

Welcome to the Centre for Higher Education Development

The Centre for Higher Education Development's (CHED) mission is to promote equity of access, effectiveness of teaching and learning, and the enhancement of curricula, with the twin aims of improving student success and ensuring that UCT's graduates are globally competitive, locally relevant, socially responsive and fully representative of South Africa's diverse population.

CHED was established by UCT's Senate and Council to focus on all matters concerning academic development.

Headed by the Dean of Higher Education Development, CHED has an organisational status similar to that of a faculty.

Did you know?

- Of CHED's total budget, half of its income is from externally generated revenue: foundations, corporate donors, government grants and external sales.
- CHED's total complement of staff is divided equally between professional, administrative, support and service (PASS) staff and academic staff. All of these staff members contribute to UCT's core business through professional services, such as educational technology, data analytics, career advice, graduate recruitment and employer partnerships.
- CHED's services, including its teaching, are underpinned by decades of research in key areas, such as academic literacy, educational technology, testing, curriculum, numeracy and multilingualism.



"UCT's students are amazing. They are some of the most talented and academically capable students in the country and from across the continent. Many of these very same students arrive at UCT against great odds, given the ongoing legacy of unequal provision of education. Even though most of our students come from good public and private schools, the pernicious effects of inequality continue to manifest in feelings of alienation and frustration, and differentials in academic performance between white and black students. This is unacceptable. If UCT's commitment to redress in its admissions policy is to translate into equity of outcomes, then there must be unequivocal support for students all along the pathway. This is what CHED is about."

**ASSOCIATE PROFESSOR
SUELLEN SHAY**
Dean of Higher Education Development

CHED is a cross-faculty structure that aims to:

- 1 contribute to continual improvement in the quality of higher education through widening access
- 2 promote excellence through equity
- 3 develop the curriculum in partnership with faculties
- 4 enhance the competence of graduates by ensuring the provision of key skills and abilities
- 5 enable systemic improvement through the research-led development of informed policy options.

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Centre for Higher Education Development



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1 The **Academic Development Programme (ADP)** has represented UCT's central strategy for promoting equity in the student body for over three decades.

It is an academic department consisting of 48 academics and 12 administrative staff members. ADP works in close partnership with the faculties and has staff based in ADP units in all the faculties (except for Law) as well as in two central units that work across the faculties, developing capacity in academic language and numeracy. ADP works mainly in the following areas:

- Undergraduate curricula, coordinating UCT's extended curriculum programmes and offering workshops, modules and credit-bearing courses in extended and standard undergraduate curricula
- Course and curriculum development in collaboration/consultation with the faculties
- Postgraduate support in the form of short courses, workshops and bridging programmes
- UCT's Writing Centre and the Faculty of Health Sciences' Writing Lab
- Tutor and postgraduate consultant training
- Mentorship and other forms of psychosocial student support.

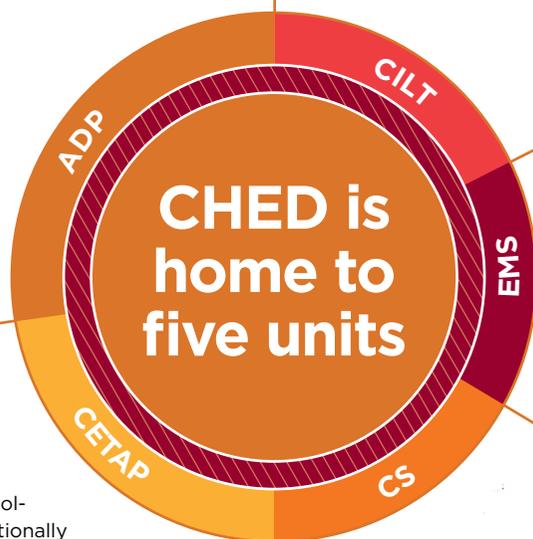
5 The **Centre for Educational Testing for Access and Placement (CETAP)** works to identify the academic potential of school-leavers – particularly those from educationally disadvantaged backgrounds – to help them cope with the typical core demands of higher education study. It is home to the National Benchmark Tests project.

2 The **Centre for Innovation in Learning and Teaching (CILT)** aims to respond to teaching and learning challenges at UCT and in higher education in the areas of staff development, curriculum and course design, educational technologies, evaluation, research, and innovation in learning and teaching. CILT's work falls into three areas:

- Course and Curriculum Development focuses on curriculum and course design for better teaching and learning outcomes.
- Learning Technologies develops and supports Vula, lecture recording and other online learning platforms and tools.
- Staff Development provides professional development opportunities for UCT staff and senior students.

3 The **Centre for Extra-Mural Studies (EMS)** contributes to the university's social responsiveness to make its academic and knowledge resources accessible to a wider range of participants. EMS provides a range of courses and learning opportunities for the general public, participants from commerce and industry, government departments and NGOs, and local and overseas university students.

4 The **Careers Service (CS)** offers information, advice and opportunities to registered UCT students to support their career planning, job-search preparation and ongoing personal and professional development. CS programmes are designed to empower students to transform their education and transition into postgraduate study or the world of work. Activities include partnering with academics to facilitate employability development, connecting students to employers and alumni from all sectors, creating work-experience opportunities, offering specialist support to bursary and international students, and working with learners in communities to offer careers advice and workshops.



The Dean's Office houses several special projects, such as:

 The **Multilingual Education Project (MEP)** is based on the multilingual language policy and plan approved by UCT's Senate and Council. The University Language Policy takes as its starting point the need to prepare students to participate fully in a multilingual society, where multilingual proficiency and awareness are essential.

 The **Mellon Mays Undergraduate Fellowship (MMUF)** programme is designed specifically to provide students with a greater awareness of what it means to be an academic. Each year, five students are selected as Mellon Undergraduate Fellows. They receive stipends for the academic terms and for a research project for two years.

 The **First-Year Experience (FYE)** project was established to help students to negotiate the transition from school to university, and to make use of the many resources available to achieve their full potential. The project works alongside faculties and service structures to improve student learning.

