Quality Enhancement Project

Institutional Submissions: Phase 1

Due Date: 1 September 2014

Name of Institution	Cape Peninsula University of Technology
Contact Person	Prof. A.P.S Staak
Date of submission	1st September, 2014

Institutional submissions form the starting point for each phase of the QEP. They are intended to be for information rather than for evaluative purposes, although it is expected that institutions will recognise the value and importance of serious engagement in producing the submissions. Institutional submissions serve a purpose for both the institutions and the CHE. For institutions, the submissions provide an opportunity to reflect at an institutional level on what they are currently doing, or planning to do, and where there are unaddressed needs related to the focus areas. For the CHE, the institutional submissions enable the CHE to elicit information related to student success from all universities. This information is needed for two reasons:

1. It serves as a baseline, providing a snapshot of current thinking, practices and priorities in each institution related to the focus areas in particular, and student success in general.

2. It provides a starting point for identifying common approaches and problems, as well as unique approaches that are particularly effective and problems that are of particular concern to sub-sectors of the university community. This will allow more focussed discussions to take place later on in the QEP.

The institutional submissions should be concise and focused. If more detailed information is needed, the CHE will ask universities to provide it. Submissions should include an indication of where further information can be accessed from the university's website, if applicable.

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

1. INTRODUCTION (2-5 pages)

1.1 Briefly describe the features of your institutional context that are most salient to the success of your students.

The Cape Peninsula University of Technology (CPUT) was established in 2005, as a merger between the Cape Technikon and Peninsula Technikon. A number of teacher training colleges were included in the new institution, which now has nine campuses and six faculties. The largest campuses are the Bellville and Cape Town Campuses, with smaller campuses in Mowbray, Wellington, Granger Bay, Central Cape Town, George, Groote Schuur and Tygerberg Hospitals. CPUT's geographical spread poses specific challenges to student learning, including the equity of student learning and support services across all campuses. In addition, there is a large-scale consolidation project, which aims to move faculties onto one campus. This is posing several challenges to teaching and learning primarily associated with the provision of suitable infrastructure to support the requirements of the academic project. Over time, the development of several new buildings will go some way to address these challenges.

With the appointment of the new Vice Chancellor, CPUT is focussed on the following short-term goals:

1. To increase pass rates and throughput rates and to reduce drop-out rates via a focus on the first-year experience.
2. To improve the qualifications of academic staff
3. To increase research publication units.
4. To increase the number of rated researchers.
5. To give attention to environmental sustainability.
6. To increase the number of community-based or innovative projects.

Teaching and Learning interventions therefore underpin the attainment of these goals.
CPUT has embarked on redefining the first year experience and increased efforts on the early identification and provision of interventions for "at-risk" students. To this end, CPUT has also invested considerably in E-learning support to address the needs of students on all campuses and in residences.

CPUT accepts approximately 33,000 students annually and has recently engaged in business process reengineering which has changed the admission of students from the decentralized model in 2010 to a centralised model, under the governance of the Registrar. This was considered a necessity in ensuring consistent practice across the University and to embed the principles of fairness, non-bias and legality into the admissions and selection process The major driving force behind this plan was the creation of a customer-oriented system aimed at providing high quality service to all prospective and registered students.

CPUT strives to be responsive to the needs of society in this country. A large number of students from previously under-represented groups have access to higher education, through CPUT's programmes and are supported through lower fees, increased NSFAS funding, and extensive foundation programmes. Council has decreed that no student who is academically sound should be turned away. However, with this ideal comes the challenge of admitting and enrolling students timeously in programmes to ensure optimal conditions for their success. Lack of finance, lower NSC pass marks and the perceived desirability of other regional universities, means that CPUT is dealing with large numbers of applicants who arrive late for admissions and are still waiting to register, long after classes have commenced. Widening access is a principle CPUT adheres to, but it is acknowledged that it comes with a cost to efficiency, effectiveness, and impacts on first year success.

Changes to the registration model, as well as the move to on-line registration, has shown a marked improvement in the registration process itself. Attention is now focused on dealing with alleviating the causes for the prolonged late registration of students, caused by the financial and academic exclusion appeals and the problems associated with the group of "walk-in" students that CPUT historically caters for. In addition, impact tracking of

various teaching and learning interventions from the Faculties and support units at CPUT has commenced and there is increasing emphasis on “Big Data” and learner analytics.

CPUT caters for a very different type of student than that found in the other universities in the Western Cape and some faculties have raised concerns about the competencies of incoming students onto diploma programmes. In general, the competencies of degree programmes appear to be better, given the higher admission requirements. The importance of entry-level competencies is recognised in CPUT’s risk framework, which requires risk management through a high-level marketing strategy, as well as individual faculty-based marketing strategies.

As CPUT’s students are differentially prepared for higher education, formal student support has been provided in the form of writing centres on all campus, mathematics support, many forms of peer learning support, multilingual resources, student literacy courses, specialised support for disabled students and student counselling. CPUT also provides comprehensive academic staff development in a range of areas, with the goal of enhancing student success. The findings of the South African Survey of Student Engagement (SASSE) report (CHE/Strydom, Mentz & Kuh, 2010) show that CPUT students rate CPUT highly in terms of providing opportunities for active and collaborative learning, good student-staff interaction, and the provision of enriching educational experiences.

CPUT has embraced the opportunity presented by the HEQSF re-curriculation project to adopt the philosophy of graduate attributes as knowledge, skills and applied competences, grounded in values, attitudes, critical thinking, ethical and professional behaviour, which encourage the capacity of a graduate to take what has been learnt beyond the site of learning. Over the past two years, we have engaged widely in extensive dialogue related to the conceptualisation and development of the curricula and built capacity amongst a large number of Curriculum Officers and Heads of Departments in the area of curriculum development. These skills are no longer confined to an Academic Development unit. This has moved CPUT’s curricula beyond the context of the old Convenor Technikon System and into supporting the transition of CPUT to that of a university. It has contributed to the changed strategic focus and character of CPUT.

Social transformation forms a principle underpinning strategies within CPUT (Vision 2020, 7) and the business process engineering occurring in Academic Administration is aimed at bringing a fresh approach to management practices within the University. CPUT has given specific attention to transformation issues in terms of the increased access of women and African students. Our enrolment planning process has expanded to a more inclusive process, which has given Deans the responsibility of ensuring that gender and race equity considerations, are addressed in the admissions and selection of students.

Interventions for increasing retention and throughput are devolved to faculty, included in faculty strategy and supported by projects sponsored through the TDG. At CPUT, the focus is now turning to tracking the impact of the interventions and establishing the sustainability of improving success in student retention and throughput.

1.2. Indicate how the submission was prepared, including the names and designations of the people involved with producing various sections of the submission.

The Quality Enhancement Project at CPUT is led by Prof A. Staak (DVC: Teaching & Learning), with Prof. C. Winberg (Fundani CHED) and Ms L. Airey (Quality Management Directorate) as the designated quality coordinators. A Quality Enhancement Project (QEP) steering committee was established. This committee was a decision making committee while the Senate Teaching and Learning Committee, Dean’s forum, Senate Student Administration Committee, MANCOM and Council Quality Assurance and Risk Management Committee and Senate all had oversight input into the report. The self-reflective activities were guided, and managed, by the Quality Management Directorate (QMD), together with Fundani (CHED). The steering committee considered the input of the reports from the focus groups as well as that of the final condensed report submitted to the HEQC.

The steering committee consisted of:

Prof A. Staak DVC: Teaching and Learning; Dr. C. Nhapo DVC: Research, Technology, Innovation and Partnerships; Prof. D Gihwala, Dean: Faculty Health and wellness; Ms L. Airey; Director (Acting) Quality Management Directorate; Prof. C. Winberg; Director: Fundani (CHED); Prof J. Cronje, Dean: Faculty Informatics and Design.

Initial meetings were held to determine the process and structure for the QEP. This was published in a guideline produced within CPUT, namely, CPUT's Planning Framework for the CHE Quality Enhancement Project (QEP) January 2014. This guideline served as a manual for focus groups to establish high-level consistency to the quality management process while allowing flexibility in the academic dialogue associated with the individual reference group activities.

Details on structure and processes can be accessed from the guidelines. In short, reference groups were established around each of the four focus group areas consisting of academic and administrative functionaries in CPUT. Formal communication on the QEP was through the committee system as well as the monthly news publication distributed to staff and students across all campuses. Documentation was placed in the Quality Management web repository and the web portal of the Curriculum Offers' Forum. Presentations on the QEP were made at the Dean's Forum and at the March meeting of Senate.

The first capacity-building event for all Focus Areas, was organised by Fundani CHED on 20th February, 2014 and consisted of a workshop on 'Critical Reflection' presented by Professor Arie Rip (University of Twente, Netherlands). All CPUT academic staff members were invited and approximately100 people attended. There have been additional workshops and seminars for the QEP (e.g., Professional Development, Educational Research workshops and a series of Fundani research seminars and staff development workshops). Following the 'Critical Reflection' workshop, focus groups for Focus Areas 1 to 4 were established and a coordinator for each was elected. The QEP was officially launched at CPUT on the 27 March 2014, by the Vice Chancellor and the Quality Management Directorate, with a presentation on the Quality Enhancement Project by Dr Rejoice Nsibande from the HEQC (Higher Education Quality Committee).

The institutional guidelines proposed the membership of the four focus groups and required the focus groups to meet at least three times to ensure due process was taking place. Membership within the groups evolved as the groups met. Each focus group represented a broad range of University stakeholders including faculty staff, staff of Fundani CHED, the Quality Management Directorate, Curriculum Officers, the Centre for Community Engagement and Work-integrated Learning, the E-Learning Centre, the Library, Human Resources, Facilities Management, Student Counselling Services, the Disability Unit, MIS, Academic Planning, Financial Aid, Training and Development, Library, Faculty Offices, the Registrar's Office, Admissions and Registration, Student Recruitment, as well as the SRC. Specific names are included below.

Discussion in focus groups one to three was led by representatives from Fundani (CHED) and in focus group four by QMD and the Registrar. The first drafts of the reports were written by the discussion leaders, namely, Prof J. Garraway (focus group 1), Dr N Mkonto (focus group 2), Dr E Ivala (focus group3) and Ms L Airey (focus group 4).

These reference groups met from mid-January to 1st June 2014. The group leaders facilitated the various initiatives amongst a range of participants relevant to the focus of each focus group. A website was developed by Fundani with on-line questionnaires to enable additional participation in the project. The Registrar and QMD held debriefing sessions for focus area four and initiated satisfaction surveys on registration. Workings from an institutional working group set up to deliberate on the causes and impacts of late registration were included in the considerations of reference group 4. Where possible, students were included in reference groups, to ensure the voice of both students and trainers.

Three separate workshops were organised specifically to get the student voice, but these were subsequently

cancelled due to various reasons such as, the public holidays, student development initiatives that superseded the QEP workshops and a short-lived time of student protest. While the SRC president attended the HEQC developmental workshop and students were represented at the various Senate committees, the student voice could be stronger.

Within each focus group the members collaborated on the writing of the first draft of this report, following which, the members reflected with groups in their communities. Individual comments were collected via personal emails and on-line sites set up for the purpose. Group leaders then coordinated the comments and included a section on new developments aimed at quality enhancement relevant to the focus area.

As various initiatives are ongoing around the University, Fundani CHED proposed the following criteria to the Senate Teaching and Learning Committee for the inclusion of successful interventions in the QEP report to HEQC.

	Levels of criteria for inclusion	**Comments**
5	External Peer Review	This is the 'gold standard' – an objective external review or evaluation of the project or intervention that assesses its uptake and impact on student outcomes.
4	Inter-institutional collaboration	Inter-institutional collaboration, by its nature, includes 'built-in' peer-review.
3	Impact study/evaluation on student outcomes	Such an evaluation (that might have been published, or might be in a report – e.g., for the Teaching Development Grant) would assess the impact of the project or intervention on enhanced student outcomes, using an accepted methodology.
2	Follow up study/evaluation of the uptake of the project/intervention	A follow-up study assesses the level of uptake of a project, training programme or other intervention (i.e., not only the number of participants, but the number of participants who are implementing the approach, educational technology, etc. that was the focus of the project or intervention).
1	Participant survey	This includes formative and summative feedback from participants on their levels of satisfaction with the content and implementation of the project/intervention. This is usually a standard practice in most training programmes and should not, on its own, count as a criterion for a successful intervention.

Following inputs from contributors and committee, the current version of this report to HEQC highlights key interventions that enhance academic staff development, student learning, the learning environment at CPUT, and course and programme enrolment, and briefly explains the principles underpinning the success and/or shortcomings of these interventions.

1.1.1 Focus Area 1: Authors and Contributors

Associate Professor James Garraway (Fundani CHED: Coordinator: Focus Area 1), Ms Liiza Gie (HoD: HR Dept, Business Faculty), Dr Sandra Johnson (Lecturer, Education), Ms Shahieda Hendricks (Director: Learning Development, HR), Dr Lynn Coleman (Curriculum Officer, Informatics and Design), Mr Simon Tshinu (Lecturer, Business), Ms Zanele Mathe (Library Services), Ms Jackie Scheepers (Community Engagement and Service Learning), Dr Lorraine Hassan (HoD: Academic Staff Development, Fundani CHED), Dr Eunice Ivala (Coordinator: Educational Technology Unit, Fundani CHED), Dr Trunette Joseph (T&L Coordinator: Engineering), Mr J Kennedy (HoD: Somatology, Health and Wellness), Associate Professor Penelope Engel-Hills (Associate Dean: Health and Wellness), Imtiaz Loghdey (Lecturer, Business), Associate Professor Joyce Nduna (Director: Centre for Community Engagement and Work-integrated Learning) and Ms Desiré Scholtz (HoD: Curriculum Development, Fundani CHED).

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1.1.4 Focus Area 4: Authors and Contributors

Mr N Ntsababa (Registrar, Coordinator: Focus area 4), Ms L. Airey (Director (Acting): QMD, Coordinator:Focus Area 4), Ms E. Moosa (Quality Manager), Mr L.Ndabankulu (Instiutional Audits Officer), Prof H Ballard (HOD, Business Faculty), Mr P Venter (HOD, Business Faculty), Ms S Swanich (Manager: Admissions), Mr P Franck (Faculty Manager: Applied Sciences), Mr D Evans (Faculty Coordinator: Engineering), Ms M Moller (Faculty Officer, Business), Ms I Jeptha (Faculty Officer, Applied Sciences), Dr S, Angloher (Faculty Manager, Applied Sciences), Mr D Ghansar (Marketing and Communication), Ms M. Bester (HOD: Academic Planning), Mr R. Meyer (Faculty Officer, Education), Z Mdingi. Ms M Sadeck (HOD, Education), ,Mr David Bleazard (Director: Institutional Planning), Ms Luclaire Airey (Director(acting): QMD), Prof Johan Anker (Associate Dean, Education), Dr AB de Villiers (Head, Student Counselling), Assoc. Prof Penelope Engel-Hills (Associate Dean, Applied Sciences), Ms Anthea Karra (Management Information Systems), Ms Kuselwa Maraal (Director: Academic Administration), Mr Graham Renecke (Head: Financial Aid), Prof Marshall Sheldon (Asistant Dean, Engieering), Dr P. Nevhutalu (Vice Chancellor), Ms J. Penfold(Faculty Officer, Informatics and Design), Mr X. Mdoda (Faculty Officer, Applied Sciences), Prof A. Staak (DVC: Teaching & Learning), Dr J. Nduna (Director: Work Integrated learning), Ms N. Zikalala (Faculty Manager, Education), Prof M. Binza (Dean, Business), Mr L. Ntonzima (Faculty Manager, Business), Mr N. Cloete (Faculty Manager, Engineering), D. Marcus, T. Messiah, B. Sichwaru, , H. Mantshi, N.Naidoo ,Mr N. Jacobs (Director: Marketing & Communication),Ms A Wessels (HEMIS Officer), G. Dinnis ,Ms F. Nofemela (Manager: Work Integrated Learning), Prof A. Khan (HOD Health & Wellness), T. Jiba, A. De La Crouse, G. Solomon, R. Williams, W. Solomon, B. Landers, Mr N. Noruwana(ITS manager) and H. Mbolekwa.

2. FOCUS AREA 1: ENHANCING ACADEMICS AS TEACHERS (3-6 pages)

(Including professional development, reward and recognition, workload, conditions of service and performance appraisal)

The enhancement of university teachers is an area of strength at CPUT which is evident in commendation awarded to Fundani CHED in the 2010 HEQC institutional audit of CPUT, as well as the number of research outputs on staff development produced by Fundani staff, often in collaboration with faculty staff, the nomination by Rhodes University for a combined centre of excellence award for Rhodes' CHERTL and CPUT's Fundani CHED, the election of Mr Siya Sabata to the HELTASA executive, the invitation to Prof Chris Winberg and Mr Siya Sabata by Dr Diane Webbstock (Director: CHE) to be part of a 'think-tank' reporting on 'Teaching and Learning' and 'Academic Staffing' as part of the CHE's critical reflection on 20 years of post-apartheid higher education, Dr Eunice Ivala's convening of the 2013 International Conference on Educational Technology, the participation of Fundani staff on HELTASA SIGs, the appointment of Prof Chris Winberg as convenor of the 2016 International Conference on Educational Development (ICED), and the award of three staff development focussed National Collaborative Teaching Development Grants: 1) Attaining graduate attributes in universities of technology through strategic teaching (Project Leader: Prof Anthony Staak), 2) A National Post-Graduate Diploma in Teaching and Learning in Higher Education (Project Leader: Prof Chris Winberg) and 3) Enhancing the scholarship of teaching and learning in Teaching Development Grant activities (Project leader: A/Prof James Garraway).

2.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please be specific by quoting from the Strategic Plan).

The Senate Teaching and Learning Committee facilitated the implementation of an institutional Teaching and Learning Strategy, in collaboration with relevant stakeholders, to promote good practice across faculties and central units concerned with teaching and learning. This plan has four 'strategic themes' that directly link to Focus Area 1: Curriculum Development (2), Academic Staff Development (3), Educational Research (6) and Partnerships (7).

2.2 What activities do you currently have in place related to this focus area that are successful? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect and a short summary of the results.)

2.2.1 NRF-funded research collaborations on academic staff development

Fundani staff collaborate on several NRF educational research projects, such as on the uptake of academic staff development (see e.g., Leibowitz, Bozalek, van Schalkwyk & Winberg 2014), the NRF/SIDA project on the Integration of Language and Content in professional communication (see e.g., Gustafsson et al, 2012), and on emerging technologies in higher education (see e.g., Gachgo, Ivala E, Backhouse, Bosman & Bozalek, 2013). Research on academic staff development has been supported by NRF funding and owes its success to international and local inter-institutional collaboration, the building of research-based academic staff development at CPUT and the concomitant capacity development for educational research.

2.2.2 The Cape Higher Education Consortium (CHEC) short courses

CHEC offers nine 'Quality Teaching in Higher Education' (QTHE) short courses. The courses are cooperatively designed, taught and assessed by teaching and learning specialists regionally. Senior Fundani staff convene the 'Teaching and Learning', 'Curriculum' and 'Assessment' courses. Each course enrols between 30-40 participants who volunteer according to their interests. The courses are well attended by CPUT staff. Advertising and payment is dealt with through CPUT's HR Learning Development Office and the CHEC. Participants consistently report on the value of sharing and networking with colleagues from other universities in the region, as well as the benefits of being taught by experts from the different universities. Staff who have attended QTHE courses are interviewed about the impact on their own and others' teaching; there are thus follow up studies on the impact of the course. Participants always evaluate the courses and comment is used for redesign. A group of staff participants and facilitators from the four universities presented on this collaboration at the 2012 and 2013 HELTASA conferences. The QTHE courses led to the development and implementation of the regional Post-graduate Diploma (Higher Education) (Teaching and Learning).

2.2.3 The Curriculum Officer (CO) Project

COs are a group of ±80 programme specialists, representing 90% of the programmes offered at CPUT. They play a dual role in their departments: subject lecturers and teaching and learning specialists. The DVC: Teaching and Learning provides a budget through which COs receive teaching relief from some duties. This is a successful model for improving teaching and learning as information gained centrally can be rapidly moved out to departments. Since the advent of the HEQSF, the focus has been on the review, revision and development of qualifications. The project's effectiveness has been externally peer reviewed (see Henard & Roseveare, 2012) for the OECD citation of the project). We ascribe the success of the project to long term, frequent and sustainable engagement with issues in curriculum, pedagogy and assessment, as well as the collaboration between educational and disciplinary experts. The CO Forum currently meets the pressing need for curriculum revision and

new qualification development.

2.2.4 Higher Diploma in Higher Education and Training (HDHET)

The HDHET was offered between 2005-2013 as a formal university teacher qualification for CPUT academic staff. Since 2005, ±70 CPUT academic staff members successfully completed the HDHET (with ±200 attendees not completing). The HDHET was practice-focused and participant evaluations (both formative mid-programme and end-of-module evaluations) were predominantly positive. Participant feedback has been used to continually improve the HDHET. The curriculum, teaching methods and assessments were externally moderated each year by senior academics from RU, UJ, UFS, SU and UCT. A shortcoming has been the lack of examination of the impact of the course; this is being addressed in a retrospective evaluation project, led by Professor Tai Peseta (University of Sydney). The success of the HDHET is that it was practice-based, structured and assessed and resulted in a formal teaching qualification (which is a requirement in most of the Health Sciences). A wide variety of experts facilitated the sessions and there was CPUT leadership support (e.g., for staff release to enable staff to attend and do course-work). The HDHET has been replaced by the Post-Graduate Diploma (Higher Education) (Teaching and Learning).

2.2.5 Teaching Development Programme (TDP)

The TDP is a mandatory programme for all new academic staff, although more experienced academic staff also enrol for the programme. The TDP is a non-formal programme that started in 2009. It comprises two modules: 1) Teaching and Learning and 2) Assessment. The length and continuity of the programme allows for substantive staff development and 'try-outs' in the classroom ; ±30 staff members attend regularly and ±20 candidates complete the TDP each year, which is impressive for a staff development programme that is not formal. The reflective teaching portfolio and analysis of video footage of candidates' teaching shows that participants are able to apply the knowledge and skills learned on the TDP within their own teaching contexts. It is not clear whether candidates continue to use these learner-centred approaches outside the demands of the TDP. A shortcoming has been the lack of examination of the impact of the course; this is being addressed by two evaluation projects (one a RU PhD) currently in progress.

2.2.6 Fundani workshops, seminars, indabas (in particular the Educational Technology workshops)

Fundani CHED offers a range of workshops and seminars on issues in assessment, problem-based learning, academic literacy, etc. The most successful of the workshops are the educational technology workshops that have been enthusiastically taken up by staff. Of particular note here is the groundswell of projects involving teaching through digital stories pod-casting, and the use of tablets. The Language Unit at Fundani has also been successful in implementing regular 'language indabas' across the institution. While once-off training workshops seem less effective in enhancing teaching than more structured and assessed courses, workshops are effective when they are focussed and serve a particular need, such as: 'using digital stories for teaching' (see e.g., Condy et al., 2012), 'teaching with FaceBook' (see Ivala & Gachago, 2012), 'the pros and cons of negative marking', 'using the on-line multilingual glossaries'.

2.2.7 The Work-integrated research unit (WILRU)

WILRU was established in 2002 with an NRF grant. WILRU's focus is professional and vocational education, including issues concerning work and learning. The unit has had an impact nationally on teaching with the publication of the CHE's Work-integrated Learning: a good practice guide in August 2011. WILRU has produced 55 curriculum publications over the past 12 years. A number of academic staff (in Fundani and the faculties) gained doctorates in the area of work-integrated learning and are currently supervising masters and doctoral theses in this field. The project benefitted enormously from collaboration with Professor Arie Rip (University of Twente, The Netherlands). There is on-going

capacity development (e.g., a 5-day workshop with Professor Karl Maton, University of Sydney in Nov 2013).

2.2.8 Research and innovation Fund for Teaching and Learning (RIFTAL)

The DVC Teaching and Learning provides ±R1 million for teaching and learning innovation each year. Fundani manages this fund, showcases the research findings at the annual RITAL conference, and supports writing-for-publication workshops via the internal journal Paradigms. A shortcoming has been the lack of examination of the impact of these research projects on the researchers' teaching practices. A general reflection on educational research at CPUT is that it is enabled through consistent funding, but that more skilled person power is needed to help staff design their research projects and implement research strategies that yield outputs that would be able to enhance teaching and learning.

The evidence for the above claims includes: attendance registers, workshop outlines, materials and websites, participant feedback, participants' assignments and portfolios, external examiners' reports, certificates of attainment (e.g., CHEC credit and merit awards), formal qualifications awarded, data-base of HDHET graduates (many of whom have taken up leadership positions at CPUT and elsewhere), approved research proposals, publications, external peer review reports, retrospective external evaluation (first presentation at ICED 2014), repositories (e.g., digital stories repository), reports (e.g., to Senate Teaching & Learning Committee) and publications.

2.3 What activities related to this focus area have you initiated during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

2.3.1 Library projects in digital literacy, developing library staff as academics, Disability Unit staff development and enhancing teaching through the LMS

The above are all projects which straddle the 'successful' and 'need attention' divide. The Disability Unit offers academic staff development and has the expertise to support lecturers and students with reference to academic challenges in and out the classroom (e.g., adaptive teaching strategies and universal design) and there is engagement between the unit, students and lecturers. There are early alerts to the unit on student difficulties for early implementation of support activities (e.g., tutors, adapted learning methods, assessment and examination methods). There is partnership with the faculties, such as information sessions with faculties on disability awareness, sensitisation and support services. The CPUT Library also offers staff development with regard to accessing data-bases and advanced information literacy skills (e.g., for postgraduate work) (see Lockart & Majal, 2012). Possible reasons why these projects are not as successful as hoped might be a lack of experience in academic staff development, the lack of coordination across units, the lack of inter-institutional collaboration (particularly with strong institutions, nationally and internationally) and a lack of research-based/evidence-based interventions.

2.3.2 An effective workload model

Despite many positive initiatives, teaching practice at CPUT is characterised by over-teaching regimes, over-large classes and difficulties in finding space (or support) for tutorials and other forms of peer learning. This leaves little time for adequate preparation, formative feedback, or appropriate assessment. The culture of over-teaching is the result of a lack of leadership for good teaching and learning practice in departments, as well as a lack of experience in active learning and e-learning modalities.

2.3.3 Insufficient up-take of Teaching Excellence Awards (TEAs)

TEAs at CPUT are currently faculty-based awards (±R10,000 – R20,000) to staff members who

submit substantive evidence (e.g., a portfolio of innovative teaching practices). A similar teaching portfolio is required for ad hominem promotion. Award recipients are asked to make presentations at the RITAL conference. Some faculties, however, choose not to give awards to staff. The lack of uptake could be ascribed to an under-valuing of the difficulties and value of good teaching, as well as a lack of accountability in implementing teaching and learning policy requirements.

2.3.4 Performance appraisal of academic staff

While there are policies governing performance appraisal, there are difficulties with their alignment – they are not what Trowler and Bamber (2005) call 'joined-up'. This makes them ineffective in meeting institutional goals. There is thus a need to align these policies with teaching and learning best practices and with institutional goals (e.g., with regard to the enhancement of student success). All these initiatives would benefit from external peer review, inter-institutional collaboration and accountability for implementing teaching and learning policy requirements.

2.3.5 Subject reviews

Subject reviews involve an analysis, in each department and faculty, of the reasons why students are performing poorly in certain subjects. Although subject reviews are a potentially powerful means to improve teaching, there is insufficient focus on improvement plans and their follow up in these reviews.

2.3.6 Skills development

The HR Learning Development Office plays an important role in staff development. However, we believe that HR could be an even more significant driver in enhancing teaching if this was to become the main focus of its training support. Currently, HR pays fees for external studies, and provides funding for staff to improve their qualifications (e.g., via the Erasmus Mundus exchange). In addition, the Learning Development Office pays for staff to attend external courses (e.g., the CHEC QTHE short courses) aimed at improving teaching and learning. The HR Learning Development Office also coordinates the new staff induction. The training offered is not always aligned with CPUT's Teaching and Learning Strategy, thus there is a need for coordination of academic staff development initiatives, and for shared capacity building (rather than out-sourcing of training).

2.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?

2.4.1 The Teaching and Learning Report

The DVC: Teaching and Learning has requested the institution (led by Fundani) to develop a reflective Teaching and Learning Report (similar to the annual Research Report).

2.4.2 Graduate attributes project

This project is led by the DVC: Teaching and Learning, and will have an academic staff development component intended to enhance the quality of educational provision at universities of technology. A National Collaborative TDG proposal has been approved with all the Universities of Technology as partner institutions (with support and training from Dr Lori Breslow (Director: Teaching and Learning Laboratory, Massachusetts Institute of Technology).

2.4.3 Departmental, faculty and institutional distinguished teaching awards

Teaching Development Grant funds will be used to reward good teaching across the university, at all levels (i.e., department, faculty and institution).

2.4.4 Inter-faculty collaboration around Teaching and Learning

A collaboration between the Faculty of Engineering, Applied Sciences and Health and Wellness Sciences is the development of a physics 'exploratorium' for Physics teaching; there are also plans (supported by the TDG) to include more university teachers in the 'flipped classroom' methods.

Faculty of Engineering has planned two initiatives for 2014/2015: 1) an Engineering academic staff induction programme for new permanent staff; and 2) a 2 -3 day Teaching and Learning 'toolkit' development programme for part-time staff, who are often industry specialists rather than educators.

2.4.5 The Post Graduate Diploma in Teaching and Learning (Higher Education)

The PG Dip (T&L) (HE) was developed in collaboration with Stellenbosch University and the University of the Western Cape. A blended learning environment has been created, with significant on-line resources which allows for extensive interaction outside of the face-to-face training blocks. A National Collaborative TDG has been awarded that includes additional university participants to develop PG Dip (HE) (T&L) modules as a national resource.

2.4.6 Using student feedback on teaching for professional development

Fundani CHED will establish of a central clearinghouse for student feedback on teaching that can be analysed by teaching and learning specialists who will then provide appropriate interventions. This is a collaboration with Rhodes University.

2.4.7 Convening the International Consortium for Educational Development (ICED) Conference in 2016

Prof Chris Winberg is the Conference Convenor, with all the Western Cape universities hosting this bi-annual international conference; we have received funding from the Western Cape institutions as well as a National Collaborative TDG evaluate TDG projects and to share, disseminate and support innovative teaching developments, using ICED 2016 as an opportunity to motivate CPUT's good teachers (as well as good teachers nationally) to showcase their work to an international audience.

2.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

There are difficulties with regard to the coordination and alignment of staff development provision; for example Fundani offers staff development, so does HR's Learning Development Office, the Centre for E-learning, the Centre for Personal and Professional Development, the Centre for Work-integrated Learning and Service Learning, Library Services, the Disability Unit, Faculties, etc. This provision should be coordinated and aligned with strategic goals in order to be effective. Recommendations from evaluations of staff development initiatives need to be implemented and there needs to be more accountability in terms of staff development requirements (e.g., for new staff, for level coordinators) and the building of educational leadership across the university, particularly at the Head of Department level.

3. FOCUS AREA 2: ENHANCING STUDENT SUPPORT AND DEVELOPMENT (3-6 pages)

(Including career and curriculum advising, life and academic skills development, counselling, student performance monitoring and referral)

The CPUT student community is an extremely large (±33,000 students) and diverse one; all of South Africa's 11 languages are represented and CPUT has many foreign students who have French or Portuguese, rather than English, as a second language. The students are drawn from diverse socio-economic backgrounds, and have attended schools which have prepared them differentially for higher education studies. A number of external studies (e.g., CHE/Strydom, Mentz & Kuh, 2010) have found CPUT's students to be engaged in active and collaborative learning and valuing the many rich educational experiences that CPUT offers, but also dissatisfied with the level of academic challenge in some programmes and with the campus environment generally.

3.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the strategic plan)

Student support and development are core services that contributes to and are aligned with a) CPUT's mission statement and vision 'To create a vibrant, enabling and well-resourced living and learning environment', b) CPUT's Teaching and Learning Plan, in particular 'Creating an empowering environment for teaching and learning' (1) and Student Development (4); CPUT's Short-term Plan 2014 – 2015, Objective 1: 'to increase pass rates and throughput rates and to reduce drop-out rates via a focus on the first-year experience, and specifically through our involvement in the following Action Plans: Extended Orientation, LMS-Based Early Warning System and Non-academic Support for Students'; and c) CPUT's TDG priority programme which is intended to 'create a supportive, integrative first year to enhance student development and success'.

3.2 What activities do you currently have in place related to this focus area that are successful? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect.)

3.2.1 Extended orientation

This is a two-week intensive skills-building programme for first year students that integrates the work of Fundani's Student Learning Unit, Student Counselling Services, the Disability Unit, the Library, and Student Affairs. This pre-start-of-year skills development programme has successfully prepared many students for engagement in academic study. The extended orientation owes its success to an integrated approach, support from CPUT's Leadership and the availability of resources. A difficulty that needs to be addressed is the exclusion of students who have been accepted at CPUT, but who have not yet registered, due to financial difficulties. Thus, students with the greatest need for the extended orientation are often excluded.

3.2.2 The physics project

This project is funded by CPUT's Teaching Development Grant (2012-2013) and includes a variety of physics teaching approaches: the 'flipped classroom', 'physics concepts' hands-on exhibitions, 'Physics-on-Facebook', videos, and student tablets. The project has successfully addressed 'threshold' concepts in a difficult subject by including modalities for 21st Century students (virtual, 'hands-on', video, social media, use of tablets), supported engagement between students and lecturers and increased 'time on task'.

3.2.3 Effective use of the LMS in Food Technology

The Food Technology department facilitated the joint training of academic staff by Fundani CHED and the Centre for E-Learning to create an interactive on-line environment, beyond the mere placing of course content on LMS. The rich learning environment includes multimodalities and social media.

3.2.4 Tutorial programmes

A number of subject lecturers across faculties have used tutors to provide support for students in 'at risk' subjects. The success of the programme is due to the stringent academic criteria used for the selection of appropriate tutors, on-going tutor training and support that includes the planning of tutorial activities and assignments, the provision of learning resources, and lecturer consultation with tutors.

3.2.5 Early Warning System

The Engineering Faculty was the first to implement an Early Warning System, which has been refined over several years of implementation. This has been extended to additional faculties with the support of the E-learning Centre that provides an early alert to lecturers with regard to student difficulties – thus enabling early implementation of support activities (e.g., academic literacy or mathematics support).

3.2.6 'Step-Up' programme

The Engineering Faculty has run the 'Step-up' tutor training programme for several years. The particular success of the programme is the formal, timetabled opportunities for peer learning that are facilitated by well-trained and well-supported tutors. The programme is evaluated regularly and revised in accordance with evaluation findings.

3.2.7 Multilingual mathematics tutorials

Multilingual mathematics tutorials are run by speakers of isiXhosa, Afrikaans and other African languages (as well as in English). The tutors are trained and supported by the Fundani mathematics education specialist. Tetra-lingual dictionaries of Maths and Science are distributed to support students. The multilingual intervention has had a positive impact on student outcomes, and several conference and journal papers have been written on the project. The mathematics specialist, Dr Dlamini Siyepu, is the Vice-Chairperson of AMESA (Western Cape) and is often called on to make keynote addresses at the AMESA and international conferences on this successful intervention.

3.2.8 Language development

Language development is based on the concept of language and content integration (see e.g., Winberg et al., 2013) with multilingual support and support for English second language speakers. The success of language interventions is due to a long history of leadership and innovative academic literacy practice at CPUT, including the appointment of Language Coordinators in faculties, regular language indabas, and an active Senate Language Committee. Since the appointment of the Institutional Language Coordinator (Dr Monwabisi Ralarala) in 2012, there have been additional interventions, such as reading proficiency development via 'Readers are Leaders' software, English Second Language support provision and Multilingual support for students (e.g., multilingual on-line glossaries).

3.2.9 Autumn and Summer Schools

The Autumn and Summer schools (in Applied Science, Engineering and Business) offer a 'second chance' for students who are close to passing. The planning of these schools follows best practice for repeating or 'at risk' students by providing an intensive programme with adequate support as well as assessment and moderation practices that are equivalent to the mainstream.

3.2.10 Educational Faculty: academic development and support

The Education Faculty makes provision for extra-classes, runs a spelling club, includes shorter formative assessments into more substantive tasks, runs diagnostic assessments, provides English

for Academic Purposes and Mathematics support tutorials, implements a peer tutorial programme, offers writing workshops, has a strong 'Digital Stories' project and a reading development programme. The support for 'at risk' first-year students is formally timetabled, thus the processes of developing and enhancing students' academic reading, writing and critical thinking skills are given due weight and attention.

3.2.11 Pod-casting in Biomedical Technology

Lecturers use pod-casting and screen-casting to ensure that the complex context (e.g., in Organic Chemistry) can be captured and re-listened to by students. The multimodal teaching and learning materials are cell-phone compatible (both for recording and for listening), which makes them well-used by students. The lecturer who had led this project, Dr Sehaam Khan, was awarded the Health and Wellness Faculty Teaching Excellence Award in 2013.

3.2.12 Interdisciplinary tutorials

The Faculty of Informatics and Design makes use of tutors for interdisciplinary learning across design 'clusters'. The project is successful due to the collaboration across programmes and the inclusion of Fundani's tutor training division.

3.2.13 Skills Development and Counselling

CPUT's Student Counselling Service offer a range of skills training workshops for academic enhancement and administer an annual student questionnaire to identify areas where students need support and counselling. The needs-based training that is offered supports the academic programme and identifies risk factors. Student Counselling Services also provide one-to-one counselling by appointment.

3.2.14 Library orientation and information literacy

Library staff introduce first year students to the library during the extended orientation period. The orientation is followed by training. Information literacy has been integrated into all first year subjects. The early introduction to the library and holistic approach taken to library orientation and information literacy are strongly linked to student success.

3.2.15 Academic Literacy

CPUT supports programme-based academic literacy, which includes co-teaching (and other forms of collaboration and language support) between Fundani academic literacy lecturers and academic staff. There are Writing Centres on all of CPUT's many campuses that offer excellent student facilities, such as computer laboratories on all campuses. There are some Writing Centres in residences, with the necessary technical support and opportunities for one-to-one consultations and workshops.

3.2.16 First year mentor programme

Fundani trains mentors to support first-year students during their first term at CPUT. E-mentoring is predominantly used, in which mentors use social media and cell phones to communicate with and support first years, in addition to face-to-face meetings. The success of the project has been reported on in several conference presentations and publications. The project leader, Ms Najwa Norodien-Fataar, is currently completing a PhD study on the impact of 'E-mentoring'.

3.2.17 Academic support of students with disabilities

The Disability Unit has excellent facilities for students, including sign language interpretation, and technology support (e.g., voice recognition software). The success of the unit is supported by collaboration with other CPUT student support services. A difficulty has been a lack of IT support in the Disability Unit's laboratories (e.g., where there is specialised voice recognition software). There are also financial constraints (e.g., the requested payment for an interpreter was felt to be too high to support one student).

3.2.18 Extended Curriculum Programmes

CPUT has offered Foundation, and subsequently, Extended Curriculum Programmes, since 2002. There have been many lessons learned over this period, and CPUT has included innovated curricular and pedagogical arrangements in all ECP course. There is also extensive support and development, including formal qualifications, for ECP staff – although the changing funding structures and concomitant status of ECP is an area of challenge. CPUT has contributed to a number of ECP 'best practice' conferences and publications and has provided research reports on student tracking and student in the ECP and beyond.

3.3 What activities related to this focus area have you initiated during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

3.3.1 Lunch-time academic support workshops

The initiative was not part of the formal programme, therefore students did not take it seriously and failed to attend many workshops. We have found that such 'add-ons' are not effective – and that students need lunch breaks.

3.3.2 Ineffectiveness of some Writing Centre/Academic Literacy Interventions

Students and lecturers often wait until it is too late to ask for assistance, which makes the task of providing support for writing extremely difficult. There are also difficulties with retaining good tutors and writing centre facilitators; this is possibly because tutor payment is too low, and that there is a lack of support or recognition from academic staff.

3.3.3 Departmental structures to support student success

While some departments have clear structures, others do not use level coordinators (especially first year coordinators), which means there is a lack of responsibility or accountability for poor success rates, etc. This is possibly due to a lack of experience with appropriate academic department structures and the effective use of staff, such as senior lecturers or associate professors who should take on a great management role in the department.

3.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?

3.4.1 The First Year Experience (FYE)

The CPUT FYE will build on the extended orientation programme. Currently aspects of the FYE are being piloted, such as an improved Early Warning System and the training of Retention Officers. A detailed implementation plan for 2015 has been developed. The CPUT FYE comprises four main strategies: 1) extended orientation, 2) Early Warning and Support System (EWSS), 3) fyX (blended learning first year workshops and presentations for the first semester) and 4) staff development for the FYE.

3.4.2 Physics Exploratorium

As a continuation of the Physics Project (described above), CPUT will develop an 'exploratorium' to assist students studying Physics (and Physics-based subjects such as Applied Mechanics) to experiment with 'hands-on' machines and devices that demonstrate the basic laws and principles of Physics. This is intended as a 'real' experience, to support the strong virtual learning environment (e.g., videos, multimedia) for Physics.

3.4.3 Interpreting and translating services and language laboratories

Fundani has appointed isiXhosa and Afrikaans language specialists. A language laboratory is almost complete, and the language specialists will translate key lectures and explanations of 'threshold

concepts' into isiXhosa and Afrikaans. The language laboratory will also support deaf students in the classroom (through the captioning of lectures and the use of video recorders).

3.4.4 Individualised development plans for students with disabilities

The Disability Unit intends to development individualised learning plans for all students with disabilities at CPUT.

3.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

There is a need for external peer review of all student learning and development services, with a view to their continual improvement as not all interventions are evaluated with regard to their effectiveness for student engagement and student success. The various student learning and support divisions lack access to student records and this hampers early interventions and pro-active approaches to student support. The divisions also experience a lack of feedback from academic staff, so it is difficult to know whether an intervention was valued or not. Fundani's Student Learning Unit often find that they work with academic staff who are concerned about their students and might already have achieved student success, while many of the staff and departments who are most in need of interventions do not approach the unit for support. Another area of concern is serious under-staffing in some student learning and support divisions. For example, there is under-staffing in the Disability Unit. The number of students with disabilities has increased dramatically over the past five years, as has the work of the Unit, but their staff capacity has remained the same. This is the case with many support units.

4. FOCUS AREA 3: ENHANCING THE LEARNING ENVIRONMENT (3-6 pages)

(Including teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities)

4.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the Strategic Plan).

The CPUT Teaching and Learning Plan, has as its first goal the creation of 'an empowering environment for teaching and learning' (1); while CPUT's Vision 2020, commits to creating a vibrant and well-resourced living and learning environment for all students.

4.2 What activities or facilities do you currently have in place related to this focus area that are successful? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect.).

4.2.1 Faculty of Health and Wellness Sciences: Department of Emergency Medical Care

The Department has cutting-edge laboratory equipment and a newly renovated building with improved classroom facilities and dedicated laboratory technicians. In a Quality Audit done in August 2013 by the Professional Board for Emergency Care, the Department was awarded a commendation for excellent facilities. One of the challenges this department faces as a result of the use of modern technology in training their students is that some of the industry partners have older equipment and as a result, the department still has to expose their students to older equipment. Additionally, the Department indicated that they mainly focus on teaching the clinical management of patients, and do not emphasize and assess soft skills. Because of the importance of soft skills for employability in the 21st century workplace, the department feels it should also teach and assess soft skills.

4.2.2 Faculty of Informatics and Design (FID)

The development of an on-line presence in the majority of FID programmes (through the use of Blackboard and social media) has managed to improve communication among students and between students and staff. It also contributes to the reinforcement of various communities of learning and support, both formal and informal learning beyond the classroom and towards a blended learning approach. Successful pilot studies have been undertaken in the Faculty to investigate the use of tablets in learning and teaching. There is strong leadership and support for innovation, a student-centred learning focus, and a critical mass of academic staff members who have a willingness to use technology in teaching and learning. Although most programmes in this and other Faculties have a presence on Blackboard, effective use of Blackboard for teaching and learning is done by a small minority of lecturers. Most lecturers tend to use Blackboard as a content management tool. While extensive training is undertaken, staff need to implement this effectively. The advantages of the use of social media (e.g., Facebook and blogs) have been shown, but CPUT's ITS needs to provide stable support for Cognicia and other design technologies as well as for the effective use of tablets for teaching and learning.

4.2.3 Multilingual on-line glossaries

The glossaries, developed through a collaboration between Fundani's Educational Technology Unit and the Language Unit together with Faculty-based and external experts, support students' understanding of threshold concepts in their respective disciplines. The glossaries are used extensively in multilingual tutorials. Their development was made possible by an enabling institutional

language policy. Due to inefficiencies within CPUT's ITS, the online glossary is temporarily hosted outside the university. Verification of the concepts is time-consuming and difficult as academics who are subject specialists and who speak Afrikaans and isiXhosa need to be found. It is also a challenge to recruit academics and students willing to be involved in the verification of the translated concepts.

4.2.4 E-mentoring

The main aim of CPUT's e-mentoring programme is to establish and sustain contact between mentors and mentees through the use of Blackboard or social media, such as MXit or Facebook (see, Norodien-Fataar, 2012). This is because good communication is a key component of an effective mentoring programme, but mentors often experience difficulties such as insufficient time for mentoring and difficulties in maintaining contact with mentees. These modalities are used at CPUT for offering students mentoring in the online spaces where they spend most of their time. The systems are accessible anywhere and anytime and offer opportunities for peer-learning and student-mentor interactions. These online environments meet the needs of 21st Centaury students and support students with academic and psychosocial difficulties. The programme follows a 'blended learning' approach, which consists of face-to-face mentoring as well as on-line mentoring. The mentees and mentors use of MXit extensively as a way of interacting with their emergent social network around issues related to their learning socialisation, in particular the conceptual challenges related to their courses. Of note is the fact that students rarely use Blackboard as they explained that they did not know how to use it. Thus, there is a need for students to be trained the use of Blackboard as a communication tool.

CPUT is in the process of approving a social media policy to guide the responsible use of social media; there is extensive use of social media in the institution to enhance the learning environment. The use of the Blackboard and particularly the 'early warning' feature in the LMS to identify students at-risk led to improved throughput rates in two departments that use e-mentoring.

4.2.5 CPUT Libraries

The provision of library facilities and resources within CPUT is extensive. CPUT Libraries has a presence on all campuses and most sites of delivery. The Library has successfully integrated the information literacy programme in the curriculum across all faculties (face-to-face supplemented by on-line duplication of the face-to-face course). This is made possible by the development of the Information Literacy policy and the awareness campaigns carried out by the Information Literacy Committee. There is also increased facilitation of resource-based teaching whereby a librarian is present on-line on Blackboard during a lecture noting the requirements of the course and providing on-line resources to students. This has been made possible by dedicated librarians and communication lecturers.

4.2.6 Multimedia recording studio (Engineering)

The faculty has a multimedia recording studio which is built for recording podcasts, podcasts and digital stories, allowing staff to innovate with technology and students to have access to video and audio recordings that explain threshold concepts. The facility is open for use by the CPUT community and has attracted users from other regional universities. Funds from the Teaching and Development Grant (TDG), and lecturers who are determined to innovate in their teaching and learning, have made this studio a valuable learning environment.

4.2.7 The Clothing and Textile Technology Station

This Technology Station offers state of the art facilities for CPUT staff and students and the clothing, textile and related sectors. It serves as a training and consultative hub for these sectors in the Western Cape. The product testing and analysis laboratory is used by the retail sector (e.g.

Woolworths). Technology platforms are also provided, amongst other services. The station is funded by the Technology Innovation Agency (an initiative of the Department of Science and Technology). A challenge is that not all staff members are willing to learn how to use the new technologies and the industry does not always have the new technologies, and as a result, the station has to teach students both the old and new technologies. There is a lack of sufficient computer facilities to accommodate student numbers in the first year of the diploma.

4.2.8 The Adaptronics Advanced Manufacturing Technology Laboratory.

This laboratory provides engineering consulting, training programmes and technical support to the engineering sector. Its focus areas are: adaptronics research and development, unmanned platforms, ocean engineering and automotive technologies and universal design. CPUT staff members lead all the areas and CPUT's undergraduate, postgraduate and intern students are involved in the activities of the station. They have development innovative products such as CPUT's 'Formula Student Single Seat Racing Car', a driving simulator to assist physically challenged individuals in learning how to drive, 3rd generation 'Mini Unmanned Aerial' which uses less fuel in landing and take-off and is used for reconnaissance and surveillance applications and is used by military, government departments and municipalities, and commercial security sectors, and a Coastal Observer/Buoy for use in obtaining atmospheric and oceanographic data used in weather prediction models. This is also used in real-time coastal monitoring, assisting industries with data for fishing, safety-at-sea, weather predictions, and oceanographic research. The participating students, although their numbers a low, benefit from these projects by learning how to work in teams, develop technical skills, and environmental awareness. This facility is funded by the Technology Innovation Agency.

4.2.9 AgriFood Technology Station (Faculty of Applied Sciences)

The AgriFood Technology Station offers services that assist food and related companies in developing, enhancing and maintaining safe, efficient and cost effective food production and processing. CPUT Staff and students benefit from this facility which is funded by the Technology Innovation Agency. Academic staff undertake contract research and other projects with industry which inform the curriculum accordingly.

4.2.10 Department of Information Systems (Faculty of Business)

The department has made extensive use of mobile technology (tablets, PDAS and mobile phones) for teaching and learning to provide a high quality, flexible education by enabling students to design, develop and electronically submit programming assignments, and to learn anywhere, anytime. The project has received funding support from the NRF, CPUT's University Research Fund (URF), Research and Innovation Fund for Teaching and Learning (RIFTAL) and the Teaching Development Grant. The project has a strong student-centred learning focus, and there is training and on-going support in the use of technology by service units and a team of dedicated lecturers.

4.2.11 Department of Sport Management's Human Performance Lab (HPL) (Faculty of Business, Mowbray Campus)

This is one of the best sports technology facilities in South Africa, with exceptional equipment to support learning and research. The HPL provides space and cutting edge technology to enhance education and technical training in terms of human performance in sport and related activities, including human factors. Importantly, it capacitates research possibilities for both undergraduate and postgraduate studies. It provides a platform where undergraduates and postgraduates acquire knowledge, skills and experience to enhance their employability and to respond to community learning needs by way of research in the field of sport and community development. It has good IT infrastructure, excellent outdoor facilities for the discipline, and strong departmental leadership. The

Department owns the Golf Academy, which offers a SAQA accredited Postgraduate National Golf Management Diploma and provides golf practice using the best types of feeder. Simulation of various conditions that can be met on a golf course are done using sloped mats, tees, sand, targets for pitching and putting training aids. There is training by professionals and the department participates in events and activities - offering full technology support, e.g. indoor net training with video analysis.

4.2.12 Department of Ophthalmic Sciences (Faculty of Health and Wellness Sciences)

The department uses the latest technology HDMI data projectors and smart boards; staff and students have access to very new laptops and appropriate software, and have WiFi access throughout the Department. The availability of these technologies was identified by lecturers as a success indicator.

4.2.13 Support for disabled persons

The Disability Unit has a strong presence at CPUT in the support of learning for disabled persons. It is supplied with well-equipped laboratories with specialised software programmes (Jaws, Zoom text, Wynn, Dragon and Microlink suite) at the Bellville, Cape Town and Mowbray campuses. On the Bellville campus, there are computers with fingerboards and big screens; 3 scanners; I magnifier and 1 braille printer. There is strong leadership around universal design and disability-friendly learning environments across all campuses. Training and support is offered in the use of assistive technology and there is 24-hour access to assistive technology services on the two main campuses. Examination support is provided for learners in the form of scribes, oral exams or specialised programmes during exams /tests. To address universal access for deaf students in the classroom, during conferences, graduations and training, a loop system was installed in one of the seminar rooms on the Bellville campus, as well as a portable ramp for usage in the major sports hall. A portable loop system is also available for usage in classrooms when needed. Facilities for students with disabilities include lifts, special rest rooms, six residence suites with accessible accommodation and a vehicle adapted to transport students with disabilities. Covered parking bays are available for people with disabilities on the Bellville campus. The Unit has a resource centre which issues with the loan of assistive devices, laptops and specialised text reading programmes for students. In 2011, a policy on people with disabilities was approved, while a draft policy on reasonable accommodation is under consideration. A blog for students with disabilities is available where information on support services and video clips can be shared. The use of specialised software programmes to make learning materials accessible to students has been implemented via Blackboard.

The success of this venture is evident in the increasing numbers of disabled students studying at CPUT and the financial support and bursaries provided by industry.

4.2.14 Work-Integrated Learning (WIL)

WIL coordinators have been appointed in all faculties to facilitate WIL across all disciplines. In each department, a staff member coordinates work-placements. Together with the institutional unit, these staff members have played a significant role in building relationship with industry, ensuring that teaching and learning is informed and supported by industry-standard technology and learning environments, and placing students appropriately to ensure that WIL has a strong and challenging academic component. This work has been supported by CPUT's leadership commitment to the concept of WIL and its importance for the employability of our students (Nduna, 2013). The placement of students in industry is a challenge in some faculties, and there are concerns about difficulties in finding placements for international students.

4.2.15 Residences

There has been improvement in residence accommodation and facilities, such as the availability of

computer laboratories and study areas. This is as a result of leadership support for quality learning and living spaces in residences as well as the provision of mentors and tutors at the residences. However, there is resistance from some of the residence managers who do not see it as their role to facilitate learning at the residences.

4.3 What activities or facilities related to this focus area have you undertaken or put in place during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

4.3.1 The Learning Management System (Blackboard)

In spite of a large number of lecturers attending training on the use of the LMS for teaching and learning in past 9 years, there is low uptake (500 active users), with only a small number of the lecturers at CPUT using the LMS appropriately for teaching and learning. Some academic staff members resist the use of technology in teaching and learning generally. On the use of the early warning system for identifying students at- risk of failing, only 45 of the 90 lecturers use it and send notices to students. There are currently pilot programmes running to support students identified as 'at-risk'. The low uptake of the LMS is partly due to the unstable information technology system (ITS) at the University and poor support services from CTS, which demotivates lecturers wanting to innovate with technology. The appropriate use of the system can be attributed to the fact that in training, more emphasis is given to the technical aspects of the LMS with less emphasis on pedagogy. Students have encountered difficulty accessing Blackboard, especially off-campus, due to the server being slow or passwords that constantly have to be reset. The use of the LMS could greatly benefit from the provision of a stable IT environment and a training focus on the pedagogical uses of Blackboard, as well as the technical aspects.

4.3.2 Computer and Telecommunication Services (CTS)

The CTS provides information technology infrastructure and support for the university. Over the years, the IT system has been unstable, sometimes affecting academic and administrative tasks. The client support provided by CTS is also poor partly because of lack of adequate staffing at the Unit and lack of unclear working processes from other units (streamlining workflows from other services such as campus protection services, health and safety and maintenance/facilities). Although the Unit has a helpdesk, the response rate to queries is poor, as is support from CTS. There is also conflicts between academic flexibility and legislative/risk compliance from CTS due to lack of understanding of the relationship between the two endeavours. A stable IT infrastructure and IT support is crucial for any learning environment, and more so when on-line and virtual learning is to be used. Good collaboration with other units is key to ensuring efficient and quality IT services.

4.3.3 CPUT Library Services

There is poor uptake by many lecturers of some resources provided by the library (e.g., Inter-library loans, database searches, training on the E-journals), possibly because of insufficient knowledge of the role of the Library in teaching and learning and lack of knowledge of the resources available. The library budget is inadequate for purchasing resources and full subscriptions to E-journals, etc. The budget is inadequate for the purchase of expensive engineering reference textbooks, while students not buying textbooks (due to financial difficulties) put additional strain on the library budget as they support students with these. Students often lack finances, not only to buy books, but also to print lecture materials from the N-drive. The librarian/student ratio of 1: 1,200 is a concern. Library staff feel that there are inadequate computers for students in the library and better learning spaces are needed in the library. The Library notes difficulties with security (access control) and the storage of students' valuables. There are also inadequate printing facilities.

4.4 What activities or facilities have you recently implemented or acquired or are you planning to implement or acquire in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities or facilities? What is the need or problem they are intended to address?

4.4.1 Institutional master plan

CPUT is developing an institutional master plan for future developments which includes designing student learning spaces, modifying existing classrooms and designing and modifying existing informal learning spaces.

4.4.2 Learner analytics

There is an institutional focus on the use of learner analytics (the use of student data gathered through the early warning system within Blackboard) to study student engagement, performance, and progress with the aim of using this information to design interventions to assist students identified to be at risk of failing in their studies (cf., CPUT's short-term plan 2014-2015).

4.4.3 Improved learning spaces in formal venues

It is intended that all CPUT lecture venues should meet minimum standards for effective teaching and learning, particularly with regard to active, student-centred pedagogies. There should be air conditioning in lecture venues that do not have natural ventilation. There should be WiFi in all learning spaces and more computer laboratories for students. Improved websites for departments and units are urgently needed. The Business Faculty plans to purchase netbooks and data projectors for academic staff members to assist where there is lack of teaching equipment, as well as an all-share cast dongle to allow real-time wireless content streaming. Lecturers will be supported in the use of technology as a teaching, learning and assessment tool, as well as in the use of the Blackboard Early Warning System to identify students at risk. There are also plans to develop a living laboratory (retail shop) on campus. The Faculty of Informatics and Design have planned student design-build projects to explore the optimization of indoor and outdoor informal learning spaces, such as courtyards, passages and balconies. Blended learning (i.e., learning that is offered both face-to-face and online) is being planned by several programmes to free up facilities that can then be shared. Detailed plans are being developed for implementation in 2015, which is based on a single consolidated facility to house the Faculty of Informatics and Design in a new purpose-designed building.

4.4.4 Improved and more learning spaces outside of formal venues

A technology integrated learning environment is needed for non-formal learning spaces, with better provision in the residences. More sports and recreational facilities for students are urgently needed.

4.4.5 Devices for all students in Radiography

A laptop initiative was introduced to the first group of BSc. Radiography students in 2014 at a nominal fee and one WiFi enabled lecture theatre is equipped to cater for all students using their laptops. The Department of Radiography has new facilities at the Bellville campus that accommodate large and small group teaching and learning activities; in 2015, a clinical skills labs will be equipped with advanced technological resources for simulation-based teaching and learning (e.g. Diagnostics X-ray unit, diagnostics Ultrasound Unit, Nuclear Medicine Hot Lab, and radiotherapy planning skills lab).

4.4.6 Improved access for students with disabilities

The Disability Unit plans to conduct a universal access audit on all campuses. The promotion of universal access to physical, academic and social spaces for all students is being driven by the Disability Unit; there are planned extensions to the Disability Unit on the Cape Town and Wellington Campuses. There are also plans to provide lifts for students with disabilities on the Wellington, Granger Bay and Cape Town Campus (Engineering building). Renovations at several residences are underway with respect to efficient accommodation for students with disabilities.

4.4.7 Improved Library Facilities

The Library is committed to providing safe, welcoming and conducive learning spaces and is committed to repositioning itself to be in line with 21st Century Academic Libraries.

4.4.8 Open educational resources and Open research project

The Open@CPUT project has received funds from the Teaching Development Grant and will be implemented during the 2014/5 cycle. This is a Fundani and Library Services collaborative project. The project is aimed at encouraging staff members to share their educational materials and research outputs through the university OER repository, open access journals and social media (academia.edu , Research Gate, etc.), in order to raise their academic visibility, the visibility of the university and to increase the impact of their research outputs and learning materials.

4.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

There are a number of challenges within CTS with regard to: change management, managing projects and operations and in improving the ITS systems. Regular improvement of ITS infrastructure is needed due to rapid changes and development in technology. There is serious under-staffing in most Service Departments (e.g., Finance, HR, CTS,) as well as unclear working processes – which negatively impact the academic project. The repair, replacement or up-grade of equipment and facilities is often necessary, but processes are extremely inefficient. Requisitioning equipment (when one has the funds) is slow with long delays in procurement, caused by inefficiencies in the Finance Department. There is a need for air-conditioning in teaching spaces (especially large lecture venues) and staff offices – and a lack of person-power in the Maintenance department to address these needs. There is over-crowding in some venues, which suggests a lack of planning. The culture of over-teaching results in over-booking of venues and difficulty in finding venues for workshops or interventions to address student needs. Many staff members complain about printing facilities and the lack of WiFi access in classrooms. There have been delays in installing the use of 'Readers are Leaders' software to support students' academic literacy at the Faculty of Engineering as CTS does not seem to be able to install the software needed. The on-line registration system is problematic, and has failed to accommodate all students (e.g., bursary holders and international students could not register from their home countries), while students from rural or remote areas have no access to the Internet.

Furniture, in some venues, is in a poor state of repair. There is a lack of space for individual and group learning; one always sees students sitting in corridors, trying to work on a laptop or meeting in a study group, so there is need for more informal learning spaces. CPUT lacks properly resourced classrooms suited for interactive teaching with proper teaching equipment (fixed computers and data projectors, sound system, etc.) Learning spaces are designed for the lecture method of teaching, thus there is a need for flexible and interactive learning spaces. Lecture venues have Inflexible seating structures which do not enable group work, or allow students to move much, once seated. The lack of teaching equipment in all the classrooms within the Commerce and Engineering buildings on the Cape Town Campus is a particular concern – despite several efforts to establish classrooms that contain standard/basic teaching equipment. There is inadequate management of computer labs, including software licensing etc., as well as a shortage of trained and motivated technicians for laboratory management. The majority of the design studios are not suitable to fulfil all of their functions (student production, student crits and portfolio reviews, assessment and moderation, which require the proper display of work (2D graphics pinned up and 3D artefacts displayed on a table or pedestal). There is thus inadequate space to display and store students' work. There are inadequate workshop facilities for industrial design. The physical/spatial consolidation of departments (such as those in Applied Science and FID) has encountered budget constraints, and staff complain of a lack of

direction on the process and the absence of a master plan.

The environment poses particular challenges to students with disabilities; physical access to learning spaces for students with severe disabilities is often not possible, due to the lack of ramps or lifts being out of order. There is also a need for efficient signage on campuses. The Cape Town Campus is very constrained and staff have complained about the shortage of office space on the Cape Town campus. Students need more meeting and recreational spaces and also outdoor, informal learning spaces. The issue of work/life balance (social academic spaces) for both staff and students needs more attention at CPUT.

5. FOCUS AREA 4: ENHANCING COURSE AND PROGRAMME ENROLMENT (3-6 pages)

(Including admissions, selection, placement, readmission refusal, pass rates in gateway courses[1], throughput rates, management information systems)

There are two clear lines of engagement emerging in relation to the Quality Enhancement Project's focus area four: administrative aspects related to the integration of high-level enrolment planning, with student acceptance, admissions, registration and placement, and then the HEQSF alignment project, which informs the changes to the PQM of CPUT. This in turn, influences the foundation of academic structure, admission criteria, faculty thinking and conceptualization and course enrolment and management.

5.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the Strategic Plan.)

In Vision 2020 Course and Programme Enrolment Management is directly relevant to the cross cutting theme of *quality and sustainability* (Vision 2020, 6) and two of the strategic goals as follows:

Strategic Objective 1: Sustainability and Efficiency

- improving the quality of service delivery and administrative procedures
- introducing innovative practices to improve management and administrative processes
- building a reputation for outstanding leadership and governance
- developing a strong environmental consciousness

Strategic Objective 2: The Curriculum, Teaching and Learning

- To analyse and address issues of success and equitable student access

.

This is further aligned to the Academic Planning Framework, the Teaching and Learning Strategy, and the Short-Term Plan of CPUT (2014-2015), in particular, *to increase the pass rate and throughput rate and reduce dropout rates via a focus on the first year experience.*

5.2 What activities do you currently have in place related to this focus area that are successful? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect.).

5.2.1 Enrolment planning model and MIS

Enrolment planning sets the high-level targets for enrolment numbers at the institutional level and is a collaborative exercise between the institutional level and the departments.

CPUT's enrolment planning process for the period 2014-2019 is a hybrid of top-down and bottom-up planning (Fig. 1)

[1] "Gateway courses" are those courses that have a large impact on students' ability to progress. Typically they are prerequisites for other courses, and often they have large enrolments. At many universities, examples of gateway courses are first year Mathematics and Economics. In some cases, if students fail a gateway course they automatically have to extend their studies by one or two semesters.

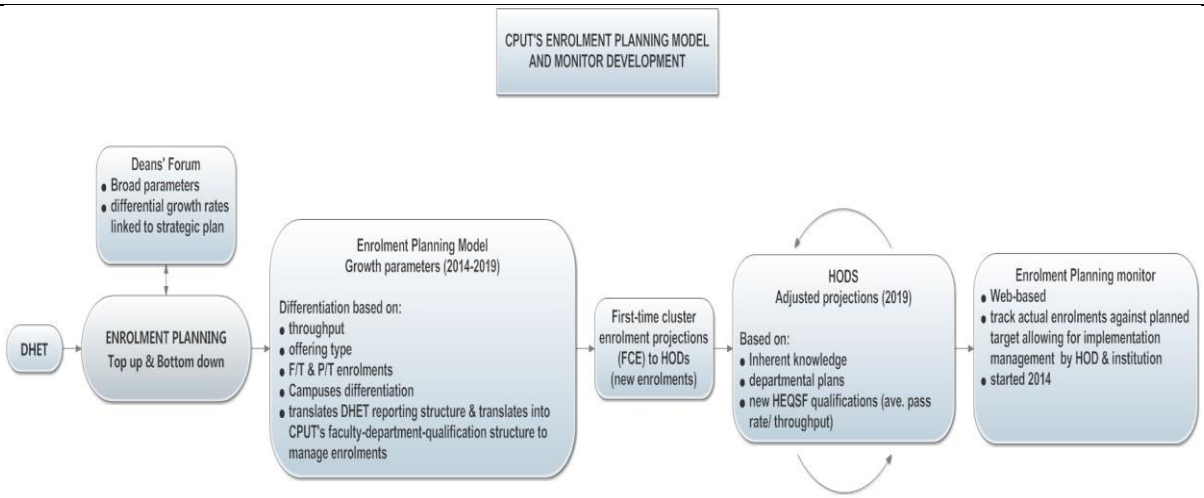

Figure 1: CPUT's enrolment planning model and monitor for managing student admission numbers.

Projections are based on the DHET enrolment targets, the historical pass rates and throughput rates for each approved qualification description. In addition, growth parameters are applied to CPUT's actual enrolments in 2012. Projections were adjusted by HoDs for the impact of merger and consolidation issues, on space, infrastructure and resourcing, as well as the phasing-in and -out of qualifications and Advisory Boards', or Professional Bodies', requirements. Provision is also made for the introduction of new HEQSF (Higher Education Qualifications Sub-Framework) aligned qualifications, the sheer number of which will have an extensive impact on CPUT resourcing.

Enrolment data generated within CPUT's academic structure is translated it into the tables required by the DHET. The development of an Enrolment Planning Monitor, together with the end of year marks administration process (MAS), provides the tools for CPUT to produce realistic enrolment plans and to manage the implementation of the plans effectively. Reports are generated by the faculty office from ITS, for HoDs.

The HEDA application (Higher Education Data Analyzer) enables the MIS Department to make available to the CPUT community the Hemis data submitted annually to DHET. The Data Queries menu of the MIS Portal typically allow the end user a wide range of options, with regard to the parameters that can be selected for inclusion in reports. Since this data reflects the official picture of CPUT as audited and submitted to the DHET, it is recommended to staff for planning and quality assurance purposes.

The success of this is evident through feedback from the HEQC, HoDs and the tracking of actual enrolment figures against projections.

5.2.2 RPL

CPUT has a vigorous, engaging RPL process with good practice examples evident. These include the use of challenge tests by some departments and a number of good examples in the use of portfolios of evidence. These are mainly in fields where portfolios are a familiar genre for representing professional competence. In fields where this is not the case, portfolios present a problem both for RPL candidates and for academic staff who are unfamiliar with this assessment method. This is a key area for the planning of improvements in practice.

5.2.3 Online registration

Online registration was piloted in 2012 and was introduced across the University in 2014. Student and

staff satisfaction surveys indicate that it is a successful move. In 2013 only 540 students registered online. This grew to 24 956 in 2014. There has been a concomitant drop in the back-office registrations. The aim is for all students to register on-line, independently. For 2015, students will be trained to help and assist new students during on-line registration.

Satisfaction surveys related to both the manual registration and on-line registration processes, and debriefing meetings initiated by the Institutional Planning Committee provide evidence of success.

5.2.4 Incidence reporting

A new development at CPUT that aided the efficiency and turnaround time on problems experienced during registration, was the Registration Incidence Reporting. This scorecard indicated quickly, areas requiring attention and integrated action across a number of stakeholders. It improved the turn-around times during registration.

5.2.5 Academic planning and the HEQSF alignment project

CPUT has structures, policies, guidelines and procedures to ensure that all aspects related to academic planning, the introduction of new programmes, changes to existing programmes and the rationalisation and discontinuation of existing programmes, meet minimum quality standards and criteria. The Academic Planning Committee, autonomous from the faculties and departments, deals with the applications for new programmes in a fair and transparent manner. It oversees compliance to the national requirements and the PQM and quality management, as well as ensuring that new and revised programmes are within the strategic imperatives of CPUT, are socially responsive, are curriculated in consultation with relevant internal and external stakeholders and have a sound projection of resource implications and viability. The committee also has a strategic function in advising on potential growth areas, the rationalisation of the current programme mix, policy development and the enhancement of quality in developing new programmes.

CPUT has adopted a rigorous process of approving new HEQSF aligned qualifications at an institutional level, which includes not only academic considerations, but also issues related to quality feasibility, financial viability and sustainability. The documentation presented to the Senate Academic Planning committee for approval is evidence of the process and output in this regard. This project has resulted in the development of capacity within each academic department through the appointment of a Curriculum Officer and monthly debate on curriculum development issues.

5.3 What activities related to this focus area have you initiated during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

5.3.1 Real time use of admissions and registration data

Extensive training has been provided to HoDs in accessing and using the data. The ideal would be for this to happen in real- time, however, HoDs currently experience a lag in data production and are still reliant on their internal spreadsheet, or monitoring mechanisms. Registration data feeds from the ITS through to MIS, but there is a marked delay in the registration of some students for various reasons, such as the financial appeals process.

In addition, the separate systems must be integrated and student academic data, showing the currency, ownership and status of data as well as, institutional plans, quality review data, and improvement plans impacting on capacity and resourcing, should be linked and cascaded to the Registrar, departments and units to allow for effective course and programme enrolment

management.

5.3.2 The management of admissions and placement

One of the management issues impacting on the efficiency of the registration process is that of the large number of walk-ins that CPUT deals with after classes have begun. Ironically, these walk-in students often have higher entrance competencies than those students accepted through the official process and, in at least one faculty, these students are erroneously accommodated in the ECP programme, which is meant for a specific category of student and not generally for "walk-ins". The pass rates in these programmes are therefore reported to be higher than the mainstream programme thereby, inadvertently creating a positive climate for student success through a number of interlinked factors. However, in general it is accepted that the random acceptance of 'walk-ins' can result in students who are not committed to their studies and have poor motivation; poor attendance and lack of engagement, which is not conducive to student success.

Over the years, various rules have been unsuccessfully introduced to deal with the issue of the walk-in students. The Registrar has also introduced selection committees to form part of the faculty structure, and support the admissions process. Guidelines exist for selection committees whose purpose is to ensure a consistent, fair, unbiased selection process. The committee is also responsible for exclusions. Many HoDs still rely on selection from the pool of walk-in students to source applicants with higher entrance requirements thereby compromising the integrity of the process and placing students at higher academic risk.

5.3.3 Exclusion of students

The re-admittance of students has impacted on first time enrolment management in some departments, especially those with large numbers of re-admitted students.

Readmission and exclusion criteria are approved, but decisions on individual student re-admittance and exclusions reside with the HoD, faculty structures and Senex. Despite clarity on the process, the appeals process is not uniformly applied across the institution and in some cases students seem to be able to apply repeatedly. There is no consistent application of the practice across the university.

Guidelines for Faculty Managers and generic criteria, indicating the rules for exclusion from the faculty and the institution, are required. Processes need to be redesigned and controlled so that students who do not qualify for re-admission are alerted to the fact as early as possible and processes align.

5.3.4 National Benchmark Test (NBT)

The National Benchmark Test (NBT) is not routinely implemented across CPUT and is not used for admissions at all but rather for placement on extended programme (ECP) or mainstream programmes, with the cut-off point being basic/lower intermediate in two of three NBT scores and commensurate lower end scores in NSC. The intention was that students arriving with the NSC marks only, should be automatically be placed onto the ECP until such time as they have written the NBT, at the university's expense, in the first two weeks of term. After the NBT results have been received, students would either remain on the ECP or be re-registered onto the mainstream.

Reports indicate that the NBT project has not made significant inroads or a noteworthy impact at CPUT as a result of certain Senate endorsed restrictions, namely:

- The NBT should not be compulsory for students.
- No CPUT student should be required to pay for the test.
- The test(s) may only be written after registration (to prevent departments from using the test

for selection, or as a gate-keeping measure).

These restrictions mean that special test session have to be arranged after registration, at additional cost to CPUT and impact on registration. In addition, few students arrived for testing and in any given year that the tests were scheduled at CPUT. Also no department had a full complement of students who sat for the tests. Funding for the test does not seem to be an issue as it was supported from ECP funds and CPUT students were funded, yet many never arrived to write the tests.

Standardistion of test administration and procedures was compromised and no significant correlations can be drawn from the student data, to make inferences on the usefulness of the NBT as an indicator of possible academic performance, or additionally, as a placement measure. There has also been little change to curricula or pedagogy based on the NBT results.

Staff members have expressed the need for another measure to determine placements, beyond the NSC results. The caveat, however, is that since the placements reflect high-stakes decisions, entrance assessments should be able to withstand the rigour of validity, reliability and item analysis.

Contention continues on the use and application of the NBT at CPUT.

5.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?

5.4.1 Improving support activities associated with registration

Changes to the registration model, as well as the move to on-line registration, has shown a marked improvement in the registration process itself. Indications from surveys are that this was effective in reducing registration time and eliminated long queues, but support activities, such as financial aid, international students, appeals and residence application and selection process, require streamlining. They are impacting on the time taken to get students into the classroom. Attention is now focused in these areas as follows:

- Initiating business re-engineering processes so that all stakeholders adhere to agreed upon processes, timeframes and deadlines, for example finalising the academic structure early in the year and adhering to formal processes
- Redefining the model and controls for the registration of international students. A hybrid model for registration was used previously whereby the international students reported to the Office of International Affairs to produce immigration documents and evidence of payment.
- Using the central DHET system for the management of walk-in students. In 2015, the “holding centre" in the central DHET system will be used for walk-ins with their applications being uploaded directly to DHET before the information is sent to faculties. This will resolve some issues associated with the registration of walk-in students
- Models for supporting the admissions and registration process need to be explored further by CPUT, together with appropriate controls and standards. For example, the management of fraudulent activities such as those associated with student results, certificates and finances create a high administrative and legal burden for CPUT and the identification of appropriate controls would be beneficial.
- Improved, timeous and accurate communication by all stakeholders is critical in supporting the improvement of the application and registration project. Different modes of communicating as well as the increased breadth of communicating should be explored with a view of using the most effective means to turn around the application trends and patterns as experienced at CPUT.

5.4.2 Financial aid and exclusion strategies

CPUT will redefine the model and strategies associated with the efficiency of the financial exclusions, financial aid process and the pre-selection of first years applying for NSFAS allocation. A clear policy is required as well as minimum criteria for application.

The practical implementation of the broad institutional guidelines is that students can appeal when they are not in academic good standing and with the support of the SRC, are usually successful. This has been identified as a high-risk area for CPUT.

5.4.3 Refinement to the HEQSF aligned qualifications process

A web-based curriculum management system is required to track programmes from conception to implementation. The development of a curriculum management system will allow CPUT to align qualifications in terms of a range of key aspects such as NQF levels, SAQA credit values, subject descriptions and content, learning outcomes, teaching and learning strategies and assessment methods and, to make the relevant information available to the CPUT community. This will greatly aided the quality management process and implementation of new and existing programmes.

5.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?

5.5.1 High-level enrolment planning and management in general

Across the entire ambit of programme and course enrolment management, standards need to be developed to allow for the monitoring of quality, service delivery and efficiency. In addition, conversations should be deepened on the capping of numbers and enrolment targets set during enrolment planning. CPUT has 7% unfunded students. During the 2014 registration, the original target of 32000 students was reached by February, yet enrolment continued. In terms of managing the recognised risks related to student competencies, CPUT should now review certain principle decisions and move towards improving the quality of the incoming cohort of students and moving towards becoming an institution of first choice among students.

5.5.2 Gateway courses and enrolment management

At the faculty level there is a comprehensive analysis of subjects through the Subject Review process and marks discussion, which allows for the monitoring of at-risk, or gateway courses. Faculties incorporate findings into their action plans, and/or teaching and learning plans. In general, though, CPUT needs to analyse, at the high-level, the impact of pre-requisite subject as potential gateway courses and put an appropriate institutional level management plan in place. Integration of the existing information available on gateway courses is required between the Planning, Quality Management and Registration units and processes needs to be initiated to develop enrolment planning further. Gaps in data requirements still need to be identified and incorporated into the Institutional Quality Management System.

5.5.3 Marketing of programmes and career counseling

Marketing of programmes occurs at the institutional and the departmental level. Although schools are visited by the central marketing department, this marketing is aimed at promoting CPUT. In 2013, approximately 34000 applications forms were processed from May to August but by the end of November 2013, only 3000 applicants met our admissions criteria. It seems that undertaking targeted marketing would improve our efficiency. Targeted marketing is done by some academic departments.

Limited career counselling is done by the various people involved in marketing and some faculty within the departments. A specialized career counselling service is offered by the Student Counselling Unit, but career counselling, per se, is not done by CPUT. Students are accepted onto courses based on their first, second or third choices, the availability of space and their alignment with admission criteria. This in turn impacts on retention and throughput.

5.5.4 Workload and business flow

Despite the intentions of the business process engineering for improvement, there is high pressure on academic administration staff due to multiple demands, at the same time of year. For example, applications and registration taking place at the same time because of walk-ins at the beginning of the year; registrations and amendments happening at the same time due to extended registration; Hemis validations and Internal Auditors make demands on staff at the same time, to cite but a few examples. Until processes and timelines are adhered to across the institution, the impact of the re-engineering will not gain traction and will continue to impact on the efficiency of the academic project.

6. OTHER AREAS THAT AFFECT STUDENT SUCCESS (2-5 pages)

(Areas that do not fall within the four focus areas)

6.1 Briefly describe other activities your institution is undertaking to promote student success (beyond the four focus areas).

6.1.1 Researching teaching and learning

CPUT is strengthening the drive towards research into the impact and success of teaching and learning initiatives. Ones means of doing so is through the implementing the research and innovation fund for teaching and learning. This fund was created to encourage academics to submit proposals for the reach of teaching and learning practices. .

6.1.2 Enhancing the status of teaching and learning

Celebrating and enhancing the status of teaching and learning is promoted by providing assistance in preparation for the faculty and institutional distinguished teacher's awards and eventually, the HELTASA Distinguished Teacher Award. This is also promoted by arranging a number of seminars and conferences to showcase good practice in teaching and learning. This culminates in the production of a teaching and learning report and the RITAL conference.

6.1.3 Benchmarking, quality review and impact tracking

CPUT is entering the second cycle of various surveys, including those of graduate destination, student satisfaction with teaching and learning, the SASSE survey, survey on international students and an institutional climate survey. The climate survey is to take a holistic view of where CPUT is ten years after merger, what the culture of the institution is now especially after the consolidation that has taken place, and what is required to take CPUT forward.

As part of the HEQSF re-curriculation, benchmarking of CPUT programmes against the best in the world is underway.

6.1.4 Quality Management Reviews

The second cycle of programme reviews at CPUT is drawing to a close and the re-construction of the Departmental Quality Improvement Plans (DQIPs) is underway to not only promote continuous quality improvement, but to support movement of the institution towards strategic objectives and short term plans. The process and management of the DQIPs is changing.

In addition, CPUT is undertaking Faculty Reviews to evaluate the suitability of leadership, faculty structure and faculty business processes to supporting the vision, PQM and strategic imperatives.

6.1.5 Know your student project

To be able to provide suitable support to new students, CPUT is embarking on a project aimed at identifying the characteristics and competencies of the first year intake. This will set the framework for institutional interventions and strategies.

6.1.6 Big data and learner analytics

Resources are being provided to strengthen CPUTs engagement with big data and learner analytics. This will provide for impact tracking and strengthening activities such as the early identification of students at risk.

6.1.2 Curriculum Development

Since the introduction of the HEQSF, extensive curriculum development and revision has been done to improve the diploma and degree programmes at CPUT. Although being demanding in terms of staff time and energy, CPUT had developed strong, internationally bench-marked diploma and degree programmes across all faculties. The skills learned in the process of this important work will assist us to consistently improve the quality of our educational provision.

6.2 What other challenges or problems does your institution face in promoting student success?

6.2.1 The overarching challenge is that of sufficient financial support to provide infrastructure, cutting edge technology and teaching resources suitable for a University of Technology. In addition, heavy workloads and large numbers of students mean that staff are not readily able to take time to upgrade qualifications, undertake disciplinary as well as teaching and learning research and provide the additional activities that lead to students experience a vibrate and stimulating educational journey while undertaking their studies.

6.2.2 Consolidation of the academic programme is impacting on the suitability of learning spaces available for students. Insufficient space is creating challenges in moving students and departments around. Like all higher education institutions CPUT is finding it difficult to undertake sufficient maintenance and to provide good quality learning spaces and residences that enhance the student experience.

6.2.3 Underprepared students place a huge burden on the institutional resources as provision for various forms of student support has to increase. The amount of time spent on just dealing with the basic interventions required to support students in passing is eroding the ability of academic staff to provide innovation in their teaching practices.

6.2.4 A challenge exists around providing suitable work integrated learning opportunities for students, particularly international students.

6.2.5 CPUT has a long history of successfully supporting students who are underprepared for higher education studies. Many students who come to CPUT from the GET or FET sectors are not adequately prepared, particularly for the science, technology, engineering or mathematics (STEM) fields. Our work in this area has been innovative, reported in a number of conferences and in academic publications, but our experience in supporting underprepared students tells us that successful support for underprepared students requires both resources, academic leadership and 'buy-in' from all academic staff – which is not always available or forthcoming. Extensive resources, both in terms of infrastructure and skilled academic development staff, are necessary in order to support the success of underprepared students. There are several pockets of excellence in this regard at CPUT, but large-scale, systematic and collective action is needed in order to make a significant difference to student success.

6.2.6 Many students who meet the academic criteria for acceptance or for continuing with their studies are often not able to register, for financial reasons. At present, CPUT does not have sufficient funds to offer student financial aid needed. Financial systems, e.g., to defer payment in order to allow students to register and attend classes; or to accept the appointment of a student as a tutor in lieu of payment, do not currently exist. It is thus a challenge that we cannot always accept academically strong students who have financial difficulties

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