STEPS close out and recommendations document

– Part II –

Task Teams with University-wide Significance

1 Introduction

This is the second of four documents by which the STEPS (Strategic Transformation of Educational Programmes and Structures) Task Teams hand forward their recommendations to the University decision making and academic structures for approval and implementation.

In Vision 2020, the Vice Chancellor set a framework for CUT to become a distinctive and proficient University of Technology (UoT). The 2020 Vision implied that CUT would take on a developmental role contributing to socio-economic advancement, adopt an output/outcome approach to attune its curricula and research to the needs of its primary users, further these aims through strategic partnerships, and become a new generation organization revisiting its own offerings, processes and structures for greater responsiveness and flexibility. The STEPS process was to clarify and tackle the implications of Vision 2020 in the core domain of educational excellence.

Initially The STEPS process teased out the implications of Vision 2020 at a large preparatory conference in 2010. The output of the conference was documented in the Bridging Document and then taken into a workshop of a hundred CUT academics and management staff. The workshop set the basis for twelve areas to be taken up in STEPS Task Teams. The mandates for the Teams were set out in the Synthesis Document and they received further guidance during their deliberations through 2011 in a Directions Document from the Vice Chancellor.

These Task Teams were broadly of three kinds. One kind of Task Team dealt with rationalisation and innovation in the four Faculties. The recommendations of these Task Teams are dealt with in the first of the three close-out documents. Another kind of Task Team covered six new problem-oriented, career-focussed, interdisciplinary curricula, with separate Task Teams within Humanities for Design and Education. These are summarized in the third close-out document.

This document, the second of the four close-out documents, looks at the Task Teams which dealt with aspects impacting the core business of a UoT, namely the admission of underprepared students, the addressing of their needs through innovative teaching and learning, and the integration of theory and of practice of Work Integrated Learning in the actual workplace. It also includes the associated challenges, that of managing large classes and that of extending the community outreach in the form of continuing education, both of which also cut across faculty boundaries. Finally it touches on the University wide concern of fostering research that is “multi-, inter- or trans- disciplinary.

By focussing on outcomes, Vision 2020 signals that CUT is not satisfied with gaining revenue due to the volume of students (inputs); nor is it satisfied with just how well they are taught, assessed and supported (process), or the production of graduates (outputs); rather it commits to produce graduates who actually gain productive employment and contribute to the economy. Section two shows that this has several implications, particularly for the University-wide Task Teams.

2 Implications of an Output/Outcome focus for the University-wide Task Teams

The University-wide Task Teams had an important role in defining, across qualifications, schools and faculties, the CUT approach to career-based education. The Bridging Document identified six dimensions, which differentiate Universities of Technology.

1. The *attributes of our graduates.* Our graduates are more specifically prepared for the workplace, and more oriented towards professional competencies, rather than only being competent in generic critical judgment.
2. The typical *nature of our curricula*. Our curricula, which focus on niches in the labour market, have a higher proportion of contextual than conceptual knowledge, and emphasise operational as well as strategic competencies.
3. The *nature and intensity of research*. At a UoT research tends to get its leverage through being user- and problem-driven, focussing on development issues and involving industry partnerships.
4. The *learning environment and the student experience*. At a UoT the learning environment often involves a greater use of new learning and teaching methodologies, cooperation in teams, and relevant media.
5. The *culture of the academic staff*, which at a UoT places a greater emphasis on professional experience, the involvement of part-timers, and partnerships. This necessitates the cultivating of people with dual identities: what Mthembu has called academic entrepreneurs (entrepreneurs and industrialists who are academically oriented) and entrepreneurial academics (academics who venture into and equally thrive in entrepreneurial and industrial spaces). Indeed partnerships may enable a “revolving door” between academics and industrialists, whose career paths span both industry and academia.
6. The *student profile*. At UoTs a much higher proportion of students have the equivalent of what used to be called secondary certificates rather than university exemption. This poses

challenges that should be carefully addressed in our methodologies and in the learning environment.

When taken separately, none of these dimensions is decisive – in practice, each university strikes some balance between extremes. The challenge for our distinctiveness CUT will be in the choices we make about which way that balance is tilted. Whether viewed as broad contrasts or as a spectrum, these dimensions taken in conjunction well differentiate UoTs from traditional universities. As the Vice Chancellor has emphasised, "unlike at traditional universities, where aloofness, dispassionateness and distance from government, business and industry are virtues, these to us are vices". We accordingly expect that these differentiators will - in different ways and different extents - be important in our STEPS review of curricula, and in particular in informing the new offerings that will make CUT distinctive.

These dimensions must manifest in the attributes required of our graduates, which again are used by the Task Teams to focus their deliberations. These can synthesize into four key attributes:

Trained to do something

- Technically competent: Sufficient expertise in the field to be able to be immediately productive in the work environment (employable);
- Computer numerate: Able to use the computer packages used in the specific work environment and sufficient conceptual ability to adapt to new packages;
- Business literate: Able to write clear reports and comprehend workplace documents.

Trained to question

- Conceptually able: Confident with conceptual material in the more abstract elements of the syllabus;
- Articulate: Able to test ideas and raise thoughts 'one-on-one' and in groups;
- Problem solving: Able to participate in actual innovation.

Trained to innovate

- Able to plan: planning and project skills;
- Connected: Able to source, assess and apply work-related information, e.g. from the internet.

Trained to interact

- Socialized: Able to work with co-workers and supervisor;
- Articulate: Able to express themselves and offer opinions in discussion to peers and seniors;
- Able to work in teams and independently, as embodied in the course teaching methodology.

3 Work integrated learning (Task Team 1)

The emphasis on outcomes has an important implication for WIL. At the 2011 graduation survey, 1350 students disclosed their employment status. Of the 724 students who had had no or poor WIL, 63% were "not working but looking for work" that is 63% were unemployed. On the other hand, of the remaining 626 students, who had had WIL integrated into their qualification, only 26% were unemployed. WIL therefore decreased the probability of being unemployed from 63% to 26%. This is a massive difference.

This is important as CUT takes the employability of its students seriously; CUT is not in the business of producing unemployed graduates. Applying the above proportions to the full number of graduates and the total cost of running the University in a given year, comprehensively applied WIL will have reduced the cost per head of an employed graduate from a cost of R360 000 (1200 employed graduates) to a cost per employed graduate of R270 000 (1600 employed graduates).

There are many examples of WIL at CUT that are excellent, and which include preparing the students, working with industry to find the places, clearly defining the objectives, and assessing and monitoring the students. The key challenge for CUT is to ensure that all this is done and done well for every qualification.

CUT has some 70 undergraduate qualifications, of which 29 BTechs in principle have had their WIL covered in advance by the corresponding Diplomas. Of the remaining 42 qualifications, 23 have comprehensive WIL (corresponding to some 3,990 FTEs), while 18 (corresponding to 4,416 FTEs) do not. Three of these (the Diplomas in Import Export and Sport Management, and BCommerci) are being discontinued and six (Diplomas in Clothing, Fashion, Fine Art, Graphic Design, and Photography, and the National Higher Diploma in Clothing) are being combined into the new Design and Studio Arts Qualification.

This leaves the following eleven qualifications which have to be recurriculated with WIL in mind: Diplomas in Language Practice, Information Technology, Marketing, Public Management, Office Management and Technology, Internal Audit, Human Resources Management, Financial Information Systems, Accounting, Jewellery Manufacture and Design and the new Diploma in Design and Studio Arts, and new Advanced Certificate for Accounting Technicians. The recurriculation will take place during 2012, and the first recurriculated year will run in 2013 with WIL typically taking place in the second or third academic year.

The Task Team has gathered the statistics on the present distribution of WIL, determined the workflow for WIL, and conducted benchmarking exercises, in particular with CPUT, TUT, DUT and VUT. It has set out a framework for key minimum standards and controls for the process steps, developed a workload formula and started to investigate software support.

For CUT the key minimum standard for WIL is 30 credits, corresponding to at least twelve weeks of actual placement. This may be supplemented by simulation (typically first year), a substantial project, and workplace preparation of 6 credits, covering job search techniques, CV and covering letter, Interview techniques, what to expect in the workplace, professional behaviour and, where required, programme specific skills).

There is a central WIL structure and some faculty WIL structures at present, which can be adapted and transformed. The Task Team envisages a substantial central structure which would set and enforce norms and standards, and oversee quality of preparations for WIL. The centre will also aggregate and oversee the placement and outcome statistics submitted by the faculties. In the envisaged new structure the delivery shifts to the Schools and Faculties, while the oversight is provided by the centre.

Outcome 1: Compulsory recurriculation during 2012 of the following qualifications: Diploma in Language practice, Diploma in Information Technology, Diploma in Marketing, Diploma in Public Management, Diploma in Office Management and Technology, Diploma in Internal Audit, Diploma in Human Resources Management, Diploma in Financial Information Systems, Diploma in Jewellery Manufacture and Design, Diploma in Accounting and the new Diploma in Design and new NHC Accounting Technicians.

Outcome 2: To provide a WIL coordinator for each Faculty with new WIL programs, namely Management Sciences, Humanities and Engineering and IT who will also be responsible for monitoring employment of graduates and placement statistics.

4 Student preparedness (Task Team 2)

To contribute to equitable access, CUT has the core mandate of admitting students who have a school-leaving qualification that is fit for entry to a diploma rather than entry to a degree. This in many instances further conceals functioning and knowledge at the level of even lower grades, because of poor teaching at poor schools. CUT has the great challenge and responsibility of raising their literacy and numeracy levels to CUT requirements, as well as other skills essential for confident university performance.

The project confined its scope to aspects relating to readiness for tertiary tuition, as opposed to a work place preparedness (covered in the section on WIL) and instructional modalities (covered in the section on Teaching and Learning). The recommendations are based on a broad range of activities: literature review, benchmarking exercises (local and international universities), a first-years' student survey by questionnaire; focus groups with students, staff members and potential feeder school teachers; and an assessment of the current support offerings at CUT.

The key focus of the Task Team was the conception of a core curriculum targeting essential entry level competencies for all first year students entering CUT:

- The Academic Language Proficiency (ALP) will include an assessment on entry, raise the exemption mark, and offer a second level (possibly including computer-based self-study modes) for those exempted from the basic course (indicative 9 credits). It will be specific to each Faculty to begin with and further differentiated for programme requirements over time.
- Computer literacy will include an entry assessment for proficiency, and include a mix of tuition and self-study to be completed by all students (indicative 6 credits).
- Numeracy skills will be adapted for in-field requirements as mathematics is a pre-requisite for entry into some programmes. Academic Development and Support will ensure there is at least coverage of key numeracy skills across all programmes (indicative 6 credits).
- Success Skills presently include study and information search skills, which cut across all learning programmes. Additional skills such as presentation, project planning etc, will be included and assessed in the learning programmes (indicative 3 credits).

The proposed 24 credits are a mix of stand-alone modules that cut across all faculties (success skills, computer literacy), stand-alone faculty-specific offerings (ALP), and faculty-driven offerings (numeracy skills).

The Task Team also identified a range of interventions that will have an impact on student performance. These include:

- Strengthening of tutorial and supplementary instruction systems. The lecturer will be accountable for identifying, providing or sourcing support and tracking at-risk individuals. (This may be part of the lecturer performance measures.)
- Increasing the use of technology, including self-study opportunities, by placing more materials accessible to students through Blackboard and smart classrooms.

- Improving the understanding of course requirements and outcomes, through improved information-sharing at the stage of application for admission (marketing) and the start of the academic year (orientation).
- Reducing the burden of decisions relating to student life, through improved co-ordination of accommodation options, transport systems, fees support etc., so that students keep a focus on studies.

Outcome 3: Faculty-adaptable, compulsory preparedness modules. Modules will cover language, numeracy, IT and basic life skills to be articulated with the current support offerings and underpinned by pedagogical technology.

Outcome 4: Appoint a coordinator to pilot and then implement tutorials, supplementary instruction and technology use for all classes where the pass rate is less than the Ministerial target, starting with larger classes.

Outcome 5: Appoint a coordinator to address attributes of student life that hamper student performance directly (information and orientation, accommodation, transport, fees).

5 Teaching and learning modalities (Task Team 3)

The attributes that CUT would expect of its graduates, as well as the orientation of CUT qualifications toward specific careers, require critical reinforcement from a variety of teaching and learning modalities, i.e. how the components in a qualification are delivered, how students engage with them, and how technology is invoked. In this context, a curriculum is obviously much more than the just a course-outline.

As summarised in the STEPS Bridging Document and recalled on page 4, CUT expects to produce students who have learnt to (a) do, (b) question, (c) innovate and (d) interact. Effective application of the modalities mentioned above is acutely dependent on the proficiency of the lecturing staff. However moving beyond 'chalk and talk' takes some of the lecturing staff and students out of their comfort zone.

The task team approached the research needed to inform its recommendations with the following activities:

- A survey conducted in July 2010 on teaching and assessment methods has been analysed, by Faculty. Focus groups on teaching and assessment methods were held at sub-Faculty level and the findings distilled. A key finding is that only a very limited range of teaching and

assessment methodologies are utilised. A second finding of note is that what works best depends on what is being taught, demanding a selective, nuanced approach to developing lecturer capabilities.

- The opportunities to be realised by technology were considered, and particularly the later releases of Blackboard were considered. Opportunities for interactive classrooms, offering courses on-line and online, formative and summative assessment need to be realised.
- How other institutions address the matter of lecturer capability was benchmarked with a workshop with Professor Chrissie Boughey from Rhodes during June 2011. The breakthrough insight was to make the demonstration of competency in assessment a additional condition for confirmation of employment. This is a departure from more traditional approaches, including that of CUT, where completion of a qualification is the only pre-requisite. Assessment was carefully chosen as the competency to be demonstrated, because sound assessment competence feeds back into sound approaches to teaching.

The key recommendations arising from this task team focus on building the capacity of the lecturing staff. Whilst it may be argued that some interventions to address this are already in place, it may also be argued that often they are more honoured in the breach than the observance. Therefore these interventions need to be far more focussed and mechanisms installed to ensure that they are well organised, monitored and implemented tenaciously. This could form part of the key performance areas of lecturers and their supervisors and managers. The interventions also needs to focus on outcomes – what lecturers are able to do as a result of a development intervention in addition to mere attendance.

All this in turn entails defining a competency profile for lecturers at various levels. This would need to reflect in the promotion policy. The profiles should be a collaborative effort between Academic Support, HR and Faculty management and need to be applied without exception by the faculty management. As an interim step, the competencies of the current academic staff have to be assessed against this profile and an action plan drawn up where there are deficits. Faculty management will be expected to monitor lecturer capabilities against the competency profile and manage performance accordingly.

An additional requirement is a code of conduct by teaching staff. Suitable precedents are available from other higher education institutions. Matters cover the fundamental issues of presence at lectures, proper preparation, professionalism in assessment, timeliness and meeting of deadlines for administrative requirements, sexual harassment, and other issues of conduct in the workplace. Blackboard is a crucial resource. In addition to the delivery of content and supplementary, it can be

applied to communications (announcements and reminders, collaboration (group work, discussion), assessment (including formative assessments, assignments and practical), and surveys.

Outcome 6: Define and agree the competency profile for academic staff mandate HR to ensure 100% compliance for new appointments and all promotions

Outcome 7: Competency audit against competency profile with agreed next steps and quarterly against progress of the relevant manager at the school or programme level

Outcome 8: Some compulsory measure of proficiency in teaching and assessment with consequences for non compliance. At the simplest this would be the completion of a specified qualifications; at a more ambitious level this would be demonstration of the key competencies learnt during the qualification.

Outcome 9: Code of conduct agreed, with a quarterly review of conduct against the code supervised by director of teaching and learning

Outcome 10: Drive the roll out and uptake of Blackboard to plan and deadline.

6 Large class review (Task Team 5)

Large class sizes present an important challenge: while there is a real pressure to have increased class sizes because of the economies of scale, large classes can pose a learning challenge and have a disproportionate effect on throughput. Large class scenarios at CUT were evaluated statistically and qualitatively.

The detailed statistical study reveals that there is a large class effect at CUT; while the pass rate seems to be independent of class size for classes below 40-60 students, the pass rate drops off for classes above that number. The statistics indicate a need to pay special attention to classes which have more than 50 students.

This is borne out by the qualitative analysis. Smaller classes are more effective when the development of higher-level cognitive skills is required. They allow for more feedback between students and staff, make it easier to address low motivation and specific needs, and allow timely and frequent feedback. Conversely, large classes pose problems around anonymity, passivity, absenteeism, disruptions, noise levels during class tasks, the large volume of marking, and student feedback.

The policy of simply splitting classes when they reach a certain size may be considered adequate but not optimum. It is not optimum in terms of efficiency, nor the use of skilled staff, nor the optimum pedagogical approach to maximising learning.

The Task Team has set out a set of principles for large class sizes including measures around attendance, assessment, resourcing and setting of targets. These include

1. Compulsory class attendance using automated record keeping. This would be coupled with tutorials for face to face contact and regular monitoring of lecture quality.
2. Audio support for any class bigger than 40, with automatic up loading of the podcast to blackboard
3. Provision for tutorial and marking support based on a size formula starting at 60.
4. Regular (daily or weekly) use of indicative tests. Training on how to do this using e.g. Blackboard.

Together with Task Team 3, this task team has identified 50 classes of more than 150 students but with a pass rate lower than the Ministerial guideline. These have been earmarked for a potential pilot for 2012.

Outcome 11: Implement large-class size guidelines as part of managed approach to pass rates, and attend to implications for the PQM.
Outcome 12: Pilot of the large class approach for 2012.
Outcome 13: Funding for one tutorial per week (assistant lecturer rate) and one marking hour per week for every 30 students for classes of 60 and above.

7 Continuing education (Task Team 12)

Through continuing education, CUT will serve its own graduates with ongoing professional development. This is particularly important for CUT graduates in technologically laden, fast-changing niches in the labour market. It also can contribute to third stream income. Continuing education can also enhance access to post-school education for the wider community that CUT serves, particularly important in a country that still has proportionally few people with tertiary education. After establishing its scope, and conducting some benchmarking of similar activity at other South African universities, the Task Team has produced a concept which can now be developed into a Business Plan to be submitted by end-June 2012.

There is a need to establish a Continuing Education Centre with programmes initially targeted at post diploma/ degree working students. The Centre does not immediately take over other current

multiple efforts across CUT – community engagement, SITA training, staff skills development etc. The first step is to set up the right processes to underpin academically sound new offerings, which are articulated to current academic strengths. Thereafter, existing continuing education programmes can gradually be integrated into the new delivery model, after adjustment so as not to compromise its integrity. This in turn will allow CUT to broaden the focus of continuing education also to those people with no tertiary qualification.

The next step is the appointment of an interim Director for Continuous Education plus the development of a governance and revenue model for the Centre. The existing activities are currently unstructured, often having been created by champions who subsequently moved on. A pragmatic approach would be to set up a structure premised on a well thought through ideal and to migrate existing offerings into such a structure.

Outcome 9: Establish a Continuing Education centre with programmes initially targeted at post diploma or degree working students.

8 Interfaculty research (Task Team 11)

Noting the outcome- and problem orientation of Vision 2020 as highlighted by STEPS, the Task Team specified its main aim as to draft guidelines and an action plan towards enhancing an MIT (multi-, inter- and trans-disciplinary) research culture at CUT. It sought to realise this aim on three fronts, each addressed by a sub-Task Team:

1. Conceptual clarification of MIT and strategies to foster a MIT mindset, based on a review of current research programmes/clusters.
2. Advancing readiness and capability of researchers (staff and students).
3. New MIT-related proposals for transfer and innovation.

The sub-Task Teams met on a regular basis, two institutional workshops were held, and the activities were pulled together through six meetings of the main Task Team. The project yielded three position papers, whose essential findings are extracted below. The recommendations are set out in a further section at the end.

1. Sub-Task Team: Conceptual clarification and cluster review

Multi-disciplinary research incorporates the merging of two or more distinct disciplines or the cross-application of research methods when unrelated disciplines work together, e.g. history and economics. *Inter-disciplinary research* typically includes initiatives that permeate traditional

academic departmental boundaries, increasing collaboration and cooperation until a new discipline consolidates, e.g. biology and chemistry yielding bio-chemistry. And *trans-disciplinary research* almost entirely reduces insularity between some disciplines and incorporates aspects of others to yield entirely new offerings, e.g. development studies.

Applying this to the three currently identified CUT research clusters and the fourteen programmes they contained, the sub-Task Team identified two, five and seven iinstances of multi-, inter- and trans-disciplinarily respectively.

2. Sub-Task Team: Research preparedness

This sub-Task Team identified four key challenges on the current CUT research landscape: (a) each faculty has a small core of researchers who are comprehensively research-active in postgraduate supervision, publishing and externally funded projects, while other staff participate selectively, and yet others not at all; (b) although a large number of staff attend conferences, there is little evidence of this leading to projects for postgraduates, publications and funding; (c) the wide range of activities to promote research readiness and preparedness are generally thinly attended, perhaps because they are not compulsory for staff or credit-bearing for students; and (d) not all academic programmes in the PQM have a defined, or appropriate, research curriculum.

Following a workshop on the topic, this sub-Task Team accordingly proposes a research process and methods course that synthesizes some existing successful offerings, for programmes that do not have it. There would be selection and adaptation among the following likely topics, subject to specific programme needs:

Introduction: Definitions, characteristics and classifications of research, research ethics.

Research planning and project design: Problem identification and formulation, project design, proposal writing, the literature survey.

Sampling: Varieties and characteristics of good sampling.

Data and measurement: Primary and secondary data, qualitative and quantitative data, measurement and evaluation, "objectivity" in research.

Research designs: Descriptive research, Interviews and questionnaire design, experimental research.

Analysis: quantitative and qualitative analysis, case studies, modelling.

Scientific writing and reasoning: Analysis and interpretation, arguments, writing up.

3. New MIT-related proposals for transfer and innovation

The sub-Task Team considered an eleven-step Innovation Plan in an MIT-sensitive environment, from conceiving and seed-funding a prototype through production to marketing and sales.

In addition, a detailed case-study was developed, in a two-day workshop, to illustrate the phases of conceptualizing, defining, scoping, and detailed planning, for a new innovation-oriented research programme, using as an example the development of real-time on-site measurement of water purity.

4. High-level findings and recommendations

The Task Team recommends the following for implementation in the Faculties, as appropriate, or with facilitation by the Dean of Research:

- There are many multi-, inter- and trans-disciplinary programmes – the challenge is for different Faculties to liaise better with each other on MIT projects.
- Research projects should be more effectively aligned with an identified research programme, to assist grant-seeking and co-operative opportunities.
- The Innovation Plan should be disseminated so that the typical understanding of solving a research problem is extended to product incubation, prototyping and eventual commercialisation.
- For staff, research development opportunities – of skills required for publication writing, conference presentations, research grants applications, supervision, and formative and summative assessment – would be more effective if compulsory.
- Research readiness and preparedness are uneven across the Faculties, both among postgraduates and among staff working towards postgraduate degrees.
- Preparedness for research and innovation starts at the undergraduate level – hence all learning programmes should accommodate this strategy.

Several of these findings require ongoing implementation by the Central Research Committee. The last two recommendations are immediately implementable from 2012 onwards:

Outcome 14: A specified selection of short courses offered in aspects of research development – publishing, presenting, seeking grants etc. – should be made compulsory for staff and students working towards postgraduate degrees.

Outcome 15: Those programmes that do not have a compulsory research process and methodology course for postgraduates should implement one on the above framework.

9 Conclusion: broad resource implications and outcomes

This document has dealt with the six Task Teams on Work Integrated Learning, Student Preparedness, the Modalities of Teaching and Learning, Large Classes, Continuing Education and Interfaculty Research, which cut across programmes, schools and faculties. The last of these Task Teams (Interfaculty Research) deals mainly with issues of concern to academic staff and research students and the penultimate one (Continuing Education), deals with community outreach and third stream income.

The remaining four deal in one way or another with outputs and outcomes across the University. By their nature these interventions impact the same macro-variables, namely pass rates, retention rates, throughput and employability. The recommendations of the first Task Team will directly impact employability; on a qualitative level it also impacts the graduate attributes and extends the range of learning environments to which each student is exposed. The second, student preparedness, will directly increase retention and pass rates, but also will improve academic results, further learning and placement. Teaching and learning modalities and the related large class recommendations are expected to make a big difference to throughput. Related variables include first year drop-out rates and average time taken to achieve the qualification.

The outcomes of the task teams are given below:

Outcome 1: Compulsory recurriculation during 2012 of the following qualifications: Diploma in Language practice, Diploma in Information Technology, Diploma in Marketing, Diploma in Public Management, Diploma in Office Management and Technology, Diploma in Internal Audit, Diploma in Human Resources Management, Diploma in Financial Information Systems, Diploma in Jewellery Manufacture and Design, Diploma in Accounting and the new Diploma in Design and new NHC Accounting Technicians.

Outcome 2: To provide a WIL coordinator for each Faculty with new WIL programs, namely Management Sciences, Humanities and Engineering and IT who will also be responsible for monitoring employment of graduates and placement statistics.

Outcome 3: Faculty-adaptable, compulsory preparedness modules. Modules will cover language, numeracy, IT and basic life skills to be articulated with the current support offerings and underpinned by pedagogical technology.

Outcome 4: Appoint a coordinator to pilot and then implement tutorials, supplementary instruction and technology use for all classes where the pass rate is less than the Ministerial target, starting with larger classes.

Outcome 5: Appoint a coordinator to address attributes of student life that hamper student performance directly (information and orientation, accommodation, transport, fees).

Outcome 6: Define and agree the competency profile for academic staff mandate HR to ensure 100% compliance for new appointments and all promotions

Outcome 7: Competency audit against competency profile with agreed next steps and quarterly against progress of the relevant manager at the school or programme level

Outcome 8: Compulsory diploma in Higher Education for all academic staff as part of the probation conditions

Outcome 9: Code of conduct agreed with a quarterly review of conduct against the code supervised by director of teaching and learning

Outcome 10: Drive the roll out and uptake of Blackboard to plan and deadline.

Outcome 11: Implement large-class size guidelines as part of managed approach to pass rates, and attend to implications for the PQM.

Outcome 12: Pilot of the large class approach for 2012.

Outcome 13: Funding for one tutorial per week (assistant lecturer rate) and one marking hour per week for every 30 students for classes of 60 and above.

Outcome 14: The short courses offered in aspects of research development – publishing, presenting, seeking grants etc. – should be made compulsory for staff and students working towards postgraduate degrees.

Outcome 15: Those programmes that do not have a compulsory research process and methodology course for postgraduates should implement one on the above framework.