registration by SAQA.

The full process can be represented in diagrammatic form as follows:

Once programmes and modules are being taught, external examiners play an important role in reporting on the quality of not just the exams but on the curriculum as a whole. However, even though external examiners have a role to play in ensuring quality teaching and learning, not all external examiners examine the programme/module broadly. Many merely comment on the exam questions.





### 3.3 Processes for Programme and Module Reviews

CAPQP also assists Faculties and Departments with programme reviews, with the process as follows:

- The development of a self-evaluation report (SER) by applying the UJ programme criteria;
- Faculty approval of the SER, the identification and approval of the panel members and the programme (including relevant interviewees) for the site visit;

- An external panel consisting of 2-3 subject experts, a representative from industry or a professional body (if appropriate), a curriculum expert, the chairperson and a report writer;
- A peer review report that is submitted to the HoD, the Programme Coordinator and the Dean;
- An improvement plan that is developed and submitted to the Quality Working Group (QWG), after which a joint report of the Quality Working Group and the department/faculty is submitted to the Faculty Board and the Senate Teaching and Learning Committee (STLC); and
- Annual progress reports on the implementation of the improvement plan that are submitted to the STLC.

Benchmarking of the review process is done regularly by means of an inter-institutional discussion forum that includes institutions such as NWU, UNIVEN, UL, NMU, TUT, CUT, UP and US, and by presentations at national and international conferences.

### **3.4 Processes to ensure the quality of ongoing curriculum development**

Ongoing curriculum development is subject to scrutiny in departmental meetings, at Faculty Boards and (for more substantial changes) by SENEX and Senate. Assistance from curriculum experts in CAPQP and CASD is available on request.

#### **Exemplar 3.1: Postgraduate Diploma in Higher Education – the Curriculum Development module**

The module on curriculum development in higher education aims to enhance participants' engagement with curriculum development in their disciplinary context. The concept of curriculum is broad and brings together matters of teaching, learning, assessment and the use of supporting tools. The overall purpose of this module is to deepen participants' understanding of approaches to curriculum development in higher education by drawing on a range of theoretical and practical examples. In addition the module helps participants to design, interpret and implement curricula within the South African and global contexts.

The module is divided into three units and has three related purposes:

- To critically reflect on the factors that influence curriculum development within the discipline and broader context.
- To equip you with the conceptual and analytical tools that you can use to inquire into competing conceptions of the curriculum, develop capacity to critically examine different texts and clarify their implications for curriculum planning and delivery.
- To enable you to design and implement constructively aligned curricula in your discipline within an outcomes-based framework.

Throughout the module, facilitators make their approach to developing the module explicit. In this way they model and offer up for critique the process that they engage in, in their curriculum development practice.

Module outcomes: As a result of engaging with the module participants will be able to:

- Reflect on and critically analyse ways in which the higher education and broader societal context (discipline, institutional, national and global) influences the decisions you make when you develop your module.
- Demonstrate an understanding of different curriculum perspectives and principles associated with design approaches.

- Apply theoretical insights and design principles to your practice.

### **Exemplar 3.2 : Curriculum Development in the Chemical Engineering Technology Department**

With the introduction of the new HEQF and HEQSF, the Engineering Council of South Africa devised a new suite of engineering qualifications, replacing the NDip and BTech qualifications. The new qualification suite presented options that have not been previously offered in South Africa, and most engineering departments around the country began a process of qualification selection and curriculum development.

All institutions that offer accredited engineering qualifications are expected to actively engage with industry stakeholders, usually through advisory committees. The Faculty of Engineering and the Built Environment at UJ has advisory committees at both the departmental and faculty level, and most Departments have built close relationships with their professional bodies, and in some cases (for instance the Department of Mining and Mine Surveying) with multiple professional bodies. The FEBE advisory boards served as the first consultation for developing the new qualifications.

The Chemical Engineering Technology department at UJ, led by Dr. Mohamed Belaid, went further. Dr. Belaid helped found the Chemical Engineering Forum, consisting of the Heads of chemical engineering technology departments around the country. Through a series of meetings held at each of the chemical engineering technology departments, the Chemical Engineering Forum consulted with faculty members and other interested parties at each institution. The discussions allowed the forum to coordinate and clarify a national qualification mix for chemical engineering technology, identify and agree on common and unique content, and discuss preferred and alternative curriculum structures and assessment practices. As a result of the Chemical Engineering Technology department's unique and persistent engagement with external stakeholders, the new chemical engineering programmes were prepared and refined in the timeliest manner, and served as a model for other programme development.

### **Exemplar 3.3 : An integrated tutorial programme in the Department of Philosophy**

The Department of Philosophy has a long history of using tutorials to promote student learning. These tutorials are thoroughly integrated into the curriculum.

In the second semester of 2017, for example, Prof Hennie Lotter of the Philosophy department is teaching a first year, introductory module in Philosophy. There are approximately 200 learners enrolled for the module. The tutorials (taking place once per week for 50 minutes) are led by a highly trained tutor, who works with 15-20 students at a time. In the tutorials for this module, learners are expected to present and discuss a specific question on the theories they have learnt about in the first lecture of the week, with the aim of preparing a tutorial group essay under the guidance of the tutor. One of the tutorial groups is then afforded the opportunity of presenting their prepared essay in the next lecture. In this lecture, the presented essay is then vigorously discussed and debated by the whole lecture group under the guidance of the lecturer.

In this approach, the lectures and the tutorials cannot function independently, but form part of a synergy of learning experiences where one complements and enriches the other. Learners are being taught a number of skills by means of this integrated approach, including how to function effectively in small and large groups; how to integrate theory and practice; how to make an oral presentation; and how to write a short essay that engages with the theory presented in a critical fashion.

The tutors in the department fulfil an important function as the first point of contact for concerns, complaints and suggestions by students. Besides the formal tutorial sessions described above, each tutor is also available for private consultation for at least one hour per week. In this time, tutors assist singletons or very small groups of students with very specific queries, such as how to improve a paragraph in an essay, or how to deal with personal events that may result in struggling to keep up with the module's demands. The tutors are carefully trained to be able to deal with these queries in their annual departmental tutor training sessions, and so know when to advise students to further consult with a senior tutor, the lecturer, the undergraduate teaching coordinator, the HOD or a consultant at the Writing Centre or PsyCaD as appropriate. In addition, each lecture group in Philosophy has a class representative elected at the beginning of every term, and the class representatives meet with the HOD once per term to discuss their experience of the modules for which they are responsible. Tutor performance in each module is evaluated by the students of that module, using an anonymous questionnaire, as well as by the lecturer responsible for the module. The lecturer is required to attend at least one tutorial presented by each tutor, and to provide tutors with constructive feedback. The lecturer also reports to the departmental tutor coordinator, who then compiles a summative report on the performance of tutors in the department.

#### **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 other levels?*

##### **Established practices in student involvement**

At UJ there are a range of established practices and routes for student input into their learning experience. These vary somewhat from Faculty to Faculty. The importance of student input in facilitating curriculum change was most recently indicated in the Guidelines for Curriculum Renewal (see below). Faculty Charters also include the requirement of student representatives.

4.1.1 Several years ago the erstwhile Quality Unit (now integrated into the CAPQP) embarked on an initiative to promote greater involvement of students in quality matters. This was conceptualised as follows:

- To develop quality awareness among students. This work continues, especially during Orientation.
- To grow student participation in the writing of the self-evaluation reports for programme reviews. The Quality Unit has proposed the involvement of postgraduate students in the production of the self-evaluation reports and has developed a questionnaire incorporating the HEQC criteria, which could be sent out to postgraduate students for their input; however, as yet this has not been implemented by departments.
- To ensure student involvement as interviewees during the site visit of a programme review. Students indeed participate as interviewees during every site visit.
- To involve students as panel members during site visits. This approach does not yet seem to be acceptable at UJ; the now CAPQP is considering broaching this idea again.

- To train SRC members with regard to their attendance at Senate subcommittees. This was proposed, however the Division of Student Affairs felt that the existing training of SRC members was adequate.

4.1.2 It appears to be widely assumed that while students may make useful inputs as regards curriculum implementation, they are far less likely to make useful inputs into curriculum structure and content. The ongoing turnover in the undergraduate student body and the time taken to develop depth of understanding of the curriculum certainly makes meaningful input into curriculum structure and content by undergraduates less likely (though comments as to an overcrowded curriculum should certainly be heard); on the other hand, undergraduates can give very useful feedback as regards their experience of curriculum implementation. Postgraduate students, on the other hand, are far more likely to be in a position to make useful input into curriculum structure and content, as well as implementation; and it would seem that this should certainly be a source of student input to be drawn on. In addition, very useful input can doubtless be obtained from alumni, and especially after a few years in the workplace.

4.1.3 The following are practices and routes whereby student feedback on curriculum, structure and implementation is presently obtained, to a varying extent.

- The module evaluation process, in which students are asked to comment on a range of aspects of single modules. While neither the 13 mandatory questions, nor those in the approved questionnaire bank for 13 optional additional questions, specifically address curriculum structure or content, some issues of curriculum implementation are accommodated. The mandatory Question 13, which is open-ended ('Please provide additional comments about this module') allows for comments of a more general nature to be made. Thought is currently being given to reshaping the module evaluation questionnaire, specifically for final year students, to include some questions on curriculum; or possibly to implement a paper exit survey of graduating students, to formalise their input to faculties.
- The Programme Review process, where students are invited to report to the interview panel. The Programme Review Manual indicates that UJ students from all campuses (as appropriate) should be invited as interviewees; senior and junior students should be kept in different interview groups, and the seniority of the students should be indicated to panel members. Interviewees are briefed about two weeks before the site visit. It is, however, unclear as to what extent panel members do ask students questions about curriculum. In addition, the Programme Review Manual does allocate a role in the development of the Self-Evaluation Report to current students and alumni, as follows:
  - "Current students, as well as alumni, should be consulted during the development of the SER.
  - Use current students and alumni as critical readers of the SER."; but this has generally not been implemented.
- Accreditation visits or Board audits by Professional Boards, which may ask for input from students on curriculum and curriculum implementation and include some student feedback in their reports.
- UJ's extensive tutor system: as mentioned above, this forms one very important route, whereby the student voice can be heard and can impact on all aspects of curricula.
- Several faculties run a class representative system, by means of which students can bring issues to the attention of the lecturer, the programme coordinator, HOD or Dean. Some departments

may involve their class representative in curriculum-related conversations, especially if these issues are raised by students either in module evaluations or through their interactions with the students on a day-to-day basis. It appears, however that this system is losing popularity and is rather being replaced by electronic communication of various types.

- Regular departmental engagements with students; these too may focus, rather, on issues related to the delivery of modules. (The Hotel School, for instance, runs a Student Liaison Committee.)
- Inclusion of student representatives on certain Industrial Advisory Boards.
- Engagement with members of the UJ SRC.
- Student reflections on curricula: some modules encourage students to reflect critically on their learning in the module; this may include reflections on aspects of the curriculum.
- The Annual Graduate Employability Survey, which seeks to gather and analyse relevant and recent data about UJ's recently graduated students' employability status (graduates from the preceding three years). Feedback on the findings is provided to the University so that efforts can be focussed in the right areas to ensure an improvement (if needed) in the employability prospects of UJ graduates. This report, therefore, also serves in a certain sense to provide indications where there might be "gaps" in the preparation of students passing through the UJ educational system. The majority of respondents in every qualification category agree that their UJ qualification has adequately prepared them for their working life.
- The Guidelines on Curriculum Transformation include, as one of the standards that should guide the review of curriculum: "Critical review: Using peer and other forms of review and student inputs to facilitate curriculum changes." The Guidelines also ask as a critical question: "Have you formally engaged with alumni and current students on their views on your course and content?" Staff feedback confirmed that students had often made substantial input into decolonisation debates with Departments.

As an example, the Faculty of Health Sciences solicits student input in the following ways: Class representatives from each class form a student representative committee that is chaired by the HoD/elected student and is held once per term. At the meetings the representative of each year of study has the opportunity of raising any concerns the class have indicated, and changes are made where possible. The programme class representatives are also invited to sit on advisory committees. Recurriculation may also be done at dedicated strategic break away sessions, to which one recent past graduate and the third and fourth year class representatives are invited to provide input and to suggest changes. As part of the departmental Quality Assessment programme, departments distribute questionnaires to all undergraduate students at the end of the year. The feedback from these questionnaires serves at a Departmental meeting where required changes are discussed for possible implementation where relevant.

Student engagement is clearly a matter to which UJ pays ongoing attention, with Deans recently asked, once again, to report on the mechanisms used in their Faculty.

4.2 *In what ways do the voices of diverse stakeholder's 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?*

## **4.2 A long-standing tradition of engagement**

Given that most of UJ's faculties offer professional or vocation-oriented qualifications of various types, there are long-standing traditions at UJ as regards engagement with employers, and with professional bodies and relevant industries; inputs from these sources are considered essential to maintaining the academic and professional relevance of curricula. The Teaching and Learning Strategy requires 'engagement with a wide range of stakeholders and communities in programme-appropriate ways'. Professional Faculties specify the need for Advisory Boards.

### **4.2.1 Engagement with employers**

Employer engagement is essential to ensure the academic relevance of faculty programmes, and certain Faculty initiatives are especially aimed at exposing students to prospective employers or opportunities for self-employment. Particularly important in this regard are Work Integrated Learning and Service Learning, which are available in various forms in career-orientated academic programmes in eight of UJ's nine Faculties.

4.2.1.1 WIL and SL are governed by the UJ Work Integrated Learning and Service Learning Policy.<sup>8</sup> In both WIL and SL modules, knowledge and skills acquired in the lecture hall and laboratory are complemented by contextualised well-structured authentic learning in work-based contexts and/or service activities aimed at addressing service needs in a community. The modules concerned are integrated into the respective academic programmes and are based on best practice in respect of curriculum development, programme design, programme structure, relevant module approval (internal and external) and learning activities.

In terms of the Policy, WIL and SL are coherently designed as an integral part of the academic programme concerned, are pitched at the appropriate SAQA level and allocated credit points. The structure and content of the modules are clearly reflected in the purpose of the academic programme, its outcomes, criteria and assessment processes. Monitoring and assessment of student progress are conducted in liaison with the facilitators, mentors and assessors from both the University and the workplace or community, with the involvement of a suitably qualified or experienced industry co-assessor.

To facilitate the implementation of WIL and SL, joint partnerships are established between the University and the workplace (e.g. industry, commerce, public sector) or community organisation (as represented by its leaders) with a view to collaborating closely in the planning, organisation, implementation, assessment and review of WIL and SL programmes and their curricula. Advisory Committees, as authorised sub-committees of the faculty, are constituted for each academic programme that includes a WIL or SL module as a component of the academic programme.

4.2.1.2 Several attempts have been made by DIPEM to solicit information from employers as to the quality of UJ graduates; but these have not been successful and are no longer taking place. (A few Master's and Doctoral studies on this topic have been written, but about very specific work areas.)

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<sup>8</sup> WIL designates the component of a learning programme that focuses on the application of learning in an authentic learning work-based context under the supervision and/or mentorship of a person/s representing the workplace. The broader concept of Work Integrated Education (WIE) designates a wide range of activities which support student engagement with industries, in preparation for the workplace. See Vignette 4.1 for further detail.

Where staff have developed more individual relationships with industry or employees, more informal feedback does reach the university and can be used in curriculum development.

UJ's annual Student Employability Survey gathers and analyses relevant and recent data about recently graduated students' employability status. The 2015 Survey report notes: "This report, therefore, also serves in a certain sense to provide indications where there might be 'gaps' in the preparation of students passing through the UJ educational system." The Survey is widely circulated among staff.

#### **4.2.2 Engagement with professional bodies**

Professional programmes are generally guided by Advisory Committees with representation from the relevant industry or Professional Board. Such Advisory Committees are expected to meet at least once annually. In addition, professional programmes are subject to regular review and re-accreditation visits by their Professional Boards (Health Sciences, FEBE, FEFS, Management, FADA (Architecture), Education, Humanities (Psychology) etc.). Boards pay particular attention to the relevance and currency of the curriculum and its implementation. Programmes that are reaccredited with conditions are required to develop relevant improvement plans and may be subject to a follow-up site visit. However, some growing concerns about the inhibiting role of professional bodies with regard to programme transformation have been noted under Focus area One, criterion e) above.

In addition to such inspections, many UJ teaching staff are represented on Professional Boards and similar bodies, and are therefore able to feed in ongoing developments at Board level. For instance, within the Faculty of Health Sciences, all departments have representation at executive level on their respective professional boards, councils or associations.

These relationships allow for close relationship between professional practice, curricula, and associated pedagogies.

However, some concerns were expressed about the role of Professional Boards and the requirements they express, in that Faculty staff may at times find these at variance with sound curricular or disciplinary principles.

#### **4.2.3 Engagement with alumni**

Engagements with alumni can take very different forms. UJ alumni are regularly represented on industrial Advisory Boards, or called on to sit on review panels, or to participate in other ways in accreditation visits or audits of qualifications by Professional Boards.

Over the past few years, the UJ Alumni Office has sought to re-energise engagement of UJ (as a merged institution) with present and past alumni, and to this end a number of Faculties have formed so-called 'alumni affinity groups'. An excellent example is the Accounting alumni affinity group Accountancy@UJ. This has a very strong social media presence with more than 30 000 followers on Facebook and 15 000 followers on Twitter. Comments and achievements of Alumni are shared with followers and highlighted on a constant basis in order to also motivate current students; they often appear as motivational speakers and engage regularly with current staff. The Department of Accountancy also has constant interaction with ex-academic trainees appearing as representatives of firms at career fairs, CTA socials etc.



*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 4.1 Work Integrated Education (WIE) in the Faculty of Management**

Work Integrated Learning (WIL) has long been a key element in the former Faculty of Management. With the Faculty acutely aware of the need for its students to engage with industry and be prepared for the world of work, all programmes, both diplomas and degrees, were encouraged to implement WIL as it evolved over the past five years into Work Integrated Education (WIE). As a result, boisterous and enthusiastic Faculty Experiential Learning Committee meetings are held quarterly to share experiences and ideas, and to encourage participation by newcomers. By now all Departments have embedded some form of WIE into the renewed curricula of both degrees and diplomas.

WIE projects involve a wide range of industries, and students interact directly with business persons and alumni and learn what opportunities await them on graduation. In preparation for WIE, students develop their CVs, learn how to search for jobs and how to present themselves in interviews – including how to dress appropriately! Typically students apply to a job advert by submitting a CV; short listed candidates are interviewed by a panel of alumni and industry persons; and winners are announced. Other WIE approaches include the involvement of guest lecturers from industry, simulation games which are proving to be wonderful forms of learning retention, as well as formal WIL where students are placed in the workplace for a semester of training. Other WIE components are integrated into specific modules. For instance, students in Small Business Management have to start a business from scratch; they receive guidance as to how to be an entrepreneur, and many have sustained their small businesses after graduation. Students in Applied Information Systems have a project day where they present their year's work of usable practical results. Most will have developed an App or similar, and alumni and industry are the adjudicators of the shortlisted projects. A third example: Marketing students embark on a Direct Sales Association (DSA) project, with the DSA directly involved with the students. Students are presented with products to sell; they receive commission for sales made; and confirm their competence by achieving a specified sales target.

The students benefit in multiple ways: through exposure to the job environment, networking with guest lecturers from industry, practicing the theory presented in class and being better prepared for the world of work. The Departments benefit substantially through direct interaction with industry by means of Advisory Committees, on which alumni are often represented. These committees provide input on the graduates they receive and make proposals as regards updating and renewal of curricula.

#### **Exemplar 4.2: Department of Accountancy: Curriculum journey and collaboration with the professional body**

The Department of Accountancy took the decision to develop a new Bachelors of Accounting Degree aimed specifically at preparing incoming undergraduates for postgraduate CA study. The framework for this new curriculum was the changing higher education landscape in South Africa, the new generation of students, changing stakeholder expectations regarding students, and the SAICA Competency framework. To meet the required standards of the working environment, SAICA sets out three categories for a CA (SA)'s work: ethical behaviour and professionalism; personal attributes; and professional skills.

Developing the necessary personal attributes requires the inclusion of pervasive skills, or soft skills, in the training of accountants. The new teaching model associated with this new qualification would draw on the UJ 'learning to be' teaching and learning model.

The committee (members of academic staff and higher education specialists) developed the degree on the basis of the following guiding principles:

- The curriculum should be specifically aligned with its purpose and exit-level outcomes;
- The degree should be sufficiently demanding, especially in the first year;
- The degree should focus as much on pervasive skills as it does on technical skills;
- Pervasive and other skills should be developed earlier in the degree in order to allow for the mastering of technical content later in the degree;
- Business context must be provided early in the degree in order to facilitate an understanding of complex technical concepts;
- There should be a coherent alignment between modules in terms of purpose and learning outcomes (teaching towards the outcomes and assessing against the outcomes).

The new teaching model for curriculum implementation was developed in collaboration with academic staff, external consultants from SAICA and higher education specialists. This involves a blended approach to teaching and learning, in that it incorporates a range of different learning resources, all integrated with the formal curriculum: pre-reading; self-assessment of understanding; class experience; study guide; self-study; peer cooperation and learning; formative assessments through assignments; tutorials as integral part of T&L process; and formal assessment.

This curriculum renewal has proved to be very valuable, as we now see our students coping better with the challenges of this demanding course of study. In 2015 SAICA did a full accreditation visit of the Accountancy CA programmes, during which they evaluated the new degree; and reported very favourably on the developments. However, we as a department are constantly aware of the need to self-reflect, adapt and improve to stay relevant. Accordingly, we have started a process of self-assessing all our degree offerings in 2017, which will focus on course content, offerings and teaching and learning. This is especially relevant following the 4<sup>th</sup> Industrial revolution, evolving of artificial intelligence, innovation and the need for critical thinking and entrepreneurship.

#### **Exemplar 4.3: Broad liaison with professional bodies in the Faculty of Education**

The Department of Educational Psychology developed two Short Learning Programs – S5LSIQ Learning Support and S5SAIQ Scholastic Assessment - in response to the requirement for specialised teacher training. Both these programs arose from a need expressed by the Department of Basic Education regarding in-service training of teachers in screening, assessing and supporting learners with special educational needs. Additionally the establishment of full service schools in the country required the re-training of teachers in order to differentiate the school curriculum and adapt assessments to allow a diverse range of learners to participate in everyday schooling.

Through networking with National and Provincial district officials in the DoE input regarding the curriculum was received. These programs have been offered to the Gauteng, Mpumalanga and Eastern Cape Departments of Education for the past seven years where about a hundred teachers are trained annually. Creating a new level of teaching post for Learner Support Educators also called for the curriculum to

include teamwork skills in leading School Based Support Teams and understanding procedural mandates in developing individualised Education Plans, and establishing parent-school partnerships.

Being fully aware of the policy revisions in the Department of Basic Education and incorporating these developments in the curriculum, these programs remain relevant and updated annually. A live website is developed during the delivery of the program which allows for participants to be actively involved as each day's learning activities are captured. At the end of a program, the cohort is always asked to evaluate both the content and facilitation of the material, and suggestions for improvement are incorporated in the next delivery.

A final report of the quality and details of the program delivery is written for the district officials for their record keeping and proof of the training. We often receive feedback from the districts regarding these reports.

#### **Exemplar 4.4 : Faculty of Health Science: the role of professional bodies**

The qualifications offered by the Departments within the Faculty are accredited by the legislated Regulatory National Councils for Programmes offered, namely the Health Professional Council of South Africa (HPCSA), the Allied Health Professional Council of South Africa (AHPCSA) or the South African Nursing Council (SANC). The exit level outcomes, curriculum and related standards are prescribed and controlled nationally. Each Council has an Academic Advisory Committee comprised of all full time staff members, student representatives, association representatives, statutory council and board representatives and alumni of Institutions that offer the qualification. Any additional members who may have specific expertise that are required are co-opted to the Committee. Meetings are held annually. There are also international stakeholders within a profession with representation on the council, e.g. the Chiropractic qualification is one programme that is accredited by the European Council on Chiropractic Education. This allows for feedback from international stakeholders within the profession on factors that affect the programme and curriculum development.

All stakeholders, both government and private sector training laboratories, have the opportunity to include academic related agenda items on Advisory Committee meetings. Issues related to Work Integrated Learning (WIL) students and Intern medical technologists are discussed and documented with suggested. Content of the WIL manuals are reviewed and stakeholders provide feedback on obsolete techniques and technologies which are no longer relevant to the scope of practice of qualified programmes. The advisory committee also reviews clinical guide and log books, assessment forms, number of assessments, responsibilities of both UJ staff and clinical supervisors and any other issues that may be raised pertaining to WIL. A workshop is then held at the start of each year to orientate the clinical staff to the WIL requirements of the programme. Qualification reviews, audits and accreditation visits are undertaken every five years at each Institution that offers the programme. During these Council visits, all Institutional role-players inclusive of staff (academics and academic support) as well as students (undergraduate and postgraduate) are interviewed and Portfolios of evidence that support the Teaching, Learning and Assessment Objectives are evaluated.

Departments may also sends representatives to related educational forums that consists of representatives from all HEI's where educational matters are discussed and information shared. This group discuss curriculum development pertaining to the new professional degrees that are now offered in

the Department and the information shared at this forum is incorporated where necessary into the offering of the new degree programmes.

Lecturers have also served as external examiners / moderators for the offerings at national institutions. This exposure ensures that the lecturers are given an opportunity to benchmark their own content and to make changes to their modules where necessary.

#### **5. Any other comments**

As a university, change is a constant. The curricula of universities, especially in the present economic climate, and the need to embrace multiple epistemologies, is a powerful vehicle. UJ has committed itself to ensuring that robust discussions, engagements and debates on curriculum continue. As a university with more than 25% of our students coming from Quintile 1 and 2 schools, we are firmly committed to addressing our inequitable society.

Curriculum is one component that has the potential to effect social change. From fundamental adjustments to curriculum focus, to key language changes, each Faculty continues to respond to the decolonisation imperatives in its own, unique and often innovative manner. The faculties continue to demonstrate commitment to enriching teaching and learning, adjusting pedagogy, and engaging with their communities in ways that clearly address the decolonisation agenda. Across the faculties, research is a key area in which decolonisation features, with a number of faculties indicating that staff and postgraduate student research into decolonisation in their disciplines will, in time, feed into the undergraduate teaching, ensuring that the curricula are underpinned by solid research initiatives. We are in the process of developing the framework that will underpin activities pertaining to decolonisation. We undertake consistently to review and transform our policies, structures, relations, and institutional culture, including language use, naming traditions, artefacts, teaching, learning and research in line with the imperatives of transformation and decolonisation.

UJ remains fully committed to the dismantling of the legacies, remnants and reproduction of inequality and exclusion. We are strong in our resolve and commit ourselves to a plan of action that addresses race, gender and class inequalities. The social justice imperatives of equity and redress will continue to form the basis of the University's plans for the present and the future.