Curriculum change grants

The teaching innovation grants, previously DVC teaching grants, teaching with technology grants and open education grants have successfully enabled UCT staff to implement new ideas through a range of activities from cutting edge virtual reality application, to video resources, to course re-design and converting existing or creating new content as open educational resources or open textbooks.

In 2022 we have a new round of grants. The focus of these grants is to support **curriculum change.** This approach aligns with UCT’s strategic vision for 2030 which is to develop a transformative curriculum focused on academic excellence and equity while promoting and celebrating the cultural and social diversity and creativity of our students. Our success as an institution in embracing Vision 2030 will largely depend on academics being supported in the development and implementation of a contextualised, relevant future-oriented curricula that centres Afrika.

Inspired by existing initiatives that promote social justice in teaching and learning and responding to Vision 2030, we call for new applications that foreground curriculum change imperatives: Applications must show how initiatives fit in to broader faculty curriculum review processes / plans. A letter of support from your Deputy Dean of Teaching and Learning or the Teaching and Learning Structure in your Faculty will be required.

Curriculum change

* Proposals for curriculum change, including teaching and learning materials.

The Senate teaching and learning committee sets out 8 principles for curriculum review and change that will be used to implement curriculum review:

1. Curriculum is not only about knowledge in a single course
2. Curriculum takes as its point of departure the graduate outcomes UCT agrees upon
3. Curriculum has to engage with the research‐intensive character of UCT
4. Curriculum has to be conversant with the historic relationship between knowledge and power in different fields of study
5. Curriculum implies a pedagogy and a theory of learning
6. Curriculum has to introduce students to the language and grammar of different fields of study
7. Curriculum must take cognisance of the inequalities we inherit from students’ experiences prior to HE
8. Curriculum must make available opportunities for multi‐lingual engagement

* Proposals for OER and Open textbooks, new and the reuse and/or adaptation of existing to save textbook expenditure for students. Open textbook development processes have the potential to facilitate relevance, and the decolonisation of teaching and learning. Project proposals must address retention and throughput of students and entrenched disparities in student performance.
* New curricula must reflect how changes to **content**, **pedagogy** and **assessment practices** facilitate student learning and enable them to become agents of change in advancing a just society.

Collaboration

Proposals that focus on the inclusion of multiple voices of both lecturers and students as well as other stakeholders who influence curriculum change. They may include community members, employers, professional organisations etc. Applications should focus on student co-creation of courses and content with the potential to address classroom injustice and shift the lecturer/student power balance and in so doing changing pedagogical strategies.

Funding:

We are offering up to R50 000 for staff support and related costs for a period of one year

Funding will not be provided for attending conferences and equipment will only be funded if a strong motivation is provided for how and why it will contribute directly to curriculum change.

The deadline for applications is 1 September 2022. Final decisions will be made by the committee at the end of September. The first 6-week check in with a brief report will be due the beginning of December. Final reports will be due on the 31 October 2023.

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APPLICATION:

The grants are open to UCT staff working in any discipline

**How to apply**

Grant application proposals prepared according to the TGA2 formshould be submitted to the [Cindy.Gilbert@uct.ac.za](mailto:Cindy.Gilbert@uct.ac.za) by **1 September 2022**

Staff interested in submitting a proposal are encouraged to discuss their application with Dr Glenda Cox prior to their submission for informal feedback and advice. There will also be a briefing session on 25 July 2022.

For more information, please contact [Glenda.Cox@uct.ac.za](mailto:Glenda.Cox@uct.ac.za) For administrative queries please contact [Cindy.Gilbert@uct.ac.za](mailto:Cindy.Gilbert@uct.ac.za).

**Terms and conditions**

* The grant period is effective for 12 months from 1 November 2022 to 31 October 2023
* Grant monies may only be paid into an official university fund administered by a UCT department or faculty.
* Grant proposal submissions may only be made by UCT permanent staff members. If you are not a permanent member of UCT staff, please approach a permanent member for inclusion as the PI.
* Grants will only be awarded to initiatives which can show how they fit into current or planned faculty-wide / programme-wide curriculum review processes
* If possible, all outputs arising from grant funding will be licensed under a Creative Commons Attribution (CC BY) International 4.0 licence. (For more information on Creative Commons Licensing please speak to Glenda Cox)
* Grant holders will be required to do a short presentation on the process, most likely at the annual UCT teaching and Learning conference.
* Grant holders will be required to submit a first quarter report outlining plans and on completion another brief report describing the project and its context, as well as challenges experienced and how these were overcome.

These grants are funded by the DHET UCDG and is part of a larger institutional project on curriculum change.