



16 October 2026

Faculty Recognition and Endorsement of the Student Curriculum Lekgotla

The Faculty of Health Sciences recognises the Student Curriculum Lekgotla (SCL) as a student-led, Faculty-supported platform for structured student participation in curriculum development, review and transformation.

We encourage Heads of Department, programme leadership, curriculum committees, conveners and other Faculty colleagues to engage meaningfully with SCL representatives where their work intersects with curriculum processes. This may include inviting student participation where appropriate, facilitating reasonable access to relevant curriculum information and documentation, supporting engagement with student cohorts, contributing to SCL consultations and fora, and providing guidance that enables students to develop informed and feasible recommendations. Where recommendations or proposals are developed through SCL processes, we ask that these be considered seriously and constructively.

The SCL emerged in 2023 following a Faculty–student initiated consultation process on student participation in curriculum transformation and, through subsequent engagements, developed its mandate, governance structures and ways of working as a sustained curriculum engagement platform. The SCL operates in close relationship with the Health Sciences Students' Council (HSSC), which formally recognises it as a specialised mechanism for sustained, evidence-informed engagement with curriculum matters and provides governance connection through ex-officio participation.

The SCL is structured to support representative and informed engagement across the Faculty. Students are drawn from undergraduate professional programmes and organised into programme-level working groups, each led by a Programme Lead and supported by year-level representation, under the overall coordination of the SCL leadership. Members are selected through a defined process and undertake structured capacity development in health professions education, curriculum thinking, leadership, governance, project management, evidence generation and student–staff partnership.

Each programme structure is additionally supported by a staff partner who provides mentorship, institutional context and guidance. The SCL also establishes a Graduate Advisory Board for each undergraduate programme, comprising recent UCT graduates working across the country. These boards create a feedback loop between undergraduate training and transition into professional practice, allowing curriculum discussions to be informed by recent graduate experience.

Faculty colleagues may therefore encounter SCL representatives through activities such as:

- reviewing curriculum documents, policies, learning materials or assessment processes;
- conducting surveys, focus groups, interviews and other evidence-gathering activities;
- convening Lekgotla sessions and other student–staff fora;
- contributing to programme reviews, curriculum committees and transformation processes;
- developing recommendations, concept notes, position papers or project proposals;
- undertaking student-led research and scholarship in health professions education;
- developing or piloting educational resources and curriculum interventions; and
- inviting Faculty colleagues to contribute to students’ learning about curriculum, assessment, educational governance and change.

The SCL may at times raise difficult questions or challenge existing approaches. We ask that these engagements be approached in the spirit of constructive partnership. Students are expected to engage responsibly and respectfully, and Faculty colleagues are encouraged to create space for thoughtful challenge, guidance and shared problem-solving.

Where SCL work involves confidential documents, committee discussions, student information or other protected material, members are expected to comply with relevant Faculty and University requirements regarding confidentiality, information governance and professional conduct.

The SCL has also developed relationships with students and institutions beyond UCT, allowing its members to draw on wider experiences, scholarship and emerging practices in health professions education. Its work has contributed to broader regional and international conversations on student participation in curriculum transformation, as well as scholarly and educational outputs, including recognition through the Patil Teaching Innovation Award and ongoing work relating to student–staff partnership and curriculum transformation.

The Faculty supports the continued development of the SCL as a mechanism for sustained student participation in curriculum work. We encourage colleagues across the Faculty to work with its students, involve them meaningfully where appropriate, share relevant expertise and information, and support their development as partners in curriculum change.

Curriculum transformation is strengthened when students are able to participate not only in commenting on existing arrangements, but also in identifying problems, developing responses, contributing to implementation and evaluating the effects of change. The SCL provides a structured mechanism through which this work can occur.

Questions or concerns regarding engagement with the SCL may be directed to **[Deputy Dean/Dean/appropriate Faculty contact]**.

With Gratitude

A handwritten signature in black ink, appearing to read 'Lionel Green-Thompson', written over a horizontal line.

Professor Lionel Green-Thompson

Dean: Faculty of Health Sciences