

ABSTRACT

This report investigates the attitudes of the Engineering students and staff to academic development classes at the Tshwane University of Technology on the Soshanguve campus. This university services students from less privileged communities. Specifically, it is interested in why students feel the need for Academic Development to continue beyond the first year of study. This investigation will be done by means of in-depth interviews with staff and students in the Engineering Faculty and focus group interviews with 1st and 2nd year Engineering students who have completed the academic development programme.

The responses of the Engineering lecturers are compared to those of the Academic Development Practitioners, and the 1st year Engineering students' responses are compared to those of the 2nd years. Data analysis is carried out using thematic content analysis in order to reflect on the particular ways in which the participants construct their understanding of the academic development classes at the Tshwane University of Technology. The results of the interviews with lecturers, Academic Development Practitioners, and 1st and 2nd year Engineering students indicate that there are problems regarding the structure, curriculum and non-accreditation of academic development at the Tshwane University of Technology.