



CHED

Collaborating | 2013  
& Partnering | to  
for Change | 2017



**UNIVERSITY OF CAPE TOWN**  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

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## Message from the Dean

We are proud to showcase CHED's contribution to UCT's Strategic Plan 2016-2020. The following pages are a sample of projects which foreground our partnerships and collaborations with schools, departments and faculties, students and academic staff in order to achieve CHED's mission of equity of access, student experience and outcome.

Suellen Shay  
Dean of CHED

# Transformation; Inclusivity; Diversity



To forge a new inclusive identity that reflects a more representative profile of students and staff, and the cultures, values, heritage and epistemologies of the diversity of UCT's staff and students.

The **Mellon Mays Undergraduate Fellowship (MMUF)** programme addresses the problem of **underrepresentation** in the faculty ranks of higher education. MMUF works to achieve its mission – to increase diversity in the faculty ranks – by identifying and **supporting students** of great promise and helping them to **become scholars of the highest distinction** in universities around the world.

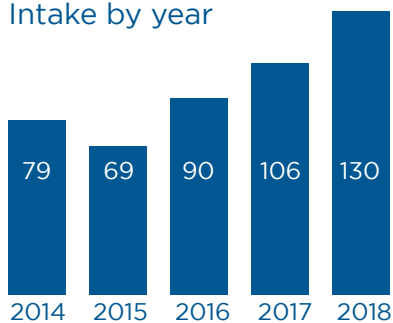
Since its inception in 2002, MMUF has appointed **70 Honours fellows**, the majority of whom have completed their Masters, **twelve completed PhD's** and many are academics around the globe.



The **100UP+ (Plus)** project is an extension of UCT's 100Up **partnership** with **20 schools in Khayelitsha**.

It aims to bridge the transition **from school to university life** for those academically gifted 100UP scholars who are enrolled at UCT.

Intake by year



Through the **Beyond School** programme, CHED reaches out to support scholars and their mentors.

The programme **trains mentors to assist learners** in making better-informed decisions about their lives.

The aim is to instil **lifelong learning** and an awareness of **transferable skills**, rather than the idea that a career is a once-off decision taken in matric.

Workshops and one-on-one interactions take place on campus and in the Philippi Village – a university space located in the community of Philippi in Cape Town curated by the UCT Graduate School of Business Solution Space.



## Centre for Educational Testing for Access and Placement (CETAP): National Benchmark Tests (NBTs)

Average of  
**80 000**  
test writers  
annually

**25 national**  
test sessions  
annually

**120+**  
test venues  
across the country

**CETAP**, in collaboration with the KwaZulu-Natal Department of Education, embarked on a pilot project to cover the cost of the NBT for writers from non-fee paying schools (quintiles 1 to 3).

The pilot was launched in May 2017 in KZN with  
**300 of the**  
top achievers  
in quintile 1 to 3 schools.

## NBT TEST STATS

2018 intake

**8330**

Special test  
session writers

**1345**

Test  
sessions

**121**

National  
test sites

**25**

National  
test dates



The **Multilingualism Education Project (MEP)** prepares students to participate fully in a multilingual society, where multilingual proficiency and awareness are essential. **Multilingualism is key to transformation** and changing the historical identity of the university and creating an inclusive institutional culture. Some examples of initiatives include:

- Tutor training programme
- Conversational Masithethe isiXhosa courses to staff and students at UCT
- Tri-language signage on campus

# Afropolitanism; Internationalisation; Connecting people from all over the world; Advancing the status and distinctiveness of scholarship in Africa



To promote UCT as a vibrant and supportive intellectual environment that attracts and connects people from all over the world and advances the status and distinctiveness of scholarship in Africa.

A stylized map of Africa in a light purple color, overlaid on a dark purple background. Several blue location pins are placed across the continent, indicating various locations. One large blue pin is positioned to the left of the text box, pointing towards the map.

**e/merge Africa** is an educational technology network for educational technology researchers and practitioners in African higher education. e/merge Africa offers regular professional development activities in the form of online seminars, workshops and short courses.

By 2017, **participants** in these online seminars, workshops and courses came **from 37 countries.**





**The Centre for Innovation in Learning and Teaching (CILT),** in

partnerships with leading UCT scholars, have launched UCT's first **Massive Open Online Courses (MOOCs)**. These are **free** online courses with no entry requirements.

12 MOOCs have been launched, three of which were placed in the **top 50** of Class Central's annual top ranked courses list.

# Research; Research-intensive university; Distinctive contribution to knowledge, Locally and globally



To advance UCT as a research-intensive university that makes a distinctive contribution to knowledge, locally and globally.

1

## Research on Open Educational Resources for Development (ROER4D)

**(ROER4D):** This international project addresses the research question: “In what ways, and under what circumstances can the adoption of OER address the increasing demand for accessible, relevant, high-quality and affordable post-secondary education in the Global South?”

2

## Transforming Journeys: Adapting

blended postgraduate writing courses for socially just knowledge practices

This project investigates how blended learning writing courses at UCT may be collaboratively designed to contribute to the development of socially-just, knowledge-making practices.





3

### The **Tutor Professional Development (TPD)**

project is a collaborative initiative between UCT's Numeracy Centre and the Cape Peninsula University of Technology's (CPUT's) Engineering Faculty. The purpose of the project is to design and implement a model for TPD with specific emphasis and focus on tutor classroom practices in higher education courses.

4

### The **Blended Learning in Challenging Circumstances**

Carnegie Corporation-funded project is a collaborative project between four South African universities. The research question is "How has educational technology, including 'blended/ hybrid learning', been deployed during the #feesmustfall campus disruptions and what has been the impact from the perspectives of students, academic staff, instructional designers and other stakeholders, including the impact for socially just education?"

# Teaching and Learning; Improving student success rates; Broadening academic perspectives; Cultivating critical citizens



To renew and innovate in teaching and learning - improving student success rates and well-being, broadening academic perspectives, stimulating social consciousness and cultivating critical citizens.





### POSTGRADUATE TEACHING AND SUPPORT

- teaching on senior undergraduate courses;
- offering honours bridging programmes and courses;
- supervising theses;
- teaching on modules that form part of postgraduate degrees;
- offering short courses supporting development of academic literacies.

### UNDERGRADUATE TEACHING

- offering augmented and extended curriculum components that offer alternative pathways through undergraduate curricula;
- strengthening the flexibility and year-on-year articulation of curricula by teaching on courses in the regular curriculum and higher up in the curriculum;
- offering academic language and quantitative literacy courses, modules and workshops; developing tutor training.



### WRITING CENTRES

Accessible to all students in the Upper Campus Writing Centre (with satellites at the Graduate School of Business and Hiddingh Campus) and the Faculty of Health Sciences Writing Lab.

The writing centres have a proven track record of producing young academics with an excellent understanding of the challenges experienced by students from very diverse disciplinary and personal backgrounds and the concomitant need for decolonising language pedagogies in Higher Education.

### DEVELOPING PROFESSIONAL ACADEMIC CAPACITY

ADP develops the professional academic capacity of postgraduate students and 'new' academics by offering training and work opportunities in tutorial programmes, writing centres and postgraduate short courses.

Development of postgraduate students as 'new' academics takes place in a number of ADP units.



**UCT Plus**, an enhanced curriculum award, gives recognition to students' contributions to UCT and society, which is captured on their transcript, and encourages an ethos of giving back to others.

Increase from **200 students** in pilot year (2015) to **700 in 2017**.

Now in its third year, **Investec Humanities annual event** organised by the **Careers Service** helps Humanities students **assess their transferable skills and exposes them to career options** in sectors they may not have considered. Investec shares expertise and insight into the value Humanities studies bring to the business world, such as communication skills, agility, interpersonal relations and self-awareness. Students gain an understanding of the graduate labour market; skills sought by graduate recruiters; the role of continuing professional development and ultimately make better informed career decisions.



**Centre for Educational Testing for Access and Placement (CETAP)**

**NBT** reports containing an analysis of each institutions' cohort were produced for 13 institutions in 2017.

CETAP facilitates teaching and learning workshops with Higher Education Institutions to assist them in making decisions about academic support interventions for their students.

**Teaching with Technology Grants: Centre for Innovation in Learning and Teaching (CILT)**

offers start up grants funded by the **Andrew Mellon Foundation** to educators to support the use of educational technology in their teaching.



### The annual **UCT Teaching and Learning Conference**

is an opportunity for interested members of the UCT community to come together to focus exclusively on the teaching and learning aspects of the university.

This conference seeks to strengthen the scholarship of teaching and learning in our local context and to facilitate peer learning among UCT staff who teach and support student learning.

The conference began as a symposium in 2011, recording

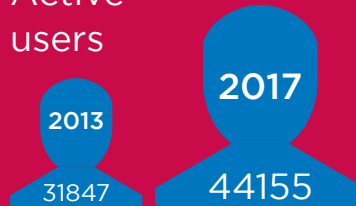
**398 attendees and 75 presentations** in a single year.

**Vula** is used to support UCT courses as well as other UCT-related groups and communities. The word “Vula” means “open”, and refers to the many possibilities provided by Vula, as well as its Open Source origins.

#### Course sites



#### Active users

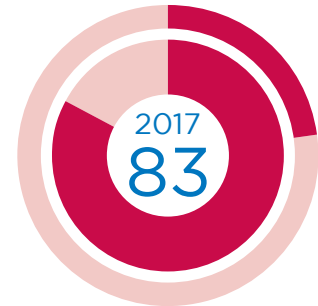


### **New Academic Practitioners’ Programme (NAPP)**

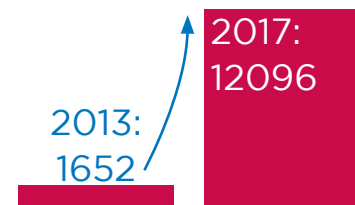
is a platform and vehicle for professionalising higher education practices at UCT. The programme equips new academic staff with necessary resources and skills for their development as researchers, educators and members of the UCT community, in order that they fulfill their responsibilities as academics with confidence.

Lecture recording was piloted in 2012.

#### Venues equipped



#### Lectures





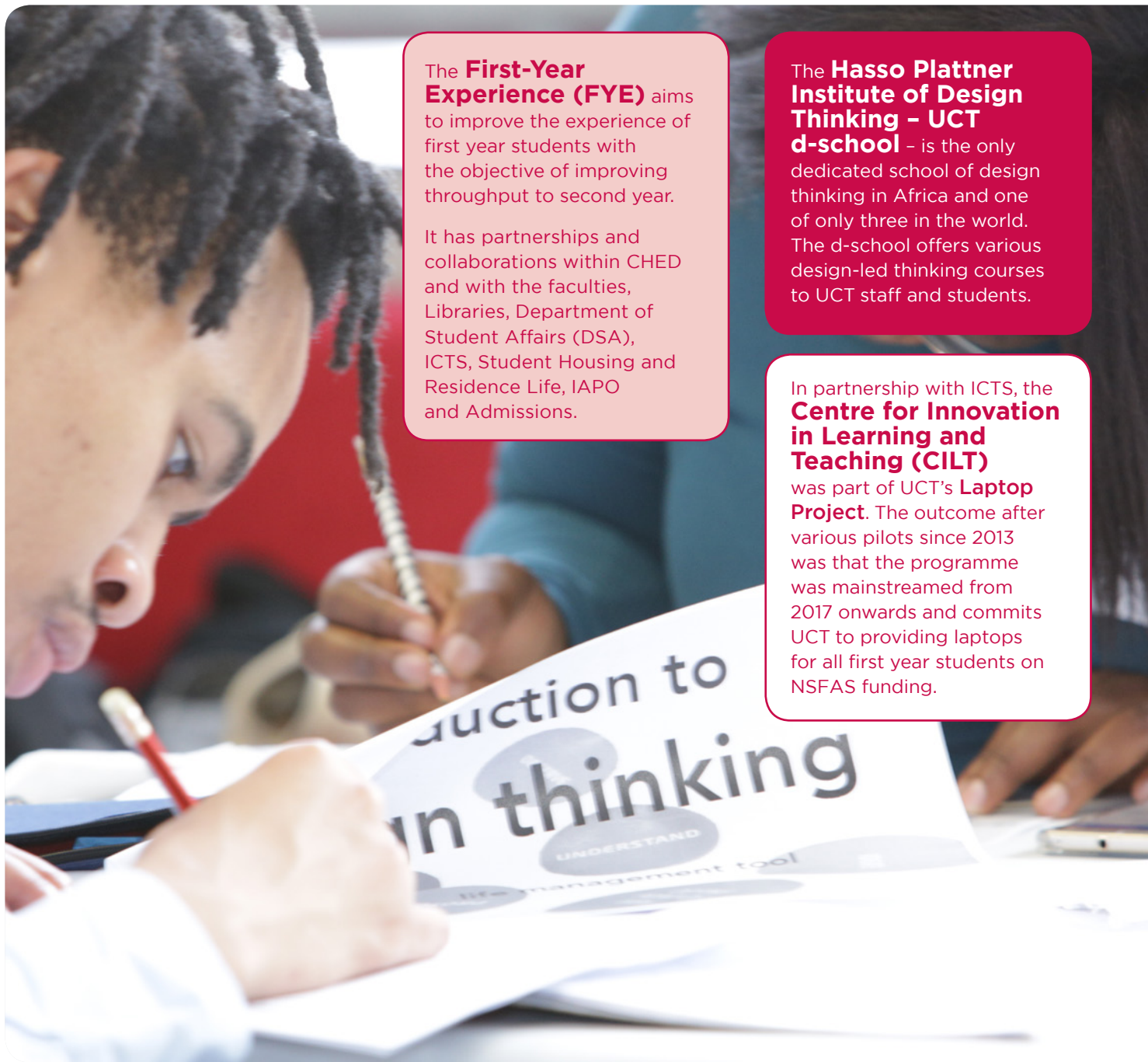


The **First-Year Experience (FYE)** aims to improve the experience of first year students with the objective of improving throughput to second year.

It has partnerships and collaborations within CHED and with the faculties, Libraries, Department of Student Affairs (DSA), ICTS, Student Housing and Residence Life, IAPO and Admissions.

The **Hasso Plattner Institute of Design Thinking - UCT d-school** - is the only dedicated school of design thinking in Africa and one of only three in the world. The d-school offers various design-led thinking courses to UCT staff and students.

In partnership with ICTS, the **Centre for Innovation in Learning and Teaching (CILT)** was part of UCT's **Laptop Project**. The outcome after various pilots since 2013 was that the programme was mainstreamed from 2017 onwards and commits UCT to providing laptops for all first year students on NSFAS funding.



# Social responsiveness; Engaged scholarship; Social justice




To enhance the scope, quality and impact of engaged scholarship with an emphasis on addressing development and social justice.

The UCT **Global Citizenship: Leading for Social Justice Programme (GCP)** provides students with an opportunity to engage critically with contemporary **global debates** and **to reflect on issues** of citizenship, social justice and community engagement. The programme has several short courses and one credit-bearing course which is located in the Faculty of Engineering and the Built Environment (EBE).

The GCP is a programme of critical debate, voluntary service activities and reflection which **engages students as thoughtful scholars and citizens** who are keen to learn, think about, critique and respond to key contemporary issues. The programme creates channels for students to meet like-minded peers and **to engage with current issues and debates** on global citizenship, leadership and social justice.

It has formed partnerships with the faculties, IAPO and Department of Student Affairs (DSA) - including student Orientation, housing and residence life and house committees. Externally, it partners with schools, Semester at Sea, and Sol Plaatje University.

**Summer School** is UCT's flagship contribution to **making the intellectual resources of the university available to the wider community** of Cape Town and beyond. Through a two-week programme of over 60 lectures and workshops, lecturers are drawn from UCT staff as well as national and international academics and freelance lecturers. Links with faculties and academics enable the **Centre for Extra-Mural Studies (EMS)** to produce high quality, topical, engaging and sometimes provocative courses that explore and communicate new research.



CHED aspires to be a significant contributor to innovative educational development, practice and scholarship in teaching and learning, in order to champion and advance social justice and transformation within CHED, UCT, the higher education sector and the broader society.



CENTRE FOR HIGHER EDUCATION DEVELOPMENT  
IZIKO LOPHUHLISO LWEMFUNDO EPHAKAMILEYO  
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