

18th Annual Public Sector Trainers' Forum – October 2015, Kimberley

The place of a Sol Plaatje University in Development of Human Capability for the Public Sector



The Full SPU Council with the Minister of Higher Education & Training



Core Values at SPU

- Academic freedom and institutional autonomy
- Nurture and cherish diversity of opinion, intellectual rigour and search for truth
- Act as the conscience of our community through critical public engagements
- Ensure a positive and developmental response to the damage of apartheid
- Educate graduates who are critical and positively engaged citizens

2014 Programme Enrolment and Performance

- B.Ed (Senior & FET Phase Science)
- IT Diploma
- Management Diploma
- Academic programmes supported by UFS (B.Ed) and CPUT (diplomas) for development and quality assurance
- 87% course pass rate and 80% of students passed all their courses

Proposed Enrolment and Graduation Size and Shape

		SET	Management	Education	Humanities	total
2014	new	40	40	45	0	125
	%	32%	32%	36%	0%	
2015	new	65	45	135	25	
	return	32	32	36	0	
	total	97	77	171	25	370
	%	26%	21%	46%	7%	
	Graduates	0	0	0	13	13
2016	new	120	120	160	100	
	return	82	66	142	7	
	total	202	186	302	107	798
	%	25%	23%	38%	13%	
	Graduates	20	20	0	17	57
2017	new	180	180	300	100	
	return	154	139	263	70	
	total	334	319	563	170	1386
	%	24%	23%	41%	12%	
	Graduates	39	29	23	20	110
2018	new	180	180	300	150	
	return	252	247	467	126	
	total	432	427	767	276	1902
	%	23%	22%	40%	15%	
	Graduates	74	71	75	58	278
2019	new	250	250	450	150	
	return	309	308	609	182	
	total	559	558	1059	332	2508
	%	22%	22%	42%	13%	
	Graduates	116	114	106	70	405

Proposed enrolment shape by qualification level in 2019

Certificate/Diploma	UG Degree	PG below Masters	Masters	Total
552	1828	100	29	2509
22%	73%	4%	1%	

Academic Plans 2015 and Beyond

- Heritage Studies – Museums, Paleo-Sciences; Social Anthropology,
- Expand B.Ed programmes to include African Languages and Social Sciences plus Intermediate Phase teaching
- ICT and activities related to data science and the SKA
- Health and Therapeutic Sciences
- Earth- and Geo-Sciences related to mining
- Creative writing in African languages
- Agriculture in water-stressed regions
- Management as a cross-cutting discipline

Management and Administration as Scientific discipline rather than as Practice

- What are the theoretical underpinnings of Management as a Science? Internal coherence of models? Refutability?
- What are its core competencies?
- How can these competencies most effectively be developed in the curriculum?
- What content knowledge is necessary to develop these competencies in the Curriculum?
- How do we find agreement on the exit “standards” of the Programme?
- What workplace learning is necessary after the qualification to develop the professional competence of our graduates?

Example of an approach to curriculum structure: The Coherence Matrix

Course Code	Course Name	Problem Solving			Fundamental & Specialist Knowledge			Design and Synthesis			Investigations, Experiments & Data Analysis		
		B	I	E	B	I	E	B	I	E	B	I	E
CHEM180	Chemistry I	✓			✓						✓		
CIVN101	Civil Eng & Development	✓											
CIVN102	Engineering Computing												
CIVN104	Engineering Skills	✓						✓					
MATH180	Mathematics I	✓			✓								
CIVN219	Materials & Structures		✓			✓		✓			✓		
CIVN222	Eng. Planning & Design		✓					✓			✓		
CIVN223	Numrcal Methods & Stats	✓				✓		✓			✓		
MATH280	Mathematics II		✓				✓						
MINN250	Surveying for Engineers		✓				✓					✓	
CIVN303	Structural Design		✓				✓			✓	✓		
CIVN304	Construction Materials I		✓			✓						✓	
CIVN327	Infrastructure Mngmnt		✓										
CIVN328	Infrastructure Planning		✓						✓				
CIVN408	Construction Materials II			✓			✓			✓			✓
CIVN409	Hydraulic Engineering II			✓			✓			✓		✓	
CIVN420	Investigational Project			✓			✓			✓			✓
CIVN421	Integrtd Resource Mngmnt			✓			✓			✓		✓	



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Thank you