



CURRICULUM MAPPERS

TEACHING ADVANCEMENT AT UNIVERSITY (TAU)

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An investigation of how Graduate Attributes (GA) are developed through Teaching, Learning and Assessment within the Department of Public Relations Management, Durban University of Technology (Pauline Naidoo)

The study proposed herewith concerns itself with the formalising of graduate attributes in teaching, learning and assessment practice within the Department of Public Relations Management. The study will therefore, investigate whether and the extent to which there is evidence in the teaching, learning and assessment of graduate attribute development.

This study aims to investigate whether and how graduate attributes are promoted through the Department of Public Relations (PR) Management first year major subjects. An in-depth interview will be administered to the lecturers for the major subjects at 1st year level to identify teaching and assessment practices that promote graduate attributes within the PR field. An investigation into the evidence of the teaching, learning and assessment practices within the learner guides will also be analysed in comparison to what has been discussed at the in-depth interviews. Finally, the analysis from the learner guide, specifically the assessments will guide the future planning and assessment of graduate attributes within the PR department.

Assessment of Graduate Attributes

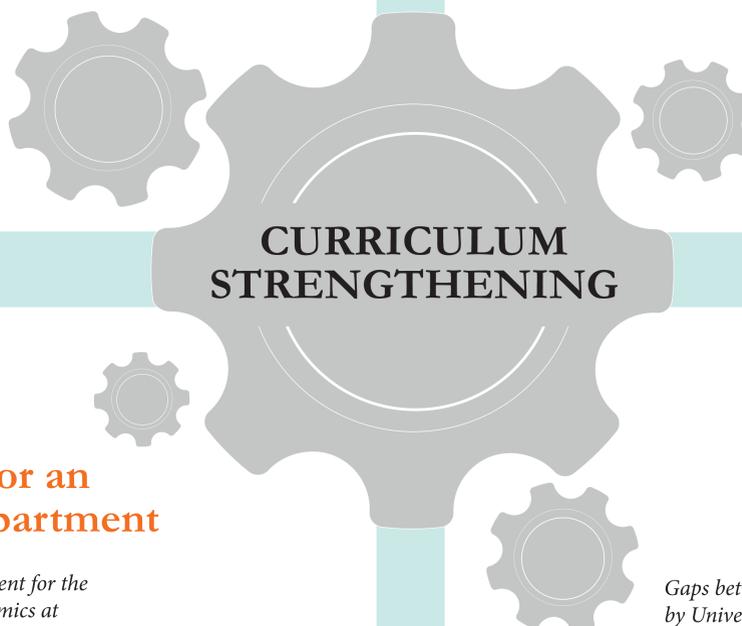
Educating Accounting Professionals: investigating the relevance of an overloaded curriculum (Ilse Lubbe)

Complex accounting, business transactions and calls for employability of students, require curriculum design considerations that address relevance and epistemological access of students. These challenges raise the question: is the current curriculum still relevant for a professional accounting qualification, given the challenges in higher education in South Africa?

In this study the current curriculum outlines, entrance requirements and outcomes of a professionally accredited B Com degree at five institutions in South Africa are investigated and compared, with the aim to identify commonalities, differences and gaps in the curriculum outlines. Bernstein's (2000) concepts of classification and framing are used as a theoretical framework, with a focus on four analytical categories: selection, pacing, sequencing, and evaluation.

The analysis highlights the density of the curriculum, the strong control by the profession on the selection of content and the prescriptive structure of the curriculum regarding the sequence of courses, pre-requisites and outcomes.

Relevance of the Curriculum



Vision and Mission for an Interdisciplinary Department

Development of a vision and mission statement for the Department of Human Kinetics and Ergonomics at Rhodes University (Candice Christie)

The first phase of this study was educational in nature and focused on understanding the concepts of curriculum redesign and vision and mission statements. The second phase focused on the sharing of vision and mission statements from the university and from like-minded departments. The third focused on brain storming sessions on our strengths, weaknesses, opportunities and threats. The next phase focused on staff working in focus groups to develop vision and mission statements for the department. These were consolidated into one shared vision and mission statement following several feedback loops.

The project is still ongoing but preliminary findings suggest that staff identified similar strengths, weaknesses, opportunities and threats. Our biggest strength in those three was identified as our teaching. One of the biggest weaknesses identified was our honours curriculum. Research strengths were mainly in physical activity and health and sports science with our main weakness being ergonomics. The multidisciplinary focus was seen as positive although we do not integrate the modules sufficiently. Our community engagement was seen as promising.

This study highlights the importance of taking a systematic approach to curriculum redesign starting with a shared vision and mission involving all stakeholders.

Industry Requirements for Graduates

Gaps between the mismatch of soft skills offered to students by University and those that are needed by industry: A case of Vaal University of Technology (Annie Moletsane)

This paper reports findings of a project that explored the mismatch of soft skills offered to students by university and those that are needed by industry. The objectives were to identify whether personnel at industry find themselves in the situation where they have to teach soft skills for Work Integrated Learning and internship, and to report the extent to which they possess identified soft skills. In addition the project reports on skills that were identified as essential by industry; and individuals who should be responsible for these. A questionnaire comprising of close-ended and open-ended questions was used for the purpose of this project and was administered to personnel who interact with students during work integrated learning and internship. Quantitative data analysis was employed.

Results show that all participants reported that they found themselves having to discharge the task of teaching soft skills to student interns as they lack some of the skills and are somewhat below expected level in those they possess. Finally, findings from this project indicate that the university should take a lead in addressing the gap of the identified mismatch.