
Terms of Reference: UCT Curriculum Change Working Group

Scope

The purpose of the CCWG is to facilitate a process for the whole UCT community to engage in critical curriculum transformation.

The CCWG will:

1. Together with the academic and student volunteers engage with faculties, departments, students and other constituencies within the institution with the intention of initiating a deep conversation about the curriculum; centering transformational challenges, opportunities and debates and ultimately generating a framework to guide curriculum transformation
2. Share examples of curriculum innovation occurring in different parts of the University
3. Coordinate key activities to promote and support the process
4. Identify resources (people, readings, processes) to support the process
5. Promote critical reflection about pedagogic and assessment practices which are perceived as exclusionary, and stimulate debate around these issues
6. Encourage discussion on ways of expanding opportunities for students to engage respectfully with communities beyond the university through community based education programmes, service learning, or applied research projects.

Deliverables

1. Document, archive and keep records of the process. A Vula site will be set up for this purpose.
2. Identify curriculum innovations and interventions already taking place in various parts of the university
3. Develop an enabling and responsive environment to facilitate organic curriculum change
4. Continuously identify, document and where possible disseminate information surrounding critical issues emerging from the curriculum change dialogue process
5. Conclude the formal process with a proposed framework to guide curriculum transformation

Timeframe

The process articulated above will run from 1 April 2016 up until the finalisation of an institution wide framework for curriculum change in September 2017. As the process of change will be organic and generative, many change initiatives and policy changes are likely to occur as the institution wide processes and debates unfold.

Institutional accountability

To underline institutional commitment to this process the executive has committed to:

- Support curriculum change as a strategic initiative of the University
- Provide resources to take the process forward
- Debate mechanisms for holding academic leadership accountable for meaningful curriculum change

Membership and Participation

Co-chairs: A/Prof Harry Garuba (Acting Deputy Dean, Humanities: Research and Postgraduate Affairs and Interim Director AXL HOD and Associate Professor Elelwani Ramugondo (Occupational Therapy).

Other members: Prof Sandra Klopper (DVC), Prof Sakhela Buhlungu (Dean of Humanities), Prof Harsha Kathard (Interim Head of the Health Sciences Education Department), A/Prof Denver Hendricks (Deputy Dean, Health Sciences: Postgraduate education), Dr Kasturi Behari-Leak, (Academic Staff Development, CHED), Goitsione Mokou (Education Master's student) Rorisang Moseli (SRC President), Brian Kamanzi (RMF and Master's student in Education and Built Environment).

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Secretariat: Judy Favish (Director: Institutional Planning), Amanda Barratt (Academic Planning Officer).

Faculty Representatives: An open voluntary list of staff from different faculties will be continuously updated. These volunteers will help shape, and facilitate, the change process in their faculties and will engage with faculty curriculum structures. Bilateral communication and support will be continuously encouraged.

Student Representatives: An open voluntary list of students, and potentially student groups and/or collectives interested and engaged around the curriculum debates will be updated. These volunteers will help shape, and facilitate, the change process. Bilateral communication and support will be continuously encouraged.

CCWG Accountability

The CCWG will regularly report to the Vice Chancellor, the Teaching and Learning Committee and Council.
