

ACADEMIC DEVELOPMENT AND SUPPORT



Central University of
Technology, Free State



ANNUAL REPORT 2015



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Message from the Dean: Academic Development and Support Prof. ‘Mabokang Monnapula-Mapesela



ADS: The last Chapter (2015 Achievements at-a-glance)

As the Dean of Academic Development and Support I am pleased to present this report to the CUT community. I am well aware that we are already looking forward to the 2016 report which will only be coming sometime in 2017. Since 2015 marked the end of ADS and a re-birth of a new section called “Innovation in Learning and Teaching” (ILT) approved by Council in July this year it felt necessary to close the last chapter of ADS by looking at our 2015 achievements at-a-glance.

This report highlights some of ADS's significant achievements in the year 2015. Perhaps one of the most notable achievements is the Scholarship of Teaching and Learning (SoTL) Project. Through this project we have afforded 72 of our academics (13 mentors and 59 mentees) opportunities for growth and exposure to the best international scholars in the area of SoTL. There is no doubt that SoTL has grown to become one of the most notable and effective research mentorship projects and enhancers of teaching and learning at CUT. Through this project mentors and mentees have participated in a focused manner in among others things the following:

- Researching their own practice
- Writing research papers for conferences and publication
- Disseminating and sharing best practice and our annual SoTL conferences, national and international conferences and
- Participating in communities of practice with international scholars.

In 2015, 45 SoTL members presented 59 papers at conferences nationally and internationally. The outcome of these conferences has been 34 research outputs (conference proceedings and peer reviewed articles). We organised and hosted an international SoTL conference which was attended by national and international speakers.

Other notable achievements include:

- Our successful conference on innovation in teaching and learning which was organised and hosted by ADS on 28-29 May 2015. There were 94 participants who included 10 from the University of the Free State. CUT staff, national and international guest speakers presented papers which focused on various ways of innovating and improving teaching and learning, as well as students' support.
- The fact that we raised a total of R31 500 000 in remuneration negotiated from various SETAs and employers for 1373 students placed for WIL. We pride ourselves in the knowledge that only 0,006 % (20/3383) students could not be placed.
- The establishment of a Writing Centre to assist undergraduate students with their academic writing needs. This is a milestone in responding to the challenges created by the articulation gap between the school sector and universities.

In 2014 all our teaching and learning activities including student support, lecturer development programme were audited under the umbrella project Quality Enhancement Project (QEP) conducted by the Council on Higher Education (CHE). I am delighted to report to you that at the conclusion of the first phase in November 2015, CHE was

impressed with our suite and quality of academic support programmes which are in addition to other variables a contributing factor for the increase of student success rate over the past years (72.4% in 2009, 73.7% in 2010, 75.8% in 2011, 77.0% in 2012, 75.9% in 2013, 76.5% in 2014 and 77.19% in 2015). In addition we have witnessed a consistent growth and increase in the number of modules using blended learning - from 19.63% in 2009, 76.46% in 2013, 87% in 2014 and 90% in 2015.

Several policies for support of Teaching and Learning were reviewed or developed through a rigorous consultative process. The Disability Policy and Work Integrated Learning (WIL) were reviewed while a Framework for Curriculum Development and Programme Accreditation and CUT E-Learning strategy 2015-2020 were developed as new policies. All these policies were approved by Senate and Council.

Several staff of ADS contributed to the research agenda of the institution by presenting scholarly papers at conferences institutionally, nationally and internationally and by publishing in accredited journals. The following contributions are noteworthy:

Participation in conferences:

Prof MLE Monnapula-Mapesela and Ms Sebolao presented a collaborative paper titled:

Promoting entrepreneurial thinking: purposely embedding graduate attributes in the undergraduate curriculum, SATN 8th Annual International Conference, Vaal University of Technology which was held on 19-21 October 2015.

Dr L Meda and Prof MLE Monnapula-Mapesela co-presented papers titled:

- o Strategies to internationalise the curriculum at a University of Technology in South Africa: A conceptual and practical perspective, 2015 International Education Conference, London, United Kingdom, 7–11 June 2015. This paper has since been published in an accredited international journal.
- o Towards a responsive curriculum: What engineering students want to learn about HIV/AIDS? 1st international SoTL conference at CUT in Bloemfontein on 01-02 October 2015.

Prof IM Ntshoe presented papers entitled:

- o Shifting sands on institutional identities and distinctiveness on institutional types in changing times, at the 37th Annual EAIR Forum 2015. Krems, Austria on 30 August – 02 September 2015.
- o From here to there: Positioning higher education institutions, at the 37th Annual EAIR Forum 2015. Krems, Austria on 30 August – 02 September 2015. The paper presented has been converted to an article in Press in the South African Journal of Higher Education,

- o Demystifying institutional methodologies about performance and impact measures at HEIR Network Conference 2015. University of the West of Scotland, Paisley Campus on 10 and 11 September 2015.
- o The stories we tell: using institutional research to enhance policy, practice and engagement, at HEIR Network Conference 2015. University of the West of Scotland, Paisley Campus on 10 and 11 September 2015.
- o Key note on Theorizing Curricular and Pedagogy of professional and sector fields of practice: beyond a meta-theoretical discourses, 1st international SoTL conference at CUT in Bloemfontein on 01-02 October 2015.

Mr. HS Jacobs presented a paper titled:

Teaching for employability: Key concepts and best practice principles, END International Conference in Porto, Portugal from 27-29 June 2015.

Mr. T Seipobi presented a paper titled:

Work Integrated Learning: The Joys and Pains of Student Placement: Lessons from CUT Engineering Students Experiences, 7th Annual International Conference on Education and New Learning Technologies in Barcelona, Spain from 6-8 July, 2015.

Mrs T Mosholi presented a poster titled:

Integrating work and learning: a student perspective, 8th International Conference of Education, Research and Innovation in Seville, Spain from 16-18 November 2015.

Mrs T Mosholi presented a paper titled:

- o Integrating work and learning: a student perspective, 1st international SoTL conference at CUT in Bloemfontein on 01-02 October 2015.
- o Technical Vocational Education and Training (TVET) articulation process to Central University of Technology, Free State (CUT), 8th International Conference of Education, Research and Innovation in Seville, Spain from 16-18 November 2015.

Mr. MI Mokhomomo presented a paper titled:

The disjuncture between pedagogy and practice of mother-tongue teaching in early childhood development, at the 3rd Annual Conference on Social Studies, Communication and Education (ACSSC 2015), Tokyo, Japan, 2-4 December 2015.

Mr Moliko Zacharia and Mr Mokhomomo Mpho presented a paper titled:

Disjuncture between pedagogy and practice of mother-tongue teaching in Early Childhood Development, at the 1st international SoTL conference at CUT in Bloemfontein on 01-02 October 2015.

Ms A Edem presented a paper titled:

Higher Education as a change agent for emerging 21st Century Graduate through sustainable development education, at the 2015 international Academic Business Conference in Las Vegas, 11-15 October 2015.

Ms R Sebolao presented a poster and papers titled:

- o A poster presentation on integrating indigenous knowledge of selected rural reas of the northern cape into development project management - preliminary findings at the Management Sciences 2015 Prestige Seminar on 29 September 2015.
- o Integrating indigenous knowledge of rural people into curriculum design and pedagogy of project management programme, at the SoTL conference at CUT in Bloemfontein on 01-02 October 2016.
- o The academics' exposure to industry and alternative pedagogical practices in higher education: a pragmatic perspective, at the 2015 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference in Melbourne, Australia, 27-30 October 2015.

Ms C. Maimane presented the following papers:

- o Institutional audits: lessons on WIL, Innovation in Teaching and Learning Conference, at the 3rd CUT conference on innovation in teaching and learning on 28-29 May 2015.
- o Integration of content and language for HIV-AIDS advocacy, LSSA/SAALA/SAALT conference at North West University, Potchefstroom campus, 24 – 26 June 2015.
- o A University of Technology's curriculum responsiveness to the scourge of HIV-AIDS, SAERA Conference at UFS on 29 October 2015.

Mr. J. Badenhorst presented a paper titled:

Do I publish or perish my students' learning experience, at the 3rd CUT conference on innovation in teaching and learning on 28-29 May 2015.

Dr. L Meda presented a paper titled:

Going wide, not wild: Varying Conceptualisation of Internationalisation at the 3rd CUT conference on innovation in teaching and learning on 28-29 May 2015.

Mr. H. Jacobs presented a paper titled:

Teaching for employability: key concepts and best practice principles at the 3rd CUT conference on innovation in teaching and learning on 28-29 May 2015.

Publications:

MLE Monnapula-Mapesela. 2015. Students' perception of own preparedness for higher education: Case Study. International Journal of Educational Sciences, Volume 8(1): 2015.

Jacobs, H. & Dzansi, D.Y. 2015. Finding a Work-integrated Learning Strategy that Enhances the Employability of Graduates of South African Universities of Technology: A Research Agenda. Journal of Economics, (6)2:102-109.

Rambe, P, Khoza, N. G. and Meda, L. 2015. Influence of Work Integrated Learning on student preparedness for the work environment: a case study of office management and technology students at the Central University of Technology. Published Proceedings of the Southern African Institute of Management Scientists (SAIMS): 27th Annual Conference, held at the University of Cape Town 30 August – 1 September 2015.

Review work for peer reviewed journals:

The following ADS staff reviewed articles for peer reviewed journals:

- Mr. HS Jacobs: Reviewer for JNGS
- Prof MLE Monnapula-Mapesela:
 - o Reviewer for the following Journals:
 - Journal for New Generation Sciences
 - South African Journal for Higher Education (SAJHE) Special Issue on “Contextual Approaches towards Professional Academic Development in Higher Education”.

Supervision, Internal and External Examination of postgraduate students:

Apart from engagement and contribution in various institutional committees and governance structures some ADS staff further supervised postgraduate students and were appointed as internal or external examiners at CUT and other universities in the country. The following students were co-supervised and/or assessed by the Dean Prof. Monnapula-Mapesela:

- **Co-promoter and Internal examiner** for Lineo Dzansi (DTech: Business Management). Dr Dzansi graduated in March 2015.
- **Co-promoter and Internal examiner** for Rosaline Sebolao (DTech: Business Management).
- **External assessor** for
 - HV Molise (M.Ed.: School of Education Studies). University of the Free State 2015.
 - Erika Theron (M.HE). Student Engagement as a way of enhancing

student success at a private Higher Education Institution. University of Stellenbosch 2015.

Our Research Professor, Professor Ntshoe also made a huge contribution in supervising and assessing the following student who completed in 2015:

- Dr Willie Thabane (PhD: Education)

Many of our staff were enrolled in studies (Higher Certificate 1, PhD's 8, Master's degrees 1, PGDiP for Academic Developer 4), with the aim to better and equip themselves with competencies required for their roles as academic developers. Three of these staff members have successfully completed their studies (Dr Henry Jacobs, Dr Rosaline Sebolao, and Mr Paul Victor).

Our two Professors, Prof Isaac Ntshoe and 'Mabokang Monnapula-Mapesela continue to make ADS proud by being recognised by external bodies and their peers. Prof Monnapula-Mapesela was nominated to serve on the programme Accreditation Committee of Council on Higher Education for the period 2015 to 2018, as well as on the board of the National Tertiary Retirement Fund (NTRF) for five (5) years with effect from 05 December 2015. The NRF C-rating for Professor Ntshoe was successfully renewed as from January 2016 to 2022.

In appraising the work of ADS for 2015 it is worth noting that the section had a few challenges. It functioned without one of its staff members Dr Ben van der Merwe who was heading a key unit for supporting teaching and learning. Dr Van der Merwe had to take early retirement due to ill-health. We are therefore acknowledging his contribution to CUT and to Academic and Development and Support (ADS) – a section which he witnessed grow from 2004 to 2014 when he retired. CUT is indebted to his selfless efforts in supporting its academics and students.

From 2013 until mid-2016 we witnessed a long arduous journey wherein the institution engaged in the repositioning of ADS to better align its functions to CUT's vision 2020 and most importantly to the diverse needs of the students. We believe that the envisaged direction will help take the institution into the aspired future.

I hope that as we move forward into the new era as Innovation in Learning and Teaching we will continue to discharge our mandate and duties to support students and staff with utmost diligence and integrity.

As ADS we acknowledge with appreciation the guidance of our Deputy Vice Chancellor: Academic and Research Professor Henk De Jager and the good working relationships we have enjoyed with the faculties, students and other stakeholders. I also acknowledge the generous Teaching Development Grant (TDG) which we received

from the Department of Higher Education and Training (DHET) to support a host of our academic support programmes for students and academic staff these are namely, Supplemental Instruction, Academic Literacy and Communication Studies, Student Peer Mentorship Programme, Graduate Attributes project, Scholarship of Teaching and Learning, Industry Exposure for Academics, Curriculum Renewal, Quality Enhancement, Residence mentorship programme, Establishment of a writing Centre, Development of a Post Graduate Diploma in Higher Education for Academic staff at UoTs (PGDip HE), enrolment of CUT staff in assessment and facilitation modules, Annual Teaching and Learning Conference, Stars of Academe and Research and the management of the teaching and learning development grant. All these programmes/projects experienced an astounding measure of success in 2015.

May I take this opportunity to thank all staff of ADS and ILT for their continued dedication and hard work. I depend on their continued commitment in years to come.

Warm regards

‘Mabokang Monnapula-Mapesela

Introduction

Academic development in CUT is given top priority because of its impact on teaching and learning, and its contribution towards the realisation of CUT's Vision 2020, whereby CUT seeks to be "an engaged university which produces quality social and technological innovations in socio-economic development". This report shares how, in various ways, this vision was made a reality by all those who are involved in ADS.

2015 has therefore been an exciting year for ADS, as one looks at the strides made in ensuring that academic staff members are empowered to carry out their primary responsibilities, as well as providing academic support to students. This report covers all the achievements in line with the 2015 operational plan and highlights of both ADS and its individual staff members.

These achievements have been made possible by the leadership of the DVC: Academic and Research, the Dean: Academic Development and Support, as well as the Directors of the components of ADS.

The achievements are focused on the following broad areas on the teaching and learning plan of CUT:

- 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.

Reflections from Teaching and Learning

Teaching and learning at CUT is guided by the Teaching and Learning Plan 2014 -2020, which has been implemented and monitored across faculties. Highlights from this section include the student peer mentorship programme coordinated from faculties, supplemental instruction, as well as the annual staff development programme. These responsibilities have been shared among ADS team members, since the post of the Director is still vacant. A word of acknowledgement goes to these team members for their selflessness in ensuring that this work of high standard continues to be carried out in addition to their own responsibilities. The Manager: Special Projects in teaching and learning temporarily carried out an oversight role over the mentorship programme, as well as the teaching and learning plan in the absence of a Director.

In February 2015, two workshops were conducted on the teaching and learning plan, and staff members of both the Bloemfontein and Welkom campuses were informed of the teaching development grant received. This awareness creation session was done in collaboration with teaching and learning coordinators from faculties and curriculum developers, as key agents of the teaching and learning plan (see photographs below).



Staff development

Industry exposure

Sixteen academics across the four faculties were exposed to industry in order to gain relevant experience. This practice took place as part of academic staff development, and is funded by the Teaching Development Grant. Positive feedback was received from all academics who participated in this experience. They reported its contribution to curriculum enhancement, as well as assisting in determining whether their teaching is still aligned with the needs of industry.

Strategic teaching workshop

ADS was involved in a national collaborative project on attaining graduate attributes through strategic teaching at universities of technology. On 29 January 2015, a strategic teaching workshop was conducted for staff, facilitated by Dr Lori Breslow from MIT University, Prof. Chris Winberg from Cape Peninsula University of Technology, and Prof. 'Mabokang Monnapula-Mapesela, the Dean of ADS. The main objective of the project is to inculcate the culture of graduate attributes attainment through distinctive teaching and learning and to enhance student success. It was also aimed at identifying the structural and contextual features of flagship programmes. The workshop was therefore intended to introduce this project to the academic staff at CUT, especially those who are responsible for teaching and learning, such as lecturers, teaching and learning coordinators, faculty committees and curriculum developers. Below is Prof. Monnapula-Mapesela, who outlined the purpose of the workshop.





In the picture above is Dr Lori Breslow, who shared MIT's strategic teaching tools with workshop participants. Participants included curriculum developers, teaching and learning coordinators, academics, the Director for Curriculum Development, the Head of Scholarship of Teaching and Learning, and the Director of the Academic Planning Unit.



2nd Annual Innovation in Teaching and Learning Conference

Academics from different institutions joined CUT in a two-day conference from 28 to 29 May 2015 to share best practices around innovative teaching and learning.



Amongst the thirteen topics presented on the day, Mr Darryn van den Berg, keynote speaker and Visionary Managing Director for the group Passion4Development in Johannesburg, presented on 'Gamification is changing the world'. He explained that gamification is the use of game thinking and mechanics in non-game contexts to engage users in solving problems. He further highlighted that the tool has been widely implemented with the intention of engaging and maximising the interest of learners.



Mr Joe Jacob, in his paper titled 'Artificial Intelligence in teaching and learning', echoed the same sentiments, stating that higher education institutions (HEIs) must find ways to improve teaching methods - ways that can relate to students. "Students visit Facebook pages six times a week, to blackboard once a week. We as lecturers have to manipulate the social network to our advantage and reach out to them", said Mr. Jacob.

Mr Henri Jacobs presented a paper on 'Teaching for employability. He stated that theory and practice go hand-in-hand, and are more important in teaching and learning, as they equip students with more knowledge and understanding. Mr Jacobs further stated that Work-integrated Learning, as part of pedagogy and a blend of teaching and learning, contributes to student success.

Prof. Mabokang Monnapula-Mapesela, an Associate Professor, and Dean for Academic Development and Support, presented her case study on 'Students' perception of Own Preparedness for Higher Education'. According to Prof. Monnapula-Mapesela, first-year students from non-English speaking backgrounds are not confident in expressing themselves in English, which becomes a challenge, as their entire course offerings are in English. She further stated that they face other academic challenges, which prevent students from completing their studies in residence period. "We therefore have to find new ways of teaching and facilitating learning", said Prof. Monnapula-Mapesela.

Launch of the Stars of Academy and Research (SoAR) and Teaching Advancement at Universities (TAU)



A launch of Stars of Academy and Research (SoAR), as well as Teaching Advancement at Universities (TAU), took place on 19 June 2015, to create awareness among staff members, and to announce the nominees. Four candidates were appointed as SoAR-fellows - three black females and one black male, and three were appointed as TAU fellows - two females and one male. This launch was attended by the Vice-Chancellor and Principal, Prof. Mthembu, the DVC: Academic and Research, and the Dean: ADS, among other attendees, as seen in the photograph below.



The objectives of the SoAR programme are:

- to increase the critical mass of young outstanding Black, female academics, including Coloured and Indian, at CUT, particularly in scarce and critical skills;
- to encourage outstanding candidates to pursue academic careers in various areas of scientific research, teaching and technological development and SET;
- to create, support, promote, and sustain excellence in scientific and technological teaching and research; and
- to promote academic careers for young Black women.

TAU programme aims to:

- contribute towards the enhancement of teaching and learning in higher education in South Africa by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders and mentors in their fields;
- enhance the status and the stature of teaching and further popularise the

- concept of teaching excellence; and
- contribute towards the definition of what teaching excellence means in varied institutional settings.

In his address, Prof. Thandwa Mthembu expressed his gratitude towards those involved in the project. He commented on how far the project has come, from its humble beginnings, to where it is to date. “Back in 2010 when SoAR was established, we had a drive that we must improve the quality of life and free the potential of each individual. In 2010, we started the programme with 10 academics and we became a unit in ensuring that there would be outcomes. Today, I am very delighted to witness the progress on the project and I believe it will keep growing to where we want it to be.” The programme has also assisted Ms Daphne Mkhize with her career growth. She went to the University of Uppsala in Sweden on a six months Masters’ exchange programme that was offered by Erasmus Mundus from 31 July 2015 to 18 January 2016. The name of the project is International Science Promoting Innovation and Entrepreneurship (INSPIRE). She reported the experience to have had a huge impact towards her studies (MTech: Cost and Management Accounting) especially with regards to a specific module, academic writing in Social Science. She will complete her Master’s Degree in 2016.



Mentoring Black female academics

A mentorship/support programme for 34 Black women academics was established in 2015. Several workshops were organised, focusing on various aspects of their development as academics, namely teaching and learning, innovative assessment practices, scholarship of teaching and learning, and academic work in general. In the picture below are some of the Black women who attended a motivational session that was held in March 2015. The guest speaker was Pastor Ngxangana who spoke about being hopeful when facing challenging situations regarding studies. He used his personal experiences to inspire academics on how to navigate through their career challenges in order to succeed.



The Writing Centre

The Centre was established in August 2015. Six (6) Writing Centre consultants (four in Bloemfontein and two in Welkom) were appointed in October 2015, and trained. The objective of a Writing Centre is to assist undergraduate students with their academic language support needs, to promote indigenous languages, as well as to cater for non-English speakers by developing lexicons of difficult concepts and terminology in various academic programmes. This Centre is funded through the DHET Teaching Development Grant.



Below: From left Ms Bernadette Hass and the Writing Centre consultants for Bloemfontein. Ms Nqabakazi Quwe, Ms Mamello Moeti, Ms Bianca Masoes and Ms Kanya Mlungwana.



Above: Ms Mpho Nyetanyane and Mr Thulo Mpholo, the Writing Centre consultants for the Welkom campus.

Student Support Services

Open Day

Access to higher education is also ensured through recruitment of students from high schools around the Free State. CUT annually hosts an Open Day, during which the University shares with Grade 12 learners from a number of high schools in the Free State which programmes are offered at CUT, and to assist them to make informed choices. The Open Day was held in May 2015, and the attendance by Grade 12 learners was very good, as seen in the photographs below. ADS had a stall where information was shared regarding support programmes offered to students, and more than 800 students visited the stall.



Above: Dean of ADS, Prof. Monnapula-Mapesela, and the Director for Work-integrated Learning, Mr Jacobs, interacted with students on services provided by ADS.



Above: DVC: Academic and Research, Prof. De Jager, addressing students and parents at the Open Day.

Below: ADS interacting with prospective students.



Supplemental Instruction (SI): Mr. J Bosch - Senior SI Coordinator

Supplemental Instruction is compulsory for all students who obtain 50% and below in their assessments. It is facilitated by Mr. J. Bosch who recruits, appoints and trains well-performing senior students to assist those who are not doing well in their courses. In 2015, SI was offered in 122 courses, from first- to third-year level. There are 91 subjects at first-year level, 24 at second-year level, and 7 at third-year level. A total of 30 760 SI registrations were recorded in 2015. The success of SI was also increased by online interaction with students through Facebook, Twitter, e-Thuto, chat rooms and discussion groups.



Supporting students with disability

CUT is committed, through a range of support services and education, to transforming the University environment into one where gifted and deserving disabled people have an equal opportunity to acquire equal education opportunities. A policy on students with disabilities was revised and approved by Council and Senate in November 2015. The following services are offered by the Disability Unit:

- an assistive technology service which provides support for students who require printed material in alternative formats and access to a computer;
- consultative and/or counselling support for students with disabilities, in collaboration with our Wellness Centre;
- advice on any issues related to disability;
- assistance with voice recorders;
- conducting meetings with lecturers to assist them in coping with the disabled student; and
- organising extra time for tests and exams in order to empower disabled students to be academically successful, and to create an environment which makes this possible.

Special Projects: Teaching and Learning

Mrs Rosaline Sebolao: Manager

The Manager for Special Projects in teaching and learning was appointed in January 2015 to coordinate and monitor the implementation of teaching and learning programmes, as well as the teaching development grant. The programmes reflected in this report receive financial support from the Department of Higher Education and Training's (DHET) Teaching Development Grant.



One of the areas highlighted in CUT's Teaching and Learning Plan is ensuring student access and retention, which was accomplished through a number of interventions. For instance, at the beginning of 2015, students who entered CUT for the first time were provided with all the relevant information that would assist them throughout their studies. The information included all the support programmes provided to all students, including peer mentorship programmes, supplemental instruction and academic literacy and communication studies. 900 students were reached through distribution of orientation booklets containing information needed by first-year students.



Student peer mentors from various faculties were very supportive in guiding the first-year students with regard to different venues where they were supposed to go for additional information. Below are mentors from the Faculty of Management Sciences who attended the orientation session. In order to prepare the mentors to support first-year students, training sessions were conducted in the four faculties to equip 435 mentors in all faculties and on the Welkom campus with skills such as facilitation, communication and leadership skills, amongst others. Team building sessions were also held to prepare mentors to take up their responsibilities when the classes commence.



Training for 2015 mentors in the Faculty of Engineering and Information Technology



Above: Training and team building for mentors in the Faculty of Health and Environmental Sciences

Below: Mentors from the Faculty of Management Sciences and Welkom campus who attended training at Masselspoort.





Above: Ms N. Joannou facilitating a training workshop held at Masselspoort for mentors from the Faculty of Management Sciences and Welkom campus.

In addition to mentorship training sessions that were conducted, mentors were also exposed to experts from outside the institutions who empowered them on topics such as emotional intelligence and public speaking, so that they are able to interact with mentees professionally.

Attainment of graduate attributes

2015 marked the second year of the implementation of CUT graduate attributes, and strides were made to ensure this. An official launch was held on 22 and 23 April 2015 at the Bloemfontein and Welkom campuses respectively. The purpose of this launch was to create awareness among students and lecturers to ensure that everyone realises their role in the attainment of graduate attributes.

On both campuses, Mr Thabo Olivier (pictured below) from the Qala Tala Foundation addressed the audience on sustainable development. Mr. Thabo Olivier has been voted “Greenest Councillor” in Africa in 2014 by the Khula Foundation, and has since been appointed as the Khula Foundation’s Ambassador. He inspired students to brand themselves in such a way that they can be different, even though they study the same course. He emphasised that the environment is a resource which must be taken care of. From his engagements with students, there were follow-up interactions where some students, under Mr Olivier’s guidance, started some greening projects using recycled material and water.





Above: Prof. H.J. de Jager, DVC: Academic and Research, welcoming and encouraging students to participate in the graduate attributes projects.

Below: Mrs Rosaline Sebolao, Manager, Special Projects, provided a background on graduate attributes at the Welkom campus launch.



Above: Mr Alois and Mrs Claudia Mafanti from Seilatsatsi Trading who presented their employer's perspective at the graduate attributes launch in Welkom. They do training in various areas such as team building, leadership, etc.

While CUT graduate attributes are attained through the formal curriculum, students Chef-on-call was later recommended for start-up funding of R10 000.00. are also encouraged to participate in core curricular and cultural activities. The core curricular module covers four main graduate attributes, namely sustainable development, entrepreneurship, innovation and community engagement.

With regard to inculcating the spirit of entrepreneurship among students, a total number of 222 students have been trained from the Faculties of Engineering and Information Technology, Health and Environmental Sciences, Management Sciences and at the Welkom campus. This was followed by a call for proposals issued for these students to submit funding proposals for projects that would reflect CUT graduate attributes. Five project proposals were presented, and the following businesses were funded and registered:

INITIALS AND SURNAME	FACULTY	NAME OF BUSINESS
Ms L Khotle	Faculty of Management Science	Chef-on-Call
Mr VB Masimini	Faculty of Health and Environmental Sciences	Debate and Public Library in Thaba 'Nchu
Mr KK Kgakantsi	Faculty of Management Sciences	Debate and Public Library in Thaba 'Nchu
Ms LA Mokhele and Ms TG Ngondo	Faculty of Health and Environmental Sciences	Mobile Spa
Mr K Sefoka	Faculty of Engineering and Information Technology	Securitech

Ms Khotle is pictured below as she made her business concept presentation to the panellists.



Chef-on-call was later recommended for start-up funding of R10 000.00.



Above Left: Ms Mokhele and Ms Ngondo presented their Mobile spa business proposal, and received R10 000 as start-up funding.

Above Right: Mr Ngakantsi and Mr Masimini also presented their debating company and library business proposal, and were awarded R10 000 as start-up funding. Mr Sefoka from The Faculty of Engineering and Information Technology also submitted his Securitech idea, which earned him R10 000.00 as start-up funding, too. The participants in these projects will be provided with mentoring and coaching, and they must submit progress reports to ADS as part of ensuring accountability.

In addition to the training provided to students on business proposal writing, ADS participated in the institutional Innovation and Entrepreneurship Week, and funded 12 students/teams. A total amount of R20 000.00 was used from the TDG as part of graduate attributes implementation. Below are some of the students who took part in the competitions.



Teaching Development Grant

The TDG enabled ADS to achieve a number of projects that have already been discussed in this report. These projects range from development of academics in the form of workshops, industry exposure and professional development, as well as support for students through peer mentorship, supplemental instruction, as well as academic literacy and communication studies.

A significant impact has been made by the TDG, as reflected under various projects in this report. The critical ones include the improved success rate from 74.9% in 2014 and 77% in 2015/2016; an increase in the number of academics who went for industry exposure from five (5) academics in 2014 and sixteen (16) in 2015; and an increase in the number of staff who registered for the Postgraduate Diploma in Higher Education - from four (4) at the end of 2014 to seven (7) at the end of 2015.

In addition to these improvements, staff with outstanding performance were also awarded the Vice-Chancellor's awards for teaching, research and innovation, as well as community engagement. These awards are funded from the TDG .

The fund also contributed to the enhancement of quality of teaching and learning by enabling staff to attend colloquia on quality enhancement, both nationally and internationally. Positive feedback regarding quality enhancement was received from the Council on Higher Education (CHE) in 2015, following the submission of the report by the Quality Enhancement Unit of the institution.

The Unit for the Scholarship of Teaching and Learning (SoTL)

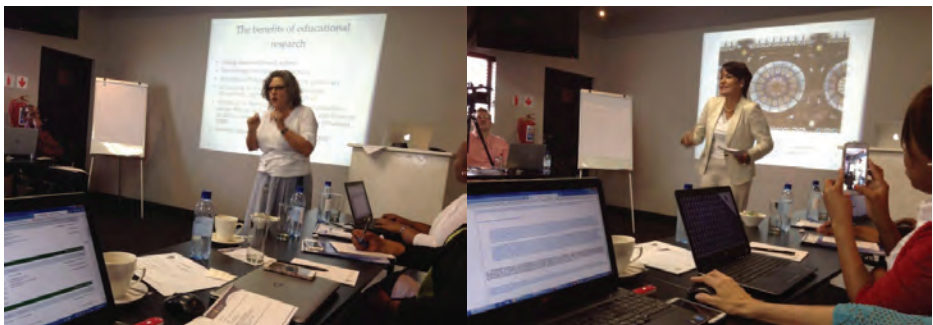
Prof I Ntshoe: Head, SoTL

A Unit for Scholarship of Teaching and Learning (SoTL) created many development opportunities for staff since its establishment in 2014. The total number of staff who participated in the SoTL project is 72. This comprises 13 mentors and 59 mentees. 45 SoTL members presented 59 papers at conferences nationally and internationally. The outcome of these conferences has been: 34 conference proceedings and peer reviewed articles; three papers published in accredited journals; and six papers submitted to academic journals. Two international and two national keynote speakers presented keynote addresses at the first international SoTL conference organised and hosted by ADS in October 2015.



The following workshops and colloquia were also conducted:

- SoTL Colloquium was held on 27 February 2015 facilitated by Prof. B Leibowitz and Prof. D Hay-Swemmer. The focus of the colloquium was to develop a framework for SoTL at CUT.



- SoTL Workshop held on 15 and 16 April 2015. The workshop was facilitated by Prof. I. Scott. A total of 30 staff members attended. The focus of the colloquium was on locating SoTL within the higher education landscape.



- SoTL Colloquium held on 17 and 18 June 2015 facilitated by Dr P Strauss. A total of 53 staff members attended. Dr Strauss focused on locating SoTL within the context of writing for academic purposes.
- SoTL Workshop held from 29 to 31 July 2015 facilitated by Prof. K Trigwell. A total of 39 staff members attended the workshop. The thrust of the workshop was to locate SoTL within the international context, and to explore models for improving practice through SoTL.



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RSoTL First International Conference



CUT hosted the first international conference on scholarship of teaching and learning (SoTL) on 1-2 October 2015 at the Protea Hotel, Bloemfontein, South Africa. A total of 35 papers were presented, including two international guest speakers (Drs J MacKenzie from the University of Glasgow and M Alanko-Turunen from Haaga-Helia University of Applied Sciences), and two national guest speakers (Profs. U Ballim from Sol Plaatje University, and B Leibowitz from the University of Johannesburg). The conference was attended by 87 participants over the two days.

Above: Prof. Brenda Leibowitz presenting her keynote address

Below: Participants at the conference



Reflections from the Centre for Curriculum Development

Ms. Chichi Maimane: Director

Curriculum development is a critical aspect of teaching and learning, which all those involved in teaching and learning must be familiar with. As we share our 2015 achievements in line with our targets in the Centre for Curriculum Development (CCD), we also highlight development initiatives carried out for academic staff. The targets include:

- programme development;
- incorporation of WIL, graduate attributes and content on HIV-AIDS in the curriculum;
- academic staff development; and
- research activities.



Core curriculum

Faculties implemented core curricula modules in new/re-curriculated programmes to address the following four key attributes: innovation, entrepreneurship, community engagement and sustainable development.

These attributes were included in the following programmes per faculty:

Management Sciences: 5;

Health & Environmental Sciences: 5;

Engineering & IT: 5;

and Humanities: 1.

All these are specified below:

- Bachelor of Engineering Technology in Electrical Engineering;
- Diploma in Engineering Technology in Electrical Engineering;
- Bachelor of Engineering Technology in Civil Engineering;
- Diploma in Engineering Technology in Civil Engineering;
- Bachelor of Engineering Technology in Mechanical Engineering;
- Diploma in Engineering Technology in Mechanical Engineering; and
- Bachelor of Construction in Quantity Surveying.

Programme development

A total of eight (8) new programmes were developed, quality assured and submitted accordingly to the Curriculum and UTLC committees. Furthermore, a framework for curriculum development and programme accreditation was developed and approved by Senate.

Incorporation of WIL, graduate attributes and HIV/AIDS in the curriculum

In line with the University policy, WIL and graduate attributes were included in all new undergraduate programmes. In addition, content on HIV-AIDS was incorporated in selected programmes and modules across the faculties of Management Sciences and Humanities.

Academic staff development

CCD coordinated four sessions of the formal mentorship programme for all newly appointed academic staff members. Furthermore, three staff development opportunities were held on the Welkom campus. Needs-driven workshops were conducted in faculties, and these included workshops on:

- incorporation of graduate attributes in the curriculum;
- internationalisation of curriculum;
- assessing large classes;
- module development; and
- HEQSF alignment.



Above: Attendees of one of the formal mentorship programme

Capacity building on curriculum development

Faculties used the opportunity for capacity building regarding curriculum development matters in 2015 by hosting several workshops funded from the Teaching Development Grant (TDG). For instance, the Faculty of Engineering and Information Technology hosted a curriculum colloquium on 02 October 2015 as part of ensuring improvement of three new qualifications in the Department of Built Environment. These qualifications form part of the six new Built Environment qualifications to be introduced at CUT. The qualifications include a Higher Certificate in Construction, Bachelor of Construction in Construction Management, and Bachelor of Construction in Quantity Surveying. A curriculum colloquium that was organised by CCD was attended by a total of 20 participants, including a representative from ADS, two experts from TUT and CPUT, and staff members from the Department of Built Environment and Civil Engineering at CUT.



The major benefits from the colloquium include the re-design of modules within each subject in specific programmes and, most importantly, the strategic inclusion of entrepreneurship, construction, health and safety in each year of the Bachelor degree programmes. In addition, the need to balance the work load across subjects within a qualification was brought to the fore for discussion and resolution.

The Faculties of Humanities and Management Sciences also had workshops on curriculum-related matters as part of building capacity for lecturers. The Department of Educational and Professional Studies in the Faculty of Humanities hosted a workshop on the development of second-year modules for a teaching qualification, namely BED (SP and FET). A total of fifty (50) staff members from both the Bloemfontein and Welkom campuses participated in this workshop. By the end of the workshop, study guides for 2016 were ready for editing, duplication and implementation.

Similarly, in the Faculty of Management Sciences, the Department of Accounting had its workshop from 28 to 29 August 2015, involving the following two academic programmes in Accounting and Auditing:

- Bachelor of Management Sciences in Accountancy; and
- Bachelor of Management Sciences in Internal Auditing.

This hands-on workshop focused on conceptualisation of a new programme, constructive alignment, writing of outcomes and incorporation of ICTs into the curriculum. The outcome of the workshop was completion of the CHE template, a document that was finally submitted and approved at Senate on 11 November 2015.

Furthermore, Dr R van Schoor and Dr F van Tonder from Free State University facilitated workshops on assessment on 24 June 2015. Participants were lecturers from the Accounting Department. Amongst others, the facilitators addressed how practical subjects can be assessed, using Bloom's taxonomy as their theoretical framework.

Reflections from the Centre for E-Learning

Mr Johan Badenhorst: Director

The centre for e-learning is proud to announce that the e-Learning Strategy was developed and approved by Senate on 25 May 2015. The strategy sets out CUT's agenda and aspirations for e-learning and education technology innovations in teaching and learning, as well as in the curriculum. In implementing this strategy, faculties will be actively involved so that they can take ownership of e-learning developments. We envisage that this strategy will continue to improve the use of technology which is currently at a high level. For instance, there has been a consistent growth and increase in the number of subjects/modules using e-learning/blended learning - from 19.63% in 2009, 76.46% in 2013 to 87% in 2014, and in 2015 it reached the 90% mark.



The Centre for e-Learning and the Centre for Curriculum Development developed guidelines for the development of flexible learning and teaching provision, or online programmes. Four programmes to be developed or migrated to flexible online offering were identified by faculties.

Capacity building of staff is ensured by offering training sessions throughout the year. 38 training sessions were conducted by CeLET. The main focus was on eThuto training, Clicker training and training in other educational technologies.

Reflections from the Centre for Work-Integrated Learning and Skills Development

Mr Henri Jacobs: Director

The Centre for Work-integrated Learning and Skills Development responds to the area of ensuring the employability of our graduates at CUT. This is done through work-placements and career exhibitions, where students are exposed to the practical application of theory, and they get to meet prospective employers respectively.



A total of 3 363 students were placed for WIL in 2015, which implies a success rate of 99, 4%. In addition, funding to the value of R31, 5 million was secured for students in the form of WIL salaries and stipends by the central WIL office. Funding to the value of R11, 87 million was secured in the form of bursaries and internships, which benefitted 503 CUT students from the following SETAs: LGSETA; CHIETA; HWSETA; BANKSETA; INSETA; SASSETA, HWSETA and AGRISSETA.

Students are also prepared for their careers, and the Careers Office presented 41 training sessions, which benefitted 952 students in terms of enhancing CV writing and interview skills, as seen in the photograph below.



Two career fairs were held during May. These were attended by nearly 2 000 students and 35 employers. A SETA fair was also held on 15 October 2015 with 12 SETAs represented, and attended by 400 students.

The staff members in WIL shared their experiences and practices with the world through presenting papers at four international conferences in Spain, Portugal and Bloemfontein. These were Mrs T Mosholi (Spain and Bloemfontein), Mr T Seipobi (Spain) and Mr H Jacobs (Portugal). Mr Jacobs was also the co-author of an article published in the Journal of Economics.

ADS Staff Achievements

- i) A total of five (5) ADS staff members enrolled for the Postgraduate Diploma in Higher Education for academic staff development practitioners at Rhodes University. Their studies are funded through the DHET Teaching Development (TD) grant.
- ii) Mr H Jacobs completed a D Tech: Business Administration degree.
- iii) Ms Rosaline Sebolao completed her DTech: Business Administration degree.
- iv) Prof. Monnapula-Mapesela was nominated to serve on the programme Accreditation Committee of the Council on Higher Education for the period 2015 to 2018.
- v) Prof. Monnapula-Mapesela was elected as a board member of the National Tertiary Retirement Fund (NTRF) for five (5) years, with effect from 05 December 2015.

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ACADEMIC DEVELOPMENT AND SUPPORT



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