TEACHING & LEARNING REPORT 2018

Repurposing the Scholarship of Teaching and Learning at CPUT
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FOREWORD FROM THE DEPUTY VICE-CHANCELLOR
Prof Anthony Staak

As in previous years, the 2018 Teaching and Learning report once again showcases various exciting initiatives in the teaching and learning domain that emanate from the faculties and support units at the Cape Peninsula University of Technology. Many of these initiatives arise from activities supported by the University Capacity Development Grant and are aligned with the thematic areas of the Quality Enhancement Project, which had as its primary objective improving throughput and success rates at universities, and enhancing the quality of teaching and learning across the higher education sector.

Once again, much attention has been given to promoting the scholarship of teaching and learning at the institution mainly though the Scholarship of Teaching and Learning (SoTL) programme, the activities supported by the Research and Innovation Fund for Teaching and Learning (RIFTAL) and various writing retreats and workshops. It is important that we reflect on the various academic support interventions and teaching and learning strategies to understand why some are successful and others less so.

Research into teaching and learning thus plays a critical role in identifying good practice that can be replicated and adapted to other contexts within the institution. In this regard it is encouraging to note the large number of journal publications and conference presentations in the area of teaching and learning over the past year. During 2018 the university initiated a process aimed at revising the institutional strategic plan under the banner of becoming ‘One Smart CPUT’ and aligning the strategic plan with the imperatives of the Fourth Industrial Revolution (4IR). There were discussions and debates on the concept ‘Smart Teaching and Learning’ in the context of 4IR. These focused essentially on four areas:

- The Curriculum: It is clear that the curriculum would in the first instance have to cover the technologies associated with 4IR as well as the implications of those technologies for society. Moreover, it will have to equip students with essential graduate attributes to enable them to cope with the increasingly complex world that will be ushered in by 4IR.

- The Mode of Delivery and Pedagogy: The complexity of systems associated with 4IR will demand a greater emphasis on collaborative learning and project-based learning with an interdisciplinary focus. Flexible learning paths will be necessary to cater for a much more diverse student body, which can be achieved through a shift towards blended learning and on-line learning.

- Teaching and Learning Technologies: Various technologies to enhance teaching and learning will proliferate in 4IR. Gamification, simulations, virtual reality and artificial intelligence tools such as tutor bots and chat bots need to be evaluated and embraced in areas where they can add value to the teaching and learning process. Analytic tools associated with learner management systems will become much more powerful and will provide the necessary means for predicting student performances so that effective academic support interventions can be designed.
As in previous years, the 2018 Teaching and Learning report once again showcases various exciting initiatives in the teaching and learning domain that emanate from the faculties and support units at the Cape Peninsula University of Technology.

- Ethos and Culture: For ‘Smart Teaching and Learning’ to thrive at the university it is important that a supportive ethos and culture prevails. Such an ethos and culture will have to nurture innovation, creativity and entrepreneurship. It should be people-centered and curiosity-driven, and should encourage risk-taking. It should embrace diversity and multiculturalism.

Clearly the development of a ‘Smart Teaching and Learning Strategy’ remains work in progress but much has already been achieved in 2018, as reflected in this report, particularly in the areas of blended learning, learner analytics and the identification of appropriate graduate attributes that need to be embedded in the curriculum. A solid foundation has been laid for the further refinement of the strategy in the year ahead.

Thanks to Fundani CHED for providing leadership and playing a coordinating role in many of the initiatives featuring in this report. It is also evident from the report that many staff go beyond the call of duty to help improve student success and throughput at the institution. Sincere thanks to all of them for their efforts. It is my hope that their good work will encourage others to follow a similar path and help give teaching and learning the prominence it deserves at an institution such as ours.
Kwanje ngeminyaka edlulileyo, ingxelo ka-2018 yokuFundisa nokuFunda ibonisa kwakhona iindlela ezintsha ezinizini ezichulumisayo kwicandelo lokufunda nokufundisa eziziseko zisuka kwifakathi namacandelo enkxaso ye-Cape Peninsula University of Technology. Intsasa yonizini lwezi ndlela zintsha ivela kwimisebenzi exhaswe ylGranti yoPhuhlilo zaKhono yeYunivesithi (University Capacity Development Grant) kwaye zikwahambela nemiba yernxholo yeProjekthi Yophuculo Simo (i-Quality Enhancement Project), enjongo iphambili ikukuphucula iziphumulo nomgangatho wempumelelo kwiyunivesithi nokuphakamisa umgangatho wokufundisa nokufuna kwicandelo ionke lemfundo ephakamileyo.

Kwakhona, ingqwalasela enku inklubekuphuhliseni inkxaso-mali yokufundisa nokufunda yeyunivesithi efumaneke ingakumbi ngenqubo ye SoTL, ngemisebenzi exhaswa yNgxowa-mali yeeNdlela ezNtsha noPhando lokufundisa nokuFunda/Research and Innovation fund for Teaching and Learning (i-RIFTL) kunye nocweyo neendibano ezahlulukayo zokubhala. Kubalulekile ukuba sikhe siphonononge amacebo namaqhinga ohluahlukayo enkxaso kufundo nokufundisa, ukuze siqonde ukuba kutheni abeyimpumelelo amanye akaphumelela kuyaphi. Uplando ke ngoko kuba ngeno ndqo kufundo nokufundisa nokuFundisa nokuFunda hubekileyo/ye-Smart Teaching and Learning’ ngokubhekiselele kumba we-4IR. Linxoxo beziqwalaselo kule miba mine ibalulekileyo.
Kwanje ngeminyaka edlulileyo, ingxelo ka-2018 yokuFundisa nokuFundisa ibonisa kwakhona iindlela ezintsha ezinizizwe ezichulumisayo kwicandelo lokufunda nokuFundisa eziziseko zisuka kwifakahlti namacandelo enkxaso ye-Cape Peninsula University of Technology.

- Ikharityhulam: Kuyacaca ukuba ikharityhulam kufuneka kuqala iquke imiba yobuchwephesha/ yeteknoloji ehambisanelana ne-4IR kwakunye nemiphumela yobuchwephesha/yeteknoloji entlaweni. Ngaphezu koko, kuza kufuneka ikakhathise abafundi ngezinkosanakala zokumelana neemfungo zehlabathi ezikumgangatho ophezulu ezihamba ne-4IR.

- Indlela yokuHambisa ulwazi nokuFundisa: Ngenxa yokuntsokotha kweendlela esihambisanelana ne-4IR kunyaziweleka ngakumisa ukuba kunikwe ingqwalasela ehlangeneyo ngokwentsobenzinziwano yofundo kunye neephuthokothi ezisekelwe ukufunda. Indlela zokufunda ezizininzi ezinekendlela zokumela yendlela zokufunda kunye nokuFundisa ngobuchwephesha/i-on-line.

- Ubuchwephesha bokuFundisa nokuFundisa: Indidi ngeendidizobuchwepheshabokuphuhlisisa nokuFundisa nokuFundisa buya kwanda kwi-4IR. Ukusetyenziswa kwemidlalo ukuFundisa/i-gemifikhayshin, ukuFundisa ngokulinganisa, imiboniso yokwenzakayo, nokuFundisa kwezixhobo zobuchule obenzweyo ezinenengeerobbothi zokuFundisa nokuncokola kufuneka buphononongwuye kwaye busetyenziswa ngobunono apho buphakamisa izinga leendlela zokuFundisa nokuFundisa. Izixhobo zophicetho ezithembelana neendlela zolawulo lwabafundi zakubanamadla nangakumbi de znike nendlela yokuFundisa kezudalezwe akukungasela kwakudlala ngezinelelo zokufunda yokuFundisa kwamasho, ukuphuma ukuFundisa kwakukongasela kwakundlala nzezizwe ezinga leendlela zokuFundisa.
Voorwoord deur
die adjunk-visekanselier
Prof Anthony Staak

Soos in vorige jare dien die 2018-verslag oor onderrig en leer weer eens om verskeie opwindende inisiatiewe in die onderrig- en leerdom en wat uit die fakulteite en ondersteuningseenhede van die Kaapse Skiereiland Universiteit van Tegnologie kom, te beklerto. Talle van hierdie inisiatiewe is die gevolg van aktiwiteite wat deur die universiteitskapasiteitsontwikkelingsprogramtoekenning ondersteun word, en word belyn met die tematiese gebiede van die kwaliteitsbevorderingsprojek, waarvan die primêre doelwit is om deurvloei- en sukseskoerse by universiteite te verbeter en die kwaliteit van onderrig en leer regoor die hoëonderwyssektore te bevorder.

Weer eens is heelwat aandag geskenk aan die bevordering van die vakkundigheid van onderrig en leer aan die instelling, hoofsaaklik deur die VvOL-program, die aktiwiteite wat deur die navorsing- en innovasiefonds vir onderrig (RIFTAL) ondersteun word, en verskeie skryf- en ander werkswinkels. Dit is belangrik dat ons besin oor die onderskeie akademiese steuntussenkomste en onderrig- en leerstrategieë ten einde te verstaan waarom sommige slaag en ander nie. Navorsing oor onderrig en leer speel dus ’n kritieke rol in die identifisering van goeie praktyk wat nageboot word en by ander kontekste in die instelling aangepas kan word. In hierdie verband word dit bemoedigend om van die groter getal publikasies en vaktydskrifte en conferensiaanbiedings op die gebed van onderrig en leer oor die afgelope jaar kennis te neem.

In 2018 het die universiteit ’n proses geïnisieer wat daarop gemik is om die institutionele strategiese plan te hersien met die leuse om ’One Smart CPUT’ te word, en die strategiese plan met die kernelemente van die vierde industriële revolusie (4IR) te belyn. Daar was gesprekke en debatte oor die konsep van slim onderrig en leer in die konteks van die 4IR. Dit het in wese op vier gebiede gefokus:

- Die kurrikulum: Dit is duidelijk dat die kurrikulum in die eerste instansie die tegnologieë moet dek wat
met die 4IR verband hou, asook die implikasies van daardie tegnologieë vir die samelewing. Dit moet verder ook studente met noodsaaklike eienskappe vir gegrudeerde toerusting hulle in staat te stel om die toenemend ingewikkelde wereld te hanteer wat deur die 4IR ingeluip word.

- Die leveringsmodus en pedagogiek: Die kompleksiteit van stelsels wat met die 4IR verband hou, sal groter klem op samewerkende leer en projekgebasseerde leer met ’n interdisiplinêre fokus vereis. Aanpasbare leerpaaië sal nodig wees om ’n baie meer uiteenlopende studenteliggaam te hanteer. Dit kan deur ’n verskuwing na vervlegde leer en aanlyn leer bewerkstellig word.

- Onderrig- en leertegnologieë: Verskillende tegnologieë om onderrig en leer te verbeter, sal in die 4IR beskikbaar wees. Elemente van speletjies, simulasiën, virtuele realiteit en kunsmatige intelligensie soos tutorbots en geselsbots moet geëvalueer en omarm word op gebiede waar dit waarde tot die onderrig- en leerproses kan toegewe. Analitiese instrumente met leerderbestuurstelsels sal baie kragtiger word en sal die nodige middel verskaf om studente se prestasie te voorspel sodat doelstreefende akademiese steuntussenkomste ontwerp kan word.

- Etos en kultuur: Vir slim onderrig en leer om by die universiteit te gedy, is dit belangrik dat ’n ondersteunende etos en kultuur moet heers. So ’n etos en kultuur moet innovering, kreatiwiteit en entrepreneurisk kap koester. Dit moet mensgesentreerd en nuuskierigheid-gedrewe wees en die neem van risiko’s aanmoedig. Dit moet diversiteit en multikulturele omarm.

Dit is duidelijk dat die ontwikkeling van ’n slim onderrig- en leerstrategie ’n taak is wat voortdurend aan die gang is, maar heelwat is reeds in 2018 bereik – soos gesien kan word in hierdie verslag, versal op die gebied van vervlegde leer, leerderanalise en die identifisering van toepaslike eienskappe vir gegrudeerde toerusting wat in die kurrikulum ingebed is. ’n Stewige fondament is gelê vir die verdere verfyning van die strategie in die jaar wat voorlê. ’n Woord van dank aan die Fundani SHOOG vir die leierskap en koördinerende rol in talle van die inisiatiewe wat in hierdie verslag gemeld word. Dit is ook duidelik uit die verslag dat talle personeellede meer as hulle plig doen om te help om studente se sukses en deurlooi aan die instelling te verbeter. Opregte dank aan almal van hulle vir hulle pogings. Ek hoop dat hulle goeie werk ander sal aanmoedig om ’n soortgelyke pad te stap en sal help om aan onderrig en leer die prominensie te gee wat dit aan ’n instelling soos ons s’n verdien.
OVERVIEW FROM THE DIRECTOR
Prof Monwabisi Ralarala
Fundani – CHED

The Cape Peninsula University of Technology (CPUT) continues to prioritise teaching and learning capacity development outcomes. The phasing out of both the Teaching Development Grant (TDG) and Research Development Grant (RDG) towards the end of 2017 paved the way for the introduction of the University Capacity Development Programme/Grant (UCDP/G), widely considered to be a meaningful contribution towards resourcing the Higher Education system to achieve success.

The achievement of the outcomes (cited above) are entrenched in the three sub-programmes set out in the UCDP/G:

(i) Student development;
(ii) Staff development; and
(iii) Curriculum transformation and programme development.

In creating the new UCDP/G plan, the university has been conscious that a well-coordinated project approach, particularly in the domain of teaching and learning, needs to be viable and implementable, hence the introduction and development of five projects, along with 29 activities, aligned with ‘sub-programmes’ of the UCDP/G:

- Student development and success;
- Staff development;
- Capacity development and training in research;
- Work integrated learning and community engagement;
- Curriculum renewal.

In 2018, the DHET’s overall allocation for CPUT was R23 240 700, all of which was directed at developmental initiatives and interventions intended to advance and improve the academic project, as categorised in the five areas mentioned.

Those of us who are at the forefront of student development and success are constantly mindful of the need to improve our throughput rate at both undergraduate and postgraduate levels, and thus allocate more resource efforts towards achieving this goal. Our flagship student-related programmes include, but are not limited to, tutoring, mentoring, teaching assistantship, a retention programme and First Year Experience. All of these are fulfilled through the appointment of sizeable numbers of tutors, mentors, retention officers and teaching assistants across faculties. A series of workshops are conducted with a view to capacitate this largely young academic workforce in order to strengthen and enhance the interventions. Whilst support is largely meant to focus on all undergraduate students, particular attention – through an early warning system – is paid to at-risk subjects, as well as to the students affected. The early warning system, the subject review mechanism, as well as student feedback, have proven to be reputable sources of information in determining the various levels of academic need and support for students.

Fundamentals of academic staff development are in place for the past and current year. Numerous departments within faculties continue to utilise the services of Fundani to carry out academic staff development programmes intended to advance the interests of teaching and learning at a university of technology. For example, Fundani CHED assumes the responsibility of enrolling
In creating the new UCDP/G plan, the university has been conscious that a well-coordinated project approach, particularly in the domain of teaching and learning, needs to be viable and implementable.

academics for the Teaching Development Programme (TDP) whose sole purpose is to support the development of newly-appointed academic staff in order to sharpen their competence as university teachers. Through the support of the UCDP/G, we continue to harness and enhance teaching and learning through various interventions and initiatives. In 2018, through Research into Teaching and Learning (RIFTAL), more than 20 academics were funded to conduct classroom research aimed at improving teaching and learning; and the annual conference, Research and innovation into Teaching and Learning (RITAL), created a professional platform for such academics to showcase their research and thereby promote the sharing of best practices in teaching and learning.

Further, both faculty and institutional teaching awards remain enthusiastically supported forms of recognition of excellence as they are bestowed upon those who innovatively uplift the standard of teaching and learning at university. It is apparent that resources derived from the UCDP/G have, thus far, genuinely contributed towards capacitating academics to becoming actively involved in the Scholarship of Teaching and Learning. By extension, improvements in the quality of teaching and learning are, arguably, bound to have a positive impact on student success.

Another ongoing premier programme that has put CPUT on the map is the Teaching Advancement at Universities (TAU) fellowship which continues to upskill selected (three) academics in the country who are teachers of note.
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in their own right. Such a national project not only reflects the competence levels of what the institution can produce, it also suggests that CPUT can compete fairly with other institutions of higher learning.

Capacity development continues to be enabled through a programme for professionals, nGAP (new Generation of Academics Programme). In 2018, CPUT was granted approval by the DHET in respect of Phase 4 of the programme, thus permitting the institution to fill four academic positions: Afrikaans lecturer; HoD Chemistry; English lecturer; and Maritime lecturer. With this positive feedback, the spin-offs for the institution are impressive and promising.

Curriculum/Programme renewal centres on agency, with a primary goal being to establish a counter-hegemonic curriculum project to bring about a transformed and inclusive curriculum. The envisaged counter-hegemonic curriculum project views curriculum development as an ongoing process which requires constant critique of structures of domination. In support of this developmental initiative, in 2018, institutional and faculty seminars (in selected disciplines) were hosted to create awareness of new ways of thinking, knowing and doing. This was embraced as decolonisation in action, a Fundani project in affiliation with IMPALA (Internationalization and Modernization Programme for Academics, Leaders and Administrators). The seminar series featured three leading decolonial scholars in South Africa, and the following topics were addressed:

- Relevance and scope of the decolonisation of education in Africa, by Prof Kwesi Prah;
- Decolonising the university: Epistemic freedom, provincialization and deprovincialization, by Prof Sabelo Ndlovu Gatsheni;
- Decolonisation: A complex drama of words, by Dr Joel Modiri.

Important work has been accomplished by the Curriculum Officers Forum in respect of curriculation of new qualifications in alignment with the new Higher Education Qualifications Sub-Framework (HEQSF).

To date, several qualifications are at various stages of development, approval and accreditation. Table 1 represents a breakdown of the qualifications that must still be developed in 2019 and 2020:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number</th>
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<tr>
<td>Diplomas</td>
<td>1</td>
</tr>
<tr>
<td>Advanced diplomas</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>2</td>
</tr>
<tr>
<td>Postgraduate diplomas</td>
<td>53</td>
</tr>
<tr>
<td>Bachelor Honours degrees</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
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Developmental initiatives through Work Integrated Learning (WIL) continue to gain momentum at CPUT. Initiating better ways of responding to and developing our curricula for employability and societal enhancement are ingrained in WIL and are all funded by the UCDP/G. Besides focusing on the workshops and symposia with a view to supporting faculties that are grappling with providing work experience for students, promoting learning through Student Learning and WIL projects was considered to be fruitful in 2018. The success of these projects was measured on these criteria: basis of their uniqueness; establishment of collaborative relationships between students, the communities and government; faculties and their departments involved (Design, Engineering, Education); number of participating students (over 200); and the level of commitment and formal agreement entered into.

As we close 2018, monitoring and evaluation (M&E) has become a central part of the UCDP/G following poor spending and other related matters that were associated with the TDG. The standard operating procedures of the new grant are now stringent, and emphasis is on compliance and accountability. This new approach has been introduced through the employment of the Logic Model, underpinned by the Theory of Change. In 2019, going forward, all universities that are recipients of the grant, CPUT included, are bound by the Logic Model in respect of the approved plans for 2019, as well as their implementation. The new approach is spearheaded by the University of Stellenbosch Centre for Research and Evaluation on Science and Technology which has been commissioned to support the UCDP through Monitoring and Evaluation intervention across institutions.

Also central to the new approach is ‘How do we strike a balance between the numbers and the impact (quantity versus quality) brought about by the implementation of our interventions and initiatives in the various projects?’ This remains an important question that we continue to mull over as we strive to inspire changes through our teaching and learning initiatives at CPUT.
Impumelelo yeziphumo (ezikhankanywe apha ngasentla) ishekela kwinkqubo ezintathu ezifumaneka kwi – UCD/G):
(i) Uphuhliso lwabafundi;
(ii) Uphuhliso lwabasebenzi; kunyene
(iii) Nguqu kwikharityhulam nophuhliso kwinkqubo

Ngexa kuqulungwa i-UCD/G entsha, iyunivesthi ibikuthathhele ingqalelo okokuba kufuneka icebo elicwangcisekileyo, elisebenzayo nelnokusetyenziswa ngokulula, ingakungi kwicandelo lokufundisa nokufunda, kungezile sizathu kuye kwaqalwa ukuphuhlisa kwamaphulo amahlanu, akunye nemisebenzi engama-29, ehebahela nenekqubo ezisezantsi zezifundiswa

Ngonyakaka 2018, isabelo-malisisonke-se-CPUT esisuka kwi-DHET yayiyi R23 120 600, iyonke yaseiyinzi yino, ukuphuhlisa kwamaphulo amaphulo ezifundiswa, njengoku ekhanyiwe omahlanu ahambela nemisebenzi amathuba omsebenzi, ngokukhulisa kwabasele benesidanga sokuqala nabasaqalayo, kungoko sibekela

I-Cape Peninsula University of Technology (i-CPUT) nyaqhubeleka ukubeka phambili umgangatho wophuhliso lweziphumo zokufundisa nokufunda. Ukuphuhlisa kweGranti yoPhuhliso lokuFundsia/i-Teaching Development Grant (i-TDG) kunye neGranti yoPhuhliso lokuPhanda/i-Research Development Grant (i-RDG) ekupheleni kuka 2017 kuvule ithuba leGranti leNkqubo yoPhuhliso kwalilela yokuSebenza yeYunivesthi (i-UCD/G), ekwabonwa njengeyona ndlela enamandla yokuphucula nokuphumeleliswa indlela yokusebenza yamaZiko eFundo ePhakamileyo.

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Impumelelo yeziphumo (ezikhankanywe apha ngasentla) ishekela kwinkqubo ezintathu ezifumaneka kwi – UCD/G):
(i) Uphuhliso lwabafundi;
(ii) Uphuhliso lwabasebenzi; kunyene
(iii) Nguqu kwikharityhulam nophuhliso kwinkqubo

Ngexa kuqulungwa i-UCD/G entsha, iyunivesthi ibikuthathhele ingqalelo okokuba kufuneka icebo elicwangcisekileyo, elisebenzayo nelnokusetyenziswa ngokulula, ingakungi kwicandelo lokufundisa nokufunda, kungezile sizathu kuye kwaqalwa ukuphuhlisa kwamaphulo amahlanu, akunye nemisebenzi engama-29, ehebahela nenekqubo ezisezantsi zezifundiswa

Ngonyakaka 2018, isabelo-malisisonke-se-CPUT esisuka kwi-DHET yayiyi R23 120 600, iyonke yaseiyinzi yino, ukuphuhlisa kwamaphulo amaphulo ezifundiswa, njengoku ekhanyiwe omahlanu ahambela nemisebenzi amathuba omsebenzi, ngokukhulisa kwabasele benesidanga sokuqala nabasaqalayo, kungoko sibekela
Ngexa kuqulunqwa i-UCDP/G entsha, iyuniversithi ibikuthathele ingqalelo okokuba kufuneka icionbo eliecwangcisekileyo, elisebenzayo nelinokusetyenziswa ngokululwa.

bucala inzame zonabuyelwa (inkxaso) zokwenza le njongo ibe yimpumelelo. Ezona nqumbo zethu zabafundiswa eziqaqambileyo iziqika, ukufundiswa kwamaqela amancinci (ityhutharingi), ucebesiso (i-mentoringi), inkqubo yokucincisa abasebenzi kanye naMava nqo vaKuqala. Konke oku kwenzwiwa ngokuthi kweshwe igqela labasuka kuwo onke amacandelo ukuze babengabafundisini bamaqela amancinci (ityhutharingi), abacebesi, amalungu angabagcini basebenzi kuniqela bokukhulisekileyo akuthi ukufundiswa nokwenza le njongo ibe yimpumelelo.

liziseko zophuhliso lwabasebenzi bemfundo zonyaka odlulileyo nalo umlelo sele zikhona. Unini zlwamasebe aphantsi kweefafakathi zezikho athe gapo ukusebenzisa inkonzo zeFundani ezingongo ikukuphuhilsa nokukhulisa inqubo ne-NeXCC kweUNDP/CG, ngenxa yenza ngokwenzeka nganakhelele niyaphutha lokungamatho ukuphuhlisa ukufundiswa nokwenza le njongo ibe yimpumelelo. Ngenxa yenzakhelele noba nalungu nokwenza le njongo ibe yimpumelelo. Ngenxa yenzakhelele noba nalungu nokwenza le njongo ibe yimpumelelo.

Umzobo 1: iziphumo ze- HEQSF ezisazakhuliselwa unyaka we- 2019-2020

| Li-Diploma | 1 |
| IiDiploma | 2 |
| Izidanga ze-Bachelor | 2 |
| Idiploma zee-Postgraduates | 53 |
| Izidanga ze-Bachelor Honours | 14 |

Zizonce

Imisebenzi yoPhuhliso e-CPUT iya ikhula ngokwenziswa ngumsebenzi woFundiso oluHlanganyelweyo – Work Integrated Learning (i-WIL). Isiqalo esingcono esinenjengene nokuphuhlisa ikhathulahla ibe yeheb铠ala neendibano nezifundo zabaqeshi nezimbelela nekwhokwazi. Nokuphuhlisa ukufunda nokuhlanganisekile ukuvuselela ukucela ukuningacongo kwambili (decolonising)

Umkhathakalweni lweendibano ezikwenziswa ezisazakukhuliswa lunge izifundo ezisazakukhuliswa

Umzobo 1 ubonisela indlela iziphumo ezisazakhuliselwa kunyaka wama-2019 nowama-2020:

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Die Kaapse Skiereiland Universiteit van Tegnologie (KSUT) prioriteer steeds die kapasiteitsontwikkelings-uitkomste van onderrig en leer. Die uifasering van die onderwysontwikkelingstoekenning (TDG) en navorsingsontwikkelingstoekenning (RDG) teen die einde van 2017 het die weg gebaan vir die instelling van die universiteitskapasiteitsontwikkelingsprogram/toekenning (UCDG), wat algemeen beskou word as 'n betekenisvolle bydrae om hulpbronne aan die hoëronderrysstelsel te verskaf om sukses te behaal.

Die bereiking van hierdie uitkomste (hierbo aangedui) is verskans in die drie subprogramme wat in die UCDG uiteengesit word:
(i) Studenteontwikkeling
(ii) Personeelontwikkeling
(iii) Kurrikulumtransformasie en programontwikkeling

Met die skep van die nuwe UCDG-plan is die universiteit bewus daarvan dat 'n goed gekoördineerde projekbenadering – veral in die domein van onderrig en leer – lewensvatbaar en implementeerbaar moet wees, vandaar die bekendstelling en ontwikkeling van vyf projekte, saam met 29 aktiwiteite, wat met die UCDG se subprogramme belyn is:
• Studenteontwikkeling en sukses
• Personeelontwikkeling
• Kapasiteitsontwikkeling en opleiding in navorsing
• Werk-geïntegreerde leer en gemeenskapsbetrokkenheid
• Kurrikulumvernuwing

In 2018 was die DHO se oorhoofse toewysing aan die KSUT R23 240 700, wat alles op ontwikkelingsinisiatiewe en tussenkomste gerig was ten einde die akademiese projek, soos dit in die gemelde vyf gebiede gekategoriseer is, te bevorder en verbeter.

Diegene van ons wat aan die voorpunt van studenteontwikkeling en sukses staan, is voortdurend bewus van die behoefte om ons deurvloeikoers op voorgraadse sowel as nagraadse vlak te verbeter, en dus wys ons meer hulpbronne toe om hierdie doelwit te bereik. Ons vlagskip-studenteverwante programme sluit in – maar is nie daartoe beperk nie – tutorwerk, mentorskap, onderrigassistentie, 'n retensieprogram
en eerstejaarervaring. Dit word alles verwesenlik deur die aanstelling van ’n aansienlike getal tutors, mentors, retniesbeamptes en onderrigassistente in al die fakulteite.’n Reeks werkswinkels word gehou met die oog daarop om hierdie hoofsaaklik jong akademiëse arbeidsmag toe te rus om die tussenkomste te versterk en verbeter. Hoewel ondersteuning grootlik daarop gemik is om op alle voorgraadse en leer deur verskillende tussenkomste en inisiatiewe.

Die jaarlikse konferensie oor navorsing en innovasie wat daarop gemik is om onderrig en leer te verbeter.

Kurrikulum-/programhernwing fokus op agentskap, met die première doelwit om ’n teen-hegemoniese kurrikulumprojek te vestig om ’n getransformeerde en inklusiewe kurrikulum daar te stel. Die boogde teen-hegemoniese kurrikulumprojek beskou kurrikulumontwikkeling as ’n deurlopende proses wat voortdurende kritiek op oorheersingstrukture vereis. Ter ondersteuning van hierdie ontkikkelingsinisiatief is institutionele en fakulteitseminare (in geselekteerde dissiplines) in 2018 aangebied om bewustheid van nuwe maniere van dink, kennis en optrede te skop. Dit is aanvaar as dekolonisasie in aksie, ’n Fundani-projek in samewerking met IMPALA (internasionaliserings-en moderniseringsprogram vir akademici, leiers en administrateurs). Die seminaarreeks het drie vooraanstaande dekolonialiseringenkundiges in Suid-Afrika op die program gehad, en die volgende onderwerpe is hanteer:

- Relevance and scope of the decolonisation of education in Africa, deur prof. Kwesi Prah
- Decolonising the university: Epistemic freedom, provincialization and deprovincialization, deur prof. Sabelo Ndlovu Gatsheni
- Decolonisation: A complex drama of worlds, deur Dr Joel Modiri

Belangrike werk is deur die forum vir kurrikulumbeamptes gedoen ten opsigte van die kurrikulering van nuwe kwalifikasies in ooreenstemming met die nuwe subraamwerk vir kwalifikasies in hoër onderwys (HEQSF). Tot op hede is verskeie kwalifikasies op verschillende stadium van ontwikkeling, goedkeuring en akkreditering. Tabel 1 verskaf ’n uiteensetting van die kwalifikasies wat nog in 2019 en 2020 ontwikkel moet word:
Met die skep van die nuwe UCDP/G-plan is die universiteit bewus daarvan dat ’n goed gekoördineerde projekbenadering – veral in die domein van onderrig en leer – lewensvatbaar en implementeerbaar moet wees.

### Tabel 1: HEQSF-kwalifikasies wat nog in 2019–2020 ontwikkel moet word

<table>
<thead>
<tr>
<th>Kwalifikasie</th>
<th>Aantal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>1</td>
</tr>
<tr>
<td>Gevorderde diplomas</td>
<td>2</td>
</tr>
<tr>
<td>Baccalaureusgrade</td>
<td>2</td>
</tr>
<tr>
<td>Nagraadse diplomas</td>
<td>53</td>
</tr>
<tr>
<td>Baccalaureus-honneursgrade</td>
<td>14</td>
</tr>
<tr>
<td><strong>Totaal</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

Ontwikkelingsinisiatiewe deur werkgeïntegreerde leer (WIL) kry verder momentum by die KSUT. Die ontwikkeling van beter maniere om op ons kurrikulums te reageer en dit vir indiensneembaarheid en verbetering te ontwikkel, is in WIL ingewortel en word alles deur die UCDP/G befonds. Benewens die fokus op die werkswinkels en simposiums met die oog daarop om fakulteite te ondersteun wat met die verskaffing van werkervaring aan studente sukses, is die bevordering van leer deur studenteleer- en WIL-projekte in 2018 as produktief beskou. Die sukses van hierdie projekte (’n totaal van sees) is aan die hand van die volgende kriteria gemeet: basis van hulle unieke aard; daartelling van samewerkende verhoudings tussen studente, die gemeenskappe en die regering; fakulteite en hulle departemente wat betrokke is (Ontwerp, Ingenieurswese, Opvoedkunde); die getal deelnemende studente (meer as 200); en die vlak van verbintenis en formele ooreenkomste wat aangegaan is.

Aan die einde van 2018 het monitering en evaluering (M&E) ’n sentrale deel van die UCDP/G geword ná swak besteding en ander verwante sake wat met die TDG geassosieer is. Die standaardbedryfspoedures van die nuwe toekenning is nou streng, en die klem is op nakoming en aanspreeklikheid. Hierdie nuwe benadering is ingestel deur die implementering van die logikamodel, gegrond op die teorie van verandering. Vanaf 2019 word alle universiteite wat die toekenning ontvang, insluitend KSUT, gebind deur die logikamodel ten opsigte van die goedgekeurde planne vir 2019, asook die implementering daarvan. Die Universiteit Stellenbosch (Sentrum vir Navorsing en Evaluering oor Wetenskap en Tegnologie) staan aan die hoof van die nuwe benadering, en is aangestel om die UCDP deur die monitoring en evaluering van tussenkomste oor instellings heen te ondersteun.

’n Centrale fokuspunt van die benadering is die handhawing van ’n balans tussen die getalle en die impak (kwantiteit teenoor kwaliteit) wat deur die implementering van ons tussenkomste en inisiatiewe in die verskillende projekte teweeg gebring word. Dit bly ’n belangrike vraagstuk wat ons steeds oordink terwyl ons probeer om verandering deur ons onderrig- en leerinisiatiewe aan die KSUT te inspireer.
CELEBRATING TEACHING ACHIEVEMENTS AT CPUT
Teaching and Learning enjoyed centre stage when the university honoured recipients of in-house awards at one event. The outstanding teaching skills and abilities of three academics were recognised institutionally during the recent CPUT Teaching Excellence Awards.

The winners were Dr Zayd Waghid (Education), Ms Belinda Verster (Informatics and Design) and Mr Joe John (Engineering & the Built Environment). The entries were assessed on the following criteria: innovative methods, active learning, response to feedback, reflection and philosophy, coherence and context as well as responsiveness.

Prof Rishi Balkaran, Deputy Vice-Chancellor: Teaching and Learning and Prof Monwabisi Ralarala, Director of the Fundani Centre for Higher Education Development, congratulated the winners. Prof. Balkaran said the three winners were ‘going beyond the normal to ensure that our learners learn... The very fact that you could stand out is an element of leadership. Over a period of time, I would like to see your career path accelerate to a point where you are offering leadership to the rest.’

The awardees were each given the chance to do a short presentation of their teaching practices. Verster, whose presentation was titled: A Multimodal Approach: Creating Complex Learning Environments for Complex Realities, said it was ‘a wonderful privilege’ to receive the award. John spoke on Improving Student Learning through Instantaneous feedback while Waghid’s presentation was titled: Towards Cultivating Ubuntu Practice in Higher Education through critical pedagogy and educational technology.
2

DECOLONISATION AND CURRICULUM RENEWAL AT CPUT AND BEYOND

2.1 Seminar series on decolonization and curriculum renewal
2.2 Decoloniality and transformation at University of Sussex, with CPUT delegation
2.3 Decolonisation and innovation related projects in faculties
2.4 Decolonisation in action in the Faculty of Education
2.5 Decolonisation in action in the Faculty of Engineering and the Built Environment (FEBE)
2.1 SEMINAR SERIES ON DECOLONISATION AND CURRICULUM RENEWAL

Fundani, in collaboration with the Centre for Strategic Initiatives and Partnerships affiliated with Internationalization and Modernization Programme for Academics, Leaders and Administrators (IMPALA) jointly hosted a seminar series on decolonisation and curriculum renewal, which were widely considered to be successful events. The project moved from the premise that the basis for any genuine systemic curriculum reform is the development of human agency. In 2018 our approach was therefore centred on the establishment of a learning culture in order to cultivate agency for decolonisation. This was an attempt to engage structures which continue to facilitate unequal distribution of knowledge and power in the post-apartheid South African universities. Our aim was to establish a counter-hegemonic curriculum project which views curriculum development as an ongoing process requiring a constant critique of structures of domination and culture. In order to change ways of thinking, knowing and doing (culture), the seminar series featured three leading decolonial scholars in South Africa:

SEMINAR 1 – 25/04/2018
Title: Relevance and Scope of the Decolonisation of Education in Africa

The inaugural decolonial lecture was delivered by the veteran decolonial scholar, Prof. Kwesi Prah, the founder and the Director of the Centre for Advanced Studies of African Society. The respondent was Dr Bongani Nyoka, a young decolonial scholar based at UNISA in the Archie Mafeje Research Institute (AMRI). Key issues which were raised by Prof. Prah and re-affirmed by Dr Nyoka in his response were as follows:
- Centrality of African ontological being (endogeneity) in the post-colonial university;
- Intellectualization of African languages as a basis for the decolonial project;
- Continual dominance of former colonial languages resulting into what he called ‘stupidification’ of the African child;
- Drawing on African indigenous knowledge systems to participate as equals in knowledge production.

In essence, for Prah decolonisation means: …rolling back of the imprint and effects of colonialism on the structure and content of education, in such a way that the recipients of education are culturally and otherwise freed from the existential trammels of colonial conditioning and its cognitive ensnarement. Decolonised education seeks to reinvigorate the educational system; to shed the lingering vestiges of colonial attributes and create conditions for an emancipatory attributes and create conditions for an emancipatory and empowered mass society capable of taking larger society to better and enriching conditions of existence for the overwhelming majorities.

SEMINAR 2 - 25/05/2018
Title: Decolonising the university: epistemic freedom, provincialization and deprovincialization

The keynote address for the second decolonial seminar was delivered by Prof. Sabelo Ndlovu Gatsheni, acting Executive Director of Change Management Unit (CMU) in the Vice-Chancellor’s Office at UNISA. The respondent was Siya Sabata, who leads the CPUT decolonial project. Key issues which emerged from this seminar were as follows:
- Centering of African culture at the heart of the academy and development;
- Reclaiming the university as a public institution free from coloniality;
• Rectification of epistemic crimes such as the theft of history, epistemicides, linguicides, culturecides and alienation;
• Re-humanising the dehumanised;
• Epistemic freedom.

SEMINAR 3 - 17/08/2018

Titled: Decolonisation: a complex drama of words.

The keynote address for the third decolonial lecture was delivered by Dr Joel Modiri, a lecturer in the Department of Jurisprudence, University of Pretoria, where he teaches Introduction to Law and Legal Skills, Legal Philosophy, and Law and Transformation. The respondent was Ms Asanda Ngoasheng, a lecturer at CPUT in the Media Department Journalism Programme. Key issues which emerged from this seminar were as follows:

• Decolonisation as reparation;
• Epistemic justice;
• Centering of African culture at the heart of academy and development;
• Reconstituting South Africa first in order to decolonise universities.

For Joel Modiri, decolonisation means demand for reparation, it entails an endless fracturing of the world that colonisation created.

2.2 DECOLONIALITY AND TRANSFORMATION AT UNIVERSITY OF SUSSEX, WITH CPUT DELEGATION

The Decolonial Transformations workshop was a collaboration between the University of Sussex in Brighton, UK, and the School of Oriental and African Studies (SOAS), University of London. The purpose of this was to create a space in which delegates could engage in dialogue and open conversation with the potential for new collaborations around coloniality and decolonial transformation. The aim was to find ways in which to link academic scholarship with art, activism and everyday life. Scholars from various parts of Europe, the UK and South Africa came together to collaboratively reimagine and reflect on decolonial processes. The South African delegation was invited as a result of our participation in the Widening Success in Higher Education Workshop, which took place in Cape Town South Africa in November 2017. It was here that the initial conversation took place. This was followed by a series of Skype sessions, online reading groups and engagements that facilitated and led to our participation in this workshop at the University of Sussex.

2.3 DECOLONISATION AND INNOVATION RELATED PROJECTS IN FACULTIES

During the year under review, the Faculty of Education presented some innovative teaching and learning strategies used by lecturers in the faculty. Examples that reflect instances of decolonisation of the curriculum were showcased.

2.4 DECOLONISATION IN ACTION IN THE FACULTY OF EDUCATION

Lecturers in the Faculty of Education have been actively involved in matters concerning decolonisation of the curriculum. Their involvement included scholarship on decolonisation, presentations in conferences, and in faculty-organised seminars in which rigorous discussions took place. Some of this work on decolonisation by lecturers in the faculty was published:


### 2.5 DECOLONISATION IN ACTION IN THE FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

**Dr Kasturi Behari-Leak, a member of the Decolonising the Curriculum Working Group at UCT, addressing the FEBE Teaching and Learning Committee**

Dr Trunette Joseph, FEBE T&L Coordinator, has been coordinating a faculty initiative on decolonisation-transformation (D-T) since the beginning of 2017, when the faculty management team mandated her to drive this crucially important project. It kicked off with a number of courageous conversations (CC) on D-T, one of which was a faculty management team CC with members of the SRC present. Three of the eight departments in the faculty participated in a CC, and for all of these, an external facilitator was sourced. This project continued in 2018 when the faculty board agreed that the faculty should forge ahead with this project, with a volunteer task team assisting the T&L Coordinator to create awareness on D-T. Key role players are Dr Atanda Raji, Dr Marco Adonis, Dr Christelle Ekron, Tarryn Ernstzen-Johnston, Dr Khaled Aboalez, Dr Moses Basitère, Lucrecia Valentine, Cheryl Belford, and Bronwyn Swartz. The modus operandi was that a team member would circulate an article on the relevant D-T topic, and critique it at the task team meeting. Out of this highly intellectually stimulating process, with very robust discussion, a faculty model for D-T is slowly emerging. One challenge is to move the D-T project from the margin to the centre, where it becomes an integral part of every staff member’s work. Recently Dr Joseph invited Dr Kasturi Behari-Leak from UCT, a member of the Decolonising the Curriculum Working Group, to address the Teaching and Learning Committee on the process followed to decolonise curricula in three faculties. It is clear that D-T is going to be a long and arduous process, and that the FEBE and CPUT still have a long road ahead of them. An important aspect of this work is to involve our students to a far greater extent in 2019 to work with staff on a faculty position statement on D-T. Our goal is to adopt a position statement at the first faculty board meeting in 2019, where we will also decide on the way forward for this project.
STUDENT VOICES
AND LANGUAGE
POLICY MATTERS
At the workshop the students acknowledged the promotion of multilingualism, but felt that more still needed to be done to include the wider community of CPUT which includes other South African language groups than the three regional languages of the Western Cape (Afrikaans, Xhosa and English), as well as international students. Students underscored the right to have access to one’s language but not at the expense of others. Pertinent questions were raised about the following contradiction in the language issue at our higher education institutions (HEIs) and in the workplace. They pointed out that HEIs embrace cultural and linguistic diversity, and furthermore promote access to information and epistemologies using a language understood by all. However, industry is less transformed, especially in fields such as ‘Engineering where majority are Afrikaans speaking’. This by default ends up being the language of business or communication which disadvantages the minority. More forward-looking suggestions were made, including an interest expressed in having Kiswahili as an option at CPUT. This workshop followed on the heels of an announcement by the Department of Basic Education of their Vision 2020 document, which raises the possibility of learners having the option to take up Kiswahili as a second additional language.

The Language Policy review student workshop coincided with a meeting of the Community of Practice: Teaching and Learning of African Languages (CoPAL), under the auspices of Universities South Africa (USAF). This last meeting of the biannual series was held at CPUT with representatives from most South African Higher Education Institutions (HEIs). Prof Mbulungeni Madiba (CoPAL Chairperson) set the scene for the full day event which explored ailing enrolments in postgraduate programmes in African languages at various South African HEIs. As per custom, the host institution presented its synopsis of language policy implementation initiatives and an overview of African language offerings at the CPUT. This was followed by presentations from different scholars who firmly believe in the development and intellectualisation of African languages. One major challenge in the development of African languages are beliefs that these cannot convey scientific and technological thought, especially in the digital age. To curtail this problem Prof. Maseko from UWC suggested developing technology enabling tools to sustain the development, accessibility and longevity of African languages. Through meaningful collaborations across the African continent and internationally, viable solutions can be attained in this regard. During the discussion session it was noted that more activities that attract and enhance participation of postgraduate students were needed. Further, sharing good practices and relevant information among African Languages scholars can strengthen the position and contribute to the development of African languages.

CPUT has reviewed its Language Policy which has been in effect since 2008. The policy as it stands promotes multilingualism and particularly ‘supports the development of isiXhosa as an academic and scientific language’, while English is the Language of Learning and Teaching (LoLT) at the institution. The current review process sought to continue the same multilingual sentiment expressed in the policy document. The Language Working Group at CPUT invited the university community to comment on the revised document, and also hosted a series of workshops within faculties. The most notable workshop was held with students from different student political organisations and societies.
INNOVATIVE CASES OF TEACHING AT CPUT
The subject Project 2 is a module within the National Diploma: Electrical Engineering programme that has as its focus the development of a number of sector-driven skills. These include simple electronic design techniques, printed circuit board (PCB) design, electronic system diagnosis as well as cross-field outcomes such as group participation, report writing and presentation skills (the so-called soft skills).

The general lack of effective soft skills amongst higher education students is not a uniquely South African or developing country problem, with many studies confirming the lack of communication skills (amongst others) as a major problem amongst new engineering employees. This problem is exacerbated in highly segregated and multicultural societies such as South Africa. The lack of these skills is most evident within project-based courses, where students are required to work in groups, time-manage their own activities and provide verbal and written reports on findings and results.

OBJECTIVES

The objectives of the initiative were multifold; with the main objective being the need to bring about effective learning and application of the soft skills that are acknowledged as critical for incumbents in the functioning workplace. The legacy of South Africa’s past continues to be a major factor in student participation at the higher education and economic levels, despite the inherent potential exhibited by many.

INTERVENTION DESIGN

The following skill sets were identified as target areas for intervention: effective communication, project management, presentation skills, effective group participation (particularly in the context of different backgrounds and gender), working with and applying multidisciplinary skills, social entrepreneurship and the environment. A technical platform that would include all of the aforementioned competencies was developed so that the technical requirements of the module would be satisfied whilst keeping the overall project relevant and exciting. This was achieved by addressing environmental (renewable energy and waste recycling) and entrepreneurial (waste to wealth) opportunities. The Outdoor Solar Charging project was identified as the technology platform to address the identified target areas with the key technical specifications developed by Prof. Wilfred Fritz and Deon Kallis.

For the major project, students were tasked with designing the electrical system and mechanical structure that would facilitate a community solar charging hub, in addition to giving consideration to the aesthetic and ergonomic requirements of the design. They were also tasked with implementing, where possible, the upcycling of suitable waste material for their structure.

IMPLEMENTATION

The team identified a number of interventions that we hoped would address the problem areas, resulting in a number of interactive workshops that were developed and presented by Andrea von Gleichenstein (TDC) during 2015. These included Project Management, Teamwork, and Meeting Strategies for Effective Teams. Given their international experience in multicultural group dynamics, TDC was the ideal partner in fulfilling these needs. During her intervention visit to our department, Ms Von Gleichenstein also ran similar workshops for students on the Design Project 3 course, and for final year students within the Department of Information Technology on the District Six campus.

Prof. Peter Naumann, Dean of the Faculty of Industrial Design at the University of Applied Sciences, Munich (MUAS), collaborated in the transdisciplinary intervention. A group of 5 industrial design students, accompanied by Prof. Naumann, spent a week (5 – 13 May 2016) interacting with our students on the aesthetics and ergonomic design issues of the project. Each design student was allocated a CPUT group to discuss and facilitate concepts relating to the overall design.

Workshop with German industrial design students
Prior to the visit, the German students attended a workshop in Munich on multicultural aspects as preparation for their interaction with the South Africans, also developed by Andrea von Gleichenstein of TDC. In addition to the interaction with CPUT electrical engineering students, the visitors were also introduced to a large cross-section of South African society including a visit to an informal settlement, meeting upcycling practitioners and artists, and a visit to the Department of Industrial Design, where they were cordially hosted by Johan van Niekerk and Prof. Johannes Cronje. The first outputs of the Projects 2 course were demonstrated on 17 June 2016.

**IMPACT**

The project has had a direct impact on over 200 students, covering the sectors of information technology, industrial design and electrical engineering.

The workshops were designed to take students away from the usual talk and chalk methodology that they are most accustomed to, and challenged them to be active participants in their learning activities. The results of these workshops were evident in the assertiveness in their final presentations as well as with the interaction within the groups – for many this was the first time that they had worked with individuals from different backgrounds. The workshops highlighted the need to understand and appreciate the differences amongst team members brought about through cultural influences. The students were also introduced to aspects of project design not usually emphasised within traditional engineering programmes, such as the interaction with industrial design practitioners and the consideration of upcycling techniques as viable options toward sustainable product development.

The German exchange students also benefitted through their interaction with South African engineering and industrial design students, lecturers, professional artists and designers, all used as inputs toward the realisation of their final year project.

All the workshops were evaluated by way of individual surveys. The overall experience as determined by the survey was highly complementary and positive. From initial observations, discussions with students and actual mark assessment of the individual group outputs, the project, with its attendant support modules (workshops, interaction with German exchange students) was a positive experience for the majority of the student cohort. Summarised class statistics are shown below.

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<th>2014</th>
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<td>Pass Rate (%)</td>
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<td>Average Mark (%)</td>
<td>50</td>
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Final output for one of the Projects 2 groups.

As an acknowledgement of project impact, we have had senior students volunteering, with no expectation of payment, to assist with the overall project development, since they see this as involvement beyond the normal curriculum.

**TRANSFERABILITY**

The project can easily be applied to different educational sectors. Since pertinent societal issues such as energy, waste recycling and social entrepreneurship were addressed, this application is not restricted to developing countries.
The overall concept is based on a suitable technology platform (outdoor solar charging unit) that is relevant within the situational educational and/or social context, and although one can easily use the same technology platform in the realisation of a similar project elsewhere, it is possible to identify a number of suitable platforms that can form the basis of a project-based subject outcome, with the attendant critical cross-field outcomes contributing to the overall objectives of the curriculum.

As an example, an off-grid, vendor-based wi-fi spot could be identified as a suitable technology platform that would meet the technical design requirements of an electrical engineering curriculum. The project specification can be written so as to involve the multidisciplinary inputs of IT, accounting, mechanical and design students. A social entrepreneurial output could be realised by making the design requirements such that the overall product can be easily made and managed by prospective community entrepreneurs.

Group work was used in this project to reinforce the need for participatory skills at the workplace, with emphasis on working with people with different backgrounds. So by creating an environment that best replicates the conditions at the workplace, and by providing suitable support in dealing with this largely unfamiliar scenario, the students will be better equipped to play an active role at the workplace.

Once a suitable technology platform has been identified and specified to realise the intended curriculum outcomes, the necessary educational and funding support should be pursued for project success.

The current project implementation has two disciplinary evaluation outputs, in that both German and South African students are assessed according to their own assessment criteria. The project can easily incorporate other appropriate disciplines, each with their own assessment criteria, but one common development output objective.
TEACHING AND LEARNING DEVELOPMENTAL INITIATIVES: FUNDANI, CENTRE FOR INNOVATIVE EDUCATIONAL TECHNOLOGY (CIET) AND FACULTIES’ TEACHING COORDINATORS

5.1 Flexible Learning Curriculum Development Support for New Qualifications
5.2 Student Feedback: Real Estate Distance Learning
5.3 Developing subject review mechanism
5.1 FLEXIBLE LEARNING CURRICULUM DEVELOPMENT SUPPORT FOR NEW QUALIFICATIONS

Colleagues at the Centre for Innovative Educational Technology (CIET), in collaboration with the Curriculum Development Unit (CDU) of Fundani, initiated special curriculum design workshops for departments tasked with the development of new postgraduate diplomas. These new diplomas targeted students in employment with a view to considering elements of flexibility/blended learning. As a blended pedagogy takes the best of face-to-face and online learning interactions, careful consideration is required when designing such teaching and learning interventions. There exist many examples of how ineffective use of technology can hamper teaching and learning. With this in mind, these workshops are informed by Professor Diana Laurillard’s conversational framework. Laurillard, who is based at the University College London (UCL), refers to six types of learning which she describes as a distillation of the main theories of learning: learning through acquisition, collaboration, discussion, investigation, practice and production.

With a central focus on programme and curriculum design for the new post-graduate diplomas, the workshops emphasise constructive alignment of teaching, learning and assessment objectives and activities. Participants explore how Bloom’s taxonomy can be linked to the six types of learning and instantiate in particular blended teaching and learning activities, in the context of their new academic programmes.

Inspired by Laurillard’s conversational framework and Gilly Salmon’s instructional design model, the workshops actively engage participants in persona development, programme mapping and course storyboarding, while considering the specific contexts of the different departments and their students. Presentations are kept to a minimum and the bulk of time is spent on hands-on course design in design teams. Short demonstrations of useful tools and technologies complete the sessions.

We also explore Laurillard’s Learning Designer², a web-based lesson planning tool, which affords lecturers the opportunity to design a sequence of learning activities, augmented by educational technologies, and receive immediate visual feedback on how the six ways of learning are being achieved. This is a particularly helpful exercise in enabling participants to plan their lessons at a micro-level, while acquiring an overview of how to enhance their pedagogic practices.

The feedback from these workshops has been very positive, with comments such as the following feedback by a colleague from the Faculty of Business:

As an IT-challenged person who can’t even really use the television without the help of my 16-year-old – I now feel confident to really start including more blended learning in my course, and to encourage and even assist my colleagues to do the same. In this way I am sure we will be able to reach more students and improve the overall impact of our teaching and learning practices. There is a saying: ‘If you’re the smartest person in the room, you’re in the wrong room’ – I was definitely in the right room…. I learned such a lot from everyone who attended and all of the facilitators.

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2. https://www.ucl.ac.uk/learning-designer/
Altogether, the CIET and the Fundani CDU collaborated in five of these workshops in the second semester of 2018, as well as running several on their own in response to specific requests.

Many of the activities developed in these workshops will be integrated into a short course being offered by the CDU in 2019 to assist academic departments through the entire process of developing new HEQSF academic programmes and to build internal ‘train-the-trainer’ capacity to advise and support other staff in these endeavours. The CIET will be collaborating with the CDU in designing and facilitating the short course with the intention of developing it as a fully online, flexible course with modules that can be offered on demand thereafter.

5.2. STUDENT FEEDBACK: REAL ESTATE DISTANCE LEARNING

This RiFFAL-funded research project on flexible learning at CPUT is done in collaboration with CIET and Fundani. The research investigates current flexible learning practices at CPUT, with additional research focus on the impact of the design of distance education offerings and support on student satisfaction with the course and on course results.

The results of the second annual survey which focuses on feedback from real estate distance learners indicate that the distance learning National Diploma Real Estate offering was a resounding success in 2018. Still the only accredited distance education programme offered by the CPUT, this second year saw more than 300 distance learners successfully completing the academic year in full distance mode.

From the results of the first survey in 2017 a paper titled ‘Towards flexible provision through distance learning: ND Real Estate learners’ experiences’ was developed by Daniela Gachago, Barbara Jones and Sarita Edwards. The paper was delivered at the International Conference on e-Learning (ICEL) in July 2018.

The results of the second survey in October 2018 were very similar to those of the 2017 survey, including the response rate of almost 30% (of 322 students). In general the student responses were positive. The majority of respondents indicated that their objectives for enrolling on the course had been met and that they were satisfied with the quality of the online learning experience. Importantly, they enjoyed the course content, finding it highly relevant and applicable to their contexts. In addition to appreciating the flexibility of the course, students particularly valued lecturers who maintained a strong social presence online. Regarding learning resources, students found that YouTube recordings of block sessions which showcase a lecturer’s interaction with students in class to be the most useful.

The majority of students (70%) indicated that they preferred online assignments and assessments. This is not an unexpected result as students studying online generally want to be tested online as well. For the final summative assessment in October students could choose whether to do their assessment online or in a venue in Cape Town, Pretoria, Durban or East London, but it was no surprise that the majority of students chose to do their final assessment online.

The online assessments were completed using the Blackboard Learning Management System (LMS) which has Respondus Lockdown Browser (LDB) and Monitor integrated into the system. Preparations for the online assessments included students being encouraged to do a trial test beforehand to make sure that their computers were set up properly before taking their assessment. However, as most distance learners were used to doing online assessments with LDB and monitor throughout the year, there were very few glitches.

LDB is a custom browser that locks down the test environment in Blackboard courses. When students

use Respondus LDB they are unable to print, capture screen content, go to other URLs or access other applications. Respondus Monitor is a companion application which builds on LDB by using a student’s webcam to monitor and record the assessment session in non-proctored situations such as students taking assessments from home. The goal of the application is to deter cheating. Additional security was provided by using multiple versions of tests and randomizing multiple choice questions.

Approximately 70% of CPUT real estate distance learners successfully completed their assessments online during the last week of October, in total 472 (out of 727) assessments. There were very few Blackboard glitches, and those few that occurred were swiftly resolved by CIET staff or lecturers who were on standby for the duration of the online assessments.

All the sessions were video recorded. Subsequent review of high priority videos which flagged suspicious activity were obtained from the Respondus dashboard afterwards, and some of these videos indicated students who were inappropriately collaborating. Certain institutional processes were followed with students who were caught cheating on video, including zero grade for the exam and/or disciplinary hearings. Using Respondus LDB and monitor during the digitally proctored really estate assessments clearly indicates the superiority of video to physical supervising.

Despite some challenges, according to the students and others involved in the real estate, the online offering has built on its previous successes in 2018. The distance learning team likewise remains dedicated to improving the real estate online course going forward. Student feedback from the RIFTAL survey also feeds into the redesign of next year’s real estate distance learning course. We trust that this longitudinal study will benefit everyone involved in blended and online learning at CPUT.

5.3 DEVELOPING THE SUBJECT REVIEW MECHANISM

Introduction

The subject review is a mechanism aimed at supporting teaching staff to confront and deal with constraints to successful and effective teaching and student learning. The subject review reports provide a rich seam of invaluable data on best practice in improving teaching and developing our students, as well as the constraints staff experience in implementing such improvements. In terms of effective practices the review should be read in conjunction with the annual CPUT Teaching and Learning Report (available on the CPUT website) which contains numerous cases of innovative practices in teaching.

It is difficult to make a comprehensive report across faculties where the issues may be contextually dependent. Faculty Teaching and Learning Coordinators, along with their departmental representatives, play the most significant role in addressing learning issues as they represent the coalface of teaching and can understand what specialists, there is also opportunity for working closely with the more general Fundani initiatives, for example in staff development in teaching and assessment, WIL/project learning, tutoring and writing and curriculum development.

The new subject review process

The new, simplified subject review mechanism synthesises already existing review processes, including the marks review and student feedback, so lightening the load for academic staff. Furthermore, it includes the student voice more directly than before, is easier to implement and can more immediately be used for teaching improvements, where necessary (see the subject review guidelines in this pack).

The new process was designed cooperatively by the Faculty Teaching and Learning Coordinators (D. Scholtz,
THE NEW REVIEW PROCESS

The new, simplified subject review mechanism synthesises already existing review processes, including the marks review and student feedback, so lightening the load for academic staff. Furthermore, it includes the student voice more directly than before, is easier to implement and can more immediately be used for teaching improvements, where necessary.

The mechanism begins with faculties identifying at-risk subjects from the marks review (subjects with pass rates < 50%). Following this, the responsible lecturer writes a short reflective report on what they believe may have resulted in this low throughput. Next, in the third step, the lecturer selects questions from the bank of evaluation questions relevant to the issues raised in their reflection, which are then used to obtain student opinion on subject difficulties. In step four the lecturer, together with teaching and learning expert, designs a small scale intervention/change in teaching approaches to address issues raised in the evaluation, with the expectation that the next marks review will show improvement. Interventions can be relatively small, for example the inclusion of more real life examples or paired discussion in lectures.

Owing to the late start in 2018 and incomplete faculty buy-in, the new mechanism was only partially rolled out; for example, for many staff it was too late in the year to set up student evaluation events. It was, however, agreed that the new process would be rolled out in 2019, as soon as the marks are out in January. Faculty Teaching and Learning Coordinators (in three faculties) suggest that academic staff need tutoring in how to reflect on their teaching and students’ learning. For example, they need to know what to look out for and some knowledge of how to describe events, and how to look at the issue from different perspectives. It is hoped that such reflection might move staff beyond short but sweeping statements such as ‘students are underprepared’ or ‘unmotivated’. One suggestion is that staff should be brought together as part of the review to learn about reflecting on teaching and learning. In so doing it may be possible to capacitate academic staff in evaluating their courses, as part of the mainstream Faculty T&L approaches. Reflection and evaluation can then be completed in term 1, followed by the design and delivery of interventions in term two.

The process will involve not only the Faculty Teaching and Learning Coordinator (FTLC) but also expert advice on designing interventions, for which a few additional staff will need to be employed (the issue was raised in an earlier Senate Teaching and Learning Committee (STLC), and the Deputy Vice-Chancellor: Teaching and Learning had suggested the possibility of providing additional funds for staffing, probably within Fundani). Given the very large number of subjects on offer at the university, and to make the project more manageable, it was suggested that the cut-off for target subjects for evaluation and improvement be taken down from the initial 60% to 50% throughput.

Faculties have rolled out the subject reviews in different ways but all have agreed to run the new review in 2019. The Faculty of Management and Business Sciences (FMBS), the Faculty of Informatics and Design (FID), and the Faculty of Education trialed the new process. Both FBMS and FID set staff reflective questions broadly around what worked well, what challenges arose and
what interventions they had attempted and how well these worked for their at-risk subjects. Owing to a late start, FBMS was unable to conduct student feedback surveys whereas FID did manage to survey some student. Education simply asked staff views on what was, in their opinion, not working well, and what could be done about this. The Faculty of Health Sciences, though much involved with developing the new mechanism, is still conducting the review, as the new process had to first be finalized in the Faculty. Engineering chose to use parts of the old mechanism for this year and reported as such. Applied Sciences is still preparing its report for 2018.

**Issues raised in the review reports**

There remains some difficulty in getting staff to engage in the new process, even though it may positively influence their courses. All staff made reference to difficulties with student unrest and cessation of classes. Much was gained through making courses and content online, but it is hoped that major disruptions like this are a thing of the past.

**What innovations worked well**

**Engagement**

Using relevant, interesting examples and cases helps to engage students, as do pair and group work on problem-solving tasks (for example in tutorials). Students tend to memorise concepts rather than gain a deeper understanding. Staff try to alleviate this through engaging students by taking students step-by-step through the application of concepts in cases, and providing students with opportunity to work through concepts in tutorials, often with tutor feedback.

The whole area of giving students feedback, for example through allowing first drafts of assignments, was seen as important by staff and students. A further aspect to feedback is to provide linked, well-designed tasks that lead into one another with sufficient guidance within and between tasks to foster improvement. Other forms of formative tasks (tasks that are aimed at diagnosing/helping students to learn what matters) are also suggested.

Using forms of blended learning

Having textbooks online in PDF format helped deal with students being unwilling to buy texts. Text books matter so that students can access resources but also so that they can be inducted in how information in the field is typically organized, argued and presented. This is often absent in lecturers’ summarized notes and PowerPoint slides, however, students are still not reading texts sufficiently. There should be exercises set on the texts themselves, rather than using them as passive or voluntary resources. Blended learning also offers opportunities for online feedback on student work before final submission.

**Theory and practice**

Students often struggle with the theory/practice divide. Relating theories and processes taught to students’ lived experiences helped in understanding this relationship, as did using field trips and exercises on video (these are also examples of engagement). Such approaches were also useful in helping students avoid plagiarism as received knowledge had to be reworked in different contexts.

**What needs to be improved?**

Late registration means that students are missing induction and important concepts in their courses. Lecturers struggle with the need to help students catch up. Though not suggested by the faculties, online arrangements should be able to assist in this regard, if late registration is going to be an ongoing factor.

Staff cite programme selection and preparedness for study as problematic. These two factors are often associated as it is often poor selection that leads to unpreparedness for a given field of study. Some universities (e.g. Carnegie Mellon) cite the need for students to know what the prerequisites for their courses are in the programme descriptions. These signal to students what they need to know beforehand. Some faculties focus on the so-called threshold concepts for their programmes, in other words, what ways of thinking and what concepts are essential to enter the field. If these essential concepts are introduced along with other prerequisites, it may then be possible to hone in on these at the start of courses, as part of induction, to better prepare students for later study.

According to some writers (e.g. Mary Lea) plagiarism should be seen as how much is acceptable in a student’s writing, rather than how to avoid it. Avoidance often involves staff setting tasks that are plagiarism-proofed, i.e. that involve critical and original thought or application of learnt knowledge and procedures.

Staff cite problems with students’ ability to think critically, to solve problems and the tendency to resort to plagiarism and rote learning in tasks set. Plagiarism has already been
mentioned but it is also linked to programme selection and unpreparedness. Some staff define critical thinking and attempt to model and so teach students how to be critical (for example, taking different perspectives on an issue) or teaching, for example, Toulmin’s methodology of data, claim and warrant for constructing argument. Similar approaches could be applied to help develop problem solving.

Materials have been developed on higher order thinking (for example critical thinking in Engineering) and Fundani should plan to collect and store guiding practices centrally.

Attendance and classroom engagement are cited as perennial problems. It remains unclear why students do not attend class; one would only know by asking students. One general suggestion is to use some of the above initiatives that have been shown to work, for example making classes more active and bringing in more relevant and contextualized examples. However, these issues are best dealt with in the context of the faculties with the help of the FTLCs, Fundani and other support units such as CIET.

One faculty reports that attendance increases dramatically at test/exam time, perhaps suggesting a move to give greater weighting to assignment and project work throughout the year, which may also necessitate classroom engagement throughout the year.

It is not only classroom attendance that is at issue, but where staff initiate catch-up tutorials, there is again poor attendance. Attendance remains a significant issue. Though feedback is flighted as important and useful in some faculties, others suggest that students do not make use of given feedback. This is not only a CPUT problem, but a higher education one. There is no ready solution, but a possible approach is to teach students how to use feedback, and also to give feedback that can be seen as useful by students.

It is difficult to get a sense of the weighting of different problems as this needs raw data. However, a rough review of the FBMS staff reports on at-risk subjects (subject by subject) suggests a weighting of constraints to teaching and learning as follows:

- Attendance and motivation
- Underpreparedness:
- Rote learning
- Difficulty with abstract subject knowledge and poor text use
- Walk-ins, late and inappropriate reregistration
- Student disruptions
- Language difficulty, including writing

Quantitative reasoning (QR) (fractions, basic equations and number relationships, graphs, ratios, scale, magnitudes etc.) remains a problem, in particular in largely non-mathematical faculties such as Business and Education. The National Benchmark Test (NBT) indicates a very low level of QR in our students and in students across the country. The NBT unit has offered some suggestions to help students develop QR, for example working quantitatively with simple, well known and interesting data related to the field before they confront more complex data sets. This may be more effective than a separate course on numeracy/basic mathematics.

One alarming comment was that students do not feel safe in residences. Even if this was only listed by one faculty, it requires attention from residence management.

What issues have recurred from last year’s report?

Attendance in class and in tutorials was perceived as a major constraint on student success in this and the previous report. The issue is wide and not easy to address, though some suggestions have already been made, for example creating more engaging and relevant classes. Given its significance, it should be investigated further. Late registration was another recurring constraint to student success. If this is to be a recurrent issue then there needs to be a systematic repose to support late registering students.

As with 2016, at least two faculties report on difficulties in teaching part time (PT) students, both in terms of attendance and their difficulty in coping with new subject knowledge. It might be that PT classes require different, more adult education pedagogies (for example, much more student directed) than those used for regular students.

In general there is much more information provided and at greater depth of engagement in 2017/18 faculty reporting than for previous years, and this was attributed to the new review mechanism which may have encouraged greater participation. There is less reporting on the state of equipment and spaces than in 2016, but this may be because of the nature of the 2017 report, which has a more teaching and curriculum focus.

References

LIBRARIES
Jonathan Olfant is a second year student studying his B.Ed in Intermediate Phase Teaching at the Wellington campus. He enjoys his course, and did well in his first year with above-average results. However, he realises that in his second year the challenges will be greater. The first of these he encounters in his Professional Studies class. The lecturer has already given them their first assignment – to work in a group of four to prepare a lesson for Grade 5 on the national symbols of South Africa. The group has agreed that today will be the first group meeting to discuss how they will tackle this.

At CPUT with its emphasis on preparing students for the practical world of work, this scenario is met head-on in the curriculum. An important role-player in this is CPUT Libraries. As part of the library mission to create access to information, the library has taken the responsibility to ensure that students are not only to access information in the physical sense of being able to obtain it, but also to ensure that students are able to make sense of what they obtain. This ties in very closely with the idea of producing graduates able to function effectively in the world of work, where they will be confronted with real-life problems and be expected to solve them.

The methodology chosen by the library to address this issue is an information literacy problem-solving model, which allows students to tackle problems methodically, and then to produce results that can be communicated and used effectively. Although through the regional cooperation of Calico, the libraries of the then five public higher institutions in the Cape Town region, a model course on Information Literacy was produced, there was no institutional imperative to use it. Librarians were available to assist and even offer training on the use of the model, but the uptake was small and not focused on the model as a whole.

This would change through three watershed moments at CPUT:

- The adoption of an institutional policy on Information Literacy, championed by the Senate Committee on Teaching and Learning in 2008;
- The creation and offering of a Certificate of Information Literacy as a registered short course from 2013;
- The Senate decision to make Information Literacy an integral part of every first-year course, through its assessment, in 2017.
Meeting in the newly rebuilt and refurbished library as the facility on campus that allows a great place for group activity, and with all resources at hand, the group down to work. Following the lessons, they had learnt in the first year of how to approach a problem through using the Information Literacy framework, they first discussed the problem as set and drew up a mind map so as to make sure that they understood what was needed, and that the whole group could agree on the course of action they would take to come up with the best product. They then worked out how they would get the information needed through online searching of the library’s search interface, and also finding the necessary printed materials for visual impact during the lesson.

As is common, searching online produced many results, and so they looked through them to see which they thought best – both in terms of the content needed for the lesson, as well as for ideas of actual lessons as shown in the appropriate school textbooks held in a special collection in the library. Jonathan was tasked to find examples of lessons in these textbooks, evaluate the sources, and come back to the group when they next met with the best two examples, from which they could choose one and develop it further. One member used the library’s collection of posters to find the best visual material, another used an Internet search to find audio material and the last member started working on preparing the prescribed lesson template.

The Policy on Information Literacy introduced the concept of the information literacy course, and the necessity for it to be part of every student’s training. In many courses components were already being addressed through subjects such as Communication, and in others librarians had already been tasked to do certain aspects. Through the Committee on Information Literacy, comprising both library and faculty staff, the message of the need for this training was carried out to faculties, and the demands for support through training increased. However it was the introduction of the Certificate of Information Literacy, with its formalized five components and assessment that really led to a large increase in the formal adoption of Information literacy into courses. This demand led to increased pressure on CPUT Libraries staff to assist with training, and the library responded by allocating more staff to this function and re-aligning the library management so that a Senior Librarian was placed in charge of assisting each faculty in all its needs, including the training.

Jonathan’s group had been exposed to the full training and so showed in their approach that they understood the steps that they would need to ensure that they
• Analyzed the need for information correctly
• Determined how they would set about finding it
• Could evaluate what they found to determine to select what was best for their needs.

Meeting again in the library, each member showed what they had found and discussed it with the group. They looked at each of the items, and worked out how to fit them best into the coherent whole that would be needed for the lesson, discarding those they wouldn’t be using at this time. Having brainstormed the complete lesson plan, they now needed to fit it into the prescribed form. As they were already familiar with the form, having used it many times in the past, they knew how to organise the material and so a rough draft could be constructed, with the member responsible for the form undertaking to complete it.
As they now had a lesson plan the next step would be to finalize it through practising the lesson to ensure that everything that was needed was in the plan, and that the timing as well as the content was just what they wanted. For this they used the practice room in the new library, set up precisely for this purpose. Satisfied with this they then finalized the rough draft of the form for their colleague to polish, and each of the three that had provided material made sure that the source of the material was correctly recorded on the form using the approved reference techniques. They did not want any accusation of plagiarism to be levelled against them!

Jonathan’s group had been through this training and assessment and so were aware that the process of Information Literacy was not confined to obtaining the correct information. Two vital aspects rounded off these skills:

- The information had to be processed into the form required to solve the problem set – in their case the teaching assignment, its practical application and the lesson plan;
- Sources of information had to be annotated correctly as ethical use of information was an imperative, which meant acknowledging where sources had been used, and correctly citing their use.

Jonathan’s group was now given the opportunity to present their lesson to the rest of the class. Claudette, who had been chosen to play the role of the teacher, did her job to perfection, confident in the content, and in the practice that they had had. This led to a lesson enjoyed by all, and praised by the lecturer. In their lesson reflection, this group agreed that without the training and use of Information Literacy and the support of the library, they would not have been able to have achieved this. Thanks to Information Literacy and CPUT Libraries!
7

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING

7.1 Workplace learning opportunities using service-learning project sites
7.2 Contribution of the Service-Learning and Civic Engagement Unit to Teaching and Learning
7.3 2018 International transdisciplinary leadership academy through community engagement
7.4 Transdisciplinary Seminar and World Café
7.5 Regional and international partnerships
7.6 University capacity development grant (UCDG)
7.7 RIFTAL
7.8 2nd Chance Matric Rewrite Project: a proposed flagship project
7.9 Civic engagement activities
7.10 Service-learning projects
7.11 Cooperative Education in teaching and learning
7.1 WORKPLACE LEARNING OPPORTUNITIES USING SERVICE-LEARNING PROJECT SITES

Two departments, Architectural Technology and Construction Management and Quantity Surveying used the TDG to create experiential learning opportunities for students working on a multi-disciplinary project. This is based at Balvenie Primary School where students are building a special needs classroom using energy-efficient, alternative and sustainable building materials and methods. The school has contributed substantially to the project but finance, material and expertise in sustainable and alternative construction were an ongoing challenge. This multi-disciplinary service-learning project introduced both students and staff from diverse faculties and external stakeholders, to alternative construction techniques. Further departments such as Graphic Design and Mechanical Engineering also participated in the project, which was academically accredited. The photographs below show students using sand-bag building techniques at Balvenie.

Ecobeam Technologies assisted with the design of a low-cost sustainable effective roofing system and will assist students with the construction of the roof. The project is ongoing and can now include students from additional academic disciplines like horticulture, mechanical engineering and graphic design to add their expertise.

7.2 CONTRIBUTION OF THE SERVICE-LEARNING AND CIVIC ENGAGEMENT UNIT TO TEACHING AND LEARNING

The Service-Learning (SL) Unit contributed to the teaching and learning processes by focusing specifically on credit bearing and curriculated community engagement projects. Service-learning activities were embedded in the curriculum, and
students’ community activities were aligned with the learning outcomes of academic programmes, and assessed. Academic departments in six CPUT faculties that involved students in non-credit bearing community activities were encouraged to convert or develop further such community activities to become service-learning activities that are assessed (credit-bearing) and reported to the DVC: Teaching and Learning. This means that academic departments were encouraged and supported to adopt service-learning as a learning and teaching strategy. Community activities that could not be assessed were driven by the Civic Engagement Unit and the Division of Student Affairs. In addition, the SL Unit initiated a process of developing a model and guidelines for transdisciplinary SL projects that aim at bringing together students and staff from various academic departments to work on one integrated SL project and conducting integrated assessments.

Staff capacity development

Service-Learning Capacity Building Workshops were offered to CPUT academic staff who planned to implement SL projects. Staff members were taken through the legislative framework, the planning, implementation and reflection phases of service-learning.

Research

Academic staff were encouraged to contribute to community-based research through documenting and publishing their SL projects and evaluating the impact of SL projects on communities.

7.3 2018 INTERNATIONAL TRANSDISCIPLINARY LEADERSHIP ACADEMY THROUGH COMMUNITY ENGAGEMENT

The International Transdisciplinary Leadership Academy has evolved as a result of a 3 year academy between Guizhou University of Finance and Osnabreuck University of Applied Sciences. The new academy has been developed by the Service-Learning and Civic Engagement Units (SLCEU) as part of the IMPALA and Erasmus+ capacity building programme.

All three pillars of higher education (teaching, research, and community engagement) as articulated in the university’s mission are evident in the offerings of the academy. The academy promotes the scholarship of engagement which includes teaching and learning, research and engaged scholarship. There is a strong emphasis on building strong partnerships with community organisations and government, including with international university partners. CPUT’s institutional values are ubuntu, mutual respect, equity, innovation, accountability, excellence and efficiency. These values are integrated into the content of the academy as is applied in theory, practice as well as in the evaluation of the activities of the academy.

CPUT’s Research, Technology and Innovation (RTI) 10 year blueprint outlines the following key principles and objectives: excellence, multi-disciplinary approach, unlocking potential, strategic partnerships and service and research uptake. Therefore the academy is principles which contributes to the university’s objectives. The graphic below illustrates the aims of the academy which was conceptualised by the track leaders together with the international partner universities (Scheepers, et al, 2017).

The academy further strives to:
- create multiple learning and development opportunities for students, staff and communities to engage on an international and intercultural level;
- stimulate peer learning through co-teaching and student buddy systems;
encourage co-operation between faculties, departments and support units on internationalisation and community engagement in the university space (as an integrated transdisciplinary approach and strategy);

accumulate funding to support the international project (exchanges, research, teaching and learning, community engagement) and further development of the academy;

share expertise, research, knowledge on community engagement across countries and continents;

build on existing partnerships, networks and resources to develop ‘new ways of doing’; and

reflect on practice to improve pedagogy for community engagement in the university context.

Topic and programme

a. Description of the topic
The academy is called the International Transdisciplinary Service-Learning Leadership Academy through Community Engagement. There were four main components of the pilot which were divided into tracks: (1) Ubuntu Youth Leadership camp (Monday, 27 – Thursday, 30 August), (2) Transdisciplinary Seminar and World Cafe (31 August), (3) Spaces and Places: Community mapping in rural and urban settings (Saturday, 1 September), and (4) Culture and Cuisine (Monday, 3 September).

b. Full programme (daily schedule)
An activity schedule was developed as part of the planning process which includes activities, venues, dates time frames and facilitation details. This gives all participants an idea of what to expect on a daily basis and also indicates who will be facilitating and what materials are required.

c. Duration
The 2018 International Transdisciplinary Leadership Academy through Community Engagement was piloted from Monday, 27 August - 7 September 2018. The 2018 pilot academy was reduced to two weeks in order to adapt to time and budget constraints. In retrospect, four weeks was too long to be offered concurrently. International universities will be able to select from a basket of tracks and may also have some input into the duration and timing of the academy.

d. Target audience (students)
Both units coordinate the academy in collaboration with the Department of Student Affairs and with inputs from academics from various faculties and units who taught on the academy. Students who live outside of the Cape Town CBD were accommodated in District Six so that they did not have to travel to the academy. The fifteen students (undergraduates and postgraduates) who were selected for the academy were as follows:

- Four student peer educators (selected and funded for course in HIV/Aids);
- Two student peer helpers (selected and funded by Student Counselling);
- Three students (selected by the Department of Management and Project Management); and
- Six international CPUT students (selected by the Office Strategic Initiatives and Partnerships);
- Three German exchange students from the Management and Project Management Department are attending some of the sessions. The academy provides CPUT with an opportunity to collaborate across departments, units and diverse cultures.
7.4 TRANSDISCIPLINARY SEMINAR AND WORLD CAFÉ

The Transdisciplinary Seminar and World Café was an opportunity for the SL/CE units to create a conducive environment to conceptualize and develop projects across disciplines. The event drew together diverse stakeholders like students, staff, government and community representatives to collaboratively develop more than twenty (20) projects.

Presentations were conducted on The essential elements of managing Transdisciplinary Service-Learning projects (in the form of a role play), SMART aims, budgeting and resources for CE projects, research methodologies and participatory approaches for community engagement, research ethics for community engagement and ethics of digital storytelling for community engagement. Service-Learning projects were collaboratively conceptualized and developed during the World Café. The following graphic shows the facilitators who participated in the Transdisciplinary Service-Learning symposia which was extended to include community partners, Service-Learning students and interested staff.

This track is comprised of seminars, round tables, and the development of collaborative research topics between the partners.

Spaces and Places: Community mapping in rural and urban settings (Saturday, 1 September) Coordinated by Nicholas Pinfold, Department of Town and Regional Planning, Faculty of Informatics and Design: Spaces and Places: Community mapping in urban and rural spaces (nature reserve, Khoisan village, city walking tour, Robben Island, District Six, informal settlement/township visit).

Culture and Cuisine (Monday, 3 September) by Lufuno Sinthumule, Hospitality Management, Cape Town Hotel School
South African culture and cuisine (History of Dutch, French, Malay and African culture, including west coast culture and cuisine and practical cooking of South African dishes).

Practical community project with a community organisation (4 – 5 September): Coordinated by Desmond Jackson, Service-Learning and Civic Engagement Units: Students were divided into three project teams and engaged with communities and implemented an activity at a community based organisation and/or community site. Academy students worked together with Management and Project Management students on the following project themes:

Transdisciplinary projects
International Leadership Academy 2018
Project theme
Design and painting of Murals Rutger Street Park in the D6 Community and the bridge project. Intercultural, Indigenous and indigenous games with D6 youth: Graphic Design, Sports Management and Project Management Students
Piano Lounge project: Conceptualisation of a D6 Arts and Culture Centre with the D6 Knitting group, Moravian Hills Church and St Marks Anglican Church. D6 Knitting group, Moravian Hills Church and St Marks Anglican Church

Rural mapping through GIS and drone technology at Goedverwacht Moravian Mission Station, Piketberg
Students learning about heritage, human settlements and mapping at the Khoisan site on the West Coast
Intercultural cooking with Chef Funo and the D6 community at Cape Town Hotel School
TygerBear project: Health Care Centre for Abused Children: Students spent two days at the hospital and assisted staff with the children and parents.

Graphic Design students and community guided by lecturer: Cheri Hugo, painting a mural at the District Six Park.

Students from the academy worked collaboratively across the diverse disciplines and with consultations with community and government representatives. The engagement was in the form of meetings, site visits and surveys.

Language and language requirements
The language of teaching and learning of the academy is English. Student teams consist of South African and International students who will use translation applications on their cell phones during lectures and during activities. International teachers will co-teach sessions so that students will be assisted as needed with the translation of difficult and complex concepts and terms.

Students are given opportunities to exchange basic communication phrases from their own indigenous languages such as how to greet each other, say thank you and please, ask for water, etc. These exercises were piloted in a previous academy with much success. Students also used these phrases during the academy, which fostered team building and improved communication between the students across their cultural divides. This practice will continue in future academies.

Accreditation
The development of the respective tracks into short courses has been explored with the relevant departmental heads. Those HODs who were approached have expressed a willingness to explore the accreditation of the tracks. Formative assessments are conducted throughout the academy in order for students to be guided and supported during the learning process and our current international partners universities will be able to accredit the tracks if required. The CPUT Service-Learning students were awarded credits as part of their Service-Learning project in the Department of Management and Project Management. All students received certificates of participation at their final project presentation and reflection day. Below are some
guidelines for students to understand the formative assessment process:

Students from the academy worked collaboratively across the diverse disciplines and with consultations with community and government representatives. The engagement was in the form of meetings, site visits and surveys.

The academy ends with a certificate ceremony, an exchange of gifts and blessings, and an evaluation and reflection of the academy. Students continue to communicate after the academy to finalise their project plan for submission which usually takes place a month afterwards. The intention is to develop a range of short courses for each track so that the academy becomes self-sustaining.

What did we learn?
On reflection the experience of developing the academy has led to the following realisations by students:

- Challenges lead to creative solutions;
- There is a wealth of expertise in our own university;
- With a good team anything is possible;
- Our university colleagues have shown a willingness to get involved;
- If one approaches a task with the idea that funding is a challenge, then funding will be a challenge;
- With the right approach, we can attract foreign interest in our activities;
- International partners are willing to collaborate with our university;
- The academy themes are very current issues;
- Student development is an international concern at all universities; and
- Community engagement is an ideal basis for the academy.

Re-imagining CPUT in District Six
CE/SL have driven numerous District Six projects and coordinated the renaming ceremony which saw the Cape Town campus being renamed the District Six campus. Thirteen projects have been identified which are in various stages of planning, piloting and implementation. One of the projects is to develop a District Six Community Garden on the former nursery site on the District Six campus. Multiple disciplines have engaged with the site such as: Horticultural Technology and Landscaping, Civil Engineering, Town and Regional Planning, Construction Management and Quantity Surveying and Architectural Technology.

7.5 REGIONAL AND INTERNATIONAL PARTNERSHIPS

Ubuntu Global Network
The CE/SL hosted the Ubuntu Global Academy on Friday, 6 April 2018 during their 2nd conference in Cape Town. Presenters included the Department of Social Development and the Amy Foundation (former Amy Biehl Foundation). The Catholic University in Porto extended an invitation to the Acting Director to conduct a keynote address on 15th June 2018 at a conference organized by the Social Responsibility Observatory of Higher Education Institutions (ORSIES). On 15th and 16th June 2018, Jacqui Scheepers co-hosted the 4th Seminar of the Ubuntu Leadership Academy on the topic of Building Bridges (5th Edition) as part of the Ubuntu Leadership Academy training program in Portugal. The Instituto Padre Antonio Vieira funded her travel and accommodation costs. The organization has offered to share all learning materials and methodologies with the CE/SL Units and to explore a partnership with CPUT.

South African Higher Education Community Engagement Forum (SAHECEF)
SAHECEF is comprised of elected community engagement representatives from all South African Higher Education Institutions. The forum is committed to the following:

- Advocating community engagement at South African Higher Education Institutions;
- Furthering community engagement at Higher Education Institutions in partnership with all stakeholders with a sustainable social and
economic impact on South African society;

- Promoting debate about innovative practices in the field of community engagement in the context of Higher Education;
- Facilitating the dissemination of new knowledge in the field of community engagement; and
- Sharing experiences and best practice in terms of community engagement.

CPUT continues to be represented on this national platform and also serves on the executive body and on the conference task team, which has been planning the 10 year anniversary of the forum to be celebrated at an international conference in early December 2019. CPUT plays an active role in the Western Cape regional chapter with the Cape Higher Education Consortium (CHEC) universities which reports on community engagement activities to the executive and board of the forum.

7.6 UNIVERSITY CAPACITY DEVELOPMENT GRANT (UCDG)

The funder of the UCDG is the Department of Higher Education. The UCDG replaces the former Teaching Development Grant (TDG). The Service-Learning Unit has been awarded R300 000.00 from the UCDG to develop a model for the implementation of transdisciplinary Service-Learning projects under the section Promoting learning through SL and WIL projects, which has the following four areas:

- The planning, implementation and evaluation of transdisciplinary Service-Learning projects;
- The development of a transdisciplinary Service-Learning institutional model with guidelines;
- The conceptualisation of a conference workshop and research papers on transdisciplinary Service-Learning project models and practices; and
- The recognition and acknowledgement of staff, students and external partners at a reflection and awards summit.

One of the deliverables of the grant is that one project should be developed per faculty, with the development of research outputs emanating from these projects. The projects will explore the challenges and benefits of working in an integrated way and strive to understand the concepts related to working across disciplines.

**Motivation for this approach**

The most popular implementation model for Service-Learning is the unidisciplinary approach. It is used as the theoretical base on which the response to an identified challenge in society is formulated. These projects usually have a beginning and an end and are controlled by the time frames of the academic programme and/or end when the academic outcomes have been met. According to Sillitoe (2004) and Farrell (2011), our modern society generates very intricate development challenges that need collaborations between experts from diverse backgrounds in the natural and social sciences in order to address and respond to these challenges effectively.

Traditional unidisciplinary approaches can lead to challenges for the sustainability of SL projects which are often dependent on a concerted effort across various disciplines. Various skills and on integrated techniques to generate the knowledge required to solve these challenges.

**The transdisciplinary approach**

The project explores the challenges and benefits of working in an integrated way and strives to understand the concepts related to working across disciplines. It is an approach to curriculum integration which dissolves the boundaries between the conventional disciplines, and organises teaching and learning around the construction of meaning in the context of real-world problems or themes. The following graphic illustrates the differences in the various disciplinary approaches:

**Thematic projects**

Can be linked to the Sustainable Development Goals (SDG’s) and should articulate with South African national, regional, and local challenges. The SDG’s give Transdisciplinary Service-Learning projects a common ground and these themes can keep the project team focused. This ensures that there is global relevance and context, and promotes meaningful and authentic learning.

The Transdisciplinary SL Project Model shown below was developed by the unit manager, Jacqui Scheepers to illustrate the ecosystem that exists when lecturers and students work across their disciplinary boundaries. Six project themes across all six faculties were identified, namely aquaponics, project management, language and literacy through arts and culture, sustainable...
and alternative construction, preventative health and awareness (social determinants of health), and rural and urban mapping projects.

Transdisciplinary Scholarship and research
Staff presented papers on their transdisciplinary Service-Learning projects at the 2018 Community Engagement and Social Innovation Symposium hosted by Rhodes University and Durban University of Technology. Dr Eric Simpeh (Department of Construction Management and Quantity Surveying), Mr Desmond Jackson (Acting Manager: Service-Learning and Civic Engagement Units) and Jacqui Scheepers (Acting Director of the Centre) presented a paper, ‘Exploratory study on the construction students’ experiences in a Service-Learning project’. Another paper titled ‘A transdisciplinary educational approach to contemporary urban planning problems in south africa through community engagement and Service-Learning’ was presented by Nicholas Pinfold, Department of Town and Regional Planning, Faculty of Informatics and Design. The presentations are currently being developed further into journal articles. A writing retreat took place after the conference in order to identify research teams, conceptualise topics and abstracts, and develop journal articles. The team discussed the possibility of publishing a book in collaboration with the SL/CE Units with chapters written by Service-Learning Conveners.

Regional and national capacity building workshops and seminars
CPUT is unique in the implementation of this approach in the Service-Learning Higher Education community. This project has generated extensive interest nationally and workshops and presentations have been conducted by invitation at the following institutions: Mangosuthu University of Technology, Central University of Technology, University of the Western Cape and North-West University in 2018. These activities have generated data which will contribute to the development of a model and guidelines for CPUT.

7.7 RIFTAL
An application submitted by the SL/CE Units for RIFTAL funding was approved for the development of ‘Ethical practices for digital storytelling’ to the sum of R35 000.00. Researchers Daniela Gachago, Candice Livingstone and Jacqui Scheepers have worked together to produce the outputs for the project. The researchers presented a concept paper at the 2018 Community Engagement and Social Innovation Symposium hosted by Rhodes University and Durban University of Technology. The title of the paper was ‘Telling stories about stories: towards an analytical framework for ethical practices of digital storytelling at CPUT’. The presentation provided the researchers with valuable feedback which is being incorporated into the development of an ethical framework for CPUT. The Rhodes University Community Engagement Division invited the researchers to contribute a book chapter to a publication that showcases the recent Community Engagement and Social Innovation Symposium, and the first draft of the chapter was submitted. A workshop was held in November 2018 to compile a draft guideline document for the ethics for digital storytelling (Community Engagement, Teaching and Learning, and research).
7.8 2ND CHANCE MATRIC REWRITE PROJECT: A PROPOSED FLAGSHIP PROJECT

The 2nd Chance Matric Rewrite project was in its 4th year of implementation in 2018. Over the years, the project has been funded by the National Youth Development Agency, the Education, Training and Development Practices SETA and the Chemical Industries Education & Training Authority. The project previously offered tuition in five subjects which was reduced to three subjects in 2018 due to budget constraints. In 2018 the project received no external funding but due to the overwhelming demand from learners, it was implemented using excess funding. Project costs are mainly for the remuneration of SACE accredited teachers, purchase of learning materials, printing, examination costs (security, venue hire, PT Invigilators, stationery, etc.), full time contract administrator, information sessions, etc. Seven invigilators are trained by the Western Cape Education Department and by the units, and are mostly unemployed community members, with various levels of invigilation training. Therefore the project makes a significant impact on filling a much needed gap in the community by providing youth with a second chance to improve their marks so that they can gain access to higher education.

The SLCE Units registered 240 Learners for the 2nd Chance project in 2018. Learners are drawn from the Western Cape region and attend classes on the CPUT Bellville campus on Saturdays. A concerted effort has been made to identify venues for after-hours tuition on the Bellville campus but this remains a challenge for the project. With permission from the HOD, Ms Ashaadla Kamale, the Civil Engineering Department has offered their classrooms for tuition. From October – November 2018 the units conducted the NSC examination at Bellvue Primary School in Belhar. Although tuition was only provided on the Bellville campus for the subjects Mathematics, Life Sciences and Physics, the WCED requires that learners must be allowed to register and rewrite any of their other matric subjects.

The project provides an essential service to communities and fills a gap in the education system where learners are unable to access higher education because they do not meet the admission criteria. Many of the learners gain entry into higher education institutions as a result of the impact of the project on their results. The units are in the process of identifying those learners who have come through the programme and are either registered at CPUT, or are successfully exiting the system and graduating with a university qualification.

7.9 CIVIC ENGAGEMENT ACTIVITIES

The Civic Engagement Unit works collaboratively with the Student Affairs department and provides an enabling environment (support, guidance and resources) to both staff and students so that volunteer projects are implemented in a scholarly and well planned manner. The unit has only one support staff member, an administrative assistant, which poses challenges for implementation of its goals. In 2019 the unit intends to implement an orientation programme for student leaders who are engaged or intend to engage in community projects. This proposed programme stems from the Ubuntu Leadership Academy which was piloted this year and will enhance the quality of volunteer projects.

Project case: Helping Khayelitsha

News24 news reported that more than 1300 people were
left homeless after hundreds of shacks were destroyed in a blaze which broke out in Khayelitsha. The HOPE Foundation in collaboration with Nika Foundation saw this as an opportunity to intervene. This was challenging for students who were currently busy with November examinations. However the commitment was made, according to News24 “to complete the project and give back to communities who had found themselves homeless with no clothes and food. Both organisations were founded by young people”. The aim of the project was to provide donated services to communities in need.

The organisations collected from CPUT Residences a maximum of 70 bags of clothes and a few bags of non-perishable food. The drive was conducted by the members and volunteers of the organisations by a way of door to door visits to some residences. The clothes were then taken to the laundry and members stayed up until 4am every day to ensure that the clothing was cleaned and sorted. It was a lot of work to do, but we managed as the aim was to give back within a reasonable time frame, while people were still in need (adapted from a student volunteer report).

7.10 SERVICE-LEARNING PROJECTS

The Service-Learning projects have increased considerably and stretch across all faculties. Although projects have increased across the institution and have become more intensive and intricate, the funding and staff allocated to the SLCE Units have not increased to match this expansive growth. Below is a table of 2018 projects:

<table>
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<th>FACULTY</th>
<th>DEPARTMENT</th>
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<td>Hospitality</td>
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<td>&amp;Quantity Surveying</td>
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<td>Biomedical Science</td>
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<td>Emergency Medical Services</td>
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7.11 COOPERATIVE EDUCATION IN TEACHING AND LEARNING

The Cooperative Education Unit facilitated student placements in workplaces and ensured that CPUT students were provided with monthly WIL stipends for travelling to workplaces. Such WIL stipends were received from the SETAs and administered by the SETA Projects Officer of the Unit in collaboration with the CPUT Department of Human Capital. This unit also facilitated student preparation for workplace-learning in academic departments. Preparation of students within CPUT, before they go out for their workplace learning and engage with external partners, is regarded as crucial as it could be a challenge for students to adapt from the university to the workplace environment. A plan of action was developed to improve the Work Readiness Programme by including
in the Employability Improvement Programme (EIP) CV writing and interviewing skills; this is to prepare students for interviews by industry partners who visit the centre and conduct interviews with students before they select them for placements. The developed Plan of Action aims at formalising or institutionalising the Work Readiness Programme. The EIP seeks to enhance the softer skills of the students and enhance their understanding of the employer’s environment and the skills that are required by industry to improve productivity and efficiency.

**Staff capacity development**

The Cooperative Education Unit encouraged CPUT WIL staff members to attend workshops on how to conduct EIP workshops for students and integrate EIP training into the Work Readiness Programme. Several EIP workshops were conducted.

**Research**

Faculty and Departmental WIL coordinators were encouraged to document their workplace learning activities with students and conduct evaluation research with the purpose of improving their practice and generating research outputs.

**Projects facilitated by the Cooperative Education Unit**

CPUT’s reputation for good practice in workplace learning attracted national funding from the Teacher Education Directorate of the DHET. The centre was tasked to play an oversight role for the DHET National WIL Project that aimed at developing industry-based WIL capacity of the Faculties of Education in 16 participating South African Universities. The Faculties of Education are expected to develop and offer Technical and Vocational Education and Training (TVET) and Adult and Community Education and Training (ACET) staff qualifications that have an industry-based WIL component. The Centre managed the funds of the DHET College Lecturer Education Project (CLEP), and organized national workshops and arranged flights and accommodation of the participants.

The WIL National Curriculum Framework that will be adapted by the Faculties of Education when they develop HEQSF-aligned TVET and ACET qualifications was completed and discussed at the National DHET Indaba by various stakeholders. It is important to note that CPUT’s Faculty of Education is now accredited to offer some of the TVET and ACET staff qualifications through the support of the CE and WIL Centre.
8.1 BUSINESS AND MANAGEMENT SCIENCES

Dr Desireé Scholtz
Business and Management Sciences Teaching and Learning Coordinator

Desiree Scholtz is the Teaching and Learning Co-ordinator in the Faculty of Business and Management Sciences. Her background in linguistics, standardised testing and curriculum development provides the impetus for her work in the faculty. She has been involved with standardised testing since the inception of the Tertiary Education Linkages Project (TELP) and was part of the test development team for the National Benchmark Test (NBT) in Academic Literacy which commenced in 2008.

2018 International Exchange Students Orientation Programme

Welcome lunch at the Cape Town Hotel School

Peninsula Tour

Study abroad programme (including academic and cultural activities) for our local students to gain cultural enrichment, knowledge enhancement and the development of global citizenry.

Teaching can be very boring if teaching methods are not diversified. It is important to understand that teaching and learning need not be confined to a classroom setting.

As a communication lecturer, I use different methods to enhance independent learning as well as collaborative learning. Laal and Ghodsi (2011) explains collaborative learning as an instruction method in which students at various performance levels work together in small groups toward a common goal. There are certain things that students cannot acquire from lectures; they need to have active agency in their learning. This is very easy to do in the Management & Project Management department as we deal with projects. These projects give students a platform to learn more and to practise what they are learning.

MANAGEMENT & PROJECT MANAGEMENT DEPARTMENT

Learning is not confined in the classroom setting: Cultural Day

Welcome lunch at the Cape Town Hotel School

Peninsula Tour

Students embracing their cultures

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In Communication, the intercultural communication chapter is best taught by being practical. It is so vital for students to understand the value of diversity, which brings different ways of thinking, innovation and different ways of solving problems. However, diversity will not make sense to them if they do not understand themselves and take pride in who they are.

After this intercultural communication project Muslim students felt so comfortable to come to class dressed in their religious attire. Students were in control of the concept and what they wanted to do. Most importantly, they wanted to embrace other cultures and to learn more about them. This is the best way that they can learn to be sensitive towards other cultures.

My students learnt a lot from this project, amongst others, working in teams, embracing other cultures, sensitivity, sharing, accountability, responsibility, communication, collaborative learning, etc. Different activities were displayed such as dancing, music, food, cultural plays (Sotho), cultural outfits, languages etc. Different cultures were exhibited, such as Cape Malay, Rastafarian, Xhosa, Sotho, and Muslim cultures.

Teaching is my passion and learning new ways of doing things to enhance my teaching methods is my interest. It gives me pride to see what my students can do.

Reference

8.2 EDUCATION

Dr Lawrence Meda
Education Teaching and Learning Coordinator

Dr Lawrence Meda is a Senior Lecturer and Teaching and Learning Coordinator in the Faculty of Education at CPUT. He holds a PhD in Curriculum Studies from the University of KwaZulu Natal and he is very enthusiastic about teaching using technology. He is leading the task team on teaching with technology in the Faculty of Education.

Innovative teaching in the Faculty of Education

Dr Hanlie Dippenaar’s FEN 361 and FEN 362 students are engaged in a Community Engagement (CE) project, tutoring learners in English reading in the Children’s Home and at a local Hawequa prison. It is part of a research project on CE and aims to enhance the professional skills of CPUT students as well as address a need in the community. This is innovative as both students and lecturer have not facilitated learning in a prison setting before. The project leader hopes to have results on the effect of this project by the end of 2019.

Dr Candice Livingston is a Senior Lecturer and Research Co-ordinator in the Faculty of Education at CPUT. She is involved with numerous community engagement projects. She is a member of the Faculty Research Committee and the Chair of the Faculty Ethics Committee. Her research interests include teaching with technology, the study of fairy tales and decolonisation through autobiographical learning.

In 2018, Dr Livingston was a finalist in the EDUWEEK: Advancing Education in Africa: Rewarding Excellence in Education awards. EduWeek Africa, the largest and most recognised live education event in Sub-Saharan Africa, hosted its annual awards ceremony on 15 June 2018 at the Ticketpro Dome in Johannesburg. The category in which Dr Livingston was a finalist was ‘ICT implementer of the year’ (http://businessmediamags.co.za/skills-technology/the-south-african-schools-collection-pr/education-innovators-honoured-at-eduweek-africa/). The theme of the exhibition was ‘Education 4.0 for Industry 4.0’, which addressed education’s response to increased automation and data exchange in most industries.

Dr Livingston also published a chapter in the textbook Practical advice for novice teachers on how to integrate technology in the classroom and presented workshops to teachers on how to improve visual literacy in the classroom using social media.


Based on her teaching experiences and practices at CPUT, Dr Livingston also presented workshops to in-service teachers (hosted by the Western Cape Education Department) on how to implement technology in the classroom. The following visuals are classic evidence of that…

Staff Development Activities

All academic staff members who attended continuous professional development workshops funded by the UCDG
and university praised the initiatives and recommended that they should be replicated for the benefit of other lecturers who did not have a chance to attend. Capacity development workshops and symposiums were also organised as part of continuous professional development of staff in the faculty. These include the following:

i) **Seminar on Assessment**

The seminar came about because lecturers indicated that assessment was one of the areas in which they required to be capacitated. The seminar was attended by 66 lecturers and it covered a wide range of topics which falls under assessment.

ii) **Teaching and Learning Symposium**

The theme of the symposium was ‘Best practices in teaching and learning’ and several staff members shared their research and classroom practices with the attendees. Dr Heinie Brand, Director: Teacher Professional Development from the Western Cape Education Department was invited and made some closing remarks.

- **International conference on History Education**

A very successful conference on History Education was hosted by the faculty during the spring recess. History teachers and lecturers from schools and universities across South Africa and abroad attended this conference which was organised by Mr Barry Firth and colleagues.

**Teaching with Technology Work Group**

The Dean convened the work group in the last quarter of the year and the group met about 6 times to put together a project plan and to initiate implementation of the plan. It was decided that the project would reside under Teaching and Learning rather than IT and the Teaching and Learning Coordinator was tasked with oversight. 2018 was mostly about planning for implementation in 2019. Some directives were given by the Dean to guide the group. The work group met for some initial discussions and reverted to the Dean for further clarification.

A project plan was then developed and presented to the Faculty Board on 29 October 2018. The work group then met again on 21 November to give consideration to a number of concerns that were raised. A staff survey was prepared and distributed after approval was granted by the Ethics Committee. The purpose of the survey was to determine readiness, current practices, and to inform staff development planning. The project plan was refined and ready for implementation from January 2019.

**Staff Initiatives (Teaching and Learning)**

Three lecturers presented at the Western Cape Education Department’s (WCED) Annual Provincial Language Solutions Conference which was held from 2 – 4 October 2018 at the Cape Teaching and Leadership Institute (CTLJ) in Kuils River during the October recess. This conference targets teachers from Grades R to 12 and was attended by 600 delegates. Details of lecturers and their presentations are given below.
Student Development

Some students in the Faculty of Education had a chance to present papers for the first time at an international conference on Inclusive Education while others had transformative experiences after engaging with fellow students from abroad, researchers, academics, policy makers and representatives from numerous global NGOs. Nine students from the faculty were privileged to attend the 2018 Division of International Special Education and Services (DISES) international conference which was held at the Century City Hotel. The students were selected to attend the conference as part of the global collaborative project on Inclusive Education, which was initiated by Dr Lawrence Meda, the Faculty’s Teaching and Learning Coordinator; Professor Rebekka Jez, Director of Global Education at the University of San Diego (USD); and CPUT’s Dr Cina Mosito, Head of Department: Intermediate Phase.

Prof Jez attended the conference along with her ten undergraduate students from USD who are studying Inclusive Education. She managed to obtain conference registration fees for three CPUT students, namely Hannah Godfrey, Michelle Niemand and Thabo Mofolo who are all in their third year. The other six students – Abongile Matyaleni (second year), Johan Pienaar (third year) and fourth-years Carla Barnard, Yosamela Mabhovula, Odwa Ntwanambi and Thando Dyamara – all received complementary registration fees from the Western Cape Education Department.

Four undergraduate students from the Faculty of Education presented at the Western Cape Education Department’s (WCED) Annual Provincial Language Solutions Conference which was held from 2 – 4 October 2018 at the CTLI in Kuils River during the October recess, as mentioned above. This experience enhances collaboration with the WCED and the CTLI and was a good experience for lecturers as well as students. Each participant received a certificate from the CTLI.

First Year Experience (FYE)
The FYE was very successful at the Wellington campus. It had a vibrant committee consisting of four lecturers and three retention officers (ROs) who were all result-oriented as well as dedicated to the programme. Mentors and retention officers were greatly empowered and inspired to make the FYE more positive. It resulted in a significant reduction in the number of students who dropped out in their first year.

A questionnaire was administered at the First Year Experience Symposium, as mentioned above. The students who attended the 2018 DISES Conference

### Lecturers who presented at the WCED conference

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Topic covered</th>
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<tbody>
<tr>
<td>1.</td>
<td>Dr Hanlie Dippenaar</td>
<td>i) Work readiness of beginner teachers.</td>
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<td></td>
<td></td>
<td>ii) Community Engagement Project on Help2Read with</td>
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<td></td>
<td></td>
<td>Me Nikki Knowles from Help2Read.</td>
</tr>
<tr>
<td>2.</td>
<td>Dr Candice Livingston</td>
<td>Technology in the classroom</td>
</tr>
<tr>
<td>3.</td>
<td>Ms Melanie Muller</td>
<td>Technology in the classroom</td>
</tr>
</tbody>
</table>

### No. Name of Student Year & Campus Topics covered Supervising Lecturers

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Student</th>
<th>Year &amp; Campus</th>
<th>Topics covered</th>
<th>Supervising Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Johan Pienaar</td>
<td>3rd year, Wellington</td>
<td>Teaching children with hearing problems and Asperger syndrome</td>
<td>Dr Dippenaar &amp; Dr Livingston</td>
</tr>
<tr>
<td>2.</td>
<td>Michelle Niemand</td>
<td>3rd year, Wellington</td>
<td>Maths in the primary school</td>
<td>Dr Meda</td>
</tr>
<tr>
<td>3.</td>
<td>Abongile Matyaleni</td>
<td>2nd year, Mowbray</td>
<td>Teaching large classes using Kahoot</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Charne Rezandt</td>
<td>2nd year, Mowbray</td>
<td>Teaching students using quizizz technology</td>
<td></td>
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</tbody>
</table>
Wellington campus to find out students’ views and experiences of the FYE. A new FYE coordinator for the Mowbray campus was appointed towards the end of the year and this had a positive impact on the planning for the 2019 orientation and FYE programme.

Curriculum Development

Each faculty T&L coordinator was asked to present at the CO forum about how the 2018 CO forums have helped their faculties in developing and implementing the new curriculum. Each presentation was supposed to be focused on three questions presented in the adjacent figure. Ms Elma Fleishman gave a wonderful presentation which was well received by all attendees.

Teaching Excellence Awards

The T&L coordinator invited all academic staff to apply for the faculty and departmental teaching excellence awards. Submissions were reviewed by a committee comprising of the dean, relevant managers and the T&L coordinator. The winners were identified on the basis of their portfolio and rewarded for their teaching excellence in the classroom. The faculty award went to Dr Zayd Waghid and Dr Hanlie Dippenaar was the recipient of the Departmental award.

Defamiliarization as a socially just pedagogy in higher education

Dr Z. Waghid from the Department of Education at CPUT was invited as a guest speaker to give the keynote presentation at the faculty’s Teaching and Learning Conference, 2018. His topic was entitled, ‘Defamiliarisation as a socially just pedagogy in higher education’. The presentation was enlightening and brought awareness to the social aspects and challenges that students in our classrooms are faced with on a daily basis. It highlighted the fact that the world (and South Africa) is still contextually divided and that the silent voices of students are important and should be prioritized if we want to be recognized as good teachers. According to Waghid (2018), ‘defamiliarization’ creates spaces necessary for students to articulate their voices and emotions, opportunity to express their identity and serves as a way for them to self-reflect critically on these issues in terms of their own contexts.
ARCHITECTURAL TECHNOLOGY & INTERIOR DESIGN DEPARTMENT

Project: Doing design to learn design

Architectural Technology and Interior Design students used a recent Vertical Projects Showcase to exhibit nine projects.

Vertical Projects incorporate students across years and disciplines into teams which work on real-world architectural problems and solutions.

Dr Hermie Delport, Acting Head of the Architectural Technology and Interior Design Department, said this was the first time they had done the Vertical Project twice in one year: ‘We use it as an ice-breaker at the beginning of the year. We try to focus the middle of the year Vertical Projects on service learning projects.’ She says in future they will align the middle of the year Vertical Projects with Mandela Day.

The nine groups split into sub-groups to handle specific tasks with many of the projects stemming from real-world concerns brought to the department’s attention. One project dubbed the Edushed is to create an outdoor classroom incorporating a food garden for Muizenberg Junior School. The school approached the department towards the end of the last term. During a studio project, first students submitted ideas and presented them to the school. The school then chose the project they liked best, with the winning project designed by first-year student Isaac Gordon.

Lecturer Trevor Jacobs said the outdoor classroom will become a reality as it is part of Justin Bonello’s Neighbourhood Farm programme which will finance a pilot project (Muizenberg Junior School is one of 11 schools taking part in the outdoor classroom/farm programme) to the tune of R50 000.

‘We used the expertise of the students in the Vertical Projects to do the working drawings and the costing of the winning project. The students worked out the cost to be R75 000. ‘Now the next level is that the students must build it. Either they have to cover the missing R25 000 or re-cost the project,’ said Jacobs.

8.3 INFORMATICS AND DESIGN

Mr Pieter Rossouw
Informatics and Design Teaching and Learning Coordinator

My academic career started as a lecturer at the Cape Technikon in 1995. I taught various subjects until 2010 when I became the Teaching & Learning Coordinator in the Faculty of Informatics & Design. This year represents my 25th year at the Cape Technikon/CPUT.

My qualifications include a Bachelors Honours in Counselling Psychology (Stellenbosch University) and an MTech in Education (Cape Technikon). I am currently working on my PhD in Education at Stellenbosch University. The title of my thesis is Game-based diagnostic assessment of persistence and problem-solving of first time entering university of technology students.

My teaching philosophy: ‘Education is about enabling learners to develop their potential for the world of tomorrow’.
Other Vertical Projects showcased included:

- Revamping an educare centre in Khayelitsha;
- Designing a braai facility for Darling township (several designs were showcased which will be shown to the Darling municipality with a prototype hopefully to be built in October);
- Adding terms to CPUT’s online architecture multilingual glossary;
- Posters being entered into a Cape Institute for Architecture competition to create a mobile exhibition space;
- District Six Remembered project;
- A project to redesign particular CPUT campus spaces frequented by students to create inviting places to socialise;
- A marketing video for the Architectural Technology course; and
- A well-attended debate on the concept ‘Architects have become careless of the city and its inhabitants.’

INFORMATION TECHNOLOGY DEPARTMENT
Project: Connecting students through COIL

Staff, students and international visitors recently celebrated the launch of CPUT’s first Collaborative Online International Learning (COIL) Venue. The modern facility is based in the Engineering Building on the District Six campus and was made possible through the IMPALA project. Jon Rubin, who developed the COIL concept, said it is ‘a way to connect the students in your classroom to the world. It’s an opportunity for your courses to be enhanced through the input of others and for you to contribute to the teaching and learning in other countries.’

Education students and lecturers Felicity Titus and Vanessa van Staden, who were involved in the COIL pilot project between CPUT and the University College of Leuven-Limburg, were given an opportunity to share their experiences. Four lecturers and 100 students from the two institutions were involved in the project and according to the CPUT lecturers it helped to ‘broaden the perceptions and worldview of our students’.

The University of Antwerp’s Piet Van Hove, who is the IMPALA coordinator, said the project tries to bring together expertise and experience from the different partners in Europe and South Africa to advance internationalisation in higher education.

The project provided the funding for the video conferencing equipment in the new venue, which will support the COIL methodology.

Prof René Pellissier, Director of Strategic Initiatives and Partnerships, said One Smart CPUT focusses on the two dimensions of human-centricity and ‘technology-enabledness’ in order to provide a relevant and excellent higher education to our students. She said COIL is not only about the technology, ‘it is about a new mind-set of learning in an expanded space where the learning can take place naturally and solutions-oriented, bringing internationalisation to the classroom’.

Project: IT students hack their way to victory

They called themselves the Wildcards but a team of IT students proved they were worth their salt when they clinched top honours at the recent Women in Computer Science (WICS) Hackathon.

The CPUT team of Dorcas Mbi, Kessel Okinga, Natasha du Toit and Yandisa Katiya, all third-year students, beat four other teams to walk away with a cash prize of R15 000.
The 24-hour event, which was held at UCT, gave participants the opportunity to solve real-life problems and also to meet and engage with other women in Computer Science as they showcased their problem solving skills. Mbi said the event comprised of three pitches - a written pitch submitted the first night of the hackathon, an elevator pitch the next morning, and a final presentation.

‘We had just under 24 hours to produce a website or an application that fell in line with the theme - Mental Health and Wellness: Tools for Living, Support, Awareness and Success.’ The team built an application to help alleviate safety concerns and anxiety while travelling in unsafe environments.

Their application helps one find the safest route home using crime statistics data from external sources. Okanga said the team had decided to enter the competition because they wanted to be exposed to real world problems that need to be solved.’ We also like to be challenged so we seized the opportunity to go out there and face them.’ Du Toit said the type of competition is very encouraging for women in Computer Science or any technological field. ‘It is incredibly motivating that the outside world is cognisant of the fact that women are a minority in the IT industry.

Kaitya added: ‘What is amazing is that they have already begun playing their role in uplifting and empowering female developers with competitions like this. We just need to strive for excellence and face the opportunities and challenges that may come our way with a positive mindset.’

### MEDIA DEPARTMENT
Project: Public Relations awareness campaigns for Restoring Soles to Souls

CPUT students formulated and implemented awareness campaigns for Restoring Soles to Souls with the tagline ‘Stepping through poverty’. This student organisation was birthed from a practical project that was presented as a formative assessment. The students worked in four groups which resulted in four campaigns known as #HerMajesty, #ChooseShoes2Reuse, #KicksForKids, and #HappyFeet. The aim was to collect new and/or gently worn shoes for children from previously disadvantaged communities. The eight week campaign yielded a total of over 900 pairs of shoes that were distributed to various beneficiaries. Activities included creating campaign videos, traditional and social media strategies, obtaining sponsorship, and fundraising.

Grade 12 pupils at a Khayelitsha school will be kicking up their heels at their matric ball thanks to a group of Public Relations students.

The group of ten BTech students are collecting high-heeled shoes for pupils at Zola Secondary School to don at their year-end ball. ‘We needed to come up with a practical campaign for our finals. The cause is something we all could relate to, and we started the Her Majesty campaign. It forms part of the larger Restoring Soles 2 Souls project,’ said student Nadine Dirks.

Restoring Soles 2 Souls collects and redistributes new and gently-worn shoes to impoverished communities in South Africa. Nadine said the group had already collected several pairs of shoes, but they were hoping to receive a few more before handing over the shoes to the school on 20 September.

### DESIGN DEPARTMENT
Project: Creative way to say I Love You (Graphic design)

Chocolate lovers around South Africa will be using a CPUT graduate’s work to tell their loved ones exactly how they feel this Valentine’s Day.

Kurt Daley was one of four graphic designers selected to create a limited design for the Cadbury PS chocolate ‘share the love’ campaign where consumers can personalise and show their love through unique South African themed e-cards. Kurt conceptualised his graphics from his base in Abu Dhabi where he lives with his wife and freelances for local and international clients.

‘I usually don’t use lots of typography in my illustration work so for this brief, I tried to convey the message of the illustration using limited characters and make the typography the focus,’ he says. ‘I used my usual illustration style, which is very gritty and playful, trying to
keep the designs trendy and using colour and different small elements to keep the designs interesting to look at.’

Kurt graduated his Graphic Design course in 2012 and says it set him up for the challenges of working for demanding clients. ‘An outstanding feature of the course for me would have to be its freedom and on-trend attitude. Those still finding their creative feet can have the opportunity to try many different things and be guided,’ he says.

For more information on the competition visit www.cadbury.co.za, or @CadburyPS on Facebook page or follow @CadburyPSBar. #SayItWithPS on Twitter.

Project: Fashion on film

Fashion students recently got a chance to watch their showreel at the Labia cinema in Cape Town.

Third year and BTech Fashion students each had to work on a short video clip explaining their design collection and these were put together into a film which was screened for parents, staff and students for the first time.

The film premiere took the place of the annual fashion show which the Design Department used to organise for Fashion students to strut their stuff. Fashion programme leader Annadine Vlok says they were not able to do the annual fashion in the Multi-purpose Hall on District Six campus for several years so they decided to try something new. They used the money earmarked for the fashion show to pay CPUT Film & Media students to partner with the Fashion students to create short film clips. The brief was each student had to present their work in a clip that was one to two minutes long.

‘It’s fresh. No other fashion school makes a film about the students’ work in this way. It showcases the garments in a better way,’ explained Vlok. The short films ranged in style from short stories to psychedelic, colour-saturated pop-up videos showcasing various garments. Film students matched up garment themes to film techniques, all in service of showing off the clothes the fashion students had designed.

The Fashion lecturers helped the Film and Media students with advice and lecturer Shaun Smith compiled the film, even stepping in to help finish some of the clips. Vlok said lecturers Jas Myburgh and Walter Buchholz also helped coordinate the films and the programme would definitely try this again next year. They would also work with the Film and Media lecturers to co-ordinate their schedules to make the fashion film project a bridge between the programmes. The film was played on a loop when the Design students’ work was displayed at their year-end display at Media City and will eventually find a home on CPUT’s YouTube channel.

Project: Educational visit to Japan

A trip to Japan arranged by Micah Chisholm (Surface Design lecturer)

In January this year, one of the lecturers from the Surface Design Department explored and completed a textile workshop and visit in Japan. This information was shared within the department amongst peers and students. The 2nd year students were most inspired and committed themselves to a goal; to do a two week textile workshop in Japan as part of their WIL (Work integrated learning through projects or workshops.) One of the options explored by our colleague included Futaba-en: the making of kimono fabric using an old paper stencil method originating from the Meiji Period 100 years ago.

The participants are introduced to the process of creating layers of colours with paper stencils and reactive dyes for cotton. It is a comprehensive stencil dyeing transfer workshop and exposes students to a textile production process in an eastern context.

The WIL curriculum is an important component for students to complete their year. It exposes them to the
reality of the working world and industry. Students are encouraged and exposed to situations where they need to communicate, engage, participate, deliver, and interact with various professionals from diverse backgrounds.

Japan was chosen because of its comprehensive historical and cultural background. Japan’s unique history, culture and deep textile knowledge, which each of our students respect and acknowledge, is unique and not present in the western world. The students understood that in order to get to Japan, they would need to put the skills they have learned in our department to work in order to generate income for their trip. With the help of their lecturers, peers and family, they have been making progress to develop a brand and products to sell. They are also completing design work for clients to generate income through hourly rates and design rates.

Students created an Instagram account under the name of Nuno.Bunka. The brand image and product range is still developing, however the name of their brand is Nuno. Bunka (English translation from Japanese, Cloth.Culture) and Nuno.Ito (Cloth.Yarns) for product ranges. Currently this brand is recognised as the students’ interpretation of Japanese culture and design. The brand references information and narratives from the internet of Japan as an inspiration source. The aim of the Japanese exchange is to expose students to the deeper culture of Japan and to experience it first hand. The brand will be developed from their perceptions and understanding resulting from this visit.

The students are trained to do needlework, silk-screen printing and working with fabric dyes and ink, which is understood as indigenous knowledge as they explore content and technique from an educational and heuristic approach. The Japanese partners will introduce content and technique from a traditional and cultural perspective. The work the students will produce under the brand will reflect their knowledge synthesized with the cultural knowledge acquired from Japan. By experiencing the Japanese way of life students will understand and value how and why they need to preserve their cultural and indigenous knowledge within the specialisation as South African textile designers.

The Japanese traditional techniques, knowledge and processes will be introduced through workshops facilitated by these students locally. Students need to learn that transferred acquired knowledge helps to expose students to and generate more textile and surface design ideas and further possibilities within contexts such as South Africa.

The students are presently engaging with other textile-related projects such as the District Six Museum’s Huiskombuis and Seven Steps Group where they are able to transfer knowledge to participants. They have also participated in creating flags and banners for South Africa’s Heritage Day as part of the Heritage Day March where inspiration was taken from Lionel Davis’s artworks, ‘Maskerade’.

The Surface Design department has submitted a new offering in Textile and Surface Design and this stands as the only offering of its kind in South Africa. We are an exclusive department with an emphasis on the education of creativity through tactile means, allowing for opportunity to collaborate and work with social organisations and communities. The students are highly trained creatives with a clear vision on esoteric or philanthropic tactile experiences. We are committed to making our mark as a very open-minded course. Our curriculum has been modelled to develop students through creative tasks encouraging them to engage and apply solutions for creative problem-solving. The following project was completed by our second year Surface Design students: Creating a couch for our new Textile and Design Curriculum for Open Design Festival 2017.
The students have each made a product for the CPUT Design Garage. This is a platform where our university exposes and markets work by students and alumni to the general public to generate income. Their works were displayed for sale at the Home Makers Expo through the CPUT Design Garage this year. Additional designs were created and printed for cushions, table runners, tablecloths and display fabrics for Absa Bank’s marketing department in Bloemfontein.

**TOWN & REGIONAL PLANNING DEPARTMENT**

Project: District Six baptism record project launched

A conversation between two CPUT staff members and the rector of an iconic District Six church lit the spark for the development of a virtual memorial based on baptism records.

The St Mark’s Anglican Church, situated on the District Six Campus, survived the forced removals in District Six and has become a symbol of resilience to many. Father Austen Jackson said that since he came to St Mark’s in 2016, he’d had a vision of building a memorial for the people who were baptised at the church between 1871 and 1983, which was the last year people were removed from District Six.

He shared this vision with the congregation from time to time and during a meeting mentioned this to Jacqui Scheepers, CPUT’s manager of Community Engagement and Work Integrated Learning, and Nicholas Pinfold, lecturer in Town and Regional Planning. ‘We spoke about how CPUT could help us with this and Nicholas immediately said they would be able to help us and that his colleagues have been thinking along the same lines in terms of using maps to recreate a historic community,’ said Jackson. Siddique Motala, Senior Lecturer in the Department of Civil Engineering and Surveying who has been involved in the mapping of District Six for many years, also came on board.

The other partners on the project are the University of Michigan through its Global Information Engagement Program and the District Six Museum. ‘We thought of a virtual memorial, something interactive, that involves the names of the people. We want to ensure a life for these records in future,’ said Jackson. Motala said not only could the process add to our understanding of District Six but importantly it could also help in the restitution process as it could serve as proof of residence in District Six.

The baptism records were digitised in 2012 and have now been passed on to three students from the University of Michigan. ‘They have been looking at how they can convert the digitised records into numeric digital records that can be used in an attribute table that is attached to a map in a GIS (Geographic Information System),’ said Pinfold. Michigan student Jackson Huang said that originally the hope was that they could run the records through software and extract the information but they’ve had to take a more manual approach.

‘Because the records are handwritten and in so many different people’s handwriting this was not possible. This was a diverse community with different languages and different versions of names because of the way language changes over time so we’ve had to take the manual route,’ he said. The students started on a 400-page volume that stretches from 1950 to 1957 and have thus far completed half of it.
Facilitating Teaching and Learning enablers

Academic staff development
Departments work in collaboration with student supports units such as Fundani Centre for Higher Education Development, Centre for Innovative Educational Technology (CIET), and Student Counselling to enable a more supportive environment for 1st and 2nd year students, and to develop practical study skills.

There were several quarterly staff development workshops for teaching staff. For example, Janine Lange (ECP Lecturer, Fundani) facilitated an event where she introduced participants to WeVideo software and provided hands-on skills on its use. Most of the attendees initiated the process of developing a concept in their fields to be taught using digital story-telling.

A staff member, Prof Muhammad Nakhooda, completed the Teaching Advancement at University (TAU) program, and will soon be a Fellow of this Teaching Excellence community of practice. His project deals with developing a multilingual pedagogy in science education and has been invited to present this practice at various Teaching and Learning Conferences shortly, such as at UCT, Stellenbosch, CPUT, HELTASA and NMU.

Language and Communication

The Faculty of Applied Sciences’ Language and Communication Unit has embarked on several successful initiatives to enhance the quality of students’ learning. The Applied Sciences Communication and Language Centre / Iziko IoNkibelelwano neeLwimi lwaseAPS / APS Kommunikasie- en Taalsentrum went fully operational during the 2018 academic year. The Centre offers the following computer assistive language and literacy software to users: Readers are Leaders programmes, TextHelp Read & Write and MyEnglishLab. Sign language and other multilingual (hardcopy) reference and study materials are also available to assist with language learning and acquisition. The Centre has one language specialist offering free proofreadings services to postgraduate students. The Centre which was launched officially on the 29 November 2018 is used by an average of 500 members of the Faculty community annually.

To equip academic staff with skills that enhance linguistically inclusive teaching practices, share best practices and to create space for students to share their language experiences, a Faculty Language colloquium is held annually. The last colloquium covered topics such as: (1) Does the CPUT Language Policy and language practices promote social in/justice? (2) The process of producing, accessing and using multilingual glossaries at CPUT (3) Reflections on Mother tongue/Multilingual education in Applied Sciences at CPUT: Opportunities, Practices & Challenges. In addition to presentations on the topics above, students in a panel discussion shared their
perspectives on the subject of decolonising the language curriculum and their experiences of language practices in the Faculty and at CPUT in general.

To promote the culture of reading, a yearly reading quiz is organised with 15 teams participating from all academic programmes in the Faculty. Student feedback on the quiz is exceptionally positive and the quiz generates an overwhelming sense of excitement about reading. This initiative undoubtedly enthuses students to make reading (both academic and non-academic) a life-long mission.

A Faculty event to celebrate Heritage Day 2019 was organised under the theme: celebrating the diverse heritage of Applied Sciences and CPUT: our languages, our being. Three renowned South African poets, Nkosinathi Sithole, Bonke Xakatha and Antjie Krog presented a thrilling multilingual reading of poetry and a panel of ten students in the Faculty discussed various issues around the theme of the day, focussing on issues of language and diversity at CPUT.

students were selected on the programme, while 4 of our WIL students worked as technicians on the cruise. The SEAmester is a unique opportunity for shared teaching and learning and collaboration between the South African universities that offer marine science.

Innovative Teaching and learning

We continued to use a wide range of innovative teaching & learning approaches, including the use of online platforms for teaching. One of the most successful such platforms has been the creation and use of online tutorials to teach culinary skills in Consumer Science.
Some highlights in Work Integrated Learning activities

Skills training camp
The Department of Conservation and Marine Sciences partners with Cape Town Environmental Education Trust (CTEET) and the Botanical Society of South Africa (BotSoc) for a one week skills training for second year Nature Conservation students during the September vacation. Students are provided with many of the practical skills that they require to be successful during their WIL practical year. This training is provided by members of the nature conservation industry e.g. City of Cape Town, SANParks and Cape Nature. Students have reported that the training they receive has benefitted them immensely and contributed to their success during their WIL year.

Guest lectures from industry leaders
The Biotechnology Programme hosted the Project Manager for Biotechnology Communication, Dr Liezel Gouws of Biosafety SA, a national technology platform and initiative of the Department of Science and Technology. Students in their final year of the Diploma in Biotechnology, registered for the subject Biotechnology Workplace Preparedness were in attendance. The session was interactive and engaging, and exposed students to the value of properly communicating science in general, and biotechnology in particular, to a general audience. She discussed several ways in which misconceptions around biotechnology can be addressed, and how communities should be engaged with biotechnology-related topics and the benefits that the technology offers.

Dr Gouws was impressed with the communication initiatives already in place for Biotechnology students at CPUT, and has pledged to be more involved with the program in future. In addition, several opportunities to draw on the expertise of Biosafety SA and incorporate industry knowledge into the curriculum were discussed, and will be implemented in the coming months, especially as the Biotechnology Program readies itself to offer the Advanced Diploma.

Service learning
Ms Theloshni Govender constructed a service learning project for 55 Nutrition II Consumer Science in Food and Nutrition Programme students in the Department of Biotechnology and Consumer Science. The project was for a Food and Market day at Baphumelele. It was divided into 5 phases: Phase I: Brainstorming food and beverage products to sell at the market; also based on available ingredients in the kitchen tools/equipment at the organisation; constructing a marketing plan, recipe costing and product packaging. Phase II: train youth in the area on recipe costing; brief youth on the process of food beverage preparation. Phase III: Upskilling the youth in the area with skills that they could use to earn an income. Phase IV: market day – setting up stalls, managing sales, activities and reflection. Phase V: student reflection report on the project.

Recognition of Industry partners and top performing WIL students

The Faculty of Applied Sciences recognised students in departments for achieving Excellence in Industry. Students and university-industry partners celebrated the achievements at the Industry Breakfast of 28 November 2018 hosted by the Faculty through the CPUT Department of Marketing and Communication. A total of 82 guests attended the function, with two industry speakers, Ms Tshiamo Mangada from Nitida Wine Cellars and Mr Ruberto Isaaks from the City of Cape Town. The Faculty received valuable feedback from industry.

Successful placement of students in Industry
The Faculty continues to have 97-100% placement of WIL students. Some potential employers in the industry are sometimes reluctant to commit to taking in WIL students. Departments experience challenges in placing international students in industry, due to government legislation, in that international students require work permits. Where departments cannot secure places in industry, they assign students with a range of research projects that are equivalent to WIL projects.
8.5 HEALTH AND WELLNESS SCIENCE

Anthea Pinto-Prins
Health and Wellness Teaching and Learning Coordinator

Anthea Pinto-Prins is the Teaching and Learning Coordinator for the Faculty of Health and Wellness Sciences at the Cape Peninsula University of Technology. Her research interests lie in curriculum development as well as investigating the underlying knowledge practices in South African Ophthalmic Science curriculum in higher education, wherein she holds a Masters Degree in Higher Education at the University of Cape Town (UCT). Having been a lecturer in the Department of Ophthalmic Sciences for more than 10 years, she has a firm understanding of the knowledge content and practical context of Ophthalmic Sciences, teaching and learning practice and curriculum development. She holds a National Diploma in Opticianry (then Optical Dispensing) and worked in the field of optics before completing her Higher Diploma in Higher Education and Training (HD:HET) at the CPUT.

Knowledge partnership and social transformation with a focus on gender-based violence

The Faculty of Health and Wellness Sciences is determined to create change by taking a zero-tolerance approach against gender-based violence. The Faculty has been active and vocal against gender-based violence with international partnerships, research projects, seminars and symposia and continues to raise awareness among students and staff within the faculty. Leading by example is the Dean of the Faculty, Prof. Penelope Engel-Hills, who is the South African principal investigator on a study titled ‘Internationalisation for Knowledge Partnership and Social Transformation’.

CPUT and the University of Karlstad in Sweden are collaborating on a community-based research project with a focus on gender-based violence (GBV). Funding for the project was received from the National Research Foundation (NRF) and the Swedish Foundation for International Cooperation in Research and Higher Education (STINT).

Prof. Engel-Hills notes that the project has two legs. One is community-based research with a focus on GBV and the other is capacity-building for improved research skills for postgraduate students, supervisors and researchers using the community-based research approach. The research will be carried out in a community in the South Peninsula.

An NGO in the community has come on board and the project will be working with women in the community to look at what the community responses are to gender-based violence. Furthermore, Prof. Engel-Hills reported there were NGOs and ordinary residents in the community who were offering counselling, employment and other options for women who had been affected by GBV.

‘There is a lot of work being done but what we understood from the community is that they would like to know what works and what more they can do. We want to try to drive change through research and model ways that communities can positively respond to violence. Once we’ve looked at all the options we’ll consider implementing a new idea in the community. It’s all about what is right for that community and what they want. In terms of capacity building, the project aims to develop skills in innovative
research methods and promote ethical awareness that will enable research in communities.

‘We will be running workshops. We have already run a pilot at CPUT for our postgraduate students and we’re looking at two things. The first is the ethical dimensions of research in communities such as this one. The second is methodology. So we’ll put experts together and to do the training.’

Dr Naidoo, Researcher in the Department of Emergency Medical Sciences

Also making a difference in the Faculty of Health and Wellness Sciences and in South Africa is Dr Navindhra Naidoo, a senior academic in the Department of Emergency Medical Sciences who is the first person in South Africa to earn a PhD in Forensic Medicine. His work is helping to improve the forensic accountability with which emergency care providers respond to victims of gender-based violence.

A personal tragedy in 1995 inspired Dr Navindhra Naidoo, to pursue his field of research. ‘My 19-year-old sister was murdered by an ex-boyfriend. I was still studying to be a paramedic at the time and realised that there was nothing in my curriculum that prepared me for that. It didn’t prepare us for screening, detecting or preventing these horrible things from happening.’

Naidoo said his key topic focused on gender-based violence, in particular, domestic violence, and sought to understand emergency care workers’ ‘current and potential response’ to gender-based violence.

‘What we found is that the current responses are deficient. It’s not that the rescuers don’t want to help. There’s a lot of ambivalence largely because there isn’t a sufficient referral system so the practitioners are not guided on where patients need to go and what kind of services might be available.’

Through a cohort design, he first looked at thousands of archived medical records and found that the detection rate of domestic violence or related kinds of gender-based violence, including cases of rape, was 5.1 patient contacts per 1000 female patients presenting to the Emergency Medical Services. A nine-fold increase in detection following the evidence-informed screening training and implementation translated to the detection of 47.9/1000 emergency care patients, with no adverse events. These rates are unprecedented for South African emergency care and support screening-policy implementation. The difference in domestic violence detection quantifies the extent of the practice gap, with an alarming missed case detection of 42.8 per 1000 patients (females, 14 years plus).

In consultation with Stanford University, Naidoo developed a curriculum for the sensitisation of health workers and this was implemented in the Western Cape.
Emergency Medical Services. The Health Professions Council of SA (HPCSA) has since adopted the screening protocol.

‘So about 70 000 practitioners are now ethically obligated by the HPCSA to routinely ask the question about the presence of violence in someone’s life and then to do a risk/safety assessment and provide the necessary support they might need,’ says Naidoo. His work has also served at the HPCSA to position gender-based violence as a social determinant of health.

“What we are doing is using emergency workers as sentinels. No other person in the health service actually walks into someone’s bedroom, where the abuse occurs, to treat them in an emergency. The screening helps us to ask victims about the presence of violence and screen for risk, for example, whether there’s the presence of a firearm. When there is a risk, they can then advise the victim appropriately and enhance both public safety and practitioner responsivity.’

The Faculty Teaching and Learning Office headed by Mrs. Anthea Pinto-Prins (Teaching and Learning Coordinator) have, for the first time ever, arranged a Symposium for all first year students within the faculty as a response to the plight of retention officers, mentors and tutors appointed within the faculty who are trained to work with first year students closely. Since 2018 the Faculty Teaching and Learning office changed its approach and decided to appoint retention officers who report directly to the Teaching and Learning Coordinator of the Faculty. This structural change has yielded fruitful results and in 2018-2019, the faculty have been effectively dealing with challenges affecting our students first hand such as food insecurity, homelessness, rape incidents, HIV status education and referral to campus clinics, student counselling and mental health, to name a few. All first year students and first year coordinators were invited to the symposium which was held on the 27th of September 2019, 10H00 - 13H00, in the Auditorium, Bellville Campus.

The symposium was requested by the Retention Officers who have received feedback on serious matters affecting the first year students in the Faculty. The faculty considers the symposium to be a first step in the right direction. Topics covered included mental health education, how to deal with depression, HIV support and related services by the campus clinic, effects of gender based violence on campus and residences and human trafficking awareness. Students were also engaged after each presentation with an open question and answer session.

Special guests from the FYE, student counselling unit, CPUT clinic, HIV Unit and the transformation office participated in this event and the faculty has stated that it will continue its quest against the social ills affecting our students, faculty and the community at large.

A UCDP STAFF DEVELOPMENT INITIATIVE

Teaching Excellence Awards

One of the goals for the University Capacity Development Plan (UCDP) is to endorse staff development initiatives (see UCDG Project 2: Activity 6, Teaching Awards, 2018). The aim is to promote teaching at universities and also to recognize those teachers who are making every effort to improve the learning experience of the students in their classrooms. The Teaching Excellence Awards (TEAs) is one of these initiatives.

The teaching awards are intended to confer status and monetary reward for staff who go the extra mile to develop innovative teaching methods (UCDP, 2018, p. 83). Lecturing staff may apply for either one of two categories at faculty level awards, that is, the Departmental and
Faculty Award. All applications were made against set criteria of the CPUT TEA Guideline (2016). According to the said Guideline, CPUT aligns itself to the goals of the Department of Higher Education and Training (DHET) initiatives by recognising, promoting and rewarding teaching excellence; enhancing the professionalism of university teachers; sharing excellent practice with the faculty and institution; providing opportunities for further professional development and improving student engagement and success (CPUT TEA Guideline, 2016). With these objectives in mind, the Faculty of Health and Wellness Sciences has aligned itself with the vision of promoting teaching excellence within the faculty by granting TEA awards and sharing best practice across faculty by celebrating teaching excellence in the form of a teaching and learning conference.

‘An excellent teacher is aware of her or his context and reflects on the ways in which his or her discipline, institution, own history and students’ lived experiences affect teaching and learning.’ CPUT TEA Guideline, 2016

THE FACULTY OF HEALTH AND WELLNESS SCIENCES CELEBRATES 2018 TEACHING & LEARNING ACHIEVEMENTS

The Faculty Teaching and Learning Committee is committed to continue the tradition of celebrating teaching and learning excellence in the faculty. The Teaching and Learning Conference 2018 was well attended and showcased some of the exceptional teaching and learning practices in the faculty.

This event gathered all academic and management staff in the faculty. A hearty welcome address was given by the Dean of the Faculty, Prof. Penelope Engel-Hills, who also gave a brief overview of the 2018 academic year’s successes as well as its challenges. The Dean mentioned that she was proud of not only every awardee but also each and every academic member of the faculty for their unwavering support and commitment to the academic project. She thanked the Teaching and Learning Coordinator for arranging the Teaching and Learning Conference and noted that 2018 was the first time that all coordinator positions (T&L, WIL, Language, Research and IT) were filled and that the support in the faculty was not only tangible but visible.

THE TEACHING EXCELLENCE AWARDEES — 2018

A call was extended to all academics in the Faculty of Health and Wellness Sciences who were eligible according to the CPUT TEA Guideline (2016). For the sake of fairness and transparency, the TEA Guideline was provided along with the call for nominations. Once all applications were received, the applicants’ portfolios were assessed by a panel made up of senior academic staff, curriculum officers and teaching and learning representatives. For 2018, two departmental awards and one faculty award was made. Awardees received their certificates at the Teaching and Learning Conference held on the 7th December 2018 where they also had an opportunity to share their successful teaching methods with other academic staff and faculty management present.
The academics in the faculty reported that attending the Teaching and Learning Conference and listening to other new and innovative teaching methods was motivational and enhanced their professional development as teachers. It caused lecturers to reflect on their own practices and helped them recognize their own strengths (or weaknesses) as well as build on methods displayed by awardees to improve student engagement and success.

**TEACHING EXCELLENCE AWARDS 2019**

Formalizing the awards ceremony each year has motivated academic staff to apply and in 2019 the amount of applications for the Teaching Excellence Awards had doubled. The faculty made one faculty award for 2019 to Mr. Ryan Matthews and five departmental awards were give to Valdiela Daries, Dr Kathleen Grant, Dr Lisa Graham, Nkosikho Sogwagwa and Ms. Lilizane Mc Donald. For 2019, CPUT will host an Institutional awards ceremony where all awardees will be recognized on the same stage. The event will be the first of its kind and while it is still in the planning phase, it is bound to be a huge success.

**Faculty Research update**

In the spirit of fostering further education and training, the Teaching and Learning Conference also presented an opportunity for the faculty academic staff attending the conference to receive an update on postgraduate success as well as a summary of the faculty’s research projects and progress for 2018 as presented by Dr D. Bester (Research Coordinator). The faculty registered 20 publications in Senate Research and Innovation Committee reports for the first three quarters and has seen an increase in post-graduate graduations in 2018. The total DHET subsidy credits were 7.83 (total units for 2017 were 10.84); however, only 4.42 DHET subsidy credits were captured by the Research Directorate, and members were therefore urged to submit their publications if they had not been captured.

The Faculty of Health and Wellness Sciences also prides itself in its Research Grants and Awards of academic staff for 2018, a summary is shown below;

- NRF Search Chair
  - Prof Tandi Matsha was awarded the chair in Cardio Metabolic Health, sponsored by Nedbank
- University Research Funding
  - 12 recipients in Health and Wellness for 2018 (3 in 2017)
- Thuthukia
  - Liz Hudson
  - Merisa Kemp
  - Dr Marian Hectar (Thuthukia/CSIR)

The purpose of highlighting the achievements in postgraduate research within the faculty should motivate other academics to improve their own research profiles and make meaningful contributions to the South African Health Care sector.

**Work Integrated Learning update**

Work Integrated Learning (WIL) is a key component for all health professions qualifications and is included in
all programmes offered in the faculty. A comprehensive overview of the year’s achievements in WIL and Service Learning Projects were showcased at the Teaching and Learning Conference by the WIL Coordinator of the Faculty, s L. Hudson. A total number of 1023 students were successfully placed in industry for 2018.

In 2018, the faculty of Health and Wellness Sciences initiated a number of service learning projects to provide health services to less fortunate communities and promote awareness amongst students and staff. The faculty boasts a total number of 18 service learning projects that were undertaken in 2018 where the purpose was two-fold in that they not only benefited the communities that they reached but also fed back into the curriculum to remain contextually relevant to the health care needs of the South African population.

SUMMARY OF THE TEACHING AND LEARNING CONFERENCE 2018

The Annual Faculty Teaching and Learning Day is a critical faculty conference which creates a rare but necessary moment to reflect on and share best practices, an opportunity to learn new knowledge, and an atmosphere to celebrate teaching and learning.

TEACHING AND LEARNING PLAN 2019

Curriculum development and implementation

The Faculty Teaching and Learning Plan for 2019 was adapted based on the strategic objectives of Faculty and the Institution. High on its list of priorities is the phasing out of old non-HEQF aligned qualifications including the BTechs in certain professions (by the end of 2019) and also the phasing in of the newly aligned qualifications.

Successes on curriculum approved for implementation in 2020/ 2021:

- In 2019, the Faculty received full approval for 4 qualifications which will be offered in 2020/2021;
- Advanced Certificate in Medical Rescue
- Advanced Diploma in Somatology
- Bachelor of Nursing
- Higher Certificate in Emergency Medical Care

Wellness Sciences are phasing out the current BTech and has a phasing out plan in place for students who fail. The department obtained full approval of the Advanced Diploma and is awaiting feedback from the audit on further recommendations for the new qualification for implementation in 2021.

The Department of Ophthalmic Sciences has successfully implemented the new Diploma in Opticianry (NQF 6) and has a fully approved BHSc in Opticianry at NQF level 7, aimed for implementation in 2021.

The Department of Dental Sciences has successfully submitted all three proposed qualifications to the QEC (Qualifications Evaluations Committee) and has already received feedback from the first round of submissions for the Diploma in Dental Sciences, the Advanced Diploma in Dental Technology as well as the BHSc in Dental Technology. The department continues to work on the feedback received by the Committee with the aim of eventual recommendation and approval at SAPC.

The Department of Nursing Science has developed three postgraduate diplomas and has completed all internal CPUT processes, and is now awaiting CHE feedback on their submissions.

In Emergency Medical Sciences, two new qualifications have been approved and the department is updating Clinical Practice Guidelines as published by HPCSA, which have been integrated into the curricula of both the BEmc and the Diploma EMC through a curriculum review process conducted during 2018. The final component of CPG implementation i.e. Ultrasound, is currently being completed in conjunction with Medical Imaging and Therapeutic Sciences (MITS).
Biomedical Sciences have started discussion around a new programme for 2022 to offer in addition to their suite of HEQSF-aligned qualifications already in place.

Medical Imaging and Therapeutic Sciences Department have proposed New PG Diplomas, namely PGDip Contrast Media Administration and PGDip Plain Image Reporting.

The Faculty strives towards driving the curriculum development and transformation agenda with the aims of offering socially just qualifications that are relevant to the South African context of Higher Education.

**Teaching and Learning strategy**

The CPUT T&L Strategy was discussed and a guideline developed by Fundani was provided to all T&L reps and COs. The Dean requested in February 2019 that all departments revisit their T&L strategies as it was flagged as a concern in program audits. The matter was therefore taken to the FTLC where each department was requested to revise its T&L strategy. It was discovered that some T&L strategies were outdated and thus did not include relevant teaching and learning methods. There was also misunderstanding around teaching and learning modalities such as blended learning, for example.

The committee requested that all departments use the CPUT guideline provided on developing a T&L strategy/plan for each department and submit to the next FTLC seminar. The revised version should preferably be concise and more reader-friendly with the audience in mind. Emphasis was placed on the HEQc Criteria 5, which speaks to T&L strategy/plans and it was therefore suggested that existing criteria be used as a starting point for departmental T&L Strategies/plans.

The committee confirmed that T&L strategy/plans should be department-specific and T&L and CO reps were asked to communicate the strategies to lecturers in each department and ask for feedback based on their teaching and learning approach.

The end goal of revising departmental T&L strategies is to ensure understanding of terms used, reflect on current T&L strategy and goals for the departments and ensure fair and consistent practice throughout the faculty. Once common T&L strategic goals are developed, each department will move forward in a manner that is aligned with the faculty’s vision. The project remains ongoing as curricula are being revised.

**Update on the new subject review mechanism**

A new five step subject review mechanism has been approved and implemented in all faculties across CPUT. The FHWS started implementation in the beginning of 2019 and completed steps 1, 2 and 3 of the new subject review mechanism within the faculty. Nine subjects were identified as being at-risk (pass rate lower than 50%) in the 2018 final marks review. Action was then taken to implement step 2 which requires staff to identify main constraints to student success in their classes from their perspective and step 3 simultaneously where they have to design evaluative questions for students from the student feedback bank of questions with the help of the Fundani Student Feedback department.

The Department of Biomedical Sciences met with Fundani and arranged a workshop which helped them design a student feedback questionnaire which is program-specific. The importance of this exercise is to make silent student voices audible regarding their experience of teaching and learning at a subject-specific level. In addition, lecturers are better informed about best practices in their methodologies and can improve their T&L practice.

The project is ongoing and other departments which have identified at-risk subjects are encouraged to contact Fundani for further assistance.

In addition to Subject Review, the faculty followed up on lecturer review processes and urged all departments to continue with lecturer reviews, noting the importance of the exercise.

Departments are encouraged to meet with Fundani so that lecturer reviews can be designed and completed by students which may be used by lecturers to reflect on the student's experience in the classroom as well as for obtaining feedback on their teaching.

**Retention officer project for faculty T&L**

In the past, retention officers (ROs) were appointed in departments where they reported to the HODs. The Faculty of HWS piloted the appointment of ROs within the T&L Office of the faculty from August 2018 – November 2018. Feedback received from departments was mostly positive in that ROs fulfilled a valuable function mediating between students and teaching staff which aided student feedback on teaching. Shifting the appointment of ROs
to the office of Teaching and Learning for the faculty has proven to be beneficial as it allowed the T&L Coordinator to receive feedback from students and departments directly.

The Faculty appointed 2 retention officers who share responsibility for five departments on Bellville and Tygerberg campuses from Feb - Nov 2019. The D6 Campus was offered support the support of an RO to be appointed, but regrettably declined. Progress made by ROs appointed to date include:

- Assisting students who did not have food security and shelter;
- Assisting students suffering from depression and HIV positive status with proper referrals to the necessary structures;
- Assisting another faculty at CPUT (which does not have an RO appointed) with a rape case in residence along with support from FYE and the Transformation Office as well as Student Counselling. That case was referred to the Dean of Student Affairs as the RO’s duty is only to assist the student with referral and intervention;
- Identification of at-risk subjects and at-risk students within departments;
- Assisting with tutor and mentorship programs within departments;
- Referral to Student Counselling and the campus clinic for a rape case reported in one of the departments. The case was escalated to the office of the Dean of Student Affairs;
- Assistance with open days of the University;
- Involvement and representation on the Institutional FYE Committee and Conferences;
- Assistance with Orientation Programmes of the Departments within Faculty.

In addition, for the first time ever, the Faculty T&L Office and ROs arranged a First Year Experience Symposium held on 27 September 2019. The Faculty invited guest speakers and all first year students to the symposium, which was held in the auditorium on Bellville Campus. The symposium was the faculty's response to a call from our first year students, who are grappling with pressing issues which were successfully covered. A copy of the program is shown below.
MATRIC LIFE SCIENCES REVISION PROGRAMME

Supporting matric students to qualify for Medical & Science programmes and promoting community of practice, primarily aimed at providing effective and sustainable revision support systems for Gr 12 Life Sciences programmes at disadvantaged High Schools in preparation for Final Assessments in the Western Cape.

This community project is a collaboration between the Cape Peninsula University of Technology (CPUT) and Wynberg High School (Abbey Hall), more specifically between: the Emergency Medical Science (EMS) Department, Anatomy & Physiology (A&P) Division, the Centre for Community Engagement and Work Integrated Learning (CCEWIL) Service Learning Unit and Wynberg High School, Life Sciences (LS) Division.

Background & Rationale: The Anatomy and Physiology (A&P) programme can play a valuable role when it comes promoting community of practice at CPUT. While many Secondary Education Institutions have or attempt to provide Life Sciences (LS) revision classes in preparation for Grade 12 final assessments, a yet untapped resource lies within the tertiary education institutions. Consequently, combining the resources of a disadvantaged secondary institution and those of a tertiary education institution, in support of LS revision would most certainly present these future matriculants with a much improved support system. Thus, by supporting LS revision NSC programmes, students from disadvantaged high schools (HS) will be provided with additional support and the opportunity to potentially follow a career in the medical and biological fields.

The A&P programme in the EMS department is in a unique position to establish and/or support LS revision for Grade 12 students in the following ways:

- Provide LS revision sessions once a month at selected disadvantaged schools for Grade 12 students in collaboration with HS Heads of Programmes;
- Provide refresher courses or support to teachers offering LS revision classes;
- Extend tutor support during revision classes already established.

This project primarily incorporates the knowledge skills of the BEMC Anatomy & Physiology staff and students making it a feasible and most certainly sustainable community project for many generations to come.

Overall Approach

Phase 1: 2018

Eleven BEMC 2 students (with A&P 1st year background, NQF 6) will participate in this project, in the capacity of LS tutors to the Grade 12 students. The tutors will be supported and guided by A&P facilitators who will also be present at the revision session.

Phase 2: 2019

Subsequent to the successes as well as challenges presented in 2018, the project will continue in 2019. The support will extend beyond that of WHS’s LS Revision programme and include an additional disadvantaged school (which is still to be determined). The selected BEMC 2 students who participated in 2018, (subsequent BEMC 3 students, with Physiology 2 at NQF 7) will be appointed as project leaders, in addition to the A&P staff, under the supervision of the Project Coordinator, Dr Gamieldien. The project leaders/facilitators will be responsible for overseeing the execution of the revision classes at their designated secondary schools.
In Mechanical Engineering, an M.Eng student of Dr Kant Kanyarusoke won the Best Paper Presentation Award at an International Energy conference in Macau, China. He and his team of three presented different aspects of their Energy Sector Transformative Research & Development work in Africa.

Engineering Education: FEBE Staff Doctoral Studies

Nine FEBE staff members are busy with their structured PhD in Engineering Education programme at the University of Cape Town. One of them, Dr Atanda Raji, is also an active and committed member of the FEBE Teaching and Learning Committee. He already holds a PhD in Electrical Engineering, and is a senior lecturer in the Department of Electrical, Electronic and Computer Engineering.
FUNDANI TEACHING AND LEARNING
FLAGSHIP PROJECTS AND ACTIVITIES

9.1 Extended Curriculum Programme (ECP)
9.2 Academic staff development: PGDip (HE)(T&L)
9.3 Recognition of Prior Learning at CPUT since 2006
9.1 EXTENDED CURRICULUM PROGRAMME (ECP)

The contemporary university is becoming an increasingly challenging teaching and learning environment as, especially, lecturers of undergraduates grapple to respond appropriately and effectively to the diverse academic needs of their students. Many novice and even more seasoned lecturers working with undergraduate students are disciplinary specialists and do not always have specific professional training as higher education teachers. Yet these lecturers are keen to learn more about how to approach their classroom environments and explore different ways to respond to the learning demands of their specific courses and their students.

Teaching in extended programmes in South Africa: classroom contexts, lecturer identities and teaching practices is an edited collection that attempts to offer a window into the daily teaching realities of university lecturers working in the extended curriculum and first year domains at local universities. This book will be published by the Fundani ECP Unit, in mid-December 2018. As part of its strong developmental and practice-share intentions, the first print run will be distributed for free throughout the ECP community both at CPUT and in the national university sector.

For more information about the book, chapter summaries and its authors, visit teachinginecp.com

The collection brings together extended curriculum lecturers working at five universities and a range of faculty and disciplinary environments. It therefore provides an opportunity for practice sharing across institutional boundaries and creates access to the contextual realities of other institutional environments. Presented as short case studies, each chapter offers critical reflections on how ordinary lecturers are trying to make sense of and improve their teaching practices. The case studies, which take a strong practitioner-focus, offer personal accounts, often written as descriptive narratives of the kinds of teaching challenges and problems which these extended curriculum lecturers are grappling with.

A key assertion made by the collection is that the lecturers, through their critical reflections on their teaching practice, have a valuable contribution to offer to ongoing scholarly debates seeking to enhance our overall understanding of teaching and learning in the university. The authors of the chapters draw on various theoretical and methodological tools to offer analytical and reflective insights that highlight their attempts to respond to the challenges and complexities of their teaching contexts. This approach of drawing on reflective inquiry and a range of conceptual frameworks places attention on the value and importance of theoretical variance, which allows lecturers to use frameworks and approaches that more closely match their own teaching philosophies. These can then be adapted and tailored to the situational realities of their classrooms.

9.2 ACADEMIC STAFF DEVELOPMENT: PGDIP (HE)(T&L)

The Teaching and Learning in Higher Education (TALHE) module is one of the core electives in the Postgraduate Diploma in Higher Education Teaching and Learning Programme which has been offered collaboratively by CPUT, UWC and Stellenbosch University, since 2014.

In the past, the challenges experienced with offering the TALHE module were an overemphasis on either theory or practice, with little balance between the two. By applying Maton’s (2013, 2014) semantics dimension, which comprises semantic density–SD and semantic gravity–SG, it was possible to achieve a balance between theory and practice. Semantics focusses on both abstract, conceptual knowledge (SG) and concrete, contextual knowledge (SD). The recurrent movements in the SG and SD of knowledge is referred to as semantic waves (Maton 2013, 2014).

The application of semantics started at the point of planning the learning outcomes for the module and was aligned to the blended learning approaches, as well as the formative and summative assessment tasks.

Semantic density was addressed when candidates were exposed to models for reflection. They were required to apply these models during reflection on their own teaching within their pedagogical contexts (SG). They were also exposed to theories underpinning student learning (SD) and expected to determine their student learning needs (SG). This allowed for the identification of a gap between their own teaching and the learning needs of
their students, and the ultimate design and theorization of a teaching and learning activity within their own context (SD, SG), that addressed the aforementioned gap. The movements between SG and SD expedited the creation of semantic waves during the module.

Feedback on the module showed that facilitators and candidates alike felt that there was better synergy between theory and practice and that the module was more coherent as a result of the application of semantics. Moreover, a hundred percent pass rate was achieved with five candidates achieving distinctions. Figure 1 shows some of the candidates pictured at the end of block 2 of the TALHE module.

9.3 RECOGNITION OF PRIOR LEARNING AT CPUT SINCE 2006

CPUT has since 2006 made provision for entry into the university through Recognition of Prior Learning (RPL) as well as the awarding of credits towards specific subjects in a qualification through RPL exemptions. This short report focuses specifically on the successes achieved by RPL students and the learning trajectory that the process has enabled some the RPL students to embark upon.

Introduction

RPL has its origins in social justice, inclusivity and Life Long Learning (LLL). In South Africa, RPL became embedded in educational legislation and policies that followed the establishment of the National Qualifications Framework (NQF) in 1995. Within this paradigm learning can be formal, informal and/or non-formal, enabling adults to receive recognition for current knowledge, thereby enhancing their employability and contributing to the development of society.

After consultation with RPL practitioner’s country wide, supported by research, the National Policy for the Implementation of RPL was promulgated in 2014 and amended in 2019. The Implementation Policy is supported by the Recognition of Prior Learning Coordination Policy, promulgated in 2016.

In August 2016, in line with the coordination policy, the Council for Higher Education (CHE) published the CHE policies on the Recognition of Prior Learning, Credit Accumulation and Transfer (CAT), and Assessment in higher education. The purpose of the CHE policy is to develop and facilitate the implementation of RPL across the higher education sector’ providing direction and guidelines for a dynamic and evolving system of RPL that will promote lifelong learning, and protect quality and standards of qualifications and higher education institutions’. (CHE, 2016: v). These two pieces of legislation and the CHE policy, provide RPL with a framework for implementation and coordination which has never existed in the country before.

CPUT has defined RPL as ‘the principles through which the prior knowledge, competencies and skills of a person are made visible through a process of development, teaching, mentoring and assessment. The result, where appropriate, accredits the acquired knowledge, competencies and capabilities of a person, gained through informal and non-formal learning’ (CPUT, RPL 2017).

RPL is about the awarding of status. The term status is used to indicate at which level of the NQF the RPL applicant can get recognition. Having status awarded will enable the person to start or continue with their studies at a level that would not have been possible without the RPL process (CHE, 2016: 3).

CPUT makes provision for three types of RPL:

- Access into first year: This is a process where an RPL application is evaluated against the entry requirements for first year study (CHE 2016: 8 [4.2.4]).
- Advanced standing: Applicants who seek access to post-diploma or postgraduate studies in a particular

References


field or discipline who do not hold an appropriate first degree or diploma in that field or discipline (CHE 2016: 9 [4.2.7]).

- Exemptions – RPL: Informal and non-formal knowledge maybe recruited and evaluated through an RPL process against modules/subjects within a qualification, but may not exceed 50% of the programme (CHE, 2016: 9 [4.2.9]).

**RPL implementation at CPUT**

In the past twelve years the CPUT RPL implementation process has been reviewed from time to time, resulting in a qualification-specific process, which reflects the uniqueness associated with the disciplines and professions for which CPUT prepares its students. Departments participating in the RPL process, have their own RPL plan and dedicated staff, referred to RPL Facilitators, implementing and coordinating the process. The RPL Facilitators, before they and their Academic department can develop an RPL plan, are trained in RPL. Fundani CHED are the custodians of the Postgraduate Diploma in Higher Education (Teaching and Development), and one of the electives is on RPL. This is offered as a short course for new RPL Facilitators annually to prepare academic departments for RPL and possible applications that they might receive. A similar short courses was offered as a CHEC programme on RPL in 2017, co-convened with the RPL Coordinator from UWC.

**Statistics of RPL admissions 2006-2017**

In the period 2006 – 2017 675 RPL candidates have been admitted to all faculties at CPUT, but the uptake into the faculties varies considerably, as can be seen in Figure 1 below.

In the Faculty of Business & Management Sciences, 336 applications were approved and in Health and Wellness 125 applications. By far the largest numbers of applicants were admitted to National Diploma programmes. The Faculty of Informatics and Design had 118, while the Faculty of Engineering and the Built Environment approved 85 RPL candidates. The Faculties of Education and Applied Sciences have had the lowest number of approvals (7 and 4 respectively). The number of RPL approvals in the various faculties supports the view of Harris and Cooper (2016) that some qualifications are more amenable to RPL than others. The knowledge involved in the Faculty of Applied Science especially is more hierarchical than the types of knowledge in the Faculty of Business and Management Sciences, as indicated in the chart in Figure 1.

**Faculty of Business and Management Sciences (FBMS)**

A statistical analysis of RPL candidates registered at CPUT in from 2006 – 2017 shows that 336 candidates registered to various programmes in the Faculty of Business Management Sciences. This includes those granted access into first year, such as the ND: HPM, Management and Office Management and Technology (OMT). RPL is also used to exempt students from certain subjects, such as work-integrated learning for those with appropriate work experience, in particular for the National Diploma in Office Management and Technology (ND.OMT). RPL for advanced standing into post-diploma studies such as the BTech was granted for some qualifications such as the BTech in Project Management. In some cases the applicant was requested to complete third year subjects for non-diploma purposes before being admitted to BTech level.

**Faculty of Health and Wellness**

Most of the RPL admissions to the Faculty of Health and Wellness were for EMC qualifications: National Higher Certificate, Certificate, National Diploma, and Bachelors in Emergency Medical Care. There have also been significant numbers admitted to the BTech Nursing, and to the Bachelors in Health Science: Medical Laboratory Sciences.

In the Faculty of Health and Wellness the RPL process was used in the BTech Primary Health Care, and Occupation Health as a special project with South African Nursing Council (SANC). These RPLs were granted RPL exemptions for the subjects Primary Health Care or Occupational Health.
This faculty took a decision to upgrade areas of knowledge of the RPL candidates as part of the RPL process. Workshops were run in Mathematics and Life Sciences for Nursing and, in addition, Physics for Emergency Medical Care applicants. Eleven RPL applicants were accepted into the four year BTech: Nursing as first years in 2017. A total of 73 paramedics have been admitted to the B.EMC or the Diploma: EMC.

Relatively small numbers, across all faculties, were admitted to Masters level studies. The demographics of these admissions shows that more males than females were admitted (365:312), and race can be represented as follows:

The ages of the RPL admissions show that the majority fall within the range 31-40, but that there were a few candidates over 60 years of age. Many individuals find in their thirties a need to establish themselves in a career and therefor many of the applications for RPL fall in this age group.

Progress of RPL students

RPL is part of Lifelong Learning and the completion of studies of the RPL students is of great importance and interest to the university. It was determined that of the 675 who were admitted, 292 completed their studies and 58 continued with a subsequent qualification at CPUT.

Unfortunately, 113 did not register and 150 have had their results withheld. Possible causes for non-registration could be the cost of studies, or the inability to study full time, or a host of other factors, whereas those who have had their results withheld presumably have outstanding fees. However, both these findings need to be investigated further, and the causes addressed if possible.
Learning trajectory of RPL students

Encouragingly, the data shows that of the 562 who did register, 239 obtained at least one distinction, and of these 58 went on to study further at masters and doctoral level, which is a significant number. The fact that more than half of the RPL students obtained at least one distinction indicates a possible positive link between work-based and academic knowledge. Although further research will be done in this regard, the data seems to indicate that RPL students are able to integrate their prior learning with the knowledge they are exposed to in the classroom.

<table>
<thead>
<tr>
<th>Learning trajectory</th>
<th>Distinctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>no further study</td>
<td>181</td>
</tr>
<tr>
<td>plus BTech</td>
<td>36</td>
</tr>
<tr>
<td>plus MTech</td>
<td>12</td>
</tr>
<tr>
<td>plus BTech plus Mtech</td>
<td>3</td>
</tr>
<tr>
<td>plus MSc</td>
<td>1</td>
</tr>
<tr>
<td>plus DTech</td>
<td>1</td>
</tr>
<tr>
<td>plus DEd</td>
<td>2</td>
</tr>
<tr>
<td>multiple additional qualifications</td>
<td>2</td>
</tr>
<tr>
<td>short course</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>239</strong></td>
</tr>
</tbody>
</table>

Conclusion

The RPL process requires detailed planning, preparation, dedication and time from everyone involved in the process. It takes up to six months to complete, because every RPL application is unique and evaluated on a case-by-case basis.

In the past 12 years, 292 students obtained a qualification which they would not have been able to obtain without the RPL process, which indicates that the effort put into the process is worthwhile, particularly considering that RPL decisions have a long term effect an applicant’s career. In addition, RPL also impacts positively on the families of the applicants and their wider community, because it is a life changing process.
RESEARCH AND INNOVATION IN TEACHING AND LEARNING

10.1 Student Learning Teaching and Learning Symposium
10.2 First Year Experience Symposium
10.3 First Year Experience Student Symposium
6th Annual Research and Innovation into Teaching and Learning Conference: Scholarship of Teaching and Learning

In 2018, projects submitted and approved for funding projects addressed issues of decolonisation and educational transformation in curriculum and/or classroom activities. Academic staff presented their research findings at the annual Research in Teaching and Learning conference (RITAL). RITAL was held on 6 December attracting 20 presentations, 5 poster presentations and 4 workshops.

The theme for the conference was ‘The Scholarship of Teaching and Learning’. The RITAL conference brought together academics from across the disciplines at CPUT who were interested in the systematic inquiry of teaching and learning.

The keynote speaker of the conference was Prof Kwesi Kwaa Prah who is the founder and was the Director of the Africa-wide Centre for Advanced Studies of African Society (CASAS) based in Cape Town, South Africa. Kwesi Prah is currently mainly involved with work in Anthropological Linguistics, specifically the harmonization of African orthographic conventions.

Papers presented at RITAL focused on:
- research on teaching and learning (presentations on SoTL projects, completed or ongoing),
- research-based learning involving undergraduate students in research projects,
- technology-enhanced teaching and learning presentations on the impact of technology on teaching and learning,
- enhancing student learning and success,
- curriculum development,
- professional development
- programme evaluation.
10.1 STUDENT LEARNING TEACHING AND LEARNING SYMPOSIUM

The recent student protests of 2015-2017 in higher education called for meaningful engagements between academic staff and students with regard to curriculum development and academic support programmes at universities. The Student Learning Unit held a symposium on 31 October 2018 to encourage dialogue and debate among staff and students. The aim of the first annual symposium was to initiate discussions about teaching and learning approaches that address the needs of our diverse students. The symposium shed light on how lecturers engaged in teaching and learning practices and provided an academic space to support and engage with lecturers about their teaching and learning practices.

Lecturers and Teaching Assistants (TAs) were invited to submit abstracts on the theme of ‘Bridging the Achievement Gap: Engaging Institutional Structures for Student Learning and Success’.

Approximately 60 academics from across the six faculties registered to attend the symposium. Associate Professor Lorraine Hassan presented the keynote address, titled ‘Enhancing learning through tutorials through the perspective of LCT’. Her keynote presentation was based on selected results of an evaluation study that was conducted on tutorials at a university in the Western Cape. She focused on Karl Maton’s Legitimation Code Theory (LCT) and concepts of Semantic Gravity and Semantic Density in explaining tutors’ movements downwards (‘unpacking’) and upwards (‘repacking’) along the semantic scale, as part of cumulative knowledge-building during tutorials.

Critical discussions on lecturers’ curriculum, best practices, pedagogical strategies, course designs, and technology tools and initiatives that facilitate student success were highlighted in the symposium. Lecturers and TAs had the opportunity to share their practices and theoretical perspectives through seminar-style presentations and panel discussions. Lecturers discussed how they developed their students’ understandings of the concepts and values of their discipline and how they access institutional support programmes to improve their teaching and learning practices.

Academic staff explored critical issues with regard to student learning, assessment, the first year experience, teaching and learning approaches and academic literacy practices. The presenters provided perspectives on their teaching practices and addressed innovative strategies and pedagogical practices to engage students in learning.

Feedback from lecturers indicated that they found the following topics most useful: the examination of student-based learning within university, keynote address, and a presentation on field trips and teaching methods used by other lecturers and faculties. Lecturers appreciated the panel discussion on the collaboration between the SLU lecturers and faculty lecturers as it gave them insight into some of the socio-academic challenges confronting students.

The participants suggested that future symposia discuss:
- approaches to improve student involvement in curriculum;
- more discussion on collaborative efforts between Fundani CHED and academic departments;
- curriculum decolonisation;
- classroom management;
- effective assessment strategies for first year students;
- and the use of technology in student support.

Lecturers also highlighted the need for more presentations by TAs, tutors and other support units at CPUT.
10.2 CPUT 101

The FYE team developed the CPUT 101 concept document which was adopted by the Senate. The CPUT101 programme is to be piloted in Faculties in 2019.

CPUT101

The purpose of the CPUT101 programme is to assist first year students to find meaning and purpose in their university study. The programme is framed as a strategic resource for lecturers of first year students. As such, the programme is designed to cover a wide range of topics that speak to CPUT’s graduate attributes, and can therefore be easily integrated into different disciplinary subjects in first year learning. The programme’s expected outcomes are:

- To develop a sense of belonging and identity with the institution;
- To introduce first year students to issues around diversity, tolerance and appreciation of difference – women’s rights, sexuality and equality;
- To motivate first year students to invest sufficient time and energy in their studies;
- To assist in facilitating interpersonal interaction, collaboration and formation of relationships;
- To support first year students in the acquisition of basic academic skills and practices that can contribute to their thriving in the university;
- To create avenues for first year students to understand their faculty in particular and the wider university;
- To contribute to first year student agency: how to ask, complain, initiate, and to engage;
- To contribute towards social cohesion for the benefit of internal and external stake-holders of the university.

Some of the CPUT 101 topics will be offered through a Small Private Online Course (SPOC) and will follow principles of effective on-line assessment (e.g., immediate feedback, opportunities to re-do assessment tasks, etc.). This offers excellent opportunities for faculties to adopt for early warning alerts.

Publications


10.3 FIRST YEAR EXPERIENCE STUDENT SYMPOSIUM

FYE hosted a Student Symposium on the 19 October 2018 where ROs from the different faculties made presentations with regards to highlights, experiences, challenges and way forward. 66 students and academic and support services staff were in attendance. The keynote speaker was Dr Disa Mogashana (life coach) and Ms Nokosi Tyolwana (Director: Transformation, and Acting Dean of Students).
Primarily, we would like to acknowledge the entire teaching community of Cape Peninsula University of Technology for taking the time and contributing, through their submissions, to the compilation of the 2018 Teaching and Learning Report.

Faculties and teaching and learning centres (i.e. Fundani-CHED, Community Engagement and Work-Integrated Learning, and the Centre for Innovative Educational Technology) are the lifeblood of the scholarship of teaching and learning. I would like to express my genuine gratitude to the teaching and learning ‘drivers’ (Deans, Assistant Deans, HoDs, academics and students) who in one way or another contributed all the necessary information and material within a short space of time. It is also worth stating that the Faculty Teaching and Learning Coordinators constitute not only a driving force behind the reporting and reflection on institutional teaching and learning activities but they also serve as essential ‘feeders’ of the Senate Teaching and Learning Committee.

Working with Ms Denise February (Administration), Ms Nicolene Pasquallie (grant for the report); Ms Lelethu Goba and Nomxolisi Jantjies (internal graphics and layout) was a rewarding experience. All of them deserve my gratitude for being both my right and left hand in the coordination and compilation of this report.

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