

Report on the Quality Enhancement Project Phase II: Curriculum

University of KwaZulu-Natal

The aim of this institutional report is to demonstrate the UKZN's developmental path to address important matters related to curriculum – where it has come from, where it is, where it is headed, what the obstacles and enablers are, and what the disappointments and the gains have been on the journey.

UKZN Teaching & Learning Office

Postal Address: 2nd Floor, Francis Stock Building, Howard College Campus, UKZN, Durban, 4041
Telephone: +27 (0) 31 260 3002 **Facsimile:** +27 (0) 31 260 3360 **Email:** utlo@ukzn.ac.za **Website:** utlo.ukzn.ac.za

UKZN –QEP TEAM

Surname	First name	Title	Designation	Role/responsibility
Pillay	Bala	Prof	Acting DVC: Teaching and Learning (T&L)	Oversight and university-wide responsibility for QEP
Dhunpath	Rubby	Dr	Director: University Teaching and Learning Office (UTLO)	University-wide co-ordination and report writing
Hoskins	Ruth	Prof	Acting College Dean of T&L: Humanities	Focus Area 1
Khumalo	Langa	Dr	Director: University Language Planning and Development Office (ULPDO)	
Samuel	Michael	Prof	School of Education, College of Humanities	
Singh	Upasana	Dr	School of Management, IT and Governance, College of Law and Management Studies	
Subbaye	Reshma	Dr	Institutional Researcher: UTLO	Focus Area 2
Chetty	Naven	Prof	Acting College Dean of T&L: College of Agriculture, Science and Engineering	
Reddy	Saras	Dr	Senior Lecturer: Higher Education, Training & Development	
Ramrathan	Labby	Prof	School of Education, College of Humanities	
Ruggunan	Shaun	Dr	School of Management, IT and Governance, College of Law and Management Studies	Focus Area 3
Jasper	Cecil	Mr	Project Manager: UKZN Technology Enhanced Learning	
Duma	Sine	Prof	College Dean of T&L: Health Sciences	
Shenuka	Singh	Prof	School of Health Sciences, College of Health Sciences	
Moodley	Tilly	Dr	Director: Quality Promotions and Assurance	Focus Area 4
Maistry	Murthee	Prof	School of Education, College of Humanities	
Singh	Vanessa	Dr	Centre for Science Access, College of Agriculture, Science and Engineering	
Van Wyk	Jackie	Dr	School of Clinical Medicine, College of Health Sciences	
Mubangizi	Betty	Prof	Acting College Dean of T&L: Law and Management Studies	Focus Area 4
Nyna	Amin	Prof	School of Education, College of Humanities	
Sewchurran	Anusha	Dr	School of Arts, College of Humanities	
John	Vaughn	Prof	School of Education, College of Humanities	
Tufts	Mark	Dr	Director of Professional Services, College of Agriculture, Science and Engineering	
Shawa	Brian	Dr	Higher Education Training and Development	

ACRONYMS

ADO	Academic development officer
AIKS	African indigenous knowledge systems
AMS	Academic monitoring and support
ATM	African traditional medicine
BEDS	Built environment and development studies
CAAB	College academic affairs board
CAES	College of Agriculture, Engineering and Science
CAST	Centre for applied special technology
CH	College of Humanities
CHE	Council on Higher Education
CHS	College of Health Sciences
CIKS	Centre of excellence in indigenous knowledge systems
CLIP	Continuous loop of institutional and professional support
CLMS	College of Law & Management Studies
CPIE	Child protection in emergencies
DHET	Department Higher Education and Training
DP	Duly performed
DVC	Deputy Vice-Chancellor
ECSA	Engineering Council of South Africa
FPI	Financial planning institute
GRH	Gender, religion and health
GSB	Graduate School of Business
HE	Higher Education
HEIs	Higher Education Institutions
HEQC	Higher Education Qualifications Committee
HEQSF	Higher Education Qualifications Sub-framework
HLTS	Human language technologies
HPCSA	Health Professionals Council of South Africa
HRM	Human resource management
ICS	Information and communication systems
IKS	Indigenous knowledge systems
IR	Institutional research
IRG	Institutional research grant
IST	Information systems and technology
KZN	KwaZulu-Natal
LGBTIQ	Lesbian, gay, transsexual, transgendered, intersexed or queer/questioning
LOOP	Learning opportunities, objectives and outcomes
LSSA	Law Society of South Africa
MSRC	Medical Students Representative Council
NASSP	National Astrophysics and Space Science Programme
NGO	Non-Governmental Organisation
NSFAS	National Student Financial Aid Scheme
PGCE	Postgraduate Certificate in Education
PGDIP	Postgraduate diploma
PRME	Principles of responsible management education
QEP	Quality enhancement project
SACAP	South African Institute of Chartered Accountants
SACOMM	South African Communication Association

SACPLAN	South African Council for Planners
SACQSP	South African Council for Quantity Surveying Professions
SACSSP	South African Council for Social Service Professions
SAGC	South African Geomatics Council
SAIA	South African Institute of Architects
SAICA	South African Institute of Chartered Accountants
SALDA	South African Deans Association
SANC	South African Nursing Council
SAQA	South African Qualifications Authority
SB	School boards
SER	Self-evaluation reports
SIP	Self-improvement plans
SLA	Service level agreement
SLTSA	Society of Law Teachers of Southern Africa
SMANCO	School management committee
SOTL	Scholarship of teaching and learning
SRC	Students Representative Council
T&L	Teaching and Learning
TIQEG	Teaching innovations and quality enhancement grant
TLCRG	Teaching and learning competitive research grant
TLSG	Teaching and learning strategy group
UEIP	University education induction programme
UG	Undergraduate
UKZN	University of KwaZulu-Natal
ULPDO	University language planning and development office
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UTEL	UKZN technology enhanced learning
UTLO	University Teaching and Learning Office
WHO	World Health Organisation

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EXECUTIVE SUMMARY

Background and purpose

1. This University of KwaZulu-Natal (UKZN) institutional report constitutes the second phase of the Quality Enhancement Project (QEP II) in higher education (HE) mandated by the Council on Higher Education (CHE, 2016).
 - a. Whereas the first project (QEP I, 2015) focused on the themes of the generic roles of the academic as a teacher, the support offered to students, the nature of the learning environment and the management of the courses, programmes and enrolment within the institution, this QEP II phase redirects emphasis to the *quality of the curriculum renewal and transformation* being adopted at strategic institutional and operational programmatic level. Phase II emanates thematically from the findings reported in QEP I.
 - b. This latter QEP II agenda is understood contextually in direct response to the nation-wide student contestations in 2016 around *access* to HE (as epitomised by the #FeesMustFall campaign) and *alienation* within the institution and its programmes (the #RhodesMustFall campaign). These concerns were reported by the student movements as perpetrated through systemic, institutional and curriculum practices.
2. This report contributes to a systemic comparative engagement across all national higher education institutions (HEIs) to set benchmarks and codes of good practice especially for undergraduate provisioning. It is also intended to contribute to policy development in HE; share tools and resources for improving the success rates of students, and through systemic research inquiry, generate communities of practitioners and practices at institutional and national level.
3. The report construction constituted an opportunity to reflect on what is *working well* in promoting student success through curriculum interventions, what *influences the curriculum choices* being made, and what *future trajectories* for planned action could be established at UKZN.

Structure of the report

4. The report consists of 6 sections :
 - a. the first orients the selected *theoretical lens* around curriculum analysis chosen for the data production processes and analysis;
 - b. the second-to-fifth sections deal with key CHE mandated *focus areas*, reporting on an overview of *illustrative exemplars* tackling curriculum renewal and transformation drawn from institutional policies, and UKZN College structures, programmes and pedagogies;
 - c. the sixth section works towards a conclusion of *recurring themes and lessons learnt* from this QEP II project, outlining the continued journey of quality reflection and intervention required.

The process of data production and report construction

5. Four task teams, co-ordinated by the institutional Deans of Teaching and Learning in the four Colleges, collectively mapped responses to the four focus themes. The teams invited curriculum educational experts, programme designers, directors of curriculum quality structures, students and academic staff to critique selected exemplars across

the institution. The overall report was co-ordinated through the University Teaching and Learning office (UTLO) and presented for consultative input to College Academic Affairs Boards and Senate, and noted at Council.

The theoretical orientation

6. The report makes a distinction and notes overlapping characteristics between:
 - a. *Curriculum renewal*: as a moderate endeavour at expanding the scope of the curriculum programmes through extensions, and upgrading to recent input. This does not necessarily change the dominant hegemonic paradigmatic curriculum worldviews;
 - b. *Curriculum transformation*: as an engaged curriculum analysis reflection to uphold and promote the Constitutional mandate through attending to matters of social justice, diversity and inclusivity. Advocatory and ideological mechanistic essentialisms are cautiously discouraged;
 - c. *Curriculum disruption*: as attending to the levels of complexity and contested elements which constitute the multiple paradoxes, ironies and complementarities that coexist in curriculum selections. This more radical engagement does not support violent or destructive tendencies, but could be directed towards critical discursive dialogues about competing agendas from multiple sources, spaces and perspectives.

Focus Area 1 (FA 1): Curriculum Renewal and Transformation

7. The responses to curriculum change within UKZN are driven primarily by acknowledging the expanding enrolment patterns (new undergraduate enrolment of approximately 26 000 pa for a 6-year period: 2006 to 2014), the relatively high retention rate of 71%, an attrition rate of 11% and a graduation rate of 18%. New entrants from non-fee paying Quintile 1, 2 and 3 schools have more than doubled (118% increase) from 2009 to 2015, while the percentage from Quintile 5 fee-paying schools, which represents the largest proportion of new entrants, has declined by 17%.
8. Whilst formal access to students from more disadvantaged contexts has grown, curriculum responses were largely directed at epistemic access developing greater efficiencies of student success once enrolled. This extends simplistic concerns beyond students' acculturation to existing curricula, to include complex and contested re-imaginings of the content, shape and form of the existing offerings. Continued negotiations of these agendas are noted as part of curriculum renewal, transformation or disruption.
9. The following **institutional level interventions** to identify the challenges are noted:
 - a. The range of *curriculum programme reviews*, through quality promotions and assurance activities under the auspices of the institution framework for routine monitoring and evaluating of curriculum offerings. 22 formal internal institutional reviews were conducted from 2014-2016.
 - b. The introduction and expansion of the mandate of the *UKZN official language policy* to address the increased diversity of student profile. The majority of UKZN students are isiZulu first language speakers. Programmes are directed towards developing the corpus of isiZulu for academic purposes, the

development of terminology in the isiZulu term bank, and the introduction of dual and parallel mediums of teaching modules and programmes.

- c. More overt empirical *institutional analytics* have been deployed to activate planning of and reflection on curriculum programme offerings. Building staff capacity to utilise institutional data is evident to inform reflections on tendencies for curriculum proliferation towards streamlining of offering. Analysis of the influence of student demographics (e.g. race, gender, quintiles of secondary school attendance) and its influence on curriculum success constitute this agenda.
- d. Standardisation of *curriculum terminology* to facilitate ease of discourse is noted.
- e. The activation of *African Indigenous Knowledge Systems* (AIKS) in targeted in curricula throughout the university in line with its mission of an African-led globalisation. A new multi-inter-transdisciplinary PGDip in AIKS has been approved for commencement in 2018.
- f. Academic teaching to activate quality students' experience have been incorporated into *staff promotion criteria* to facilitate staff engagement with critical matters of pedagogy (teaching, learning and assessment practices), as well as developing a research scholarship about teaching and learning.
- g. *Academic monitoring and support systems* have expanded to engage not only students who do not succeed, but also those who are on track towards performance of excellence. How this latter category of students succeeds, despite the odds, is a matter for research exploration.

10. **Prospective initiatives** in gestation include:

- a. An expanded *UKZN Technology Enhanced Learning* (UTEL) project, which promotes digitisation and lecture, capture using innovative pedagogies, blended learning and the flipped classroom approach.
- b. An electronic *Advisor Autopilot system* using Artificial Intelligence algorithms to identify and support students at risk, obviating early drop-out due to poor academic performance. This communication tool, using institutional level data to provide user-friendly activation of advice to both staff and students, is being designed.
- c. A university-wide adoption of *Universal Design for Learning Principles* to assist designing and monitoring of curriculum and instruction materials is being adapted to address curriculum responsiveness for students with special needs.

11. The following illustrative exemplars of **successful programmes** have been listed:

- a. the BSS4 programme directed at developing *academic literacies* within the humanities;
- b. the elaboration of the BCom-IST programme to cater for a diverse range of *career paths for diverse students* agendas.

Focus Area 2 (FA 2): Diversity and inclusivity in curriculum

12. Addressing *epistemic access* to the university curriculum has been engaged at various levels, including case studies and institutional research, changes to course outlines and

- curricula, additional support to students, and policies regulating staff workloads, academic development support and quality assurance processes.
13. Further innovations are noted in the design of *augmented programmes* in addition to access programmes, and redesigned and reformulated HEQSF programme approved qualifications and programmes.
 14. The following initiatives are noted:
 - a. The BSocSc programme to build capacity for *trade union member participation*.
 - b. The Music Foundation programme to serve as *scaffolding structure to promote formal access* into diploma/degree programmes and drawing on multiple heritages activated in the programme.
 - c. The development of supporting *leverage modules to address key blockages* in the College of Agriculture, Engineering and Science programmes to increase student chances of qualification progress.
 - d. The introduction in the College of Law and Management Studies of *philosophies* within their programmes to acknowledge *plural ways of knowing*.
 - e. The development of the Graduate School of Business programme to address *mature working professionals* within their curriculum through activation of evening classes and collaborative supervisory teams.
 - f. The development of year-long internships within the Architecture programme to access *practical workplace learning*.
 - g. The development of programmes and practices related to addressing *students with disabilities* across all levels.
 - h. The attention to *workplace and clinical training in diverse settings* in the Health Sciences programmes, including under-served and rural contexts.
 - i. The adoption of Teaching Practice module experiences within the field of Education to orientate initial professional education students to a *diverse range of authentic South African schooling types*.
 - j. The location of the curriculum within *critical interpretivist discourses* in the Humanities and Social Sciences.
 - k. The development of *scholarship around curriculum matters* amongst a diverse range of staff undertaking *collective research projects*.
 15. The following **concerns** were raised reflecting on student engagement with the curriculum:
 - a. *Student involvement in curriculum design* is relatively limited except through their formal reflections on institutional student satisfaction surveys or module evaluations. The latter restrictively reflects on lecturers' pedagogy rather than on wider curriculum design matters *per se*. Student involvement tended to be at more macro-institutional decision-making levels of governance, e.g. at Senate level, where students' curriculum engagement is relatively under-activated.
 - b. New programmes such as Cultural and Heritage Tourism, attempt to generate exposure to environmental and contemporary cultural practice.
 - c. Professional Health Sciences programmes tend to foreground *diversity matters within the delivery sites* where students will practise their clinical professional skills, rather than on the *diversity within the student body itself*.

- d. There is need to generate *foundational knowledge* in key targeted areas such as Mathematics, where the levels of student preparedness are considered under-developed. This spans all student demographic profiles.
- e. *Collaborative working in groups* is seen as one mode of addressing a more dialogical pedagogical curriculum experience.
- f. *Africanisation of the curriculum* has been at the forefront of addressing *epistemic plurality*. The Law School's focus on customary law is one example. Translation of African philosophies of uBuntu and Serite are adopted into programmes within Occupational Therapy.
- g. Attention to matters of *constitutional diversities* is part of programmes such as Gender and Religious Studies, foregrounding the intersections between race, gender, sexual orientation, religion and cultural practices.
- h. A Disability Centre on each of the institution's campuses *monitors the mandates and policy implementation* regarding matters of disability in the physical structures, instructional material and curriculum programmes.

Future directions

16. *Further training of academics* is deemed necessary in addressing the range of diversity of students observed above. Capacity-building efforts of staff to address diversity are part of the institution's staff development initiatives. Staff, whilst committed to matters of inclusivity, note the following *challenges with respect to matters of addressing diversity*:
- a. The need for further *targeted training*
 - b. The *overstretching of resources* when addressing inclusivity concerns
 - c. The *massification of student enrolments* impacting the range of diverse concerns
 - d. The dynamisms activated as *wider stakeholders* are involved in curriculum participation
 - e. The need for *extended practicums* for student to address deeply diversity matters
 - f. The challenges associated with *transitioning to alternative pedagogical approaches*, such as problem-based learning
 - g. Practice difficulties associated with the isiZulu as a *medium of instruction* especially in programmes that have not yet developed an adequate isiZulu corpus
 - h. The scale, scope and financial resourcing of support with respect to *academic writing* in English
 - i. The need to develop more *managed spaces* for students with disabilities
 - j. The *reluctance* of some academics to adapt to or effect curriculum change
 - k. The competing influence of *the wide range* of professional bodies and the institutional and national regulatory structures (DHET, SAQA) competing for *regulation of programmes and curriculum design*.
17. The following **exemplary curriculum initiatives** are noted:
- a. Masters programme in Gender, Religion and Health
 - b. The new Astronomy majors

Focus area 3: Curriculum Development Capacity and Quality

18. Building staff capacity to effect curriculum design, development and implementation are a targeted focus of institutional-wide mandatory staff development activities at UKZN (See QEP I report). The University Education Induction Programme (UIEP) for all new academics and lecturer (and below) levels consists of the officially accredited courses targeted at aligning professional practical and theoretical activities with national and institutional policies:
 - a. Designing and evaluation curricula at HE
 - b. Teaching and learning in HE
 - c. Assessing teaching and learning in HE
 - d. Research supervision in HE
19. The Quality Promotion and Assurance (QPA) office, in conjunction with appropriate institutional structures provides:
 - a. direct and online guideline support to all staff engaged in template and tools for official registration and accrediting of DHET, HEQSF programmes and SAQA qualifications
 - b. targeted support for staff in relation to the staff mandatory Teaching Portfolio compilation for promotions with respect to the teaching and learning criteria
 - c. monitoring and reporting on student evaluation and feedback on modules taught, including reflections on design, and teaching & learning, and assessment practices
 - d. monitoring and updating of institutional policies with respect to capacity development in curriculum design and development. Their contribution to the following institutional policies are noted: Policy on Teaching and Learning; Distinguished Teachers' Awards policy, Integrated Talent Management, Principles and Procedures for student feedback on teaching quality, and Principles and Guidelines for peer evaluation of teaching quality.
20. The following **successful initiatives** to activate this area are:
 - a. The over-arching role of the UTLO office to provide leadership through collaborative engagement with academic as researchers, schools and teachers of HE teaching, learning and assessment.
 - b. The activation of scholarship discourses on teaching and learning (SOTL), quality and innovation through financial support in its Continuous Loop of Institutional and Professional Support (CLIP) grants.
 - i. Approximately R1.5 million pa has been dispersed in a Competitive T&L Research Grant (TLCRG), the Teaching & Learning Quality Enhancement Grant (TIQEG) and Institutional Research Grant (IRG).
 - ii. 138 projects have been approved with funding of approximately R7.4 million, involving 364 academics and generating 264 research publications to date.
 - c. SOTL workshops and seminars for novice and experienced academics are dispersed throughout the academic calendar. 20 university-wide seminars, 19 colloquia and workshops were conducted in 2014/2015.
 - d. A data analytical capacity building initiative is being directed to provide academic and support staff with methodological tools to engage institutional strategies to interpret the kind of student support needed to ensure academic success.

21. The following **future directions** are targeted for further expansion as part of Institutional Research (IR) agenda:
- a. The building of institutional-wide staff capacity in drawing on data analytics to inform decision-making, drawing on collaborative initiatives in multidisciplinary action related to formative assessment data
 - b. The use of Learning Opportunities, Objectives and Outcomes Platform (LOOOP) (College of Health Sciences) to inform comparative curriculum accreditation and transfer nationally, regionally and internationally
 - c. The co-construction with the Department of Health, industries and UZKN, to assess curriculum “fitness for purpose” through Service Learning agreements (SLA)
 - d. The expansion of the Graduate Opinion Survey to align with a Graduate Attributes Enquiry Study drawing on academic staff and the workplace regarding curriculum relevance and value.

Focus area 4: Participation in Curriculum Design and Development

22. This sub-theme focuses particularly on the *involvement of students* and other *stakeholders* in the design, development, renewal and transformation of the curriculum.
23. The **students** are presently involved as follows:
- a. In *School Boards, College Academic Affairs Board* and the *University Senate*, which oversee the trajectory of all curriculum innovation through institutional structures;
 - b. In *student feedback surveys* (see FA 3 above);
 - c. In *internal and external School or Programme reviews*, based on guidelines as declared by policies: FA 3 above, and or professional accrediting body reviews (see FA 1);
 - d. In *student mentor and tutor programme* such as the Academic Development Officers Programme deployed at programmatic level, and the Academic Writing Centres at college and/or initial levels;
 - e. In student *political/social formations* such as the Howard College Political Society and the Department of Media and Cultural Studies Seminar Series;
 - f. In *student-driven capacity development activities* (e.g. the Black Management Student Chapter directed at upskilling managerial and entrepreneurial skills).
24. At **institutional level** the students’ participation is supported:
- a. by a *UKZN Committee Charter* for participation in Senate and Council to oversee the involvement and trajectory of innovative curriculum decision-making in line with institution policies (FA 1 and FA 3);
 - b. by involvement as above, which includes opportunities for participation in the *QPA structures*.
25. **Other stakeholders involved in curriculum development** include:
- a. a range of *professional bodies* (see FA 4) (approximately 10) who monitor and control professional standards of education and training; organised quality

assurance reviews; assessment and advice related to graduate readiness for professional registration;

- b. *informal networks* of partners from industry and business;
- c. collaborations around regular *conferences and symposia*, including The Society of Law Teachers of Southern Africa (SLTSA); the South African Deans' Association (SALDA); the UKZN Annual Teaching and Learning in HE conference (the 11th such conference takes place in 2018 involving national and international participants), and the hosting of UKZN College Teaching and Learning Days;
- d. the use of *peer evaluation* (guided by institutional policy) to activate critical reflection on pedagogy;
- e. the *Graduate Opinion Survey* collected annually to guide review of students' experience of and quality of curriculum;
- f. the use of *workplace, internships, service learning, and school experience/ Teaching Practicum*, which coheres a range of professional staff, institutions and the UKZN curriculum designers. Increasingly diverse settings (e.g., rural settings) are selected to enhance the authenticity of relevance contextual experience for student novice professionals as mandatory curriculum standards;
- g. the *participation with NGO structures* at both national and international level (e.g. collaboration with UNESCO and World Health Organization structures) in designing curricula.

26. A sample of national policy **legislative guidelines** regulates curriculum design and delivery:

- a. National Qualifications Framework Act (67/2008): Revised policy on the minimum requirements for Teacher Education Qualifications Vol. 596 Pretoria, 19 February 2015 No. 38487
- b. Health Professions Act No. 56 of 1974
- c. Nursing Act No. 50 of 1978
- d. Engineering Profession Act No. 46 of 2000
- e. Attorneys Act No. 53 of 1979 and the Advocates Act No. 74 of 1964
- f. Planning Profession Act No. 36 of 2002
- g. The Architectural Profession Act No 44 of 2000

27. The following reviews (schools/programmes) **successfully** incorporated student involvement, resulting in **innovative new directions**:

- a. The School of Law Review (2013);
- b. The School of Economics Accounts and Finances (Accounting) (in collaboration with SAICA (2015);
- c. Postgraduate Diploma in Financial Planning (new initiative in 2017);
- d. School of Built Environment and Development Studies (Architecture and Town Planning (2015). New initiatives are being planned.

28. The **challenges** of stakeholder/student participation involves:

- a. The official declared policy spaces created which are not fully activated in practice;

- b. The relatively unstructured engagement of many workplace settings' stakeholder long-term collaborative efforts;
The need for more direct feedback loops related to the use of student feedback questionnaires, opinion surveys and their incorporation formally into the curriculum design and development processes.

Future Directions

It should be recognised that curriculum design, development and implementation is a complex, messy and unending process. Forces which influence the nature, content and direction of curriculum are by definition, multiple, contested and unstable, evolving and responsive to shifting interpretations of the wider contexts within which disciplines, students, programmes, staff and the institutional environment evolve. This uncertainty is a resource, not a problem. Furthermore, the student movements of 2015-2016 are not homogeneous in their agenda and not necessarily uncontested or uncontestable, as different elements and expectations compete for supremacy. Such is the expected nature of a higher education institution in changing times within an evolving democracy. The forces of personal, institutional, regional, national and international concerns co-affect the decisions around curriculum making which, therefore, must necessarily be a space where competing epistemologies, values and beliefs are negotiated. New definitions will emerge from the attention to the respect for contested dialogue across many agents, all conserving, conservative and controversial co-partners in the curriculum. Whilst much has been done, more is yet to be imagined.

INTRODUCTION

There is relative consensus at UKZN that curriculum is not a neutral construct; that it will be continually contested, resisted and changed in order to generate new directions with preferred agendas in relation to the dominant and silenced worldviews within which it is located. We acknowledge that the curriculum will always reflect both privilege as well as the levels of marginalisation that characterise any society politically, socially, economically and culturally. Curriculum analysis in (higher) education, therefore, entails the review of (un)conscious selections being made to develop the ascendancy of some perspectives and the reneging of others. The curriculum must embed elements of dissension, debate and critique as new/different groups of individuals or sectors of the society come to question the relevance and worthwhileness of the existing teaching, learning and research selections. Within this worldview, this section of the report presents a view that three emergent trends characterise the present landscape of contestations about the nature, purposes and directions of the curriculum in higher education.

a. Curriculum renewal

The tendency to manage the curriculum by *expanding* the existing body of knowledges represented in the higher education curriculum offerings usually takes the form of elaborating the choices of curriculum engagement with more recent studies of research literature, or drawing from the existing bodies of practice in related fields. This is regarded as an attempt to *update* the curriculum rather than transform it substantially. Such an approach to curriculum renewal does not necessarily unsettle the dominant hegemonic worldviews of the curriculum ethos, nor does it necessarily shift the original paradigmatic worldviews within which the designers and mediators of the curriculum operate. It merely confirms existing patterns through *extension*. Advocates who engage in this renewal are often motivated by the desire to preserve an imagined core through well-intentioned *upgrading* of the curriculum, while their critics argue that this merely fossilises or habituates continued rituals without altering the fundamental axioms and power-laden responsibility that accompanies any selection. The existing worldviews often prevail despite the renewal activity.

b. Curriculum transformation

By contrast, curriculum transformation holds as key the intention to realise better forms of social justice within the selections that are made. These curriculum activists see the “updating” of the curriculum as not simply expansionist, but more about changing the matter of social inequities that are reinforced by the curriculum selections of the past. The very axioms, paradigms and theoretical choices of the curriculum to be transformed are examined for their complicity with hierarchy and power. In the South African context, these transformative goals are seen (by some) as guided by the constitutional mandate of the new democratic system. Noting that the curricula of many higher education disciplines are historically constructed, the era of new liberties is engaged, challenging the previous choices, in order to question whether the ideals of the constitution are indeed being promoted via the selections being made. New spaces for representativity of previously marginalised agendas constitute the agenda of transforming the curriculum which deals with issues such as race, gender, sexual orientation, classist oppression, language and identity development. This transformation could fundamentally alter the nature of established disciplines.

c. Curriculum disruption

Curriculum disruption, at the other end of the change spectrum, demands the commitment to the project to *dismantle the edifices* which prop up the dominant hegemonic worldviews. However, the disruption is oftentimes misunderstood to take on violent destruction of the old in order to birth the new. The project of disruptive curriculum engagement involves *disengaging the historical past* with the view to *creating an alternative future*; it entails the building of *new bridges* to resist the walls of resentment, which are offshoots of the subtle infusion of power that infiltrates the selections being made in our higher education curriculum. Disruption, therefore, embeds *critical discursive dialogue with self*, an undoing of cognitive damage (Spivak, 2016), as well as contestation around who and what are oppressors and oppression, noting that the sources of these reconstructions derive from both inside and outside the spaces within which the curriculum is being negotiated. Curriculum disruption involves overtly establishing more permeable boundaries, or even a borderless fluidity across divergent elements. Curriculum development, therefore, is about negotiating power. Ardent critics of this approach might suggest that the realisation of an ideal equity of power is

idealistic and naïve (Liebowitz and Bozaleck, 2016), and that the role of curriculum analyses and developers is merely to understand, interpret and renegotiate the disruptive forces (Samuel, Dhunpath and Amin, 2016). The final resolution of a curriculum without power is seen as utopian.

Following a process of extensive consultation and dialogue with the academic community at UKZN, we present, in the sections that follow, our reflections on our experiences related to each of the focus areas. Our responses are framed in terms of curriculum structure, curriculum content and curriculum implementation. A critical reflection of the focus areas and the QEP engagement process is offered in the Conclusion. We hope that the information we share can be used as the basis for shared learning and system-wide enhancement.

FOCUS AREA 1: CURRICULUM RENEWAL AND TRANSFORMATION

Includes advancing the purposes of higher education spelt out in policy documents, addressing transformation imperatives, ensuring local relevance and global awareness and developing graduates with attributes that are personally, professionally and socially valuable.

Curriculum design (i.e. curriculum - content, structure and implementation) is a blueprint for the intellectual journey of the student. Hence, the parameters of a curriculum constitute a fundamental framework for teaching and learning at universities. Curriculum structure determines the starting point of what level of student preparedness is actually needed for success, the pathways of progression through a programme, and the exit level learning outcomes. The curriculum content encompasses what is taught, and ideally should be purposive and relevant to the learning outcomes and reflect current research on a topic. The implementation of curriculum is the means by which students engage with the content and encompasses the competency of the teacher delivering the curriculum.

In the South African context, Soudien (2008) reported that the transformation of what is taught and learnt in institutions constitutes one of the most difficult challenges the higher education sector is facing. In light of these challenges, Soudien (2008) recommended that institutions initiate an overall macro review of their undergraduate and postgraduate curricula, so as to assess their appropriateness and relevance in terms of the social, ethical, political and technical skills and competencies embedded in them. HESA (2010) supported the idea that university curricula needed interrogation, but emphasized that the proposed idea of earmarked funds to support curriculum development initiatives would not in any way compromise institutional autonomy to decide on what the most appropriate initiatives for the development of their curricula should be. This is a challenge that UKZN has embraced.

Prior to 2015, what was the institution's approach to addressing curriculum renewal and transformation?

Notwithstanding HESA's concerns about institutional autonomy in curriculum design and in light of the persistent problem of poor progression and performance patterns of university students nationally, in 2013 the CHE made a proposal for undergraduate curriculum reform

based on the case of a flexible curriculum structure. In response to the CHE's proposal (CHE, 2013), UKZN acknowledges that "redesigned university curricula should address the articulation gap, facilitate key transitions in the context of knowledge areas and cognitive demands, engage meaningfully with student diversity in all its forms and foster deep learning and practical skills and experience that all students need for economic, societal, civic and personal success in the 21st century. Meaningful and responsive curriculum re-design will require not only the proposed foundational elements in the additional year to provide epistemological access to mainstream curricula, but should also involve curriculum enrichment through a review of curriculum content and breadth of coverage. This should be underpinned in a shift in pedagogy that privileges the attainment/cultivation of learning principles and the development of intellectual skills rather than the acquisition of discrete content knowledge" (UKZN, 2014, p2).

a. Curriculum programme reviews, quality promotions and assurance

UKZN adopts an evidence-based approach to curriculum design. It begins with the premise that the re-design process needs to be applied systematically through institutional structures, underpinned by established curriculum design principles. The university's over-arching policy on quality promotions and assurance (in effect from January 2013) provides the institutional framework to produce data on curriculum design. The framework specifies that:

- All modules must be subjected routinely to a comprehensive evaluation involving student, peer, self and external examiner/moderator evaluations.
- All programmes offered by the University must be aligned to the Higher Education Qualifications Framework, must be approved and accredited, and must meet the licensure and any other professional and work-based requirements of statutory councils.
- Reviews must be undertaken regularly to evaluate schools and support departments; programmes or processes (admissions). Systems, structures or functions must be reviewed when identified as posing any risks for the institution. (Source: UKZN Policy on quality promotions and assurance, 2013, p7).

To this end, Table 1 indicates the number of external School and programme reviews that have been conducted from 2014-2016.

Table 1: School and programme reviews: 2014-2016

Year	School/Unit/Department	College/Sector (School/Faculty)	Date
2016	School of Engineering	Agriculture, Engineering and Science	Aug-16
	College of Health Sciences Postgrad Professional Services	Health Sciences	Jun-16
	BSocSci (Political Science)	Humanities (SSS)	Oct-16
	BArts (Philosophy)	Humanities (SRPC)	Oct-16
	BCom (major) - Supply Chain Management	Law and Management Studies (SMIG)	Sep-16
	BCom (major) - Management	Law and Management Studies (SMIG)	Sep-16
	Maintenance Unit	Support Sector	Oct-16
2015	School of Life Sciences	Agriculture, Engineering and Science	Mar-15
	School of Chemistry and Physics	Agriculture, Engineering and Science	Aug-15
	Bachelor of Sport Science; Bachelor of Sport Science Honours (Exercise Science); Bachelor of Sport Science Honours (Recreation)	Health Sciences	Oct-15
	School of Built Environment and Development Studies	Humanities	Oct-15
	Health Economics and HIV/AIDS Research Division (HEARD)	Law and Management Studies	Sep-15
	Institute for Professional Legal Training (IPLT)	Law and Management Studies	Sep-15
	Legal Services	Support Sector	Aug-15
	Student Funding	Support Sector	Oct-15
2014	School of Agricultural, Earth and Environmental Sciences	Agriculture, Engineering and Science	Aug-14
	School of Mathematics, Statistics and Computer Science	Agriculture, Engineering and Science	Apr-14
	Programmes and service modules offered in the School of Laboratory Medicine and Medical Sciences	Health Sciences	Oct-14
	Discipline of Music	Humanities	Sep-14
	School of Management, IT and Governance	Law and Management Studies	Aug-14
	School of Accounting, Economics and Finance	Law and Management Studies	Aug-14
	University Ethics Committee	Support Sector	Aug-14

What initiatives have you undertaken in the past 3 to 5 years to address curriculum renewal and transformation that have been successful and how do you know? What thinking/theorisation about the value, purposes, and assumptions about knowledge and higher education have informed the process?

b. UKZN's Language Policy

The UKZN language policy is responsive to the constitutional imperative to achieve parity of esteem between all eleven official languages and to use them in all spheres of life including (higher) education. The language policy recognizes English and isiZulu as the two official languages of the University. Figure 1 below highlights the home language profiles of first-entrants at UKZN.

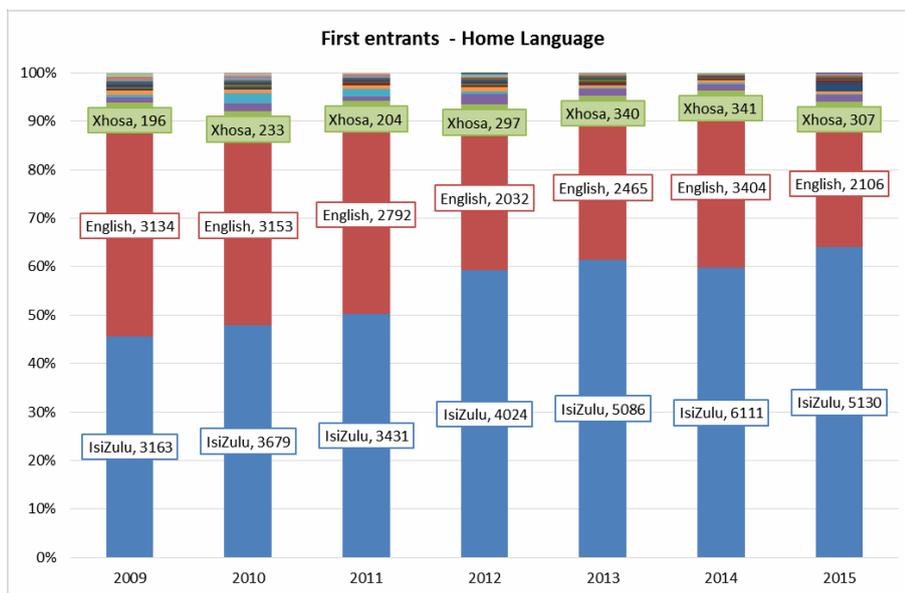


Figure 1: (Source: UKZN Academic monitoring and support report 2015, p14)

The university has articulated a language intellectualization programme premised on its institutional language policy and implementation plan.

In a move designed to re-acclurate the intellectual space in January 2014, the University introduced a compulsory isiZulu module for communication for all undergraduate students who are not first language speakers of the language or have not previously studied it. This Senate decision, codified through BR9 rule, provided a basic and critical building block for the elevation and ultimate intellectualization of isiZulu.

One of the stated aims of the University language policy is to “provide facilities to enable the use of isiZulu as a language of learning, instruction, research and administration.” In November 2016, the Senate approved a Doctoral Rule (DR9(b)) that requires an abstract in both English and isiZulu in all doctoral theses. This new language rule for doctoral degrees will have a symbolic and real impact in advancing the use of isiZulu in teaching, learning, and research.

The paucity of scientific terminology in African languages (and particularly isiZulu) is often cited as the reason why these languages cannot be used in (higher) education for teaching what are perceived as complex scientific concepts. In order to facilitate bilingual tutorials (and ultimately bilingual lectures) to improve cognitive and epistemic access to complex pedagogies, the University has created multidisciplinary scientific terminology in isiZulu following standard and statutory processes in the following disciplines: Architecture, Anatomy, Computer Science, Criminology, Environmental Science, Law, Physics, Psychology, Nursing and Research.

In order to enable end-user access to this critical resource, the University in November 2016 launched an isiZulu Term Bank <https://ukzntermbank.ukzn.ac.za> and a mobile application called the Zulu Lexicon App. The two human language technologies are part of the quartet that was launched as open sources for use as enablers in teaching and learning at UKZN. The other two carefully and strategically developed Human Language Technologies (HLTs) are the isiZulu spellchecker <http://ulpdo.ukzn.ac.za> and the isiZulu National Corpus <https://iznc.ukzn.ac.za>.

The imperative to transform the curriculum finds expression in the use of language to break down barriers of access and success and to improve institutional (cultural) experience. Curriculum disruption finds agency in bilingual instruction beginning with tutorials, and incrementally in lectures and ultimately in research. Currently, isiZulu is used in tutorials and some lectures as a parallel medium in 6 of the 19 Schools, as follows: the School of Arts, School of Law, School of Applied Human Sciences, School of Agricultural, Earth & Environmental Sciences, School of Health Sciences, and School of Nursing & Public Health. Most of the language support to students is offered in the School of Arts. The modules offered target specific needs for a cross-section of students across the University. The modules include English Language Development, Effective Writing for Social Sciences, and Academic Learning

in English. Academics needing isiZulu language support in terms of translation, terminology development for specific disciplines, interpreting services, find assistance in the Language Planning & Development office, which works directly with all 4 colleges and 19 schools.

(Also see Focus area 2: G & D on how UKZN's approach to isiZulu development contributes to diversity and inclusivity in the curriculum).

c. Student demographics and performance

For the 9-year period from 2006 to 2014, the average annual Undergraduate (UG) enrolment in degree programmes was 26 080, with a graduation rate of 18%, a retention rate of 71%, and an attrition rate of 11% per annum. There was an overall 30% increase in total UG degree enrolments from 2006 to 2014 (31 311), with the College of Humanities maintaining the highest headcount enrolments per year from 2008 to 2014 (12 365). African students' enrolments doubled (to 20 891 or 66.7% in 2014), while enrolments of White students decreased by two thirds (to 1 162 or 3.7%), there were more African (12 021) and Indian (5 176) females than African (8 864) and Indian (3 371) males in UG programmes in 2014. New entrants from non-fee paying Quintile 1, 2 and 3 schools more than doubled (118% increase) from 1259 in 2009 to 2746 in 2015, while the percentage from Quintile 5 fee-paying schools, which represents the largest proportion of new entrants, declined 17% from 3227 first year students in 2009 to 2676 in 2015. Annual enrolment national data shows that UKZN's proportional enrolments by gender in 2008 was on-par with national enrolments.

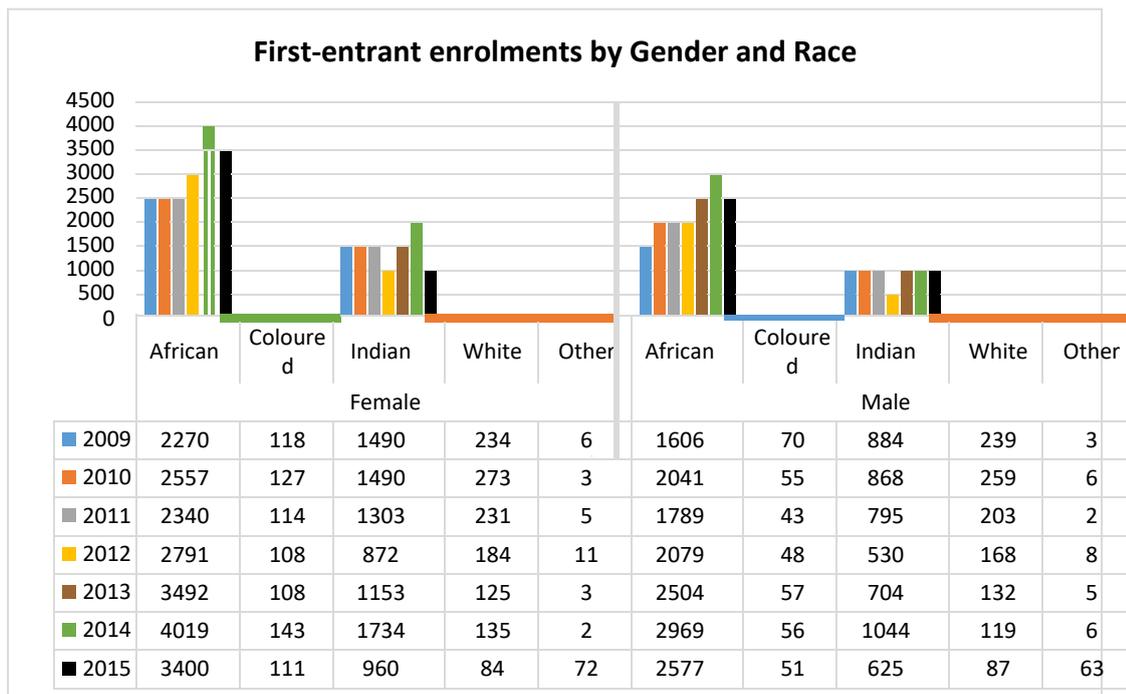


Figure 2: Enrolments by gender and race (Source: AMS report 2015)

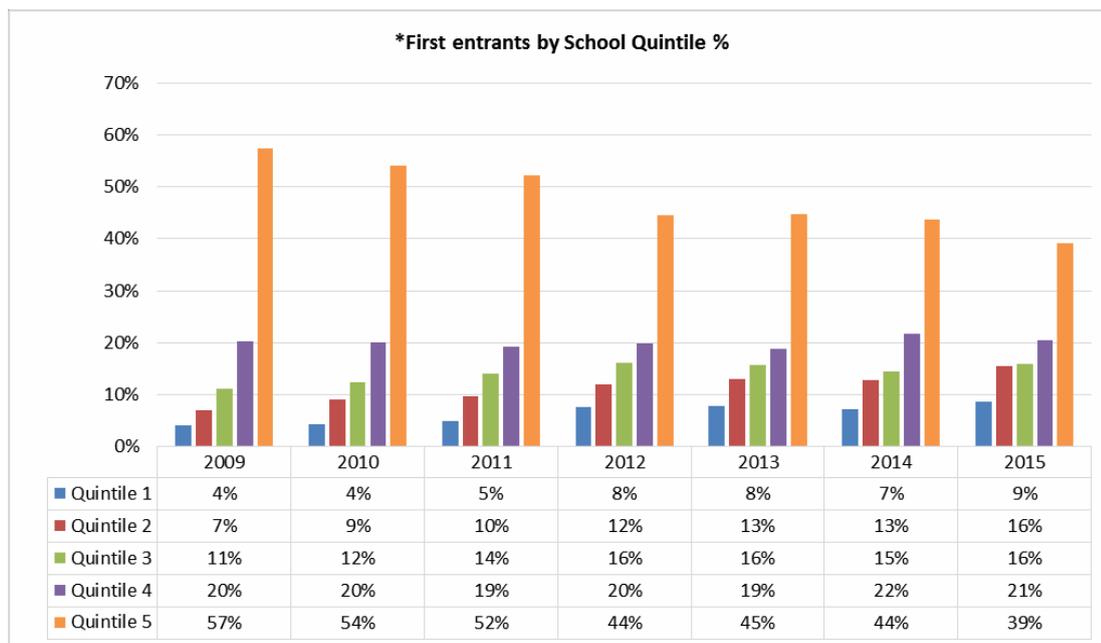


Figure 3: Enrolments by school quintile (Source: AMS report 2015)

d. Empirical Exploration of UKZN Three-Year Programmes

In response to the “bloating” phenomenon, which characterizes student progression at UKZN, i.e. the tendency for students to take longer than mandatory time to graduate, an independent,

internationally reputed Institutional Researcher was commissioned to conduct a study of the problem in 2016. The report provides an empirical review of the background characteristics and academic performance metrics for students who entered UKZN's general three-year programmes between the years 2010 and 2013. These students are tracked for up to 5 years, as time allows, with regard to their academic performance and progression, as indicated by their continuing enrolment in classes, advancement through years of study, the percentage of attempted credits completed, and ultimately, their graduation status. All students are considered with regard to background characteristics, which includes their race, gender, age at time of entry, entrance exam scores (matriculation points), secondary school quintile, home language, initial residence accommodation status, and whether they received NSFAS or other forms of financial aid.

Student academic performance is then tracked over a period of five years, with a more detailed focus on first-year performance (credits attempted, percent of credits passed, average weighted marks), as well as persistence (continued enrolment) and progress (advancement to next year of study) for the subsequent two years, and their graduation status in expected time and after five years.

Some of the significant findings of the investigation as they relate to the curriculum include:

- There is inconsistent use of the terms, 'qualification', 'programme' and 'major' across Schools and Colleges;
- The abundance of programme choices available to students through various components of the UKZN website and marketing materials (for example, College Handbooks) was confusing and inconsistent. This can contribute to students making poorly informed programme choices. Exploring the website to confirm programme groupings, revealed that there is no central listing of academic programmes – one must navigate to at least the College level to download Handbooks, or to the School level to find a listing of programmes without having to download a deeply embedded pdf file.
- Providing individuals with too many curriculum choices or insufficient information to judge the appropriateness or quality of alternatives is detrimental to students' making informed choices (For example, the literature summarized in the article, *The Paradox of Choice and the Market for Lemons*). While having very specialized programmes may be appropriate for doctoral level study and for accommodating the interests of specialized academic staff, it does not serve students well, especially less well-prepared students.
- Quintile ranking, as an indicator of potential success, ceases to be significant when students persist to the second year and beyond. The reason for this trend needs to be explored further. Does this happen because there is adequate support in first year programmes, or is it related to attrition rates in first year?

The above findings are considered as crucial indicators which will require urgent institutional and discipline specific interventions and actions that will shape the curriculum reconstruction agenda at UKZN.

e. Indigenous Knowledge Systems (IKS) Programme

The IKS Programme supports the University policy on African Indigenous Knowledge Systems. One of the strategies for implementing the policy is to design and implement curricula to incorporate African Indigenous Knowledge Systems (AIKS), by integrating locally-grounded knowledge into curricula, and generating teaching programmes that uniquely position the local within the global context and contribute to the goal of African-led globalization, which is consistent with the University's vision of being the premier university of African scholarship. This aim for excellence and innovation is becoming grounded in diversified relevance, including African ways of knowing. The IKS project acknowledges that westernized epistemologies are not adequately geared to the needs, abilities and life circumstances of students from African, Indian and other diverse backgrounds, when such ways of knowing discount and marginalize the state of being of students entering university.

The DST-NRF Centre of Excellence in Indigenous Knowledge Systems (CIKS) is composed of five partner South African universities, while the hub is located at UKZN. CIKS organised a working group of academics from across the colleges and schools at UKZN which led to the university African Indigenous Knowledge Policy that embraces research, teaching and learning and community engagement.

Regarding teaching, learning, and curriculum development, the CIKS working group developed African Indigenous Knowledge Systems (AIKS) programme templates for an AIKS honours programme for each of the four colleges. The teaching philosophies, pedagogies and assessment practice underlying the programmes revolve around emancipatory education and social learning theories that require high levels of student responsibility in learning and an extensive team-building and community inclusive orientation.

The College of Humanities, with the help of the CIKS working group, developed a postgraduate diploma (PGDip) in AIKS, which has been approved by the Department of Higher Education and is being uploaded for approval by the Council on Higher Education. That PGDip cuts across

various schools in the college and is multi-inter-transdisciplinary. The College of Health Sciences collaborates with CIKS to develop curriculum that attests to the complementariness of African traditional medicine (ATM) and health care systems with westernized health care methods and systems. The initiative involves African traditional healers (*iyanga*) and mediums (*sangomas*) meeting with academic staff about pragmatic curriculum development focused upon African ways of knowing. The College of Law and Management Studies has created an IKS think tank aided by CIKS and inclusive of the schools and disciplines in the college as well as members of the Student Representative Council (SRC). The student voice at UKZN that calls for decolonization and transformation of curriculum plays a role in shaping curriculum development in a way that drives AIKS on its own merit.

f. Academic promotions that recognize teaching at all rank-levels

Since 2004, in an attempt to elevate the status of teaching, the academic promotions policy and procedures policy, has been amended to achieve parity of esteem between teaching and research. The promotions policy includes the four main domains – teaching, research, community engagement and university service. However, a threshold rating of strength (demonstrating competence) in teaching and in research is mandatory. In addition, a rating of excellence in at least one of the four areas is required for promotion to the ranks of lecturer, senior lecturer and associate professor. For promotion to the rank of full professor, a rating of excellence in two of the areas is required. This recognition of teaching as a primary constituent of academic identity has implications for how research-led teaching is privileged and UKZN's attempts at promoting the Scholarship of Teaching (SOTL) are taking root.

However, excessive teaching workloads robs academics of time to publish in reputable journals. A balance in terms of teaching and research is necessary to enable equal access to both these important domains. It is envisaged that the current system of reward Productivity (PU) will be amended to encourage academic citizenship and recognise individuals' contribution to broader goals of student success and institutional development.

g. Supporting Exceptional Students

Much of a university's resources are lavished on supporting under-performing and at-risk students (as a component of the official curriculum), with little attention given to those who excel, despite their circumstances. In 2016, Senate concluded that the current university rules

pertaining to the performance of exceptional students, and the awarding of cum/summa cum laude degrees, only catered for students enrolled in mainstream degree offerings. Those enrolled in foundation provisioning programmes were disadvantaged in this regard. Hence in 2016, the handbook-rule BR7 was changed to foster equity of recognition for exceptional students regardless of whether they were enrolled in mainstream or foundation provisioning programmes (source: Senate minutes, 2016).

Additionally, while the UKZN Robot system (Green, Orange, Red) monitors student underperformance, there is no corresponding mechanism to identify exceptional students. In 2017, the Robot System was upgraded to include a Blue code to identify students who are likely to achieve cum-laude passes. Additional support will be available to such students to enable them to maintain their performance.

In response to the student protests in 2015 and 2016, what further changes have been made related to curriculum renewal and transformation? Why were they made and how? Who participated in deciding to make and then making the changes? How are the changes being received by various stakeholders? What effects are the changes having and how do you know?

The student protests of 2015/16 had a devastating impact on physical property at UKZN, but the generative effect of catalysing dialogue on the sources of disruptions. One of the sources of student discontent was indeed the curriculum, prompting the university executive to declare it an urgent imperative, which would require concerted harnessing of collective energies amongst the university community.

h. UKZN Technology Enhanced Learning (UTEL)

An immediate consequence of the disruptions was the acknowledgement that UKZN did not have sufficient viable alternatives to mitigate the loss of face-to-face lecture time, prompting the turn to technology to mitigate the loss of contact time. In 2016, the UKZN Teaching & learning Office (UTLO), together with the Division for Information and Communication Systems (ICS), conceptualised and launched the UKZN Technology Enhanced Learning project (UTEL).

Conceived in response to demands by UKZN academics for a functional production facility, and recognizing the needs identified above, UTEL was established to enable digitisation and

lecture capture, using innovative pedagogies, technologies, blended learning and the flipped classroom approach. UKZN has revitalized existing infrastructure in the form of television studios (Westville) and sound/music studios (Howard College), which have not been fully functional for many years due to outdated resources and equipment.

UTLO has employed staff with specialized expertise in audio/video/materials production who are in the process of equipping studios with modern digital equipment. In tandem, UTEL is engaging with academics on what constitutes exemplary pedagogies and excellent teaching in an online environment. The resources generated will eventually be available as MOOCS to the broader academic community.

The above project has been disseminated by the teaching and learning leadership to both staff and students, and the project is widely supported. The project is also supported by members of DHET and will be partially funded by an allocation from the DHET Teaching Development Grant.

i. Advisor Autopilot

Another enduring source of student dissatisfaction is dropouts and exclusions and the need for adequate and effective support programmes and strategies. UTLO, in collaboration with the School of Engineering, has developed an automated advisory system, which is designed to provide early warning signals to identify students who are at risk to enable remedial support before students are excluded or drop out because of poor academic performance. A significant enhancement to the pre-existing 'Robot' system to determine the academic standing of a student, Advisor Autopilot, has additional functionality to assist students better plan their curriculum offerings. The Advisor Autopilot system is based on Artificial Intelligence algorithms that provide analysis on large data sets and generate output in natural-language advice to staff and students in managing academic progress.

In addition to advising students, the system also maps out progression data to academic programme managers. The Autopilot data mines student information to obtain alternate progression paths, and advises on the means by which specific routes can be further supported (e.g. by changes to timetable systems). In addition, the implementation of cross-institutional

mappings allow for bench-marking of programmes and an easing of the process of transferring credits from one institution to another.

An important component of this work involves comparative studies among courses showing differences in performance. In particular, at UKZN the observation is that there are low pass rates in mathematics, especially at the first year level, compared with high pass rates in chemistry. In the comparative study, an attempt will be made to correlate differences in the input data concerning these subject areas with regard to pass rate.

The Advisor Autopilot has been successfully piloted in the College of Agriculture Science and Engineering and will now be rolled out to other Colleges. The system has been lauded as revolutionary and is being eagerly anticipated.

What plans are in place for further efforts related to curriculum renewal and transformation in the next year or two?

j. Academic Monitoring and Support Systems

The Academic Monitoring and Support (AMS) System is UKZN's signature curriculum development platform which provides evidence based indicators on the success of its interventions to promote an inclusive approach to student progression. This system allows practitioners and leadership to obtain a regular pulse on the health of the curriculum, especially as it is experienced by students at risk. The model has been acknowledged for the central role it plays in student persistence and progression. The system is funded predominantly by the Teaching Development Grant.

It has always been the intention to incorporate the system into the university's core business, an aspiration that has been difficult to realise, as the sustainability of the AMS System continues to be dependent on the availability of grant funding.

A further challenge relates to the fragmented nature of the support mechanisms and structures across Colleges in implementing the programmes. There is evidence of a lack of coherence, continuity and complementarity, which requires attention. Cognisant of the legislative imperative to increase enrolments from quintile 1, 2 and 3 schools, there has not been a corresponding increase in the quantum and quality of support for these students. Their non-

egalitarian exposure to, for example, technology, library facilities, English as a first language etc, predisposes them to structural and systemic discrimination, resulting in alienation.

k. University-wide curriculum redesign and reconstruction

UKZN has committed to embarking on a university-wide initiative to engage in substantive curriculum redesign to accommodate students' individual needs and to give them the opportunity to progress in content areas using the Universal Design for Learning principles

In terms of curriculum, universal design implies a design of instructional materials and activities that allows learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, comprehend, attend, organize, engage, and remember. Such a flexible, yet challenging curriculum gives teachers the ability to provide each student access to the subject area without having to adapt the curriculum repeatedly to meet special needs.

The essential features of universal design for learning have been formulated by the Centre for Applied Special Technology (CAST) into three principles:

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

l. Linguistic access for epistemological access

A major impediment to students' negotiation with the curriculum is linguistic access. The value of bilingualism in mediating learning barriers has been established, prompting the development of bi-lingual resources. Ongoing translation of learning materials for various modules is conducted to ensure that all learning materials are available in English and isiZulu. In order to overcome the challenges English second languages speakers, several core modules have been translated into isiZulu. These translated versions are also made available on the online learning system of UKZN, Moodle (Learn@UKZN).

Exemplars of successful curriculum renewal and transformation initiatives

m. BSS4 programme - Improving throughput rates

This programme caters for students from disadvantaged educational backgrounds in order to redress inequalities of the past. It aims to develop students in areas of academic and psychosocial skills that are required for success at university. It prepares and supports students to meet challenges of study at university. The programme is divided into two semesters, where the focus in each semester is different. In the first semester, students do the following core modules: English Language Development, Academic Literacy, Basic Computer Literacy and Basic Numeracy. Students choose one mainstream module from the following options: Sociology 101, Political Science 101 and Psychology 101. Students attend these classes with the mainstream students. Each of these modules has a corresponding Augmenting module which is compulsory. In the second semester, the core module that students do is Exploring Literacies in the Humanities. Students choose two mainstream modules from the options listed above and these are also Augmented. They complete the programme with 64 mainstream credits. Life Skills are offered to students throughout the year and issues crucial to academia, career options degree planning and social challenges are discussed. Students also have the privilege of a resident counsellor who assists them with personal as well as academic issues. The improved throughput rate for the BSS4 is reflected in Table 2.

Table 2: (Source: UKZN AMS report, 2015, p42)

						Min	Min+1	Min+2
Qualification	2009 Cohort -enrolments		2009	2010	2011	2012	2013	2014
Bachelor of Social Science (4-year Augmented)	155	Graduated	0%	0%	0%	33%	31%	12%
		Dropped out	5%	1%	1%	4%	1%	3%
		Excluded	0%	1%	5%	1%	0%	0%
		Remaining	95%	94%	88%	51%	19%	5%

Table 2 shows that the throughput rates (or completion in minimum+2 years) in the BSS4 programme was 76% for the 2009 cohort. There is evidence that three-quarters of the students

enrolled graduated within 6 years. This is in stark contrast to the national norms which show that about 50% of university students never graduate (CHE, 2013).

n. BCom programme – Enhancing student progression pathways

The discipline of Information Systems and Technology (IST) services the Bachelor of Commerce (BCom) degrees. Like the ever-changing nature of technology, this discipline is constantly looking at curriculum transformation to serve the student population better. Some examples of these are outlined below.

In the BCom degree, all students are required to complete two 16 credit modules at first year level in IST. Prior to 2004, there were only two modules (ISTN 101 and ISTN102) offered. Finding that the majority of the students registered for the BCom degree did not intend to major in IST, the curriculum was transformed. The result was that in the second semester, a new module (ISTN103) was offered which was specifically designed for students who were non-IST majors. The major difference between ISTN102 and ISTN103 was that the ISTN103 curriculum was designed to include the content specifically required by SAICA, thus relieving students of the stress of the technical IT content present in ISTN102. This curriculum re-design supported the different career paths chosen by students.

Similarly, in 2005, a new module, ISTN100 (a 16 credit first level module), was introduced as a service module to attract students from other disciplines, providing them with general Computer Literacy Skills to enhance their technology skills prior to entering the workforce. This has now become a popular elective attracting students from various disciplines.

Dean's reflections on compiling Focus Area 1

The process was a very rewarding one in terms of what was learnt by all members of the group. Group members were able to apply their knowledge and experience gained from diverse backgrounds within various colleges and programmes of the University. This allowed the team to adopt a holistic approach to the focus group task of examining curriculum disruption, renewal and transformation. The disruption theme was added as a result of the critical reflection on the University's approach to curriculum renewal and transformation with a view to not only setting the tone for the entire report, but to also provide an important emphasis of the theme of "disruption" in the current South African higher education debates relating to decolonisation of the curriculum. Disruption is viewed as a necessary mechanism to bring about the required renewal and transformation of the curriculum at the institution and at a national level.

FOCUS AREA 2: DIVERSITY AND INCLUSIVITY IN CURRICULUM

Includes catering for students with diverse academic needs and abilities and life circumstances, ensuring inclusivity of all students regardless of demographic characteristics, countering bias towards and alienation of, sections of the student population.

The QEP Phase II Submission Specifications document defines Diversity and Inclusivity of the curriculum as follows:

'Catering for students with diverse academic needs and abilities and life circumstances, ensuring inclusivity of all students regardless of demographic characteristics, countering bias towards, and alienation of sections of the student population'.

Taking note of the above definition, some characteristics embraced by diversity and inclusivity include: age and physical traits, race, sexual orientation, ethnic and religious beliefs, socio-economic status, birthplace and hometown, nationality, social and political affiliations, seniority and experience, education and training, language, disability and exceptionality and gender.

At the University of KwaZulu-Natal (UKZN), curriculum reform is a continuous process that aims to meet the needs of the diverse student body and to respond to the "decolonisation of the curriculum movement". This subsection of the report aims to reflect some of the ways in which the various colleges at UKZN have responded to the issue of Diversity and Inclusivity in their curriculum reform strategies during the past 3 to 5 years.

In the past 3 to 5 years, what reform of the curriculum has your institution undertaken to cater for students with diverse academic needs, abilities, preferences and life circumstances? Which approaches have been successful and unsuccessful and what evidence is there for this? What role has the student voice played in developing, modifying or abandoning particular approaches?

a. Introduction of new programmes and modules

The College of Humanities has introduced the Bachelor of Social Science Degree (Industrial and Working Life Programme) to offer workers from certain trade unions the opportunity to enrol for a degree in the Social Sciences. The curriculum is organised in such a way that students should be in a position to attend classes once a week, including the Winter School, which is held in June/July each year. The degree therefore extends over a five-year period. The programme serves the perceived need for trade unionists to develop their capacities to enable them to engage more effectively in debates, to undertake their own research and to evaluate critically and analyse economic and social phenomena.

The College has also introduced the Music Foundation Programme and Certificate to provide a preliminary year of study for students who cannot be admitted to a degree or Diploma in Music Performance or the Diploma in Jazz and Popular Music. This programme serves as a scaffolding strategy for the degree programmes in Music. Reforms have also been made in the curriculum of the Bachelor of Arts in Cultural and Heritage Tourism degree to render it relevant to the local context. The curriculum has been adapted to sensitise students to the current debates in this interdisciplinary field of study, where 'heritage' extends beyond historical sites and artefacts to include the environment and contemporary cultural practices. The focus here is to draw on the local contexts and indigenous knowledge (knowledge systems developed by the community, for example, by the san and khoekhoe communities), thus addressing the needs of the diverse student body.

New modules and majors have also been introduced in the College of Agriculture, Engineering and Science, such as 'Experimental Techniques and Measurements' in the School of Engineering, Astronomy major in the School of Mathematics, Statistics and Computer Science and various modules at Honours level, like 'Plant Ecophysiology', 'DNA Typing in Forensic Investigation', 'Forensic Genetics: Analysis & Interpretation', 'Professional communication in forensic genetics', and 'Quality assurance in forensic genetics laboratories' in the School of Life Sciences. In fact, the module 'Experimental Techniques and Measurements' was introduced by merging the modules, 'Instrument Technology' and 'Chemical Engineering Practical' in response to the high failure rate in the module, 'Instrument Technology', a more theoretical component. The new module has a more practical focus in addition to the required theory and

hence caters for diverse students. This merger and modification in the module content has not only reduced the study load for the students, but has also increased the chances of the students passing the module. Astronomy as a major was introduced from 2015 to cater for students from both Physics and Mathematics disciplines.

In the College of Law and Management Studies (CLMS), discussions are underway in the Discipline of Public Governance and Human Resource Management to include indigenous knowledge systems and philosophies into the curriculum as part of a wider attempt to reform management studies curriculum that acknowledges a plurality of ways of knowing. The introduction and endorsement of the United Nation's Principles of Responsible Management Education (PRME) by the School of Management, IT and Governance, has translated into re-curriculating the first year management module, Management 101, to include a greater diversity of management philosophy that takes into account economic and environmental sustainability issues. It is therefore epistemically diverse when compared to mainstream management studies approaches. Management studies modules are expected to reflect the PRME principles, though this is not always easy to implement or monitor.

Many students in the School of Management, IT and Governance and the Graduate School of Business in the CLMS, are mature students re-entering academia after prolonged periods of absence. To this end, these schools offer block release teaching of certain modules (full day teaching blocks rather than lectures spread over the semester); continuous assessment methods that de-emphasise exams, and evening classes for students who are working full-time. Cohort supervision of honours and masters students also takes place where appropriate, to encourage peer-to-peer learning. Writing coaches employed by the College are also used to help these students re-engage with academic writing styles.

b. Strengthening of tutorials and practical components of modules

Various measures have been taken in the colleges at UKZN to strengthen the tutorials and practical component which form a part of the formal curriculum. The curriculum of the Bachelor of Architectural Studies programme has been reformed to provide a strong academic and practical foundation for students in both their year-long internship in an architectural firm and their Masters in Architecture degree that is to follow thereafter. The studio is the core of

the student's practical learning and is supported and enhanced by key theoretical modules such as theory, history and technology.

The e-learning research group at the School of Mathematics, Statistics and Computer Science, CAES, has introduced web-based diagnostic material, including online pre-calculus and in-course diagnostic quizzes, as a part of the tutorial requirements for various first level mathematics modules. The in-course diagnostic online quizzes have also been weighted, contributing to the calculation of class marks for two of the 1st level mathematics modules. Through these online quizzes, the students also get a chance for formative self-assessment, which caters to the diversity in learning styles and preferences. Feedback obtained from the students through questionnaires and interviews indicated that the inclusion of web-based material was beneficial for the students as it helped in removing some common mathematical conflicts. The students who attempted the pre-calculus online quizzes fared better in the exams; they scored on an average approximately 5% more marks than those who did not attempt those quizzes. Additional essays, assignments, tutorials, and practicals have been introduced in the final year mechanical engineering modules in order to meet the ECSA (Engineering Council of South Africa) outcome-based requirements. This extra work has helped the students learn better as the assessments cater for students with diverse learning styles. This is evidenced by an increase in the module pass rates. Many of the students come in with diverse exposure to certain instrumental techniques and to cater for this diversity, the practicals in one of the second level chemistry modules were run every alternate week, and every other week was then committed to theoretical instrumental workshops to cater for students who would have otherwise been at a disadvantage.

c. Catering for students with specific needs

Many of the laboratories and practical studios have been structured to cater for students with specific needs. The studio, which forms the core of the student's practical learning in the Architectural Studies programme in CH, is designed in a way that promotes access to students living with disabilities, and is an environment where all students are safe and secure. The chemical engineering laboratories in the School of Engineering in CAES have also been well-spaced to accommodate and ensure the health and safety of all students, even those with physical disabilities. Apart from these, most of the disciplines in CHS focus on disability in

theoretical content- about disability issues and the social determinants of health/disability. In some cases, and aligned with disciplinary foci, subjects like Sign Language for the Deaf are part of the formal curriculum in the CHS – a unique feature that harks to the recognition of South African Sign Language as a language of the Deaf in the SA Constitution. There are several other associated curricular responses to diversity as well, including a module on diversity inserted into first year students' orientation programme offered by the CHS's Student Support Services.

d. Promotion of isiZulu language in curricula

The various colleges engage with different strategies to promote isiZulu in the formal curriculum by developing isiZulu terminologies, offering tutorials and support programmes in isiZulu etc. The College of Health Sciences (CHS), for instance, has engaged with strategies such as clinical skills training videos for patient interviewing in isiZulu and terminology projects for medical discourse. Besides, the University Language Board has funded a project to trial an isiZulu language immersion project with a group of students from health sciences (in speech pathology) toward developing more sustainable, transferable language/cultural competence.

In the College of Humanities, the School of Education's Bachelor of Education programmes have been reconceptualised to account for the needs of a progressive school education system. Through the reconceptualization process, the Foundation Phase specialisation is being offered in isiZulu. Preparations for this isiZulu offering commenced approximately six year ago, with staff being trained in developing teaching materials to support the offerings in isiZulu. In addition, staff have had curriculum development support (which was provided nationally through a funded national project) to support their teaching processes in isiZulu. As a precursor to the teaching of BEd (Foundation Phase teaching) programme, the School had initiated a dual medium teaching (English and isiZulu) medium of instruction of elements of the PGCE programme in 2008 (also see: Focus area 1B).

e. Decentralising of workplace and clinical training

Apart from the above-mentioned attempts at promoting diversity in curriculum in the various colleges, some of the colleges are also trying to develop other strategies to further diversify their curricula. Decentralised training platforms is one such attempt by the CHS. Accordingly, clinical training for students from various disciplines in the college are now being relocated to

underserved, rural spaces with several disciplines (e.g. clinical medicine, audiology and speech-language pathology), relocating clinical blocks to rural/peri-urban hospitals and related sites. Furthermore, there is a continued community-based rehabilitation programme located in underserved communities (KwaDabeka and Marian Ridge, KwaZulu-Natal), where inter-professional education and more critical epistemologies are engendered.

Within the College of Humanities (CH), curriculum intervention aimed at addressing diversity of worksites was enabled through the first year Teaching Practice module that exposes all first year students to issues of diversity as they take a bus tour of various teaching contexts. The bus excursion is followed by several on-campus engagements to better equip students to issues of diversity, not only in individuals, but in contexts as well. These curricular interventions were made to firstly, *expose* student to issues of diversity and secondly, to *engage* with issues of diversity.

It is evident that the various disciplines in the colleges adopt a range of curriculum and pedagogical approaches in order to cater for the diverse student population at UKZN. Most disciplines within the Humanities and Social Sciences have located their curricula within the interpretivist or critical paradigms (Mckenna, 2003). Curricula are largely drawn on mode 2 knowledge production as espoused by Gibbons et al. (1994), which encourages a transdisciplinary approach adopting theories and methods from a range of disciplines. Much of the curriculum reform that has taken place over the past few years has resulted in a shift from subject-centred to learner-centred curriculum approaches. Some examples would be the adoption of problem-based and case-based approaches that have been introduced in modules in the Bachelor of Arts and Bachelor of Social Sciences.

Most pedagogical approaches adopted by the various colleges draw on the student's previous experiences as its starting point and builds from this foundation through processes of critical pedagogy and reflective practice. Students are guided to establish communities of learning that focus on reflexivity, critical thinking and taking personal responsibility for learning. The current context of the '#RhodesMustFall', '#FeesMustFall' and 'Decolonise the curriculum' movements, has resulted in the, "dismantling and deconstruction of the norm of old practices in order to reconstruct and transform the Eurocentric and sometimes racist curricula to reflect

the experiences, voices, struggles, victories and defeats of all racial, ethnic, cultural, religious and other social groups" (Fraser, 1997).

Many of the academics at UKZN, especially at the CH, have assumed leadership roles in these movements and have begun curriculum reform along these lines. Currently, a number of research projects are underway at the CH to determine the success and lack thereof of such curriculum and pedagogical approaches. These projects aim at exploring diversity in curriculum by looking at the ways in which difference is constructed, how its significance shifts, how it is operationalised in institutions and most critically, why difference continues to matter. The evidence from such research projects focusing on pedagogical approaches will be used to inform subsequent curriculum reform initiatives, especially regarding issues pertaining to diversity and inclusivity as well as "decolonisation of the curriculum".

During the past 3 to 5 years, in what ways has the institution endeavoured to promote inclusivity of all students through curriculum? How has the student voice influenced these efforts? Which efforts have been successful and which have been unsuccessful and how do you know?

Although students are invited to meetings and committees, student attendance and participation is limited. A significant challenge is that in many instances, where students do participate, student formations have the tendency to further parochial interests. Currently, there is no formal forum for considering student opinion while making these curriculum changes, with the exception of oral feedback from the members of the student representative council, or module class representatives. At the level of implementation, which includes teaching and assessment of modules, student requests based on the module evaluation questionnaires administered by the University Quality Promotions Unit, are taken seriously. There is an open-ended section in the questionnaire that allows students to suggest improvements to pedagogical approaches that were used in the module. The reports are subsequently used by the academic coordinators to action any changes to the modules prior to the next offering.

In general, students do not have significant influence on curriculum reforms. More can be done to encourage the informal student voice when considering these reforms or interventions. While there is little formal engagement of students at the School level where the teaching and learning occurs, students are nonetheless represented at higher levels of decision making, e.g. the Senate. This is where the students' voices are the strongest and their concerns are filtered down to the level of the lecture halls. Measures adopted by the various colleges to promote inclusivity in the curriculum give consideration to diversity in language, academic interests, diverse learning styles, disability and student circumstances. A large section of students who register for various programmes at UKZN comes from the lower Quintile schools in and around KZN. Recognizing that the student body comprises of students with different learning styles and abilities, who come from different language backgrounds, cultural capital and complex identities, programmes are designed in diverse ways for pedagogical engagement in terms of its content, delivery and assessment, to ensure inclusivity of all the students. Academics have made efforts to modify module content, mode of delivery, introduce terminologies in isiZulu, to include more tutorials, exercises, and to make incremental changes to enhance the curriculum, making it more attractive and interesting for diverse students across all colleges. In this report, inclusivity in curriculum is discussed mainly with regard to module content and delivery, language, gender and students living with disability.

f. Module content and delivery

In programmes such as the Bachelor of Arts in Cultural and Heritage Tourism, an interdisciplinary field of study in the CH, the curriculum has been adapted to sensitise students to the current debates in this field, where 'heritage' extends beyond historical sites and artefacts to include the environment and contemporary cultural practices. The focus here is to draw on local contexts and indigenous knowledge, thus addressing the needs of the diverse student body. The programme therefore has been reformed to render it relevant to the local context.

Although cultural and linguistic diversity is included in various modules across programmes especially in the professional disciplines such as in health sciences, these notions are mostly centred on the 'patient' and very little is actually focussed on students themselves. Therefore,

while the content may address cultural/linguistic diversity, it is theoretical, often clinical/practical knowledge and field/professional specific.

Schools in CAES also had to deal with various concerns regarding diversity and inclusivity especially in the first year modules, where many students have a false sense of their understanding of basic concepts and poor skills needed for the respective programmes, probably due to differences in the quality of the exposure. For instance, in one of the first level computer science modules, the students are almost evenly split into those who have done Information Technology at matric level and those who have not. The discipline has thus taken the approach to deal with this diverse student population by not making any assumptions of prior learning. Several curriculum changes were made in 2015 to address these challenges.

Firstly, a new Discrete Mathematics for Computer Science module was introduced from 2015. This allowed for simplification of the first semester module content by removing the discrete mathematics component in the new module. This new module was introduced to promote inclusivity of students with diverse academic exposure and to help them to develop a proper understanding of mathematical foundations of computer science and enhance problem solving skills. According to the lecturers, this attempt has been largely successful. In the discipline of computer science, the first year programming language was switched from Java to Python as Python is a less complex, easy to teach and an easier language for novice programmers and students. This is to accommodate all the students irrespective of whether they had been introduced to programming language in the high school.

In an attempt to promote inclusivity in the lecture material, the lecturers in the discipline of computer science compile their own notes for the first three semesters (4 modules), taking into consideration the unique needs of the students. These notes are easier for the students to understand and follow. The discipline has also produced innovative online set of notes. These include quizzes, online exercises and videos; they allow students to directly modify and test code in the browser. The online notes also include visualization tools. These changes in the module delivery cater to the inclusivity of students with different learning styles. Introduction of the Astronomy major in the CAES was also aimed at promoting inclusivity of students, especially those from both physics and mathematics disciplines. In order to ensure inclusivity of students with diverse academic needs, individual tutoring and mentoring is also

provided to these undergraduates. From 2015, the students enrolled in honours programmes in the applied mathematics stream are also offered the National Astrophysics and Space Science Programme (NASSP).

Students from different backgrounds are encouraged to be part of the teaching and learning processes, and interventions are put in place for various modules in the colleges as and when required, including but not limited to, diversity in research in the form of mini and full projects; integration of students by group work; appropriate examples related to KwaZulu-Natal, South Africa or Africa; handbook of plants and animals in various languages; reflective journals to reflect on the experience of students working in groups; promoting self-learning; increasing awareness of recent concepts in science, and developing thinking skills in students. Although students are often encouraged to work in groups, which is integral to participatory pedagogy, many academics at CAES are of the opinion that while this intervention works at postgraduate level such as Honours, this strategy is less successful at the undergraduate level as many students are resistant to group work.

The CLMS has also initiated discussions to 'decolonise' the curriculum as a way of promoting epistemic diversity. One way (amongst many) is to champion the use of indigenous knowledge systems in current curricula as a way of supporting epistemic plurality. The college has champions of this in each school and the endpoint is to bring about curriculum reform. This, however, remains a work in progress. It is focused on evaluating not only the content of curriculum but also the processes in which curricula are assessed. The process is targeted at understanding ways in which the diversity of learning and assessment styles of students can be accommodated. The School of Law, for example, is developing a stand-alone module on customary law and has already integrated customary law in some of its modules. The CHS is also attempting to address epistemic diversity by exploring the Africanisation and decolonisation of the curriculum at various fora, with some disciplines overtly teaching the concept of decolonisation in formal curriculum, while others are exploring the translation of African ideologies like *uBuntu* and *Seriti* in its practical and/or theoretical modules (such as Occupational Therapy).

With the objective of promoting inclusivity of students, the University Technology Enhanced Learning project attempts to re-create lecture content in dedicated studios using the blended

learning, flipped classroom approach. As part of this project, lecture material will be recorded and distributed in a digital format for a diverse student population who can access through live streaming or download to any device and watch anytime in any location. The material can also be made available in isiZulu. In addition to students benefitting from repeated viewing, it can overcome limitations of large class sizes and speed of module delivery in classrooms, and can assist students by reinforcing their understanding as they catch up on missed lectures.

g. Language

Social inclusivity has been a major aim of the university and to this extent, a common module has been introduced to all undergraduate students across the university. This module on isiZulu conversation has been introduced to promote respect and communication amongst the students and to develop conversational competence that could be used beyond the university environment.

All first entry undergraduate students from 2014 at UKZN are required to pass a module in isiZulu (ZULN 101) in order to complete their degree, or are required to obtain exemption for the module. IsiZulu is an essential option for a non-isiZulu speaking student who enters UKZN, as over 81% of the people in KZN speak this language. UKZN is currently implementing a long-term bilingual language policy, and isiZulu is one of the languages of the University that could possibly soon become the language of teaching and learning. The College of Humanities plays a major role in the University's Language Planning and Development Office to intellectualize isiZulu so that it (ultimately) functions on par with English in all high function domains across the University.

The major thrust of the language programme is the creation of discipline-specific terminology in isiZulu, the building of an isiZulu National Corpus, and the development of a contemporary body of literature in isiZulu. Other language activities include the provision of training workshops, translation and (simultaneous) interpreting services, Sign Language advocacy, the Sesotho Bua Le Nna Program, language research, and the development of computational tools. Academics from the CH are also involved in research projects that focus on, and will impact on, the Humanities and Social Sciences curricula. Some of the initiatives taken by the CH in its commitment to roll out the University's language policy include the requirement by all students registering to study BA in Music, Music and Drama Performance or the BMus

degree, to undertake a diagnostic language test. Depending on the recommendations of the test, students must pass the language module approved for such purposes. In addition, many modules in the CH, CLMS and CAES offer tutorials to students in both English and isiZulu. Task teams are in place in some colleges to evaluate the effectiveness of this strategy in terms of inclusive teaching and learning approaches. Many modules even encourage the use of isiZulu language during group work to promote inclusivity of students. Some programmes have also initiated the development of 'standard isiZulu translations' of disciplinary terminology. At the CLMS, isiZulu glossaries and lexicons to supplement existing first year course materials in economics and accounting have been developed and translations for these tutorials have been completed. The Moodle e-learning system is also being used to facilitate the project. The innovative Nitro Reader mouse-over technology is being used to offer students user-friendly access to isiZulu glossaries and lexicons. These are important reforms that are informed by larger UKZN language policy to empower students as well as recognise that linguistic diversity is an important measure of the diversity of our student body. The School of Law, CLMS, has also been provided with funding to develop isiZulu law terminology and study materials development as it experiments with increasing offerings in isiZulu.

Another initiative taken to promote inclusivity of students with poor academic writing skills is the use of worksheets for half of the practical sessions, especially in the discipline of Chemistry (CAES). Web-based learning is also attempted in one of the second level organic chemistry modules, where the students can access video clips relevant to the module content. This is a crucial move forward to promote inclusivity of students who do not have English as a first language. These video clips enable them to listen to the material as many times as they want "in English", allowing them to improve their English and learn the module content at the same time (also see: Focus area 1B and Focus Area 2D).

h. Gender

Students come from diverse communities with different cultural and religious beliefs, sexual orientation and sexual identity. Our students may identify as being either lesbian, gay, bisexual, transgendered, intersexed or queer (LGBTIQ). Traditionally, higher education curricula have been designed and implemented in hetero-normative ways. Scholars such as Sumara and Davis (1999) have inquired into ways of 'queering' the curriculum and argue that "curriculum

has an obligation to interrupt hetero-normative thinking". The College of Humanities is busy with such inclusive curriculum reform that caters for the needs of our LGBTIQ students. Below are some strategies that have been adopted to reform curricula by some of the programmes in Gender and Religion, Diversity and Student Development, Gender Studies, to name just a few:

- Use of inclusive language
- Avoiding scenarios which position students to feel pity for LGBTIQ figures
- Not assuming that students are straight
- Not assuming that being LGBTIQ is a problem
- Letting students self-identify
- Not assuming that gender and sex are the same
- Acknowledging the contributions of LGBTIQ scholars
- Highlighting key events in LGBTIQ history
- Including books and stories by queer authors and/or about queer characters
- Including queer readings of relevant texts

In addition, the teaching philosophy adopted by many academics in the CH who teach these modules are framed by queer and feminist lenses. The College of Humanities has a NRF Chair in the field of Gender and Education to co-ordinate, promote and influence research and implementation on issues of gender in education. Gender, sexual orientation and related issues of diversity are also addressed in other colleges such as the CLMS and CHS, but it is mostly theoretical and is managed in content/field specific ways. Due to the nature of the curriculum, gender and sexual orientation issues are not featured in great detail in the CAES.

i. Students living with disabilities

There appears to be a continuing disparity in providing inclusive teaching and learning environments that impact on learning and achievements for students living with disabilities in higher education institutions. Massification of higher education has overstretched the capacity of libraries, lecture theatres, laboratories and computer LANs etc. However, our intake of students living with disabilities is on the increase. To meet the specialised needs of the students, the University has a specialised Disability Unit that provides support during the teaching and learning sessions as well as during the assessments. There is a central Disability Unit as well as satellite units located on each campus. Referrals are made via the Academic Coordinators of the programmes to the Unit, and support services personnel are allocated to

individual students living with disabilities with regard to their access to lecture theatres and examinations. In some instances, students undertake their assessments in the offices allocated to the Disability Unit if the assessment requires the use of specialised technology or where extra time is granted for the assessment. Academics may require specialised training regarding teaching and learning methods as well as curriculum design initiatives to accommodate our students living with disabilities. In this regard, some research studies focusing on students' experiences are underway in the CH. The findings will assist curriculum designers in the various colleges in developing and implementing curricula that are inclusive of students living with disabilities.

What approaches does the institution take to identify instances of bias and alienation related to the curriculum? How are these addressed?

Regarding the issue of bias and alienation in the curriculum, UKZN has several Policies in place that staff and students have to consider during curriculum design, the teaching and learning endeavor and the assessment processes. Some of the policies that regulate such activities are: Teaching and Learning Policy, Assessment Policy, Plagiarism Policy, and the Language Policy. In order to identify and address possible bias and alienation related to curriculum, academics are encouraged to engage students in current debates and to use literature from the local context. Many of the current undergraduate and postgraduate modules have been reformed to include indigenous knowledge systems and to be inclusive of the variation of religio-cultural beliefs, gender roles, patriarchy etc. within the local and African contexts. The colleges have various support programmes in place such as the mentorship programme and the writing programme under the 'Academic Monitoring and Support' programme of the university to support students academically, and to reduce bias and alienation of students. The academics are also encouraged to follow the guidelines given in the university assessment policy in order to ensure that the assessment methods that are adopted prevent alienation and bias of students with regard to the curriculum.

Other ways of determining whether students feel alienated or marginalised is through the Graduate Surveys that are administered during the Graduation Ceremonies each year. This audit is conducted through the University's Quality Promotion Unit. Reports are generated

from the surveys and are sent to the Colleges for action. The extent to which the findings of these surveys influence curriculum reform is not available or evidenced.

Apart from these formal initiatives taken by the university, meetings with class representatives and student consultations with the academic staff and the academic development officers are the main informal forum where bias or alienation related to curriculum, if any, are identified, apart from the lecturers trying to identify bias or alienation, if any, during the module delivery sessions. Most staff feel that bias is controlled to an extent through the processes of external examination, school reviews etc.; however, these are not directly designed interventions to identify bias. It must be said that in most of the colleges, the emphasis given to understand students' view on the curriculum that they engage with is negligible. Rather, functionality of the curriculum in the current scenario is given emphasis. The student evaluation questionnaires also do not have questions to identify bias or alienation of student populations related to curriculum. Having said that, the students are grouped randomly into tutorial groups, practical groups and project groups where they are encouraged to work together with the intention of reducing bias due to race, gender and learning styles. Nonetheless, most staff feel that students at times self-select into homogenous groupings. Academics have noticed minimal integration where linguistically (and racially) similar groups tend to 'stick together' during most/all of their student lives. Notably, students from rural areas experience difficulties in transitioning from the rural to urban context, where pre-existing knowledge of technology, urban spaces and so forth, develops deeper alienation.

In the School of Life Sciences, CAES, a major area where some academics feel that alienation is apparent is with the B.Sc4 Augmented students, most of whom are from socially and educationally disadvantaged backgrounds; they thus find difficulty in integrating with the mainstream students. The students seem to complain about being discriminated as second grade students and many of them request change to majors or qualification, citing embarrassment and sidelining. Undoubtedly, it is important to be inclusive and improve the throughput of such students, but the academics are of the opinion that the resources must be used properly in developing skills in such students rather than alienating them from other students. It may also be relevant to identify mainstream students who require the kind of support given to students in the augmented programmes. Issues of gender violence and LGBTI should be integrated into curriculum content as a normative discourse rather than accessories.

What unresolved challenges does the institution need to grapple with related to curriculum renewal and transformation?

There is no doubt that diversity and inclusivity needs to be incorporated into the curriculum at large, including the module content and reading material, learning outcomes, assessments and module evaluation questionnaires. Diversity of thought/knowledge, while recognised, is not sustained and managed across the colleges. Outside of basic epidemiological data, in some references to Black and African, and allusions to local texts, what dominates is colonial, Eurocentric knowledge. Moreover, not all academic staff are aware of how to incorporate diversity and inclusivity in the curriculum relating to their module. The Colleges are faced with several unsolved challenges related to promoting diversity and inclusivity in the curriculum, a few of which are mentioned below:

j. Staff quality, training and motivation to engage in curriculum reform

New student constituencies reflect a wide spectrum of cultural backgrounds, personal histories, religious affiliations; they represent a diversity in race, ethnicity, culture, class, gender, age, language, sexual orientation etc. In response to this changing student body, the institution is slow to reflect this diversity in its teaching staff and institutional culture. Staff are not only under-represented in the diverse characteristics but are also not trained to design, deliver and evaluate students from diverse backgrounds, for example, students living with disabilities. Staff are also not rewarded for spending time on curriculum development/reform. This requires working in teams (disciplinary and interdisciplinary teams). The current performance management system does not consider this kind of work and as a result, academics are reluctant to get involved in such initiatives.

k. Massification of higher education

This has resulted in the overstretching of resources with the number of academics remaining the same. As a result, class sizes are large and facilities are under-resourced. This impacts negatively on any innovative curriculum design, teaching and learning strategy and assessment form that takes into consideration issues of diversity and inclusivity (also see Focus Area 1C).

l. Dynamism in Course Curriculum

Curriculum outcomes may not be defined/determined through current stake-holder participation. Teaching and learning approaches are sometimes not constructively aligned to the learning outcomes and assessment methods. Due to an increased volume of content and large class sizes, there is often no time left for formative assessments and the use of a wide range of assessment techniques (oral presentations, role-plays, simulations, essays, debates etc.). This is coupled with limited time for constructive feedback to determine the extent to which students have achieved the learning outcomes. The focus then becomes on teaching rather than learning, and thus limits the flexibility to suit individual students' aptitudes and interest. There is also limited time for multi-cultural and international experiences (community-based learning). Some programmes are also "border patrolling" in terms of protecting the integrity of their disciplines. Staff and students report that a lack of any substantive practicum component in their studies points to an unreformed and old fashioned curriculum, especially in some of the applied disciplines in the CLMS. Diversity and inclusivity in the curriculum require a more transdisciplinary approach. This has the potential to revolutionise an existing discipline through a paradigm shift or create a new one with a high potential for advancing a field. In addition to the existing assessment methods, including other infographic methods of assessments should be encouraged; this will promote creativity in students.

m. Problem-based learning

Traditionally, the students are exposed to pedagogy based on rote learning which appears to be a critical impediment in promoting diversity and inclusivity in the curriculum. To overcome this, problem based learning and task based education right from the time students enter university could be helpful. However, this requires active participation of the students and student engagement with the module content, which is often a challenge in many of the modules. This problem is exacerbated by students not attending lectures.

n. Practical difficulties associated with isiZulu as a medium of instruction

Although the idea of making isiZulu as a medium of instruction in science modules is well conceived, in the absence of proper evaluation and research on the ensuing practical difficulties that could be encountered, the impact of such a move on the future of science in this country is uncertain (also see: Focus area 1B and Focus area 2D).

o. The Writing Place

Although CHECK the OR 'The Writing Place' is offered as a form of support for academic writing, the lack of a Communication in Science or Scientific writing module in the curriculum is a handicap to many students who may speak good English but lack academic writing skills, which are necessary. As a result of increased use of technology including uploading notes on Moodle, students do not develop note taking or writing skills whereas examining their understanding of the module content is mostly in written form, in which they are not trained.

p. Disability and accessibility

While disability is being identified and referred to the Central Disability Unit, there are gross issues with accessibility to learning spaces that remain unmanaged. Some of the lecture venues that service modules are not well-designed to accommodate students who have mobility issues. Issues around physical access for wheelchair users, servicing people with physical, sensory or other disabilities etc. are not fully addressed, with buildings such as medical school, the health sciences buildings and associated lecture/teaching venues, and clinical practice sites. There is a growing concern from the CLMS that not enough is been done to accommodate students' with clinical mental health issues (also see Focus area 2I).

q. Academic reticence to change

The processes to initiate curricular reform are overly long and complex, dissuading many academics from initiating change. It can take several years to effect realistic changes.

r. Professional bodies

There are sometimes tensions between the curriculum demands of the professional bodies and the university in terms of curricular reform, making it difficult to include curriculum elements related to inclusivity within an overburdened curriculum structure and space.

s. Intersectionality

Intersectionality is mostly ignored in curricula. For example, there is no evidence of how, for example, being rural, Black, KhoeKhoe and lesbian is managed as a marginalised aspect of curricula.

This section provided a summary of the various efforts made at school and college level in promoting diversity and inclusivity at UKZN. However, careful analyses reveal that these concepts may not have fully filtered into the curriculum at different levels and structures. From the informal discussions with the academic staff, it was noticed that many of them were not fully aware of this concept or how to include diversity and inclusivity in curriculum other than using diverse forms of assessments to cater for diverse learning styles. Inclusivity has been addressed to some extent in the curriculum by introducing new modules and changing the content taught to simplify the learning process or by changing the way the module is delivered to the student. However, there appears to be a need to re-examine the depth at which diversity and inclusivity are addressed in the study material, intended learning outcomes and assessments at the various schools. Academic staff responsible for the changes or reforms to the curriculum must be sensitised to the needs of the students.

Exemplars of curriculum initiatives that promote inclusivity of diverse students.

t. Example 1: Masters Programme in Gender, Religion and Health (GRH), College of Humanities

The GRH programme is firmly geared toward achieving the skill of interdisciplinarity and intersectionality. At the end of the core module, through written and practical assessments, students are equipped with knowledge, skills and attitudes to critically assess the intersections of gender, religion and sexual reproductive health rights. The module teaches masters students to become proficient at research that navigates and negotiates the three disciplinary areas of gender, religion and health through a community form of supervision modelled along the paradigm of a democratic and feminist classroom. Adopting feminist principles of mentoring and collaborative support, students with diverse religious backgrounds, sexual identities, and educational abilities were taken through this core module and later completed their dissertations to graduate with a Masters degree in Gender, Religion and Health.

u. Example 2: New curriculum offerings

The introduction of new majors (e.g. Astronomy major) and new modules (explained under section 1.1) has opened up opportunities for students to explore new avenues. Changing the

module content such as the use of Python programming language in the discipline of computer science, the inclusion of local context and indigenous knowledge systems in the current curricula and introducing tutorials in isiZulu in some modules across the colleges, also promotes inclusivity of all students from various backgrounds.

Dean's reflections on compiling Focus Area 2

The QEP II report writing for diversity and inclusivity section was an arduous task. It is evident that the concept of inclusivity is not well understood by both the students and academics. There is a misguided understanding of diversity to focus on key areas such as race, religion and sexuality. It is apparent that many academics in the humanities and law and management have tried to include these areas into aspects of the curriculum. However, there is clear bias to sexual orientation as a basis of diversity and inclusivity discussions. Notably absent and of great concern is the lack of attention to diversity and inclusivity of the disabled and to a latter extent that of religion. The Science fields show no evidence of diversity of inclusivity on the grounds of race, gender, sexual orientation and disability. More sensitisation to the concepts of diversity and inclusivity is needed for both academics and support staff, with a path to have curriculum more aligned to these measures in the future.

FOCUS AREA 3: CURRICULUM DEVELOPMENT CAPACITY AND QUALITY

Includes capacity development and support in curriculum design, development and implementation and processes to assure quality of curriculum content and implementation (including teaching).

The University of KwaZulu-Natal (UKZN) considers the curriculum, conceived in its broadest sense to include teaching and research, as a major pillar and key performance area for academic staff. To give effect to this pillar, academics, responsible for curriculum design, development and implementation, are provided with opportunities for professional development to strengthen their capacities. A number of approaches have been adopted by UKZN to ensure that the academic staff have the requisite skills, knowledge and attitudes in curriculum design, development and implementation, including an evidence based approach to decision-making and planning. This support emanates from university-wide initiatives, to College and School-level initiatives to ensure that the curriculum is educationally sound, fit for purpose and aligned to the institution's values.

What approaches does your institution take to ensure that those responsible for curriculum design, development and implementation have the requisite skills, knowledge and attitudes and receive the support needed to ensure that the curriculum is educationally sound, fit for purpose and aligned to the institution's values? Are there guidelines or policies at institutional or lower levels?

a. Continuous capacity development and the University Education Induction Programme

In recognition of the need for capacity building and continuous development of academic staff, the University of KwaZulu-Natal introduced the University Education Induction Programme (UEIP) in 2012. Aligned to UKZN's strategic goals and forming part of the Integrated Management Procedure and guidelines approved by Senate, the UEIP programme is compulsory for all new academics and academics at lecturer level and below. The UEIP

programme comprises four modules (20 hours each), which are designed to improve and expand professional knowledge, develop skills and cultivate academics' potential as teachers and supervisors. The programme consists of the following officially accredited courses:

1. Designing and evaluating curricular in Higher Education
2. Teaching and Learning in Higher Education
3. Assessing teaching and learning in Higher Education
4. Research supervision in Higher Education

The UEIP employs a practical approach, which promotes professional development where each academic is engaged in curriculum design and programme development using relevant institutional and national policies in higher education. Programme evaluations (by academic staff) indicate that the UEIP empowered them to be effective in curriculum design, development and implementation. Table 3 below reflects the number of academics per College that have attended the UEIP modules from 2012 to 2016. Move to before table

Table 3: UEIP module attendance per College: 2012 – 2016 (extracted from UEIP Report 2017)

College	2012	2013	2014	2015	2016	Total
Law and Management	30	124	151	217	144	666
Humanities	19	97	115	164	248	643
Agriculture, Engineering & Science	44	145	161	90	198	638
Health Sciences	41	144	144	133	140	602
Other			2	2		4
Total	134	510	573	606	730	2553

Exemptions from UEIP modules are granted based on a consultative process between respective College Deans of Teaching and Learning and Training Development (HETD). The following criteria are used to grant exemptions:

- Formal evidence of having successfully completed equivalent education and training.
- Evidence of a teaching portfolio having been assessed at a minimum of Strength as defined in the Academic Promotions Policy, Procedures and Guidelines.
- Formal evidence of having successfully completed the requisite UEIP modules or their equivalent (also see Focus area 1F and Focus area 2J).

In appraising the true relevance and value of the UEIP, questions should be asked about whether it provides staff with the requisite capacity to respond in pedagogically sound ways to the needs of a diverse student population. Noting that the UEIP is designed to provide an introduction to teaching in higher education, new forms of advanced continuous professional development should be institutionalised.

b. Quality Promotions and Assurance Office Role in Curriculum Capacity Development

The University's Quality Promotions and Assurance (QPA) is the unit that is responsible for submissions of programmes to DHET, HEQC and SAQA for approval, accreditation and registration respectively. It provides support to academic staff in curriculum design and development as well as the development new modules/programmes or modification of existing ones. In addition, the QPA has an innerweb and sharepoint site which is a resource with all requisite guidelines, tools and templates that are useful in curriculum and programme design, development and submissions to ensure compliance with the requirements for DHET approval (see also Focus area 1A).

c. The role of the Teaching Portfolio in curriculum capacity development

The Teaching Portfolio is a Senate approved and mandatory instrument for advancing capacity development of academic staff with a special focus on the full spectrum of competencies required for successful curriculum design, development and implementation at UKZN. The Teaching Portfolios comprises of the following eight categories:

- The academic's rationale for the approach to education
- The academic's methods of teaching and supervision
- The academic's methods of assessing students' work and performance
- Peer and student evaluation of the academic's teaching
- The scholarship and study of teaching
- Development of new programmes and modules
- Sharing teaching experience with others
- Special recognition of the academic's teaching

Multiple training formats including workshops and presentations are provided annually to support academic staff in developing their teaching portfolios (also see Focus area 1F). In order

to affirm the value of teaching portfolios as an acceptably accurate and cost-effective way of producing and assessing them, an evidence-based approach is required.

Student input in curriculum design, development and implementation is considered very important at UKZN. As a result, the university uses student evaluation and feedback to academics as evidence-based information that assists academics in their professional development and reflection on their teaching practice., Procedures and processes to ensure efficient communication of the feedback of student evaluations to the academic staff as well as to ensure timely completion of student evaluation, is a concern raised by many academic staff. Endeavors to improve the current situation are underway and include the development of a student evaluation questionnaire that is both contextual and flexible. This is in response to the diversity of programmes and modules offered by the university.

d. Guidelines and policies informing curriculum capacity development and quality

Below are few examples of institutional guidelines and policies that are designed to support capacity development in quality curriculum design, development and implementation in alignment with the University values (Table 4).

Table 4: Some institutional policies supporting capacity development in curriculum

Policy/ Guideline	Purpose
Policy on Teaching and Learning	To support the University goal to promote excellence in teaching and learning through creative and innovative curriculum design, development, pedagogic strategies and assessment practices in accordance with highest quality in educational principles.
Distinguished Teachers' Award Policy	To recognise and reward outstanding teaching in line with the University vision, mission and goals of excellence in teaching and learning.
Integrated Talent Management	For development of knowledge, skills and attitudes that enhance performance in current functions.
Principles and procedures for Student Feedback on teaching quality	To assist academics as part of their professional development to periodically reflect on their teaching practice.

	To allow academic leaders to give support and take corrective actions in modules that are not meeting quality standards and expectations and expectations.
Principles and guidelines for Peer Evaluation of teaching quality	For formative professional development on one's teaching using feedback from one's peers.

Exemplars of successful initiatives

A number of initiatives have been implemented to ensure that curriculum developed and implemented is educationally sound, fit for purpose and aligned to institutional values, and that those responsible for curriculum design, development and implementation have the requisite skills, knowledge and attitudes.

e. University Teaching and Learning Office

The university has a dedicated, University Teaching and Learning Office (UTLO), under the oversight of the DVC Teaching & Learning; it operates under the leadership of the Director of Teaching & Learning and is supported by Teaching and Learning leadership within Colleges. UTLO provides leadership in all areas of teaching and learning through collaborative engagement with academics, researchers and students to ensure that excellent teaching is nurtured at all levels.

f. SOTL Development through the CLIP Model

A major outcome of the UTLO since its establishment in 2009 is the significant growth of a Scholarship of Teaching and Learning (SOTL), conceived broadly to encapsulate the multiplicity of dimensions that support and sustain an evidenced-based approach to curriculum development and transformation. Using a cyclical model of a "Continuous Loop of Institutional and Professional Support" (CLIP), the UTLO has been successful in advancing substantial interest, outcomes and research in teaching and learning by inspiring in academics a consciousness of the value of the evidence-led approach to teaching and learning. The continuous loop of support includes grants for teaching and learning research, innovation and quality enhancement. The grants (approximately R1.5 million per annum) include the Competitive T & L Research Grant (TLCRG), Teaching & Learning Quality Enhancement Grant

(TIQEG) and Institutional Research Grants (IRG). Some of the projects in the IRG category include:

- What explains student exceptional academic achievement at UKZN?
 - UKZN educators' engagement and negotiation of their graduates' attributes with the world of work
- Pathways undergraduate students follow to progress through undergraduate studies
 - The "Help Seeking" behavior of male students at UKZN

g. SOTL - Workshops

UTLO also provides ongoing capacity-building for both novice and experienced academics through:

- workshops on curriculum development
- grant writing workshops, generic and discipline specific
- workshops for peer-reviewing of grants and academic publications
- workshop for academic writing, conducted by acknowledged experts
- multiple platforms for the presentation and dissemination of SOTL through various colloquia and University-wide public lectures, and the annual Higher Education Conference. The list of conference themes and presentations is available at <http://utlo.ukzn.ac.za>. In addition, every college in the university runs its own unique teaching and learning workshops and promotes publications on teaching and learning. For instance, the CHS produces an eBook on teaching and learning publications annually.

h. SOTL - Seminar Series

The Teaching & Learning Seminar Series, which serves as an important curriculum driver to embed the SOTL discourse institutionally, has not been optimally attended to enable widespread sharing of research findings and best practices nationally and internationally. However, participation has increased significantly from an average of 32 in 2013 to 57 in 2014/15. This was achieved by targeting enduring themes of concern for academics; changing presentation/engagement formats and targeting renowned specialists and experts in the identified discipline. In addition, teaching and learning research projects initiated in 2010 and earlier, are now maturing and the Conference, Seminar and Colloquia series are increasingly used as a forum to showcase findings. In 2014/15, the UTLO hosted 20 University-wide Seminars and 19 Colloquia and Workshops on a variety of themes related to teaching and

learning, research innovation and institutional studies (see Annual T&L Reports 2008/9; 2010/2011; 2012; <http://utlo.ukzn.ac.za>).

The success of the growth and establishment of SOTL as a major curriculum initiative can be evaluated by the number of projects funded, their outputs and the extent of the involvement of academics across the University. In the period from 2009 to 2014, approximately 138 projects related to teaching and learning research, innovation, quality enhancement and commissioned institutional studies were approved for funding to the value of R7.4m; these involved 364 academics and generated an estimated 264 publications, which can be attributed to the activities of the teaching and learning portfolio (also see Focus area 4J).

i. Data Analytics Capacity Building Initiative

The demand for an increasing number of institutional research projects that require analysis of University-wide system data revealed a gap in the SOTL. For example, Academic Monitoring and Support in undergraduate programmes requires various analyses of 'at risk' students and cohort progression data. The data analytics capacity-building initiative is intended to provide academic and support staff with the methodology and primary tools needed to engage in collaborative inquiry to provide insights into how to better prepare and support students as they navigate UKZN's programmes and curricula. Three key principles motivate this approach:

- Mining, modeling and analysing data to enrich knowledge and inform decision making;
- Collaborative Action Inquiry – Bringing stakeholders together to share interpretive perspectives and formulate and implement actions aimed at improving the curriculum and student outcomes;
- Formative Assessment – Tracking the fidelity of implementation and results achieved to optimize the actions taken.

As UKZN pursues the imperative of evidence-based decision-making, Institutional Research has gained traction. However, in executing institutional research projects, the limited staff capacity in data analytics has become apparent. In an attempt to remedy this limitation, in 2014, the first of three week-long capacity building workshops on data-analytics was conducted by an international expert to equip staff (academic and support) with basic data-mining and relevant analytical skills. Subsequently in 2015, four institutional research projects

examining student pathways to graduation (from admission, to placement, progression and graduation or exit), were conceptualised and operationalised.

In 2017, the DataStream course, an introduction to modern methods in Data Analytics, Data Science and Artificial Intelligence was offered. In this course, a series of case studies illustrated the possibilities, optimising institutional processes to inform various aspects of curriculum development. Participants each analysed a data problem from their disciplinary interests and applied the methods learned to develop an outcome that could inform the UKZN curriculum development agenda.

j. The Learning Opportunities, Objectives and Outcomes Platform

The College of Health Sciences recently implemented the **Learning Opportunities, Objectives and Outcomes Platform** [LOOOP], which is a web-based platform developed by Charite University in Berlin. LOOOP was first piloted by Sefako Makgatho Health Sciences University (SMU) in the South African setting for development, mapping, planning, evaluation and accreditation of predominantly competency-based degree programs of educational systems in Europe, Africa, and Asia since 2004. It is currently implemented by the CHS with the view to addressing accreditation requirements, to inform curriculum development, and to assist with greater interdisciplinary collaborations in the MBChB and other programmes in the College.

k. Service Learning Agreements

The Service learning agreements (SLA) between the University and Department of Health and other industries are mechanisms that are used to ensure that curricula developed and implemented in UKZN are fit for purpose.

l. The Graduate Opinion Surveys and Graduate Attributes Enquiry

To ensure that the UKZN curricula are educationally sound and fit for purpose, the Quality Assurance Office conducts Graduate Opinion Surveys annually to gain broad understanding about the quality of programmes offered by UKZN. The Graduate Attributes Enquiry is currently underway to explore how the academic staff engage with the workplace to ensure that the curriculum developed and implemented at UKZN, is fit for purpose.

What processes are in place at institutional and other levels within the institution (e.g., faculty, departmental) to ensure the quality of curriculum design, ongoing development and renewal, and implementation?

The University of KwaZulu-Natal considers the curriculum design, development and implementation as a cycle of planning, development, implementation and both internal and external reviews are conducted as reflected in Figure 3. Recommendations from review reports



Figure 4: Quality processes

are thoroughly reflected upon and used to ensure continuous improvement, renewal and implementation of curriculum. Feedback from peer evaluation of teaching, student evaluation of modules and external examiners' reports, are respectively used to improve the quality of curriculum design, development and implementation. Figure 3 represents additional institutional processes to ensure the quality of curriculum design, ongoing development and renewal and implementation in UKZN.

In addition, the Quality Promotions and Assurance office recently conducted and completed HEQSF realignment projects, which involved all university programmes, national reviews of Bachelor of Social Work and the LLB programme.

It is acknowledged that little systematic attention is accorded to determining whether generic evaluation tools (such as anonymous student module evaluations) do actually measure learning outcomes, and whether these tools are free of methodological bias, and whether these tools continue to exclude certain groups (women and the disabled) from being recognized as intellectuals.

In interrogating the curriculum quality assurance tools, it is necessary to establish whether external examiners reports (which are most often not interrogated at discipline level) are an adequate indicator of curriculum quality. The feasibility of a more public and transparent approach to appraising quality at the discipline level, supplemented by an independent peer – review process should be explored. The value of aligning curricula to students' work contexts and personal domains should be explored.

Dean's reflections on compiling Focus Area 3The QEP II exercise coincided with my arrival and thus became an important part of my orientation to UKZN's commitment and innovative interventions in capacity development of those responsible for design and implementation of the curriculum (the focus area that I was tasked to lead). The experience that I find as a personal challenge was the observation of lack of understanding of what the task team had to do despite having met twice prior to my arrival. This observation was highlighted by the kind of irrelevant documents that I received to collate as a report. My challenge was further confirmed at the meeting I held with Dr Dhunpath where the clarification of the task and required report was explained as well as the subsequent meetings I held with the task team members. However, once the task was well understood by all, task team members worked very hard towards our completion of the task. The support received from other Deans of Teaching and Learning, especially in providing information that could not be accessible to the task team members, is highly appreciated and ensured that we finished the task on time.

FOCUS AREA 4: PARTICIPATION IN CURRICULUM DESIGN AND DEVELOPMENT

Includes involvement of various stakeholders in the initial design, ongoing development, renewal and transformation of curriculum

In what ways are students involved in the design, development, renewal and transformation of curriculum?

a. Student participation through membership of formal University structures

UKZN students have an opportunity to participate in the design, development, renewal and transformation of curriculum through formal University structures of the School Boards, College Academic Affairs Boards, and the University Senate. These bodies are responsible for a range of curriculum-related activities, including:

- Approval of Programme and Module templates and, by extension, the curriculum content delivered on the various programmes.
- Monitoring internal and external School or Programme evaluation and, by extension, Self-Evaluation Reports (SER) and Self-Improvement Reports (SIP).

b. Student participation through student feedback surveys

UKZN students are involved in curriculum design when, during module evaluations, they are asked for comments on and input into curriculum implementation and monitoring. All our module templates require a stipulation of how the schools intend to channel students' feedback into curriculum development and delivery. These compulsory evaluations are analysed and reported on by QPA [see attached UKZN's module evaluation and feedback questionnaire. Student participation through internal and external School or Programme reviews

UKZN students are involved in curriculum design, development, renewal and transformation during the internal and/or external reviews of Schools or academic programmes. The University *Principles and Procedures for Quality Reviews* require that regular school reviews be conducted by both internal and external structures. During such reviews, students (past and present) comprise a significant component of those stakeholders to be interviewed by the review panels. Recommendations from such reviews are incorporated in the delivery of

academic programmes. (Also see: Focus area 1 A and 3D). Student participation through reviews by professional and accrediting bodies

During reviews of academic programmes by professional bodies, students are interviewed to provide necessary input into the programme design and development. For example, the 2015 and 2016 External Review Reports for the Programmes in the Discipline of Sport Sciences; Architecture, Social Work and Town Planning, show that students were interviewed and were able to comment on a range of issues related to curriculum design and development. They commented on issues such as the content of the modules, aspects of teaching and learning, the nature of assessment feedback, the involvement of external partners, and areas of specialisation as well as supervision of research (see Focus area 2R).

c. Student participation through tutor and mentor programmes

Students are actively involved in curriculum implementation when they serve as tutors, mentors (in tutorials, the Writing place or residences) and as Academic Development Officers. Specifically:

- *Tutors* offer academic support within the confines of a specific module which is defined by academic staff;
- *Academic Development Officers* offer support related to students' overall module/curriculum choices within degree structures, and guide students towards degree throughput. Academic Development Officers are vital to the academic monitoring and support programme. A highlight of this support is academic tutoring after hours, which has a very positive effect on the first year students.
- *Mentors* offer students an overall light psychological coaching, which includes inculcating values relating to ethics and personality management. In the College of Health Sciences, for example, there is a well-established system of academic mentors. These senior students are employed on an ad-hoc basis to support first year students. The support focusses on all aspects of student support, ranging from encouragement and advice on all aspects of student life, to academic tutoring. In some programmes, academic mentors are also used to assist second year students.

To be appointed in any of the above categories, one must be a registered student of the University. Through such programmes, therefore, students not only participate in teaching and assessment, they also get an opportunity to provide feedback on the curriculum and how it can be developed and transformed.

Fora where staff and students are engaged in discussions around decolonising and creating more Afro-centric curricula, can lead to renewal and transformation. The Paulo Freire Project in Pietermaritzburg has hosted such discussions. The College of Humanities has also hosted such fora (also see Focus area 1J).

d. Participation through lobbying and advocacy

Students participate in curriculum implementation when, through their student leaders (SRC and Class representatives), they lobby for waiver and flexibility of progression rules, assessment processes and DP requirements. It is an unwritten rule that all modules should have class representatives. The University needs to develop guidelines on how the class representation system should be best utilised.

e. Participation through conferences, symposia, workshops and other fora

Formal annual events:

- *Medical School Curriculum conference*: The medical students' representative council (MSRC) hosts an annual Curriculum conference. The DVC of the College, relevant Deans and academic leaders are always invited, as are academic staff in general. This gives the student body an opportunity to give input into all aspects of the MBCHB curriculum. The students often make sound proposals which are then considered by the curriculum organisers.
- *Annual Academic Monitoring and Support colloquia*: For 4 years now, UKZN has run this colloquium series. Students, ADOS and lecturers meet to engage in a range of curriculum matters and insight is gained on areas requiring re-design, development and targeted delivery.

Informal (ad-hoc) events:

- Students are actively involved in a range of discussions on pertinent and contemporary topics like decolonisation; student funding in higher education and unemployment issues – all of which have a bearing on curricular. A few are worth highlighting:
- The Howard College Drama and Performance Studies Dept. hosted a 'Decolonising Shakespeare' conference in 2016 which included a performance track. Despite occurring at the height of the #FeesMustFall student protest period, it was very well received. The challenging conference theme prompted new ways of producing, consuming and ignoring Shakespeare, which was welcomed in particular by the larger

student audience. Both the conference and festival served as provocative catalysts for discussion around curriculum and transformation in the Dramatic Arts and included a strong student voice.

- The Howard College Politics Students Association and the Dept. of Media and Cultural Studies host a quarterly seminar series where various topics emerging from student agendas are addressed. Apart from bringing in industry experts to speak to students, other issues like decolonisation and female students' safety have been covered by the series.
- Another important forum is the Black Management Forum, Student Chapter. This organisation attempts to up-skill students with managerial leadership and business skills. The idea is to prepare students to effectively and productively respond to the challenges of the corporate world and the flexible labour market (also see Focus areas 3G & H).

Are there guidelines or policies at institutional or other levels supporting student involvement in curriculum design, development, renewal and transformation?

In addition to the Higher Education Act 101 of 1997 which stipulates that students must be represented on the University Council, the University has Committee Charters that guide the involvement of students in academic decision-making structures. In each case, the Charters clarify the membership of the committee and stipulate curriculum related matters that can be recommended, approved, monitored or considered, by the specific Committee. For example, the Committee Charter for Senate specifies that Senate *"...must organise and control teaching, examinations and research of the University"*. Senate *"...may make or amend any rule relating to the curriculum for the obtaining of any degree, diploma, certificate or other qualification, but may do so only after consulting with the relevant academic affairs board"*. The following opportunities also pertain:

- Committee Charter – School Board [2 student reps]
- Committee Charter – Academic Affairs Board [2 student reps]
- Committee Charter – Senate [6 student reps]

In addition, the table below highlights UKZN policies that ensure student involvement in curricula.

Table 5: Policies on student involvement in curricula

Name of policy	Contribution to Curriculum Development	Monitored by
Principles and Procedures for student feedback on teaching quality	Student feedback is important in providing evidence-based information that assists the University to improve teaching quality and assist academics, as part of their professional development, to periodically reflect on their teaching practice.	QPA, Deans, DVC T & L
Quality Promotion and Assurance Policy	This will include quality reviews, audits, teaching quality assessment, programme approval and accreditation and Institutional quality research.	QPA, Deans, DVC T & L
Quality Promotion and Assurance: Principles and Procedures for Quality Reviews	Outlines UKZN's approach to Quality Reviews conducted to evaluate the effectiveness of internal quality management systems, structures, programmes and processes for assuring, supporting, developing and monitoring the quality of the provisions at the University.	QPA, Deans, DVC T & L
Principles and Procedures for student feedback on teaching quality	Student feedback which is one of a number of ways of evaluating teaching and learning effectiveness.	QOA, Deans, DVC T & L

In what ways do the voices of diverse stakeholders' external to the university, such as employers, professional bodies and graduates, influence the development of curriculum?

a. Participation of professional bodies

Professional bodies play a direct role in curriculum design, ongoing development, renewal and transformation of curriculum. Some of these bodies are established and regulated by legislation, which stipulates the nature of their responsibilities for education and training. Thus, such statutory professional bodies have a legal obligation to regulate the relevant professions including accrediting academic programmes of those professions. Some of their roles include:

- Design, monitor and control the standards of professional education and training;
- Organise quality assurance of education and training;

- Assess candidates for purposes of registration to professional bodies; and
- Stipulate basic educational outcomes, including curriculum and syllabi for the profession.

The university has elaborate terms of reference for curriculum reviews, which are in accordance with the Policy on Quality Promotion and Assurance (QPA) and the QPA Principles and Procedures for Quality Reviews. The terms of reference specify the composition of the expert review panel. Further, the professional bodies also provide guidelines for evaluation.

The following are some of the professional bodies involved in curriculum design, development and transformation of UKZN's Programmes:

- The South African Institute of Chartered Accountants [SAICA]
- The South African Council for Planners [SACPLAN]
- South African Council for the Architectural Profession [SACAP]
- Law Society of South Africa [LSSA]
- Health Professions Council of South Africa [HPCSA]
- Council for Social Service Professions [SACSSP]
- Pharmacy Council
- Engineering Council of South Africa (ECSA)
- South African Council for Quantity Surveying Profession (SACQSP) South African Nursing Council (SANC)
- South African Geomatics Council (SAGC)

The majority of all the academic staff employed in the pertinent fields are also members of the various professional bodies and thus every aspect of their academic teaching and supervision is infused with a fundamental understanding and appreciation of the needs, requirements and demands of the profession (also see Focus areas 2R and 4D).

c. Participation of peers and academic networks

Academics at UKZN actively collaborate with other academics and partners in industry. Such networks and collaborations significantly shape ideas that in turn inform curriculum at UKZN. The following are worth mentioning:

b. Conferences and symposia

- **The Society of Law Teachers of Southern Africa [SLTSA]** organises a conference every eighteen months where all those involved in legal education and training have an opportunity to exchange ideas and research findings. This conference has become a common mouthpiece for teachers of law in Southern Africa.
- **The South African Law Deans' Association (SALDA)** regularly, after considerable input from and consideration of the needs of the profession, identifies focus areas where curriculum development can take place. For example, these include the bolstering of ethics, the inclusion of cyber law and the decolonisation of legal education, with a bearing on curriculum.
- **Annual Teaching and Learning in higher education conference:** The University of KwaZulu-Natal hosts the Annual Teaching and Learning Conference. This is an international gathering of academics and researchers, which seeks to showcase innovations, generate debate, theorise policy and practice, and explore opportunities and challenges in Higher Education. The Conference also serves as a platform for disseminating higher education and institutional research findings.
- **The South Africa Communication Association (SACOMM)** is an annual media and communication conference which brings together South African media and communication scholars and educators. In 2015, a dialogue emerged around teaching media and communication and a "Communication Education and Curriculum Development interest group" was born. Through this forum, curriculum matters are debated and shared through a SACOMM online platform.
- **College Teaching and Learning days:** Colleges regularly hold teaching and learning days or academic monitoring colloquia where academics and students have an opportunity to discuss a range of teaching and learning strategies. The platform provides an opportunity to share ideas of best practice on such issues as managing large classes, using IT in lectures and inclusion of students in assessment activities, to mention but a few.

c. Peer evaluations

Peer contribution to curriculum happens through internal moderation of modules when peers moderate examination questions to ensure fairness and alignment with course outlines. This also occurs through the use of external examiners who are engaged for all existing level modules (also see Focus area 1F).

d. Graduate opinion surveys

The University conducts graduate surveys out of which student views on a range of curriculum design and implementation matters are gathered. The Graduate Opinion Survey is conducted

annually and covers a whole range of questions which include workload, the development of skills, teaching, assessment and facilities, and support and administrative staff. In order to find out whether teaching and learning at the University was effective, the survey also asks students about their level of preparedness for their careers and their current employment status. The Graduate Opinion Survey report presents findings rich in statistical data and information, highlighting graduates' opinions on their educational experiences at each College at the University (also see Focus areas 1A and 3M).

e. Participation of employers and partners in industry

Work Placements: A large number of the clinical disciplines in Health Sciences are actively engaged in workplace learning. This is a key element of student training. These students spend a considerable period of time in hospital wards and clinics as part of their clinical teams during their training. Students rotate through different hospitals in different cities and towns/communities. In this way, they are exposed to the department of health systems, and the experience allows them to be fully prepared for the world of work that awaits them.

Internships: The final year medical students are considered student interns. They work full time in the hospital environment and rotate through the department of health hospital systems as members of the clinical team managing patients. After qualifying, students in a number of clinical disciplines have to undergo one or two years of post-qualification work experience before they register as independent practitioners with the respective professional bodies.

Teaching Practice/School Experience: All students in the School of Education doing the Postgraduate Certificate in Education (PGCE) and Bachelor of Education (Bed) qualifications are required to undertake teaching practice as part of their studies in becoming a teacher. This is a formally assessed module within these curricula. There are two period of teaching practice each year (April-May and July-August), where students spend several weeks within local schools. They are allocated a mentor within the school and a tutor from UKZN. The school-based mentor orientates the student-teacher and provides guidance on lesson planning, teaching and professional responsibilities. The students are visited by their UKZN tutors six times during the teaching practice periods for formative and summative assessment of their

lesson planning and teaching. This is a model of wider stakeholder involvement in curriculum implementation and internship (also see Focus areas 2R and 4D).

f. Participation of NGOs and International organisations

In addition to statutory bodies, some professional associations and NGOs also shape curricula renewal and transformation based on global/national priorities and campaigns. The World Health Organisation and UNESCOc fund and promote curricula development on particular issues. As an example, The University for Peace in Ethiopia has a programme for setting up and supporting Peace and Conflict Studies programmes at various African universities, including UKZN.

The Postgraduate Diploma: Child Protection in Emergencies (CPiE) is yet another example of international NGO's participation in curriculum design, development and monitoring at UKZN. The CPiE is an international initiative developed in partnership with, among others, Save the Children (UK), UNICEF and UKZN. The diploma aims to strengthen the capacity of staff within the national child protection system to respond to emergencies. The curriculum was conceptualised and funded through the partnership.

Guidelines or policies for participation of stakeholders at institutional or other levels

The Professional bodies' involvement in curriculum at UKZN is governed by the following Acts:

- Health Professions Act No. 56 of 1974
- Nursing Act No. 50 of 1978
- Engineering Profession Act No. 46 of 2000
- Attorneys Act No. 53 of 1979 and the Advocates Act No. 74 of 1964
- Planning Profession Act No. 36 of 2002
- The Architectural Profession Act No 44 of 2000

Exemplars of curriculum initiatives that successfully incorporated the voices of a range of stakeholders, indicating how this was done and what was successful about it.

g. Exemplar #1: School of Law

The School of Law underwent a review in 2013. One of the recommendations was that the School works closely with members from the profession (bar and side bar), to keep abreast of the cutting edge changes that take place in both branches of the profession. The School of Law embraced this suggestion and believed it could bring great value to the School. The School therefore formed an Advisory Committee with external representation from both the bar and side bar branches of the profession, with the intention that the Advisory Committee could advise the School on what they (the external members from both branches of the profession) believed the School should be doing.

The starting point for discussion on what the LLB curriculum should contain was the Council for Higher Education (CHE)'s National Review of the LLB, which produced a standard document setting out the minimum skills any LLB graduate should have on leaving university.

A great deal of input was received from the external members of the two branches of the profession covering, *inter alia*:

- Orientation in legal practice; the inclusion of practical aspects in teaching; use of guest lectures; Problem solving; Training for the use of IT in the profession; Trial advocacy schemes and Internship training attorneys or the courts.
- Further co-operative opportunities and initiatives were discussed, including sending academic staff to workshops offered by the profession. For example, the Attorneys Fidelity Fund sponsored a joint workshop in January 2016 attended by representatives from all the Law Schools in the country, including UKZN.
- Following on from the collaborations and the review, several of the suggestions/ideas have been incorporated into the current LLB curriculum. In addition, new courses have been developed to meet some of the other needs identified, for example:
 - The Professional Training 2 module, incorporating the Moot Court component of the LLB has been redeveloped to include a considerable amount of drafting of legal process, which dovetails into the drafting component of Civil Procedure offered the following semester.
 - Aspects of legal professional ethics have been incorporated into the fabric of every LLB module, which lends itself to the inclusion thereof.

- A new subject, Cyber Law, which specifically addresses the electronic aspect of law, has been developed and implemented.

h. Exemplar #2: School of Built Environment and Development Studies [Architecture and Town Planning]

The **discipline of Architecture** underwent a review in 2013 and 2015 respectively. One of the recommendations was that the discipline works closely with Architects in practice to keep abreast of the cutting edge developments in the profession. The School of BEDS, in which the discipline of Architecture is based, embraced this suggestion through its School management council (SMANCO) and school board (SB), as they believed this could bring great value to the discipline, School and UKZN. The School therefore formed an Advisory Committee. With the support from the Dean, the advisors initially had a workshop with the academic staff of architecture to understand the existing challenges within the discipline and propose ways of resolution. They are constantly contributing to advancement of the discipline academically and professionally; a few notable items are listed below.

- The contribution of the advisers was, among others, a review of progression rules and restructuring of studio-based modules from the undergraduate and postgraduate programmes.
- To find a relevant links between the undergraduate and postgraduate curriculum and propose realistic plans and themes to achieve the academic and professional outcomes of the Architecture programme.
- In addition to the advisors, the school Management employed the services of a consultant to review the content of the new proposed curriculum templates of the discipline. These templates were also reviewed by the educational committee of the South African Council of Professional Architects (SACAP).
 - The appointed advisors and School’s Dean also formulated strategies and ideas to improve the research output of the academic staff.
 - Advising and finding practical solutions to the shortcomings in students’ competency of building construction and technology within the curriculum. This was achieved by introducing local professionals in the field of architecture to be appointed as studio design facilitators, to assist students in their design projects especially from a technical perspective.
- The implementation of the architectural student representative body and creation of a forum and platform for the students to interact with their lecturers on the teaching and learning issues linked with the architecture programme.

- The advisors were also useful in promoting relevant relationships with the local and national voluntary institutions in the field of architecture, such as the South African Institute of Architects (SAIA), committed to enhancing the process of teaching and learning for the students and the well-being of all staff to create a comfortable learning and professional environment.

Challenges to be flagged regarding the participation of various stakeholders in the design, development, renewal and transformation of the curriculum

While student participation happens in a relatively structured manner, there are currently no formal guidelines on how to ensure the voice of the employer in our curriculum is heard and acknowledged. UKZN does not have clear guidelines on ensuring that the voice of the students, once captured through feedback questionnaires and surveys, is incorporated in the design of curricula. Equally, although the Graduate Opinion Survey report presents findings that are rich with statistical data and information highlighting graduates' opinions on their educational experiences at each College at the University, we have not formalised a process to monitor inclusion of these findings into our curricular. We need to flag this as a matter that requires further engagement with a view to provide more detailed guidelines for student involvement in curriculum design through (and/or in addition to), such structures as SB, CAAB and Senate.

Dean's reflections on compiling Focus Area 4

Curriculum has the power to privilege as it has the power to marginalise and the effect of this harsh reality is starkly visible in South African society. Several years into South Africa's democracy, curriculum in our higher education system is perceived to be reproducing the individual and institutional inequalities that were entrenched by apartheid. Transforming the curriculum requires that in our institutions and across institutions platforms be nurtured for academics to engage with the curriculum as reflective practitioners. The exercise of compiling the QEP II Report has been invaluable in this regard. It has given us an opportunity to conceptualise curriculum as being much more than content; to visualise curriculum as a process in which engagement of students (and other stakeholders) in pedagogical processes of assessment and programme design are vital and to reflect on how best to nurture interactions among students and between students and staff in a manner that contributes to an empowering curriculum – a transformed curriculum.

CONCLUDING COMMENTS ABOUT CURRICULUM

RENEWAL, DISRUPTION AND TRANSFORMATION

In an attempt to bring about dialogue and cultivate diverse perspectives about curriculum, the QEP team comprised staff from different disciplines, strata within the institution and academic ranks. The process of compiling this report at UKZN has revealed the inherent complexity in unpacking, developing and contesting common understandings of curriculum. Key lessons through this process have been learned:

- The *process* followed in the construction of this report itself fosters dialogical and social exchange across different disciplines and levels: educational experts were used to review the curriculum provisionings; task teams were established within each college; a range of discursive dialogical spaces were set up to activate notions of curriculum quality. This was also linked to the recognition that newly-appointed Teaching & Learning Strategic Group (TLSG) members become more familiar with their curriculum partners who would support each other in the agenda of curriculum development.
- The process of curriculum change was *interpreted in varied ways* across different disciplines/fields, with tendencies towards confirming existing paradigmatic boundaries within the “hard sciences”, and more likely, erasing boundaries within the social sciences. Explorations of curriculum alternatives, including trans-disciplinarity, were nevertheless evident across both.
- Curriculum development initiatives need to *move beyond compliance* with an externally-driven agenda, either by statutory requirements for quality assurance (e.g. CHE), professional councils (e.g. HPCSA), or institutional vision and mission adherence.
- *Multiple partners* co-define conceptions of curriculum quality, and singular advocacy or uncritical ideological agenda should be resisted.
- The tendency to understand curriculum change as a form of *surveillance* defeats the purpose of a responsive evolving agenda for higher education studies. University structures should avoid *over-prescribing uniform accountabilities* across different sections of the higher education curriculum spaces. Over-regulating quality could have the unintended consequence of fostering complicit surface rather than deep

curriculum change, providing semblances rather than sustainable, innovative curriculum responsiveness.

- The student body represents an important, but not the only driver of curriculum change. There is need to expand *beyond merely student commentary or adversarial roles* in curriculum reconstruction towards shared dialogical partnerships in curriculum change. Consciously activating these spaces for respectful curriculum dialogue is crucial for long-term curriculum development.
- Reflections about *decolonisation of the university curriculum* have raised questions about relevance and social justice concerns, but have also examined whether new essentialisms and oversimplifications of the complexity of interconnectedness between multiple constituencies have been generated. Singular definitions (from all constituencies) should be resisted.
- The “*world of work*” and the “*world of academia*” need to work in concert with each other, in spite of paradigmatic divergences that may or may not exist.
- It is noted that *the situated lived-experience of the (undergraduate) student* has not been sufficiently explored in this report, and this ongoing agenda is required for any meaningful long-term goal of curriculum change.
- Curriculum transformation is likely to be a continued, lengthy process of *building staff capacity* not just to ensure their readiness to apply for promotion, but also to service the agenda of institutional curriculum change. The tendency to resist rather than embrace the challenge of change is an ongoing staff development exercise
- This report has foregrounded (as mandated), the undergraduate curriculum which serves as foundational for *postgraduate studies*. Understandably, more imaginative explorations and contestations are evident within postgraduate student research, which contribute to the overall ethos of the institution. It is useful to understand curriculum change within an organisation in terms of holistic interconnections between undergraduate and postgraduate studies.
- UKZN has foregrounded the efficiency rationale to address its changing demographic profile as a *conscious agenda of social justice redress*. However, an ever-expanding massification could de-rail this agenda if economies of scale are not carefully managed. The changing profile of both staff and students must address concurrently the building of capacity in teaching & learning, curriculum design, development & implementation,

as well as research to develop, monitor and review a curriculum of both quality and relevance.

While much has been done, a lot more still has to be imagined.

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