

ACADEMIC DEVELOPMENT AND SUPPORT



Central University of
Technology, Free State

ANNUAL REPORT 2014



Thinking Beyond

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CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

**ACADEMIC DEVELOPMENT
AND SUPPORT
(ADS)**

2014 ANNUAL REPORT

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MESSAGE FROM THE DEAN: ACADEMIC DEVELOPMENT AND SUPPORT

PROF. MLE MONNAPULA-MAPESELA

It is with great pleasure that I present the 2014 annual report for Academic Development and Support (ADS). The year 2014 was a busy year with many exciting, significant achievements and highlights which we would like to share with you in this report. I take this opportunity to acknowledge and thank the efforts of my entire team and other roleplayers because without them, these achievements would not have been realised. These highlights include the following:

- A roll-out of the student peer mentorship programme in the four faculties including Welkom and the residences;
- An increase in participation of students in supplemental instruction (SI) due to the fact that all students obtaining 50% and less are expected to attend SI sessions.
- Implementation of CUT core curriculum comprising the following modules: Academic Literacy and Communication Skills (ALCS), Digital literacy, Numeracy and Success skills. ALCS also became part of a subsidised and funded programme in the Faculty of Humanities.
- Implementation of ten CUT graduate attributes which were approved by Senate in November 2013.
- Development of the first year orientation booklet.
- Hosting a successful conference on innovation in Teaching and Learning.
- Approval of a Work Integrated Learning (WIL) policy.
- The WIL office managed to successfully place 97% of students who were eligible for placements and further negotiated R24, 4m for placements, internships and bursaries.
- New technologies geared at improving Teaching and Learning such as clickers, were introduced.
- The unit for Scholarship of Teaching and Learning was successfully established.



We are all looking forward to a fruitful 2015.

INTRODUCTION

Teaching and learning at the Central University of Technology, Free State (CUT) is managed by the office of the Deputy Vice-Chancellor (DVC): Academic and Research, Prof. HJ de Jager, and supported by the Academic Development and Support (ADS) Unit. ADS is headed by the Dean: ADS, Prof. MLE Monnapula-Mapesela. ADS has four main divisions, namely Teaching and Learning, Curriculum Development, Work-integrated Learning (WIL) and Skills Development, and the Centre for e-Learning and Educational Technology (CeLET). All four these components collaboratively monitor the implementation of the Teaching and Learning Plan of CUT, focusing on the following broad areas that are reported on:

- Developing a supportive teaching and learning environment and CUT teaching and learning philosophy, and ensuring a student-centred approach to teaching and learning;
- Providing enhanced access, participation and student retention;
- Enhancing teaching and learning, assessment and moderation practices;
- Ensuring the distinctiveness of a CUT graduate through a set of graduate attributes;
- Providing staff development and enhancing the scholarship of teaching and learning;
- Implementing the Higher Education Qualifications Sub-framework (HEQSF) and curriculum renewal;
- Creating a technology-rich teaching and learning environment;
- Improving the employability of CUT students through work-integrated learning (WIL) and career development; and
- Promoting community engagement through service learning, by incorporating it into the mainstream academic programmes as an integral part of the curriculum.

This report serves to communicate all relevant stakeholders' progress on the highlighted areas. It is a form of accountability to other stakeholders regarding the responsibilities entrusted to ADS. The report further highlights the achievements in the activities and projects conducted in support of teaching and learning at the university.

THE ADS TEAM



Dr Ben van der Merwe
Director: Teaching and Learning



Ms Chichi Maimane
Director: Curriculum Development



Mr Johan Badenhorst
Director: Centre for e-Learning and
Educational Technology (CeLET)



Mr Henri Jacobs:
Director: Work-integrated Learning (WIL)
and Skills Development

ACHIEVEMENTS

This section presents ADS' achievements in the following teaching and learning focal areas for 2014.

ENHANCED ACCESS, PARTICIPATION AND RETENTION

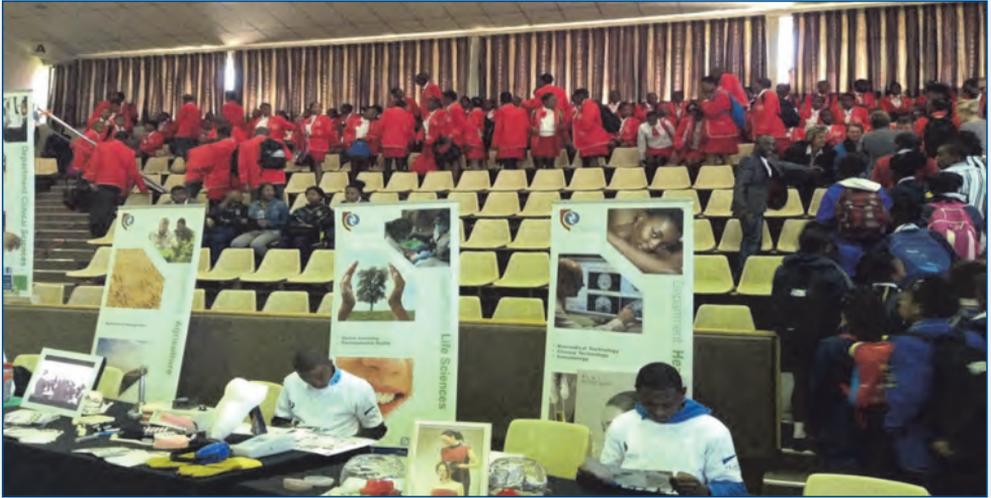
CUT employs various student access initiatives to attract and retain students from various secondary schools in the Free State province and beyond. Student recruitment is done by visiting schools to market the university, as well as by students visiting the university during our Open Day that is held on an annual basis. In April 2014, the university hosted a massive Open Day that attracted thousands of secondary school learners from the Free State. The purpose of the Open Day was to inform our prospective students about what to expect when they come to study at CUT. This was successfully done by the different faculties, supported by ADS.



Above: The Director: WIL and Skills Development, Mr. Henry Jacobs, with a student assistant, Ms. Sadi Kobi, preparing their stall for the multitudes of students who attended the Open Day.

Below: The DVC: Academic and Research, Prof. Henk de Jager, addresses students who attended the Open Day.

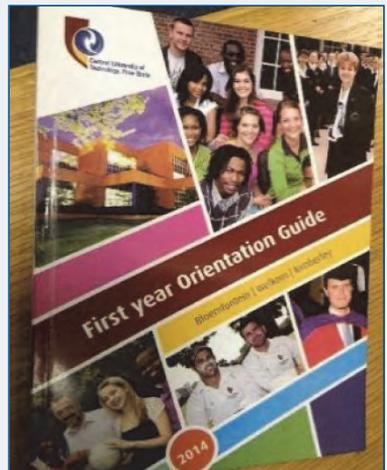




Faculties advertised their programmes by means of information brochures and banners, ensuring that prospective students leave CUT with all the information they require.

ORIENTATION

Orientation sessions for first-year students are conducted in all faculties. This provides students with the opportunity to meet their respective Heads of Department (HoDs) and lecturers, and familiarises students their new environment. It also encourages students to participate in the university's activities and projects. ADS compiled an orientation booklet that was distributed to students during these orientation sessions to ensure that they have all the necessary information relating to the support mechanisms available at CUT.



On orientation day, first-year students already have the opportunity to meet their mentors and engage in some team-building activities, as seen in the photos below.



Student Peer Mentorship Programme and Supplemental Instruction (SI)

Once students have been admitted to CUT, their learning is supported through the Student Peer Mentorship Programme and SI, which are mainly ADS' responsibility.

STUDENT PEER MENTORSHIP PROGRAMME



The Student Peer Mentorship Programme is co-ordinated by Teaching and Learning Co-ordinators at the faculties. The aim of the programme is to provide both academic and social support to first-year students. This is achieved by appointing approximately 340 senior students from the four faculties and training them to mentor first-year students in areas such as goal setting, time management, study methods, money management and other aspects related to student life. Pictured below are a group of mentors and some of staff and guests (in front) who participated in the training at the Bloemfontein and Welkom campuses respectively.



Above: Mentors of the Faculty of Engineering and Information Technology's training session.



Above: Mentors of the Faculty of Engineering and Information Technology's training session.

Below: Mentors of the Faculty of Health and Environmental Sciences' training session.



SUPPLEMENTAL INSTRUCTION (SI)

SI is an academic assistance programme aimed at increasing student performance and retention. The programme targets traditionally difficult academic courses (those who have a high percentage of student withdrawals) and provides regularly scheduled, out-of-class, peer-facilitated sessions. As a collaborative learning technique, SI is believed to be the most effective way to bridge the gap between school and university, which is why we decided on implementing an SI programme at CUT.

SI commenced with instruction in eight subjects in the late 1990s. It now comprises 123 subjects and 141 SI leaders. With SI, the emphasis is on high-risk subjects and not high-risk students. All SI leaders undergo a rigorous three-day training course to equip them for the difficult task ahead. With this knowledge, they schedule weekly out-of-class SI sessions, where they create a peer-collaborative learning environment in which both the students and the SI leader feel comfortable and safe to discuss the work. Students are encouraged to attend these voluntary SI sessions on a regular basis, as this plays an important role in the success and retention of students.

Important aspects relating to SI include identifying high-risk classes rather than high-risk students, and providing assistance from the first week of the term. SI sessions are open to all students in the course, attendance is on a voluntary basis, and SI leaders are students who have demonstrated competence in this course. These SI leaders are the key people who act as role models in the programme. They partake in an intensive training session before the beginning of the academic year. SI sessions integrate how-to-learn with what-to-learn. During SI sessions, students have the opportunity to become actively involved in the course material, as the SI leader uses the text, supplementary readings and lecture notes as the vehicle for learning skill instruction. The students that attend the SI sessions tend to earn higher course grades and withdraw less often than students who did not attend the SI sessions. Pictured below are the SI sessions in action.



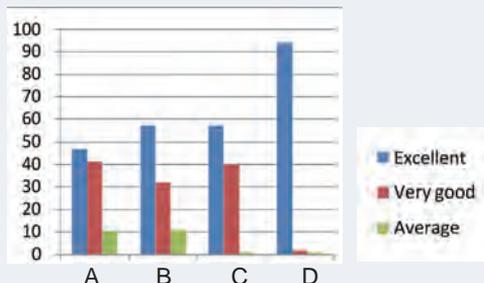
The impact of SI – quality assurance

Various measures are put into place to ensure that SI achieves its purpose. Twice a year, students complete questionnaires to determine whether the programme is in fact beneficial to students. Regular SI attendance also contributes to an improvement in students' academic performance.

SI attendance during 2014

	First Year Students	Second Year Students	Third Year Students	Total per month	Accumulated Total
February	5400	574	173	6147	12294
March	4219	483	212	4914	11061
April	1692	425	247	2364	13425
May	2193	302	14	3509	15934
July	387	60	0	447	16381
August	2439	480	102	3021	19402
September	2555	313	76	2944	22346
October	870	136	8	1014	23360

Students' evaluation of SI sessions



- A) Did you find the session meaningful?
- B) How did the SI leader handle your...
- C) Was the SI leader well prepared?
- D) Would you encourage students to...

Feedback from SI leaders and attendees also serve as an indication of the impact of SI. This includes comments such as:

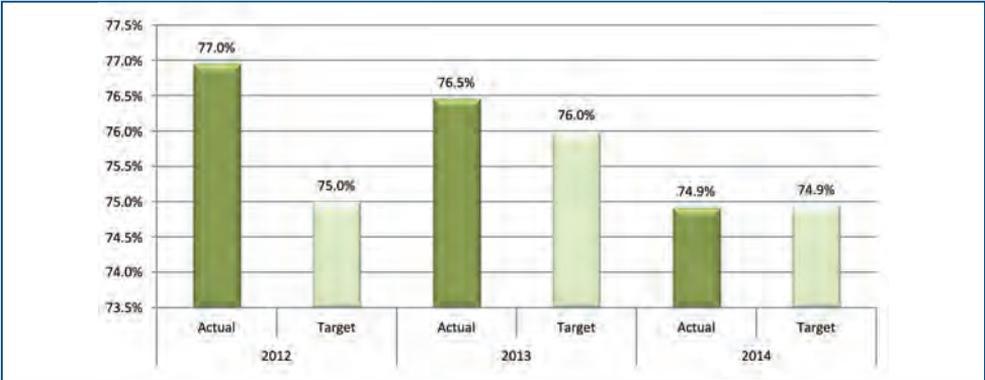
- “I have grown as a person;
- What a great experience for me;
- I learned to work with people of different cultures and backgrounds;
- I gained much more knowledge;
- I am going to encourage others to attend SI;
- Excellent; and
- SI is efficient and effective.”

ACADEMIC LITERACY AND COMMUNICATION STUDIES

This project is co-ordinated by the Faculty of Humanities. It is aimed at assisting and supporting students in the acquisition of language literacy in order to be successful in their respective programmes. It specifically assists students with their writing skills. 6 937 students registered for the programme in 2014, and a pass rate of 72.7% was obtained. The project had a profound impact on improving students' academic literacy.

The overall impact of all interventions put in place is evidenced by the achievement of the set target of 74.9% in the 2014 academic year (refer to the graph below). However, there is still room for improvement with regard to performance per faculty.

CUT's success rate against ministerial-approved targets



CONFERENCE ON INNOVATION IN TEACHING AND LEARNING - A FIRST FOR CUT -

A conference on Innovation in Teaching and Learning was presented by CUT on 18 and 19 June 2014 – a first for CUT. One of the international presenters, Prof. J Lebow, presented a paper on "Being ABLE to Teach Online" online to an audience in the Japie van Lill Auditorium while he was in his office at the Pusan University of Foreign Studies in South Korea. The presentation was also made available to participants across the world. Prof. M Dahms (pictured below) from the Aalborg University in Denmark who visited CUT in June 2014 was the keynote speaker on the second day. She presented a paper on "Problem-based Learning: What is it and why introduce it in CUT?"



Many papers were presented by colleagues from CUT and the University of the Free State (UFS). The conference provided an ideal opportunity to network on teaching and learning-related practices, especially with colleagues from the other institutions. The conference was well-represented by academic staff from CUT, UFS, Motheo Technical Vocational Education and Training (TVET) College and more than 163 delegates who registered to attend the conference.

Papers that were presented include:

- Prof. J Lebow: Being ABLE to Teach Online;
- J Nothnagel: Boyer's Model on Scholarship,
- Dr S Makola: Innovative ways to use social media to teach about purposeful living;
- Dr L van der Merwe: Using smart teaching principles for fair learning;
- M Letuka: School-based learning co-ordination via e-Thuto: The good, the bad and the ugly;
- Prof. MLE Monnapula-Mapesela: Sustainable development as social equity: Policy contradictions and their impact on higher education;
- J Jacob: Bio-Logical or Techno-Logical;
- Prof. M Dahms: Problem-based learning – What is it? Why introduce it at CUT?;
- Dr S Kruger: What students say they need to succeed;
- J Taljaard: Pre-recorded videos as a support medium for delivery of subject matter: A case study of Maccauwei students at CUT;
- M Venter and R van der Walt: Collaborative teaching of post-diploma IT students; and
- N Baird - DOODLE your way to better instruction.



Above: Some of the attendees at the conference.



Above: Presenters at the conference – Mr Taljaard, Prof. Monnapula-Mapesela, Prof. Dahms, Dr Kruger, Dr Van der Merwe, and Mr Baird



Above: Presenters at the conference – Mr Van der Walt, Mr Jacobs, Ms Venter and Ms Nothnagel



Above: Ms Orla Quinlan, Director of the International Office at Rhodes University shares her knowledge of the conceptualisation and contextualisation agenda of curriculum internationalisation with the CUT community. The seminar was a follow-up on a series of internal workshops where CUT staff members were familiarised with CUT's Internationalisation Strategy.

STAFF DEVELOPMENT INITIATIVES

CUT engages in various staff development initiatives, most of which are co-ordinated by ADS. ADS ensures that staff development programmes that cater for all the faculties are implemented on an annual basis. The areas covered include curriculum development aspects (to ensure that the relevant curriculum is offered in line with policy); e-learning initiatives (to meet 21st-century students' needs); and matters pertaining to work-integrated learning and skills development (so that academics can assist in preparing students for the industry). Policy workshops that provide guidelines regarding higher education policies are also included in the development of programmes.

One specific initiative that formed part of staff development was a visit from the Commissioner of the Tertiary Education Quality and Standards Agency (TEQSA), Mr Ian Hawke, from Australia on 22 October 2014.

He conducted a workshop on “Enhancing the quality of Teaching and Learning: An Australian Perspective on new Trends” for all CUT academic and support services staff. Below are the participants of the workshop.



Teachers' ability to develop learning materials and properly assess learners is critical to teaching and learning. Workshops were therefore conducted across the faculties to enable our lecturers to participate in discussions on learning material development and learning assessment. In addition, awareness of the credit accumulation and transfer (CAT) policy was created. This will continue in 2015 to ensure that teachers are familiar with the policy.

SUCCESSFUL FORMAL MENTORSHIP PROGRAMME

Four formal mentorship programme sessions (one per term) for all newly appointed staff were conducted throughout the year. A total of 23 new staff members attended the four scheduled contact sessions. Various topics relating to teaching, learning, curriculum development and policy in higher education, amongst others, were discussed.

CORE CURRICULUM SEMINAR

As part of the Strategic Transformation of Educational Programmes and Structures (STEPS) project and the introduction of the core curriculum at CUT, four new modules were developed and implemented between 2012 and 2014. A seminar on the implementation of the core curriculum was held to establish from each section the challenges encountered and possible manners in which to improve the core curriculum. Co-ordinators delivered presentations on each of the following core curriculum modules: Digital Literacy, Numeracy, Academic Literacy, Academic Literacy and Communication Studies, and Personal Information Management (PIM).



ENHANCING TEACHING AND LEARNING THROUGH THE SCHOLARSHIP OF TEACHING AND LEARNING



Head of the Scholarship of Teaching and Learning (SoTL) Unit, Prof. I. Ntshoe

A Scholarship of Teaching and Learning (SoTL) Unit was established in June 2014 to improve teaching and learning by encouraging academic staff to conduct research on their teaching and learning practices. Funding was made available by the Department of Higher Education and Training (DHET) for research projects as well as for the development and improvement of the quality of teaching and learning. A Research Professor was appointed to manage and co-ordinate the activities of the project; organise and present workshops; identify research development opportunities such as relevant conferences, development and training opportunities; monitor progress; and evaluate the project.

MENTORSHIP PROGRAMME UNDER SoTL

Groups of approximately ten mentors and 54 mentees from the Faculties of Engineering and Information Technology, Health and Environmental Sciences, Management Sciences and Humanities as well as ADS were established. These groups are actively involved in the teaching and learning research activities at CUT.

The Head of SoTL continuously addresses smaller groups of mentees in the different groups; assists mentees from the different groups with conference abstracts whenever the need arises; and reviews papers prepared by mentees, for submission to various journals.

On 10 and 11 November 2014, SoTL held a workshop that addressed article writing, as seen in the photo below:



Above: Prof. M van Wyk facilitated the article-writing workshop. Workshop attendees are pictured below.



Through SoTL, 12 conferences were attended; 24 papers were presented at national and international level; and nine articles were published in journals accredited by the Department of Higher Education and Training (DHET). The following articles were published in 2014:

- Monnapula-Mapesela, M.L.E. 2014. Sustainable development as social equity: Policy contradictions and their impact on higher education. South African Journal of Higher Education.
- Jacobs, H. and Teise, V.N. 2014. The roles of work-integrated learning in achieving critical cross-field outcomes in a hospitality management programme. Journal for New Generation Sciences (12)1.

IMPLEMENTATION OF THE HIGHER EDUCATION QUALIFICATIONS SUB-FRAMEWORK (HEQSF) AND CURRICULUM RENEWAL

Since the promulgation and finalisation of the HEQSF in 2013, all South African Higher Education institutions were mandated by the Council on Higher Education (CHE) to ensure that all their new and existing programmes are aligned with the said policy.

As a result, several 240-credit new diplomas and BEng degrees were developed in the Faculty of Engineering and Information Technology, namely:

- Diploma in Civil Engineering;
- BEng in Civil Engineering;
- Diploma in Electrical Engineering;
- BEng in Electrical Engineering;
- Higher Certificate in Construction Management;
- Bachelor's degree in Construction: Quantity Surveying;
- BEng in Construction Management;
- Advanced Diploma in Construction Management; and
- Postgraduate Diploma in Construction Management.

Four Curriculum Developers were appointed in ADS to contribute to curriculum enhancement and other related matters at CUT, including a formal mentorship programme and HIV/AIDS project.

Furthermore, a draft policy and procedures on curriculum development, review and programme accreditation was developed and circulated amongst all faculties and support divisions for comments. The said policy is in the process of being approved.

CREATING A TECHNOLOGY-RICH TEACHING AND LEARNING ENVIRONMENT

The blended learning approach at CUT involves a high-quality e-learning component. In 2014, the Centre for e-Learning and Educational Technology (CeLET) expanded their quality project with a gaming element, and badges were allocated according to the implementation level of a course. The result of this intervention is very promising, as, in 2014, lecturers' badges increased from only 148 badges after the first evaluation to 217 badges after the second evaluation. As a result of this accolade system, a total of 570 courses indicated improved implementation during 2014. CUT now boasts an 87% implementation of e-learning components to courses offered. The four faculties on the Bloemfontein and the Welkom campuses each has a set of 150 clickers for use in classes. An e-Learning Strategy is being developed, consultation has taken place, and the first draft of the strategy was submitted to the University Teaching and Learning Committee (UTLC).

CLICKER TECHNOLOGY

The most exciting part of the process is determining how to transform the teaching and learning experience so that students' creativity and thinking skills are engaged to a high degree. CeLET has incorporated an electronic response system to transform teaching and learning at the university. This electronic response system (ERS) consists of a device used by students or academics in a classroom or workshop setup, commonly known as "clickers". The device works in conjunction with an electronic USB transceiver or Wi-Fi connected to a personal computer. ERSs are widely used in large or small groups at universities and companies.

100 clicker devices were bought as a starting point, and the majority of lecturers responded well to the new technology device. Lecturers attended the first trainings offered by the CeLET and showed interest in utilising the clickers. At the beginning of 2014, CeLET bought another 450 clickers – 150 for the Faculty of Engineering and Information Technology, 100 for the Faculty of Health and Environmental Sciences, and 150 for the Faculty of Management Sciences. The clicker device was piloted in 2014, two training sessions were conducted during the first term of 2014 to equip lecturers on using the clickers. A total of 14 lecturers from the main campus attended the training. A few staff members in the faculties are now using the clickers. It is hoped that most academic staff members will use them in the next year.

The picture below demonstrates the clickers being used during a test in a classroom at the Faculty of Engineering and Information Technology.

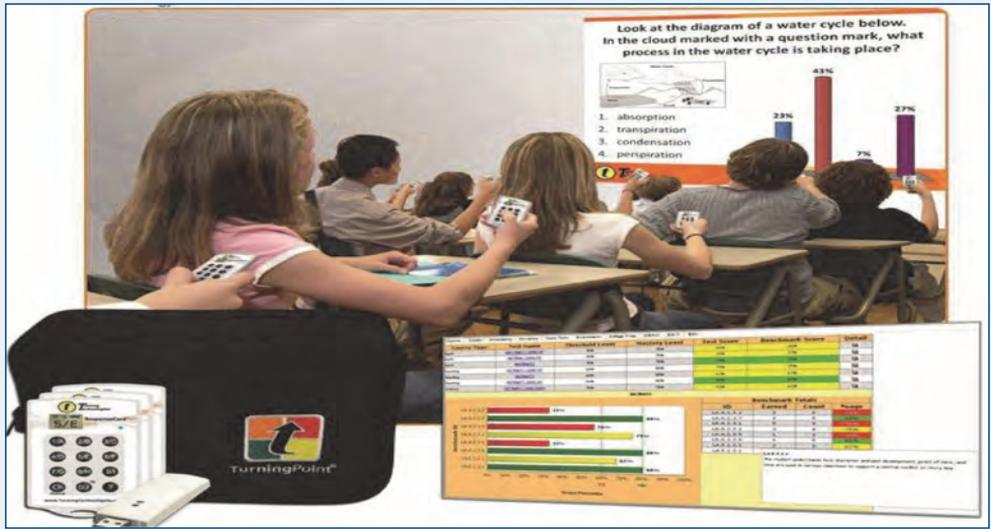


Figure 1: Clickers being used by students.

In 2014, a total of 20 lecturers responded to the training offered by CeLET, and 250 clickers were used by the different faculties simultaneously. The diagram below illustrates how the system works (Figure 2).



Figure 2: The clicker technology system.

IMPROVING THE EMPLOYABILITY OF CUT STUDENTS THROUGH WORK-INTEGRATED LEARNING (WIL) AND CAREER DEVELOPMENT

Effectively preparing students for a career or profession requires not only theoretical knowledge, but also the practical application of this knowledge, professional development and identification with the organisational structure and nature of the enterprise. WIL is a method of education that combines learning in the classroom with learning in the workplace to effectively prepare students for their chosen careers.

Therefore, WIL offers a holistic approach to education by not only equipping students with the necessary theoretical background of their qualifications and intended occupations, but also with the opportunity to apply those theoretical concepts in practice, in order to enable them to develop the skills required for entry into the workforce upon graduation. In this regard, the Centre for WIL & Skills Development is primarily responsible for the following:

- Negotiating suitable placement positions for students by liaising with employers/companies and Skills Education Training Authorities (SETAs).
- Providing industry information, and preparing students for the world of work through information sessions.
- Assisting with the development of methods and processes for monitoring and assessing student performance.
- Setting up and maintaining databases for student placements in industry for WIL.
- Assisting with the drafting of work-integrated learning guidelines and programmes (logbooks and study guides).
- Liaising with the various faculties on an on-going basis to develop effective systems of WIL, and to address identified needs through workshops and training sessions.

The following activities and achievements for 2014 should be highlighted:

- A total of 814 students were placed for WIL in the Faculties of Management Sciences and Engineering and Information Technology.
- A total of R24,4 million was negotiated as WIL salaries for the students placed, making it possible for many of these students to afford WIL and be placed for WIL to graduate without delay.

- We are looking forward to what we can achieve during 2015, with the appointment of Ms Anri Wheeler and Ms Rosita Rhode as WIL Co-ordinators during November 2014.
- The Careers Office epitomised these achievements by reaching more than 1 300 students through training initiatives and obtaining a 99,05% satisfaction rate from students.
- A WIL policy was developed and approved by Senate during August 2014.

CAREER FAIR

The annual Career Fair provides hard-working students focused on achieving their goals the opportunity to meet relevant companies in their fields of study. It enables students to explore the industry and engage with representatives of various exhibiting companies. Companies have the opportunity to market themselves and recruit potential candidates from CUT. These one-on-one engagements offer a unique experience for students to showcase what CUT graduates have to offer to business and industry.

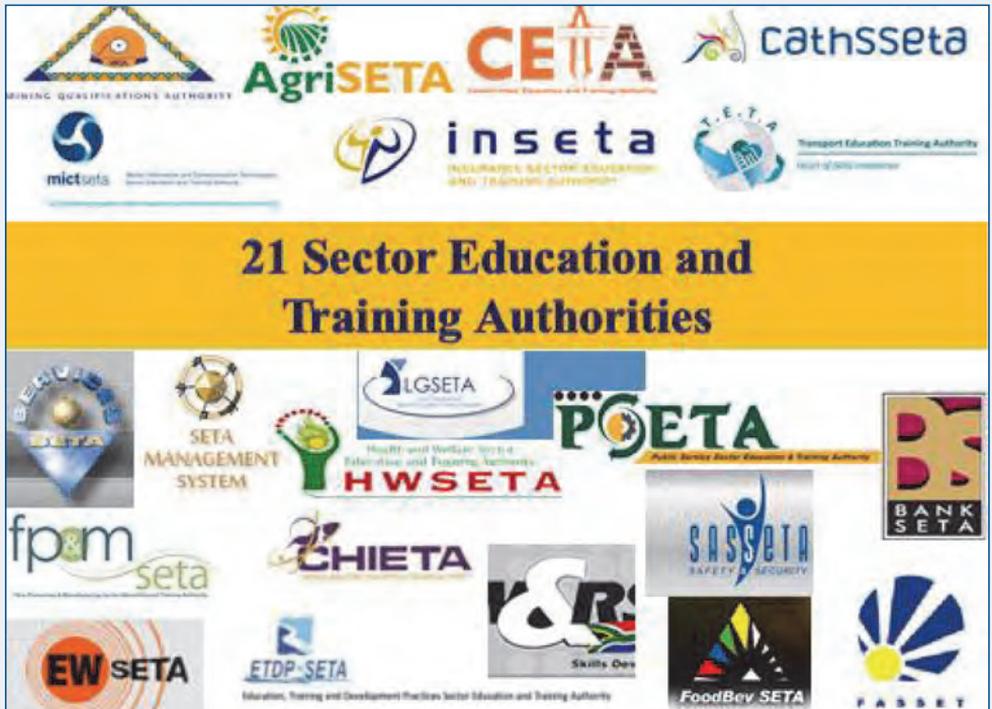


CUT's Careers Office equips students with the necessary competencies to successfully compete in the highly competitive labour market and to connect graduates with employers in different sectors of the economy, as seen in the picture above.

CUT hosted a successful Career Fair on 6 May 2014 at the Welkom campus and on 13 and 14 May 2014 at the Bloemfontein campus. 29 exhibitors and 2 000 students attended the event. Below are some of the companies and students who participated in the Career Fair.



A WIL Colloquium was held on 12 and 13 June 2014. Sixty representatives from CUT, nine SETAs (namely AgriSETA, CHIETA, LGSeta, ETDPSETA, Services SETA, Transport SETA, MerSETA, MQA and BankSETA), and members of the Premier's office, government departments and the Motheo TVET College attended the event.



Mr Jacobs visited KichwaTembo (one of the lodges of the And Beyond group) on the Masai Mara in Kenya during July 2014. Opportunities for CUT staff to gain industry exposure, joint projects as well as WIL placements for Kenyan students studying at CUT were established.





We are excited about our goals for 2015 in support of our students and the faculties.

ENSURING THE DISTINCTIVENESS OF A CUT GRADUATE BY MEANS OF A SET OF GRADUATE ATTRIBUTES

CUT adopted a set of ten graduate attributes in 2013, which were formally implemented in January 2014. The graduate attributes are as follows:

Sustainable development	Graduates should be environmentally sensitive and recognise their role as socially responsible citizens
Community engagement	Graduates should be socially engaged in their communities.
Entrepreneurship	Graduates should be entrepreneurial, industrious and able to recognise opportunities and turn them into ideas for enterprises.
Innovation and problem solving	Graduates should be innovative, think creatively and critically, and apply a range of strategies to solve/find solutions to real-world problems.
Technologically literate	Graduates should be able to use information and communication technologies effectively.
Numeracy	Graduates should be able to apply basic mathematics, budgeting and financial management skills.

Communication	Graduates should communicate proficiently in oral, written, presentation, information-searching and listening skills.
Technical and conceptual competence	Graduates should be able to demonstrate depth of specialised disciplinary knowledge and skills, and should be able to apply them in different contexts to solve
Team work	Graduates should be able to work both independently and in teams, to manage their own learning, work and take responsibility for themselves while contributing to teams such as learning communities.
Citizenship and global leadership	Graduates should be able to make meaningful and positive contributions to society, and be ethical and visionary leaders who can show leadership in different contexts.

WE ARE TAKING STRIDES WITH OUR CUT GRADUATE ATTRIBUTES

The implementation of graduate attributes, managed by ADS and the faculties, took several forms. Training sessions on graduate attributes were conducted by faculties, and projects were initiated to create opportunities for students to attain graduate attributes. Students were also trained on developing electronic portfolios. They are expected to develop these portfolios as from their first year of study, so that by the time they have completed their studies, their portfolios are complete, with evidence of their involvement in various projects, and ready for submission to prospective employers. Pictured below is a training session where mentors were specifically trained on the e-portfolios.



RORISANG DAY CARE - A COMMUNITY ENGAGEMENT PROJECT OF THE FACULTY OF MANAGEMENT SCIENCES

The Rorisang Day Care community engagement project resulted from managers of the day care centre's request to be assisted with the painting of the centre. This was regarded as an opportunity for students to develop graduate attributes. A comprehensive plan to cover these attributes was compiled, mentors were appointed and a structure comprising eight teams were constituted to handle the various projects, which included painting, the establishment of vegetable gardens and fund-raising for the day care centre.



Above: A team of mentors from the Faculty of Management Sciences and the staff of Rorisang Day Care Centre during a visit to the centre to present the plan.

Below: The actual plan being implemented by students.



In addition to the assistance provided to the day care centre, unemployed parents of the day care centre's children were identified and trained, through planning games, to start their own business. Planning games are a method of business planning using games, and is useful for training communities of which the members have little education. This method makes business planning simpler. It was introduced by Prof. Holsbauer, a Visiting Professor from Germany, who then trained German exchange students studying entrepreneurship, the Project Management lecturers in the Faculty of Management Sciences, mentors and Enactus students, who in turn trained a group of approximately 12 ladies identified at the day care centre.



Above: Train the trainer's workshop for mentors and Enactus students.

Below: Training ladies in the community on planning games.



These skills enabled the ladies to start their own business with a small start-up capital from the faculty. Guidance on recording and financial management was also provided. In addition, the entire project provided an opportunity for students to attain some of the graduate attributes, such as community engagement, team work, communication and entrepreneurship. The three pictures below depict the ladies in action on their first day at the “Chesa nyama” stall, with Mr Ramorena already guiding them on how to record their business activities.





WE ARE SENSITIVE TO OUR ENVIRONMENT

Students from the Faculties of Health and Environmental Sciences and Engineering and Information Technology initiated a cleaning campaign around the Bloemfontein campus as part of their demonstration of being sensitive to their environment and being able to work as teams. Led by the Peer Mentorship Co-ordinators from both faculties, students cleaned the campus and collected recyclable materials for their recycling project. The latter is an indication of the entrepreneurial attribute of our students.

CAMPUS CLEANING DAY



27 MARCH 2014

Where did it start?

The Peer Mentorship Programme of the Faculty of Engineering and Information Technology and the Faculty of Health and Environmental Sciences collaborated to host the first campus-cleaning day. The initiative started when Mentorship Co-ordinators visited Community Engagement in order to establish how the mentorship programmes can become involved in community projects. Ms Jeeva Munsamy, the Manager: Community Engagement, advised the mentorship team that our community starts at CUT, and that it would be a good idea to first focus on our own community.

CUT is currently embarking on a project that focuses on developing graduate attributes in students. One of our graduate attributes is sustainable development. The mentorship team decided to engage in a campus-cleaning project, where students are made aware of our responsibility towards our environment (the latter being our campus).

The aim of the project is to:

- Teach students self-discipline when it comes to waste;
- Create awareness of a green footprint in students;
- Clean the CUT campus;
- Recycle garbage in order to increase our green footprint;
- Teach mentors and mentees to be environmentally sensitive; and
- Advocate a higher standard of living among CUT students.

Soon after the marketing campaign, material was distributed around campus, to staff members of CUT, the maintenance team and the Students' Representative Council (SRC), and members of the Aesthetics Cluster took an interest in the project. What was initially a project of the Peer Mentorship Programme became a collaborative campus effort.

What happened?

On 27 March 2014, 400 students and staff members gathered for the cleaning project, which commenced at 12:00 and concluded at 14:00. The campus was divided into five main areas, with group leaders in each area. Students were distributed into cleaning teams in different areas.



Engineering mentors are inspired to get started.



Students displayed their ability to work as a team.

Garbage bags were specifically allocated for the recycling of either plastic, paper, glass or tins. A group of students helped CUT cleaning staff to remove building rubble from the campus. The waste that was collected was taken to a rubbish dump.



Male students assisting the Maintenance Division with the removal of old rubble.



The Extended Curriculum Programme (ECP) recycling project team from the Faculty of Health and Environmental Sciences joined in by collecting recyclable waste





Garbage was sorted, and bags were marked for recycling.



Staff members were eager to help students with the cleaning.



Excited about a cleaner campus.

Rubble is loaded onto the CUT truck.

What have we learned?

The message was very clear: “Together we are stronger”. The project's success can be attributed to the number of individuals who participated in the project. Everyone, from support services staff and cleaning staff to students, partook in the project. Students created a cheerful vibe and socialised with students from other departments. Not only did the project showcase that student's care for our environment, it also taught them to take responsibility for personal growth. Students were given the opportunity to educate other students on campus about striving towards a cleaner, better campus. Mentors and mentees walked around the campus with hand-made banners, engaging in conversation with CUT students and spreading the message that we need to be proud of our campus.

The following CUT graduate attributes were addressed in this project:

- Sustainable development;
- Community engagement;
- Innovation and problem solving;
- Communication;
- Teamwork; and
- Citizenship and global leadership.



The way forward

The aim is to make this project sustainable by having a campus-cleaning day once a term, in order to keep spreading the message. The project will continue to be a collaborative project. Some changes that will be made in the future include:

- Recycling will mainly focus on plastic and paper, as it is the elements mostly collected;
- The project will expand to paper recycling from CUT offices;
- The project will be held earlier in the week, and not at the end of the term;
- More social activities will be planned for students;
- The possibility of a policy on littering is investigated;
- Campus waste bins will be decorated in collaboration with the Department of Design and Studio Art;
- Other departments will also be included in the project; and
- CUT buildings will also be cleaned for purposes of spreading the message.

YOUTH INDABA PLACES THE FOCUS ON YOUTH UNEMPLOYMENT

On 04 April 2014, ADS supported a partnership between the Khula Foundation and CUT that hosted a Youth Indaba on CUT's Bloemfontein campus. The indaba consisted of various role players from South Africa's economic and development spheres. Members from organisations such as the National Youth Development Agency (NYDA) and the Service SETA; financial institutions such as ABSA and the Windmill Casino; and entrepreneurs such as Thato Mokhothu (the Managing Director of RT Trading) are just some of the many prestigious guests who attended the event.

The purpose of the indaba was to identify and address gaps in the current youth development programmes. The current statistics are alarming, as they indicate that South Africa is the country with the third-highest youth unemployment rate in the world. More than 150 000 young people are unemployed in the Free State alone.

One of the speakers, Ms Euphemia Goliath, a BTech student and mentor in the Faculty of Management Sciences, on behalf of the SRC representative at Bloemfontein campus, spoke about the challenges facing South African youth, especially as far as unemployment is concerned. Amongst other things, Euphemia mentioned that irrelevant qualifications and the lack of appropriate experience are usually contributing to the unemployability of graduates. She recommended that the youth learn how to sell themselves by volunteering their services, as this would create the experience required by the industry. The highlight of her presentation was when she referred to CUT graduate attributes as mechanisms that would prepare students for the world of work.

In conclusion, Euphemia encouraged the youth to persevere and to "keep on knocking on those closed doors" until they are employed.

Various matters were raised from a panel discussion. These included the power of volunteering, the South African job market and the education system in our country. The youth robustly engaged in the discussions and voiced their opinions on the matters that were discussed. It was indeed a great platform for many of the people, both young and old, who attended the event. It established interaction between the young and old.



Above: Ms Euphemia Goliath, assisted by Mr Tumi Seseane.



THE TEACHING AND DEVELOPMENT GRANT (TDG)

The Department of Higher Education and Training (DHET) approved CUT's application for funding to the value of R42 653 000 for 2014/15, 15/16 and 16/17 from the TDG. The following teaching and learning projects, aimed at enhancing student success and developing academic staff members' capabilities, are being supported:

- Scholarship of Teaching and Learning (R7 200 000);
- Graduate Attributes Project (R900 000);
- Student Peer Mentorship Programme (R13 110 000);
- Residence Mentorship Programme (R450 000);
- Establishment of a Writing Centre (R1 500 000);
- Development of the Postgraduate Diploma in Higher Education (PGDHE) (Teaching and Learning) (R900 000);
- Enrolment of CUT staff in Assessment and Facilitation modules (R375 000);
- Annual Teaching and Learning Conference (R75 000);
- Academic Language Proficiency (ALP) (R5 462 000);
- SI (R4 125 000);
- Capacity development in Curriculum Development (R1 200 000);
- Industry exposure (R1 056 000);
- Stars of Academia and Research (SoAR) (R1 020 000); and
- TD Grant Management (R2 156 550).

All these projects are supported over a three-year period.

ACHIEVEMENTS FOR 2014

Achievements for 2014 include the following:

The establishment of SoTL; Peer Mentorship Programmes in all faculties and residences; ALP, co-ordinated by the Faculty of Humanities; implementation of the CUT graduate attributes project; registration of four academic developers at the Rhodes Postgraduate Diploma in Higher Education; supporting SoAR fellows (one per faculty); supporting academic staff members involved in industry exposure; and the appointment of the TDG Manager. The total expenditure for 2014 was R8 631 227. This fund contributed to achieving the targeted success rate of 74.9% in line with the ministerial target.

HIGHER EDUCATION SOUTH AFRICA (HESA) HIV/AIDS PROJECT

CUT has been awarded a sum of R450 000 to implement the Higher Education South Africa (HESA- now Universities South Africa) HIV/AIDS project over a two-year period. The project was launched on 29 January 2015, where the DVC: Academic and Research outlined how CUT has responded to the scourge of HIV/AIDS.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) SUMMIT ON ENTREPRENEURSHIP EDUCATION

During its Summit on Entrepreneurship Education, CUT hosted Ms Jaana Puukka (below), an OECD expert in Entrepreneurship Education. Amongst others, she provided participants with comprehensive information on how universities world-wide, particularly in Europe, have introduced Entrepreneurship Education.



Above: Participants of the OECD summit with Ms. Puukka.

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

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Thinking Beyond