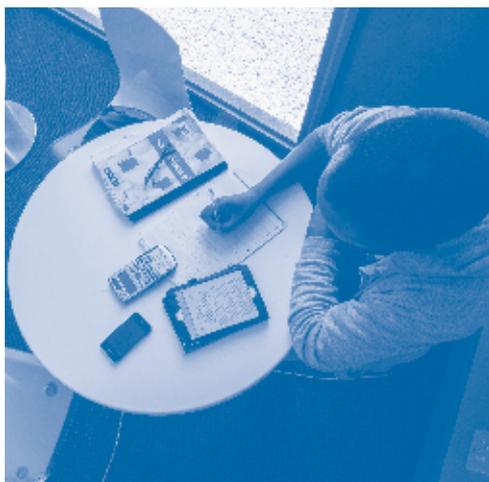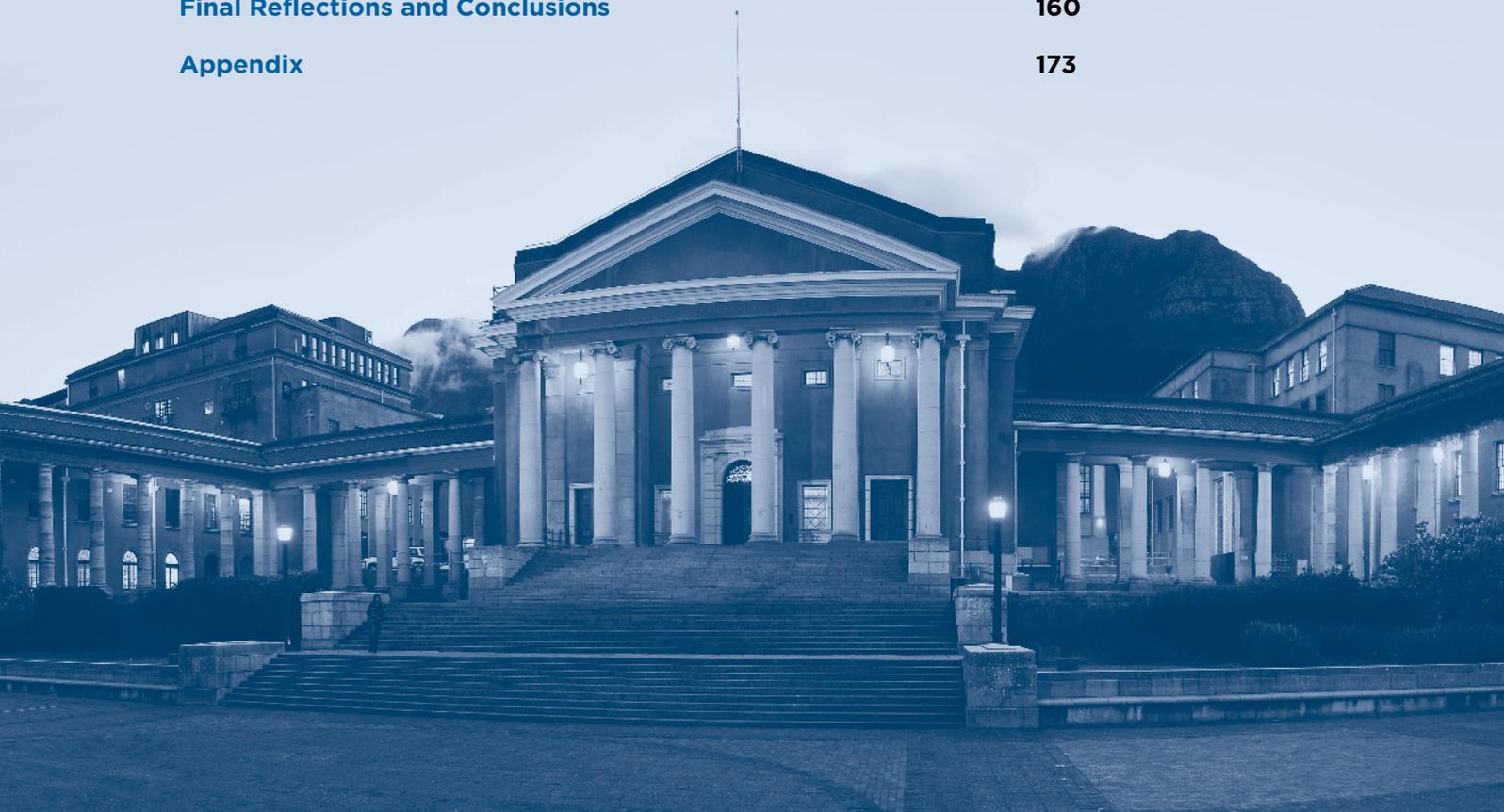UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

2018
TEACHING & LEARNING
REPORT

CONTENTS

FOREWORD

2018 WAS THE FIRST YEAR since 2015 in which UCT completed the academic year without interruptions. The return to the academic rhythm of the university meant that issues singled out for change during the student protests could be looked into and engaged with in a different environment. This report bears witness to this process in three fundamental areas: student success, curriculum, and teaching and learning innovation across undergraduate and postgraduate education.

The report zooms into the changes in the UCT student profile in the last ten years and flags the implications that the new, diverse and complex needs of our students have for the manner in which teaching and learning is conducted and organised.

Students' descriptions of their experiences constitute important evidence for the rigorous evaluation of current approaches to teaching and learning, including the content and organisation of the curriculum and the credit load that students carry. This report offers a summary of what UCT has learned so far and a description of how those lessons are changing teaching and learning across all our faculties. The *2018 Teaching and Learning Report* is an invitation to a further conversation among the UCT community about what constitutes good teaching and learning at a research-intensive university.

The extensive work reflected in this report would not have been possible without the commitment of colleagues in the faculties, including the Centre for Higher Education Development. I take this opportunity to thank all of them, including the Deputy Vice-Chancellor for Teaching and Learning, Associate Professor Lis Lange, who is leading the effort to make teaching and learning more relevant and effective across UCT.

It is because of their hard work that UCT remains Africa's top university and among the top 200 universities worldwide.
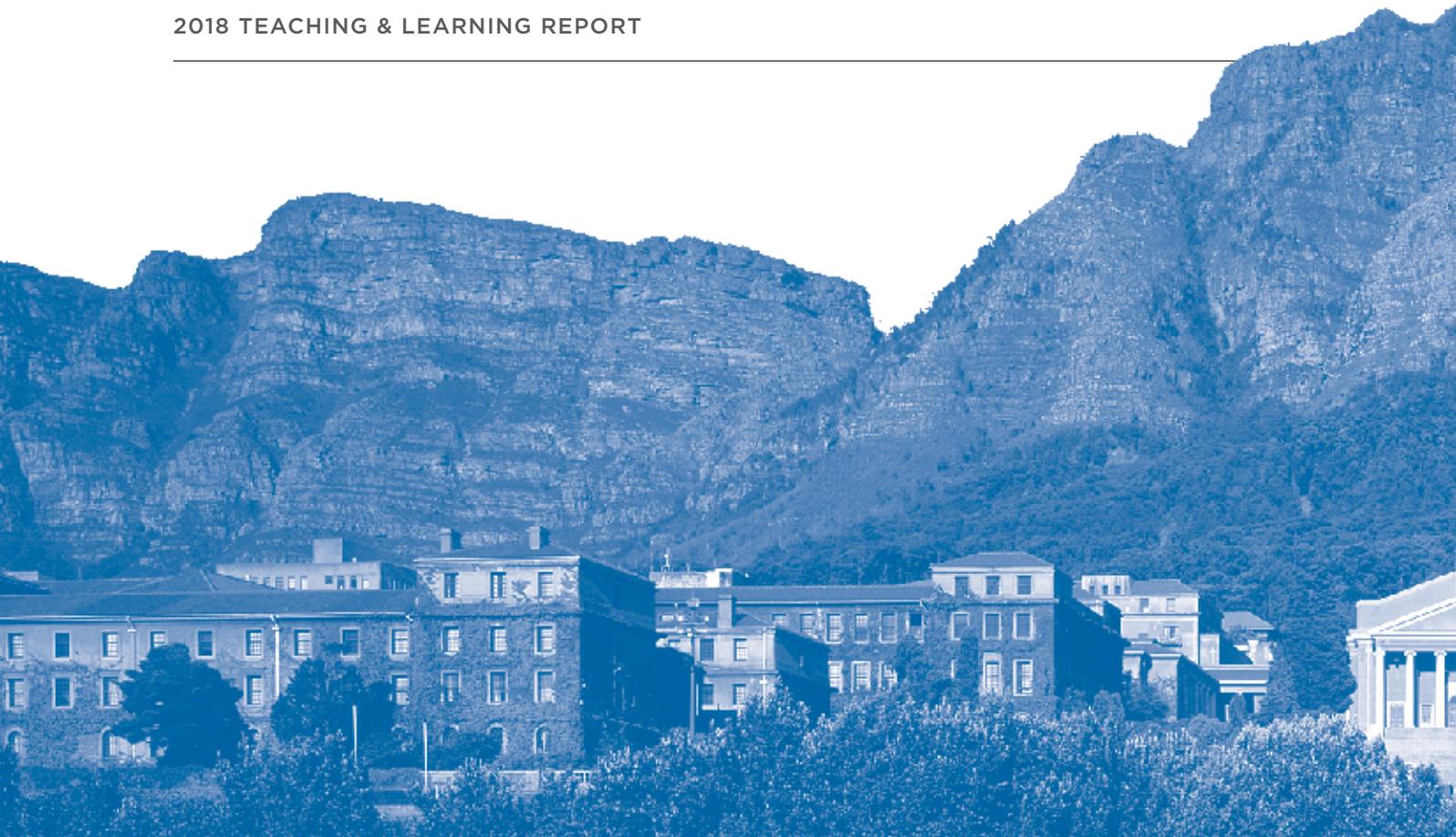
Professor Mamokgethi Phakeng
VICE-CHANCELLOR

INTRODUCTION

TOP 200

UCT is Africa's top university and features among the top 200 universities in most world rankings.

THE TEACHING AND LEARNING COMMITTEE (T&L Comm) of Senate has as its main responsibilities the advancement of teaching and learning and to reflect on the performance of the University of Cape Town (UCT) in this core function. The production of the annual *Teaching and Learning Report* is part of this committee's oversight role on behalf of the Senate. The report must engage the broad UCT community, that is, academics not in Senate, PASS (professional, administrative support and service staff), and students, about the state of teaching and learning at the university. This 2018 report will also be presented to the UCT Council and as such may also be of interest to UCT alumni. The report should provide not only information about UCT's performance in teaching and learning but also show how UCT is thinking about teaching and learning in the current institutional, national and international context. The 2018 report marks the beginning of a more systematic and institutionally driven conceptualisation of teaching and learning

at UCT. It builds on some of the changes introduced in last year's report, and it is an attempt at developing a more critical and self-reflective approach to reporting on teaching and learning at UCT.

With approximately 1 000 permanent academic staff, the majority of whom are active researchers, and some 28 000 students across the social spectrum in South Africa and abroad, a well-established reputation for the employability of its graduates and the quality of its research, UCT is Africa's top university and features among the top 200 universities in most world rankings. In relation to most indicators of quality in teaching and learning such as graduation numbers, success rates, throughput rates and staff to student ratios, UCT is among the top-performing universities in South Africa. As the body of this report will show, UCT has many dedicated academic teachers who are making important contributions to educating a new generation of university graduates and are introducing innovative teaching practices. There is no doubt that this is a reason for
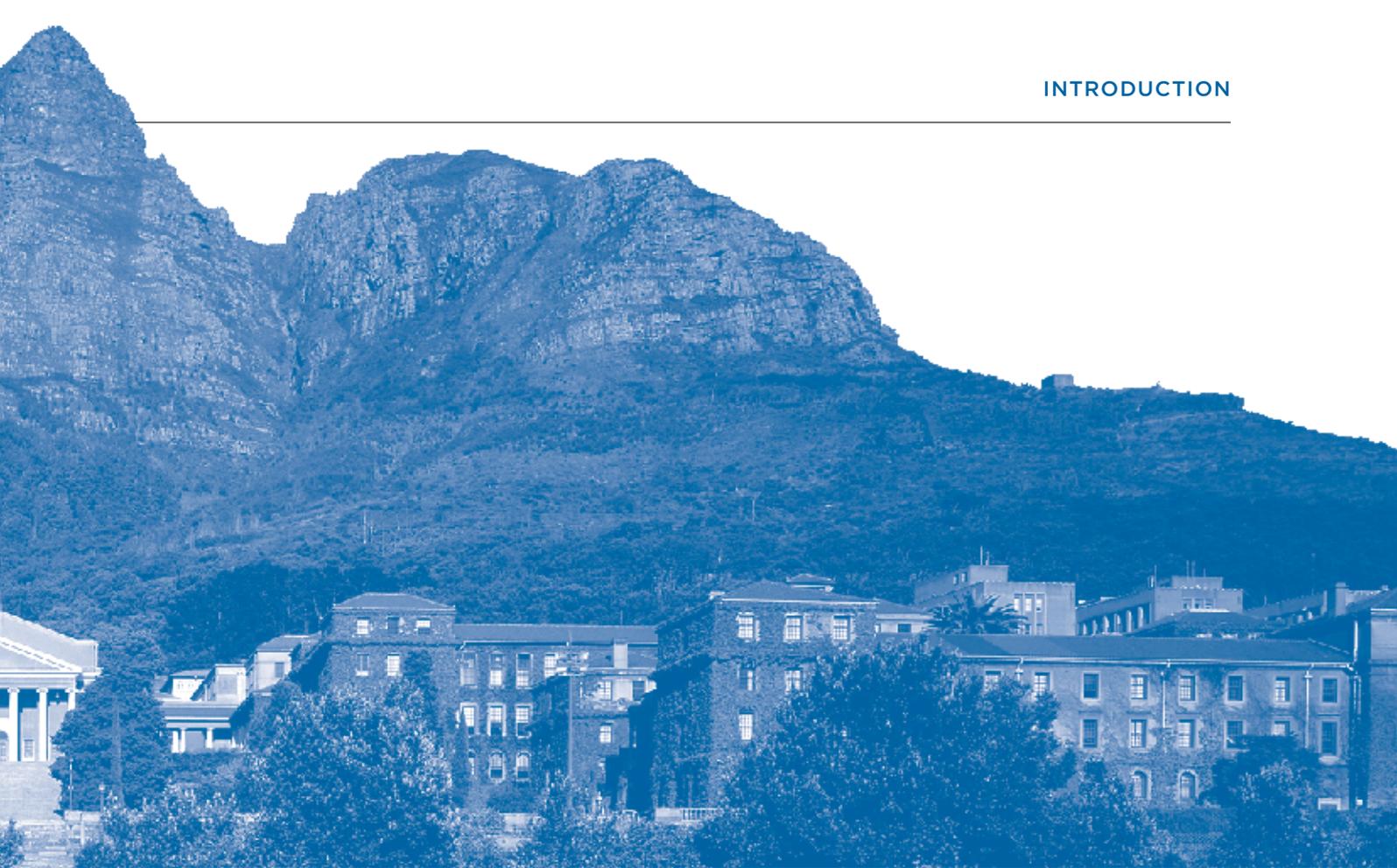
satisfaction and celebration. However, this does not mean that there is no space or need to improve on what the university currently does. It is for this reason that the theme of this report is "stretching excellence" in the context of the Vice-Chancellor's three pillars: excellence, transformation and sustainability. The point of departure to stretching excellence is the identification of those areas that act as barriers to UCT becoming a top teaching and learning research-intensive university. As will be seen, each of these barriers constitutes a focus of attention in the body of this report and the point of inflexion for a stretch towards excellence.

BARRIERS TO EXCELLENT TEACHING AND LEARNING AT UCT

An undefined relationship between teaching and research at undergraduate level

UCT has not had a formalised debate about the implications for teaching and learning of being a world-ranked university. UCT's performance in the rankings as a result of its excellence in research should oblige the university to also be at the cutting edge of excellent and innovative teaching and learning, but there is no explicit formulation of what this means. There is no clarity either about what the implications of being a research university are for undergraduate teaching besides the fact that most courses are taught by research-active academics. The teaching and learning effort is often seen as secondary to the research effort. Related to this is the fact that academics are recruited not for their teaching excellence but for their research specialisation. Thus many have no formal training in how to teach. Despite this, very few academics are interested in professional development in teaching. This does not mean that there is no interest in teaching at UCT. On the contrary, there are many academics at UCT who are excellent teachers and passionate about teaching. However, despite recent changes in the ad hominem promotions procedure to recognise teaching, the perception is still

that investments in improving teaching and learning will not be rewarded with academic promotion, at least to senior ranks.

Siloed approach to curriculum and programme development

Academic work is traditionally individual work. In the area of teaching and learning, this has as its main consequence a lack of coordination and thinking together about the curriculum as a whole. Unwittingly, this leads to incoherence and repetitiveness across courses, excessive credit load and over-assessment of students. UCT academics have an extraordinary commitment to their classroom work, and often their interest in teaching and learning translates into interesting projects that affect a class or a course and that might even end up in academic publications. Unfortunately, this does not add up to a changed practice institutionally. There are too many individual initiatives deployed at the university without a road map that shows where we are going and how we are to get there together.

Understanding students

As a university, UCT does not have a concerted and consensual response to the demands of the new generation of students enrolling, especially in undergraduate programmes, but also at postgraduate level. The less homogenous UCT's student body becomes, the more complex it is to respond adequately to students' different needs and expectations in terms of curriculum and co-curriculum using traditional approaches to learning and teaching. An important part of understanding students is listening to their experiences. This report has benefited from direct interaction with students through focused group interviews which we present throughout the document.

The interface between the psychosocial and the academic worlds

As UCT's student population diversifies and more students from socio-economically disadvantaged backgrounds come to the university, the more obvious it becomes that as an institution UCT is not sufficiently equipped to deal with the vicious circle of inequality and poor academic performance. Moreover, across the socio-economic divide, students' experiences of the university are often mediated by several services and administrative infrastructure, some of which provide a poor service and some of which operate in isolation. To improve the student experience at undergraduate and at postgraduate level requires greater, concerted attention across faculties, university administration and student services. This problem has become especially visible since the cycle of student protests, as shown in Chapter 2, which reports on academic exclusions and

DID YOU KNOW?

UCT boasts a portfolio of 22 massive open online courses (MOOCs) that attract participants from more than 180 countries and over 1 000 new students enter every week.

deferred examinations. Much needs to be done to understand underperformance and find pedagogically appropriate and socially just ways of dealing with it.

The achievement gap

This term refers to the difference in the performance of white and black students in relation to a variety of measures. Under the high average figures of UCT student success, whether graduations or course success rates, there is a more complex reality particular to each faculty. Between the first and third year of study, UCT loses some of the country's top school leavers to academic exclusions. Even when the student throughput is good, the achievement gap between black and white students is high. A fairly large number of UCT's students graduate with only average passes despite the university's high selectivity at the admission point. This institutional pattern needs to be examined more closely. Chapter 6 presents a detailed analysis of this trend and its implications.

Connecting access with success throughout the degree

The focus of educational interventions at UCT, following on a three-decade national trend, has been overwhelmingly on first-year students whose performance is not sufficient to meet the demands of their courses, either before they start or during their courses. Some of these initiatives have been extremely successful during the first year, only to lose the students downstream through lack of pedagogic and curricular articulation. Well-thought-out and carefully researched interventions focused on extended or augmented first-year courses are seldom transferred into senior courses. Chapter 1 engages with these issues in the context of examining students' success.

Use of data to develop educational interventions

UCT produces extremely accurate and complex analyses of data for external or committee reporting purposes and yet there is comparatively low utilisation of large data sets to inform the design or measure the effectiveness of educational interventions at an institutional level. The connection between evidence and interventions is not strong enough. Moreover, the utilisation of data analytics as a way of monitoring and supporting individual student performance, as is done at most top international universities and many South African universities, is not sufficiently developed at UCT.

Curriculum

Recent investigations on both the content and organisation of the curriculum suggest that this is an important area of work. The content, pedagogy, organisation and credit load of UCT's undergraduate curriculum require revision from the point of view of students' needs, the changing requirements of society and the uncertainties in the world of work as well as the need to reflect on the lessons learnt through the utilisation of decolonial theory. Chapter 3 presents the university community's engagement with the Curriculum Change Framework produced by the Curriculum Change Working Group (CCWG), released in September 2018, and introduces the problem of curriculum overload.

STRETCHING EXCELLENCE

A top research university like UCT needs to stretch its understanding and measurement of excellence to overcome the barriers to the achievement of more effective and better teaching and learning listed above. This introduction proposes the need to focus on seven stretches that will be incorporated in a consensual teaching and learning strategy for UCT during 2019.

1 **First stretch** is to develop a common understanding of what it means to study at undergraduate level at a research-intensive university. What is the role of the undergraduate curriculum in the development of research skills among our students?

2 **Second stretch** is the development of a collective institutional sensibility around centring the student experience and supporting student success. This will require a deeper and more holistic understanding of our students. We also need to develop a common vision of what "success" looks like and what we understand by quality teaching.

3 **The third stretch** is to infuse the learnings of three decades of experience in extended curriculum programmes and augmented courses into the full mainstream curriculum to reduce the achievement gap and improve the average performance of all students across all faculties.

4 **Fourth stretch** is to review and amend the undergraduate curriculum in such a way that it responds simultaneously to the imperative of decolonisation and the need to produce graduates who are adaptable, and who can respond to the fast-changing and uncertain employment landscape predicted for the future.

5 **Fifth stretch** is the growth and centralisation of data analytics capacity and the institutionalisation of evidence-based decision-making at every level. This will require the development of greater statistical capabilities, training on student advising, and development of processes allowing the use of learning analytics to support students.

6 **Sixth stretch** is accepting that the development and furthering of teaching skills and capacity is not an optional aspect in the life of an academic. While important, UCT's commitment to the development of a new generation of academics cannot stop at the level of redress and equity. It is also necessary to change the understanding of what the role of the academic is in the teaching space and what additional knowledge they need to act out these roles optimally.

7 **Seventh stretch** requires UCT to make far better use of the already available resources and invest more in innovative teaching and learning that can respond faster to changing generational needs around learning. As such, blended learning, variable assessment models and teaching for different modes of learning need to become the norm and not the exception to what academics do.

1 173
academic staff called
UCT home in 2018.

A top research university like UCT needs to stretch its understanding and measurement of excellence to overcome the barriers to the achievement of more effective and better teaching and learning.

In preparing this report, the T&L Comm has made a particular effort to bring to the fore the student voice in relation to most of the topics that are covered. The student voice was garnered through focus groups run by Centre for Higher Education Development (CHED) colleagues where we try to get a sense of students' feelings and ideas about their experience of teaching and learning at UCT. The student voice is presented in two ways, either as text boxes illustrating some of the arguments made in one section or as quotes in the text of the report's main argument. We have anonymised all students' quotes entirely (in almost every instance not even indicating faculty) in order to keep confidentiality. We want to record our appreciation to the students who participated and for the frankness and reflectiveness of their views.

Similarly, we asked each of the six faculties to provide their perspective on achievements and obstacles to good teaching and learning. We are very grateful to the deans, deputy deans for teaching and learning and academics who helped compile these inputs.

In developing this report we constituted a team that took care of the conceptualisation, writing, commissioning and reading of all the chapters. The report is the result of thinking and writing together. It is hoped that we have been able to show sufficient coherence in the arguments presented here. Thanks are due to the writing team: Kira Chernotsky, Tatenda Chibisa, Alan Cliff, Jaamia Galant, Jane Hendry, Anthea Metcalfe, Riashna Sithaldeen and Suellen Shay.

We are particularly appreciative of the contributions made by individual colleagues in the faculties, CHED and the Student Wellness Service. By name: Bongi Bangeni, Tamara Bezuidenhout, Nawaal Boolay, Sean Bowerman, Brandon Collier-Reed, Ana Deumert, Danny Fontaine, David Gammon, Shanali Govender, Germaine Grammar, Aditi Hunma, Pierre le Roux, Steven Marquard, Memory Muturiki,
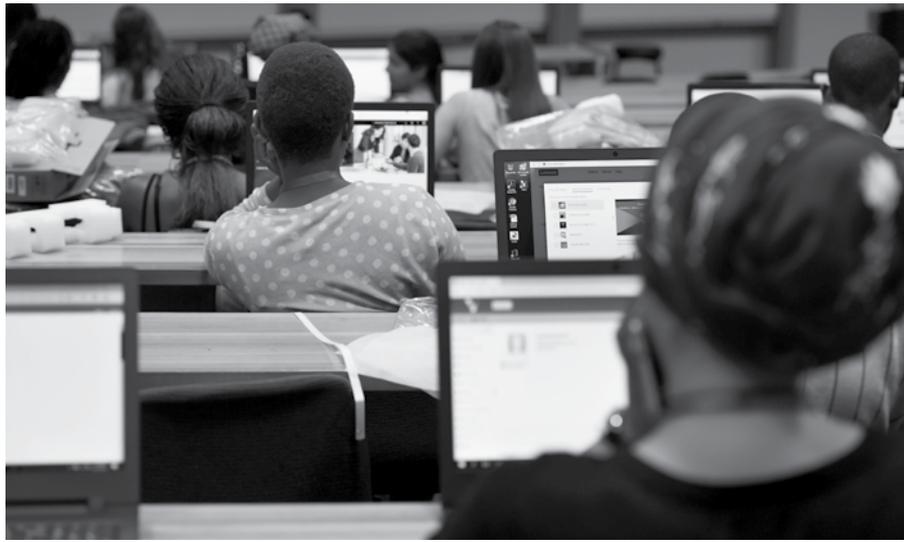
Gideon Nomdo, Robert Prince, Ermien van Pletzen and Sukaina Walji.

This report is organised in six chapters besides this introduction and the conclusion. Chapter 1 focuses on pathways for student success; Chapter 2 deals with the student experience from an academic and social-psychological perspective; Chapter 3 reflects on the different components of curriculum change; Chapter 4 explores existing teaching and learning practices at UCT; Chapter 5 presents the voices of the faculties, and Chapter 6 focuses on student performance through the analysis of quantitative indicators of success. Finally, the conclusion draws attention to the themes that require further engagement and decision-making to achieve the seven stretches proposed in the introduction.

A final note on the use of racial categories. For monitoring purposes, it is necessary to keep on using apartheid racial designations. In this report we use the following "classifications" to refer to students and staff: African, coloured, Indian, white and international. "Black" encompasses African, coloured and Indian people.

Associate Professor Lis Lange
DEPUTY VICE-CHANCELLOR
Chairperson Teaching and Learning Committee

CHAPTER 1
PATHWAYS FOR STUDENT SUCCESS:
WHAT DOES SUCCESS LOOK LIKE?
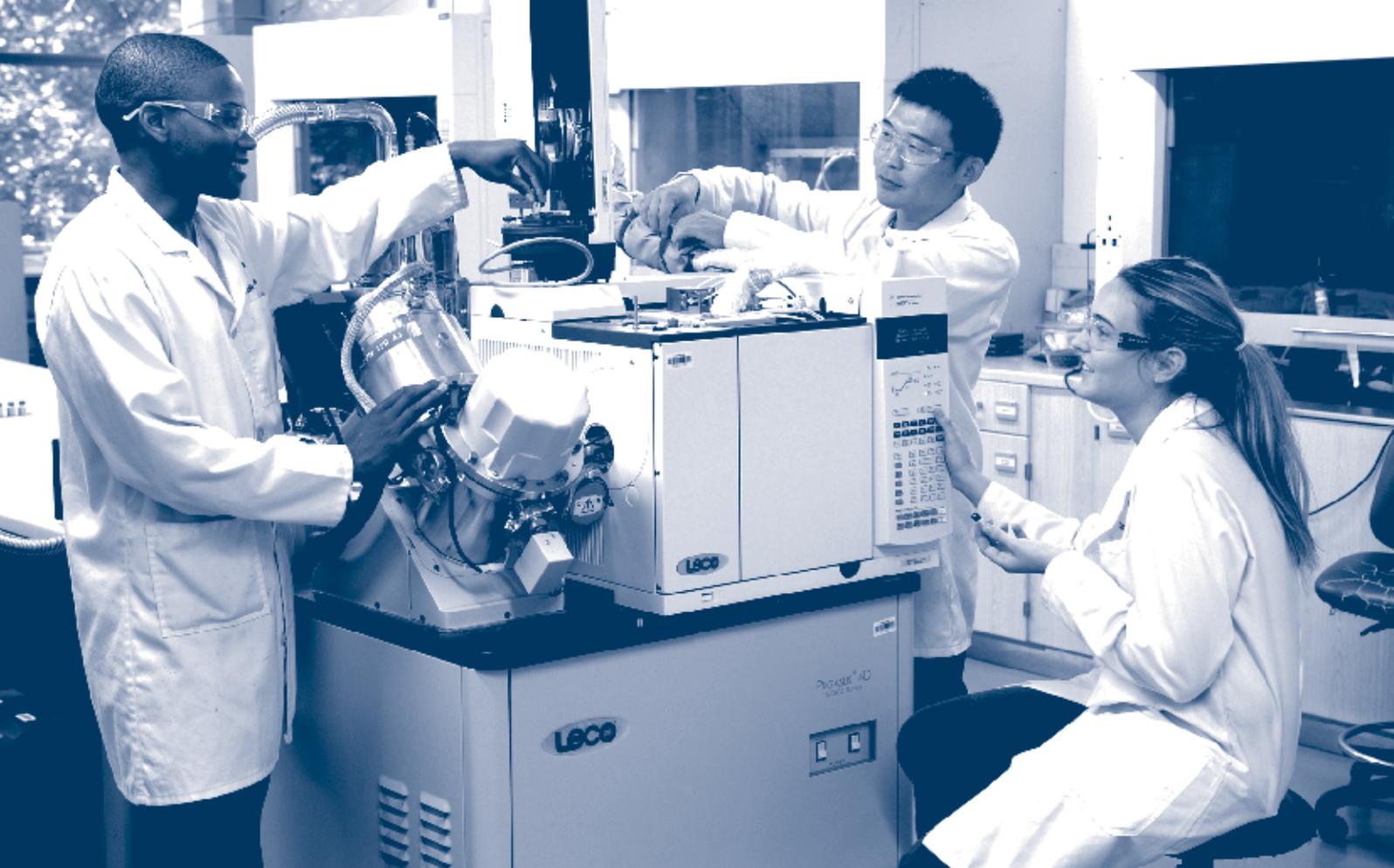
INTRODUCTION

There is a significant body of scholarship on the factors that affect student success in higher education. Scholars offer models of key influences on students' transitions into and through university and ultimately into the world of work. They recognise, on one hand, the influence of students' background (socio-economic, schooling, race, gender) and on the other hand, factors within the institution: academic, environmental and psychosocial. These models propose a complex interplay between students' agency and the resources and institutional conditions that influence the extent to which students successfully integrate and ultimately succeed. From students' points of view, success is about agency and "envisioning" a future identity:

"How I define success for myself is when I'm actually attending, and I do a full week, I feel like I am doing well. I hand in my [tutorials] and know what's going on, and I'm able to answer a question from my tut, and my answer is in the textbook, I feel I am doing well."

"When things stop becoming abstract, then I know I am being successful. When I start envisioning myself in a corporate space or as a lecturer, then I feel successful."

A significant challenge is how to measure student success; how to reflect meaningfully on the impact of initiatives that are intended to promote success. UCT annually reports on a wide range of institutional indicators of student success, as do faculties and departments. These measures include, for example, course pass rates, cohort studies on completion time, dropping out in good academic standing, and academic exclusion. The Department of Higher Education and Training (DHET) University Capacity Development Grant (UCDG) has a set of key performance indicators against which its "student success" projects are being monitored and evaluated, such as share of first-time enrolment, full-time equivalent (FTE) course success, and throughput and drop out in undergraduate degrees. These indicators of success are critical for flagging achievements and areas for

attention, and many of them are used in this report. However, they do not tell us much about the underlying problems that hinder success and even less about how to tackle them. One of the underlying themes of this section is the imperative to be mining our existing, and collecting new, institutional data for a deeper understanding of persistent problems that hinder student success.

ACHIEVEMENTS AND ONGOING CHALLENGES

At the institutional level, the quantitative data gives us a high-level view of "flags" of achievement and concern. This is done in greater detail in Chapter 6 on quantitative data. It is noted here that UCT attracts school leavers who are among some of the top talent in the country. Nearly 80% of UCT students achieved National Senior Certificate (NSC) aggregates of 70% and above. (It should be noted, however, that NSC performance data does not take into consideration the quality of students' prior educational experience

which may influence their performance at university. Nonetheless, NSC aggregates remain the only standardised measure of performance for school leavers.)

Over the past five years (2010–2014 intake) there is a marked consistency in UCT's overall completion rate (N+2) at around 72–73%. Over the same period, there is a small increase in numbers of students who are "still busy" which on average increases UCT's potential completion to 80%. There has been a small increase in students "dropping out in good standing" (a 2% increase from 8% to 10%) and a decrease of academic exclusion (a 4% drop from 13% to 9%). The areas of concern become clearer when the data is disaggregated by faculty and by race. Against the institutional average, the faculties of Science and Engineering & the Built Environment (EBE) are low with 70% and 64% completions respectively for the 2014 intake. In the case of both faculties, there are positive upward trends. The more significant flag is the discrepancy between the performance of black and white students. To look at the quantitative

72-73%

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detail, see Chapter 6, Figure 17, and Table 17 in the appendix.

The causes of these patterns are complex. It is unarguable that discrepancies between black and white student performance mirror the legacy of apartheid and the ongoing inequalities in broader society and in education specifically. Not all of these causes are within our direct influence; for example, the varied schooling experiences of our student intake. Despite this, using the standardised measure of NSC aggregates for admission, we have to deal with the outcomes of these experiences in students' performance at the university. Thus, UCT's responsibility is to understand and respond to the challenges students face once they are here. To interrogate patterns of student performance at the micro-level, it is important to be able to implement evidence-based interventions as appropriate across the university; for example, at the level of the course, as in the Courses Impeding Graduation (CIG) project, or at the level of the student, as in the Ikusasa Student Financial Assistance Programme (ISFAP) tracking system. The

following sections describe some of the interventions that are in place to address this, but more institutional investment is needed to understand and address the ways to support student success.

The sections that follow focus on a set of interventions which give insight into how some of the challenges are being addressed and the evidence of impact to date. The focus of this section of the report is on academic challenges and interventions; the psychosocial issues are addressed in section 2.2.

This section of the *Teaching and Learning Report* engages with six themes in the field of student success. We know from national and institutional data that early and ongoing timely advice impacts on students' successful navigation through a highly complex terrain. Section 1.1 reports on a project launched in 2018 to bring the issue of academic advice to institutional prominence. In section 1.2**,** we highlight structural curriculum interventions – augmented and extended – in two faculties that are making a difference to students' performance. Section 1.3 highlights our existing language policy and focuses on the importance of academic literacy and some of the ways of addressing this, which gained traction in 2018. Section 1.4 showcases an example of a tracking and intervention system supported by ISFAP. Section 1.5 reports how a long-standing concern at UCT for "high-risk" courses has led to the establishment of a cross-institutional project to understand their challenges and explore what can be done to address them. We know that careful and sensitive tracking of students along their academic pathway can influence student success if the data is used to influence change. Finally, we know that preparing our students for their transition to the world of work is critical. Section 1.6 reports on interventions to support students with this transition and some findings of the Careers Service Graduate Exit Survey.

1.1 ACADEMIC ADVISING FOR TEACHING AND LEARNING AT UCT

Academic advising has become a focus at a national level with the DHET committing funds to the development of capacity for advising across the higher education system. Universities are expected to provide adequate and effective academic advising to students that extends beyond the academic curriculum to include personal, career and other educational support. It is intended that this national strategic intervention will improve retention rates and overall student outcomes, as well as increase student engagement with the institution. The national definition of academic advising is "an ongoing and intentional teaching and learning practice that empowers the students in their learning development process to explore and align their personal, academic and career goals" (Siyaphumelela workstream).

This definition goes on to say that academic advising must be "a shared responsibility between the advisor and advisee" and should aim to "maximise student potential by facilitating conceptual understanding, sharing relevant information and developing a relationship focused on promoting academic success". One of the overarching goals is for "students to have a meaningful academic experience while in higher education and feel a sense of belonging to the institution".

Academic advising is an acknowledged high-impact practice (see section 2.3 on student engagement) that has been shown internationally to improve student success. It has two major facets: prescriptive and developmental. The prescriptive facet deals with rules and regulations around completing a major, getting a degree and graduating. The developmental facet of advising focuses on the skills and strategies that enable academic success, for example how to manage time, how to deal with stress, and so on. The availability of good academic advising should help students understand and manage academic expectations and enable them to meet academic and professional goals at the right level and in good time. As such, academic advising should be considered an important part of the university's teaching and learning strategy.

In 2018, UCT embarked on a national collaborative three-year project supported by the University Capacity Development

Programme (UCDP) to promote student success through academic advising. A baseline study of faculty practice and student experience of academic advising began in 2018 and is due for completion at the end of 2019. The study showed that faculty advisors at UCT do prescriptive advising very well. Academic staff are highly knowledgeable advisors when it comes to their faculties and degree structures; in general faculties have good structures in place for students to access this resource. Also, as an institution, UCT already provides a wide range of student support programmes covering both the academic and non-academic aspects of student life. This includes an excellent Careers Service office that provides developmental support around career choice and job finding. However, access to developmental advising within faculties is variable with some faculties providing this in a highly systematic way while others do it only on an ad hoc basis. Throughout an individual student's journey, access to this developmental support is variable with intensive advice offered in the first year and very little after that. There is also an important gap in preadmission advising.

While there is a significant amount of support offered at faculty level that falls within the scope of academic advising, it is clear that it is not always visible, well articulated or systematic, which can lead to student confusion or student fatigue. Academic advising demands considerable time and involvement from faculty staff who often end up being overloaded by students' requests for help.

Students report some frustration with the current system with one student articulating the problem in this way:

> "What is the purpose of the student advising role and what are they actually telling you? You are meant to leave them feeling equipped that you have information about your course and degree. However, if you get advised for five minutes and you're there to tick [a box], and you are told what to do … then you won't engage with your degree. At the end, when you get your degree, you don't actually know what you got yourself into, and this is part of where the anxiety comes from because you are expected to know about the course and then do well."

A new vision for academic advising at UCT is that it will be a service in support of student success, helping students overcome obstacles on their path to graduation and also helping to promote a transformative institutional culture by developing, implementing and disseminating advising strategies that foster equity of access and outcomes. This is directly in line with the mission of the Academic Development Programme (ADP) in CHED from where the first phase of initiatives will be launched. Many faculties report that students currently see advising as a crisis support space which limits its effectiveness. A preliminary analysis of interview data from the faculties suggests already existing key areas in academic advising that need to be supported further and scaled up.

- Across the institution, there is a need for formal training of advisors at various levels, including peer advisors. This will create a central pool of expertise around the university. An institutional value assessment of advising will be useful to help define the role of the advisor so that there is consistency across faculties. This would also create a forum for the sharing of good practice.
- Technological solutions for advising, developed and supported at the institutional level, would help faculties in their work and enable advising to move further into the proactive space. Moreover, the use of technology for advising could help in dealing with the growing number of students without increasing the number of dedicated staff.
- Proper alignment of existing practices into a streamlined and integrated system will allow for increased ease of navigation for the student and will more readily allow monitoring, assessing and reporting on the impact of academic advice.

Interventions related to the key areas listed above are in development and will be reported on in 2019.

1.2 CURRICULUM INTERVENTION: AUGMENTING AND EXTENDING

The faculties and the academic development units work in close partnership to address challenges that students face through innovative curriculum design. These partnerships constitute an ideal form of educational development in that they shift the focus from student deficit to the need for strengthening teaching and learning across the system and for developing flexibility in the pathways offered to undergraduate students.

The following are key principles that inform curriculum design in the context of academic development:
- The knowledge and experience of students' life worlds should not be seen as "limiting" or "deficient". Instead, the structural obstacles that many students experienced in the country's schooling system and continue to experience because of historical legacy as well as current university structures and practices need to be identified, acknowledged and addressed in the curriculum.
- Students' resources, experiences and knowledge should be valued, recognised and validated in pedagogies, course materials and curricula.
- Evidence-based academic and psychosocial support should be offered systematically and whenever needed to enhance students' engagement with their studies, their success as students and their well-being. This should extend beyond the first year. Potentially challenging transition points across the curriculum and the entire educational journey should be identified and monitored, and obstacles to progress and well-being should be systematically identified and addressed wherever they occur.

While students generally had positive things to say about the different academic development programmes in their faculties, they noted with concern the way

The faculties and the academic development units work in close partnership to address challenges that students face through innovative curriculum design

in which students felt "dropped" beyond the first year:

> "It is successful in the sense that students get reintegrated, but there is a pattern that the students from [the programme] pass well and get into second year, but then they struggle because there is no support in the second year. If they do make it beyond [first year], they're always struggling without support."

The students had rich insights into how these curricula can both "recognise" and "misrecognise" students:

> "How to deal with racially divided classrooms? This was the result of an attempt to address inequality. You can't take away the resource that is helping the student because it was [put there] to address the disparity in the first place."

They felt that issues of stigma could be partially addressed if students had a choice about the kinds of support they would get. Faculties, however, grapple with this "choice" (as illustrated below in the EBE case that follows) as students' choices are often limited by a range of factors (eg the financial burden of extending their programme). The "stigma" issue points to the need for ongoing reflection and review of admission, placement and the structure of academic development programmes. It also points to the underlying institutional narratives that inform these decisions, and the assumptions about who UCT's students are and what they need in order to succeed.

Two different kinds of curriculum intervention that are commonly used are augmentation and extension.

Augmentation involves adding extra support, resources and teaching time to an existing course, without extending the duration of a course and further overburdening students. An example can be found in Humanities, where all students registered for a semester-long course attend the regular timetabled lectures and tutorials, while some students, requiring more support, in addition attend weekly Plus Tutorials which give further support and run concurrently with the rest of the course, thus not adding to its duration.

Extension provides extra support by lengthening the duration of a course, usually from one semester to approximately two semesters. In the Science faculty, for instance, students requiring more support in maths or physics would attend the same number of periods that students attend in the regular version of the course, but their curriculum evolves at a slower pace and extends over two semesters instead of one.

It needs to be noted that many students (not only those enrolled in extended curricula) take more than the minimum time to complete their studies (see Table 22 in the appendix). Some of these students could benefit from the kinds of support available to students on extended or augmented curricula. Many students on regular curricula benefited in 2018 by transferring to one or more individual courses on offer in extended curricula. For example, of the 87 Science students enrolled in the mathematics extended course (MAM1005H), only about 40% were fully enrolled in an extended curriculum programme (ECP). While no data has been analysed yet, to establish how these students benefited from enrolling in the course, it is important to note the choice exercised by the students in seeking help.

In 2018, 15.8% (584 students) of all first-time entering students were registered on extended curriculum programmes. In Humanities, EBE and Law almost a quarter of first-time entering students were on extended curriculum programmes. In Science, the proportion was smaller, but still sizable, at 15.9%. The figure is relatively low in Commerce (5.4%), but a much larger group of students (approximately 30%) were on augmented curricula. These figures show that a substantial proportion of first-year students are currently on extended as well as augmented curricula.

The third stretch identified in the introduction to this report is a challenge to take the lessons learnt from three decades of working on extended and augmented courses into rethinking mainstream curriculum with a view to reducing the achievement gap and improving the average performance of students across all faculties. The following two examples show the impact of these curriculum interventions in two faculties – Humanities and EBE.

1.2.1. Plus Tutorials (Plus Tuts), Faculty of Humanities

The intervention described here has been developed under the leadership of the Humanities Education Development Unit (EDU) (supported by ADP in CHED), in partnership with the Faculty of Humanities. As explained earlier, the faculty has developed Plus Tuts that run concurrently with regular courses. The Plus Tuts aim to integrate educational enrichment into the content and task demands of undergraduate courses. They offer students enriched pedagogic experiences that include academic support and skills for study in their disciplines, essay writing support and exam preparation. Attendance is compulsory for students on the ECP, but the tuts are open to all students who request this additional support, which is an important way of combating the stigma so often attached to interventions when they are limited to only specific groups.

Plus Tuts were run in 21 first-year courses in 2018. An important insight gained over recent years is that support needs to extend beyond the first year of study to ensure year-on-year articulation of the

curriculum. In 2018 there were 13 second-year courses with Plus Tuts. (See Table 1 below for all courses that had Plus Tuts attached to them.)

Twelve educational development (ED) teaching assistants and 92 ED tutors were contracted to run the Plus Tuts. In total, there were 1 120 enrolments of extended curriculum students on first-year courses with Plus Tuts, and 386 enrolments on second-year courses with Plus Tuts.

A new type of curriculum intervention that aims at "mainstreaming" augmented support will be implemented in 2020. This will involve developing new introductory courses in key disciplines for all first-year general degree students in Humanities. The current form of Plus Tut support will be embedded in the introduction courses. Thus the "extra" academic and skills support will be available to all first-year Humanities students and not limited to only supporting students on extended curriculum programmes. The

broad implication is that separate Plus Tut courses for many first-year courses will begin to fall away from 2020.

However, Plus Tut support will be embedded in courses that have now been modified as introductory courses to the disciplines.

Results and evaluations of Plus Tuts

The results of an analysis of pass rates for all courses that offered Plus Tuts in 2018 show that the pass rates for extended curriculum students on these courses are similar to, sometimes better than, those of students on the regular three-year programmes, bearing in mind that the latter entered university with higher entrance criteria. Overall, 84% of extended curriculum students enrolled in first-year courses with Plus Tuts passed, and 81% of extended curriculum students enrolled in second-year courses with Plus Tuts passed. However, there remains a concern with the difference in the quality of passes

TABLE 1: COURSES OFFERING PLUS TUTS IN 2018

First Year Courses with PLUS TUTS 2018		Second Year Courses with Plus Tuts 2018	
Course Code	**Course Description**	**Course Code**	**Course Description**
AXL1201S	Representations of Africa	AXL2202F	African Political Thought
AXL1300F	Intro to Language Studies	BUS2018F	Org Behav Employee Relations
AXL1301S	Sociolinguistics	DRM2010F	Making Theatre Mean(ing)
AXL1400F	Words Deeds Bones & Things	DRM2011S	Learning thru Drama & Theatre
AXL1401S	Introduction to Anthropology	ELL2000F	Resistance and Postcoloniality
BUS1007S	Intro to Org Psychology	ELL2001S	Literature and Memory
DRM1027F	Intro to Theatre & Perf A	FAM2000F	Writing & Editing In The Media
DRM1045S	SA Performance Genealogies	FAM2003S	Media, Power And Culture
ELL1013F	Literature: how and why?	HST2040F	Historical Methods
ELL1016S	Image, Voice, Word	PSY2015F	Research in Psychology I
FAM1000S	Analysing Film And TV	REL2047F	Religion, Sexuality and Gender
FAM1001F	Media and Society	SOC2015S	Comp Industrial & Labour Study
HST1013F	Worlds in Contact	SOC2030F	Poverty, Devmnt & Globalisatn
POL1004F	Introduction to Politics		**TOTAL: 13**
POL1005S	Introduction to Politics B		
PSY1004F	Intro to Psychology Part 1		
PSY1005S	Intro to Psychology Part 2		
REL1002F	Religions Past and Present		
REL1006S	Judaism, Christianity and Isla		
SOC1001F	Introduction to Sociology		
SOC1005S	Individual and Society		
	TOTAL: 21		

Note: HST1014S ran as a pilot Intro Course in History rather than a seperate Plus Tut.

between extended degree students and other degree students on courses with Plus Tuts. In 2018, only 1% of extended degree students on first-year courses with Plus Tuts achieved a first-class pass, compared with 11% of other degree students on these courses.

Similarly, only 5% of extended degree students achieved a second-class pass compared with 15% of other degree students on these courses. There is a similar pattern of performance on second-year courses with Plus Tuts. So while there is evidence of the impact of Plus Tuts on the improvement of pass rates, the data also points to the need for further educational interventions being required to ensure progression to postgraduate study.

The analysis also compares results on courses without Plus Tuts, where more than 15 extended curriculum students are enrolled. The overall gap in pass rates between extended curriculum students and other degree students is smaller on courses with Plus Tuts than on courses without Plus Tuts for both first- and second-year courses. Overall, the pass rate for extended curriculum students on first-year courses without Plus Tuts is 70%, and the pass rate for extended curriculum students on second-year courses without Plus Tuts is 76%.

Course evaluations were also done for all Plus Tuts. Response rates varied from 25% to 70%. The evaluations suggest that students responded positively to the academic support and skills development pedagogies implemented by tutors in the Plus Tuts. Students reported feeling much more prepared for exams and more confident with academic writing, after support interventions in the Plus Tuts.

The Plus Tuts and the proposed model of subsuming their enrichment and support into newly designed introductory courses offer a compelling opportunity for mainstreaming educational development while removing the stigma. A challenge would be to make sure that a new suite of enriched courses does not lead to credit overload.

1.2.2. EBE: the 'extended' model

In EBE, all entering students start following a predetermined four-year curriculum. Each of the engineering programmes has a prescribed curriculum that is monitored by the Engineering Council of South Africa (ECSA), which evaluates the programme every three to five years to ensure the students meet the professional outcomes set out by the professional council. The diversity of first-time entering students and the high credit load of the various engineering curricula lead to many students struggling

84%

Overall, 84% of extended curriculum students enrolled in first-year courses with Plus Tuts passed, and 81% of extended curriculum students enrolled in second-year courses with Plus Tuts passed
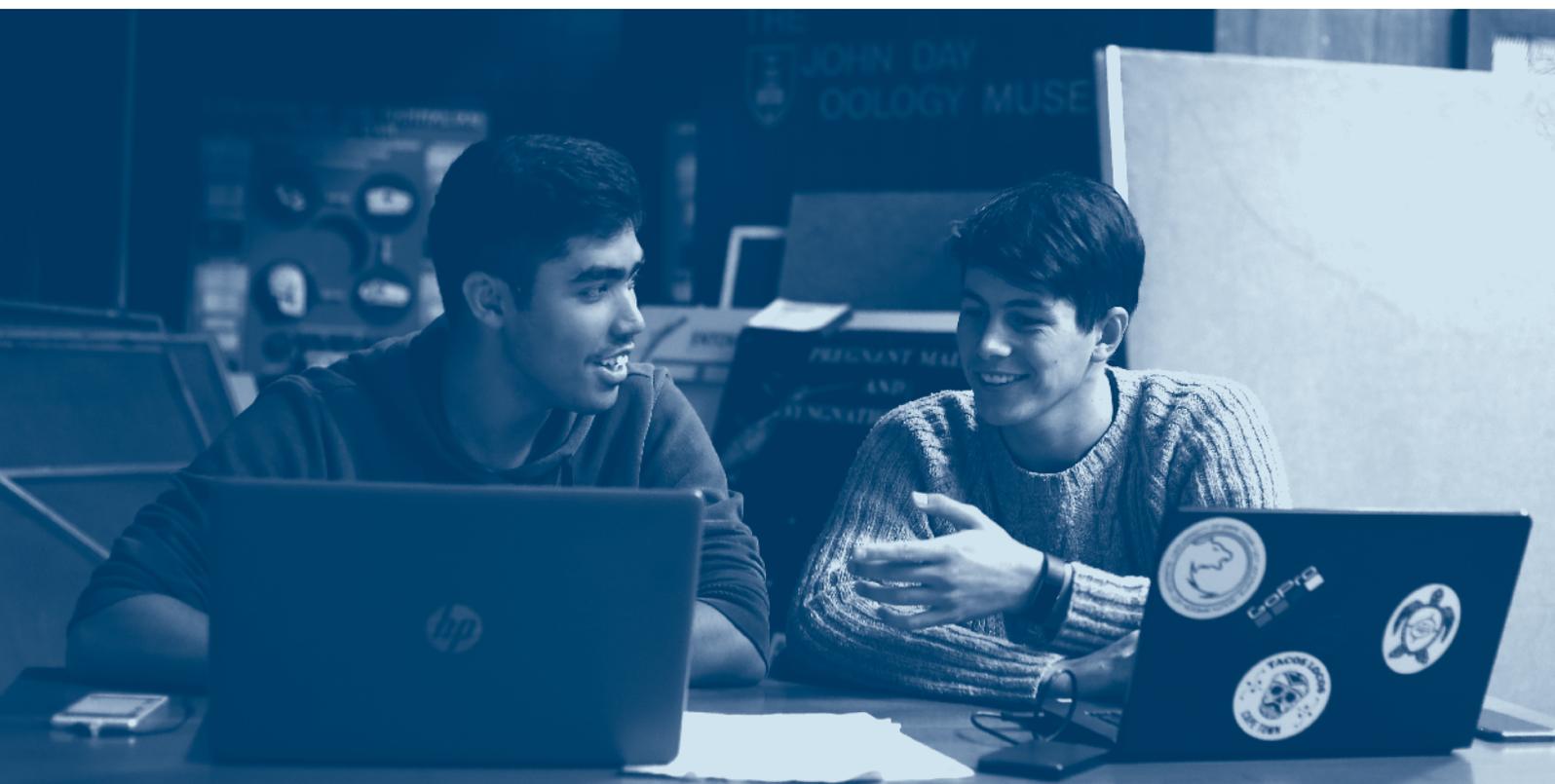
to cope at the start of their studies. To help overcome this, the EBE faculty has the Academic Support Programme for Engineering in Cape Town (ASPECT), which is resourced by the ADP in the CHED.

The extended model followed by ASPECT ensures students meet the ECSA requirements by completing the prescribed courses for the professional degree while at the same time alleviating the course load by reducing the number of courses they take at the same time (ie fewer concurrent courses per year). To identify struggling students, the results of the first class test, as well as their National Benchmark Test (NBT) and NSC scores, are analysed. Through experience, the results of the maths and physics first class tests are the best indicators of whether students are coping. Students who score below 50% for both the maths and physics tests are deemed "at risk" and informed of the option to transfer onto the extended programme. At-risk students are also identified if other flags are raised, but performance in the maths and physics tests is the primary indicator. Due to the strong sequential nature of the curriculum, students who fail maths or physics in the first semester need to repeat these failed courses before they can continue with the courses that require the prerequisite

knowledge and skills. This automatically extends the graduation time of the student.

The first class tests occur around the fifth academic week of the first semester, and so students transfer into ASPECT at the start of week seven of the 12-week semester. Students who choose not to transfer continue with the four-year programme but are given another chance to transfer at the start of the second semester once their June exam results are known. The choice to move to ASPECT is voluntary, but the students are well informed of the position they are in and the consequences of transferring against not transferring. Thus these tests serve as an early warning system for staff and students, an internationally recognised high-impact practice.

When students transfer into ASPECT, they are at that time struggling with their studies and are halfway through semester courses. The ASPECT model is designed around this and focus is given to the maths and physics courses as these are the foundations to all courses in the engineering degrees. Some courses that students were taking are dropped and moved into their second year, and this gives space for the maths and physics courses to be taught with double contact time to help the students catch up and complete the courses (the courses

support.

EBE 2014–2018 'AT RISK' MATHS AND PHYSICS (1ST SEM)

Stayed MS (Pass)   Stayed MS (Fail)
ASPECT (Fail)   ASPECT (Pass)

Figure 1. Success rates of at-risk students

It is important to analyse the academic standing of ASPECT students across their degree. The charts that follow show all the students who entered EBE between 2014 and 2018. Some of the 2014/2015 intake will have graduated (QUAL) in 2018, and many will still be on course to graduate (CONT/FEC). The concerning group are the students who have been excluded or transferred out (REN/SCAN/TRAN) of EBE or who are close to exclusion (RAC).

EBE 2014–2018 'AT RISK' STAYED IN MAINSTREAM

QUAL   CONT/FEC
RAC   REN/SCAN/TRAN
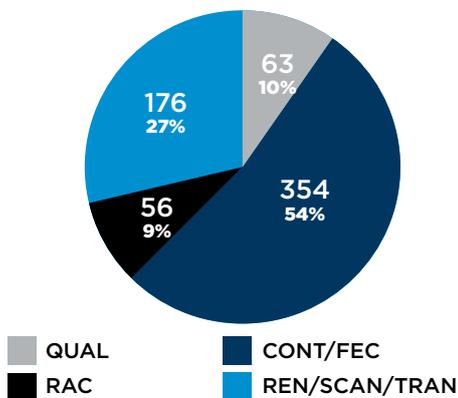
Figure 2. At-risk students in mainstream.

themselves are therefore "augmented" courses, forming part of an extended curriculum). The June exams written for the ASPECT maths and physics courses are of the same standard as the four-year maths and physics exams, and these are all moderated by the same external examiners to ensure the students have met the requirements to continue.

Students on ASPECT continue in the second semester with the same model of instruction and then in the following years they take the remaining engineering courses with the four-year students but in a curriculum designed to space the remaining courses evenly over the remaining years of study. This reduction of load per year has proven successful for struggling students.

What is working, how do we know, and what needs to improve?

Passing maths and physics allows students to continue with follow-on courses. Many at-risk students (68%) choose not to transfer to ASPECT even after they have been advised to do so by ASPECT staff and their engineering department academic advisors. The data shows that while some of the students (18%) who choose not to transfer to ASPECT can pass maths and physics (first semester), an alarming number end up failing (50%) either maths or physics (or both) without

EBE 2014–2018 'AT RISK' TRANSFERRED TO ASPECT

QUAL
RAC
CONT/FEC
REN/SCAN/TRAN
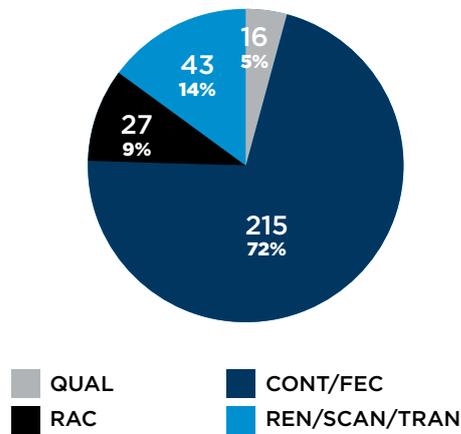
Figure 3. At-risk students in ASPECT.

The "at-risk" students in figure 2 & 3 are identified on academic results, and the data above is gender- and race-blind. The charts that follow indicate the gender and race make-up of the group.

EBE 2014–2018 'AT RISK' RACE

Black
White
NS
Coloured
Unknown
Indian
Chinese
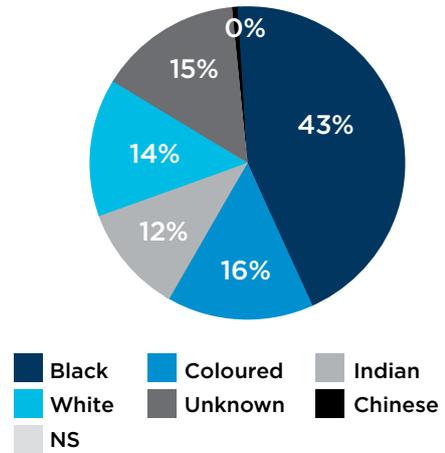
Figure 4. At-risk students by race.

EBE 2014–2018 'AT RISK' GENDER

Female
Male
NGB
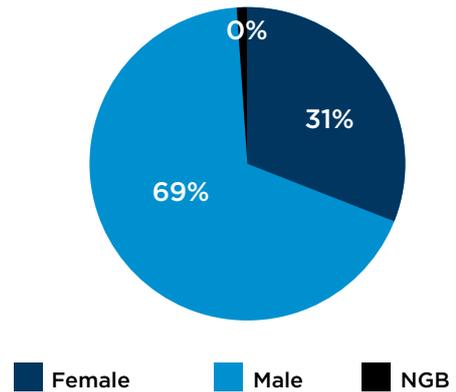
Figure 5. At-risk students by gender.

A debate in the EBE faculty is ongoing with regards to whether transfer into ASPECT should be compulsory for at-risk students and whether students can be identified and placed in ASPECT at the start of their degree. However, it is debatable whether reliable placement criteria can be developed.

1.3. ADDRESSING ACADEMIC LITERACY

Most assessment in higher education takes place through writing. For students to succeed, they need to be able to write logically, coherently, and within academic

conventions. Most students struggle with academic discourse, as well as writing in the discipline, and many are not English first-language speakers. Empowering students to write in the language of instruction ensures access to academic discursive practices, and ultimate success in assessments, thus contributing to throughput rates.

While UCT's language policy has English as the official language of teaching and learning, the development of multilingualism and students' academic literacies forms an integral part of the policy. The Language Development Group (LDG) within the Academic Development Programme in CHED is a cross-faculty unit with a total of ten staff who undertake language development work in the faculties. The unit promotes and facilitates access to higher education at both undergraduate and postgraduate levels within an ethos of social justice and redress. Language Development (LD) includes teaching, research and curriculum development centred on the discipline of applied language studies and the related ideas of academic literacy.

Language development work takes the form of several different models which address student and staff development. Since academic literacy skills are always embedded in disciplinary practices, it follows that significant teaching of these skills must take place in the disciplines and academic departments. Student-facing formal undergraduate and postgraduate teaching includes credit-bearing courses, semester-long modules and course-related workshops. However, the Language Development Group also offers non-credit-bearing interventions which are integrated into formal courses in departments or which take a more generic form such as a suite of blended and online research writing courses at the postgraduate level. There are two writing centres available for this work, the main Writing Centre on upper campus and the Faculty of Health Sciences Writing Lab.

They offer one-on-one consultations with students and staff on their writing and are increasingly working with departments via task-focused writing workshops. Satellite writing centres at the Graduate School of Business (GSB) and Hiddingh campus take student writing closer to the disciplines, providing new opportunities to embed writing in disciplinary contexts.

Global shifts in new technologies are rapidly redefining academic reading, writing and patterns of engagement. These shifts are leading to networked, distributed contexts for learning that may make transitions to academic literacy more marked for some students.

First-year undergraduates, and postgraduates who have not come through the UCT system, or who are re-entering university after a long absence, need additional support to negotiate this digital divide. The LDG is responding to this need through innovative approaches at both the undergraduate and postgraduate levels through the designing of academic literacy Massive Open Online Courses (MOOCs), integrating digital literacy in introductory courses and inviting students to engage in blended and online writing spaces.

This report presents two examples of the nature of language development within faculty and multidisciplinary contexts. The first example is a series of student- and staff-facing language development interventions in EBE. The other is a suite of postgraduate writing courses which are designed and facilitated by LDG staff.

1.3.1. Student development in EBE

The EBE was targeted for more systematic LD involvement in 2015. Since then the LDG has worked to establish collaborations in a range of departments

planning, materials development and teaching, and working with tutors on their classroom engagement with students and assessment practice. In CHE1005W (Chemical Engineering 1) this involves project materials development with lecturers, observing project afternoons (five hours per week), preparing tutors for working with students, facilitating marking workshops with tutors (two per term), and providing feedback on and moderation of tutor marking.

In MEC1005W (Mechanical Engineering 1) staff development initiatives include curriculum planning and materials development with lecturers, teaching (three lectures, four two-hour tutorial sessions, two marking workshops with tutors, and feedback on and moderation of tutor marking). The collaboration between LD and the MEC1005W teaching team led to the production of a conference paper titled "Critical Reflection on Integrated Practice in an Introduction to Engineering Course", presented at the November 2016 International Consortium of Education Development (ICED) and Higher Education Learning and Teaching Association of South Africa (HELTASA) conference.

In CIV1005W (Civil Engineering 1), LDG input has entailed analysing literacy demands in materials, as well as teaching some of the lectures. Workshops with the lecturers in these three core engineering courses are facilitated termly, with invitations extended to the academic development lecturers in the other EBE departments. In these workshops, participants share their models of first-year language development and the affordances/constraints thereof. This collaboration among lecturers in the EBE faculty, with input from LDG staff as required, will enable the provision of more in-depth support in other courses going forward.

Language development work within the faculty has also entailed providing support for EBE postgraduate students. LDG staff have established writing

in the faculty, at undergraduate and postgraduate levels. Within this context, in addition to developing students' academic literacies, this model seeks to develop language and literacy expertise among discipline specialists.

The development work takes different forms in different courses, depending on the lecturers involved and the specific nature of the course. It includes curriculum and materials development, co-planning and co-teaching with lecturers for lectures and tutorials, running student workshops, tutor support for giving feedback on student writing, and individual consultation. At the undergraduate level, language development work has been located in three first-year core engineering courses. The aim is to move away from a model of LD practitioners teaching first-year students to LD staff providing support for lecturers on curriculum

circles for postgraduate students in chemical engineering on the research communication and methodology course for all incoming master's and PhD students and in the broader EBE faculty. In addition to these writing circles, the LDG provides support for proposal and grant writing. This initiative entails collaboration between EBE and LD staff, the Postgraduate Student Council and the UCT Postgraduate Funding Office. Other areas that benefit from LDG support and collaboration are the MEC5046Z (MPhil in Engineering Management) course which involves LDG and disciplinary lecturers working on materials development (in the form of a research concept paper), giving feedback on students' writing and facilitating research writing workshops for courses within EBE.

1.3.2. The Postgraduate Writing Pathways project

The university's commitment to growing its postgraduate numbers brings the entire degree process into focus. The increase in the number of international postgraduates and those re-entering university from the workplace highlights global changes in postgraduate education. There is a demand for more coursework and structured programmes at postgraduate levels, and greater recognition of literacy practices related to applied forms of knowledge. Structurally the LDG's postgraduate work is guided by the UCT Language Policy Implementation Plan and the LDG's relationship to the Research Development cluster in the Research Office. While the one-off workshops and faculty-specific interventions remain an essential part of LDG work at the postgraduate level, this overview highlights the development of a suite of postgraduate writing support courses that meet different needs of students at different times in the research journey, and this has been named the Postgraduate Writing Pathways project.

Navigating Research Writing (NRW) is an intensive, highly interactive four-day face-to-face course aimed at postgraduate students who are

"navigating" an aspect of the various stages of the research process. It is blended with a three-week follow-up of optional online support that assists participants in completing a written product of their choice. The course is offered twice each year, in April and November. The sessions include examining the relationship between writing and knowledge-making, asking participants to reflect on the various motivations for their research, including their relationship to their experience, broad social events, their connections to the theories they are using, conversations around voice and disciplinary identity, and blogging activities.

Journeys in Research Writing (JRW) is a five-week free online course that participants can enter at any stage of their research process. It is offered three times a year. Participants complete weekly writing tasks and receive feedback from a writing facilitator. Participants are also invited to comment on each other's submissions, drawing feedback and perspectives from writing peers across disciplines. Participants can also enrol more than once, disrupting the linear progression of current pipeline thinking with its focus on throughput. In evaluating the course, the LDG has noted that while some (a minority) complete the course, making use of the intended journey as a space to develop and complete a text of their choosing, many participants use course material as resources to forward processes beyond the purview of the course designers. A collaborative project, "Transforming Journeys", seeks to embed the Journeys in Research Writing course in particular strategic disciplinary and institutional contexts. Adapted versions of the Journeys course have been piloted in two sites thus far: an equity programme, the Mellon Mays Undergraduate Fellowship (MMUF), and a block-release master's course in the Centre for Public Mental Health (CPMH).

Research Writing in the Sciences (RWS) is a four-week blended course for postgraduate students in the Science, Health Sciences and EBE faculties. This course seeks to address the lack of initiatives to support students at UCT to develop the ability to communicate their research to a variety of audiences. Globally and locally, it is recognised that this ability is an essential attribute of the well-rounded researcher, and thus a practice that should be established in the postgraduate years. This course aims to make visible the range of academic literacy routes and pathways to access and success for postgraduate students and focuses on disrupting traditional genres, by promoting the value (to the individual student's writing development) of writing for a variety of audiences, broader than the traditional small audience of the thesis or dissertation. It allows participants to practice writing journal articles, abstracts and popular science writing. The course is offered twice a year, in July and October.

Various partnerships and course refinements have been made possible

The university's commitment to growing its postgraduate numbers brings the entire degree process into focus. The increase in the number of international postgraduates and those re-entering university from the workplace highlights global changes in postgraduate education.

through funding from the University Capacity Development Grant and the CHED Faculty Research Committee Collaborative Grant, both awarded in 2017, contributing to the work towards creating a writing support saturated environment and creating spaces for conversations about how participants experience writing. In 2018, the LDG extended partnerships across the institution and regionally. One such partnership has resulted in staff and students from the University of Johannesburg (UJ) participating in the Journeys in Research Writing course.

The key areas of transformation and access continue to take on significant meanings for the LDG as the profile of UCT students diversifies. The literacy levels with which students enter higher education remain low. In light of this, it has become important to reflect on the extent to which UCT's teaching approaches address students' needs at the different levels of study.

This has highlighted the importance of accessing alternative / complementary ways of teaching, a need which was highlighted by the 2015 and 2016 Fees Must Fall protests. The protests also underscored the importance of mainstreaming language development interventions to address the ongoing stigmatising of academic development courses and students, as well as the throughput rates in the mainstream. As a unit, LDG continuously engages with the notion of blended learning and its implications for access and equity. Such a measure requires some reflection on the curricular and pedagogic aspects of the LDG courses, to develop a design approach that would be best suited for students.

1.4. THE VALUE AND LIMITS OF DATA-INFORMED SUPPORT: LEARNING FROM THE IKUSASA STUDENT FINANCIAL AID PROGRAMME

In 2014 the Kresge Foundation launched the Siyaphumelela (We Succeed) initiative in South Africa. Siyaphumelela brought into sharp focus the need for South African higher education to improve its ability to use data to drive student success. Since the launch, the five public universities that were awarded funding and resources for this initiative (UCT was not one of these universities) have been driving and growing the dialogue and the use of data analytics to enhance and improve the overall experience of students in institutions of higher learning.

UCT lags behind the initial cohort of five Siyaphumelela universities in terms of its use of data to inform and improve student support. However, there are currently many separate conversations taking place across the university about the need for more data-informed decision-making about the student experience. In this section, some thoughts and insights are shared about a pilot project housed in the CHED that uses data collection and the tracking of students to attempt to make more data-informed decisions about the success of students participating in the pilot.

1.4.1. Background

In 2017, UCT, along with a few other universities across South Africa, joined the Ikusasa Student Financial Aid Programme (ISFAP). This is a partnership between government and the private sector to provide funding and wrap-around support for the "missing middle" – students whose gross annual family income is R600 000 and less. A significant component of the model is the close monitoring and tracking of the ISFAP students in the three faculties – EBE, Health Sciences and Commerce – where ISFAP operates at UCT. Students studying professional degrees, eg engineering, medicine, occupational therapy and actuarial science, qualify for financial, academic and non-academic support. All the students are aware that they are being tracked via an online data tracking tool. Specifically, students are monitored on their academic status, financial status, psychosocial status, and overall status. They know that the data

tracking forms part of the support that is provided to them. It allows project managers and faculty representatives to direct a student to the appropriate support that they may need at a particular point during the academic year.

1.4.2 Data collected

The data on each student is collected as follows:

Academic: Students' academic results for their June and November examinations are uploaded to the system. In February and July each year students self-report on their academic progress, areas of difficulty and the academic support they feel they need.

Financial: During a twice-yearly check-in (at the start of each semester) students give feedback on their financial status in terms of where they get their meals, whether they send money home and generally whether they can cover the costs of their stay at university. Students also give feedback on their family's financial status and possible needs. Students are also required to describe their accommodation and living environment.

Psychosocial: Students self-report on the status of their physical health,

psychological health and if they have any emotional struggles. They also report on their social well-being, namely if they are engaged with friends in their environment and what support networks they use to cope with university life.

Overall status: Students give an overview of how they feel they are coping (or not) during the academic year.

The data that is collected allows the project managers to intervene in real time – through email communication – to address students' needs. The intervention often entails linking the student with the right student service at the university or alerting the lecturer of a course to the student's needs. Occasionally, it requires the project managers to guide the student through a stressor with advice. The system allows the project managers to extrapolate, in real time, what the needs of students involved with the pilot are as well as to analyse and forecast what students may need.

1.4.3. Data stories

Collecting data about students and their experience allows an interesting, and at times very sobering, set of stories to emerge. One story that emerges frequently is how resilient and streetwise students
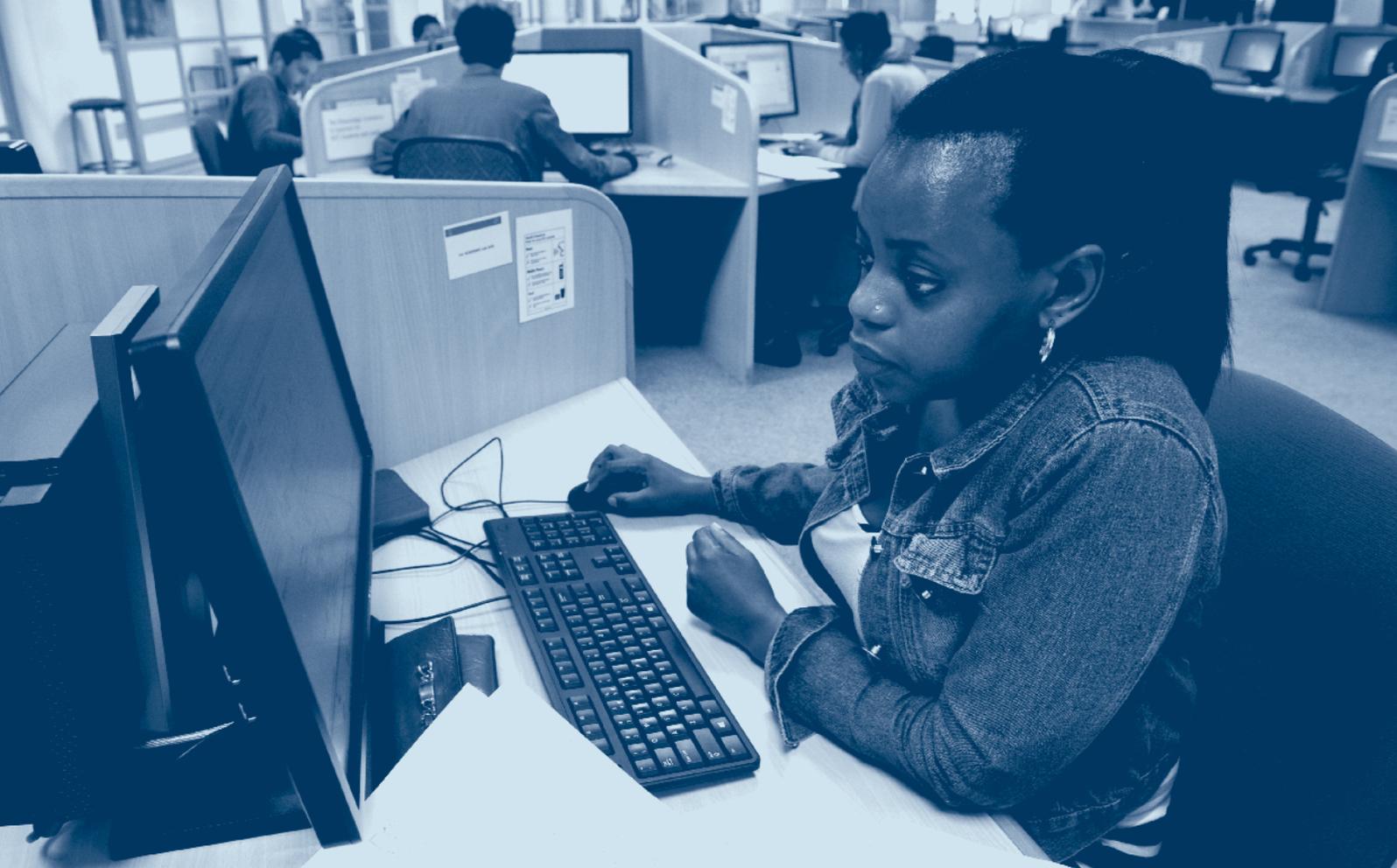
overcome obstacles such as language and an institutional culture that is not familiar to them to find their footing and achieve success at university. Another story that continues to emerge is that over and above financial obstacles, an overwhelming number of students are dealing with anxiety and depression (See section 2.2 on the Student Wellness Service).

1.4.4. Specific themes that emerge from the ISFAP data

Extended degree programmes

At the faculty level, the value of the extended degree programme cannot be underestimated. Students who opt for the extended programme show a significant improvement and success rate compared with those who opt to remain in the mainstream programme. However, the pressure of completing within the regulated period looms large for a host of reasons, and academic advising is key in assisting students to see the value in choosing to extend their degree.

Courses that impede graduation

There is a strong relationship between courses that students find most challenging and high-risk courses or Courses Impeding Graduation (CIGs), in particular, maths and physics. It is generally accepted that matric physics and maths do not prepare students for university-level performance. While there is a gap for most students, it is mainly the case for black students who have excelled academically at under-resourced schools, compounded by issues of language and psychosocial transitions.

Tutorial support and mentoring

A focused and strong tutorial support system that is implemented from the start of the academic year is of great benefit to faculties that have one. An example would be the Faculty of Health Sciences' undergraduate tutorial programme, which is funded by the UCDG.

Understanding the learning needs of students

Constant student tracking allows the ISFAP project managers to identify programmes where the academic demand is such that students cannot cope

psychologically or physically. The issue of academic demand also came up in the results of the South African Survey of Student Engagement (SASSE). All of this reinforces the decision to do an audit of credit load across faculties next year.

1.5. COURSES IMPEDING GRADUATION PROJECT

1.5.1. Background

As noted above, the reasons for student success and failure are highly complex. However, one fairly obvious reason that students take longer to completion is that they fail courses. One of the premises of the CIG project is that to address issues of throughput and completion, it is necessary to understand high-risk courses better. These courses are critical to students as they lay the foundational knowledge for further progression and, in some cases, specialisation. The project takes a curriculum point of view on the problem and asks the question: For whom is this (high-risk) course curriculum working, or not, and why?

For nearly ten years, UCT's Institutional Planning Department (IPD) has been producing data on high-risk courses. These are defined as courses with a failure rate of 25% or higher averaged over three years. The 2015–2017 analysis of CIGs identified 70 courses which met these criteria. The analysis of these courses has become increasingly fine-grained, but as noted in the introduction, there is little take-up on the use of this data to think critically about what is (not) working, for whom and why. Over the years, there have been several attempts to flag this as an institutional priority, requiring faculty buy-in, support and resources. The T&L Comm drove a process in 2014–2015 that surfaced some of the specific challenges, including the status of "service courses".

At the end of 2018, a sub-committee of the Senate Teaching and Learning Committee asked each faculty to identify from the range of their high-risk courses produced by IPD, the ones they would

prioritise for further investigation. Conversations took place with deputy deans (except Humanities where the EDU data analyst was consulted). Firm commitments were secured in Science and Commerce: the Mathematics department for a focus on MAM1000W, MAM1005H and MAM1006H and from Economics for a focus on ECO1010F/S, 1011F/S and 1110F/S. In each suite there is an inclusion of the mainstream and the extended or augmented versions of the course. Consultations with the other four faculties are ongoing.

This project is possible due to a partnership between academic course teams, various parts of CHED – Centre for Innovation in Learning and Teaching (CILT), Academic Development Programme, Centre for Educational Testing and Placement (CETAP) – and the Institutional Planning Department.

1.5.2. Aim of the CIG project

This project aims to address the problem of high failure rate with a particular focus on the experience of black students in selected high-risk courses. As noted above in the introduction, UCT attracts some of the top academic talent in the country. The 2010–2014 five-year survival cohort completion rate is 72% (see Table 20 in the appendix). However, when disaggregating this data by faculty, it is clear that some faculties have greater challenges in retaining and progressing students, in particular, EBE and Science. The persistent achievement gap in the completion rates of black and white students, 61% and 85% respectively, is of particular concern. To compound the challenges, some of the interventions which are meant to address this gap are not working as well as they should. They need to be reviewed to ensure that they are responsive to changing student needs. The CIG project seeks to address a number of the barriers noted in the introduction:

Understanding students

Through focus groups and interviews, the CIG project will listen to students' own accounts of the factors they believe contribute to their success or failure in these courses.

The achievement gap

Not all students start their courses evenly ready for the course demands. As students progress, they encounter obstacles, some as a result of the resources they bring or do not bring with them and some that are presented by the course itself. Many of these high-risk courses have invested additional resources in supporting struggling students. Despite this, a significant proportion of capable students fail. The CIG project is intended to shed light on these obstacles and the consequences of failure for student progression and completion.

Use of data to develop educational interventions

Three kinds of data are being collected that the project will draw on: quantitative course data for the 2015–2017 cohort, including NBT scores, qualitative data from focus groups with students, and data on student perceptions of engagement (eg course surveys). The intention is to use the data to have a better understanding of the issues and to inform interventions that will improve performance patterns.

In conclusion, the CIG project is a cross-institutional collaboration specifically to stretch UCT towards greater excellence in teaching and learning in these key high-risk, high-impact courses. The conclusions of this study will be presented in next year's report.

1.6. TRANSITION INTO THE WORLD OF WORK

One of the ultimate measures of student success is the transition of UCT's students from graduates into the world of work. UCT's mission and vision are for graduates to be meaningfully occupied, have a sense of fulfilment and purpose, and to be engaged in the community with particular focus on South Africa. The Careers Service's primary role is to support the student to this final stage. Its work complements students' academic journeys with strategies and activities to develop the parallel career and self-development journeys, at key development points within the academic year. The mechanisms to deliver this have a teaching and learning component, a research aspect and a fast-growing monitoring and evaluation aspect.

Underpinning these mechanisms is the scholarship, both local and global, on the future of work and the crucial skills needed that inform the Careers Service's activities. Complex problem solving, for example, is the top skill listed according to the World Economic Forum's *The Future of Work* report from 2019. The South African Graduate Employers Association (SAGEA) lists the top five "very important" skills, traits and attributes sought by employers in graduates as willingness to learn (90%), commitment (83%), problem-solving (81%), proactivity (77%) and teamwork (75%).

A 2019 survey conducted by SAGEA found that 34% of the surveyed companies indicated they had not filled all their vacancies. The reasons for the shortfall include a change in business requirements (38%), not enough
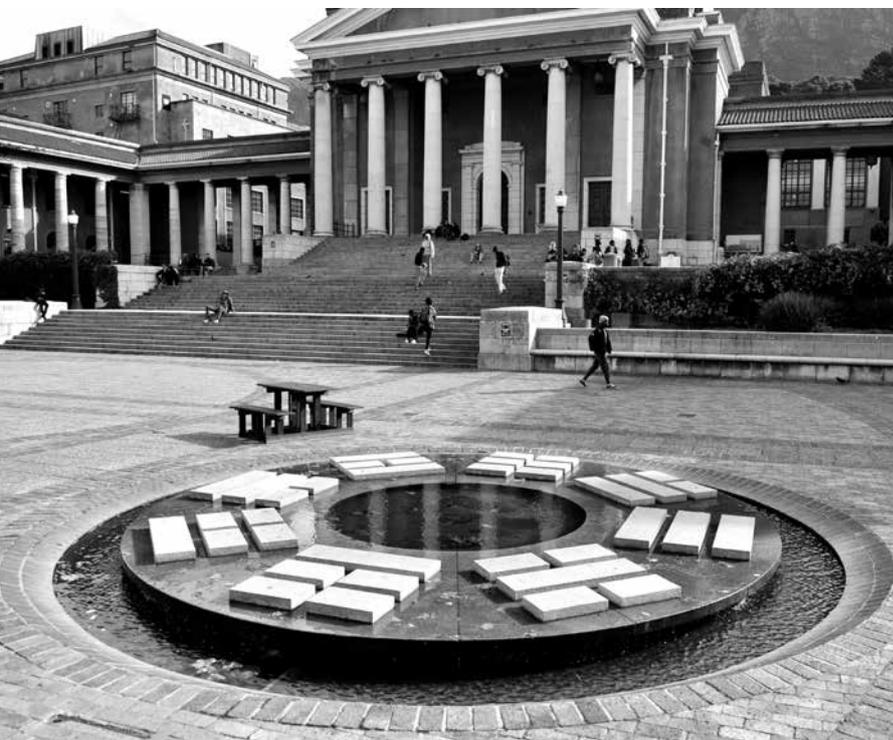
applicants who met selection criteria (31%), not enough black candidates who met selection criteria (19%), and not enough black candidates holding the right degree (13%). From the myriad inputs, the work of the Careers Service is focused on delivering UCT graduates who are highly sought after amid growing complexity and change in all industries and services.

1.6.1. Partnering with faculties

The Careers Service employment specialist team keeps in touch with shifts in industry through engagement with over 3 000 employers. Through these informal and formal partnerships, they bring intelligence which contributes to the teaching and learning landscape directly. An example of this is the partnership between the Careers Service and the UCT School of Information Technology (IT):

"The School of IT was formed in 2018, and the relationship with the Careers Service has been instrumental to its successful engagement with the core employers of the school's students. I have been invited to visit companies in Johannesburg and have been able to forge close relationships. One of the major benefits has been that we have linked up with specialists in the various organisations who have visited UCT to speak to our students on their field of expertise, eg security in the health sector, social marketing in digital business etc. The engagement with organisations in the finance sector resulted in us developing the new degree programme of a BCom (Finance and Information Systems), which will be offered for the first time in 2020. A number of the companies have functioned in an advisory role, highlighting educational requirements and allowing us to benchmark the quality of our curriculum with regards to industry requirements. All our industry stakeholder engagements, including graduate internship management, vacation work and part-time opportunities, are managed

through the Careers Service, and this has benefited us by reducing our workload and increasing our footprint through the existing engagement with the Careers Service."
PROFESSOR ULRIKE RIVETT, director of the School of IT

1.6.2. Employer–student engagement

Some examples of these engagements include recruitment events, company presentations, curriculum programmes, bursaries, employer and student gamified interactions and graduate opportunities for all faculties as well as earn-as-you-learn opportunities. Several hundred opportunities are listed on a UCT-only student and recent-graduate portal on any given day. The advisory student-facing activities include the design and delivery of sector- and faculty-specific curriculum courses to complement the academic foundation (some of these are accredited) which align to the teaching and learning aspect. Advisors customise advice via a dynamic consultation approach underpinned by a solid career theory – a service offered free to explore degree options for all current and recent graduates (up to three years post-graduation). This is a complementary component to academic advising and the support and knowledge sharing between faculty and

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department represents a hand-in-glove interdependence that needs nurturing and formalising. This custom advice is delivered through one-on-one consultation, career conversation panels, workshops to specific courses, and more practical, functional support on curriculum vitae and interview preparation, including online interviews and interview assessment preparation. In-depth knowledge of the university's programmes of study is a prerequisite for the advisors, and extensive training for this core group is mandatory as there is much responsibility and impact in these interactions.

The net result assists in breaking down myths about outcomes, where a specific degree does not need to limit choice. The safe and psychodynamic interaction affords exploration into the practical possibilities of the qualification, combined with the graduate's areas of interest and sector appetite. The students' stress levels about their future are often reduced through this exchange, and this may ultimately support successful throughput.

Technologies to reach more students with preparatory messages and provide targeted job opportunities directly from employers to the UCT universe are adapted continually to get better results. Pre-admission counselling and trainer workshops are efforts for outreach work to support school leavers before they reach the decision point of what is available to study.

1.6.3. Graduate exit survey

Two measurable markers of UCT's success in this area are the number of students who are "employed" and "studying" at the time of graduation. This data is collected annually through the Graduate Exit Survey conducted at each graduation.

The 2018 graduating year is counted across multiple ceremonies, namely December 2018, April 2019 and July 2019. Within a month of capture, the data is consolidated. The response rate for the 2018 survey was 64%. The survey has been digital since May 2017. It seeks to understand graduate activity with specific questions on employment (sector, salary, geography) and student experience (participation, access and support), use of Careers Service, and overall confidence in commencing work.

Employed and employability

The Graduate Exit Survey is important as a traditional metric capturing the employed state at the time of graduation. Career development is achieving recognition as a professional field, and continual nuance regarding definitions, development and enhancement of employability can be layered within this. The Careers Service is refining a mechanism for monitoring and evaluating employability through the design, development and measuring of students' progression of attributes and skills sought by employers and market – mapped to programmes and activities. Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful. Employability implies something about the capacity of the graduate to function in a job and is thus different from the acquisition of a job. Scholarly writing agrees that both have a role to play in the design and measurement of student success and employability is the fuel for a success pathway.

KEY FINDINGS FROM THE SURVEY

The most immediately visible reflection is whether the graduate is employed, studying further or seeking either of these activities. Graduates are also reporting a self-employed status, which has come through firmly in 2018 at 3.7% and shows the developing entrepreneurship agenda at UCT.

The employment at the time of graduation statistic has remained stable between 44% and 47% over the most recent three-year period except 2015 where it jumped to 52%. The data reveal that 2015 was also a year where "seeking study" was at its lowest in the history of the survey, suggesting the potential impact of the Fees Must Fall protests. Seeking employment has remained steady at 10% for the past three years; however, 2015 reveals that nearly 28% of graduates were seeking work at the time of graduation.

The 2018 data show that there is a more positive outlook on seeking studies and studying with 30% of graduates studying

TABLE 2. FACULTY BREAKDOWN FOR ACTIVITY (2018)

	Commerce	Engineering and the Built Environment	Humanities	Law	Health Sciences	Science
employed	49.87%	49.35%	27.37%	63.39%	69.94%	23.95%
studying	30.14%	23.14%	40.42%	15.85%	11.06%	50.11%
seeking employment	8.34%	15.21%	12.90%	13.11%	7.01%	10.86%
seeking studies	4.53%	4.21%	8.37%	2.19%	3.74%	7.54%
self-employed	3.75%	2.75%	5.24%	3.28%	3.12%	2.00%
gap year	1.94%	3.40%	3.75%	1.64%	0.47%	3.10%
not decided	0.97%	1.13%	1.25%		1.09%	1.55%
other	0.45%	0.81%	0.70%	0.55%	3.58%	0.89%

TABLE 3. LEVEL OF STUDY PER ACTIVITY (2018)

	Doctoral	Honours	Master's	Postgraduate Diploma	Undergrad Health Sciences	Undergraduate
employed	50.32%	42.01%	65.75%	73.30%	82.08%	29.09%
studying	13.38%	35.46%	11.90%	6.79%	2.61%	44.11%
seeking employment	17.20%	9.89%	9.89%	8.60%	7.49%	11.33%
seeking studies	7.64%	5.33%	4.76%	4.75%	0.33%	6.63%
self-employed	8.92%	3.04%	5.68%	4.07%		3.11%
gap year	0.64%	2.13%	0.73%	0.90%		3.93%
not decided	1.27%	1.37%	0.55%	0.90%	1.30%	1.19%
other	0.64%	0.76%	0.73%	0.68%	6.19%	0.61%

further and nearly 6% seeking studies. For 2018, the percentage of meaningfully occupied is 79% when joined with the "employed at the time of graduation", as well as the self-employed figure.

There are also more qualitative reflections offered on student experience and take-up of services. Graduate confidence showed through where 75% felt their degree was internationally competitive as well as locally relevant (increase from 72% in 2016 to 75% in 2018), while 65% reported knowledge of opportunities for academic and professional development through the Postgraduate Funding Office and the Careers Service.

Student experience feedback relevant to teaching and learning

Eighty-one percent gave feedback that

UCT provides an intellectually stimulating environment and 71% said they were exposed to a culturally diverse community of scholars. Eighty-five percent of the doctoral survey respondents felt this way. These figures have grown over three years.

Demographic insight for the 2018 survey reflects the ongoing trend of an increase in the "unknown" category year-on-year from 4.5% in 2009. Now 22.6% of surveyed graduates do not disclose, or mark their response as "not applicable".

Education sector changes

Education in 2018 showed a slowdown as an employment sector, for both non-government and government jobs, which warrants exploration. Is the increase in studying reflecting a group of the education cohort who will enter the workplace in 2020? Are there dramatic

FIGURE 6. STUDENT EXPERIENCE FEEDBACK RELEVANT TO TEACHING AND LEARNING
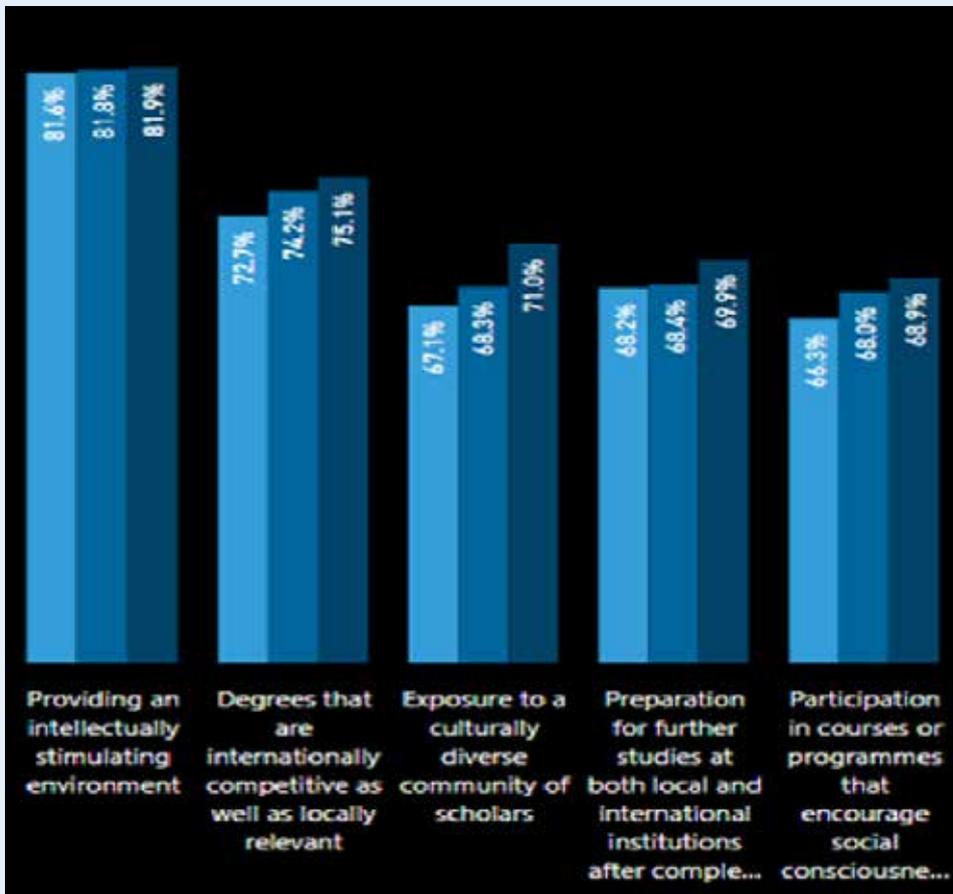
TABLE 4. DEMOGRAPHIC INSIGHT

	Black	Chinese	Coloured	Indian	Unknown	White
employed	42.54%	32.50%	49.64%	52.25%	44.36%	42.05%
studying	32.54%	37.50%	27.18%	29.49%	23.89%	36.36%
seeking employment	11.31%	17.50%	10.59%	9.83%	14.79%	7.05%
seeking studies	7.21%	5.00%	5.44%	3.65%	7.30%	3.52%
self-employed	3.03%	2.50%	2.00%	1.12%	5.88%	4.42%
gap year	1.15%		1.72%	1.12%	2.09%	5.02%
not decided	1.15%	2.50%	1.86%	1.69%	0.95%	0.60%
other	1.07%	2.50%	1.57%	0.84%	0.76%	0.97%

changes in the education sector reducing this take-up? Is there a shift into the private sector? The government sector as employer in 2018 was 50% of the employment figure in 2017. Only 4.7% of 2018's respondents specified they were in the education industry in 2018 versus previous years where it showed 9% (2017), 12% (2016) and 15% (2015).

Examples of where access and analysis of existing data can assist in improving practice
The graduate recruitment unit in the Careers Service engaged with the group of graduates who were seeking employment at the time of graduation. They were invited to "finding work bootcamps", one of which was held in Johannesburg in July 2019, and are sent reminders that the Careers Service offers advisory support up to three years post-graduation. They are also sent graduate opportunities and have full access to the jobs and bursaries opportunities portal. Entrepreneurship events are also promoted to the graduating class.

The advisory team, when presenting a talk to a specific faculty, source the sector destinations of programmes and when unexpected results are provided to the group, it reinforces the flexibility message of degrees and encourages empowerment regarding employability.

Further benefits of the survey
• Students explore career roadmaps with indicators of salary expectations and sector shifts.
• Faculty staff see what percentage of graduates are heading into the workplace at which level of study, specific to the faculty, which is an educational tool for a burgeoning range of new job titles to factor into curriculum content.
• Generally, UCT can see how well the programmes prepared the graduates for their careers, which is relevant for all staff, both academic and professional, administrative support and service (PASS) staff.
• Throughput figures could be superimposed on this picture to reveal further insights and anticipate curriculum changes for internal impetus and external workplace realities.
• Themes emerging can be further explored.
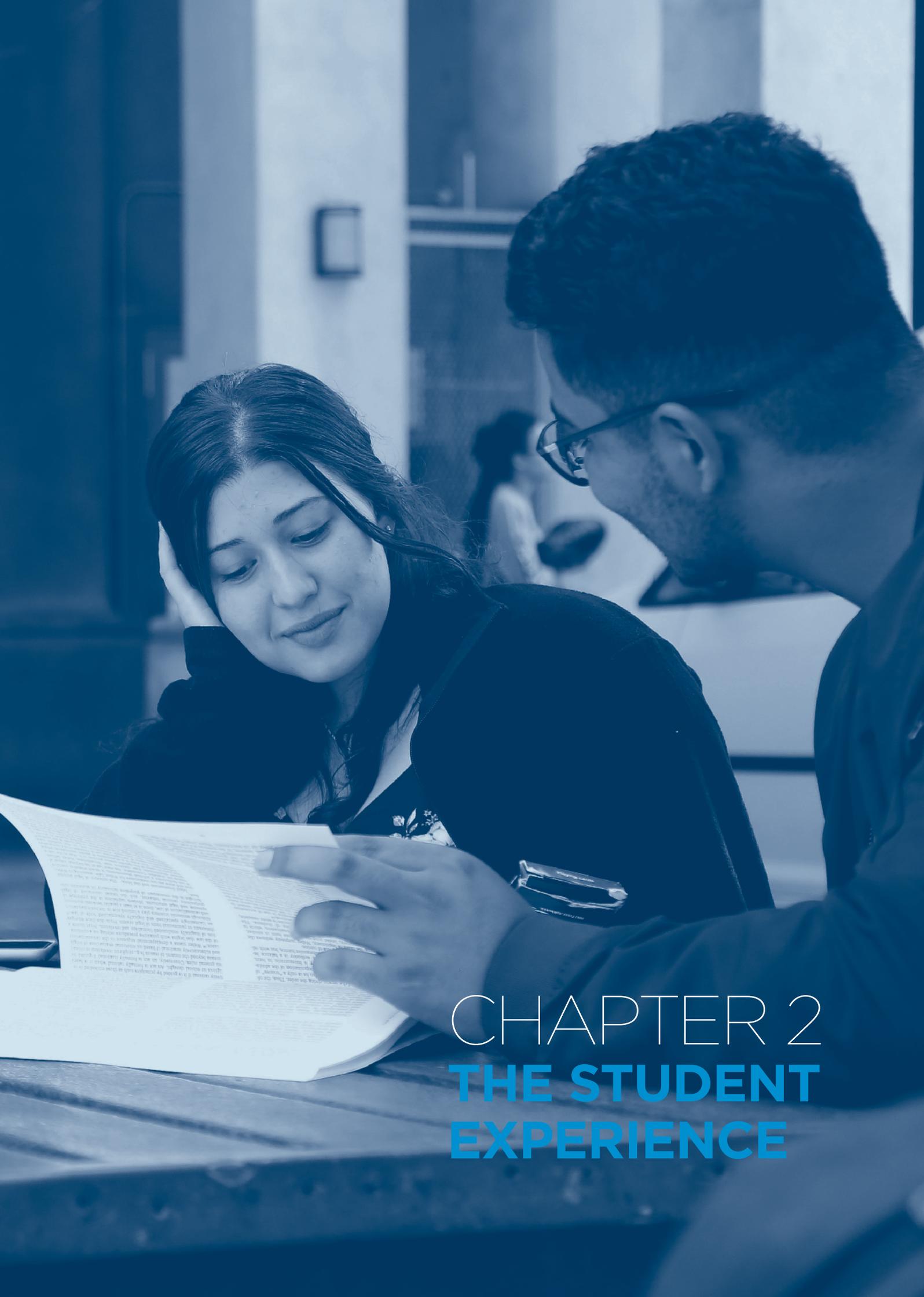
CHAPTER 2
**THE STUDENT
EXPERIENCE**

IN THE PAST DECADE the "student experience", that is the interface between students and the university in relation to their academic, administrative and social-psychological needs, has become an essential focus in higher education studies and a foremost preoccupation for university managers. The student experience determines how attractive a university is to prospective students but also how adequate and effective the time at the university has been for its graduates.

The cycle of student protests, 2015–2017, brought into sharp relief difficulties in all these areas for students, especially black students, particularly in the area of funding their studies. This section looks primarily at the academic and psychological needs of UCT undergraduate students. The academic aspects of the student experience in this report are viewed through an analysis of the academic exclusions and deferred examinations provided by the relevant committees and through the outcomes of the South African Survey of Student Engagement (SASSE) which was run at UCT for the first time in 2018. The social-psychological aspects of the student experience are seen through the evidence gathered by UCT's Student Wellness Service (SWS) in the course of their work.

2.1. ACADEMIC EXCLUSIONS AND DEFERRED EXAMINATIONS: A REFLECTION

One of the consequences of the 2015–2017 student protests was the destabilisation of the academic calendar, especially in relation to examinations, duly-performed certificates (DPs), and academic exclusions. Interrupted academic years and general instability, violence and trauma on campus resulted in students effectively being given the choice of writing their end-of-year exams in either the November or January exam sessions. This created a precedent that resulted in a ten-fold increase in applications for deferred examinations (DE) from around 2014/5 to the present.

The implications this has had for the work of the Deferred Examinations

Committee (DEC) are many and need to be looked at carefully. The increase in applications for DE is considered likely to be an indication of several problems in the area of curriculum and teaching and learning but also raises the importance of understanding better the relationship between students' circumstances and academic performance. As will be seen below, these very problems come to a head in the context of the work of the faculties' Readmissions Appeals Committees (RACs) that look into student appeals against academic exclusions decided by faculties' Examinations Committees.

In what follows we present, based on the work of the DEC and the RACs, some reflections about where we are and where we think we need to move in this area of teaching and learning.

Deferred examinations

The DEC is a Senate committee charged with considering applications from students to defer one or more of their exams, and with determining whether they qualify for a DE in terms of the published rules and guidelines (rules T2 and G28, UCT Handbook 3, General Rules and Policies).

UCT requires students to sit for an examination in a single exam session at the end of each course or module. In other words, students do not have a choice about when to write their examinations. One implication of this, for example, is that students are obliged to schedule other aspects of their lives around this, and to avoid scheduling travel, vacation, family or work plans over the exam period. This system contrasts with those at some other institutions, like Stellenbosch University, where students can choose when to write an examination. The proviso is that if the exam is taken at the second session, the student forfeits the right to a supplementary or another form of re-examination.

UCT's rules allow for the fact that a student may be prevented from writing one or more exams by events or factors beyond their control during the exam period. The mandate of the DEC is to evaluate a student's application for a deferred exam within the broad understanding of when exams should be written and in terms of the rules and guidelines governing what constitutes fair reason for a student having to miss an exam and to therefore be eligible for a DE.

A summary of the outcomes for the deferred exams during 2018 is provided in Table 1 overleaf. The committee of seven reviewers together with administrative support processed 3 012 individual DE applications over the two exam periods, with 55% of these approved and 45% declined. Of the 1 352 declined applications, 285 (21%) were submitted to the Vice-Chancellor's representative for review, with the DEC decision being upheld in 76% of these cases.

It is important to think through these outcomes carefully. Firstly, the sheer number of applications is significant, particularly so given the 2018 communication campaign not to

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defer, supported by the DVC's office. According to the DEC, the large volume of applications is the result of two combined elements: a change in the incidence of health and trauma-related factors affecting students, and a change in the perception of the purpose of the DEs. While a detailed analysis of the reasons cited as the basis for applications has not been carried out (and will be in future rounds), it is clear that there was a high incidence of mental health-related applications.

In its report to the T&L Comm, the DEC raises concerns that the distinction between exam-provoked natural anxiety on the one hand and clinically diagnosed anxiety and depression disorders on the other is not fully appreciated by students. As the contribution of Student Wellness to this report suggests (section 2.2), there is an essential institutional conversation that needs to take place about these issues. That said, it is important to note that mental health factors do not account in full for the high numbers of applicants. The high percentage of declined applications (45%) illustrates that the committee judged that many of the reasons cited were not acceptable, these ranging from the circumstances being considered too trivial to justify missing an exam, to extreme cases of fraudulent submissions. The fact that there were 1 352 declined applications suggests that some students were either naïve about what constituted a fair reason for deferring an exam, were deliberately taking a chance, or sincerely believed that there were two possible times to write the exam and preferred to take the latter option.

Secondly, evidence which emerges from reading the applications suggests that students use DE as a way of managing curriculum load by attempting to postpone sitting for exams in courses in which they think they need more time to prepare. Faced with applications that fall into this

TABLE 1. RECORD OF DE APPLICATIONS AND THEIR OUTCOMES FOR TWO EXAM SESSIONS (JUNE AND NOVEMBER) IN 2018

	June	%	Nov	%	TOTAL	%
Number of students who applied at least once	751		1 176		1 927	
Number of DE applications	934	100	2 078	100	3012	100
DE approved	592	63	1 068	51	1 660	55
DE declined	342	37	1 010	49	1 352	45
Number of reviews requested	113	33[a]	172	17[a]	285	21[a]
DE decision upheld	91	81[b]	127	74[b]	218	76[b]
DE decision overturned	15	13[b]	43	25[b]	58	21[b]
Mixed outcome	7	1[b]	2	1[b]	9	3[b]

a. Percentage of the number of declined DE applications
b. Percentage of the number of reviews requested

category, the rules governing DE mean that most of these applications will be declined.

Finally, as we will see in the case of RACs, the current policy is not designed to address issues of performance derived from structural disadvantages.

Reflections on the work of the Readmission Appeal Committees

As mentioned above, in relation to DE, the work of faculty-based RACs has increased in both volume and complexity since 2015. In the context of the cycle of protests, missing classes and different forms of emotional trauma could explain the larger-than-usual number of students appealing academics exclusions. A closer examination of the RACs' reports suggests that it is necessary to analyse the connection between underlying problems in teaching and learning, the terms of the policy regulating academic readmissions, and the social circumstances of many UCT students. For a number of reasons that are still being investigated, poorly performing students rely on their potential success in deferred examinations to avoid academic exclusion. It is often the case that these expectations are not fulfilled. Moreover, although students can apply to the RAC before sitting for their deferred examinations, they seldom do so. Thus, when they fail their deferred exams, they are too late for their cases to be heard in RAC.

Due to increasing student pressure, most RACs had three sittings at the end of 2018/19, the latest one in the week of 19 February 2019. Thus, one of the chief complaints of RACs has been that their work was prolonged by executive concessions to extend deadlines to submit applications. In order to understand better the problems the RACs are dealing with, it is important to remember the terms of the academic readmissions policy.

According to the process of academic exclusions as stated in the university rules:
At the end of each academic year, the Faculty Examinations Committee (FEC)

meets to decide, among other things, whether each of the students registered in the faculty:
• has met the minimum criteria for readmission to the faculty, as published in the handbook, and
• whether or not to readmit those who have failed to meet the minimum readmission criteria.

The university allows excluded students to appeal against the decision of the FEC to exclude them. The appeal is heard by the RAC of the faculty to which they want to be readmitted in January.

When the RAC meets, it seeks to consider – in the light of the appeal made by the student – whether there are grounds to readmit this student even though the faculty (through the FEC) decided on the basis of the academic record that they should not be readmitted. The RAC may consider the following questions:
• Was the student at any stage during the previous academic year subjected to extraordinary or traumatic circumstances that could have resulted in poor academic performance? In evaluating this question, the committee looks at the student's academic performance prior to the extraordinary or traumatic circumstance(s) which the student described in their appeal.
• Have all the problems that led to the poor academic performance been reasonably dealt with, and has the student put in place mechanisms or support systems to ensure that academic progress can be made in the following year? (There is evidence that the situation will not recur.)
• If readmitted to the faculty, does the student have a reasonable chance of succeeding in the chosen academic programme? If the RAC is convinced that these questions have been satisfactorily dealt with and the student can complete the degree, it recommends that such a student be readmitted to the faculty. If, on the other hand, the RAC is of the view

that one (or more) of the above questions does not have a satisfactory answer, it is likely to uphold the original decision of the faculty not to readmit the student.

Two points need to be stressed in relation to the explanation of the RAC rules and procedures. First, the RAC is looking for an event/circumstance that derailed an otherwise acceptable performance; the event/circumstance is expected to explain the student failure directly. Second, the RAC seeks guarantees that the circumstance has been overcome or solved. Third, the RAC wants some reassurance that students readmitted will have a reasonable chance to succeed and that the student has put in place mechanisms to guarantee that outcome.

Taken as is, in terms of the existing policy, readmission is not always or entirely an educational process but an administrative one. The fact that currently some faculties treat academic exclusions and readmissions educationally and others do not confirms the point. Unless it is accompanied by the support required for the student to succeed, the readmission of students by RACs is at best educationally neutral.

The current policy worked in the context of a more homogenous student body where it was possible to match poor performance to specific events in the lives of otherwise well-performing students. The size and composition of the undergraduate student body at UCT has changed considerably in the past decade without the systems and rules supporting and governing degrees being revised in terms of fitness for purpose. Before 2014 the number of academic appeals was less than it is currently. Whether there have been specific triggers for the increase in appeals post-2015, and the extent to which they are new, need to be appropriately studied. While this is done, it is important to acknowledge that there are no signs of this situation abating anytime soon without central intervention.

Reading RAC applications, it becomes clear that often the structural living conditions of students who appeal against exclusions are not conducive to academic performance. There might be aggravating circumstances (eg death of a family member) undermining performance, but the event is explained by the context and not separate from it. Although different RACs work through this differently, the

system itself is not helpful in dealing with the problem at hand.

The problem is twofold:
- Today, more UCT students live in socio-economic and emotional contexts that are inimical to their potential to get on with their studies successfully. Domestic violence, poverty, hunger, disease, sexual harassment, rape, extended family responsibilities and sub-standard accommodation are some of the themes that come through in students' applications.
- Faculties do not have the human and infrastructural resources to deal with the problems presented by students educationally or socially.

In many ways, the very nature of the process of readmission accentuates students' problems and structural constraints. Students are readmitted (depending on faculty practice) who will inevitably be back at RAC at the end of the following academic year. Some students revolve in and out of UCT in long cycles without completing a degree or completing it badly. It is often the case that faculties do not have the will to exclude (frequently under pressure from students and staff) and lack the resources to ensure that readmission is made effective by educational support. The different practices across faculties show that only those students who have been readmitted and then supported to succeed manage to graduate.

The analysis of the reports submitted by chairpersons of faculty-based RACs to the Senate Readmissions Committee concludes that:
- Considerable variation exists in the processes and practices across faculties. There is uncertainty around readmission rules and the application of faculty-based and centralised rules and procedures in relation to readmission. Much of this variation revolves around rule interpretations and decision-making

in the moment or in the committee at a particular time as a function of time pressure, student challenge, external socio-cultural and political pressure (for example, from student formations and requests for RACs to reconsider decisions made) and a range of faculty-specific demands, circumstances and practices that are dealt with in those committees. Variation in practices among faculties is inevitable and desirable, but factors external to the work of the committees have impacted upon the attempts by committees to be systematic and consistent in their approach.
- The moving of deadlines for student submissions, appeals and resubmissions in relation to the work of the RACs has hampered the process in terms of *inter alia* when final appeals are considered, by what point submissions should be made, what constitutes a late submission, and what constitutes legitimate evidence to support a submission. Moving of deadlines has amplified uncertainty and disparate practices among committees.

Students expressed the following concerns about the process:

"RACs put a high administrative load on students at a time when they are often far away from the university and its resources."

"RAC is a difficult process and the application and waiting periods are hard for students. Many are not in the province or live in the townships and it was not made explicit that students had to provide documents."

"There are huge problems with the RAC processes and what they rely on to make their decisions, how they create disparities between students who have that information readily on their laptops and internet access and those who are most vulnerable socio-economically and increasingly get excluded."

In many ways, the very nature of the process of readmission accentuates students' problems and structural constraints. Students are readmitted (depending on faculty practice) who will inevitably be back at RAC at the end of the following academic year.

• There is variation among RAC members themselves about the function they perform in making decisions about appeals. However, committees take very seriously the need to balance factors such as the likelihood that a returning student will be successful subsequently and the extent to which systems of academic and psychosocial support can be put in place and sustained in relation to these returning students.

Students said:

"When students are on RAC, they should be advised about what students could do to avoid repeating the situation. The thinking should be how can we help you when you come back from exclusion."

• There is at times a considerable difference of opinion among students and staff who serve on the RACs as to the nature and purpose of these committees. At its starkest, this difference is exemplified in student political formations believing the purpose of RACs to be the inevitable reinstatement of all students making appeals. The tension that arises from such perception is amplified in a climate when the need to make decisions becomes more critical (for example, from mid-January to mid-February in the readmission cycle).

Students said:

"The RAC does not interrogate the teaching but they only interrogate the student, who has to prove themselves there. They don't look into performance on courses and maybe the problem is not the student. Nobody is interrogating the courses themselves."

• Substantial psychosocial and associated pressures on both the students who are appealing and the members of these committees contribute to the stressful academic decisions needing to be made in RAC processes. Members of RACs cannot continue to carry out their work under these high-stakes circumstances and resignations from committees become increasingly likely. The consequent loss of experience and practice memory will further constrain the work of the committees.

FA scholarship score	Count of campus ID
0	71
<50	4
50–59	7
60–69	79
70–79	305
80–89	150
90+	5
Total	**621**

NBT % 2	Count of campus ID
<50	94
50–59	178
60–69	164
70–79	99
80+	41
(blank)	45
Total	**621**

Cum Career GPA2	Count of campus ID
<50	463
50–59	153
60–65	5
Total	**621**

The data below, drawn from the 2018/2019 RAC process, indicate that more than half the appeals for readmission come from black undergraduates on financial aid scholarships, who are simultaneously failing or just passing on average academic performance. So, the RAC process embodies the characteristics of inequality of achievement that are seen elsewhere in achievement statistics at UCT. The NBT scores of these appellants are also below the 70% mark. The combined data below point to the need for tracking students from early on in their academic careers in order to reduce the likelihood that these particular sub-groups of students end up having to make readmission applications.

TABLE 2. 2018/2019 RAC APPLICATIONS

Count of campus ID demographic	Gender		
	F	M	Total
African	132	217	349
Chinese	2	2	4
Coloured	37	36	73
Indian	13	36	49
White	7	26	33
International	11	41	52
Not Applicable/ Unknown	32	29	61
Total	**234**	**387**	**621**

Based on all of the above, several recommendations have been identified which are currently under discussion at the RAC chairs committee:
• In the short-term, a delimited piece of institutional research should be undertaken, which could provide an on-the-ground analysis of faculty RAC practices and make recommendations for improved support for these practices before forthcoming readmission pressure periods.
• In the medium-term, a review of student-facing processes such as formal assessment, deferred examinations and

readmission appeals should be put in place. A review could serve to deepen insights into how these processes are linked and how these processes might or might not be fit for purpose.

"The reliance on paperwork, specific dates and having to record everything financially are issues for students. When they get [an] RAC notice, some still have supplementary exams to write. Students think if they write the supplementary exam and pass it, the RAC falls away. It forces students to apply for the RAC just in case they fail the supp or get excluded. ...Strategically, the times, deadlines and processes must be given attention for the RACs for DE, supps and exclusion."

• Ongoing communication among the chairs of the RACs should be standard practice – at minimum a monthly meeting between September of one year and February of the next. This communication can assist in reducing the unevenness in practice between the faculties. Communication between chairs of RACs and members of the university executive should also be a norm.

• Systems, support mechanisms and processes to recruit and retain committee members who do this vital work (students, executives, chairs of committee and staff) need to be improved as these people are the institution's repository of experience and practice.

• There is an urgent need for institutional and faculty-based mechanisms to provide ongoing support for chairs and members of RACs, faculty managers and support staff who are tasked with dealing with readmissions appeal processes and compiling faculty RAC reports.

• There is a strong need for debriefing processes and mechanisms for members of committees post-RAC work. Issues of support for frontline staff in faculties and members of RACs and the DEC should be raised and profiled at Senate committees, such as the Teaching and Learning and the Examinations and Assessment committees.

• The selection, appointment and work of student representatives on RACs should be better coordinated, more strongly linked to faculty-based procedures and processes and more meaningfully supported. There is a need for training and support work from the time that new student representatives are elected onto committees; arguably, even before these selection processes commence.

Reading the difficulties experienced in the area of academic exclusions and readmissions, it is worth reflecting on the infrastructure required for a university to be able to intervene on students' performance before the student is excluded. From the point of view of the academic support required to deliver student success across the board, UCT still has some work to do in two crucial areas: improving capacity to monitor student performance at the departmental level and providing better academic advice. These, together with issues mentioned in other sections of this report, such as auditing the credit load of programmes, reviewing assessment practices and making better use of online and blended learning, will be included in a comprehensive teaching and learning strategy that will be ready for approval during 2019.
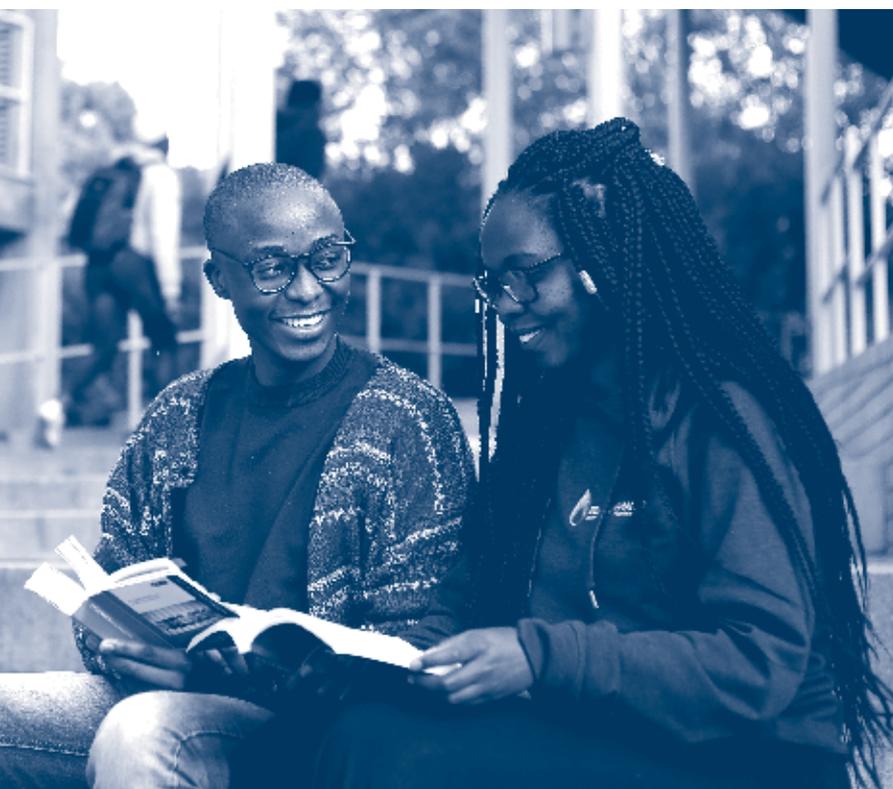
2.2. PSYCHOSOCIAL ELEMENTS IN THE STUDENT EXPERIENCE

Given the importance both nationally and internationally of psychosocial factors in the performance and well-being of university students, the T&L Comm asked the Student Wellness Service to provide input about their work in 2018 for this report. This section of the report is based on their input.

Distribution

Since the cycle of student protests that started in 2015, SWS has seen a four-fold increase in the number of students requiring psychosocial support. This has been accompanied by an increase in the complexity of clinical presentations at the time of contact to services. This section examines the distribution of psychosocial problems presented by students approaching SWS in relation to demography, year of study and home faculty.

The majority of students approaching SWS are final-year students and postgraduates. Conversely, first-year students constituted the lowest number among SWS clients. Interestingly there is a sharp increase in second-year students seeking SWS assistance; these include applications for deferred examinations and leave of absence requests. SWS's

analysis of this situation confirms a trend identified in this report about the extent of the support provided to students during their first year and how this decreases from second year onwards, causing a drop in students' performance, and, it seems, also their well-being. According to SWS, this trend has persisted since 2016, with an increase in 2018 in the number of master's and doctoral students approaching their services with very complex clinical presentations.

Female students make up the majority of SWS clients with only a third being male students, a trend observed over the past few years. An important factor is that while more female students who require psychosocial support do seek treatment and access services provided by the university, SWS statistics for the students reported for attempted suicides and those who presented in emergency psychiatric crisis in the university residences show more males than females. This points to the known fact that males have mental illnesses as much as females but are less likely to seek treatment for various social reasons.

The majority of students who approach SWS do not have private medical insurance. Students with access to private healthcare are seen outside the university. Nearly 80% of students reaching out

80%

Nearly 80% of students reaching out to SWS for psychosocial support are black students, with 66% being female students and more than 90% local students.

to SWS for psychosocial support are black students, with 66% being female students and more than 90% local students. The 2018 statistics from the SWS Crisis Intervention Service show that black students constitute the majority of students who have been reported to have attempted suicide or were seen with high-risk psychiatric emergencies in the university residences.

In terms of home faculty, it is crucial to understand the relative size of the faculties when commenting on the prevalence of psychosocial problems among students. The Faculty of Humanities, the largest faculty at UCT, had the highest number of students presenting with psychosocial issues and accessing the SWS, consisting of almost 40% of all students using the services. This faculty also provides its own additional arrangements for psychosocial support with their student development officers practising clinically, which indicates that the actual numbers of students requiring and accessing mental health services in the faculty are even higher than the reflected figures of access to SWS.

The prevalence of students from other faculties seeking psychosocial support via SWS in descending order is Law, Commerce, Science, Health Sciences and EBE. It should be noted that Commerce, EBE and Health Sciences have their own arrangements for providing additional psychosocial support outside SWS, which would indicate that the actual numbers of students requiring and accessing psychosocial services in those faculties may be slightly higher than reflected in the SWS numbers.

Prevalent problems

The 2018 SWS report shows that one of the main reasons why students seek services or present for the first encounter is due to academic difficulties and to use SWS as part of their DE applications. The report states, "There are people who have triggers before the exam but do not necessarily have a record with Student Wellness." Other reasons for turning to SWS for support represent a much smaller percentage. During 2018 the top presentations besides academic difficulties were depression, anxiety, relationships and adjustment issues, and mental and behavioural disorders due to cannabinoids.

The SWS statistics appear to be in line with global trends with the most common mental health issues at UCT being

depression and anxiety disorders. Among students presenting at SWS, together these diagnoses make up almost three-quarters of all presentations. More than 80% of all RAC appeals are on mental health grounds, and a considerable number of deferred examination applications are also on mental health grounds. The highest number of students presenting with depression appears to be at the third-year level of study. Chronic psychiatric illness made up only a tiny proportion and accounts for less than 5% of all presentations.

Students expressed their concerns:

> "RAC did not consider the mental health issues of students. They needed to show a track record of engaging with Student Wellness and a medical note from a doctor. There was a stigma attached. African cultural practices should be considered as some student go to an inyanga or sangoma and they won't be given a medical note – and so it is seen as not valid. This must be addressed urgently."

Most students access SWS for the first time due to academic-related reasons. Usually, they have already missed a test or an assignment due date, or exclusion is imminent. Academic stressors that students report are related to overwhelming workload, inability to cope, and timetabling of tests and exams, to the point where they are required to apply for various concessions on mental health grounds due to the resultant poor academic performance.

A significant number of students present with psychosocial problems related to financial stressors, eg personal and family issues and food insecurity. SWS reports that many of these students are already on National Student Financial Aid Scheme (NSFAS) funding, are GAP-funded students or international students on scholarships, particularly from the Southern African Development Community (SADC) region. Some

students have poor financial management and budgeting abilities, resulting in them spending their allowances inappropriately and then having no money for food and other necessities.

Other students who present to the SWS social workers come from very impoverished backgrounds with them taking on the responsibility of looking after their families back home while studying. They do this by either sending a portion of their student allowance home and then having no food and other necessities, or taking on part-time work, all of which eventually take a toll on their studies. According to SWS social work statistics, the higher numbers of students presenting with socio-economic difficulties come from the Humanities, EBE and Commerce faculties with many of them having financial struggles and accommodation issues, particularly when they do not qualify to live in residence.

Relationship and adjustment issues are also significant. The majority of relationship problems are of the romantic type, and many of these lead to complex mental health illness including depression, suicidality and homicidal ideation. Some students have family relationship issues including identity and developmental

issues from childhood and family conflicts that all interfere with their ability to focus on academic work. To a lesser extent, SWS also sees students presenting with lecturer-student relationship problems, mostly among postgraduates and their supervisors. Some students also present with adjustment problems due to institutional stressors, such as alienation from dominant institutional culture and loneliness.

SWS reports a significant rise over the past three years in substance abuse psychosis among clients using its services. The most commonly abused substance is still alcohol, followed by cannabis. Most of the students presenting with substance abuse psychosis live in the university residences.

Within the operations of the SWS primary healthcare clinic, medical officers provide a higher scope of care and attend to the more complex cases that have been referred to them by psychiatric triage nurses, clinical psychologists, clinical nurse practitioners and clinical social workers. In 2018, the SWS medical team reported that 50% of the cases seen by them were psychiatric disorders, most of them referred by psychologists and other health practitioners within SWS. This is significantly different from previous years. These complex cases are mainly depression, mixed

anxiety and depression disorders, and disturbances of activity and attention, mental and behavioural disorders due to cannabinoids. This has been accompanied by the SWS directorate increasing the operations budget for medication by 100% between 2016 and 2018, with the most significant cost driver being antidepressant and anti-anxiolytic drugs used in the treatment of depression and anxiety respectively.

The SWS report makes clear the growing importance of psychosocial problems among students. While in South Africa the intersection between specific psychological problems and social stressors such as inequality are reasonably clear, other issues affecting the new generation across different cultural settings require research. It is hoped that as UCT develops a stronger capability for institutional research, interdisciplinary teams will start working together to understand these problems and design appropriate interventions.

2.3. STUDENT ENGAGEMENT

In the area of teaching and learning, one crucial aspect of the student experience is determined by student engagement. This is the level to which students pay attention and are motivated to be involved in the content, quality and progression of their own education.[1] Student engagement focuses on two fundamental principles: firstly, how students spend their time engaged in academic endeavours influences their success. Secondly, how institutions respond with effective, deeply contextualised practices creates an interface between what students do and what the institution does.

Worldwide, the notion of student engagement has been of interest to institutional researchers since the late 1990s; and was developed in response to the prioritisation of rankings to measure

[1] Strydom, F. Student Engagement: A key to success in Strydom. F, Kuh, G and Loots, S. (ed) (2017). Engaging Students: Using Evidence to Promote Student success. Sun Press: 4

teaching and learning good practice in higher education institutions. The National Survey of Student Engagement (NSSE) was piloted in the United States in 1999 and has steadily been contextualised to several different countries around the world.

Given some of the issues raised by UCT students during 2015–2017 and some of the recommendations of the Curriculum Change Working Group (CCWG), it seemed that it was appropriate to align UCT with the work that other South African universities have been doing in the past decade.

In 2006, the University of the Free State (UFS), with support and funding from the Council on Higher Education (CHE), piloted the South African Survey of Student Engagement (SASSE) at most South African universities. The UFS administers the SASSE in a rolling three-year cycle: Year one is the first survey, year two is usually a year of analysis through user workshops, reports and intervention implementation, while year three administers the survey again to test the success of these interventions. Since 2006, most South African universities have adopted the SASSE, which has been customised to respond to the specific aspects of the national reality. For example, finances and food security among students were introduced in response to the student protests in 2015–2017.

Working on the premise that higher levels of student engagement will lead to greater student success, the SASSE focuses on two core areas of student engagement: engagement indicators and high-impact practices (HIPs).

Engagement indicators are summary measures based on key questions within the survey and are organised in four themes (academic challenge, learning with peers, experiences with staff, and campus environment). The indicators provide the institution with a comparative understanding of how its students are engaging in relation to other similar institutions.

HIPs are activities, both in and out of the classroom, that require meaningful interactions and lead to a positive association for student learning. These interactions and activities are time intensive and require substantive investments of resources to be effective. Research suggests that ideally, a student should be exposed to at least two HIPs during their academic career.

UCT and the SASSE

The importance of the findings of the SASSE at the national level, its endorsement by Universities South Africa (USAf) and the growing focus on student engagement as an essential component in successful learning determined UCT's participation in the survey. In 2018, UCT took the SASSE for the first time. The survey allows for comparisons with all universities (universities of technology, comprehensive universities and private providers) taking the survey and the comparable universities (ie traditional universities). In 2018, UCT was compared to Stellenbosch University and the universities of the Free State and Pretoria.

This first round of the SASSE at UCT experienced some administrative limitations, which resulted in a low-to-moderate response rate. A total of 1 170 UCT students completed the 2018 survey, 228 of whom were first-year students and 942 were senior students. This represents

4.2% of the first-year population and 8.2% of the senior population. Analysis of the responses received shows the respondents to be broadly representative of the UCT undergraduate population in 2018. In relation to gender, the respondents were comparable to the undergraduate pool at 53% female to 47% male. In terms of the ratio of South African to international students, the response rate was 89 to 11 respectively, which differs only slightly to the current pool ratio of 91 to nine. Finally, in the representation of faculties, the pool was broadly represented with Humanities and Commerce achieving the highest numbers of respondents.

Racial representativity could not be established due to the high number of South African students who do not declare race when registering at UCT. This is not a limitation of the survey but a characteristic of UCT's student population. However, it is interesting to note that while 17% of UCT's undergraduates choose "not applicable/other" in their declared race on their student record, only 2% identified themselves as such in the SASSE. In other words, students who participated in the SASSE were more comfortable with declaring their race than is usually the case at UCT. Even taking into consideration the limitations of this data in terms of sample size, the results still constitute an interesting reference point for further research and analysis.

Analysis

For this report, UCT has decided to focus on two areas of analysis in the SASSE: how students spend their time both in and outside of the classroom; and the financial stress faced by students during their studies at UCT. An analysis of this nature is important not only because it can help with understanding how students manage high academic demand but also because it shows the material circumstances many UCT students have to negotiate while studying.

Academic preparation

On average, about 60% of respondents indicated that they spend 15 hours or fewer preparing for class. Only 64% of respondents indicated that they attend 75% or more of their academic activities in an average week. If these results are taken as indicative of behaviour, it is noteworthy that there is a growing complaint among lecturers that students choose not to attend classes. Students who participated in the focus groups for this report suggested that they often do not attend classes in order to study.

> "Students are compounded with contact time for learning without the time to study for tests and exams. Need to revisit what is the appropriate load that they are carrying and how long these degrees should be because students are not managing with their loads."

And they asked that "there should be an investigation into how many courses are appropriate for a student to do in a semester".

Students also indicated that they do not see the benefit of attending lectures because of the pace some lecturers set and their lack of engagement with students. This can be compounded for second-language English speakers. In a student's own voice:

> "There is too much to understand as it is overload that frustrates me. If I

don't understand because of too much content, then I don't go. This is a big problem."

Contribution and participation in class

Reports of participation in class are low across the board. While both black and white students report frequently asking questions or contributing to module and subject discussions in other ways, at 35% and 41% respectively, 14% of black and 8% of white respondents report never participating in these discussions. While remaining mindful of the sample size due to the low response in the SASSE, it is interesting to note that students in the focus groups complained about the "lecture mode" in their classes where they do not feel directly engaged by the lecturer. Some students also do not see the value added by attending lectures, stating that the lectures they avoid tend to be overloaded, too fast or non-interactive:

> "Some courses are too heavy with content and it's very hard to breathe in that space."

Additionally, many students use the time to study for tests and to complete deliverables for the course in question, or for other courses:

> "The extensive contact time, expecting students to prepare for all the courses, amidst ongoing assessment demands, actually reduces the preparedness that you have when you get to the lecture."

Another student suggested that:

> "The classroom is not interactive and students don't come to class because of this. There needs to be alternative pedagogies that encourage participation and engagement. It's no use to rush through the lecture slides because students already have them."

Engagement with other students

In the area of collaboration with peers, the outcome of the survey suggests that

students across the board seek and obtain help from their peers. It is interesting that while students in the sample report helping each other with understanding concepts, there is no strong indication of students working in teams structured by the lecturers as opposed to working together on assignments as their own choice. While 60% reported asking other students for help often to very often, a further 34% responded that they sometimes asked another student for help to understand the module or subject material. An average of 54% of students reported often to very often explaining module or subject material to other students and 58% of respondents reported frequently working with other students on projects or assignments.

When preparing for exams, 44% of all students recorded that they often to very often discuss or work through module or subject material with other students. Data suggests that white students are more

actively engaged in the classroom and in their interactions with other students. This suggests that it might be worth investigating further what determines students' participation in class and students' collaboration with each other and how this behaviour can be promoted through structured interventions to widen participation even further.

Financing higher education
As indicated previously, the 2015–2017 student protests raised specific issues relating to students' fees and the stress that results from insecurity about the financing of their studies. The table below shows the different proportions in which the cost of study at UCT is shouldered by individuals, families or the state through NSFAS. Of those who responded, black students make more substantial use of parents/guardians' money and NSFAS at 53% and 45% respectively, whereas white students indicated that they

TABLE 3. SOURCES OF FUNDING FOR EDUCATION EXPENSES

SOURCE	DEMOGRAPHIC	USING	NOT USING	NOT SURE
Parent/guardian's money	Black	53%	40%	1%
	White	90%	7%	1%
My own money	Black	23%	63%	3%
	White	42%	53%	2%
Private sponsor/s (eg family contributors)	Black	15%	69%	4%
	White	11%	80%	3%
Employer	Black	6%	79%	3%
	White	9%	81%	3%
Non-governmental bursary (eg institutional, merit, private company)	Black	23%	63%	3%
	White	18%	75%	2%
Governmental bursary (excluding NSFAS)	Black	14%	72%	3%
	White	4%	87%	3%
NSFAS	Black	45%	47%	1%
	White	11%	81%	2%
Loan (including institutional, banks, or private companies)	Black	10%	74%	4%
	White	12%	79%	3%

use money provided to them by their parents/guardians (90%) or use their own money (42%). Neither black nor white respondents reported accessing substantial funding via private sponsors, employers, bursaries from government or loans. A small percentage is also awarded non-governmental bursaries.

The cost of studies reaches far beyond the cost of tuition. In many instances, while students may have the cost of their fees financed, it is the money for food and other necessities that concerns them and which impacts their ability to engage positively in their studies, and ultimately undermines their performance.

Figure 1 below shows how much black and white students worry about paying for their full cost of studies. In relation to food security, 14% of black students are concerned most days or every day that they will not have enough to eat. This compares to only 3% of white students. Equally so, over 33% of black students and 15% of white students are concerned about how they will pay their university fees. This relates to the statement above that the burden of cost rests so much with individuals and individual families. With regard to daily necessities, while only 11% of white respondents reported this as a financial concern, 41% of black respondents indicated their concern.

UCT's results in relation to financial security show that the proportion of junior and senior students at UCT facing financial insecurity is lower than at comparable institutions. This is no doubt due to the large amount of financial aid provided by the university itself. However, among junior students surveyed, 8% worry about not being able to buy food, 25% worry about not being able to pay fees and 29% worry about not being able to afford other necessities. The percentage of senior students is slightly higher but within the same ranges.

In conclusion, UCT's first attempt at using the SASSE as one more data point in understanding the extent of student engagement in their learning process has provided interesting points of reflection. The findings seem to echo some of the concerns raised by both students and lecturers about class attendance and participation in class. They also support the reflections that emerged through the deferred examinations and academic exclusions processes about the role that material circumstances play in the performance of some of UCT's students. Our next report will provide a fuller analysis of more specific teaching and learning issues to establish a baseline from which to start measuring UCT's student engagement more systematically. It is hoped that the next round of the SASSE will have a higher response rate and that it will be supplemented by the lecturer survey that aims to provide their perspective in terms of their expectations from students.

> In many instances, while students may have the cost of their fees financed, it is the money for food and other necessities that concerns them and which impacts their ability to engage positively in their studies, and ultimately undermines their performance.

FIGURE 1: FREQUENCY OF WORRIES ABOUT FOOD, PAYING FEES AND DAILY NECESSITIES

	Never	Sometimes	Most days	Every day
Black	46%	39%	13%	1%
White	75%	22%	2%	1%
Black	24%	42%	18%	16%
White	47%	38%	12%	3%
Black	17%	41%	26%	15%
White	52%	37%	9%	2%
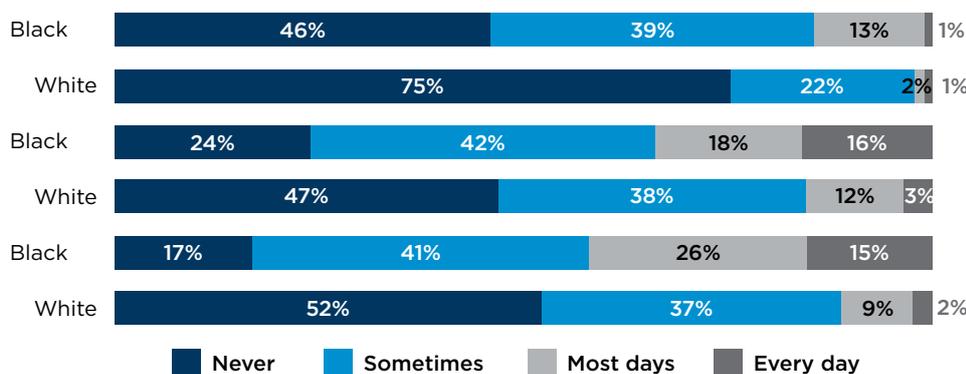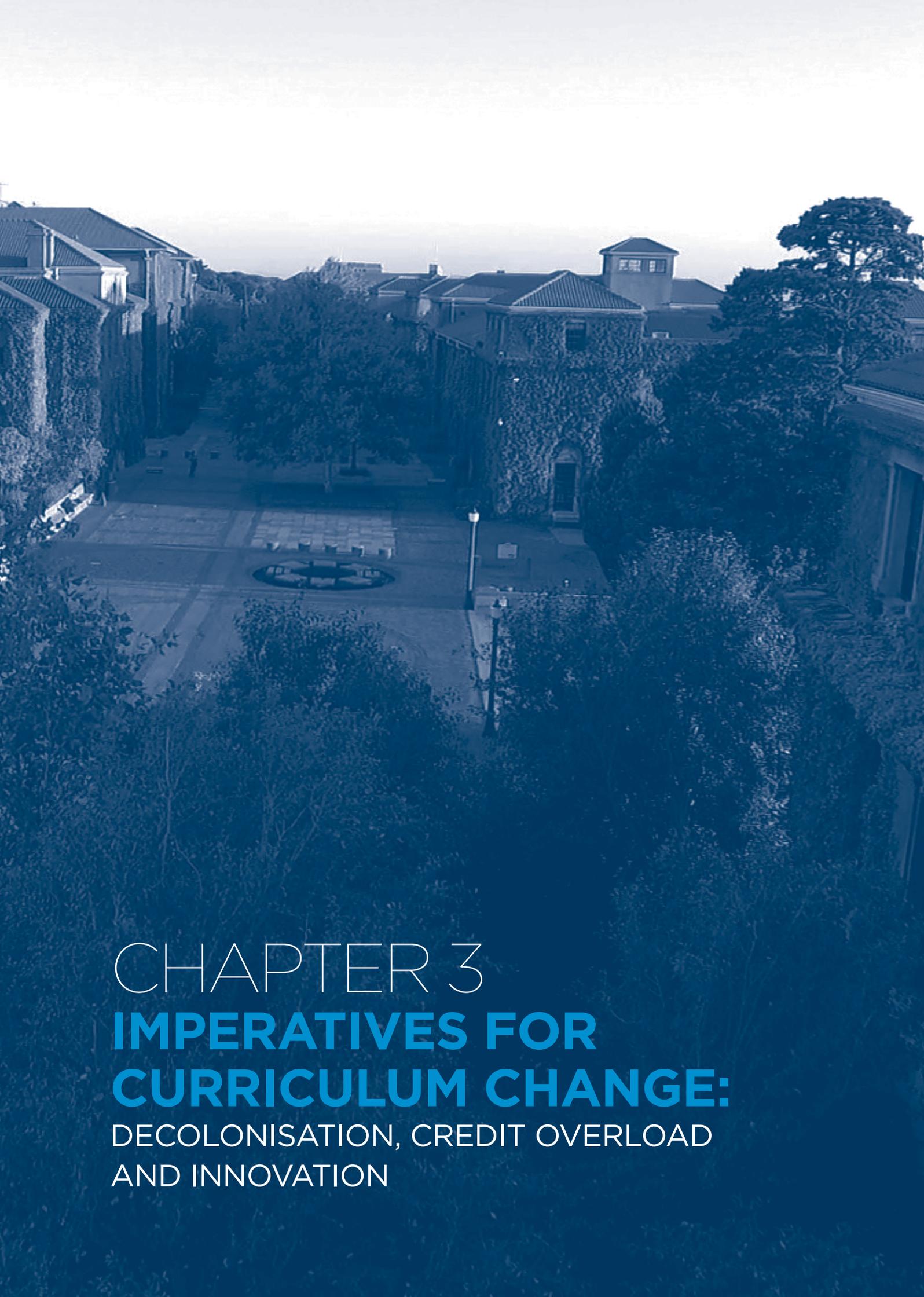
CHAPTER 3
IMPERATIVES FOR CURRICULUM CHANGE:
DECOLONISATION, CREDIT OVERLOAD
AND INNOVATION

INTRODUCTION

The introduction to this report notes that one of UCT's key stretches is a review of the undergraduate curriculum. This review has several focuses. Firstly, it strives to address the imperative of decolonisation. Section 3.1 in this chapter addresses the context out of which the Curriculum Change Framework (CCF) emerged and provides an analysis of the responses elicited by framework. This analysis will set a platform for how curriculum review will be taken forward in 2019. Secondly, having identified credit overload as a problem, this will have to be better understood and addressed. Section 3.2 unpacks curriculum overload and suggests a way forward. Finally, there are curriculum change initiatives that are being planned or currently happening in departments across the university that are responsive to both the imperative of decolonisation and the manner in which millennials learn. Section 3.3 provides an example of this work in linguistics.

3.1. THE CURRICULUM CHANGE FRAMEWORK

3.1.1. Placing the Curriculum Change Framework in context

The Curriculum Change Working Group (CCWG) was created in 2016 at the height of ongoing student protest and mobilisation at UCT and nationally. It replaced an existing task team chaired by the then DVC Transformation and Social Engagement, which had emerged organically from the Council on Higher Education's consultation on a proposed policy to introduce a four-year undergraduate degree across the higher education system. The CCWG, like other structures set up by or with the support of the UCT executive during this period, functioned outside the established processes and bodies of academic governance of the university because the student protests necessitated unorthodox approaches to manage and respond to student demands. Moreover, in the context of the call for decolonisation, the CCWG was a black-led initiative.

The terms of reference of the CCWG

included documenting curriculum change dialogue processes; identifying curriculum innovations and interventions already taking place in various parts of the university; developing an enabling and responsive environment to facilitate organic curriculum change; and proposing a framework to guide curriculum transformation. The outcome of the work of the CCWG was the Curriculum Change Framework document.

The CCF, in one of its stated aims, set out to reimagine a curriculum at UCT that is socially just and inclusive. The CCF adopted a decolonial lens to curriculum change underpinned by decolonial theories initiated in Latin America at the end of the 20th century.

Drawing variously on these theories and the decolonial school of thought, the CCF proposes four conceptual pillars for thinking about decolonising the curriculum. The first three conceptual pillars are: *the coloniality of power*, which refers to the current unequal arrangement of political relations at a global level; *the coloniality of being*, which investigates the dehumanisation brought about by colonialism, its historical pervasiveness and its contemporary consequences for those people who were deemed to "deserve" to be dominated; and *the coloniality of knowledge*, which focuses on destabilising the dominant narrative that has white European knowledge as the standard against which all knowledge is measured (CCF, 2018: 25 and 26). Against the dominant white male heteronormative narrative of the world, the decolonial perspective suggests that:

> "Experience and positionality in the real world thus renders all of us knowers, from different vantage points, armed with the ability to reject lies from anywhere, peddled as truth to deny some people their humanity." (CCF, 2018: 26)

Finally, the CCF added one more conceptual pillar, *the coloniality of doing*, which refers to the emulation by colonial subjects (under colonialism and coloniality) of the manner of doing

learnt from the oppressor (CCF, 2018: 26-27). The CCF also proposed a theory of change to give effect to a review of the curriculum which was based on the identification of five phases of engagement: contestation; repositioning; reconstruction; reconstitution; and reflection.

The CCF suggests that these phases of engagement all presuppose different levels of awareness of an individual's race, class, gender, etc and the role of these markers in an individual's way of thinking, knowing and acting.

The period 2015–2017 was characterised by growing levels of anger, violence (emotional and physical) and confrontation between students and university management as well as high tension and contestation between protesting students and academic staff, and between students and faculty managements. Against this backdrop, the CCWG did much more than explore approaches to the decolonisation of the curriculum. It facilitated conversations with students and staff that might not have happened otherwise; it intervened as both a catalyst for change and the

creator of a cathartic space where, mostly, black students and, mostly, black staff associated with them could express themselves. This work itself was invaluable as it provided a first instance of acknowledging the specific experience of black students at UCT that students themselves were demanding during the protests. More importantly, the CCF provided an argument and recommendations for reimagining curricula at UCT that are socially just and inclusive.

With the submission of the CCF, which also provides a report on the work of the CCWG, the working group concluded its task and no longer exists as a structure of the university. The return to regular processes of governance as well as the completion of an uninterrupted academic year suggest that taking further the learnings garnered through exceptional mechanisms can now be done within UCT's regular academic governance structures. The Senate Teaching and Learning Committee took on this responsibility in relation to curriculum review. The first step in fulfilling this responsibility was to solicit the academic community to comment on the CCF with a view to analysing those comments and taking them further. The CCF was released for comment in September 2018 together with a call for posting comments on a dedicated website that remained open until November 2018. In total 19 comments were received, including inputs from five faculties, each of which created its own process to gather opinions. This suggests that participation in this exercise was broader than the 19 single inputs suggest. Besides faculty submissions, academics, including some emeritus professors, and three students posted inputs to the website. The section below provides the outcome of the analysis of the submissions to the website.

3.1.2. Thematic analysis of responses to the CCF

The CCF represented the first attempt

to systematically engage with the notion of decolonising the curriculum at UCT. In doing so, the CCF was productive in prompting discussion within the institution around notions of knowledge and power, knowledge and identity, disciplinarity of knowledge, knowledge experts, positionality of knowledge producers, student identities, curriculum change, curriculum design and structure. Whether people agreed with the CCF position on these issues or not, the comments submitted in response to the CCF reflect serious engagement with them. Rather than restating all 19 comments received from faculties, academics and students, most of which are publicly available, below is the presentation of the substantive points of contestation along thematic strands that emerged from the responses and a consideration of the recommendations that flowed from them for moving forward.

Knowledge, power and identity
The CCF focused on how power is implicated in knowledge by posing three critical questions to drive curriculum review in any context, namely: Whose knowledge? What/who gets privileged? Whose interests dominate? To answer these questions across the disciplines and professions, it is necessary to recognise that knowledge has often been used as a justification for oppression or as a tool to privilege some interests. For example, the role of geologists and mining engineers in the development of the gold mining industry in South Africa; the role played by physicists in developing South Africa's atomic energy capacity under apartheid; the role archaeology, palaeontology, psychology and sociology had in racial classification and gender stereotypes; the role of physiology and anatomy in social Darwinism; and the role of chemical engineering in perpetuating the fossil energy economy despite its destructive power. Even if disciplines such as mathematics did

not directly help the development and maintenance of apartheid, the very notion that black people cannot and should not do mathematics was not opposed by professional associations or the Academy of Science. The mere possibility of opening up to these questions is potentially generative in enabling a critique of existing content and forms of pedagogy. It was felt that these questions are not typically foregrounded in conventional curriculum or departmental reviews, because self-reflection about the different fields of studies, including pedagogic choices, is not sufficiently present in the existing curricula at UCT.

The implication of power in knowledge was broadly accepted by most commentators. However, responses to the CCF pointed to the limitations inherent in the dominant position reflected in the CCF in engaging the questions above, which reduced knowledge only to power relations and precluded the possibility of working with a notion of the universality of knowledge. Academics who are critical of this narrow perspective in the CCF pointed out that this position potentially undermines the stated intention in the CCF to foster "an inclusive or pluriversal approach to knowledge". While the respondents are mindful of the relationship between knowledge and

power and the need to take into account the different positions from which people make knowledge claims, they are critical of two key thrusts of the CCF: (1) the radical relativising of knowledge and (2) the suggestion that positionality, that is, an individual's class, race, gender, place in an institutional hierarchy, etc, should be regarded as the primary basis for legitimate knowledge claims.

As one commentator noted in relation to the CCF's eschewing of any notion of the universality of knowledge, it does not have to be the case that claiming universal validity of one's knowledge also implies claiming a spurious authority and a right to suppress others' claims to knowledge. Instead, one could understand the claim to universality or objectivity to entail that a divergence with another enquirer ought to give one pause, ought to give one a reason to question the validity of one's own claim. It places enquirers in a shared space, a space in which we learn from one another. Another commentator noted that the defence of some universality of knowledge does not deny that Western thought often emerged in contexts of empire and privilege that led to many arguably false claims of abstract universality. A process of curriculum review would thus include an interrogation of universal claims of knowledge without eschewing the possibility that some truth claims (not only "Western") do carry over across cultural and historical contexts.

While there was some acknowledgement that knowledge production is structured by the identity of the knowledge producer in terms of race, class, gender, etc, critiques pointed out that it is vital to be aware of the potential dangers of overstating positionality and "lived experiences" as the only or predominant legitimate claim to knowledge. The first danger, as one commentator noted, is that it could be used as a way of dismissing another's disagreement, by rejecting a claim simply because it emanates from a positionality one rejects. It has the potential to frame debates and encourage disagreement to focus not on the matter of the disagreement but only on the underlying divergence in positionality. In other words, while a radical relativising of knowledge in the CCF is posited as an attempt to allow all voices to be heard and hence to open up the discourse, its emphasis on positionality also entails the potential to silence.

The second danger in postulating the radical relativity of knowledge is that it potentially dismisses knowledge expertise or specialised knowledge that academics have acquired and honed over time through immersion within their knowledge fields. Affirming expertise is not tantamount to regarding "expert knowledge" as inviolable, but rather responses to the CCF argue that students encountering some of these knowledge fields for the first time also need to acquire some language and tools to engage with and interrogate expert knowledge. Students' social identities or lived experiences cannot be the only grounds on which students engage or make knowledge claims. As noted by another commentator, the challenge for the [disciplinary] expert is to assist students in making sense of the gap between the "powerful knowledge" of the disciplines and their lived experience. There are ways to talk about students' agency in learning without diminishing the responsibility of academics for the

The second danger in postulating the radical relativity of knowledge is that it potentially dismisses knowledge expertise or specialised knowledge that academics have acquired and honed over time through immersion within their knowledge fields.

production and transmission of knowledge and the induction of students into that knowledge. There are ways in the classroom to acknowledge and value the experiences and knowledge that students bring about the social and natural world without eschewing the expertise that academics are tasked with sharing.

A third danger related to the above alluded to by another commentator is that postulating the radical relativity of knowledge ignores the reality of knowledge requirements either set out by professional bodies or requisites for employability of graduates in certain fields. In these cases, positing the relativity of knowledge is severely limited as curriculum design is dependent on the recognition of what constitutes core knowledge in the field. It is necessary to recognise that specialists have acquired this knowledge over time and are in the best position to design such curricula. A student commentator makes a further observation in this regard, arguing that a university must create graduates who can start businesses, conduct research and find work, in that order. From this student's perspective, a university's role must expand to not only impart professional skills and knowledge but also to develop an awareness of the challenges in our society and the personal responsibility individuals have to use their education for the upliftment of communities and the betterment of society.

Pedagogy and curriculum structure and design

The CCF was criticised for being largely silent on issues of pedagogy, curriculum structure and design when addressing recommendations for curriculum change. The assumption in the CCF, as one commentator observed, is that black students' feelings of alienation and being outsiders at UCT is based exclusively on an unwelcoming institutional culture and that the content taught in different courses is the root cause of all student unhappiness. This is true to some extent, as in the case of the language used by the lecturer:

> "The language used is very white and it could be simplified into plain English but the terms always tend to be bombastic and exclusionary, particularly if there is a textbook and the lecturer teaches out of the textbook."

This student argues that there is sufficient evidence to show that structure, as well as curriculum design, play an important role in students' experience of their courses and their success. This is a topic largely left unaddressed by the CCF. The commentator argues that a poorly structured, overloaded and badly designed decolonised curriculum will still contribute to an unsatisfactory and possibly alienating student experience. Another comment shows that

decolonising the content is not the only important strategy:

> "The content has been decolonised as we don't look at theatre from a Western perspective anymore… but we have to decolonise the lecture space. Lectures are presented in a hierarchical way with the lecturer maintaining the power in the classroom. It is an old and outdated mode of learning. There is a need for the classroom has to be flipped, especially in drama, as the old ways don't work anymore."

The curriculum's articulation with prior schooling, its duration and coherence, the development of critical skills for tertiary studies, the gradual but definite transfer of knowledge and expertise from teacher to student, etc, are all essential elements in a discussion about curriculum review that were left out of the CCF.

Other commentators noted further that the CCF focused mainly on the "what" of curriculum change, and did not seem to talk about how academics intentionally design courses to promote and enhance student learning. In other words, what are the concrete steps lecturers can take to design their courses in ways that not only change the content but also the way courses are taught and assessed? Put another way, curriculum review requires thinking about how to decide what knowledge to select, how to sequence it, pace it, what and how to assess knowledge/competence at either course or programme level. The CCF did not tackle these elements. So too, in relation to pedagogy, the CCF offers little guidance on how to establish productive and respectful relations between teacher and student in lectures and tutorials.

Related to curriculum structure and design, some commentators pointed out that the CCF critique of UCT's curricula is ahistorical in that there is no reflection on the history of curriculum review or change at UCT. The argument for a historical approach is that such a

critical engagement could have allowed for interrogation of how "knowledge-power relations" manifest in previous curriculum change initiatives and could have provided useful insights into why previous curriculum change initiatives have succeeded on the one hand, or have been inadequate or failed on the other.

Limited disciplinary focus and language

Several commentators expressed the concern that the way knowledge is structured and how knowledge progresses is different in different disciplinary fields. Thus building a framework for the university and making recommendations as the CCF had done based on case studies drawn only from the social sciences and humanities was problematic. None of the cases considered in the CCF were in the Faculty of Science or EBE, the Health Sciences case study excluded the biggest undergraduate programme in that faculty, and the cases in the Faculty of Humanities were limited to the performing arts. All of these criticisms suggest that processes of curriculum review must take into account the different knowledge structures in different disciplinary fields. Different disciplines have different implications for the kind of change possible in the selection, sequencing and pacing of knowledge in the curriculum. There are differences in the pedagogical approaches in different disciplines. There are differences in assessment modalities. While all disciplines and fields of study should undertake to reflect on all these aspects of the curriculum, the approach and forms of change will differ.

Several commentators found it difficult to penetrate the language of the CCF and were critical of the use of jargon familiar only to some disciplines. The CCF was criticised for opaque, jargonised and potentially divisive language in places. This made the document impenetrable to people not familiar with the specialised language of humanities and social sciences that was used, and also reflected the limited engagement with those outside of the Humanities faculty.

A further concern around the divisiveness of the language was expressed as a reflection on the potential consequences of the proposition made in the CCF of race (black-led) as the only basis of legitimacy for trying to build inclusivity going forward. A student commentator observed that the approach in the CCF fails to recognise those values that lie at the base of African heritage and beliefs, namely respect, hard work, collaboration, sharing and patience, as the key to success. In this regard, the commentator found the language in the CCF to be aggressive and divisive. This was also seen to undermine the stated claim in the CCF of building "an inclusive or pluriversal approach to knowledge". A recommendation for the way forward was that it is necessary to ensure that in a high-stakes process of curriculum review, as many voices are heard as possible. The inequalities of participation need to be addressed, but not at the cost of other forms of exclusion and silencing.

Institutional culture and curriculum change

Commentators noted a regular slippage in the CCF between the decolonisation of the institution (institutional culture) and the decolonisation of knowledge (curriculum). It was felt that while there is a symbiotic relationship between the two, the methodologies for pursuing change would be different for each. The focus here should be on curriculum review and change. As one commentator observed, there is more to "curriculum change" than a change in the institutional culture in which teaching and learning takes place. In any case, curriculum redesign is itself probably the most conducive setting for lasting institutional, cultural change in the system. Hence, a considered focus on curriculum review in the institution is not blind to its impact on institutional culture and its potential for change. Preliminary student data suggests that decolonising content is not enough.

There is also a need for creating spaces within the curriculum of all faculties that educate students about decolonisation so that they can also start to have these conversations with each other, about how language itself can be exclusionary and that teaching that diverse opinions matter allows them to value their own. In 2019 the Senate Teaching and Learning Committee will take this conversation forward by connecting the CCF recommendations and the suggestions provided in these inputs to develop a set of principles and guidelines to tackle a review of the undergraduate curriculum at UCT.

3.2 UNDERSTANDING CREDIT OVERLOAD AT UCT

In the past four years, UCT has experienced a marked increase in applications for both deferred examinations and academic readmissions. A first investigation into this phenomenon has shown that many students use deferred examinations as a way of managing curriculum load:

> "Students wanted to defer because of their course loads, eg if they could defer one exam, they could have a chance of passing the other three. It is a way to manage the load, or load shedding."

In the past four years, UCT has experienced a marked increase in applications for both deferred examinations and academic readmissions.

Further investigation into curriculum load across the different faculties showed that the majority of UCT undergraduate degrees have considerably higher credits than comparable South African universities. Understanding the nature of the overload – why this is the case, what the consequences of this situation are for students and staff, and what the implications of credit overload are for the calculation of the government subsidy that UCT receives on an annual basis – is vital for improving student success, supporting a better student experience and ensuring UCT's financial sustainability. Specifically, in relation to students, it is imperative to assess if student concerns raised in the focus groups are a direct consequence of this issue. The concerns that emerged in the T&L Comm focus groups include "excessive contact time", "not enough time to study or prepare for class", "not managing their loads", and "multiple deadlines in a single day".

3.2.1. Defining credits

The credit operates as a combined measurement of time, quality and money and is also an indication of the volume of learning required for a course or qualification. In this sense, credits act as a common currency across the higher education system that allows basic comparability between qualifications offered at different universities both locally and internationally. The Higher Education Qualification Sub-Framework (HEQSF) adopts the South African Qualifications Authority's (SAQA) credit formula: one credit is equal to ten notional study hours. Credits, therefore, define the time required to achieve the stated outcomes of an academic offering. The HEQSF specifies the total minimum number of credits required for a qualification. All undergraduate qualification types assume a 30-week full-time academic year, whereas master's degrees and doctoral qualifications assume a 45-week full-time academic year. Programmes may require some

credit loads above the minimum, and while maximum loads are not specified, the CHE has recently indicated that, for accreditation purposes, it will only accept up to 15% above the minimum credits as an acceptable load that will not prejudice the students.

Credits also define government subsidy levels. The DHET funding framework subsidises qualifications at the minimum credit level stipulated in the HEQSF. Thus, for example, the subsidy for a three-year bachelor's degree is constant (three funding credits) whether the degree is 360 credits or 450 credits. Therefore, whatever credits above the subsidised level UCT offers, these are paid by the institution and not by the government. In other words, credit overload dilutes the government subsidy. Over and above specific financial matters, credit overload also affects UCT academics who spend more time than some of their peers teaching in a compressed academic year. This situation is counterproductive for curriculum renewal and for developing innovative teaching practices. All of this should be an important consideration in paying close attention to the allocation of credits to programmes and courses, but there is

TABLE 1: ILLUSTRATION OF MINIMUM WORKLOAD REQUIREMENT OF THE AVERAGE STUDENT

	COMMERCE	ENGINEERING & THE BUILT ENVIRONMENT	HUMANITIES	LAW
Qualification	BBusSci (Actuarial Science) (Quantitative Finance)	BSc (Engineering) (Civil Engineering)	BA (Theatre and Performance)	Bachelor of Laws (LLB)[1]
Total no. credits (cr)	715	584	630	660
Minimum time to completion / credits load (HEQSF)	Four years / 480 cr	Four years / 480 cr	Four years / 480 cr	Four years / 480 cr
Average credits per annum (p/a) (notional hours [n/hours])	178.8 cr (1 788 n/hrs)	146 cr (1 460 n/hrs)	157.5 cr (1 575 n/hrs)	165 cr (1 650 n/hrs)
Additional credits above min p/a	59 cr (49% above min)	26 cr (22% above min)	38 cr (31% above min)	45 cr (38% above min)
If 1 200 n/hours = 30 academic weeks p/a, then…	1 788 n/h = 45 weeks (15 add weeks p/a, 60 add weeks per total qualification)	1 460 n/h = 37 weeks (seven add weeks p/a, 26 add weeks per total qualification)	1 575 n/h = 39 weeks (nine add weeks p/a, 38 add weeks per total qualification)	1 650 n/h= 41 weeks (11 weeks p/a, 44 add weeks per total qualification)
Average n/hours/ p/w @ 30 weeks acad year (Monday to Friday)	60 hrs/week 12 hrs p/ day	49 hrs/week 10 hrs p/day	53 hrs/week 11 hrs p/day	55 hrs/week 11 hrs p/day
Min ave no. of contact hrs p/w @ min 30% of total cr	18 hrs/week	16 hrs/week	17 hrs/week	17 hrs/week

more to curriculum overload than this.

In the HEQSF a student is assumed to complete 40 notional hours per week for 30 weeks at the undergraduate level, while at postgraduate level the academic year is assumed to be 45 weeks long. Thus an undergraduate programme that requires 40 hours per week over 30 weeks adds up to 1 200 hours, which converted into credits (1 200/10) equals 120 credits per annum. However, as can be seen in the table below, many of UCT's qualifications do not operate within these parameters.

Based on these examples, UCT's degrees have, on average 31% credits above the minimum. To make matters more complicated, UCT has comparatively shorter teaching terms than its peer universities in South Africa. Thus, staff and students are forced to cram a higher credit load into a more compressed academic year. While there is no longitudinal study of UCT's student performance since 2008 that pays specific attention to credit load, it is quite possible that credit load is an element that must be considered when trying to understand clearly student performance across faculties in a more nuanced way. It is important to note that as the profile of first-time entering undergraduate (FU) students admitted with 70% average in the NSC examinations increases (see Chapter 6, Quantitative data), a higher number of credits combined with other non-academic factors, such as socio-economic problems and mental health issues, make students more susceptible to failure or poor performance. In this regard, it is important to note that in the SASSE that UCT administered for the first time in 2018 (see Chapter 2), there is a considerable proportion of first-generation university students who dedicate a part of their time to activities other than attending and preparing for class. These include paid jobs and caretaking responsibilities that play an important role in students' allocation of their time. It must be noted that faculties agree that there is no consistency in the manner

in which credit allocation to courses is determined; moreover in the case of professional degrees, such as engineering or accounting, the professional bodies ECSA (Engineering Council of South Africa) and SAICA (South African Institute of Chartered Accountants) respectively play a critical role in deciding credits for programmes in order to achieve expected learning outcomes.

Given the lack of accurate information and a sufficiently deep understanding of credit loads across faculties and programmes at UCT, the IPD will conduct, starting in the second half of 2019, an audit of credits to determine the baseline from which the university needs to work to improve success rates and throughput. Fundamentally, it will address dropout rates, growing dissatisfaction with the undergraduate student experience, and, last but not least, the high number of students requesting deferred examinations and/or academic readmission.

The audit will have to be done in the context of addressing broader issues about teaching and learning that affect the ability of students and staff to manage the curriculum. These include an understanding of the academic advising needs and capacity available in the different faculties; improved support for student learning, including appropriate use of data analytics and early warning systems; and a greater understanding of academic staff needs for support in curriculum design and delivery. All these elements will be included in a new teaching and learning strategy currently under development.

3.3 CURRICULUM INITIATIVES IN THE LINGUISTICS SECTION, SCHOOL OF AFRICAN AND GENDER STUDIES, ANTHROPOLOGY AND LINGUISTICS, FACULTY OF HUMANITIES

One of the concerns raised by students both as part of focus groups, but also

in the outcomes of the South African Survey of Student Engagement, is the extent to which students attend lectures and what they think of the manner in which knowledge content is delivered. This section focuses on a particularly innovative example of a curriculum change initiative in the Linguistics section.

Introduction and background

Over the past years, linguistics staff have been implementing a number of changes with regard to pedagogy, curriculum and assessment. They have been supported in these endeavours by their students, most notably at a curriculum Imbizo in late 2016, and at a "Decolonising Linguistics" workshop in November 2018. The following are notes and reflections on these processes.

In the Linguistics section at UCT, both formal linguistics and sociolinguistics are taught at undergraduate and postgraduate level. In the postgraduate programme, the emphasis is on sociolinguistics as this is currently the section's research strength. A core aspect of linguistics is that it is descriptive, not prescriptive – linguists are not interested in telling anyone how to speak; rather they wish to understand how people use language in their everyday life. An important aspect of their work is to change (through research and debate) existing hegemonies of language and to empower all ways of speaking, languages and accents. There thus exists a general appreciation of diversity and multilingualism that unites formal linguists and sociolinguists. This appreciation of diversity and multilingualism informs the teaching and research at all levels.

One of the effects of foregrounding multilingualism in the curriculum is a turnaround of the usual classroom dynamics: monolingual English speakers, who tend to be privileged at UCT, suddenly find themselves on the margins of the discourse, having to work hard to understand the realities of, for example, code switching and translanguaging,

of living a multilingual life. The learning process thus involves not only knowledge transmission via the lecturer, but also peer-to-peer teaching.

3.3.1. A critical student-centred curriculum

The changes that have been implemented since 2014, as part of an ongoing curriculum review, affect the curriculum, pedagogy and assessment. In all the courses, the section reflects explicitly on the impact of colonialism and imperialism in shaping contemporary linguistic ecologies – it is not possible, for example, to understand the hegemonic status of English in South Africa without looking at colonial language policies.

Central for the Linguistics section is also a general approach in which academic concepts are linked back to students' everyday experiences – in other words, theoretical frameworks are constructed, and sometimes dismantled, from the ground up. For example, when the ideas of code-switching and translanguaging are discussed, the starting point is the students' repertoires and their everyday uses of language. Following this, they are introduced to vocabularies and theoretical frameworks that allow them to link their own experiences to debates in the literature. In doing so the students

are seen as experts on their own language use – and quite often they will challenge the lecturer, the so-called "expert", and encourage the staff to constantly question the concepts and theories they work with. In this way they all learn and leave the classroom enriched and inspired.

3.3.2. Reading lists and course readers: the politics of citation

Reading lists are revised continuously, reconstituting and expanding the linguistic archive, decolonising it through the strategic addition of southern scholars from around the globe. This is not a once-off process, but ongoing. Part of the decolonisation process entails that students are encouraged to be critical of the canon, of the very texts that have been selected – and to imagine and propose alternative canons. What is missing from the canon, and how is its absence felt? What are the politics of citation? Also, how can practices of ethical citation be developed? These are issues that are explored with students in class, discussing concepts such as "citation networks", "citational segregation", and "citational socialisation". They are encouraged to explore online tools such as Research Gate, where these citation networks are starkly visible and can be explored first-hand. The students are also asked to look at the books and articles they are reading – to check the bibliographies and to critically question who is being cited, and who is not. And finally, they are asked to reflect on their own citation practices in their essays. In discussions with students the wish for an alternative online archive was articulated, and this is something the Linguistics section wants to explore more in the future: whether and how to build such an alternative archive in collaboration with third-year and honours students.

3.3.3. Lecture recordings, online spaces and lecture time

When it comes to pedagogy, some decisions have been made which required in-depth discussion and negotiation in the classroom; that is, close engagement with students, listening to one another and moving forward collectively. Importantly, many of the staff do not wish to record lectures. They understand that this is something that many of the students wish for, but they also feel that it compromises the classroom as a safe space for discussion and interaction – the technology works on the assumption of "a lecture" being delivered, and not of an animated discussion with many voices being present, critically interrogating the material, agreeing and disagreeing. However, they also understand that recordings are important for students as they review the material for assessment, and so they have been experimenting with podcasts, slide narrations, YouTube videos, written lecture notes, and so forth. Also, they offer to meet with students – individually or in small groups – to go over the material in face-to-face consultations. The staff have also had Facebook groups where they consistently

found more engagement than on Vula, and many of the tutors are now using WhatsApp as an additional tutorial space. In addition, the staff keep in touch with students over Vula: They found that regular announcements and "checking in" with students is essential for student engagement and progress.

As a plan and dream for the future: The Linguistics section would very much like to move away from 45-minute lectures and implement 90-minute lectures. Many concepts in the social sciences require sustained engagement and experience in the postgraduate classroom has shown that double periods are beneficial to teaching and learning. The staff realise that this might create challenges in terms of the timetable – but pedagogically they would like to do this. The postgraduate classes have shown that longer lecture slots work much better for the kind of material being taught.

3.3.4. Assessment

After extensive discussions involving staff, tutors and students, it was decided to move from summative assessment to formative assessment; that is, to move away from exams to 100% coursework. This will be implemented in 2019, and the staff are enjoying the challenge. For instance, not having to teach towards exam questions that have been set months in advance allows for flexibility in the classroom, in that students and lecturers can freely explore topics that come up in class discussion, without compromising on assessment. One of the areas currently being worked on is the development of new types of assessment. Thus, in addition to academic essays and in-class tests, staff would like to develop assessments that involve, for example, web-page design or the writing of a blog. Such assessments would assist students in learning how they can translate academic knowledge about language for civic society.

The Linguistics section also wants to make greater use of assessments which combine creative artistic expression with academic analysis. An example of how this can work is one of the current essay topics in the first-year linguistics class. In this assignment, called A Linguistic Celebration, students are reminded of a video they watched in class: *The spoken word poem, 3 ways to speak English*, performed by Jamila Lyiscott. In the poem, Lyiscott presents herself as a three-tongued orator, mixing Standard American English, Jamaican and African American English. In doing so, she also comments – reflectively, critically and with reference to the linguistic literature – on the position of these different ways of speaking in her life and in society. In the assignment, students are asked to write a multilingual – or multidialectal – poem, followed by a critical academic reflection in the form of an essay (with evidence of further reading and engagement with debates in the literature). The assignment thus combines two voices: the creative-personal voice of experience, and the more distinct voice of academic analysis. Unfortunately there is no space here to discuss the fantastic work students have produced – poetry and analysis, speaking to the role of language in their lives, and showing their skills in applying the academic tools of analysis to themselves.

CONCLUSION

The changes described above seek to foreground the students as critical interlocutors in the classroom, simultaneously learning about the discipline and producing new knowledges. The curriculum aims to empower students to engage and interrogate the role of language(s) in individuals and in society, and the teaching practices encourage them to think critically within and beyond the canon. As the linguistics team explores what it means to decolonise the discipline – and the university – they realise just how much potential there is in the students and themselves to imagine new ways of doing linguistics, of teaching linguistics, and thus to push the boundaries of knowledge in the classroom and research alike.

CHAPTER 4
TEACHING AND
LEARNING PRACTICES

INTRODUCTION

The chapter focuses on a range of innovations in curriculum and teaching and learning approaches which have flowed from a renewed commitment in the institution to "doing teaching and learning" differently. These innovations and approaches are also foregrounded here because they represent an institutional response to the challenge of agreeing that there are certain minimum enabling conditions for teaching and learning to be carried out effectively. This is not just a standards debate; it is also about the institution committing itself to a culture of ongoing reflection on effective teaching and those conditions that enable this reflection and change as a consequence. Furthermore, the innovations and approaches reported represent an institutional response to macro-factors in the higher education teaching landscape: hence, the focus on educational technology, online learning, innovative curriculum design, data analytics, collaborative teaching and learning spaces, etc.

However, the chapter also offers some sobering reflections on the phenomenon of the increasing casualisation and juniorisation of the academic teaching staff. On one level, it might be argued that the flexibility of teaching and learning provision that is offered by increasing the involvement of young, non-permanent academic and postdoctoral teaching staff is a teaching opportunity. This flexibility has the potential to feed innovation and modernisation of teaching and expose students to teaching that is cutting-edge and informed by modern approaches to teaching and learning. However, this represents a number of challenges: It separates the teaching and research functions of the university; it serves the interests of senior academics whose desire is to pursue research and not to teach; it compromises the student body – especially undergraduates – in terms of their access to the knowledge of senior professors; and it places unjustifiable burdens of responsibility on non- permanent staff who are unable to negotiate the terms of their teaching loads

for fear of losing a source of employment and income.

The chapter starts with a focus on the use of lecture recording as a pedagogic device in the institution. It is clear that the use and uptake of lecture recording have increased very rapidly. What is perhaps less clear is the extent to which these recordings have been capitalised on pedagogically. Students increasingly expect to have virtual access to materials and presentations that they might have missed in real time. Unfortunately, the intentional use of online forms of engagement for pedagogical purposes has been less developed. One of the reasons for institutional ambivalence about lecture recording is that we have not yet utilised this medium as a complement to face-to-face engagement. If lecture recording and its relation to online learning is simply a matter of moving face-to-face provision into an online space, we will fail to have utilised lecture recording optimally. Lecture recording and the online benefits of this will simply replicate the face-to-

face engagement. Moreover, we could argue that, if lectures and lecturers can be replaced in the online space, they should be. The university has made great strides in recent years in the provision of classrooms with a standard level of physical infrastructure and teaching technologies, and these are the focus of the report in this section on the classroom renewal project. Importantly here, the focus is rightly not just on the provision of physical and teaching infrastructure, but on the relation between this infrastructure and the university teaching and learning project. The emphasis is not on the structure itself (while this is important) but what the technology and the infrastructure can enable pedagogically. Technology is a vehicle for pedagogy; not the other way around. Current research on the uptake of educational technology emphasises that this digitisation is not decontextualised: It is possible that digitisation can serve to replicate or amplify educational inequality – especially for students from backgrounds where digital technology is not affordable or familiar. So, the mere fact that the institution has committed itself to standard technology and infrastructure does not necessarily in and of itself "level the playing field" in terms of access or pedagogical approach.

The section on the casualisation and juniorisation of teaching staff presents some level of opportunity, but it is also a threat of the kind described earlier. What is also worth noting here is the considerable effort and energy that goes into providing opportunities for these staff to benefit from support and coaching in learning to teach. This is undoubtedly in the combined interests of the individual staff, the students they teach and the institution itself, but the caveat here is that the impact and effect on the institution may be minimal if these staff do not remain in the employ of the university on substantive conditions. The support and coaching of these staff has little multiply or in-context benefit if it does not also

> It is clear that the use and uptake of lecture recording have increased very rapidly. What is perhaps less clear is the extent to which these recordings have been capitalised on pedagogically.

include the staff who work with or are colleagues of these non-permanent staff. The institution needs to decide what its investment is in non-permanent or junior staff and how interested it (the institution) is in retaining these staff.

The last two sections in this chapter – on teaching and learning innovation and on collaborative teaching – point to teaching as aspiration and teaching as a collective endeavour. The Writing Across Borders course shows what is possible in terms of both curriculum design and innovative pedagogy when academics commit to student-centred pedagogy – and to the use of online platforms to complement face-to-face engagement. As an institution, however, we need to be careful not to conflate online learning with innovation, but rather to view the online environment as offering opportunities to create learning spaces that are not necessarily offered by face-to-face environments. The two collaborative teaching projects here

illustrate the power of data analytics for informing teaching and learning and the use of podcasting as a means of enabling academics to benefit from engaging with experts' approaches to teaching and learning. It is not the online environment per se that enables academics to make use of data or recordings to enhance teaching and learning, but the pedagogy-informed, intentional engagement in and commitment to professionalising practice and the use of data and research for the enhancement of teaching and learning.

In sum, this section of the report points to the following:
- The use of online learning environments that complement face-to-face ones and the careful consideration of what the online environment offers that cannot be offered by the face-to-face environment – and vice versa.
- The creation of minimum enabling conditions for teaching and learning as a necessary but not sufficient condition for "good" teaching and learning.
- The interactive relationship between pedagogy and technology, with pedagogy leading on steering that relationship.
- The affordances and the vulnerabilities presented by the engagement of non-permanent academic staff in teaching and learning.
- The extent to which online and collaborative learning environments enable innovation and reflective curriculum design and the implications for professionalising teaching and learning practice presented by these environments.
- The need for critical, contextualised engagement in teaching and learning, which is – at least – a function of the critical engagement of the lecturer and an understanding of the socially situated nature of teaching at a research-intensive institution in a context of continuing inequality.

4.1. LECTURE RECORDING AND CLASS ATTENDANCE

Lecture recording supports student learning through the automatic recording and publishing of lectures to Vula course sites for participating courses. To enable this, medium and large centrally bookable venues have been equipped with recording equipment. Recordings are scheduled automatically from course timetable information, or directly by staff in a self- service model. Recordings are typically available to students within eight to 24 hours of the lecture and are provided in a variety of formats to support both online playback and downloading for offline access. Lecture recordings are primarily intended to give students flexibility in how they make use of lectures as a learning resource: The specific role of lecture recordings varies across courses and disciplines, and different students make use of recordings in different ways.

4.1.1. Equipped venues
In total, 94 venues were equipped for lecture recording by December 2018.

TABLE 1. EQUIPPED VENUES

Venue location	Venues
Upper campus	66
Middle campus	4
Health Sciences (GSH and other sites)	15
Department venues	9
TOTAL	94

4.1.2. Opt-out policy
A new Lecture Recording Policy was approved by Senate in September 2017, including an opt-out model for undergraduate lectures: "Timetabled lectures will be recorded by default for undergraduate courses taught on upper and middle campus unless the head of department or course convener of the course concerned opts out of recording".
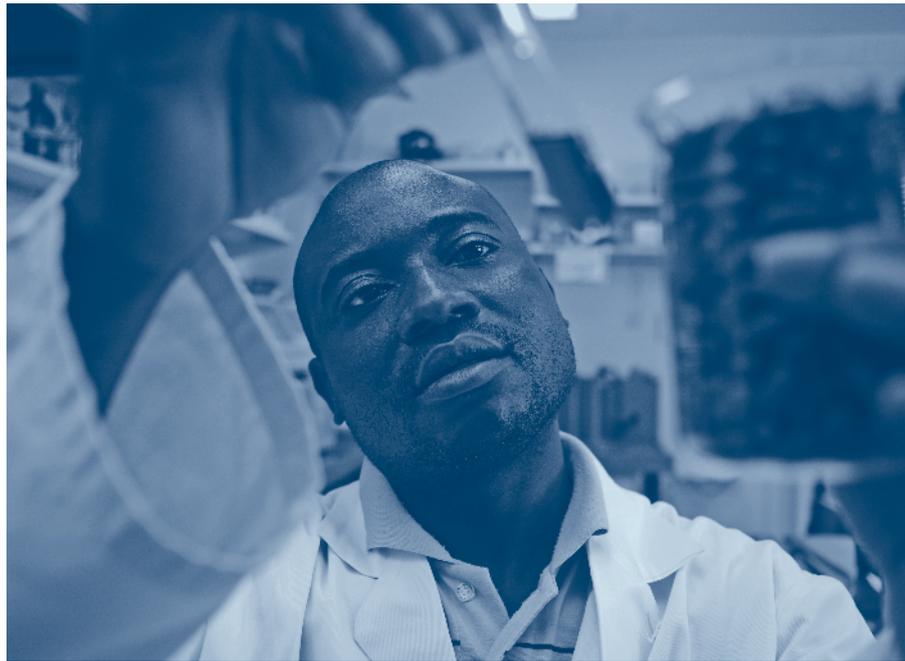
The opt-out model was implemented for the first time in the second semester of 2018 (July 2018). An analysis of the impact of the policy in August 2018 showed that the effective opt-out rate was approximately 41%: 122 out of the 299 undergraduate courses timetabled in equipped venues on upper or middle campus chose not to be recorded. The number of scheduled recordings per week increased by 17% from the first semester to the second semester in 2018, suggesting that the opt-out policy has resulted in a moderate increase in the number of courses and lectures being recorded for students.

4.1.3. Recording volumes
The number of recordings increased from 12 096 in 2017 to 16 356 in 2018, a 35% year-on- year growth. The significant annual growth from 2013 to 2017 reflects steady increases in the number of venues equipped for recording as well as growing demand for the service from students. Recording volumes from 2015 to 2017 are artificially low in the second semesters as a consequence of the disruptions to the formal academic programme arising from student protests.

FIGURE 1. RECORDING VOLUMES

SEMESTER
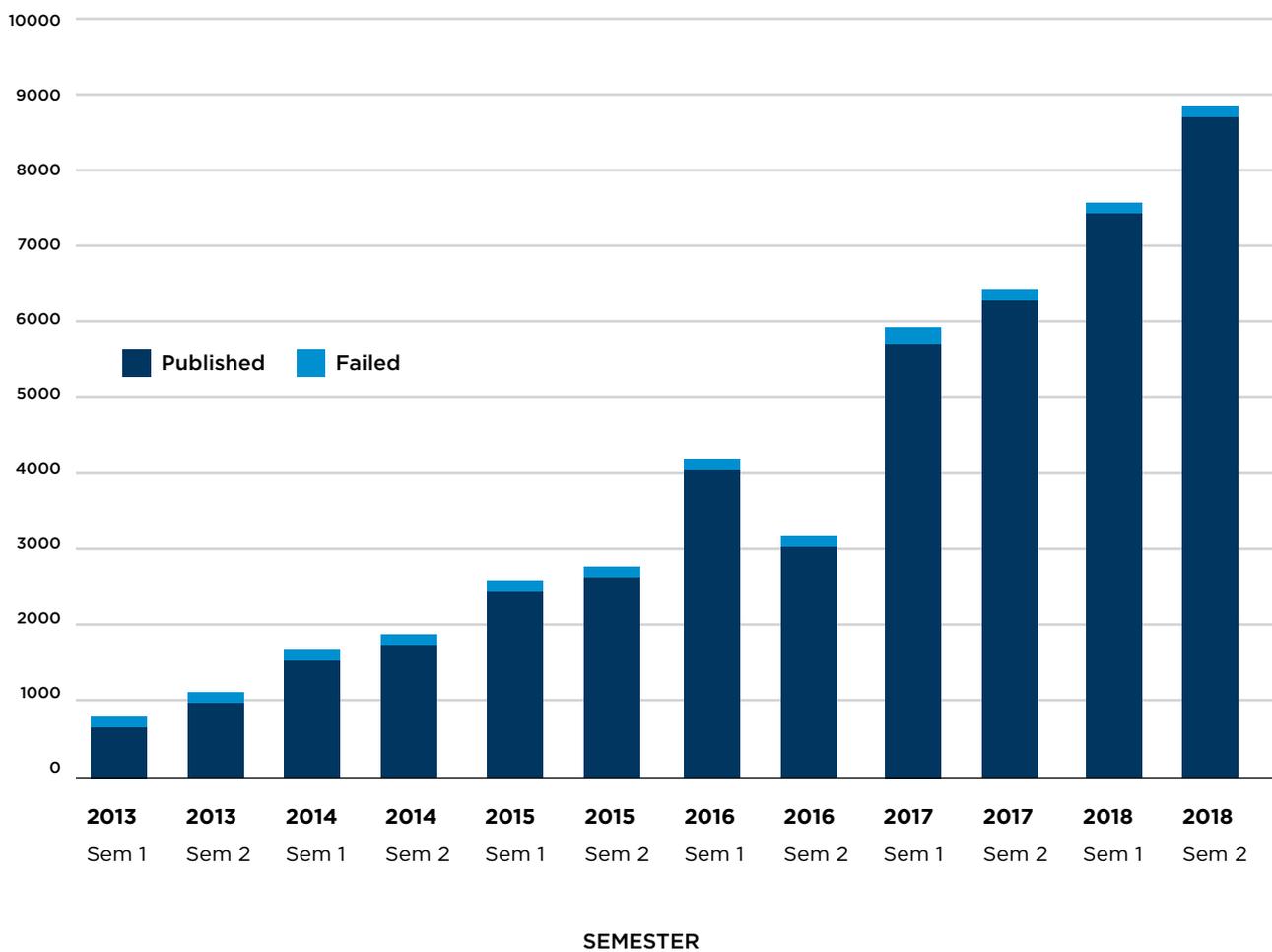
Lecture recording is heavily used by the faculties of Science, Commerce and Engineering & the Built Environment. The top 10 departments by recording volume are mathematics, accounting, physics, statistics, economics, mechanical engineering, computer science, chemical engineering, civil engineering and electrical engineering.

39%

20%

16%

14%

00%

00%

0.1%

6%

SCIENCE 3 392 published 64 courses/series	**COMMERCE** 1 802 published 63 courses/series
EBE 1 412 published 47 courses/series	**HUMANITIES** 1242 published 47 courses/series
LAW 222 published 17 courses/series	**HEALTH SCIENCES** 202 published 18 courses/series
CHED 9 published 4 courses/series	**UNASSIGNED** 542 published 59 courses/series
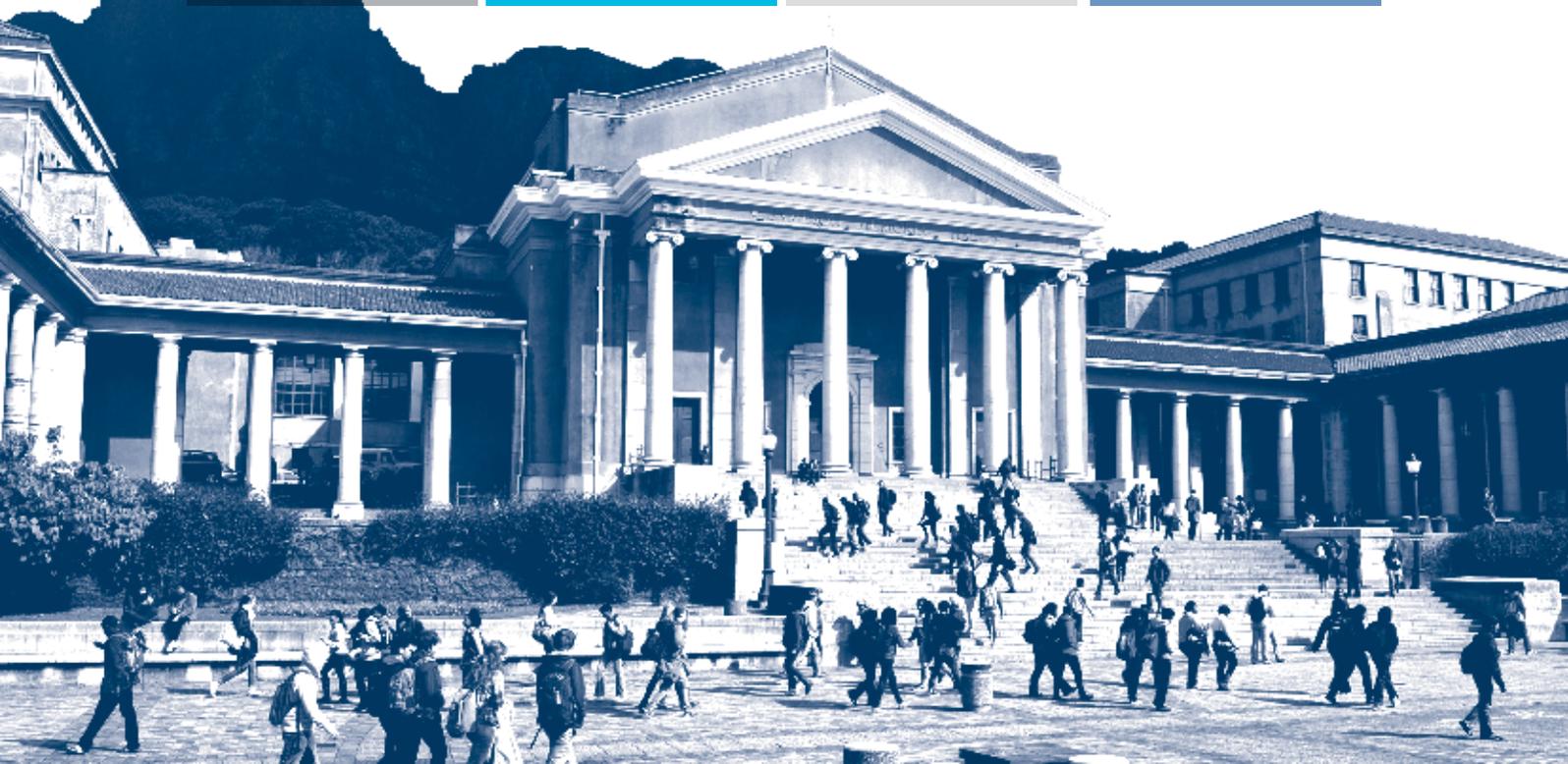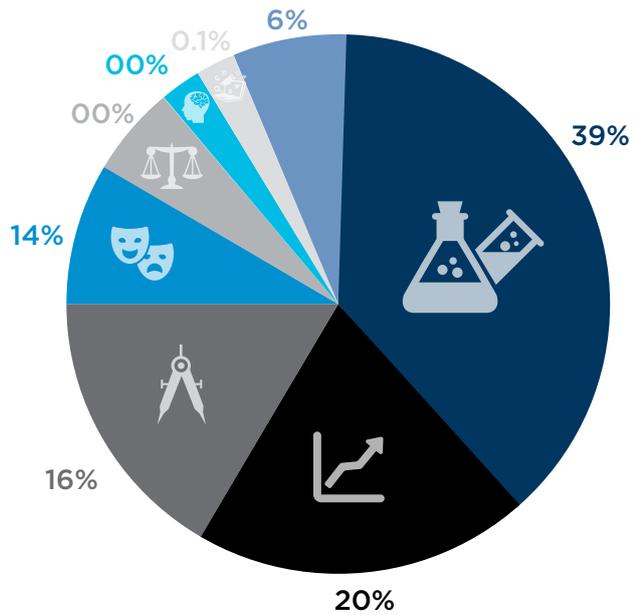
FIGURE 3. DISTINCT USERS OVER 24 HOURS (GREEN) AND SEVEN DAYS (BLUE), JAN – DEC 2018 (THOUSANDS)
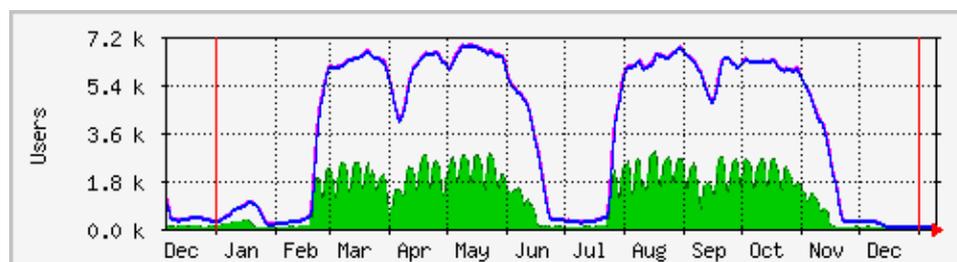
FIGURE 4. NUMBER OF DIFFERENT RECORDINGS VIEWED OVER 24 HOURS (GREEN) AND SEVEN DAYS (BLUE), JAN – DEC 2018
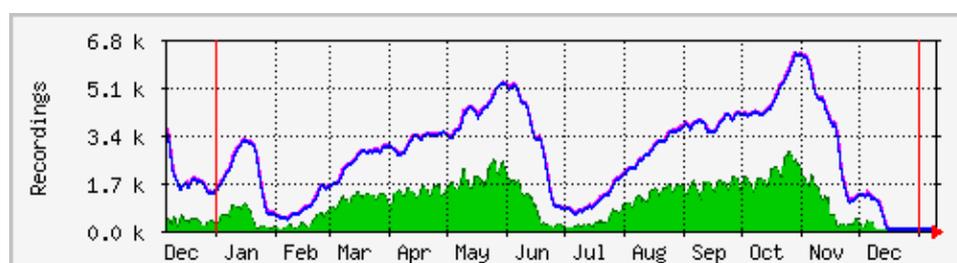
4.1.4. Student use of recordings

Student use of lecture recordings continues to increase year-on-year, with 16 345 students making use of recordings in 2018 (3.5% increase from 2017). Up to 7 000 students use lecture recordings in a typical week during the academic term.

4.1.5. Debates and concerns

While lecture recording is almost universally popular and in demand from students, academic staff hold a wider range of opinions as to the appropriateness and value of lecture recording in their own teaching contexts. This difference in perspectives between students and staff can sometimes be acute, with staff feeling they are being pressured and students feeling that they are being denied a legitimate learning resource.

An oft-cited concern is that the use of lecture recording will lead to a decline in attendance. This view is mostly not supported by the research literature, or by specific case studies at UCT, which have generally shown that most students use lecture recordings to complement rather than as a substitute for face-to-face lecture attendance. Anecdotally, academic staff report a general decline in lecture attendance in 2018 across all courses, independently of whether lecture recording has been used or not. The underlying causes for this are not clear although some students cite "a lack of interaction and engagement in the classroom", "feelings of alienation and intimidation" and "overloaded, fast-paced lectures that do not allow for learning" as some of the reasons behind low attendance. Some students also indicate that early morning lectures are challenging to get to when they have a long way to travel to campus.

A further concern is that the availability of recordings may lead students to adopt counter- productive learning strategies, such as favouring deadline-driven catch-up behaviour over continuous engagement. Here it is possible that the availability of lecture recordings may be of benefit to most students while being

> While lecture recording is almost universally popular and in demand from students, academic staff hold a wider range of opinions as to the appropriateness and value of lecture recording in their own teaching contexts.

distracting to some. Academic staff and the university broadly are responsible for scaffolding student learning, particularly in first year, by helping students to develop appropriate learning strategies and skills.

Two studies on lecture recording use in a first-year mathematics course in 2018 concluded that students use recordings for "revision, revisiting challenging content or catching up on missed lectures" and that students "use lecture recordings in a more targeted manner around tests and the examination". Equally, students value attending lectures in person because doing so, among other things, is motivational, provides discipline and structure and a social context for learning.[1] However, caution needs to be exercised in generalising about lecture recording and its impact: Teaching and learning contexts vary widely across courses, and students use recordings in different ways and for different purposes.

4.2. TEACHING AND LEARNING SPACES

4.2.1. The Classroom Renewal Project 2012 to 2017

Background

The use of information and communication technology (ICT) in education is proliferating, having moved on from overhead projectors to networkable devices such as document cameras, data projectors, computers, laptops and tablets. The advent of lecture recording, podcasts, online interactive chat sessions and audience response systems, to name but a few technologies, all signal a rapid evolution in the educational technologies landscape.

In 2012, the condition of UCT's classrooms received a considerable amount of negative attention and generated a litany of complaints. Both staff and students expressed high levels of frustration with the state of physical facilities, the lack of, or condition of existing equipment and the configuration of teaching walls. Classroom development at UCT had not kept pace. Similarly, the support model had not changed to accommodate the level of skills and capacity required to provide a professional and proactive support service.

This resulted in a formal review that included audits, interviews and electronic surveys to uncover academics' equipment usage and preferences. Based on the above, the Classroom Renewal Project (CRP) was established on 1 November 2012.

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[1] 1 Bunge, K and Songe, Q. Understanding the impact of lecture recordings on student learning, Oct 2018 and Nemchund, S. and Bhoojrajh, D. Investigating why and how students use lecture recordings in MAM1010, Oct 2018 (unpublished).

Achievements

The Classroom Renewal Project spent R104 million in three primary categories:
- Audio-visual (AV) and IT – R38 million (36%)
- Physical facilities – R58 million (56%)
- Project staffing – R8.6 million (8%).

In total, 88 centrally bookable classrooms were upgraded at a rate of about 15 classrooms per vacation period over four years. Because academics stated – via committees, surveys and data gathered through PeopleSoft – that they need technology for lecturing (and not for seminars and tutorials), the focus was on the larger venues.

The 88 upgraded classrooms represent 73% of total classroom seats.

The full UCT classroom standard

Following extensive research and consultation, two UCT classroom standards were approved by the Classroom Facilities Advisory Subcommittee (CFASC) and the Project Implementation Committee (PIC): a full standard implemented in 67 classrooms, and a lesser standard implemented in 21 classrooms which were too small to require or to accommodate the full standard.

The standards were designed to flexibly accommodate as wide a range of different teaching styles as possible. At the same time, having a standard set up in each classroom has many benefits:
- Similar user experience irrespective of classroom.
- Lower training and support requirements.
- More flexibility for classroom allocation.
- Fewer complex installations and less maintenance.
- Economies of scale.
- Greater stability.

The Information and Communication Technology Services (ICTS) Classroom Support Services team introduced several significant support improvements:
- A service level agreement, including a new charging model, was negotiated with campus via CFASC.
- A telephonic helpdesk with dedicated staff was established and the onsite support capacity was boosted. A remote management system was installed to monitor and turn off equipment remotely.
- Support hours were extended to better match teaching hours: Monday to Friday from 07:30 to 18:00.
- IP phones were installed in classrooms to call for immediate assistance.
- A loan pool was set up to minimise the impact on teaching in the case of equipment damage, loss or failure.
- An online database of classrooms was made available. It includes an inventory of utilities and facilities available in

TABLE 2. UPGRADED CLASSROOMS

Campus	Small <30 seats	Medium 31–80 seats	Large 81+ seats	Total
Upper	6	31	36	73
Middle	0	0	4	4
Hiddingh	1	0	0	1
Medical	0	5	5	10
Totals	7 (8%)	36 (41%)	45 (51%)	88
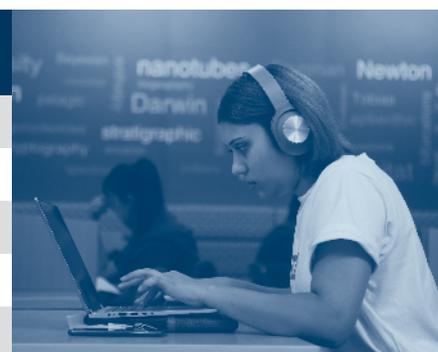
each teaching venue, as well as user documentation and reference materials. Printed materials and informational posters were also installed in all classrooms.

- The team took on the administrative aspects of the lecture recording process, including the uploading of videos to Vula and lecture recording installations.
- In addition to reacting to reported problems, the team proactively checks classrooms.
- Helpdesk calls are regularly monitored and reviewed to identify classrooms in need of attention or improvement.

The future

Certainly, there is a need for classrooms to continue to evolve. Drivers would include changes in pedagogy such as streaming, flipped classrooms and greater interactivity as well as changes in technology. One implication could be the need to equip flat-floor venues with moveable furniture and smart whiteboards.

Thanks to the rollout of UCT's student laptop programme, which distributes laptops to incoming first-year undergraduates who receive NSFAS funding, lecturers can assume that students have access to personal devices. This presents opportunities for different methods of instruction and different demands on classroom configurations and facilities. For instance, there may be a need for wider desks in classrooms with more plug points for charging.

4.3. CASUALISATION AND JUNIORISATION OF TEACHING STAFF

Part-time staff face multiple challenges pertaining to, among others, the inconsistent capturing of statistical data about their employment conditions, institutional resistance to recording these part-time forms of employment, and logistical difficulties.

Unfortunately, institutional and centralised monitoring of non-permanent staff who teach (NPST) at UCT is poorly

recorded in human resources (HR) systems. HR 101 categories for recording type of employment for NPST are open to flexible use at the departmental level, resulting in the use of T1 and T2 categories to imply status or confer research access in the department rather than the actual duration of employment. All T2s were excluded from the count, which suggests that the number of NPST is likely to be higher than estimated. Additionally, monitoring of who such staff teach is entirely decentralised, such that there is no institutionally gathered data on the teaching loads of NPST. Interviews with heads of departments (HODs) suggest that even at the departmental level, HODs cannot always indicate when additional teachers are brought into the classroom.

Bearing in mind the conservative scope and limitations of the data set, as described above, there are useful findings which are explained below. Annually, between 2010 and 2014, UCT appointed between 1 000 and 1 400 individuals to part-time teaching positions per year. This number has fluctuated over the four years and does not show consistent growth across all jobs or types of employment. These staff are distributed across the university, as shown in the figure below, with the majority being employed in the faculties of Health Sciences and Humanities.

Contractual patterns vary considerably across faculties, with some departments tending towards more stable, longer-term contracts while others tend towards more flexible employment practices that NPST may experience as exploitative.

Most appointments are made at the lecturer level (79%) with fewer appointments made at more senior positions. Substantial numbers of appointments (in fact close to double those of lecturers and senior lecturers) are made at tutor level which, given the trends in the flipped classroom, blended and online learning practices, points to tutors as a critical teaching group.

The type of employment under which individuals are appointed varies

FIGURE 5. FACULTY DISTRIBUTION OF NON-PERMANENT STAFF WHO TEACH
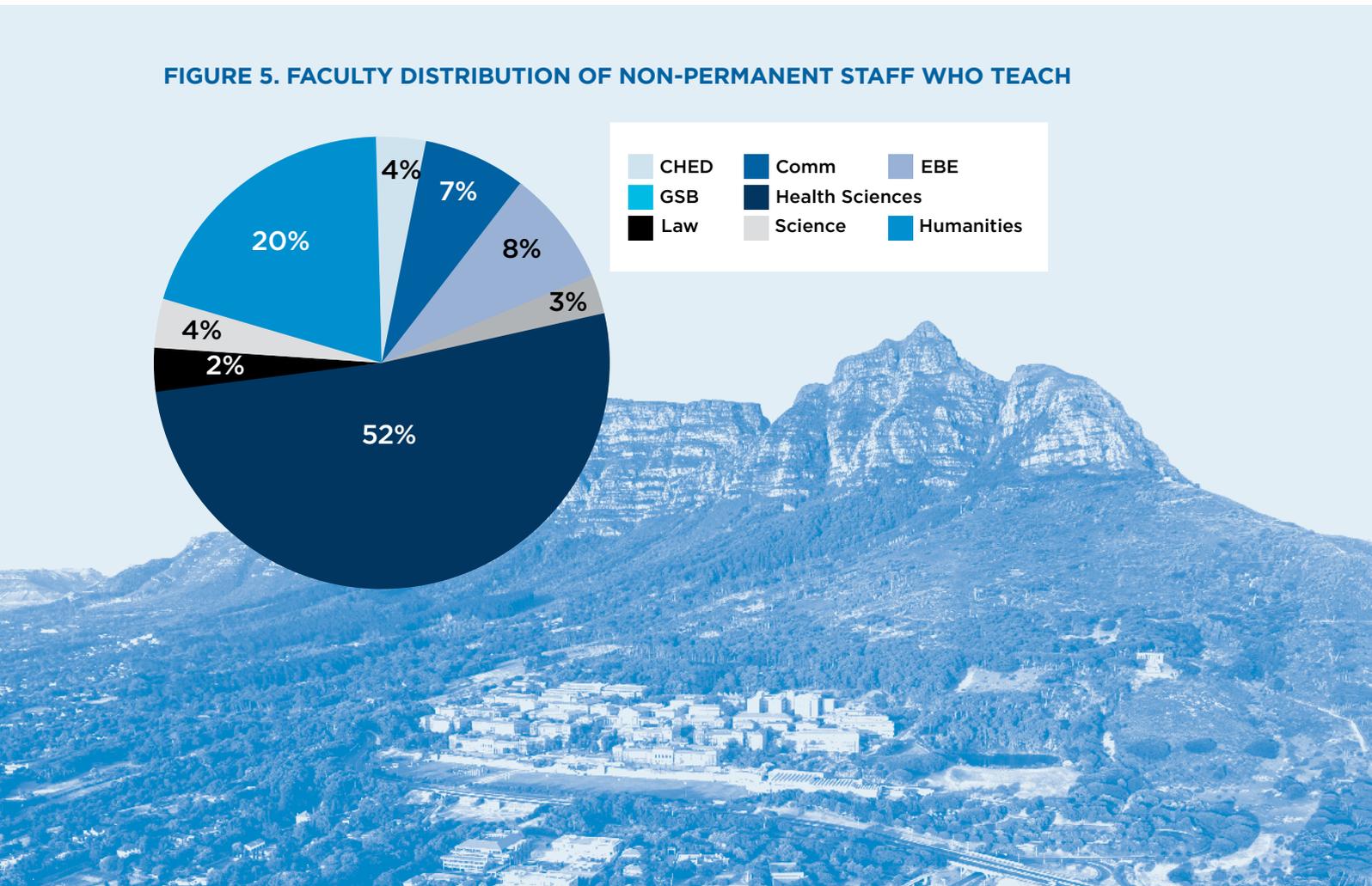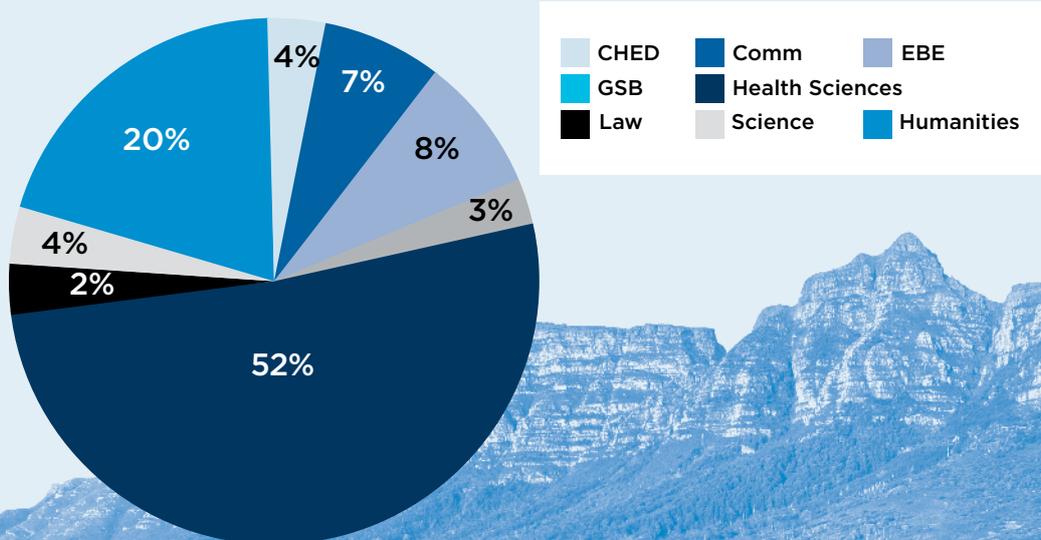
considerably in relation to sources of funding. Close to 60% of appointments are made under two categories of employment that are the least monitored at the institutional level, most tenuous for employees, and most flexible for departments. Additionally, given the duration of these contracts, it is worth noting that most NPST are employed for semesters only – effectively 24 weeks out of 52. This has serious implications for who can afford to apply for this kind of work, effectively excluding anyone who does not have additional privately-sourced income or who requires a monthly income.

Close to two-thirds of NPST are under 40 years of age. The relative youth of this group is interesting and might contradict the perception that non-permanent staff are experts in their disciplines brought in to supplement instruction. NPST tend to be female (55%). While this might look like a balanced ratio of male to female staff, it points to a tendency to hire female staff on less permanent and thus more insecure conditions of employment. If, indeed, significant numbers of these NPST are aspiring academics, it is hoped that their presence in this cohort will lead to more stable positions in academia.

The demographic profile of NPST reflects many of the challenges of the UCT community. Over 70% of NPST are white, and other groups – in particular, blacks – while better represented in this group, are still largely under-represented in comparison to national demographics. NPST are mostly South African (86%) with significant numbers of employees from Europe and South Africa's neighbours.

The majority of NPST hold either a PhD or a master's qualification, with a smaller but substantial number holding professional degrees or undergraduate degrees. UCT appointment forms do not currently gather data on whether employees are working towards an additional qualification.

Staff development for non-permanent staff who teach

One of the key staff development activities for NPST is the Part-time, Adjunct, Contract Educators' Symposium (PACE) series of three annual symposia held at UCT. As the name states, this is focused explicitly on part-time, adjunct or contingent/casual/contract educators. Informed by research on the increasing prevalence of casualisation, globally and locally, and the potential impacts of this phenomenon on teaching through academic identity, the PACE symposia have two aims: firstly, to bring together non-permanent staff who teach with other members of the UCT community to strengthen a sense of educator identity, and secondly to create opportunities for part-time, adjunct or contract educators to share their teaching practices.

4.4. COLLABORATIVE TEACHING PROJECTS

Here, we present two examples of the possibilities for teaching and learning presented by the implementation of the University Capacity Development Programme (UCDP) grant for collaborative educational practice, one in mathematics and one in engineering. These projects are funded by the DHET.

4.4.1. Diagnostic Mathematics Information for Student Retention and Success (DMISRS)

This project brings together mathematicians from across the country to work collectively and collaboratively to improve the graduation and throughput of students in science, technology, engineering and mathematics (STEM) by focusing on improving student performance in mathematics.

The project is intended to benefit academics, institutions and students in the following ways:
• It will enable academics to leverage the potential of using diagnostic information

to address the needs of their particular students.

• Individual student diagnostic reports will enable students to seek assistance and academics to address the mathematical diversity in a programme rather than follow a one-size-fits-all approach to teaching and learning.

• The information resulting from the analysis could be used by institutions as a tool for student placement and support and to establish curriculum-integrated support initiatives.

• It will enable academics to make evidence-based decisions for curriculum change to enhance student success.

• It will enhance curriculum support in mathematics to increase student participation and success in mathematics.

• It has the potential to change the profile of students succeeding in mathematics and STEM programmes.

• It will enhance the first-year experience and reduce attrition.

Robert Prince, test development coordinator at CETAP, is the principal investigator of this project.

Achievements
First DMISRS Symposium, 19–20 July 2018
The first DMISRS Symposium, where mathematicians and other academics gathered to discuss and clarify the challenges of retention and success of mathematics students in higher education, took place on 19 and 20 July 2018, at UCT.

The symposium aimed to raise and address questions related to the teaching, learning and assessment of mathematics, to investigate the potential of diagnostic testing through the use of the NSC and NBT to influence this environment, and to look at the role that technology can play in a blended learning environment to enhance the teaching and learning of mathematics.

The two days included presentations by academics from across the country, followed by in- depth group discussions around the following themes:
• The mathematics curriculum.
• Open educational resources.
• Staff development and motivation.
• Understanding the students.
• Examining what is taught and how it is taught.
• Blended learning.
• Assessment.

The symposium concluded with a commitment from participants to immediately start working collaboratively on three of these themes, namely open educational resources, staff development and motivation, and assessment, and to produce outcomes in the form of, for example, academic papers, conference presentations and reports.

A Memorandum of Agreement has been signed with eight institutions:
Central University of Technology (CUT), Mangosuthu University of Technology (MUT), Sefako Makgatho Health Sciences University (SMU), University of Zululand (UNIZUL), University of Johannesburg (UJ), Vaal University of Technology (VUT), Nelson Mandela University (NMU) and Tshwane University of Technology (TUT).

Memoranda of Agreement are in process with four institutions:
Cape Peninsula University of Technology (CPUT), UCT, University of the Western Cape (UWC) and Walter Sisulu University (WSU).

The project has been presented in various forums during 2018:
- USAf Mathematics Community of Practice.
- Association for Mathematics Education of South Africa (AMESA) Western Cape Regional Conference.
- HELTASA conference.
- Workshops at UWC, NMU and WSU.

Alacrity Development has been employed to conduct the **monitoring and evaluation** of the project. **Draft papers are in progress** on the "diagnostic potential of the NSC and NBT mathematics" and "the new ways lecturers might be expected to support students and how they might be able to develop these new skills".

4.4.2. Master classes for engineering educators

This project is a collaboration between two South African and two United Kingdom (UK) universities, to deliver a suite of opportunities for engineering lecturers to improve their theoretical and pedagogical knowledge. Master classes will be delivered face to face to participants in a highly interactive mode of teaching. These will be residential two-day workshops. Video materials based on the master classes will be produced and disseminated via a project website at the conclusion of the project. Selected disciplinary experts from the UK will also participate in a series of structured workshops that have the

purpose of developing courses focused specifically on introducing engineering educators to educational theory and method. The intention is that these courses will ultimately evolve into a formal postgraduate programme in engineering education – something that does not currently exist in South Africa.

For 2018, the overall goals for the project were:
- South African engineering educators to receive two-day master classes in specific targeted areas of teaching and curriculum.
- Video material based on eight master classes in engineering education will be available on the project website: https://www.ucl.ac.uk/centre-for-engineering-education/research-projects/2018/jun/engineering-education-master-classes-south- africa

The following workshops were conducted in 2018:
- Authentic Assessment and Feedback.
- Making Effective Use of Teamwork.
- Preparing and Developing your Teaching in Engineering Education: Tips and tricks for engineering lecturers.
- From excellent teaching to scholarly teaching to scholarship of teaching and learning (SOTL): Putting it all to work in your practice.

Videographic materials have also been developed and curated.
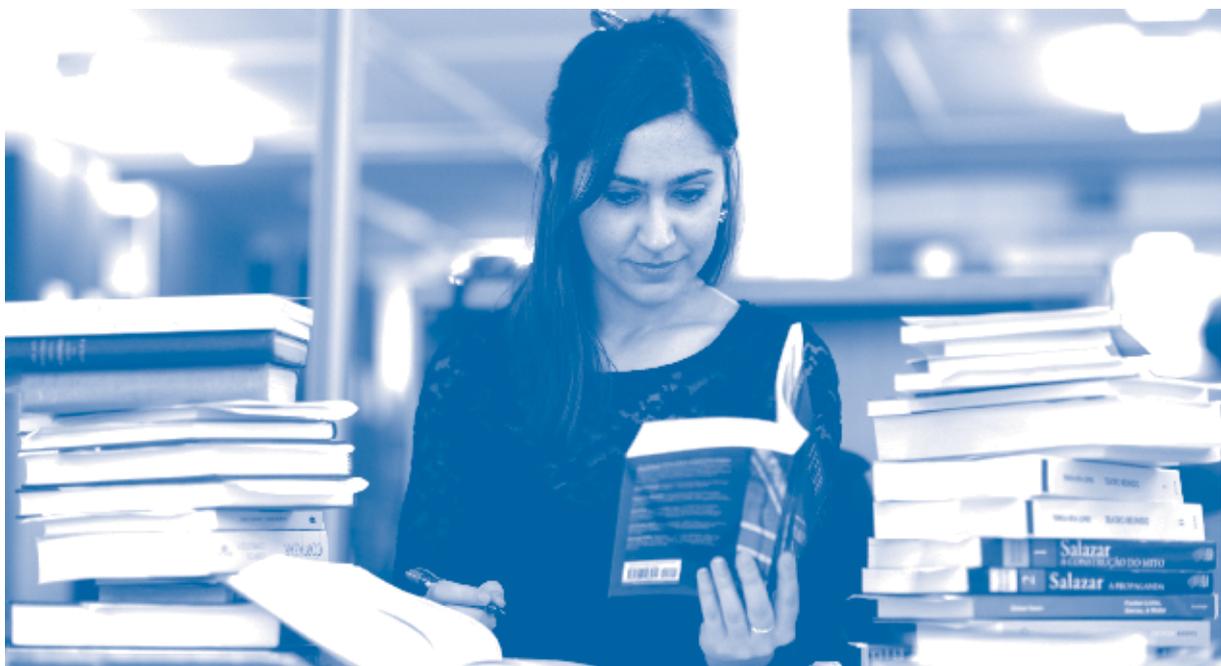
4.5. FORMAL ONLINE COURSE DEVELOPMENT

2018 was the first year of the Formal Online Project, a four- to five-year project to develop undergraduate online/blended courses and fully online programmes at postgraduate level. The project aims to use new pedagogies and technologies to improve student success, innovate with forms of provision and strengthen UCT's capacity for blended and online learning.

The main activity for the year was the first round of selection of courses and programmes. There was considerable interest from the university community with 34 expressions of interest received from all faculties. Of these, 12 were for postgraduate programmes, 10 for postgraduate courses, and 12 for undergraduate blended/online courses.

The committee confirmed five undergraduate courses and two postgraduate programmes to be prioritised for this first phase and work commenced in October 2018. Details of the courses are as below:

4.5.1. STATS 1000 Statistics, Department of Statistical Science, Faculty of Science

Convened by Associate Professor Leanne Scott, this is a large undergraduate first-year course with over 1 000 students that was offered in a blended mode. The scope of work included support for the creation of interactive videos and improvements to current videos. The production team in CILT implemented a new interactive media viewer, H5P, transferring 25 videos from a previous video interactivity platform. New interactive elements include multiple-choice quizzes that have been layered onto the new videos to assist with student engagement. To aid with targeted student communications, a "nudging tool" called *On Task* has been integrated into Vula (see figure below) and is being used to communicate with students via targeted emails. The project has also run a successful trial of online tests using automated remote proctoring. A team comprising learning designers, video producers, graphic designers and learning technologies staff has worked together on this project and are currently supporting a research project that is examining students' course load and experiences.

4.5.2. AXL 1203S Writing Across Borders, Centre for African Studies, Faculty of Humanities

This is a new first-year blended course designed to facilitate students'

FIGURE 6. STILL OF A VIDEO WITH INTERACTIVE CHAPTERING TO ENABLE STUDENTS TO NAVIGATE TO A SPECIFIC POINT.
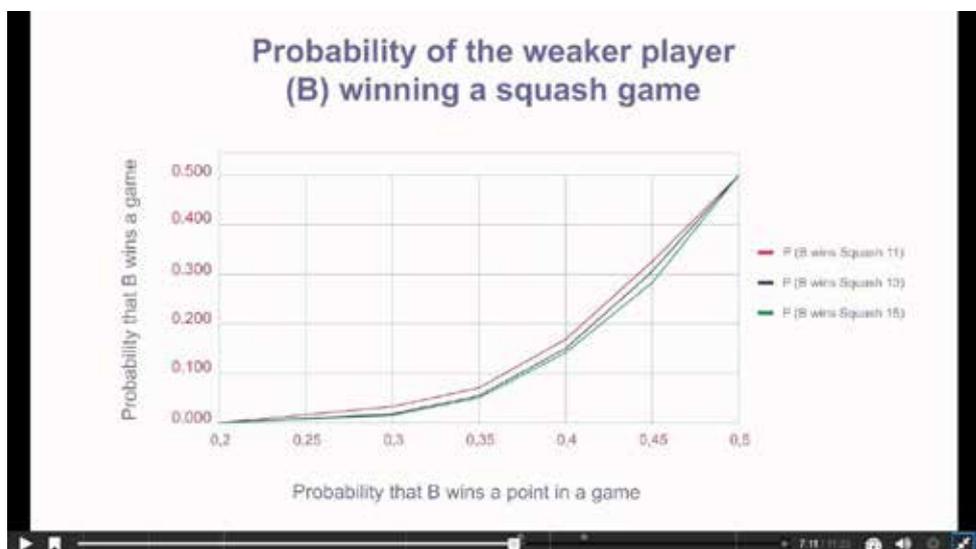
preparedness and academic literacies to facilitate entry to the second year. The wrapped MOOC course, AXL 1203S Writing Across Borders, housed in African Studies, was designed in 2018 and is convened by staff in the Language Development Group (LDG) in CHED. Using design-based research, the team created blended content on the themes of identity and mobility that included interactive online guided reading resources and first-hand interviews with authors, researchers and migrants. The scope of work has involved the creation of 11 videos incorporating a range of styles from talking-head lectures and location shoots in a documentary style to in-studio "live annotation" using tab casting to help students understand reading and writing strategies as part of their blended course experience (see screenshot below). Many of these lectures were shot in the new One Button Studio. The course site has also been designed to be engaging and welcoming to students. A team comprising a project coordinator, learning designers, video producers and graphic designers worked with the course academics.

The course aims to address the drop in students' performance in the second year of their humanities degree by equipping them with research writing and critical reading skills, which were presented as stumbling blocks for these students. In the first half of the course, students will engage theoretically and discursively with the themes of identity and mobility. The face-to-face sessions will take the form of writing-intensive writers' circles informed by classroom discussions on the prescribed readings. This will feed into the online component, which will serve to consolidate student learning, offer spaces for students' reflections on the material covered and alert students to the material for the coming week. The innovation here lies in the pedagogic approach that offers preparatory online resources that model practice, followed by "flipped", writing-intensive writers' circles. In the

FIGURE 7. FRIENDLY FRONT-PAGE INTERFACE DEVELOPED TO BE WELCOMING TO STUDENTS.
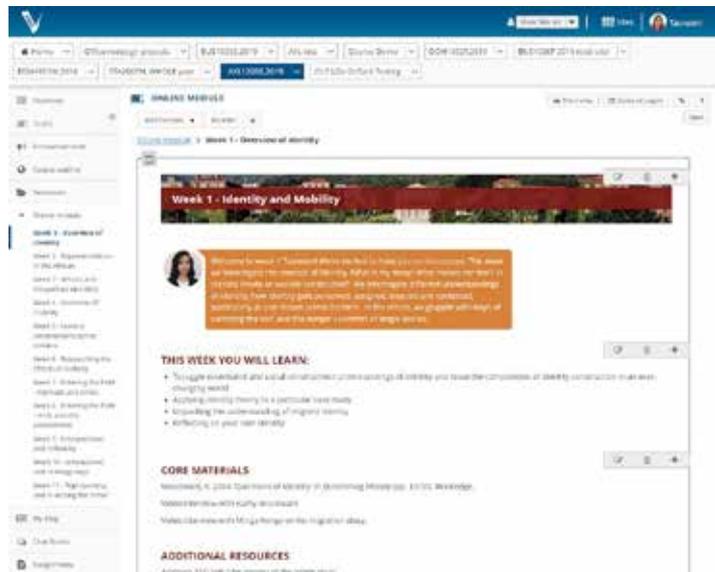
second half of the course, students will conduct research by interviewing migrants on their experiences and produce short research essays. The writers' circles then become an interactive space where ethical questions and dilemmas can be discussed. These essays could be compiled into an in-house online journal in the future.

4.5.3. BUS 1036 Evidence-based management, Faculty of Commerce

Convened by Jacques Rousseau from the School of Management, this large undergraduate course is currently offered in online mode and required attention to discussion forum engagement. The course team, which included learning designers and the learning technologies manager, surveyed current students midway through the first semester to ascertain views about the discussion forums. Based on the qualitative responses in the surveys, they have developed several student personas to guide targeted interventions going forward (see screenshot below). A range of interventions to assist students in navigating different types of forums has been developed which can be rolled out by the convener over subsequent semesters. Also, the production team

created a new front-end interface for the course to make it feel more engaging, including usability and instructional design assistance.

4.5.4. HST 1014 Empires and Modernities, Department of Historical Studies, Faculty of Humanities

Convened by Dr Anandaroop Sen, the team has focused on creating multimodal materials for students' conceptual understandings to facilitate enhanced tutorials in a blended course setting. The CILT production team ran a trial of tools for animation-style video production and finally settled on a bespoke stop-motion animation approach. The CILT graphic designers have worked with five history master's students in a student-led co-creation project involving scripting, graphic selection and voice recording (see screenshot below), with the first video complete and to be trialled with students in the second semester.

4.5.5. Towards a decolonised science in South Africa, Department of Archaeology, Faculty of Science

Convened by professors Rebecca Ackermann, Shadreck Chirikure and
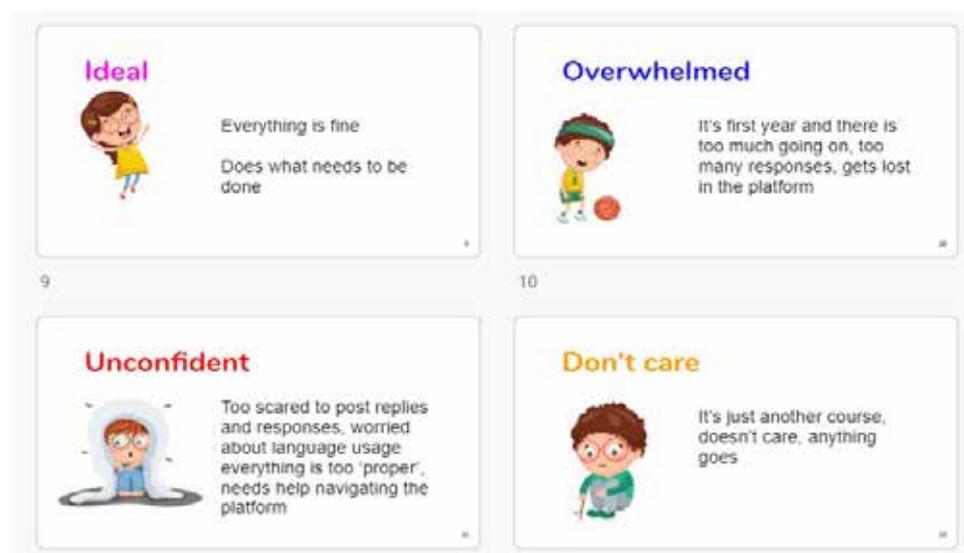
FIGURE 8. PERSONAS DEVELOPED TO GUIDE ENGAGEMENT STRATEGIES FOR DISCUSSION FORUM ENGAGEMENT.

FIGURE 9. FRONT STILL OF A VIDEO EXPLORING THE SUGAR TRADE MADE IN A STOP ANIMATION STYLE.

David Jacobs and Dr Riashna Sithaldeen, this new course in the Faculty of Science is designed to be offered in the concentrated four-week winter-term format which enables an immersive experience for students. Topics will include human variation, race and gender; people of Africa and the emergence of technology; Western science and indigenous knowledge systems and gender and racial bias in STEM. Currently in the design phase, the course is due to launch in the winter term of 2020.

Two postgraduate diplomas are being developed:
• **The PG Dip in Public Sector Accounting**, from the College of Accounting in the Faculty of Commerce, has been substantially redesigned for fully online delivery and launched on a new learning management system, Canvas Instructure, which is currently being piloted.

• **The PG Dip in Emergency Medicine** in the Faculty of Health Sciences is in the design phase and due to be launched in 2021.
  The solicitation of the first expressions of interest and proposal development involved intensive engagement with a range of academics from across the faculties. Some of the expressions of interest are for existing blended courses which academics want to improve while others are starting completely new courses and programmes. CILT has been working with the academic teams for each of the selected projects, while also engaging with the broader institutional players to ensure that students' blended and online experience is improved and optimised.

4.6. RECOGNISING EXCELLENCE IN TEACHING AND LEARNING
2018 Distinguished Teacher Awards
https://www.uct.ac.za/main/teaching-and-learning/distinguished-teacher-award

The Distinguished Teacher Award is the highest accolade awarded to teaching staff at all levels within the university and recognises excellent teaching. Through the award, UCT acknowledges the primary place of teaching and learning in the university's work. All full- time or permanent academic staff who have taught students at the institution for at least five years are eligible.

Each nominee is evaluated on their distinct contribution to teaching and learning at UCT, including:
• their teaching philosophy and pedagogical approach in the context of the teaching and learning challenges in South African higher education
• their contribution to curriculum renewal, transformation and innovation in teaching and learning
• evidence of their scholarship of teaching and learning including any relevant publications, conference attendance and research projects

- evidence of a lasting positive impact on their students, beyond formal teaching time
- evidence of a positive impact on the teaching and learning approaches of their colleagues.

Associate Professor Jeff Murugan, Mathematics and Applied Mathematics
In his classes, there are no stupid questions; all have some level of importance. Creating an environment where students feel safe to ask questions is key to what Murugan understands a successful teaching and learning space to be.

'No stupid questions' in Distinguished Teacher's classes **https://www.news.uct. ac.za/article/-2019-06-19-no-stupid-questions-in-distinguished-teachers-classes**

Dr Anneliese Schauerte, Mathematics and Applied Mathematics
Nine times out of 10, students come to university thinking that mathematics is about facts and techniques that they learn from a teacher. Schauerte says it is her job to ensure they start seeing the subject differently.
'Teaching swept me off my feet'
https://www.news.uct.ac.za/article/-2019-06-19-teaching-swept-me-off-my-feet
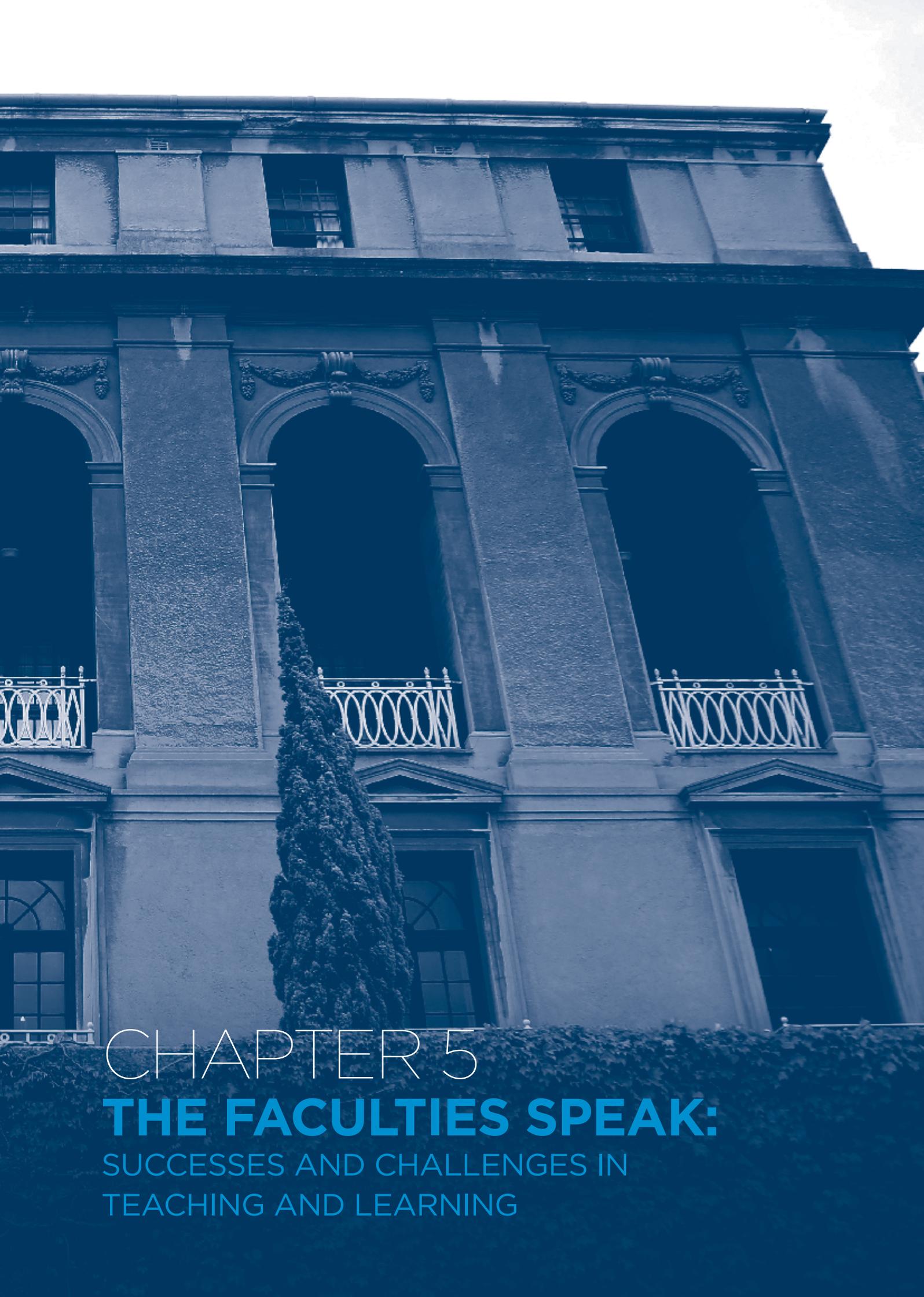
CHAPTER 5
THE FACULTIES SPEAK:
SUCCESSES AND CHALLENGES IN TEACHING AND LEARNING

THIS CHAPTER PRESENTS the inputs of the six UCT faculties in relation to mostly undergraduate teaching and learning. The voices come from the experience of deans, deputy deans, academics and faculty offices who deal with students' performance and their general well-being. As can be seen by reading each faculty's section, there are a number of important underlying common issues that make the experience in say, health sciences and law much more similar than one would otherwise think. We have hardly edited the faculty inputs and we did not provide another overlay to interpret what they are saying. The themes that emerged from the faculties' contributions will be picked up again in the conclusion to this report.

5.1. FACULTY OF COMMERCE

2018 was the first year since 2015 when the academic year was completed without modifications to the calendar. This has allowed the faculty to concentrate on issues of teaching and learning. This section focuses on the progress made in the faculty in relation to reviewing curriculum and on the main challenges found in supporting students' performance.

5.1.1 Curriculum work

The debate about the transformation and decolonisation of the curriculum continued while the faculty focused on curriculum structure, course content, methods of teaching and assessment, and how best to encourage student participation in teaching and learning. Activities that need highlighting are:

• In marketing and organisational psychology, discipline syllabi are being extensively reviewed with a focus on outcomes and assessment.

• The School of Economics is implementing CORE https://www.core-econ.org/, an international open-access platform that has had much success in South America. This work is demanding and requires extensive commitment from the entire undergraduate team.

• The College of Accounting is working on curriculum reform in the context of a national curriculum reform process led by SAICA: CA2025.

• The School of Information Technology is promoting the inter-relationship of computer science and information systems in order to meet the future needs of this discipline.

The faculty continued to move away from the binaries of mainstream and extended degrees. A key development is

the establishment of compulsory courses, known as the Commerce Case Study (DOC1003/1103H), that are based on small groups working with a facilitator. These courses provide students with a context for the application of knowledge gained across several first-year courses; exposure to several decisions pertaining to a business that include topics which feature in later years of their curricula; a toolkit to manage academic and personal aspects of university life; and an introduction to career management skills. It is hoped that these small groups will support students in their transition into higher education and improve the faculty's ability to identify and monitor individual students who appear to be experiencing difficulties.

The Commerce Education Group (CEG) continues to promote self-reflection for academics and 2018 was characterised by a range of panel discussions that included various constituencies including students.

5.1.2. Key challenges
• As in all other faculties, Commerce experienced a high level of students presenting with anxiety and mental health issues.
• There has been a decline in lecture attendance and participation in academic activities by students.
• The student focus on marks and short-term learning is evidenced in part by the tendency for binge watching of recorded lectures.
• Morale of both academic and PASS staff is challenged by increasing student demands and queries in terms of marks, DPs and exemptions from tests. Additional energy is required to be consistent in decision-making.
• The student body is more diverse (be it in terms of culture, religion, schooling, socio-economics, political influence, structure of family etc) than before. This reality, coupled with institutional pressure to increase throughput rates, has placed additional pressure on the academic staff. However, the diverse student body and the need for reflection

and change have presented amazing opportunities for the academics to think about how they teach.
• Academics are increasingly challenged by the tension between their core responsibilities of teaching and learning and research, which undermines their ability to perform adequately. This tension is exacerbated by the increasing student to staff ratio.
• The ratio of junior to senior staff is increasing, which adds to the workload although senior staff acknowledge that mentoring and guiding is an enjoyable and meaningful activity.

Curriculum development and review
The Faculty of Commerce continued to scaffold all literacies throughout the curriculum. Specific foundations have been laid in core first-year courses done by all undergraduate students to establish a base in digital, numerical and academic literacies. Due to the logistics of providing regular feedback on individual pieces of writing in large class sizes over 1 000, a writing hub was established in Economics. This initiative was funded by the DHET Teaching Development Grant and its success has led to a prioritisation of resources to continue this project through an assignment timetable rather than being a continuous service.

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5.1.3. Embedding of graduate attributes

This is a specific requirement for all the professionally accredited programmes and is part of the curriculum review for each department.

A key focus in Commerce is to provide students with mentoring and facilitating skills in which they are trained and which enhance their leadership and team participation skills. Many opportunities are offered, such as being an orientation leader, a formal mentor for first-year students, and/or the Semester Study Abroad (SSA) programme and the many opportunities for undergraduate students to become trained and monitored as tutors.

5.1.4. Online offerings

The faculty is continuously reviewing its online strategy. However, blended learning is increasingly supported by the academic staff and there are the maximum number (per UCT online policy) of three first-year core courses offered online as part of the residential BCom and BBusSc degrees. In addition, the new DOC1003/1103H course planned for 2019 will have the material and assignments online but will offer compulsory facilitation sessions.

The faculty piloted the PG Diploma in Public Sector Accounting as an online blended offering and the courses are currently on Vula. In 2019, it will be piloted on Canvas as part of the UCT Online Project. Capacity and funding is needed to replicate the high touch environment that was a key part of the success of the online postgraduate diplomas offered by an outsourced provider. Tests and exams have to be online but along with problems with South Africa's bandwidth, part-time students do not necessarily have their own computers and online capacity.

The faculty has been very successful financially with the offering of a range of short courses and continues to expand the range of these offerings. These courses are non-accredited, but they offer working professionals and others an opportunity to strengthen and deepen their knowledge

in a particular field and remain abreast of current thinking and trends in specialised areas. The courses are constantly evaluated and updated and have helped to familiarise academic staff with the tools and opportunities of online learning.

5.1.5. Improving access and throughput

First Year Experience (FYE)

Consistent with previous years, the Faculty of Commerce offers an additional specialised academic development induction programme for students who have a disadvantage factor greater than 1. The faculty orientation programme was evaluated in 2018 and the recommendations will be implemented in 2019.

Early assessment

The faculty has conceptual and logistical concerns over the effectiveness of an assessment after only six weeks into the first year especially for students who are having difficulty in obtaining all their results within the necessary time frames.

However, the faculty continues to support ongoing evaluation in all its courses and places emphasis at the undergraduate level on the quick turnaround for formative assessments.

Academic development and support

In 2018, the Education Development Unit (EDU) was restructured to include a faculty-wide teaching and learning working group and the appointment of a unit head for the academic development programmes.

A key challenge remains working with poor and vulnerable students in the mainstream programme. The success of the EDU places great demand on its courses. Mainstream students have the option to register for the two EDU courses which are compulsory for academic development students and to sign up for a mentor. At the same time the limited places available means that the unit cannot respond to the number of prospective students who should be placed in its courses.

Provision and training of mentors and tutors

The Commerce Student Development Services offered mentoring to first-year students in two programmes, which entailed peer mentoring by senior students in groups of up to five first-years, namely the EDU mentoring programme (mentors are compulsory for first-years in EDU) and the FYE mentoring programme, which is voluntary for mainstream students. These programmes had approximately 550 mentees and 130 mentors who were supervised by both academic and PASS staff.

All students readmitted after the RAC process are required to make contact with the Commerce Student Development services to meet with a qualified social worker.

• The JumpStart programme offered to Financial Reporting 1 (ACC2012S) students was initially funded by a teaching development grant (TDG) and is now supported by the College of Accounting.

• The faculty provides intensive tutor training to all departments, including the College of Accounting. It is an unpaid requirement for tutors in terms of their contract. This generic training includes managing a class and dealing with diversity, and includes an element of how to identify the affective factors that influence students' academic life and the relevant referral points.

Lecturer/tutor/marking training

All permanent lecturers are required to participate in the New Academic Practitioners' Programme (NAPP) and, where space allows, this opportunity is offered to contract lecturers. A mentorship programme is offered in most departments via the discipline and there is a teaching mentorship offered to incoming and existing academic staff.

Staff members who are tutors are included in tutor training initiatives. Many of the staff in the College of Accounting were tutors previously. Tutors are selected to reflect the faculty's demographics and with a multilingual orientation to allow for the scaffolding of language and promoting the richness of diversity.

In order to ensure fairness in assessment, in addition to the statistical analysis, a checklist has been provided to all heads of department to ensure that, particularly in large classes, all student marks have integrity and all borderline cases have been reviewed. This is now part of the examinations manual.

Lecture recording

It was agreed that all undergraduate lectures should be recorded automatically unless a lecturer chooses to opt out. An increasing number of lectures are being recorded. However, there is an anecdotal concern about the declining attendance at lectures as students tend to binge watch the lecture recordings at key testing times.

This does not lead to deep learning and is evidenced in the declining pass rates in some postgraduate programmes.

Third-term offerings

To enable students to "catch up" courses in order to graduate earlier, the faculty offers four courses in the winter term and three courses in the summer term that are core to the majority of undergraduate students in the faculty.

However, NSFAS students are often unable to take advantage of these opportunities due to funding and/or accommodation issues as the need to do the third-term course is often because of results obtained during the year. This information would not necessarily be evident at initial registration.

Postgraduate students

The faculty offers a four-year professional degree and these level-eight courses overlap with the courses offered in the separate honours discipline. In addition the faculty has a number of postgraduate diploma courses with up to 400 students in a class. All the policies and practices that apply to the undergraduate degree apply equally to the postgraduate students.

A number of the postgraduate qualifications are offered part-time. However, as these students are working, there is often a delay in the completion of the research component resulting in a number of leave of absence requests due to work commitments.

5.1.6. Enhancing teaching and learning

The Heads of Departments, the established Teaching and Learning Working Group Vula site and the Commerce Education Group (CEG) sessions play a key role in facilitating and enabling the environment for teaching and learning in the faculty. The CEG continues to meet every two weeks on a range of issues related to teaching and learning. The sessions are well attended and have strong support from the faculty

leadership. Mentorship, TAG teaching (peer observation) and workshops to support new and inexperienced teaching staff within the faculty continue. The main challenge in executing the mentorship initiative is recruiting mentors.

5.1.7. Promoting innovation

Learn Accounting videos

http://learnaccounting.uct.ac.za/. The number of languages into which the videos are translated continues to expand.

Individual course innovations

These range from experiential learning in first year to many different ways of expanding the incorporation of South African case studies into the curriculum and the textbooks authored by faculty staff and issued by leading educational publishers.

5.1.8. Rewards and recognition for teaching

Associate Professor Jimmy Winfield was awarded a Council on Higher Education and Higher Education Learning and Teaching Association of Southern Africa (CHE-HELTASA) award in 2018.

5.1.9. Student feedback

In addition to the compulsory midterm formative assessment and the final summative assessment for each course, individual lecturers use ad hoc feedback to determine the mood of the class, for example, by inviting the class to fill in "adhesive notes" during the lectures of what is working and what is not or via the "robot" system where students can indicate with pieces of coloured paper or clickers whether their current status is fine (green) or they need help (red). This encourages the quieter students to have their say.

Owing to perceptions of evaluation fatigue, a number of courses offer a bonus mark if students complete the evaluations. However, this does not always lead to an effective evaluation. The faculty task team considering effective student evaluation is still working to address this issue.

5.2. FACULTY OF ENGINEERING & THE BUILT ENVIRONMENT

5.2.1 Faculty highlights

Supplementary examination policy

In 2018, the EBE supplementary examination policy was developed and approved via a rigorous consultative process including both staff and students with the aim of offering these from 2019. The policy was debated in the Supplementary Examination Task Teams formed separately by staff and EBE Student Council, the Dean's Advisory Committee and the Undergraduate (UG) Teaching and Learning Committee. It was approved in the Faculty Board in May 2018.

The task team developed the implementation plan for offering supplementary exams in line with the supplementary examination policy of the university, along with the Tutored Reassessment Programme (TRP) and additional assessment to enhance student success in the faculty. There is a plan to monitor the effectiveness of supplementary exams separately and in conjunction with TRPs in improving student success in undergraduate courses.

TRP bootcamps

The TRP, funded by the DHET, has been hugely successful in improving student success in EBE in 2018. In the first semester, 253 out of 351 students who wrote the TRP exam passed (72.1%). In the second semester, out of 569 such students, 418 passed (73%). For all courses offering TRPs, the increase in overall course pass rate ranged from 1% to 54%.

feedback from students focused on the convenience of the service being in close proximity to them and an excellent service specialising in dealing with the challenges faced by EBE students. The feedback points to the ongoing need for a combination of mental health and academic support for vulnerable students unable to progress due to academic weakness and/or difficult circumstances.

Preparation for ECSA visit in 2020
The Engineering Council of South Africa (ECSA) is due to accredit the engineering programmes in EBE during the second half of 2020. Planning for this visit was initiated in August 2018 when Professor Brandon Collier-Reed from Mechanical Engineering ran a training workshop on the latest revisions of the ECSA accreditation policies and standards. This workshop helped sensitise the various departmental representatives to actions that they should be taking as they moved into 2019 when evidence must be collected to demonstrate to ECSA that the necessary graduate attributes had been achieved by students.

5.2.2. Challenges and concerns
High number of academic exclusions
EBE had 243 academic exclusions in 2018. A total of 176 students appealed, of which 164 were readmitted and allowed to continue their studies. Most appeals cited mental health issues combined with socio-cultural and financial challenges as the main cause of underperformance. Without a mental health professional in the committee, the RAC felt inadequately prepared to assess the seriousness and authenticity of the mental health concerns and/or to conclude how much underperformance is due to academic weakness and how much due to structural challenges in a student's life and wrong choice of programme.

Academic support for vulnerable students
The faculty has noted with concern the rapidly increasing student health and

This proves that intense engagement with course content in TRPs was indeed effective in improving course pass rates and reducing the time to progress to the next academic year of study (AYOS).

EBE counselling services
ISFAP funding was effectively utilised in 2018 in EBE student counselling services provided by a team of eight psychologists working under the faculty psychologist. About 106 EBE students, mostly from fourth-, second- and third-year engineering programmes, used this service in October and November during the examination period. Students mostly presented with depressive, anxiety and adjustment disorders and academic difficulties. More female students than males and predominantly black students came for consultation. Very positive

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wellness issues (including HIV/AIDS, cancer, abuse and rape, and disability) and feels that the university needs a change of policy from reactive to active regarding student health and wellness, namely having resources for maintaining health and wellness and not just for health crisis management.

The high student to staff ratio is challenging the departments' capacity to support vulnerable students. Staff members need support, education and resources in understanding how mental health issues, life circumstances and academic challenges lead to various levels of underperformance in students and what expertise is actually needed to help them academically. There is a need also for guidance in assessing the extent to which these problems can be resolved through academic support, student wellness support and other social and financial support, especially for readmitted students.

5.2.3. Input from academic departments
Chemical Engineering
Alongside the development of the new curriculum, Chemical Engineering introduced bootcamps (in years one, two and three) and mentorship programmes to help first-year students to engage more with the department. Project work, traditionally done only in final year, has been introduced across all years of study. The department notes that rolling out the new curriculum has resulted in an increase in the throughput rate. The class representative system is operating effectively as a unified channel for students to raise issues with the department.

The department is concerned that the programme has not attracted the same interest from new students as in previous years. This requires some analysis, but the general trend suggests that students are more interested in technology related to the Fourth Industrial Revolution. The department is currently considering ways to advertise the programme better.

Civil Engineering
The department delivers a high-quality undergraduate programme and semester abroad projects via their relatively small number of committed academic staff, supported by competent and committed tutors and administrative staff. Student pass rates for civil engineering courses vary between an average of 80% in the first year to almost 98% on average in fourth year. TRPs are organised for courses with a failure rate above 15%, where possible aligned also to supplementary and/or deferred exams. Civil Engineering accepts students with significantly lower NSC scores than other engineering programmes, which means that many students require additional academic support. Currently the department is concerned about the high student to staff ratio and the possibility of losing postgraduate student tutors working towards the completion of their own degrees.

In 2018 more than 85% of students progressed to graduation or to their next year of studies. However, excluded students (8% of the total student population) have been flagged as a major concern. Although they were readmitted, the department appreciates the need to develop a form of early warning system to flag these students earlier and intensify mentoring for them.

The department's vision is to have a new curriculum in place by 2022, one that is state-of-the-art, future-oriented, and relevant for Africa. The process of curriculum review will start in 2019 through internal UG programme meetings, consultation with students, alumni and industry with active involvement of the entire academic staff complement.

Electrical Engineering
The department rolled out the new curriculum from 2016 to 2019, with the new third-year curriculum launched in 2018. The curriculum was revised, updated and repackaged into largely four times 16 plus one times eight credit courses

per semester. The first two years are kept common between the three degrees to allow for teaching efficiency and flexibility for students who are yet to decide on their specialisation at the time of entry. The weakness in design, as identified internally and by the ECSA accreditation team in their previous visit, has been addressed by increasing the formal design teaching in EEE4113 (Engineering Systems Design) and in EEE4051 (New Venture Planning). The courses in which the ECSA exit level outcomes are evaluated have also been modified.

In the mechatronics degree the department has increased the content of embedded systems (at the expense of power engineering topics) in order to address the needs of industries in which graduates are typically placed. The Electrical Engineering department is concerned by the high student to staff ratio in the undergraduate space, the risks of over-teaching, level of students' preparedness and lack of proper engagement with the curriculum. In

addressing decolonisation, examples and problems in individual courses are from local contexts and students take external complementary studies courses from the Faculty of Humanities.

Mechanical Engineering
Mechanical Engineering is rolling out a new curriculum where the department aims to deliver a programme that focuses on improving student success and meeting present needs and the future challenges graduates will face. The programmes emphasise design, problem-solving, contextualisation of physics and engineering problems, sustainability, communication and core engineering principles. The new first-year programme was launched in 2018 and the subsequent years are being rolled out in 2019 through 2021.

One of the highlights has been the fourth-year student project exhibition for each final-year student. The department hosts a poster session for the students at the end of the academic year. Four students gave formal presentations before an audience

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of students, academics, industrial sponsors and parents. The diversity and excellence of displays is a wonderful credit to the talented 2018 final-year cohort.

The cohort success rates for both undergraduate programmes have improved. It is noted that the overall throughput for the 2005–2009 intake was 63% and for the 2010–2014 intake this increased to 70%. The achievement gap between black and white students remains an area of concern for the department.

Construction Economics and Management

In 2018, a new curriculum was designed for the property studies programme, which focused on addressing the decolonisation debate, evolving industry and societal needs. It will be implemented from 2020. The process of designing a new curriculum in the department started two years ago with active engagement by staff, students, international accreditors and their industry forum. Five key issues were identified that define the context within which property studies is taught and practised in South Africa: the country's dual economy; current debates on decolonisation of university curricula; the increased complexity of recent property markets; increasing global and national focus on environmental sustainability; and the impact of technological changes on society in general and the property industry in particular.

Construction Economics and Management reports some challenges in the junior years in terms of language. The department has sought help from CHED in running language interventions into their first-year courses.

Architecture, Planning and Geomatics

The IPD conducted a desk-top review of the Geomatics division and the department is engaging with them on taking the findings forward. As general interventions, Geomatics has already reduced student engagement during vacations, such as reduced practical training course times and camps, removed lecture attendance as a DP requirement, converted an F course to an H course in first year, reduced electives so that overall credits for the degree are reasonable and reduced expectations for fourth-year and honours projects. The project report is now the only submission. An effort is being made to align the APG3033W course with South African reality focusing on African customary tenure and rights and tenure for the poor and marginalised in society. The courses APG3016C/3017D/3027Z are being realigned to accommodate student capacity, national needs and technological change.

Geomatics is concerned about low lecture attendance and contact sessions, particularly in APG3016C and APG3017D, which may be leading to high failure rates. They feel that students assign a lower priority and level of commitment to service courses (such as APG2026F/S) and non-compulsory lectures ultimately impact on academic performance and throughput. Some staff in Geomatics are opting out of live recording because they feel that live lecture recordings are not a good teaching and learning medium and don't provide a safe space for lecturers and learners (see the analysis of lecture recording in Chapter 4). Rather, if the university continues to promote non-contact or hybrid learning, then support is required to generate properly designed and recorded materials.

5.3. FACULTY OF HEALTH SCIENCES
Undergraduate teaching and learning

Introduction

The 2015–2017 student protests brought to light many pertinent issues about decolonisation and transformation and signalled the need for curricula that are responsive to the changing context of higher education, in particular in relation to the health sciences, in South Africa. The faculty embraced the recommendations of the CCWG, and much of the work of the Faculty of Health Sciences (FHS) and CCWG in 2018 was dedicated to reflecting on what is taught, to whom, how it is taught and the people the faculty serves (patients and clients) while teaching and learning. These reflections are fed into the ongoing curricula reviews in all programmes.

Curricula reviews are an essential part of ensuring that student feedback, research findings and ongoing reflection on transformation are incorporated into all programmes. At the basis of all curricula are the principles of life-long learning, critical thinking, problem-solving, teamwork and the acquisition of the knowledge and skills required to serve the health needs of individuals and

populations. This report will cover some of how each of the programmes has responded to the challenges above.

5.3.1. Communication Sciences and Disorders

Communication Sciences and Disorders (CSD) (audiology and speech language pathology) students speak several different languages, with coverage of all official South African languages. English and isiXhosa are the most dominant languages represented by CSD students. As the work in CSD focuses on communication, there is a need to transform the profile of the professions and access to service delivery in more languages. Targeted recruitment strategies have been put in place to transform the demographic profile and language diversity of students.

CSD provides three levels of tiered academic support to first-year students, to ensure early and targeted support to students who might otherwise need to enter into the intervention programme. All first-years participate in a tutorial programme and have class activities that focus on academic literacy. Students who are identified as experiencing difficulties are then invited to attend additional

tutorials that focus on developing academic literacy and/or quantitative literacy skills. Students requiring help beyond this may then be scheduled into small-group or individual tutorials, or referred for additional help from other sources. The small number of students entering the intervention programme over the past two years is a testimony to the success of these strategies.

All academic courses have tutorial support available. Typically after the first summative assessment, students who have obtained less than 55% are encouraged to attend tutorial support for the associated course, which is scheduled into the timetable so as not to clash with other lectures/clinics. In clinical courses, students who are identified, either through the assessment marks or by the clinical educators through their interaction with students in the clinical setting, are also supported by tutorials for the specific clinic or clinical area.

Student feedback and throughput rates are some ways in which CSD measures the effectiveness of its programmes. The division appoints external examiners for each of its courses, and their critical feedback on the courses, assignments and exams is welcomed. Feedback was mostly positive in 2018, and changes that were suggested will be incorporated in 2019.

5.3.2. MBChB

Lunchtime one-on-one and group sessions were introduced for first- and second-year MBChB students. These are student-driven where students submit a question to a tutor. This intervention resulted in a reduced number of students entering the intervention programme at the end of the first semester. In second year, the additional tutors have made answering questions and interacting with students more efficient, which is partially reflected in the student evaluations for the teaching of anatomy, which has received excellent feedback.

Academic literacy is one of the outcomes of PPH1001F and PPH1002S (Becoming a Professional and Becoming a Health Professional), first-year courses taken by all health sciences students. In 2018, a compulsory session on referencing and plagiarism was given by the Library with learning assessed through a summative multiple-choice questionnaire (MCQ). Students were also offered two writing workshops in the first semester. These were designed in collaboration with the FHS Writing Lab. While constraints in the 2018 academic calendar did not allow for additional writing workshops in semester two, students were referred to the Writing Lab for ongoing assistance.

Teaching and learning in the Garden Route District is going well. A research project shows that graduates who trained in the Eden District in their final year are more confident about starting the internship. Students in the Garden Route report that they have more teaching opportunities and a better understanding of the healthcare system and that they do not have to compete with various layers of healthcare professionals to fill their logbooks. The staff in the district have been welcoming, and the students are treated as part of the team and expected to deliver services.

Feedback on the languages curriculum has been consistently positive, particularly from recent graduates who have been surveyed in the field. The languages curriculum's overall learning outcome is to produce reasonable oral proficiency in communicating with healthcare users in isiXhosa and Afrikaans within a clinical context. The teaching format is small group with preparatory materials. The coursework is intercalated with the MBChB curriculum content and spirals learning through four years of the MBChB programme. The special study module in year three allows some students to live with Afrikaans or isiXhosa speaking families for one month to gain greater proficiency in the language.

In 2018, it was possible to evaluate the modular block system for years four to six of the MBChB programme for the first time. This system comprises blocks of eight weeks in length which can accommodate eight-week or multiples of two-week courses in combination. The following changes were made to improve the modular block system:

All courses in years four to six have to offer supplementary examinations.

Handbook rules were changed so that a student could not do two courses simultaneously, and also could not change block rotations once these were assigned. Progression rules were changed to stipulate that a student must complete all courses within a given academic year

before being eligible to proceed to the next academic year of study.

5.3.3. Occupational Therapy

Graduate attributes for community service and beyond are enriched through an elective international online module in the fourth-year curriculum. It has been running for two years and is delivered among four occupational therapy (OT) pre-registration programmes: Coventry University (CU), UCT, Limburg University, Belgium (PXL) and Nanyang Polytechnic University, Singapore (NPU). It offers undergraduates the opportunity to explore a globalised picture of mental health occupational therapy practice through the use of pedagogy designed to encourage students to think creatively, engage in individual and group problem-solving, develop innovative ways to deliver culturally-sensitive services and consider ways and means of extending the reach of the profession. Online learning involves problem-solving around video clips produced by graduate occupational therapists in their community service year or first practice post. Video clips include scenarios that graduates face that they found challenging to cope with pertaining to incidents of uncertainty, contextual risks and organisational dynamics.

Once a term, the UCT OT curriculum offers spaces for groups of students to reflect on equity and diversity across the four years of the programme. The purpose is to encourage dialogue around issues about intersections of diversity. These types of reflections are extended into practice learning in the third and fourth years, where each student submits an equity and diversity log. In these logs, students identify one diversity issue in their practice placement and reflect on how this issue shapes practice within that environment or how it impacts on service and clients.

Early assessment is pivotal to being able to identify students who are struggling as early as possible. All students who score 55% and below at the first test experience

Graduate attributes for community service and beyond are enriched through an elective international online module in the fourth-year curriculum.

meet with year conveners individually to identify whether there is an academic issue or a psychosocial support issue. For academic issues, identified students are referred to the academic support staff member, and if psychosocial issues are identified students are referred to the Student Development and Support Office in the faculty. Furthermore, the division offers academic support tutorials for students who are finding it difficult to cope for various reasons. A critical issue is language. There is a lecturer in the division who facilitates support tutorials using translanguaging. This particular approach uses language to create meaning making use of the resources available, which assists students who are not first-language or even second-language English speakers to make sense of the profession's discourse.

The division partnered with Saint Louis University (SLU), Saint Louis, Missouri, in 2016 to develop and pilot a teaching collaboration that would allow cross-cultural exchange and learning. In this module, students in their final year of their occupational science degree at SLU and students in their final year of the OT degree at UCT are required to complete an assignment related to four key occupational science constructs and to share their understanding of these constructs and their application to occupational therapy in different contexts with one another via live real-time video conferencing. All the interactions are student-led. The collaboration provides an opportunity for students to understand human occupation in context in more depth as well as to develop a more consolidated understanding of themselves and their contribution to theory generation and understandings of practice in the global south and north.

After the pilot in 2016, the division did research with both classes of students to understand their experiences of the collaboration. Based on these research findings adaptations were made to the module, developing different

teaching tools that contribute to the development of students' theoretical understanding. Two of these tools include four occupational science construct videos made by the key theorist of each construct as well as the use of occupational justice panels that are led by each class of students.

A few staff in the division have received Teaching with Technology grants and are developing resources for the skills lab. They continue to contribute to the open-access platform through publishing open educational resources that are not only available to OT students but also to occupational therapists and students worldwide, therefore establishing an occupational therapy footprint globally. These open resources enable blended learning, as they are also used for teaching in classrooms. Two open electronic resources were developed to provide additional learning opportunities to enhance understanding of specific concepts covered in the occupational therapy undergraduate programme.

5.3.4. Physiotherapy

The total first-year intake in Physiotherapy in 2018 was lower than the previous years' average of 60 students. The unusually large class of 2015 of 127 students graduated in 2018 with an overall pass of 92%. The clinical platform has also progressed with a decentralised model in 2018, with students and staff submitting positive feedback of their experiences on the clinical platform.

The division continued to utilise the Eden District clinical platform for the placement of physiotherapy students. There has been positive feedback on this programme from both students and the health service managers in the district. Students report that they are considered part of the clinical team and feel that this is excellent preparation for the clinical maturity required by community service. Managers in the district have been able to extend the services offered to patients thanks to the presence of the students.

First-year students in the division are provided with academic support at several forums. The First Year Experience has a compulsory attendance of at least two workshops, where various topics are presented for group workshops and opportunity for face-to-face consultation with discipline- specific staff. The division had close liaison with EDU who provide structured support in academic literacy. Regular and structured tutorials were held to provide further academic support. The past few years have also seen a significant decrease in the number of physiotherapy students in the intervention programme.

The implementation of the recommendations of the 2017 Health Professions Council of South Africa (HPCSA) review was completed with many of the recommendations being addressed as part of the curriculum review. Together with the HPCSA report, reports from external examiners, students' feedback and throughput rates have been quoted as the division's measure of the effectiveness of the programme.

Curriculum review was intensified and deepened during 2018. The momentum of this process needs to be maintained so that the programme remains current, relevant and updated. The division also tried to use varied teaching and learning activities and a spectrum of assessment strategies to align with student diversity, without overloading the curriculum, and to provide students with progressively integrated and evidence-based learning opportunities.

5.3.5. Conclusion

The faculty is pleased with the progress of the curricula reviews in all programmes with the main focus being on transformation, decolonisation and offering all students support to succeed in their chosen professions.

With the rise in awareness of mental health, the faculty has seen more students from all programmes reporting their conditions. As a result, in 2018, the number of counsellors in the faculty was increased. With the assistance of the Student Wellness Service and counsellors employed by the faculty, the waiting times for these services have been reduced. Currently, the faculty has a part-time social worker and two part-time psychologists. The funding for this has however been lost, and the faculty is seeking alternative sources of funding so as not to compromise the service offered to students.

The FHS Mental Health Working Group was established to look at ways in which the faculty can improve mental wellness and build resilience among staff and students. The report from this group will inform the development of policies in the faculty at all levels.

5.4. FACULTY OF HUMANITIES

Humanities undergraduate degree structures are well established, with two possible curriculum approaches to qualifications: the structured, highly focused programmes in the performing and creative arts and specialised degrees such as the Bachelor of Social Work or Politics, Philosophy and Economics (PPE); and the more open, flexible frameworks of the BA and BSocSci general degrees, and their extended versions. Students in the faculty can thus select and channel their learning experience to privilege either specialised focus and the reassurance of the predesigned curriculum in the structured programmes, or freedom of choice and the ability to tailor their courses to their own interests and aptitudes in the general degrees. In both cases, the challenge is to deliver

the learning outcomes to a student body increasingly underprepared by matric, facing in many cases enormous financial and circumstantial difficulties, and increasingly insecure about graduate outcomes and employment opportunities. Reassuring students about the employment value of a broad-based liberal arts education, with its significant weight of skills in reading, writing, research and critical insight, is a key component of advice to humanities students, particularly in the general degrees.

The strengths of these differing curriculum approaches also, of course, create particular challenges. Structured programmes can be overly limiting, and the faculty is seeing increasing incidences of students wishing to move out of structured programmes into the

bewildering change. This tendency is exacerbated by another trend in student learning in the humanities context, which is towards students changing out of their initial registration in another faculty, often Commerce or Engineering, after discovering that they have made a post-school degree choice on insufficient information and are not enjoying their studies. A common pattern in faculty transfers is into humanities courses which do not require a strong background in mathematics. The complexity of a general degree curriculum, and its somewhat intricate rules on which courses from other faculties count towards the qualification, is a significant challenge to transfer students. While there have been some moves in the Undergraduate Education Committee towards enforcing standardisation and limiting both change and complexity in general degree course offerings, these initiatives must work against a strong faculty culture of departmental autonomy.

2018 saw some significant developments in the faculty's ongoing responses to both the opportunities and the challenges of its curriculum structures.

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general degrees. The strong practical and professional focus of many of these programmes also makes them less easily susceptible to reshaping towards transformation agendas. Conversely, the breadth and diversity of general degree subject offerings make it difficult to conceptualise and deliver support and skills initiatives across widely different departments, and the free choice within the curriculum means that skills initiatives run the risks of either duplication or omissions, given how many possible different combinations of courses students may elect to take.

A further challenge exists at the level of curriculum design, where the traditional autonomy of departments in shaping their own majors and courses leads at times to a curriculum which is prone to complexity, non-standardisation and

5.4.1. Transformation

Transformation debates remain central in the faculty's operations and have in many ways been driven and forwarded by the faculty's Transformation Committee. In October 2018 the Transformation Committee hosted a faculty colloquium on decolonising the curriculum at which various departments made presentations on curriculum and teaching projects they have initiated in response to the call for transformation. Departmental presentations included English literature and language, religious studies, linguistics, history, psychology, film and media studies, music, fine art and theatre and dance studies. Transformative practices that have been implemented include the addition and integration of texts from scholars in Africa and the global south into existing courses; the development of new courses framed

by a decolonial lens; expanding modes of engagement with students in lectures and tutorials; and varying assessment tasks. The range of departments represented in the presentations and discussions, including those from the performing arts, suggest that transformation agendas and the imperative for decolonising the curriculum are forming an integral part of departmental curriculum design in the faculty.

5.4.2. Centre for Theatre, Dance and Performance Studies

The establishment of the new Centre for Theatre, Dance and Performance Studies allowed the first combined theatre and dance degree students to embark on their studies in 2018, in a merger which recognises the common teaching and learning experiences of dance and drama students, and allows for improved flexibility in degree structures as well as shared teaching capacities. Students in the new combined programme are admitted under one BA degree structure, with streams in dance performance, acting, performance making, applied/education, scenography, and theatre and dance studies. Streaming into the dance

performance and acting streams takes place midway through first year, and is thus based more on performance during the first semester than on formal audition at admission. The new structure allows for a theatre and dance studies stream which has increased overlap with general degree courses and majors.

5.4.3. Major in African Studies

The new African Studies major, opened in 2017, inaugurated its second-year course offerings in 2018, and is attracting increasing numbers of students. The new major was conceptualised both as a way of feeding the postgraduate offerings of the African Studies section, and of responding to calls for a decolonised curriculum by offering a coherent and structured multidisciplinary approach to African topics and issues. The courses in the major draw on the intellectual resources of Africa in a curriculum which aims to promote student engagement and agency as well as multilingualism and cultural awareness.

5.4.4. New forms of assessment

In ongoing responses to university debates around a decolonised curriculum,

the Undergraduate Education Committee and Faculty Board considered proposals to pilot several courses with coursework-only assessment, abandoning formal exams on pedagogical grounds which acknowledged in particular the negative outcomes of formal examination for second-language students. This initiative opened up faculty teaching and learning debates, which remain ongoing, on related issues such as plagiarism detection, marking moderation and the administration of essay extensions and DP, but ultimately led to approval of the first coursework-only courses, in the School for African and Gender Studies, Anthropology and Linguistics, which rolled out in 2019. This marks a profound change in thinking about assessment, and has been undertaken extremely thoughtfully, and with a commitment to ongoing monitoring of the pilot cases.

5.4.5. Education Development Unit (EDU)

The EDU faculty has been reassessing its extended general degree structures, in an ongoing project to address curriculum complexity and the stigma issues around a separated curriculum. The extended degree programme offers an enriched curriculum and structured support programme which aims both to address the need for a decolonised curriculum and provide interventions which allow students admitted on equity and redress-based criteria to achieve academic success. Support provision is delivered via a cohort of black PhD students in the Humanities (potential black academics) who receive experience and training to become adept educators and course developers. The current DHET funding rules require academic support in extended programmes to be located in separate course codes, which at present the faculty delivers through foundation courses and Plus Tutorials which see students taking two courses more than students in the mainstream degree, plus extra tutorials for many of their first-year courses. This imbalance in curriculum requirements

increases perceptions of stigmatisation.

2018 saw the acceptance by faculty of the concept of broad-based first-year introductory courses in the general degrees which attempt to embed key skills and conceptual groundwork in course frameworks accessible to both mainstream and extended degree students. This process, necessarily preliminary while awaiting changes to DHET funding structures, has led to useful curriculum development with key courses from participating departments, and reflects something of the current drive within the extended degree programmes to broaden academic support efforts so that they both contribute to teaching development across the faculty as a whole, and reach struggling students in the mainstream as well as those in the extended degrees.

5.4.6. Faculty administration

While 2018 saw some effects on the faculty's teaching and learning processes from administrative changes, high staff turnover in faculty administration, and an acting deanship, in many ways it was a year of restoration and consolidation. The rollback of faculty admin office restructuring acknowledged the importance of the clear division between undergraduate and postgraduate study, and the essential nature of the administrative team in supporting the student learning experience. The latter half of 2018 saw a renewed focus on and commitment to this task.

5.5. FACULTY OF LAW

2018 was a particularly challenging year for the Faculty of Law, in which it was necessary to deal with student and administrative issues while still responding to some of the recommendations of the Council on Higher Education's report on the accreditation of the LLB. The year was also one of reflection and revision in relation to almost every aspect of undergraduate teaching and learning.

The faculty focused on curriculum review and the production of a self-improvement plan to address various concerns that the CHE had raised in its 2017 review of the LLB degree. It was an opportunity for the faculty to reflect deeply on teaching practices and resulted in the production of a comprehensive plan for changes to many aspects of curriculum structure, content and delivery. The faculty also engaged with the draft Curriculum Change Framework, which prompted further reconsideration of the curriculum from a decolonisation perspective and led to significant changes to curriculum content. Most of the LLB courses were revised to provide for a stronger emphasis on and clearer articulation of principles of transformative constitutionalism, ethics and an inclusion of excluded voices. Provision was made for a greater emphasis on the incremental teaching of generic and law-specific skills throughout the curriculum and improved programme coordination and oversight.

Despite these efforts, overall student success and throughput were not good. Although students on the combined five-year BA/BComm LLB programme continued to perform comparatively well, the performance of those on the three-year postgraduate LLB and four-year undergraduate LLB programmes remained unsatisfactory. Too many students either fail to complete the degree or take longer than the minimum completion period to do so.

Significant numbers of students are being academically excluded each year, particularly at the end of their first and second years of study. Many of them are subsequently readmitted via the Readmissions Appeal Committee process. Historically, these students tend to have a very low rate of academic recovery and often end up being re-excluded.

Performance on the five-year extended undergraduate LLB also remained extremely poor, with only 22 students having graduated in the 11 years and seven degree cycles since the introduction of the programme in 2008. Another area of concern for the faculty is the achievement gap between black and white students.

There are no doubt numerous, inter-related reasons for underperformance. In the Law faculty, many students enter the degree programme under-prepared for the challenges of studying law. Despite having some of the highest academic literacy scores on the National Benchmark Tests, many lack basic literacy skills.

The faculty is also noticing an increasing lack of self-management skills and general resilience among the students, with an alarming increase in the number of students feeling overwhelmed, indicating high levels of anxiety, depression, isolation and other mental health challenges which usually are part of their motivations for applying for deferred exams and other academic concessions. Post-protest exhaustion and disorientation, continuing issues around institutional culture and the increasing competitiveness of entry into the legal profession may well have been additional contributing factors.

This situation has highlighted a need for more extensive support for a growing number of academically vulnerable students, and further review of what, and how, the faculty teaches. Particular challenges in law include curriculum load and the need to find the right balance between the teaching of content and that of necessary skills. Other areas that need to be investigated include the number and nature of assessments, student workload and a general decline in student engagement. The faculty has noticed for example that students often perform better in assessment projects that provide scope for creativity, independent thought and collaboration than they do in written examinations and other more traditional forms of assessment. Attendance at and participation in tutorials and other small group classes is good while that at larger lectures continues to fall.

The faculty identified a number of measures to address these challenges. Changes were made to the degree progression rules, half courses previously taught over the whole academic year were semesterised and additional support classes continued to be offered in the three preliminary year courses that students find the most challenging. With the help of Student Wellness, an in-house psychologist was introduced on three or four days a week. The service was extremely well received and fully utilised by students, and achieved some success in providing a more supportive learning environment.

There were, however, a number of ongoing challenges to the faculty's ability to make innovative and progressive changes to its teaching, assessment practices and general academic delivery. The limits on the physical space available, timetabling challenges, an untenably high student to staff ratio, and general lack of staffing capacity all significantly impede the ability to engage in smaller group and diverse forms of teaching and to provide the kinds of formative assessments and skills development that might even begin to address the inequalities that manifest in the classroom. As a result, the most underprivileged and academically at-risk students are forced to learn in ways and within an environment that can only work for the most privileged.

Despite these challenges, the faculty did achieve some successes in 2018. The academic year went back to its more familiar rhythm after three years of protest action. Despite tension and conflict its graduates continued to be among the most employable in the country; a member of the faculty received a university Distinguished Teacher Award; and confirmation was received of the full and unqualified accreditation of the LLB degree from the CHE.

5.6. FACULTY OF SCIENCE

5.6.1. Student mental health support

One of the biggest challenges in the faculty is the increasing number of students reporting mental health issues, family crises or general medical complaints. This increase may be due to students feeling more able to raise these issues with lecturers/conveners, which allows for the provision of support, a discussion around a catch-up work programme and directing students to various support services. However, this has required lecturers and course conveners to be much more flexible about accepting late hand-ins, willing to offer supplementary tests, and accept assignments after DP lists have been posted. This creates more administration for lecturers and conveners and requires them to make judgments regarding late hand-ins and what is acceptable, especially near exam time. Furthermore, in several cases, there are very limited assessments, or even no class mark at all, for students who have provided multiple medical notes for deliverables and class tests. Several departments have reported that up to 30% of students have not

written tests with extremely basic medical notes, often simply saying: "The patient reported these symptoms to me".

There is a sense that the current system of dealing with these issues is beginning to fail and it would be useful for the university to provide a set of principles and guidelines for the faculty to refer to when making these judgments.

It has been apparent for some time that student mental health is a major issue for which university services have been dangerously stretched. For this reason, in 2017 Claire Blackman and Jonathan Shock from the Department of Mathematics and Applied Mathematics (MAM) successfully applied for funding from the DHET to employ a mental health professional within MAM. Since 2018, a psychologist has been available for all students in the faculty, organised in conjunction with Student Wellness. The service has been used constantly during the semesters by students suffering from a wide range of mental health issues. Banetsi Mphunga has helped large numbers of students through particularly difficult periods, as well as helping them to access longer-term services. Students book services

> One of the biggest challenges in the faculty is the increasing number of students reporting mental health issues, family crises or general medical complaints.

through an online system provided by Student Wellness and drop-in sessions are available for students with acute needs. Student Wellness has urged that this service should continue beyond the funding period and the hope is that this should ease the burden of the pressure that many students face in and outside the university.

5.6.2. Academic engagement and support

A major concern in the faculty is that student academic engagement and consequently academic success are on the decline. Lecture attendance and general engagement with the material is anecdotally reported to be low in many areas. The reasons are not properly understood yet and need to continue to be explored. In response to these concerns, several academic support initiatives have been developed to improve academic engagement and success.

Mentoring programmes

The faculty and individual departments (most notably Physics, Astronomy, Computer Science and Environmental and Geographical Sciences) run several mentoring schemes in which senior students are paired up with first-year students to offer advice and support on a range of issues – including time management, good study habits and dealing with stress. They also serve as a friendly ear for students' difficulties. Such programmes are just one part of a multipronged approach that includes the First Year Experience programme and support offered by the assistant dean's office.

Department of Chemistry

The Ingxoxo Project is led by Cesarina Edmonds-Smith and Chris Barnett and funded by DOT4D **http://www.dot4d.uct.ac.za/dot4d-grantees**.

Ingxoxo (isiXhosa for conversation, discussion) provides a platform for student discussions around first-year physical chemistry in any South African language. It is a web-based forum (**https://ingxoxo.uct.ac.za**) where students can share their ideas, understandings and opinions of physical-chemical concepts.

It provides video and audio explanations of some of the more difficult concepts encountered in first-year chemistry. The content creation is primarily driven by discussions with first-year chemistry students and the Ingxoxo community. The emphasis is on understanding how students explain concepts to their peers. These new ideas and explanations of chemical concepts that are relevant to the South African student will be compiled into an openly licensed, online, mixed-media e-book, co-authored by the students themselves to allow for a fully inclusive look into first-year physical chemistry.

Department of Mathematics and Applied Mathematics

The **Maths Learning Centre (MLC)** was established in 2017 to create a place for students to feel at home in the department. The venue has whiteboards on the walls and movable boards as a space where students can work collaboratively. Undergraduate tutors are on hand daily between 13:00 and 13:45 and 16:00 and 16:45 to assist students who have questions, particularly about their first-year work. Over the past two years, students who have moved beyond the first year have continued to use the venue as a space to work through maths in collaborative ways. There are groups of students who regularly use the venue and their feedback has been extremely positive. Included in the services is a WhatsApp group where students can ask the tutors to prepare particular topics that they are struggling to understand.

Every Saturday during the semester, Kenny Rafael gives a lecture on the week's topics for MAM1000W and students then go through worksheets together at the whiteboards. At these "Achieve Workshops", students can be seen working in a variety of languages, including in interesting varieties of "mathematicalese".

Professor Mbulu Madiba of the Multilingual Education Project) has studied the language dynamics of these and has worked with MAM1000W, and other courses, to produce multilingual mathematics glossaries.

A new **maths course for computer scientists** was introduced in 2018 that focuses on forms of mathematics applicable to computing. This course offers a practical set of mathematical tools and concepts. It has improved the pass rate (and eventually in future years, student throughput) among eligible students.

Department of Environmental and Geographical Sciences
The department provided more tutorials in some courses, about 10 students per tutor once a week. Student attendance at tutorials was good and the smaller groups encouraged greater participation in discussions of reading materials and lecture content than was achieved in the regular lecture format.

A great deal of effort has been put into the first year of the BSc, especially in those courses which write diagnostic tests in the first quarter. As part of the exercise of setting up the Extended Degree Programme (EDP), departments were asked to consider the content, delivery and assessment to be used in these courses. While some departments carried this thinking forward into their senior courses, others did not. The department is concerned about the noticeable drop in pass rates that occurs in second-year courses compared to feeder first-year courses. This will be explored through a review of the EDP in 2019.

5.6.3. Valuing teaching and learning
In the Faculty of Science, there remains a tension for many academics between teaching and research. The perception is that excellence in teaching is undervalued by the faculty (eg ad hominem promotions), and early career academics feel that they have to choose research over teaching, rather than seeking to excel in both.

The introduction of academic teachers has had a positive influence on teaching in certain departments, such as Mathematics and Applied Maths (MAM) and Statistics (STA). However, there are concerns firstly that the career path for an academic teacher tends to stall at the level of senior lecturer. UCT should consider evidence of scholarly work in teaching as one of the promotion criteria to the professoriate. Secondly, in some instances, academic teachers have had a positive influence on the teaching across courses in a discipline, but there are instances where departments appear to see teaching as the domain only of these staff, with their efforts being invested mainly at the first-year level. More attention must be given to developing ways to utilise the academic teachers more effectively to improve teaching and learning across the three-year degree and help to mitigate the second-year drop in pass rates seen in several departments.

In previous workplace surveys, it emerged that the Faculty of Science does not sufficiently recognise excellent teaching practice. The UCT Distinguished Teacher Award is one form of recognition, but it is a highly selective university-wide award with only a few made each year. To address this, the faculty has instituted its own teaching award in two categories – emerging and established – to be awarded in alternating years. In 2018, Dr Claire Blackman of MAM was the first recipient of the emerging teacher award.

5.6.4. Developing future excellence

Two examples of programmes reaching fruition in 2018

SEAmester, Department of Oceanography

Marine science is a highly competitive environment and it is critical that the cohorts of South African undergraduates and postgraduates are recognised both nationally and internationally for their scientific excellence. It is possible to attract students early on in their careers via cutting-edge science, technology and innovation that can be played out as unique field experiences. The Department of Science and Technology's (DST) ten-year Global Change Grand Challenge Programme, developed in 2008, required platforms to "attract young researchers … and retain them by exciting their interest in aspects of global change while developing their capacity and professional skills in the relevant fields of investigation". Established in July 2016, UCT's SEAmester Floating University Programme achieves just that.

The strength of SEAmester is that each year 46 postgraduate students from 26 universities participate in a 10-day research voyage onboard the *SA Agulhas II*, a state-of-the-art research vessel. Its size, comfort and shipboard facilities provide an ideal teaching and research platform for this programme. The SEAmester experience combines theoretical classroom learning with deck work and hands-on research experience. On average, 30 lecturers join the cruise and teach courses such as astronomy, conflict in science, climate change, ocean acidification as well as science communication, the basics of oceanography, etc. The programme is unique because students from inland universities such as Venda, Zululand, UNISA, Free State and Johannesburg can participate through an open nationwide call. The long-term objective of SEAmester is to build critical mass within the marine sciences to ensure sustained growth of human capacity in marine science in South Africa, aligning closely with the current DST Research and Development strategies and the Operation Phakisa Oceans Economy initiative.

The Mathematics Enrichment Programme (MEP), Department of Mathematics and Applied Mathematics

MEP was started to prepare students from disadvantaged backgrounds for the UCT Mathematics Competition, and beyond. The MEP was motivated by the large disparities in the performance between township schools and former model C schools in the UCT Mathematics Competition and the poor representation of students of colour in the Actuarial Society of South Africa (ASSA) South African Mathematics Team Competition (previously known as the Inter-Provincial Mathematics Olympiad). For the past two semesters, the MEP ran tutorial workshops once a week at two high schools in Khayelitsha: Centre of Science and Technology (COSAT) and Sinako.

About 40 to 50 learners in grades 8 to 11 in each school are divided into subgroups for each two-hour workshop. Thirty minutes is taken to introduce the topic for the day and 90 minutes to work on class exercises. The latter part of the workshop is very interactive where learners discuss the questions with each other under the supervision of a tutor before they are given an opportunity to present their work to fellow learners.

The Department of Environmental and Geographical Sciences provided more tutorials in some courses, about 10 students per tutor once a week.

CHAPTER 6
ASSESSING STUDENT PERFORMANCE BY KEY INDICATORS
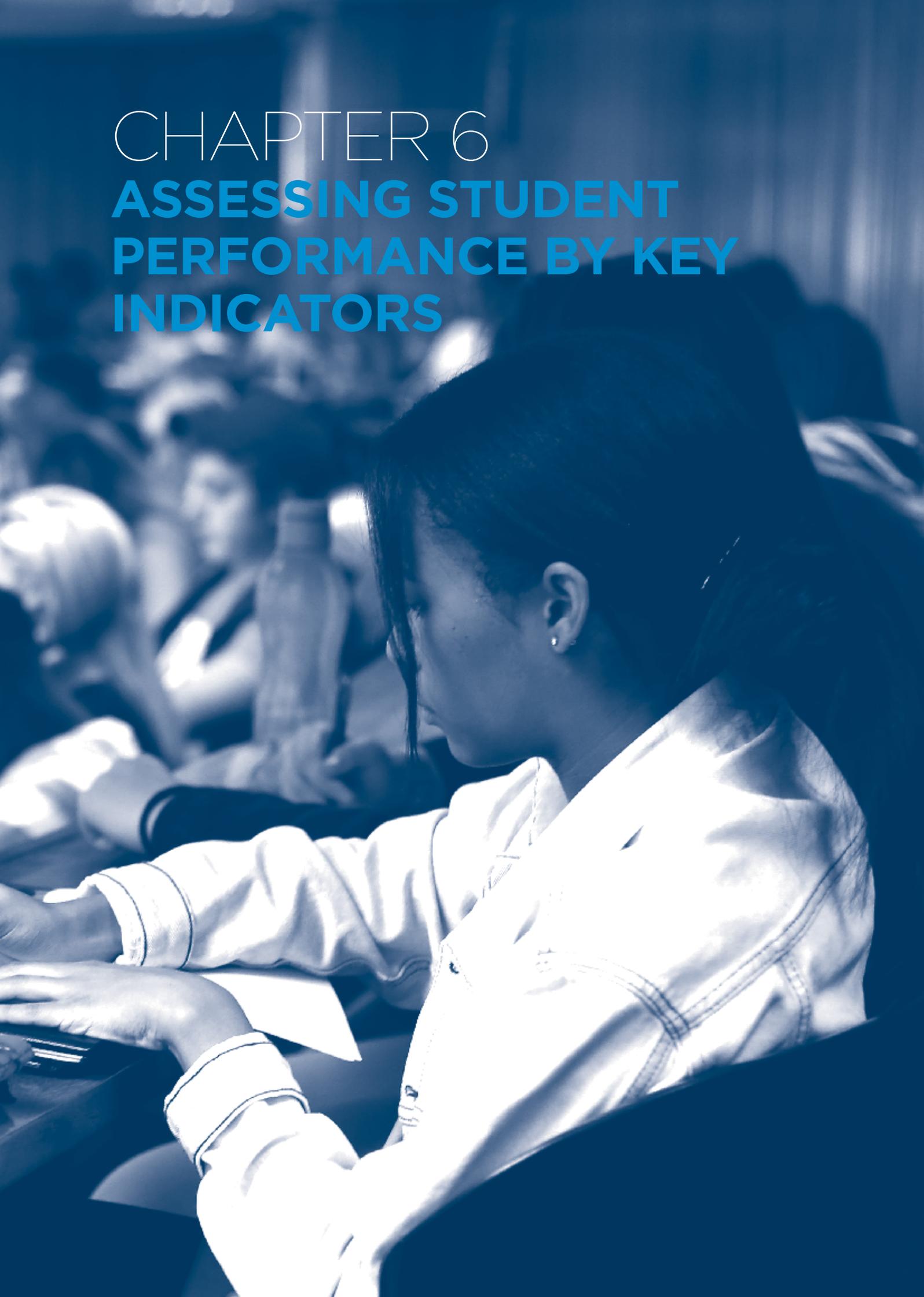
THIS CHAPTER EXAMINES student and staff headcounts and profiles as well as student academic performance from 2013 to 2018. Each section begins with a note identifying the relevant table contained in the appendix. Unless otherwise stated, comparisons are year-on-year, referring to 2018 in comparison with 2017. Exceptions are the sections dealing with undergraduate course performance (specifically performance on level-1000 courses) and first-time entering cohort analyses. In both of these sections there are comparisons with 2009 – the first intake following the first writing of the National Senior Certificate (NSC) – a year in which admissions decisions were premised on inflated mathematics scores, which led to high levels of failure at the course level and poor cohort completion, especially in Science and Engineering & the Built Environment. The report tracks the recovery of undergraduate student course performance from 2010 onwards and also the improved cohort completion in the 2010–2013 first-time entering undergraduate cohorts. Students are South African, unless otherwise stated.

Given the length and complexity of this chapter we provide first a summary of the findings in relation to key indicators, which offers the most important points in a succinct manner. After that we present a full, developed quantitative analysis of performance indicators.

6.1. PERFORMANCE INDICATORS

This chapter has three parts. The first part refers specifically to enrolments and enrolment profiles of students within the 2018 year and how these compare to the growth experienced since 2014. The second part relates to academic staff composition and changing staff to student ratios. The third part speaks to teaching and learning in terms of graduate success, and undergraduate and postgraduate student performance. The report reflects on a number of instances where student performance in 2018 compares unfavourably with that in 2017, such as undergraduate course performance, most notably at the crucial 1000 level; graduation rates; conversion of bachelor's graduates to postgraduate study; performance of foundation students on

1000-level and 2000-level courses; and proportions of undergraduate students failing to meet standard readmissions requirements.

6.1.1. Student enrolments and enrolment profiles (tables 1 to 7 and 12 of the appendix)

In 2018, a total of 28 744 students (17 494 undergraduates and 11 250 postgraduates) enrolled at UCT. This represented an almost negligible 0.1% decrease on the 2017 figure. At the undergraduate level, the enrolment dropped from 17 872 in 2017 to 17 494 in 2018, with lower enrolments in two faculties (Commerce and Health Sciences). As indicated in Figure 1, at the undergraduate level the average annual growth rate between 2014 and 2018 was 0.4%. This decrease in undergraduate enrolments was partly due to the drop in the numbers of foreign students in the Semester Study Abroad (SSA) programme (possibly as a consequence of the student protests between 2015 and 2017) but is also

28 744

In 2018, a total of 28 744 students (17 494 undergraduates and 11 250 postgraduates) enrolled at UCT.

FIGURE 1: CHANGES IN HEADCOUNT ENROLMENTS: 2014–2018
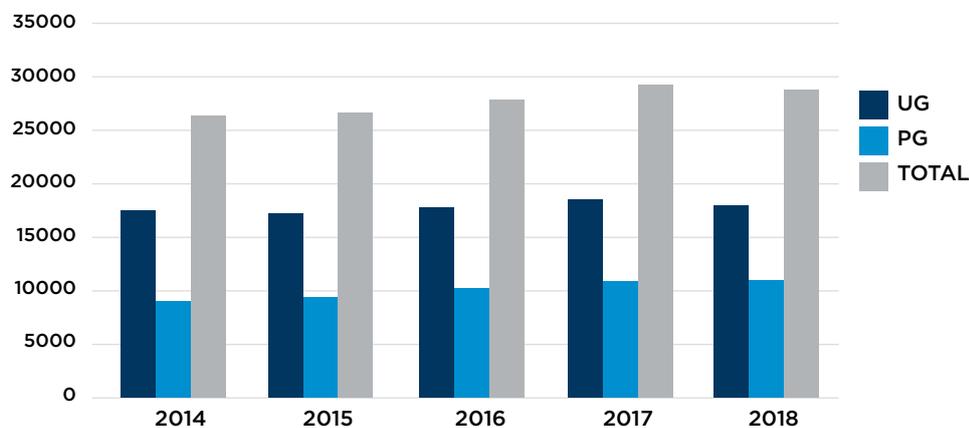
the result of the discontinuation of several programmes on the university's Programme and Qualification Mix (PQM). In 2016 the Commerce faculty introduced two advanced diplomas and one online postgraduate diploma programme, which created a positive spike in enrolment. It was decided to discontinue these programmes in 2017 as it was felt that they were unsustainable. In addition, the Advanced Certificate in Education (ACE) programmes offered by the Humanities faculty are in the final stages of being phased out, giving rise to a steady drop in enrolments at the undergraduate diploma/certificate level.

Between 2017 and 2018, postgraduate enrolments (including enrolments at the postgraduate diploma and honours levels) increased in all faculties, other than the Faculty of Law. Overall, between 2014 and 2018 the postgraduate enrolment grew at a rate of 4.8% per annum, peaking at 11 250 in 2018. The postgraduate percentage of the total enrolment increased from 35% in 2014 to 39% in 2018.

As shown in figures 2, 3 and 4 opposite, enrolment growth was uneven across the faculties with Law and the Graduate School of Business (GSB) experiencing net decreases between 2014 and 2017, largely as a result of programme discontinuation in the case of the GSB. There were, however, marked increases in the enrolments in the faculties of Health Sciences, EBE and Science. The Faculty of Commerce shed 974 enrolments between 2016 and 2018 (922 of these at the undergraduate level) due to the phasing out of the two advanced diploma programmes and online offerings, as well as under-enrolment at the first-time entering undergraduate level in 2017 and 2018. Humanities became the largest faculty in 2018 with 7 110 students (25% of the institutional total) enrolled in their programmes, 5 048 at the undergraduate level and 2 062 at the postgraduate level.

Table 2 in the appendix reflects an undergraduate enrolment of 0 for the GSB in 2015, 2016, 2017 and 2018; this is in comparison with a figure of 148 for 2014. This change reflects the GSB's decision to phase out the Associate in Management (AIM) programmes. Although there were in fact 20 pipeline students in the AIM programmes in 2015, it was decided to omit them from the analysis so that the figures presented in this report tallied with UCT's 2015 Higher Education Management Information System (HEMIS) student submission. (The AIM programmes were not approved for government funding and those enrolled on them were not deemed to be students in HEMIS terms and did not reflect in the HEMIS student returns.) In prior years, the AIM enrolment was manually added to the HEMIS extract to produce the figures shown in the *Teaching and Learning Report*. The current tables thus show a slight decrease of 23 students for the GSB over the five-year period as enrolments increased at both the postgraduate diploma and master's levels. Law was the only other faculty to show a small decrease in its overall enrolment between 2014 and 2018 (22 fewer students in 2018, most of whom were postgraduate diploma enrolments).

The proportional headcount enrolment in UCT's science, engineering and technology (SET) faculties (EBE, Health Sciences and Science) reached a level of 44.3% of the total enrolment in 2018. At the same time, the proportional enrolment within the business/management area dropped to 26.5% in 2018 (from a peak of 29.2% in 2016) while the proportional enrolment in the broad humanities faculties (including Law) increased slightly to 29.1% of the total enrolment in 2018.

Looking at the demographic profile of UCT's students, it is important to note that a new and growing sociocultural phenomenon taking place at UCT is some students' refusal to declare their race in their registration forms. The non-declaration of race, as shown in Figure 5, has had an increasingly adverse impact on UCT's ability to assess its progress towards its demographic enrolment targets in recent years. Self-declared South African (SA) African, coloured

FIGURE 2: UNDERGRADUATE ENROLMENTS BY FACULTY: 2014–2018
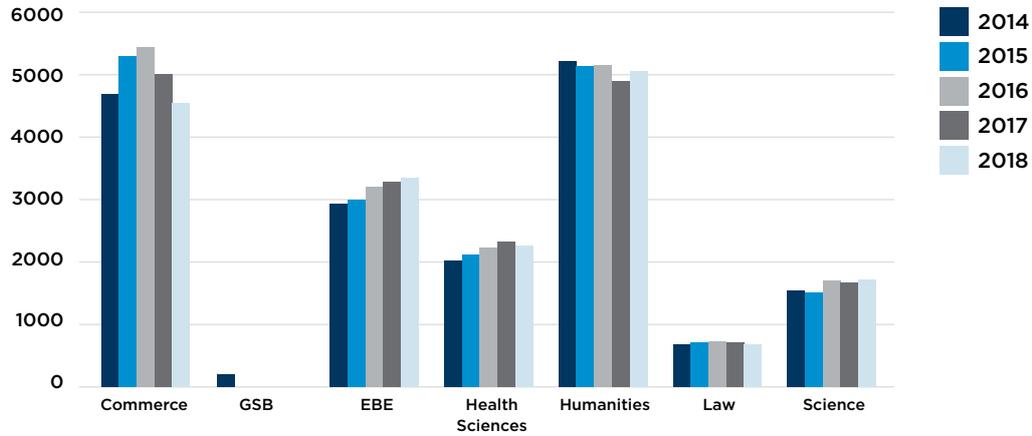
FIGURE 3: POSTGRADUATE ENROLMENTS BY FACULTY: 2014–2018
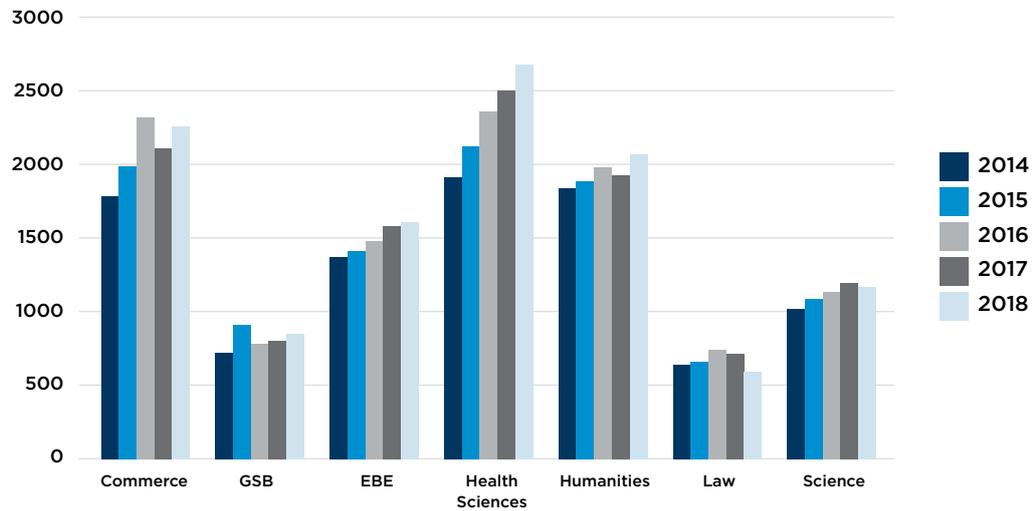
FIGURE 4: TOTAL ENROLMENTS BY FACULTY: 2014–2018
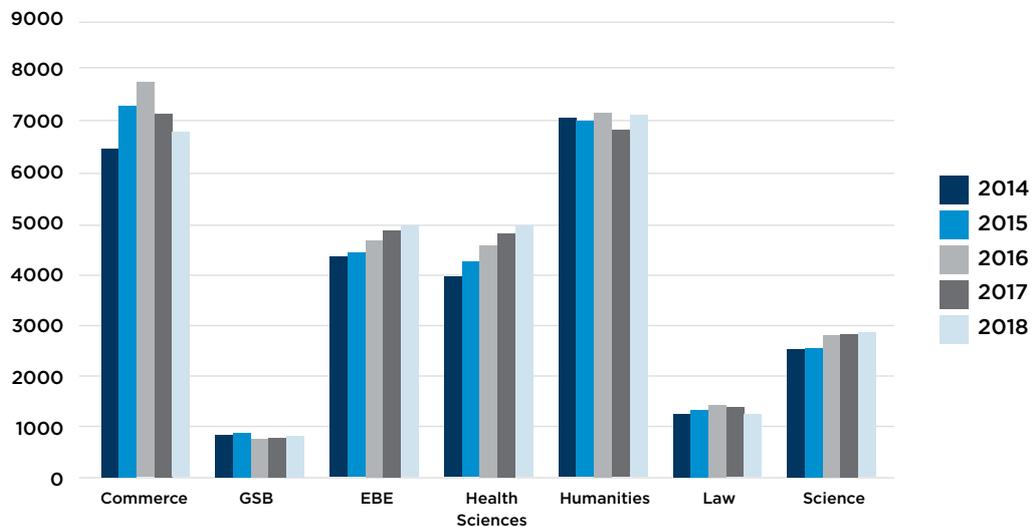
and Indian students together made up 44.1% (44.4% in 2014) of the total 2018 enrolment. During the 2014–2018 period, the proportional enrolment of self-declared white SA students dropped from 30.9% to 22% of the total enrolment. In 2018, 4 793 SA students (13% of the total enrolment) chose not to self-declare their race: Specifically, 14.7% of all SA undergraduates and 19.8% of all SA postgraduates registered in 2018 chose not to declare their race. While this practice has a substantial impact on the university's ability to report accurately and to access the government subsidy that supports increasing numbers of SA African and coloured students, it is believed that this choice to not declare points to a much broader societal discussion about identity and self-declaration that needs to be addressed.

Table 5 of the appendix shows that in 2014 SA white undergraduate enrolments exceeded SA African undergraduate enrolments by 195 and that by 2018 the situation had reversed with SA African undergraduates outnumbering white students by 1 389. In both 2017 and 2018, SA African students made up the largest proportions of the undergraduate enrolment (29% and 30% of the total

respectively). SA coloured and Indian undergraduate enrolments together increased very slightly from 3 822 in 2014 to 3 834 in 2018. The proportion of international undergraduates dropped markedly between 2014 and 2018 from 15% to 12.3%. Data gathered as part of the annual "No Show" survey has shown that the social action of 2015–2017 played a substantial role in applicants deciding not to enrol at UCT in 2018.

The 2018 first-time entering undergraduate intake (3 761) was somewhat smaller than that in 2017 (4 033) and was some seven percentage points short of the first-time entering undergraduate (FU) target of 4 055. Thirty-eight percent of the 2018 FUs were found to have achieved an NSC aggregate of 80% or more (the same as in 2017, see Table 7 of the appendix). A further 38% (37% in 2017) had achieved an NSC aggregate of 70–79% while 15% had achieved an NSC aggregate below 70%. The proportion of the intake with NSC aggregates below 70% has increased steadily from 10% in 2014 to the current level. FUs with unknown matric aggregates (10% of the 2018 total) are largely those who completed their schooling outside South Africa.

FIGURE 5: UNDERGRADUATE ENROLMENTS BY RACE: 2014–2018
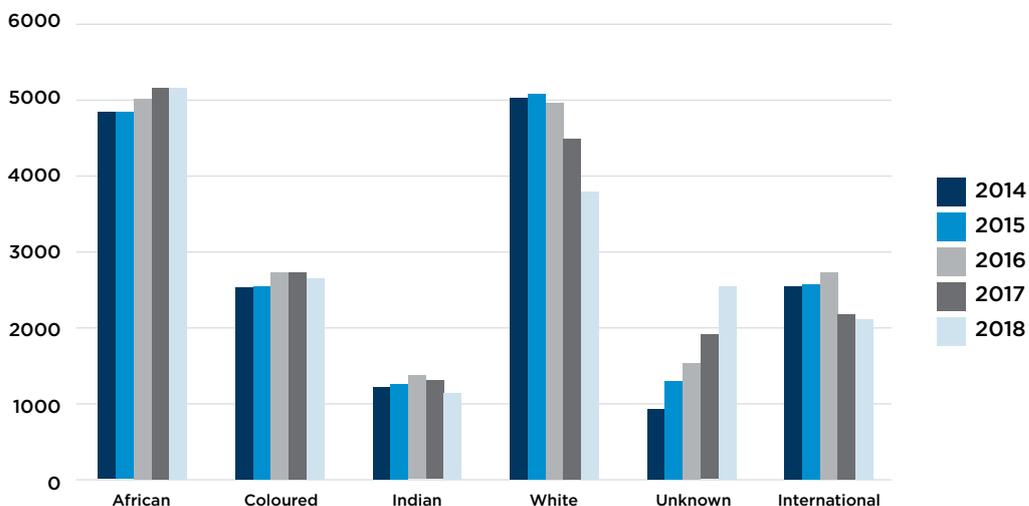
Looking at the qualification profile of undergraduate enrolments over the past five years (see Table 12 of the appendix), it is clear that enrolments in undergraduate diplomas and certificates dropped markedly to 356 in 2018, down from 578 in 2017 and 819 in 2016. As mentioned previously, this was largely due to the decreased intake in the two advanced diplomas in Commerce. Enrolments in three-year bachelor's degrees and professional first bachelor's degrees made up 28% and 30% respectively of the total 2018 enrolment. Enrolments in bachelor's degrees grew at an annual rate of 1.4% per annum between 2014 and 2018, with 16 394 (16 640 in 2017) students enrolled at this level in 2018.

At the postgraduate level, as seen in Figure 6, the proportion of white enrolments dropped from 34.1% of the total in 2014, to 22.6% in 2018. Over the same period, the proportion of SA African, coloured and Indian postgraduates dropped by 1.0 percentage point to 32.5% of the total, while the proportion of international postgraduates increased from 21.5% in 2014 to 25.1% in 2018, with the majority of these students being from the rest of Africa. The proportion of

SA postgraduates with undeclared race increased from 7% in 2014 to 19.8% of the 2018 postgraduate enrolment.

Table 12 of the appendix shows a marked decrease in occasional enrolments between 2016 and 2017 – down by 518 enrolments to 975 in 2017, and a further decrease to 945 occasional enrolments in 2018. This trend was due

FIGURE 6: POSTGRADUATE ENROLMENTS BY RACE: 2014–2018
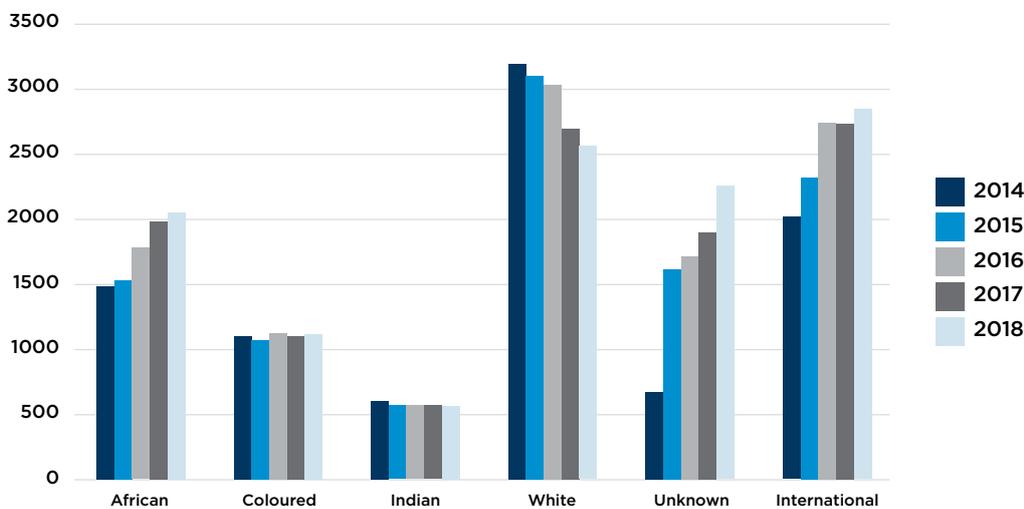
FIGURE 7: GROWTH IN POSTGRADUATE ENROLMENTS BY QUALIFICATION TYPE: 2014–2018
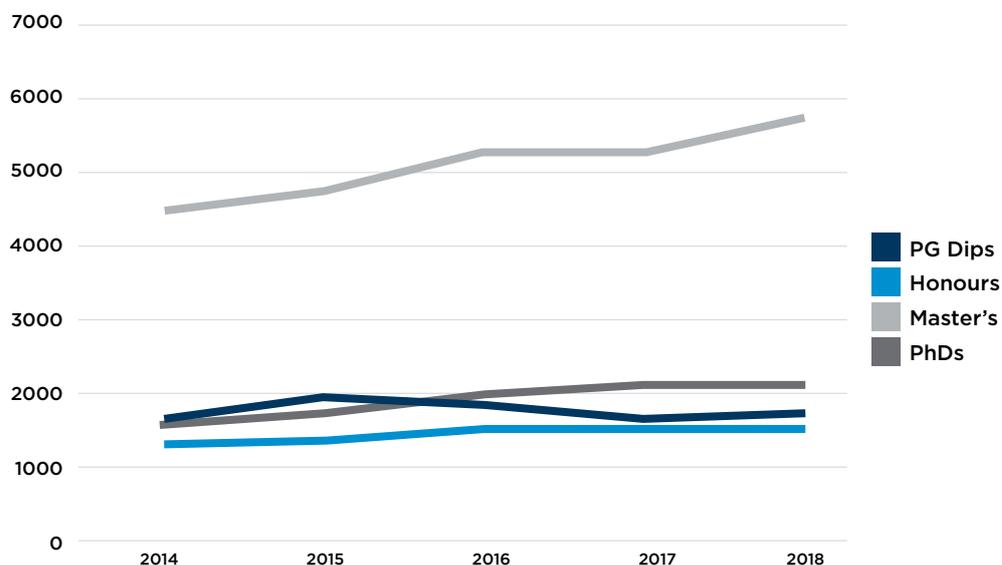
to a dramatic decrease in enrolments in the SSA programme in 2017, persisting into 2018; the Faculty of Humanities was most affected by this decrease. Over the 2014–2018 period, however, postgraduate enrolments grew at a rate of 4.8% per annum, while undergraduate enrolments increased much more slowly (0.4% per annum). As a result of waning interest, enrolments at the postgraduate diploma level dropped back to 1 592 in 2017 (from 1 896 in 2015 and 1 808 in 2016), increasing somewhat to 1 665 in 2018 due to a marked increase in enrolments in the GSB (see Figure 7). Honours enrolments increased at a rate of 4.7% per annum between 2014 and 2018, and made up a stable 5% of the total enrolment across this period. Master's enrolments increased at a rate of 6.2% per annum over the five-year period, and their fraction of the total enrolment thus increased from 17% in 2014 to 20% in 2018. Doctoral enrolments increased by 7.4% per annum between 2014 and 2018 to 2 134 or 7% of the total 2018 enrolment. In 2018, master's plus doctoral enrolments totalled 7 855, or 27.3% of the total enrolment as compared with 6 098 (23% of the total) in 2014.

6.1.2. Academic staffing and student to staff ratios (tables 8 to 11 of the appendix) (permanent and T3 staff in the teaching ranks only, including joint medical staff on the UCT payroll)
As seen in Figure 8, differential growth in student enrolments and academic staffing across the faculties gave rise to the shifts in weighted full-time equivalent (FTE) enrolments per academic staff member across the institution. In 2018 there were 997 (1 004 in 2017) permanent, full-time academic staff spread across the six faculties, the GSB and the Centre for Higher Education Development (CHED). UCT's permanent (and formerly T3) academic staffing complement grew by 1.1% per annum between 2014 and 2018. The rate of growth in academic staffing was slightly lower than that of student headcounts (2.0% per annum over the same period).

Because growth in headcounts took place largely at the postgraduate level, weighted FTE enrolments increased by 3.8% per annum between 2013 and 2018, and the ratio of weighted FTE enrolled students to academic staff therefore increased to 33.8 (from 30.4 in 2014). A

number of factors, including the continued social action and austerity climate, may have had a direct impact on this climbing student to staff ratio. It is of concern that increases in the ratio place additional demands on academic staff, specifically in relation to required supervisory capacity for postgraduate students.

There were significant increases in the ratios of weighted FTE students to full-time academic staff in the GSB (up from 44.8 to 71.3), the Faculty of Health Sciences (up from 27.6 to 32.5) and the Faculty of Humanities (up from 29.3 to 32.9 in 2018). In the case of the GSB, this is as a result of rapidly increasing weighted FTE enrolments in the period 2014–2018, while the academic staffing complement declined somewhat (from 23 in 2014 down to 20 in 2018). In the case of Health Sciences, although there was a moderate academic staff increase (2.5% per annum between 2014 and 2018), weighted FTE enrolled student numbers increased much more rapidly (at a rate of 6.7% per annum), hence the increased student to staff ratio. Weighted FTE enrolments in Humanities increased at a rate of 1.9% per annum between 2014 and 2018, while the academic staffing total dropped slightly, giving rise to an increase in the 2018 student to staff ratio. In the Faculty of Commerce, academic staff numbers increased at a more rapid rate (4.6% per annum) than weighted FTE enrolments (3.9% per annum), resulting in a small decrease in the faculty's student to staff ratio over the 2014–2018 period.

Table 9 of the appendix shows the highest formal qualifications held by academic staff in the teaching ranks, by year and by faculty. A critical indicator is the proportion of academic staff holding doctoral degrees and it is therefore concerning to note that this proportion has dropped from 72% in 2014 to 68% in 2018. The proportion holding master's degrees has fluctuated between 24% and 25% in each year, but interestingly the proportion of staff qualified below the honours level increased by two percentage points to 4% in 2018. The proportions of staff holding doctoral degrees varied widely by faculty: In 2018, at the lower end, 45% of Commerce and 47% of Law academic staff held doctoral degrees, while at the upper end 90% of academics in the GSB and the Faculty of Science were doctoral graduates. A particularly large proportion of the academic staff in the Faculty of Law (51%) held a master's degree as their highest formal qualification while a substantial proportion of Commerce academic staff (16%) held a qualification below the honours level.

FIGURE 8: WEIGHTED FTE ENROLMENTS PER ACADEMIC STAFF MEMBER: 2014–2018
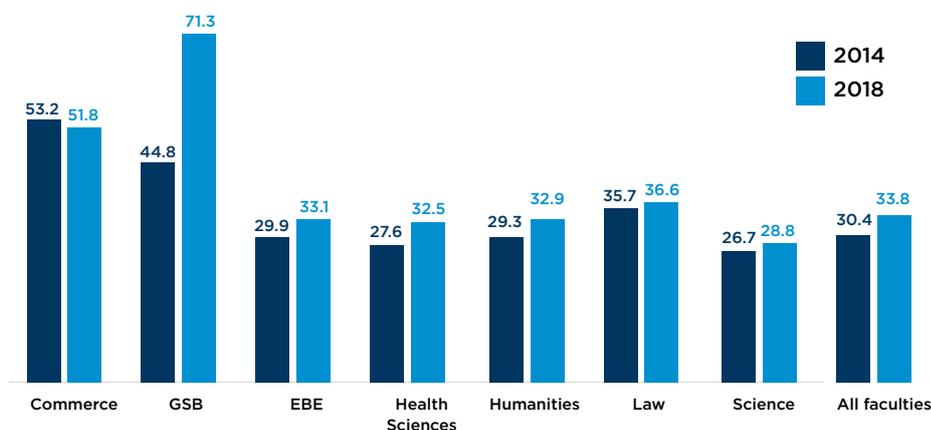
Senior lecturers made up the largest proportion of the academic staff in 2018 (29%), followed by associate professors (25%) and lecturers (23%).

Senior lecturers made up the largest proportion of the academic staff in 2018 (29%), followed by associate professors (25%) and lecturers (23%). While there was a net gain of 59 staff ranked at the lecturer level between 2014 and 2016, this was largely reversed by a decrease of 57 lecturers between 2016 and 2018. There was a drop in the number of professors between 2017 and 2018 (down from 234 to 221), and also a drop in the number of senior lecturers (down from 309 to 294 in 2018), but the number of associate professors increased from 239 to 254 in 2018.

Table 11a in the appendix shows the distribution of academic staff by age group in five-year bands up to age 55+. In 2018, the 55+ group was the largest (30% of all staff), followed by the 45–49 year age group (19%) and the 50–54 and 40–44 year age groups at 14% and 13% of the total respectively. Only 25% of the 2018 academic staff were younger than 40.

Figure 9 summarises the race and gender composition of academic staff in four age-group bands (<45 years, 45–49 years, 50–54 years and 55+ years) in 2018. The staff in the 55+ years group represent the so-called "ageing professoriate", who will be retiring in the next 10 years. Of the 296 staff in this age group in 2018, more than half (171 total, 82 males and 79 females) were white. White staff

(35 female and 30 male) also made up just under half of the 137 staff in the 50–54 years age group, and 46% of the 188 staff in the 45–49 years age group in 2018. As the staff in the <45 years age group are those who will be advancing through the ranks, essentially replacing those retiring in the next 10 to 20 years, it is concerning to note that in 2018, 29% of the 376 staff younger than 45 years (109 total, 60 female and 49 male) were white and that less than half the staff in this age group (174 total, 86 female and 88 male) were black South Africans. UCT still has fundamental work to do to change the profile of its academic staff to give credence to the declared institutional commitment to transformation. Nevertheless, as can be seen in Figure 10, there has been important progress made in the employment of SA black academics in the past five years. At the same time, there has been a drop in the participation of white people in the UCT academic workforce since 2014.

Broadly speaking, white staff made up over 43% of the 2018 academic staff complement, in comparison with only 13.1% SA African academic staff members. Figure 10 (Table 11b of the appendix), which depicts the distribution of academic staff by race (extracted from HEMIS, separating South Africans by race and

FIGURE 9: ACADEMIC STAFF BY RACE AND GENDER

Age Group	SA African Female	SA African Male	SA Coloured Female	SA Coloured Male	SA Indian Female	SA Indian Male	SA White Female	SA White Male	International Female	International Male	Unknown Female	Unknown Male	Total
<45	34	46	31	25	21	17	60	49	33	54	3	3	376
	9.0%	12.2%	8.2%	6.6%	5.6%	4.5%	16.0%	13.0%	8.8%	14.4%	0.8%	0.8%	100.0%
45–49	5	18	12	9	4	12	42	44	18	22	1	1	188
	2.7%	9.6%	6.4%	4.8%	2.1%	6.4%	22.3%	23.4%	9.6%	11.7%	0.5%	0.5%	100.0%
50–54		12	10	13	4	2	35	30	10	19		2	137
	0.0%	8.8%	7.3%	9.5%	2.9%	1.5%	25.5%	21.9%	7.3%	13.9%	0.0%	1.5%	100.0%
55+	5	11	14	14	8	12	79	92	13	43	2	3	296
	1.7%	3.7%	4.7%	4.7%	2.7%	4.1%	26.7%	31.1%	4.4%	14.5%	0.7%	1.0%	100.0%
All Staff	44	87	67	61	37	43	216	215	74	138	6	9	997
	4.4%	8.7%	6.7%	6.1%	3.7%	4.3%	21.7%	21.6%	7.4%	13.8%	0.6%	0.9%	100.0%

including all international staff within a single category) shows a considerable increase (84 staff) in SA African staff between 2014 and 2018. Over the same period, UCT gained 36 SA coloured staff and 24 SA Indian staff but shed some 46 international staff. An examination of the countries of origin of the 212 international staff in 2018 shows that 49 (23% of all international academics) were from countries in Africa and 163 (77%) were from countries outside Africa. The number of white academics dropped from 490 in 2014 to 431 in 2018, or by 12%. As a result, the proportion of white academic staff dropped from 51% of all academics in 2014 to 43% in 2016.

In terms of gender, Table 11c of the appendix shows that the proportion of female academic staff increased to 45% of the total by the end of 2018 (from 40% in 2014). The proportion of female academics was, however, higher than that of male academics in the following faculties: CHED (63% female), Health Sciences (60% female) and Law (58% female) in 2018.

Conversely, male academics dominated in the Faculty of Commerce (61%), the GSB (70%), EBE (68%), the Faculty of Science (71%) and the Faculty of Humanities (52% of all academic staff in 2018).
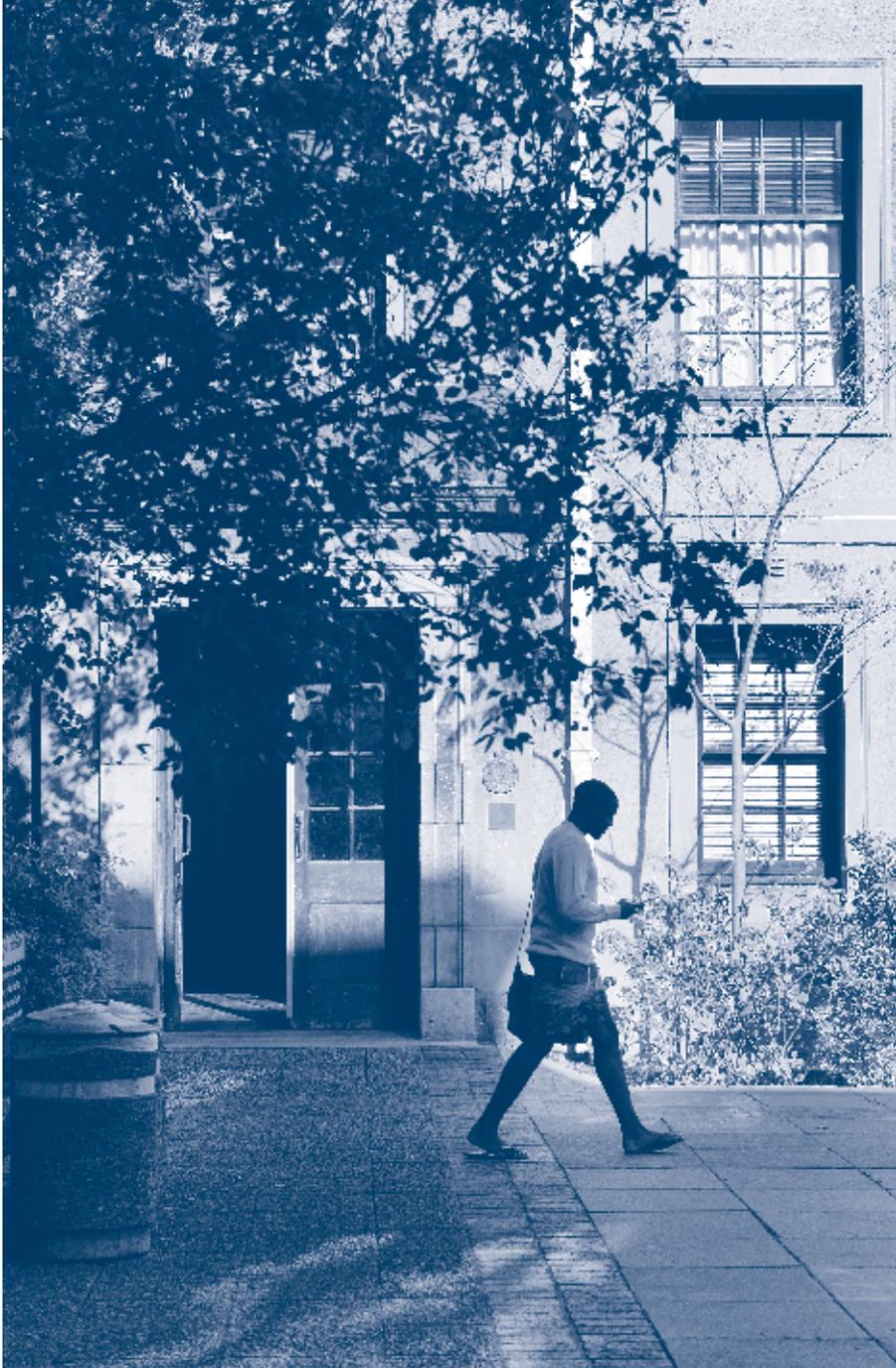
FIGURE 10: FULL-TIME ACADEMIC STAFF BY RACE: 2014 AND 2018
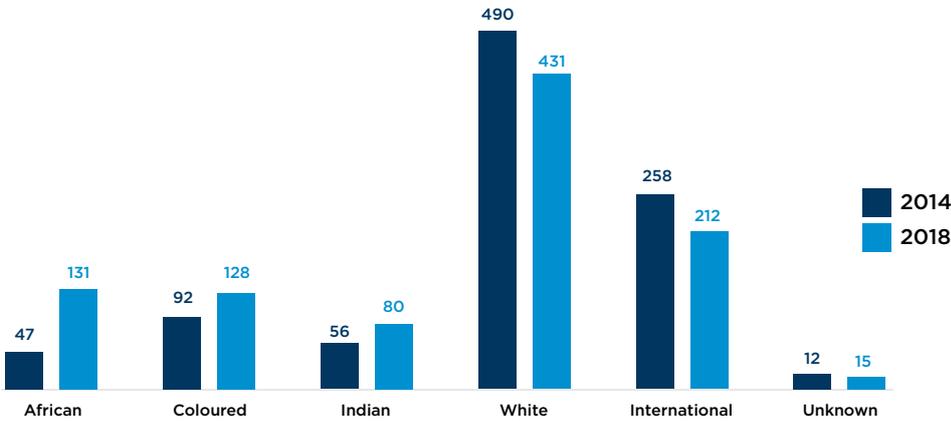
FIGURE 11: CHANGES IN GRADUATES BY QUALIFICATION TYPE: 2013–2018
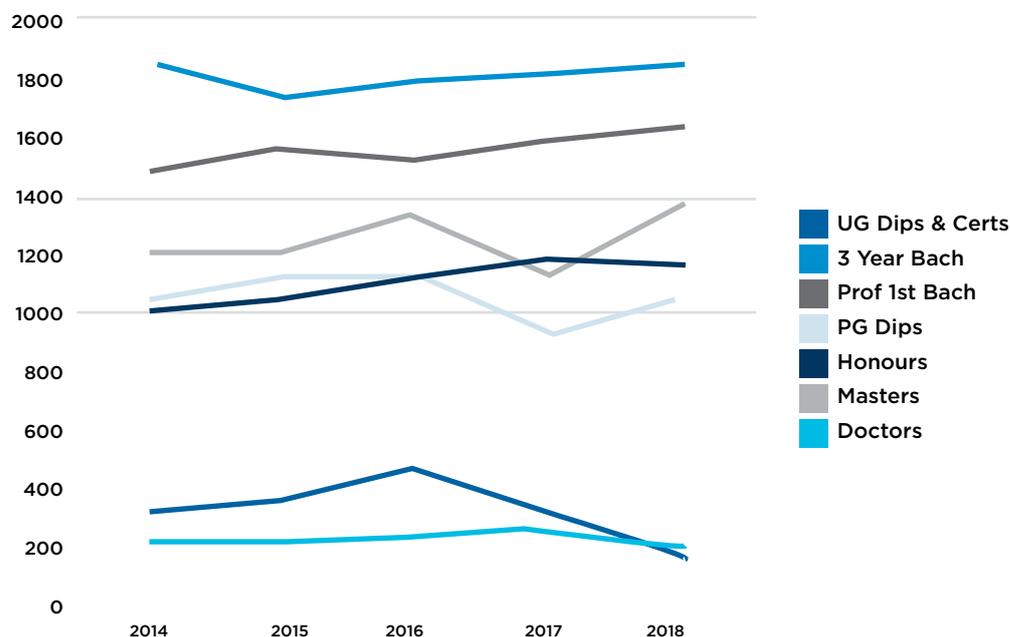
6.1.3. Teaching and learning (see tables 13 to 26 of the appendix)

6.1.3.1. Graduates and success rates

The 2018 HEMIS return to the DHET indicates that 7 379 (7 223 in 2017) students successfully completed a degree or diploma in 2018 (see Figure 11). The 2018 graduates included 1 381 master's graduates (up from 1 139 in 2017) and 195 doctoral graduates (down from 277 in 2017); a decrease in doctoral graduates was apparent across all faculties.

The largest numbers of 2018 doctoral graduates were from the faculties of Science and Health Sciences (57 and 47, respectively). At the master's level, the largest numbers of graduates were Health Sciences, EBE and GSB and students (267, 245 and 239, respectively).

Three-year bachelor's graduates made up the largest group in 2018 (1 842 graduates). The increase in professional first bachelor's graduates, from 1 471 in 2014 to 1 627 in 2018, is also noteworthy. The numbers of graduates at the undergraduate diploma level decreased in 2018, reflecting the relatively smaller enrolments in this qualification type.

Graduations at the postgraduate diploma level had dropped from a peak of just under 1 135 in 2016 to 944 in 2017 as enrolments at this level waned; however some recovery in both enrolments and graduations (up to 1 665 enrolments and 1 026 graduates respectively) was evident in 2018.

Table 14 of the appendix shows a concerning decrease in the so-called graduation rate (calculated as graduates as a percentage of enrolments) by faculty and qualification type across the 2014 to 2018 period. While in some cases growth in enrolments was a causal factor in the apparent decline (inflating the denominator in the calculation), this was not always the case and further examination is required to understand the decrease. Where graduation rates have been declining in the absence of enrolment growth, this is indicative of poorer persistence and/or longer times to degree. The table shows progressive decreases in the graduation rates in several qualifications, including three-year bachelor's degrees (down from 24.9% in 2014 to 23.3% in 2017), postgraduate

diplomas (down from 64.7% in 2014 to 61.6% in 2018), honours degrees (down from 79.3% in 2014 to 75.7% in 2017), and master's degrees (down from 27% in 2013 to 24.1% in 2018). At the doctoral level, there has been substantial enrolment growth, but the graduation rate dropped from a peak of 13.3% in 2017 down to 9.1% in 2018 because of the much lower graduate total.

The Table 15 series of the appendix shows the class of pass (measured as the cumulative career grade point average [GPA]) among all bachelor's graduates, by faculty and race and gender, for the period 2014 to 2018. It is encouraging to note that overall, the proportions of first- and upper-second-class passes increased over this period, while the proportion graduating in the third class dropped from 27% of the 2014 graduates to 23% of the 2018 graduating class, having dipped to 21% in 2017. The decrease in the proportions of third-class graduates was evident across all faculties other than Law, where 43% of the 2018 graduates (up from 33% in 2014) attained GPAs in the 50–59%

range; it must however be noted that the actual number of law graduates at this level is very small, and thus relatively small fluctuations in the graduate total and profile produce marked changes in the performance profile. While Table 15 shows that there were also marked decreases in the proportions of third-class bachelor's graduates across all races between 2014 and 2017, in two cases the proportion of third-class passes increased somewhat in 2018, effectively reversing this trend: 29% of coloured graduates (the same proportion as in 2014) achieved third-class passes, and 28% of Indian graduates (26% in 2014) had GPAs in the third-class range. Looking at SA African bachelor's graduates, the proportion completing with third-class passes dropped from 44% in 2014 down to 31% in 2017, but increased to 34% in 2018. Similarly, looking at white graduates, the proportion completing with third-class passes dropped from 15% in 2014 down to 10% in 2017, increasing to 12% in 2018. The largest proportions of graduates across all race groups were located in the lower-second-class band:

In 2018, 43% of all white bachelor's graduates, 46% of Indian graduates, 48% of African graduates and 49% each of coloured and international graduates had passed their degrees in the 60–69% GPA band.

Despite the marked improvement in the class of pass among SA black graduates between the 2014 and 2018 graduation years, the profiles of the 2018 SA black and white graduates differed markedly with:

- 3% of black graduates in comparison with 21% of white graduates achieving first-class passes
- 8% of black graduates and 23% of white graduates achieving upper-second-class passes

- thus 11% of black graduates in comparison with 44% of white graduates with at least an upper-second-class pass
- 48% of black graduates and 43% of white graduates achieving second-class passes
- 34% of black graduates and 12% of white graduates achieving third-class passes
- 7% of black graduates and 1% of white graduates completing with cumulative GPAs of less than 50%.

These differentials have a substantial possible impact on the conversion of graduates to postgraduate study

(discussed in the following pages) but also suggest that there is still work to be done to close the performance gap between black and white students.

The Table 16 series of the appendix shows the rates of conversion of bachelor's graduates into postgraduate study. Three-year bachelor's graduates who entered at least an honours degree in the year following graduation, and professional first bachelor's graduates who similarly entered at least a master's programme, have been considered to have converted to postgraduate study. In general terms, the rate of conversion among three-year bachelor's graduates was seen to increase progressively between 2013 and 2016 (although there were pronounced differences across the faculties and the various race groups), but the 2017 conversion rate slipped back by two percentage points (from 40% in 2016 to 38% in 2017) and the 2018 conversion rate dropped by a further percentage point to 37%. Conversely, the conversion rate for professional first

bachelor's graduates remained relatively constant at around 10% over the 2014 to 2018 period, but with significant numbers of conversions in only the EBE and Commerce faculties. It should be noted that professional first bachelor's graduates in the health sciences overwhelmingly transition into community service following graduation (this must be completed before these graduates are able to practice their professions), hence the negligible rate of conversion into postgraduate studies.

The highest rates of conversion among three-year bachelor's graduates took place among Science (peaking at 68% in 2015) and EBE graduates (peaking at 57% in 2016). It is of interest to note the steady increase in conversion rates among three-year Commerce and Humanities graduates between 2014 and 2017, while the conversion rates in EBE and Science fluctuated quite markedly from year to year. In addition, the conversion rates among three-year bachelor's graduates in all faculties other than Science dropped

The highest rates of conversion among three-year bachelor's graduates took place among Science (peaking at 68% in 2015) and EBE graduates (peaking at 57% in 2016).

FIGURE 12: COMPARISON OF CLASS OF PASS AMONG 2013–2018 BLACK AND WHITE GRADUATES
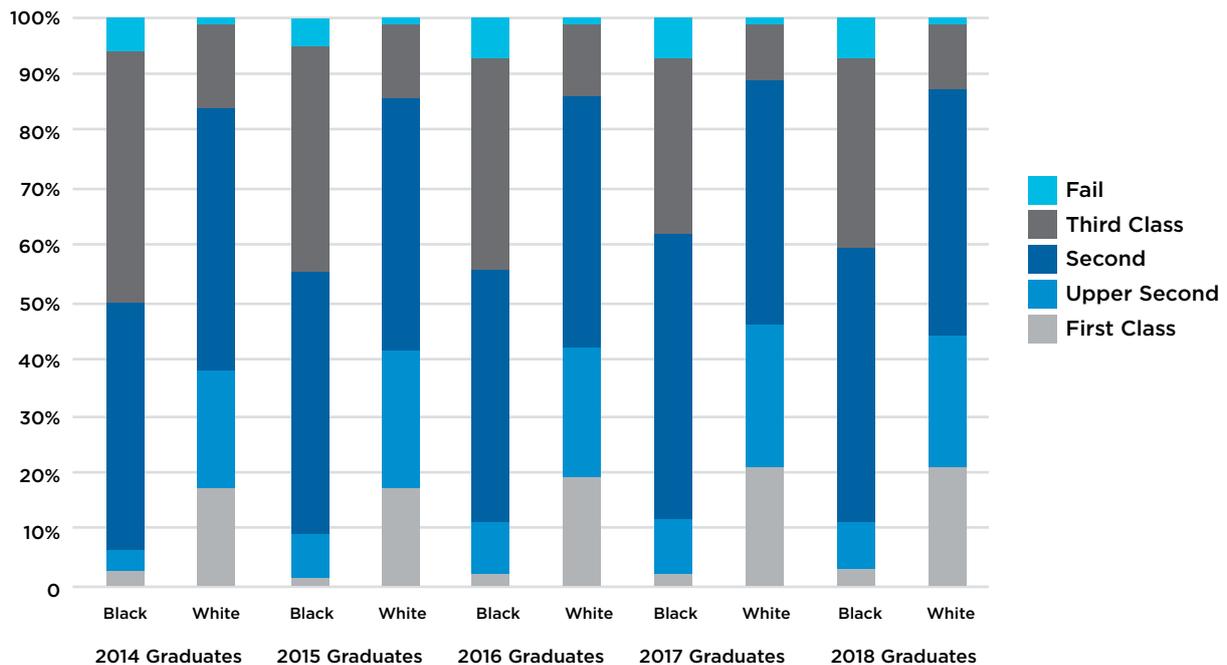
by at least two percentage points between 2017 and 2018. The table set also shows a steady increase in the conversion rate among SA African three-year bachelor's graduates between 2014 and 2017 (up from 22% in 2017 to 37% in 2017), followed by a marked decline to 31% in 2018. The conversion rate among international three-year bachelor's graduates also dropped markedly between 2017 and 2018 (by eight percentage points to 36%). Conversion rates among the other population groups were more variable across the years, with clear decreases between 2016 and 2017. The most recent conversion rates for the other race groups were 43% of white graduates (the same as in 2017), 35% of Indian graduates (up from 33% in 2017) and 35% of coloured graduates (up from 29% in 2017).

The conversion rate among female graduates increased steadily to a level of 38% in 2016 and in 2017, dropping back to 36% in 2018. However, the 2017 conversion rates among female EBE and

Science graduates dropped back to 26% and 60%, respectively (from 39% and 64%, respectively in 2016). Among male three-year bachelor's graduates, the conversion rate peaked at 42% in 2016, dropping back to 39% in 2017 and 2018. While the 2017 conversion rates among male EBE and Science graduates also dropped back to 44% and 57% respectively (from 66% in both cases in 2016), some recovery was apparent in 2018 with the EBE conversion rate increasing to 53% and the Science conversion rate increasing to 59%. The rate of conversions to honours studies in the EBE three-year bachelor's programmes is particularly important as completion of related honours programmes is essential for professional practice in architecture, construction studies and property studies.

In terms of the conversion of professional first bachelor's graduates into postgraduate study, the rate is far lower than that among three-year bachelor's graduates, generally fluctuating at

FIGURE 13: CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES TO POSTGRADUATE STUDY, BY RACE: 2013–2018
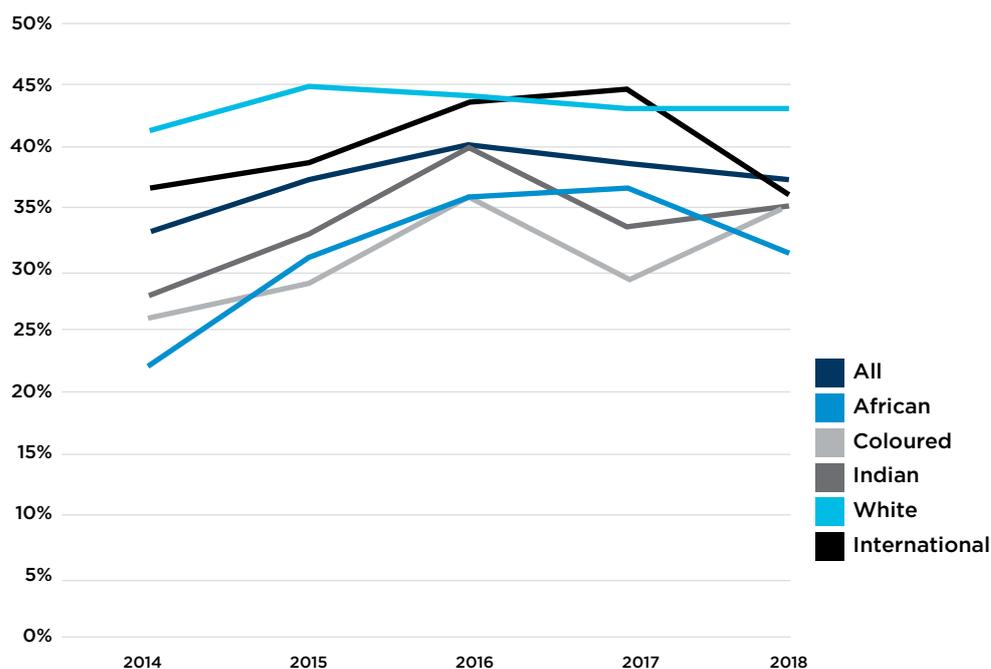
around 9–10%. Although the conversion rate among white graduates tended to fluctuate between 9–10% over the five-year period, there was a steady increase in the conversion of African professional first bachelor's graduates into postgraduate study from 5% in 2014 to 9% in 2018. A similar increase was evident among Indian graduates where the conversion rate improved from 4% in 2014 to 11% in 2017, dropping somewhat to 9% in 2018. The conversion rate among international professional bachelor's graduates was much higher than among local students, peaking at 27% in 2017, but dropping by eight percentage points to 19% in 2018.

It is also noteworthy that until 2017, the conversion rate among female graduates was consistently lower than that among male professional first bachelor's graduates. In 2018, however, the female conversion rate increased by three percentage points to 11%, while the male conversion rate dropped by one percentage point, also to 11%.

The overall undergraduate course success rate in 2018 dropped again somewhat to 84%, from 85% in 2017 (87.8% in 2016 and 88.4% in 2015).

The Table 17 series of the appendix shows that the overall 1000-level course success rate dropped back from 86% in 2015 to 83% in 2016 and 2017, and 81% in 2018. Although the 1000-level success rate in Commerce increased by four percentage points to 86% and that in Health Sciences remained constant at 95% in 2017 and 2018, all other faculties experienced decreased success between 2017 and 2018. In the case of EBE, the decrease was a substantial ten percentage point drop to 79%, while in the case of Law there was a five percentage point drop to 81% in 2018. Table 17b shows an improvement in 1000-level course success within the business/commerce CESM group (up from 80% in 2017 to 85% in 2018), but a four percentage point decrease in the science/technology CESM group (down to 78%) and a two

FIGURE 14: CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES TO POSTGRADUATE STUDY, BY GENDER: 2013–2018
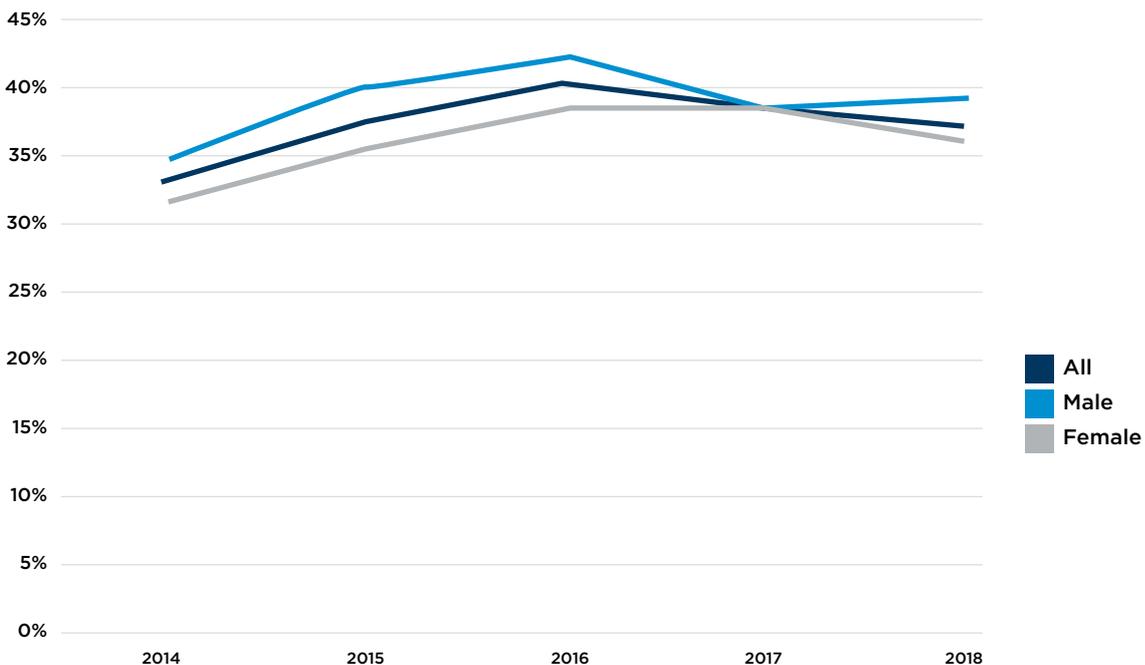
FIGURE 15: CONVERSION OF PROFESSIONAL FIRST BACHELOR'S GRADUATES TO POSTGRADUATE STUDY, BY RACE: 2013 TO 2018
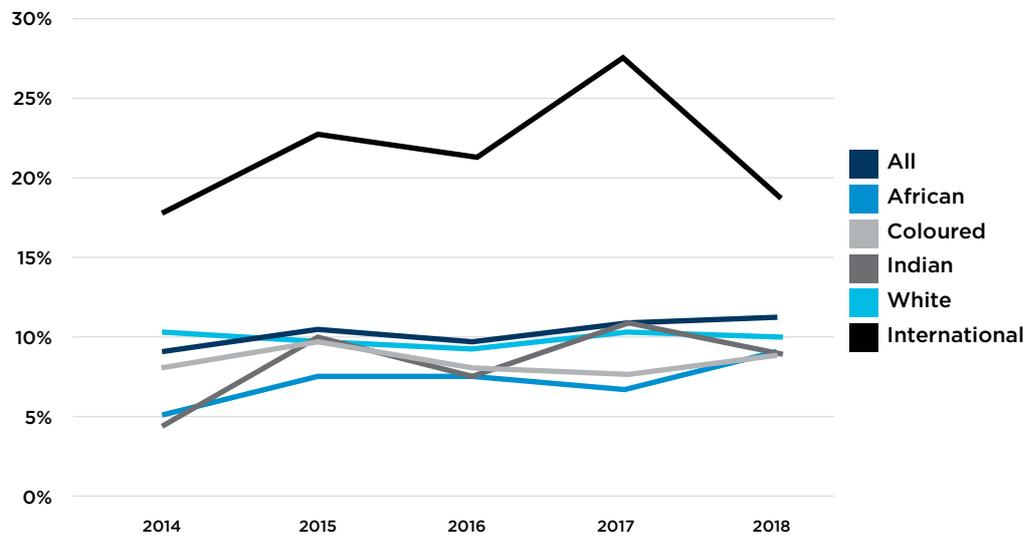
percentage point decrease in the broad humanities group (down to 84%). Table 17c shows that all SA race groups reflected small (one to two percentage point) decreases in 1000-level success rates between 2017 and 2018. It must be noted though that among SA black students, the 1000-level success rate has decreased steadily over the five-year period (from 81% in 2014 to 75% in 2018) while that among white students fluctuated at around 90 to 91%. As a result, the

difference in success rates at the 1000-level between white (at the upper extreme) and black students (at the lower extreme) widened from ten percentage points in 2014 to 15 percentage points in 2018. It is entirely possible that the overall poorer performance during 2016 to 2018 is due to the uncertainty resulting from the 2015 to 2017 student protests, especially the closing of the university for sustained periods of time and the interruption of lectures during the protests.

FIGURE 16: CONVERSION OF PROFESSIONAL FIRST BACHELOR'S GRADUATES TO POSTGRADUATE STUDY, BY GENDER: 2013–2018
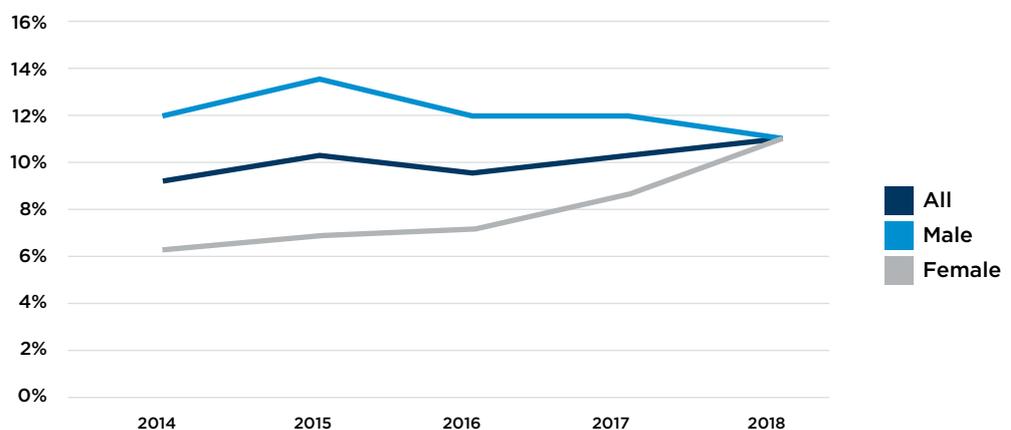
The analysis of the 1000-level course success rates after 2009, as well as the academic standing code analysis described below, suggest that the performance of the 2009 FU cohort was an aberration following the writing of the first NSC exams, and that performance within subsequent cohorts is likely to be more in line with that among cohorts entering prior to 2009.

The overall success rate in 2000-level courses dropped by three percentage points between 2016 and 2017 (to 84%) and remained level at 84% in 2018. The faculties fared quite differently in 2018 with Commerce, Health Sciences, Humanities and Science reflecting small (one to two percentage point) improvements at this level, while in EBE and Law the 2000-level course success rates dropped by four and three percentage points respectively. The 2000-level success rate in EBE had previously climbed steadily to the 2017 level of 86%. Table 17b shows that with the exception of the science/technology group where there was a two percentage point decrease, the success rates by CESM group either remained flat or increased slightly between 2017 and 2018. Table 17c shows that the 2000-level success rates among African and white students remained constant between 2017 and

2018 (at 76% and 92% respectively, with a static 16 percentage point differential). All of the other SA population groups and international students reflected a one percentage point increase in 2000-level success rates between 2017 and 2018. Because of differential shifts in 2000-level success rates by race, the white–black 2000-level performance differential increased from 14 percentage points in 2013 to 16 percentage points in 2017.

The Table 17 series also shows a one percentage point decrease in the success rate in 3000-level courses between 2017 and 2018. The Faculty of Law experienced a particularly large decrease in the success rates at the 3000-level between 2017 and 2018 (down by nine percentage points to 77%). All SA race groups showed small decreases in 3000-level course performance between 2017 and 2018, but the success rates among international students increased slightly to 90%. Differential fluctuations in the success rates in 3000-level courses resulted in the SA black to white performance gap dropping from 13 percentage points in 2014 to 11 percentage points in 2016, but increasing again to 13 percentage points in 2018.

Tables 18a and b show the success rates among foundation students by UCT course level, faculty and CESM group. Of key concern is the performance of

FIGURE 17: 1000-LEVEL COURSE SUCCESS RATES BY RACE: 2007–2018
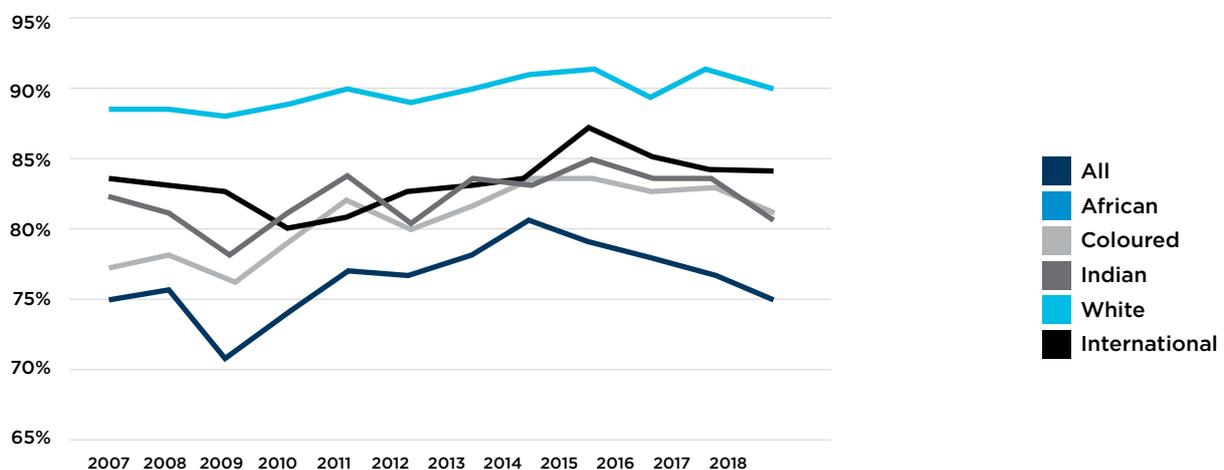
these students in 2000- and 3000-level courses which form part of the mainstream curriculum, following the structured support offered in the first year. It is therefore of interest to note that between 2014 and 2016 the performance of foundation students in 1000- and 2000-level courses was very similar. In 2017, however, there was an overall four percentage point differential between performance in 1000-level courses (77% pass rate on average) and 2000-level courses (pass rate of 73% on average). The difference between 1000- and 2000-level success rates was visible across all faculties and was particularly pronounced in business/commerce and broad humanities courses. Interestingly, the differential was markedly reduced in 2018 with an overall 1000- level success rate of 75%, in comparison with 74% at the 2000-level. Looking at the data in terms of CESM group (see Table 18b), 1000- and 2000-level course success rates among foundation students were equal (at 70%) in the business/commerce group; in the science/technology group, the 2000-level success rate (71%) was higher than that at the 1000-level; while in the broad humanities the 1000-level success rate (82%) was five percentage points higher than that at the 2000-level (77%). It is, however, of concern that the 1000-level course success rate among foundation students has decreased progressively over the past five years, from 80% in 2014 down to 75% in 2018.

6.1.3.2. Undergraduate academic progress code analysis (see Table 19 of the appendix)
Between 2014 and 2016, 87 to 89% of all undergraduates were "successful" where the measure of success is the completion of a degree/diploma or meeting at least minimum readmission requirements (in which case a CONT academic standing code is awarded). In 2018, 86% of all undergraduates were successful while 12% failed to meet minimum readmission requirements, ie they required faculty or Senate permission to re-register, or were refused readmission on academic grounds. Of these students, most (9% of all undergraduates) were granted concessions to continue with their studies. The final proportion excluded on academic grounds increased by one percentage point to 3% of all undergraduates in 2017 and 2018.

Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 10% of their undergraduate students at the end of 2018. The Faculty of Science awarded concessions to continue studying to 7% of its undergraduates in 2018 (up from 2% in 2013). Students who receive concessions to continue with their studies effectively repeat the year, which prolongs the time to degree among those who ultimately graduate. In the

10%
Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 10% of their undergraduate students at the end of 2018.

Faculty of Health Sciences, the proportion of undergraduates receiving concessions to continue increased to 2% in 2018, having remained level at 1% between 2014 and 2017.

While 12% of all undergraduate students failed to meet minimum readmission requirements in 2018, the proportion failing to do so of:
- African undergraduates was 19% (15% in 2014)
- coloured undergraduates was 12% (11% in 2014)
- Indian undergraduates was 11% (12% in 2014)
- white undergraduates was 5% (4% in 2014)

- international undergraduates was 11% (12% in 2014).

It is of interest to note that among Indian and white undergraduates, there was a progressive increase in the proportion of students qualifying over the 2014–2018 period: In the case of Indian students, this proportion rose from 20% in 2014 to 25% in 2018, while in the case of white students the proportion increased from 27% in 2014 to 31% in 2018. This change may be the result of decreasing numbers of Indian and white students entering the university, giving rise to relatively more senior cohorts of Indian and white students and thus larger proportions of graduates.

6.1.3.3. Five-year first-time entering undergraduate cohort analysis (see tables 20 and 21 of the appendix)

The Table 20 series tracks progress of the 2010–2014 first-time entering undergraduate (FU) cohorts, with these overall entry cohorts showing marked consistency in relation to completion rates (72 to 73% in respect of each cohort), small increases in the proportions of students still busy with their undergraduate studies after five years, a decrease in the proportion of students excluded on academic grounds (down from 13% in respect of the 2010 cohort to 9% of the 2014 entry cohort) and a concomitant increase in the proportion of students dropping out in good academic standing (8% of the 2010 FU cohort in comparison with 10% of the 2014 entry cohort).

Analyses of the five-year longitudinal progress of FUs within the 2014 entry cohorts showed that 73% had completed a degree/diploma by the end of 2018, while 8% of the 2014 entrants were still busy with their undergraduate studies after five years. The potential completion rate within the 2013 cohort was therefore 81% (in comparison with 71% among the 2009 cohort, not shown here),

79% among the 2010 cohort, 80% among both the 2011 and 2012 cohorts and 81% of the 2013 cohort. By the end of 2018, 10% of the 2014 FU entrants shown had dropped out in good academic standing and a further 9% had been excluded on academic grounds. In comparison, 20% of the 2009 FU cohort had been academically excluded and a further 9% had dropped out without completing a degree/diploma by the end of 2013; the total attrition within this cohort was therefore 29% of all entrants. Looking at the 2010 FU cohort, 13% of the group had been excluded on academic grounds within five years of registering at UCT, and a further 8% had dropped out in good academic standing, bringing the total attrition to 21% of the cohort.

The relatively low completion rate within the 2009 FU cohort resulted largely from an increase in the proportion of students excluded on academic grounds (up by three percentage points to 20% in comparison with the 2008 cohort). It should also be noted that the 2009 intake included large numbers of writers of the first NSC in 2008, where unexpectedly strong performances in subjects such as mathematics may have adversely impacted

FIGURE 18: ACADEMIC PROGRESS OF 2009–2014 FU COHORTS
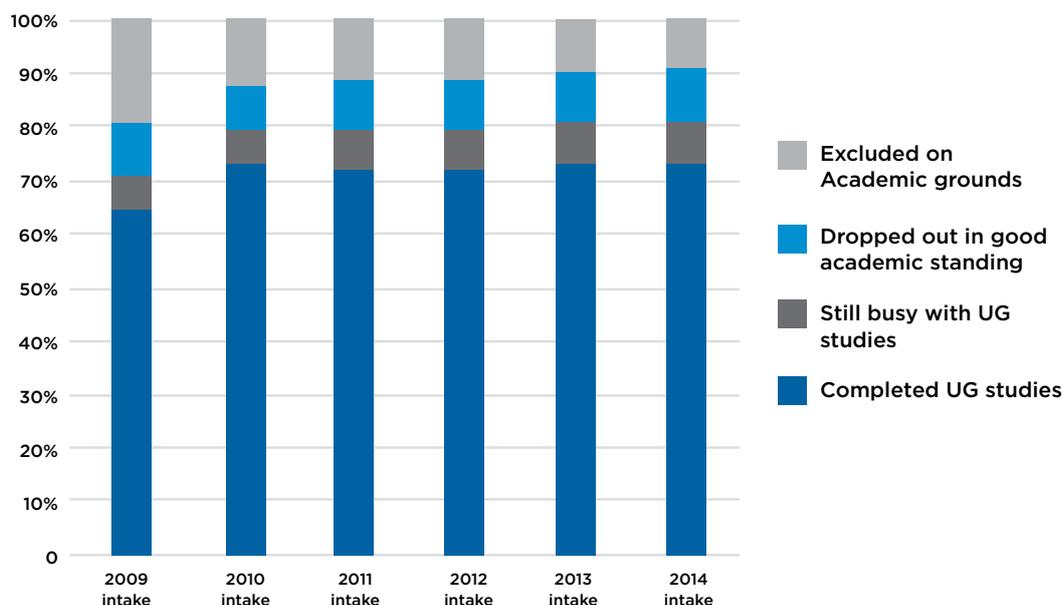
on admissions decisions in Science and Engineering in particular. Particularly high rates of cumulative academic exclusion were apparent within the 2009 EBE and Science FU cohorts: 30% and 33%, respectively. The academic exclusion rates in these two faculties have dropped markedly, with 14% of the 2014 Science FU cohort and only 8% of the equivalent EBE cohort being excluded on academic grounds. In the case of Engineering, a particularly large proportion of the 2014 FU intake (19%) were still busy with their undergraduate studies after five years of study. In the case of the Faculty of Law, there was a marked improvement in the completion rate within the 2014 FU cohort (up to 69%, in comparison with 52% of the 2013 cohort); the drop-out rate within the 2014 Law cohort (8%) was markedly lower than that within the 2013 cohort (15%), as was the proportion still registered after five years (13%, in comparison with 24% of the equivalent 2013 cohort).

Cohort completion rates across the 2009–2014 FU cohorts varied widely in relation to entry faculty and race. The gap between completion rates among white and black students was markedly larger within the 2009 cohort than in

prior years: 79% of the white FU cohort in comparison with 48% of the black FU intake had completed a qualification by the end of 2013. Looking at the 2014 cohort, the completion rate among white students increased by two percentage points to 85% but remained level at 61% among black students (up from 57% within the 2010 to 2012 entry cohorts). A particularly large proportion of the 2013 African cohort (13%) were however still busy with their undergraduate studies at the end of 2018, bringing the potential completion rate within the cohort up to 74% (in comparison with 60% within the equivalent 2009 FU cohort). The large number of African students still busy with undergraduate studies after five years relates, to a large extent, to the frequency

FIGURE 19: COMPARISON OF ACADEMIC PROGRESS OF SUCCESSIVE BLACK AND WHITE FU COHORTS
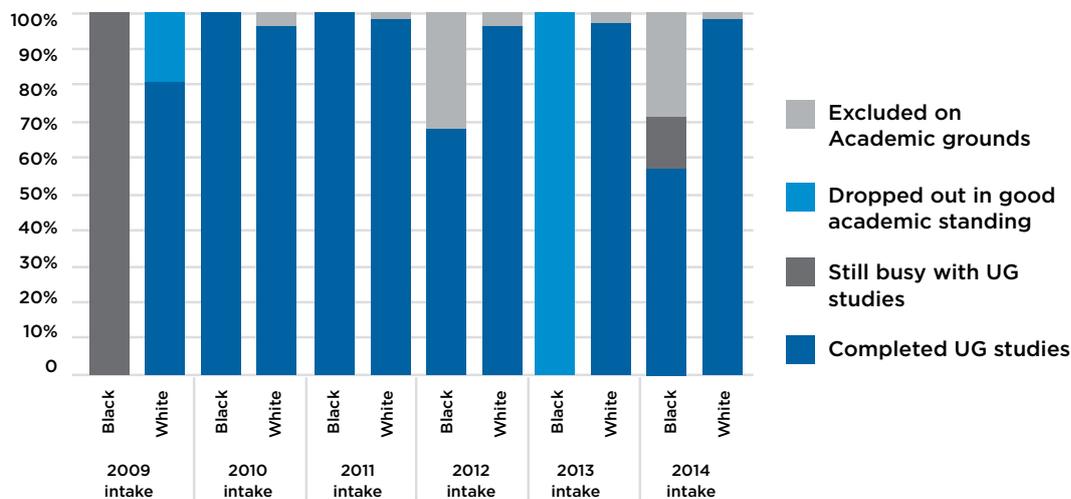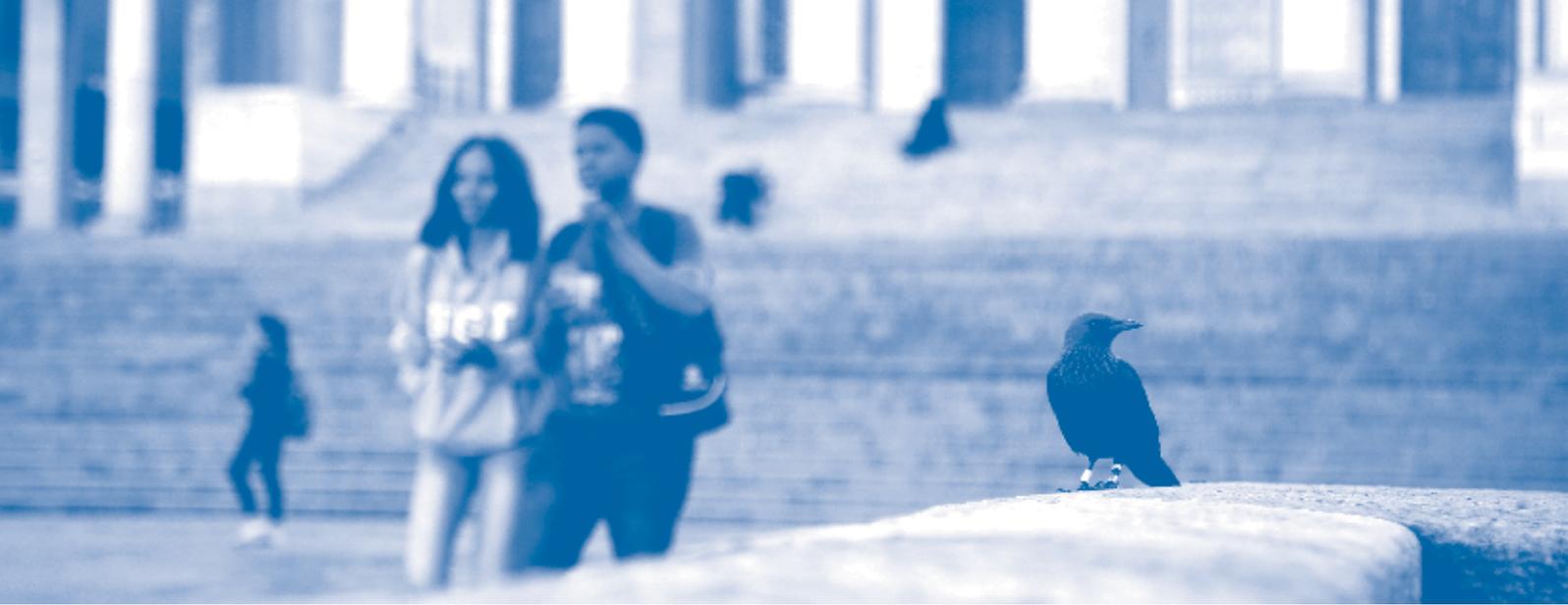
of enrolment on extended programmes, where the minimum time to degree is a year longer than in the mainstream. The potential completion rates among coloured, Indian and white 2013 entrants were 78%, 85% and 89%, respectively.

While 73% of all 2014 first-time undergraduate students in this analysis had completed their studies within five years of initial registration, the proportion doing so of:

- African undergraduates was 61% (in comparison with 48% of the 2009 FUs)
- coloured undergraduates was 71% (in comparison with 58% of the 2009 cohort)
- Indian undergraduates was 75% (in comparison with 60% of the 2009 cohort)
- white undergraduates was 85% (in comparison with 79% of the FU cohort).

Looking at the 2009–2014 FU cohorts, attrition rates have decreased across all race groups, but the most marked improvement (16 percentage points) is apparent among African entrants. Attrition (academic exclusion plus drop-out in good academic standing) rates within the 2014 FU cohort were as follows:

- 19% of all entrants (in comparison with 29% of the 2009 cohort)
- 26% among African entrants (in comparison with 41% of the 2009 cohort)
- 22% among coloured entrants (in comparison with 33% of the 2009 cohort)

- 15% among Indian entrants (in comparison with 29% of the 2009 cohort)
- 11% among white entrants (in comparison with 17% of the 2009 cohort).

Of particular interest is the impact of the new approach to the extended degree programme (EDP) in Science, which was introduced in 2013. Prior to 2013, students were admitted directly into GEPS (General Entry Programme for Science), but as from 2013, all students have been admitted into the mainstream (SB001). All students are then required to write a set of formal class tests at midterm of the first semester (mid-March). Using the marks achieved in these tests, together with the results of the school-leaving examinations and the NBTs, selected students are then counselled to convert to the four-year EDP – the SB016. The EDP is structured such that students entering the programme will receive additional academic and general support to improve the chances of graduating in minimum time. Table 20a shows that the completion rate for Science FUs had dropped from 69% among the 2010 cohort to 65% of the 2012 cohort, with between 20 and 24% of these cohorts being refused readmission on academic grounds. After five years of study, 68% of the first cohort of the new EDP (the 2013 cohort) had completed their studies, while 70% of the second EDP cohort had graduated by the end of 2018. It is noteworthy that the rates of academic

exclusion among these two cohorts (14% in each case) were markedly lower than those pertaining to the GEPS approach. However, it appears that although there was no marked change in the incidence of drop-out in good academic standing, there was a clear increase in the proportion of students still busy with their studies after five years (10% of the 2013 cohort and 8% of the 2014 cohort). The potential completion rate in both cohorts, after five years of study, was therefore 78%.

Table 21 in the appendix shows that in addition to the high exclusion rate of black students in mainstream, the exclusion rate in the EDPs remained problematic – particularly in the faculties of Science and Humanities (25% and 21% of the 2014 entering cohorts, respectively). There has been some improvement in recent intakes within the Faculty of Science where the academic exclusion rates dropped from 49% among the 2010 and 2011 cohorts to 27% of the 2014 cohort. Similarly, within the EBE faculty, the rate of academic exclusion dropped from a peak of 34% among the 2011 cohort, to 28% among the 2013 cohort. In the Faculty of Humanities, however, the academic exclusion rate increased from 14% among the 2010 cohort to 21% of the 2014 cohort, peaking at 24% in 2012.

The overall completion rates within the 2014 EDPs (55%) was three percentage points higher than that within the equivalent 2012 cohort. Potential completion within the extended programmes (71%) was slightly lower than within the black mainstream (74%). The completion rates within the extended programmes tended to vary quite markedly from year to year, and also by programme. However the completion rates among the 2014 EDP cohorts were as follows:
• 66% in the BCom (68% in 2013)
• 64% in the BBusSc (68% in 2013)
• 40% in the BSc(Eng) (37% in 2013)
• 33% in the LLB (22% in 2013)
• 49% in the BSc (38% in 2013)
• 53% in the BA+BSocSc (54% in 2013).
Overall attrition in the EDPs dropped

slightly to 29% among the 2014 cohort, from a peak of 31% among the 2011 and 2012 cohorts. By way of comparison, the level of attrition within the 2009 foundation cohort was 43%.

The Table 22 series summarises the years to completion among graduates of the 2010–2014 entry cohorts in five large faculties (excluding Health Sciences). Table 22a shows that a relatively steady proportion of the five entry cohorts examined (33–35%) completed their studies in three years. The proportion of graduates completing in four years increased by four percentage points between 2010 and 2014 (up from 42% of the 2010 cohort to 46% of the equivalent 2013 cohort). Looking at graduates within the three-year programmes (BA, BCom, BSc and BSocSc), there were marked variations by programme: 68% of the 2014 BA graduates, 49% of the BCom graduates, 53% of the BSc graduates and 55% of the BSocSc graduates had completed their studies within the minimum three-year period. The proportions of graduates completing four-year programmes within the minimum time were however very similar: 69% of the 2014 BBusSc graduates, 71% of the LLB graduates and 68% of the BSc(Eng) graduates had completed in four years.

There were marked differences in time to degree among graduates by race, however:
• 23% of all 2014 African graduates had completed in three years (up from 20% of the 2010 graduates, but two percentage points lower than the 2012 cohort proportion of 25%) and a further 49% (up from 41% of the 2009 graduates) had completed in four years.
• 36% of all 2014 coloured graduates had completed in three years (up from 18% of the 2010 cohort graduates) and a further 42% (up from 38% of the 2010 cohort graduates) had completed in four years.
• 19% of all 2014 Indian graduates had completed in three years (down from 22% of the 2010 cohort graduates)

Overall attrition in the EDPs dropped slightly to 29% among the 2014 cohort, from a peak of 31% among the 2011 and 2012 cohorts.

and a further 43% (down from 47% of the 2010 cohort graduates and eight percentage points lower than the 2012 cohort graduate fraction of 55%) had completed in four years.
- 42% of all 2014 white graduates had completed in three years (down from 43% of the 2010 cohort graduates) and a further 48% (up from 45% of the 2009 cohort graduates) had completed in four years.

Figure 20 compares time to degree among black and white FU entrants into three-year bachelor's programmes in 2010 and 2014, with a view to looking at possible differential completion rates by race. There are indeed marked differentials in the proportions of black and white students completing their studies in three years in all four programmes and within both entry cohorts. The differential was most pronounced in Science (the BSc) where 22% of black students in comparison with 67% of white students in the 2014 cohort completed within three years, and the BA where 40% of black entrants in comparison with 82% of white 2014 entrants graduated within three years. Although the differentials relate, to some extent, to the substantial numbers of black students who enter extended programmes, the substantial proportions of black students who take five years or more to complete a three-

year programme suggest that there are other factors at play: Looking at the 2010 black entrants, 16% of BA graduates, 22% of BSocSc graduates, 31% of BCom graduates and 38% of BSc graduates took at least five years to complete their studies.

Similar differentials are apparent in Figure 21, which compares time to degree among black and white 2010 and 2014 FU entrants into four-year programmes. Here too, the proportions of black students completing their BBusSc and BSc(Eng) studies in four years are markedly lower than the equivalent proportions of white students. While the 2014 cohort has only been tracked for five years, the 2010 cohorts showed that substantial proportions of black students (59% of the BBusSc intake and 72% of the BSc(Eng) intake took five or six years to complete their four-year degrees.

6.1.3.4. Postgraduate (master's and doctoral) cohort analysis (see tables 23 and 24 of the appendix)

Table 23 of the appendix shows the cohort retention of the 2010 to 2014 intakes of master's students, each tracked for four years. The overall completion rate among these master's cohorts ranged between 64% (of the 2011 and 2014 intakes) and 75% (of the 2012 intake) at the upper end. After four years, 9% of the 2014 intake was still registered at the master's level, and the potential

FIGURE 20

Graduated in:	Humanities: BA				Commerce: BCom				Science: BSc				Humanities: BSocSc			
	2010 FU		2014 FU		2010 FU		2014 FU		2010 FU		2014 FU		2010 FU		2014 FU	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
3 Years	55%	81%	40%	82%	33%	41%	34%	65%	36%	74%	22%	67%	42%	69%	35%	73%
4 Years	29%	14%	43%	13%	36%	48%	42%	25%	26%	20%	36%	25%	35%	24%	45%	21%
5Years	10%	5%	17%	4%	22%	11%	24%	10%	32%	4%	42%	9%	18%	6%	20%	7%
6 Years	6%	1%	0%	0%	9%	0%	0%	0%	6%	2%	0%	0%	4%	1%	0%	0%

completion rate within this cohort was thus 73%, which is one percentage point lower than that within the 2010 cohort (72%). Around 3% of each cohort had upgraded to doctoral study during the four-year tracking period; upgrades were most common in the faculties of Health Sciences (where up to 10% of an entry cohort upgraded) and Science (where up to 15% of a cohort upgraded to doctoral study). The proportion of the intake still registered after four years of study increases with successive cohorts: 6% of the 2010 intake in comparison with 9% of the 2013 and 2014 cohorts were still busy with their master's studies after four years. The proportion dropping out in good academic standing ranged between 18% and 21% of each cohort, peaking at 21% within the 2011 intake.

Master's level cohort completion rates varied widely by faculty as well as by intake year. Completion rates were consistently highest among GSB students where between 81% and 87% (of the 2012 and 2011 cohorts respectively) had graduates within four years of commencing their studies. With the exception of the GSB and Law intakes, completion within the 2014 cohorts was markedly lower than that within the 2013 master's intakes:

• 61% of the 2014 Commerce cohort (in comparison with 76% of the 2013 intake) had graduated within four years following entry.

• 55% of the 2014 EBE cohort (in comparison with 60% of the 2013 intake) had graduated within four years.
• 44% of the Health Sciences intake (in comparison with 50% of the 2013 intake) had graduated within four years.
• 63% of the Humanities cohort (in comparison with 72% of the 2013 intake) had graduated within four years.
• 67% of the Science cohort (in comparison with 72% of the 2013 intake) had graduated within four years.

This analysis suggests increasing times to degree at the master's level, which is substantiated in Table 24 of the appendix (which shows numbers of master's graduates per faculty as well as times to degree for the years 2014 to 2018).

The 2010 to 2014 new intakes of doctoral students were each tracked for five years. Table 24 of the appendix shows the status of the intake of each cohort, per faculty, as at the end of five years of study. The table shows that the overall completion rate among new doctoral intakes peaked at 51% (of the 2013 intake), but then dropped markedly to only 29% with respect to the 2014 cohort. Between 28% and 34% of each cohort was still registered at the end of five years, bringing the potential cohort completion rates to between 62% (within the 2014 cohort) and 80% (within the 2011 cohort). Attrition rates within the doctoral cohorts (including those who dropped out in good academic standing as well as

FIGURE 21

Graduated in:	Commerce: BBusSc				Engineering: BSc(Eng)				Law: LLB			
	2010 FU		2014 FU		2010 FU		2014 FU		2010 FU		2014 FU	
	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White
3 Years	3%	4%	3%	6%	0%	1%	2%	1%	5%	0%	8%	10%
4 Years	38%	81%	60%	85%	28%	64%	60%	75%	55%	75%	67%	80%
5 Years	43%	13%	37%	9%	44%	27%	38%	24%	20%	25%	25%	10%
6 Years	16%	3%	0%	0%	28%	8%	0%	0%	20%	0%	0%	0%

the small number excluded academically) varied between 29% (of the 2011 cohort) and 35% (of the 2014 entry cohorts).

Retention and completion patterns at the doctoral level varied widely across the faculties and entry years, but the decrease in the completion rate and increased attrition rate within the overall 2014 doctoral cohort is of concern. Table 24 shows that there was a substantial decrease in the 2014 cohort completion rates, in comparison with that within the 2013 intake, across all faculties, while the attrition rate had increased across the board. Looking at the 2014 cohort, the 2014 performance of the Commerce and Humanities doctoral intakes is of particular concern:

- 17% of the Commerce intake had graduated and a further 30% were still registered after four years, bringing the potential completion rate to 47%.
- 22% of the EBE intake had graduated and a further 51% were still registered, bringing the potential cohort completion rate to 73%.

- 34% of the Health Sciences intake had graduated and a further 36% were still registered, bringing the potential completion rate to 70%.
- 25% of the Humanities intake had graduated and 33% were still registered, bringing the potential completion rate to 58%.
- 36% of the Law intake had graduated and a further 29% were still registered, bringing the potential completion rate to 65%.
- 46% of the Science intake had graduated and a further 24% were still registered, bringing the potential completion rate to 70%.

The rates of academic exclusion and transfer to other programmes were small to negligible among the doctoral cohorts.

Table 25 in the appendix shows the numbers of postgraduate diploma and honours graduates by faculty for the years 2014 to 2018, and the average time to degree for these qualifications in each

of the faculties and overall. The average time to completion for postgraduate diplomas increased from 1.2 years in 2014 to 1.3 years in 2015 and 1.4 years in 2016. In 2018, the average time to completion for postgraduate diplomas ranged from 1.1 years in Humanities (where these qualifications are largely full-time and done over one year) to 1.4 years in the GSB and 1.5 years in Health Sciences, where part-time study over two years is more common. The overall average time to completion for honours graduates increased slightly from 1.1 years in 2014 to 1.2 years in 2018. The markedly higher time to degree among Commerce honours graduates (1.3 years) results from the part-time offerings in financial analysis and portfolio management, which has both January and June intakes.

Table 26 in the appendix shows a marked decrease in the number of doctoral graduates between 2017 and 2018 (down 30% from 277 in 2017 to 195 in 2018). Decreases in the numbers of doctoral graduates were apparent in all faculties, but the most marked drops were in EBE (down 52% to 17), Commerce (down 33% to 14) and Humanities (down 26% to 12). In addition, it is clear that the time to degree among doctoral graduates increased for the second consecutive year: up from 4.8 years in 2016, to 5.0 years in 2017 and to 5.3 years in 2018. Table 26 also reflects a substantial increase in master's graduates between 2017 and 2018 (up from 1 139 to 1 381, which is an increase on the previous peak graduate total of 1 332 in 2015). Increases in master's graduate numbers were apparent in all faculties other than the GSB and Science, which experienced proportional decreases of 10% and 15% respectively. However, the average time to completion among master's graduates increased again from 2.6 years in 2016 to 3.0 years in 2017. This was largely due to increases in the time to degree among Commerce, Humanities, and Law master's graduates.

FINAL REFLECTIONS AND CONCLUSIONS

The *2018 Teaching and Learning Report* focused on four themes which the international and local literature deem the cornerstones of good teaching at higher education level: student success, the student experience, curriculum change and innovation in teaching and learning. The massification and democratisation of higher education across the world adds another crosscutting theme to the four directly discussed in this report: the role of higher education in disrupting inequality. Universities across the world confront this problem differently depending on resources, ability and openness to innovate, and, in particular, willingness to challenge traditional notions of quality and excellence.

Supported by the Kresge Foundation for five years, several South African universities have been working in collaboration with some United States universities on the Siyaphumelela project (Chapter 1), which focuses on developing the necessary institutional capabilities to ensure that the largest possible number of students admitted to tertiary-level studies graduate regardless of their socio-economic status (race, class and gender) and the comparative quality of their schooling. Although UCT is not among the universities involved in the project, it is benefiting from the findings of the project as well as from forms of inter-institutional collaborations which have developed around it, supported by the Department of Higher Education and Training.

In the most unequal society in the world, it is impossible to think of teaching and learning at university level without understanding that one of the functions of higher education is precisely to disrupt historically entrenched inequality. Every chapter of this report, including the one presenting the faculties' voices, refers to the 2015–2017 student protests as a watershed. There is no doubt that the #MustFall movement was the most important student movement in South Africa since 1994. At historically white universities like UCT, it brought to the surface both the complexity of black students' (and academics') experience of the university socially and academically and the need to tackle unexamined social and academic white privilege. The work done during 2018 (and that will still be done in the years to come) is a response to the intellectual and emotional learning that took place between 2015 and 2017.

For UCT to respond appropriately to the full complexity of the challenges it faces in teaching and learning it is important to understand the "material" point of departure provided by data. This section of the report proceeds in the opposite direction to the table of contents. The report starts with the themes (chapters 1 to 4) and ends with the quantitative analysis (Chapter 6). This conclusion takes the data as a point of departure to paint a comprehensive picture of the state of teaching and learning at UCT, including the barriers to excellence identified in the introduction, and to highlight areas that need further attention to achieve the seven stretches proposed in the same introduction.

UNDERGRADUATE TEACHING AND LEARNING

Enrolment profile: pressures to change teaching and learning practices

The demographic profile of the student population at UCT has been changing. In 2014, South African white undergraduate enrolments exceeded black undergraduate enrolments by 195, but by 2018 the situation had reversed with black undergraduates outnumbering white students by 1 389. In both 2017 and 2018, black students made up the largest proportions of the

undergraduate enrolment (29% and 30% of the total respectively). Coloured and Indian undergraduate enrolments together increased very slightly from 3 822 in 2014 to 3 834 in 2018. The proportion of international undergraduates dropped markedly between 2014 and 2018 from 15% to 12.3%. While the changes in the demographic of the local students is reason to celebrate, the drop in international students is reason for concern, not only because UCT's standing as an international university is partially predicated on the international character of its student population, but also because international students are a source of income at a moment in which state subsidy is insufficient and the level of local fees is being determined by government.

The change in the demography of UCT's student intake needs to be studied in more detail, but we think the change in UCT's admissions policy might have had an impact on this. Whatever the causes of the change in the profile of enrolments it has important implications for teaching and learning.

Thirty-eight percent (the same as in 2017) of the 2018 first-time entering intake were found to have achieved an NSC aggregate of 80% or more. A further 38% had achieved an NSC aggregate of 70–79% while 15% had achieved an NSC aggregate below 70%. The proportion of the intake with NSC aggregates below 70% has increased steadily from 10% in 2014 to the current level.

The increase in the number of students with lower NSC aggregates means that teaching and learning across the board, but especially in the junior years, has to be modelled to respond to the needs of these students. As Chapter 1 indicates, students on financial aid (NSFAS, UCT's or ISFAP) require a structured support system that operates at the academic and social-emotional level and that is reinforced by a monitoring capability that allows the progress of these students to be followed. Currently UCT's capacity to upscale this beyond the ISFAP project is low.

Institutional capacity for data analytics is patchy. The provision of student advice operates well at the prescriptive level, but broader student advice is not consistent across faculties. Moreover, while many aspects of student support and advice could be done online, thus not requiring staff, the development of the appropriate IT programmes requires human and financial resources currently not readily available. The reality is that the student population has both grown and changed while academic staff has not expanded at the same level.

In 2018, a total of 28 744 students (17 494 undergraduates and 11 250 postgraduates) enrolled at UCT, an almost negligible 0.1% decrease on the 2017 figure. UCT's permanent (and formerly T3) academic staffing complement grew by 1.1% per annum between 2014 and 2018. The rate of growth in academic staffing was slightly lower than that of student headcounts (2% per annum over the same period). As a result, the ratio of weighted FTE enrolled students to academic staff increased to 33.8 (from 30.4 in 2014). This means that UCT academics are more stretched across the board than they used to be. This, of course, varies from faculty to faculty and across programmes but overall, academics are increasingly feeling the tension between their duties as teachers and as researchers. In relation to the teaching responsibilities of academics, the 21st century is putting new demands on teachers. Learning how to teach, ability to innovate in terms of the presentation of materials, modalities of assessment, use of the classroom space, etc are becoming more and more important (see Chapter 4). Optimal utilisation of flipped classrooms, blended learning, recording of lectures, and students' ownership of laptops and tablets requires longer preparation time as well as training. All of this is available at UCT, for example through CHED, but again the available capacity is outstripped by the demand, and yet the demand has to grow exponentially for UCT to show a sufficient level of innovation

and pedagogic change across its undergraduate courses. Dealing with this systematically is part of the sixth stretch proposed for UCT to achieve excellence in teaching and learning: accepting that the development and furthering of teaching skills and capacity is not an optional aspect in the life of an academic.

The growth in academic staff, although small, has been very important in changing the demographic profile of academia. In terms of demography, there has been an increase in the African, coloured and Indian staffing complement while white and international numbers have decreased. Importantly the number of African academics almost trebled over the 2014 to 2018 period. While there is still a long way to go in the transformation of UCT's academics, significant progress has been made, aided by a number of institutional and national programmes designed to support the development of a black professoriate.

One important element in relation to UCT staff involved in teaching and learning is what we have called in this report the casualisation of staff (see Chapter 4). Greater numbers of students and the need to increase tutorials, different management of the classroom space and intense pedagogic involvement necessitates more staff. Tutors, teaching assistants and lecturers play a crucial role in sustaining the teaching and learning enterprise, yet their conditions of employment, their training and the possibilities of a career path in academia are not clear. This is an area of work in which collaboration with the HR department needs to take place in order for these forms of employment and the role they play in relation to students and senior academics to be better understood.

STUDENT PERFORMANCE

Most South African universities reported lower levels of performance during the 2015–2017 period and in general there is agreement that violence, uncertainty and disrupted academic years did affect the students. At UCT, although there has been an overall small decline in performance, in general at course level it has not varied too much. The concerning problem at UCT is the marked difference in the performance of African and white students. This achievement gap is all the more concerning when UCT has among the highest admissions requirements in the country. While overall performance varies from faculty to faculty and across course level (1000, 2000, 3000, 4000), they all share the same problem in terms of the achievement gap. It is urgent and important that UCT comes to a much greater and granular understanding of student "failure" at both faculty and institutional level, if we are to reduce the achievement gap between African and white students, and truly challenge inequality.

The overall undergraduate course success rate in 2018 dropped slightly from 85% in 2017 to 84%. Course success at the crucial 1000 level dropped back from 86% in 2015 to 83% in 2016 and 2017, and 81% in 2018. It must be noted though that among African students the 1000-level success rate decreased steadily over the five years from 81% in 2014 to 75% in 2018. The success rate among white students has remained relatively constant at around 90 to 91%.

The overall success rate in 2000-level courses remained steady at 84% in 2018. The 2000-level success rate among African and white students remained constant between 2017 and 2018 at 76% and 92% respectively.

The overall success rate in 3000-level courses dropped by 1% between 2017 and 2018. The performance gap between African and white students at this level held steady at about 13 percentage points in 2018.

The reasons for poor performance are many and complex. From an academic perspective, as indicated in Chapter 3 on curriculum change, one of the greatest concerns at UCT is curriculum overload.

While each faculty has different challenges in this regard depending on a variety of issues, including the role of professional councils in the determination of curriculum, all undergraduate programmes at UCT have an average of 30% higher credit load than prescribed in the Higher Education Qualifications Sub-Framework. Again, the reasons for this are many, but lack of coordination at programme level is a particularly important one.

Besides credit overload, students' lack of engagement with their own learning (Chapter 2) is another element affecting performance. Students' absence from lectures, a common complaint among academics, is as much a function of overload (students choose not to attend classes in order to study) as a function of students not feeling engaged by the lecturer, or the pace of the lecturers being too fast for many students.

Interestingly, one of the characteristics of all candidates and awardees of the Distinguished Teacher Award at UCT is precisely their ability to engage students in their learning and to teach at a pace that can be followed by all students (see Chapter 4).

The analysis provided here speaks to the second stretch proposed in the introduction: the development of a collective institutional sensibility around centring the student experience and supporting student success. This will require a deeper and more holistic understanding of our students. We also need to develop a common vision of what "success" looks like and what we understand by quality teaching.

Curricular and pedagogic innovation, whether in courses that are part of the mainstream (see the example of linguistics in Chapter 4) or in courses designed to help develop a particular type of skill (academic literacy in Chapter 4), are important developments flourishing across faculties in direct response to students' demand for decolonisation. These innovations include, as in the case

The analysis provided here speaks to the second stretch proposed in the introduction: the development of a collective institutional sensibility around centring the student experience and supporting student success.

of the Faculty of Humanities, fundamental changes to the manner in which students are assessed.

Extended programmes and all their various structural shapes have been a state-funded policy since the early 1990s, to deal with the achievement gap which emerged initially in historically white institutions as black students were being admitted to undergraduate programmes. Over the years they have served to admit and graduate blacks students who would not otherwise have been admitted. Both national and institutional data show, however, that these programmes have not delivered the anticipated outcomes. One clear reason for this is that with very few exceptions the extended programmes would be more accurately described as extended first years rather than extended programmes.

At UCT extended programme students as a subset of the undergraduate cohort show concerningly low levels of success in 2000-level courses in particular. Additionally, it is of concern that the 1000-level course success rate among foundation students has decreased progressively over the past five years, from 80% in 2014 down to 75% in 2018. A difference between 1000- and 2000-level success rates among foundation students was apparent across all faculties and was particularly pronounced in business/commerce and broad humanities courses.

Extended programme courses were one of the focuses of the 2015–2017 student protests, although this did not manifest in the same way in all faculties. The question put to academic development practitioners was about the risk of stigmatisation of students directly enrolled in extended programmes. The responses to this varied from faculty to faculty and depended also on the nature of the problem to be tackled besides the political critique of extended programmes. In some cases it was the need to deal with the poor success of students in the extended programmes themselves; in others it was, contradictorily, the need to generalise the outcome of the extended programme experience to the mainstream programmes. While the direct placement in extended programmes (Science and EBE) was replaced by a system of transfer of students after week seven in the first term into a slower paced or more supported programme, in other cases (Humanities) the system of tutorials available in the extended programme will become part of the mainstream offering in courses common to all Humanities students (see Chapter 1).

The performance in the area of curriculum, whether mainstream or extended, speaks to stretches three and four. This is not a case for doing away with extended programmes that are working. However, a systematic assessment of performance needs to be made for the good practices and understandings of extended curricula to become part of mainstream curricula:

• to infuse the learnings of three decades of experience in extended curriculum programmes and augmented courses into the full mainstream curriculum to reduce the achievement gap and improve the average performance of all students across all faculties
• to review and amend the undergraduate curriculum in such a way that it responds simultaneously to the imperative of decolonisation and the need to produce graduates who are adaptable and who can respond to a fast-changing and uncertain employment landscape predicted for the future.

ACADEMIC STANDING: THE IMPACT OF INEQUALITY ON ACADEMIC PERFORMANCE

Between 2014 and 2016, 87% to 89% of all undergraduates met the minimum requirements for readmission. This has remained more or less steady at 86% for 2018. Of the undergraduates who failed to meet minimum readmission requirements, approximately 75% were granted concessions to continue with their studies.

The proportions of students requiring concessions to continue varied by race: in 2018, 19% of African, 12% of coloured, 11% of Indian and 5% of white students were awarded concessions to continue studying.

This data tells a multilayered story about students' performance at UCT. First, it tells that their performance is among the best in the country. Secondly, it tells that UCT is not excluding many students for poor academic performance. Thirdly, it tells, once again, that academic performance is racialised, with black students being more likely to require one or more concessions than their white counterparts.

Chapter 2 on the student experience analysed in detail the problem of academic exclusions. It pointed out how, especially since the student protests, the numbers of requests for deferred examinations and appeals to academic exclusions have almost more than trebled. It noted also that the academic rules governing deferred examinations and academic exclusions are no longer suited to respond to the reality of the new student population at UCT. In particular the chapter noted the role that structural inequality has on poor student performance. As much as the increase in the size of NSFAS grants, the funding of the missing middle student population and UCT's own funding has helped to ease the financial need of students, none of this modifies the structural situation of students' families, to which students often contribute from their grants. While UCT has no power to alter inequality at societal level, it can modify its rules and practices to take into account the impact that this has on students' performance.

Finally, Chapter 2 also noted, as did the faculty reports, the role that different forms of mental illness have in undermining performance among students. Once again, the report from the Student Wellness Service (SWS) pointed to the racialised and gendered profile of their clients: more black and women students on financial aid. The contribution of SWS to the *Teaching and Learning Report* is especially important in that it notes that as much as clinical presentations such as depression are on the increase, the main reason why students approach the service is usually academic difficulties that translate in intolerable levels of stress and anxiety.

The reports of the academic readmission appeals committees suggest that work needs to be done simultaneously in a number of areas that fall squarely within the teaching and learning portfolio: curriculum structure and load; assessment; monitoring of student performance, academic advice and academic support; and review and changing of rules about examinations and academic exclusions. These same committees also point to the need to work more closely with Student Affairs and the residences system to develop more integrated support for students.

The analysis of academic exclusions as much as the one presented next on graduation speaks to stretches five and seven:

• Grow and centralise data analytics capacity and the institutionalisation of evidence-based decision-making at every level. This will require the development of greater statistical capabilities, training on student advising, and development of processes allowing the use of learning analytics to support students.

• Make better use of the already available resources and invest more in innovative teaching and learning that can respond faster to changing generational needs
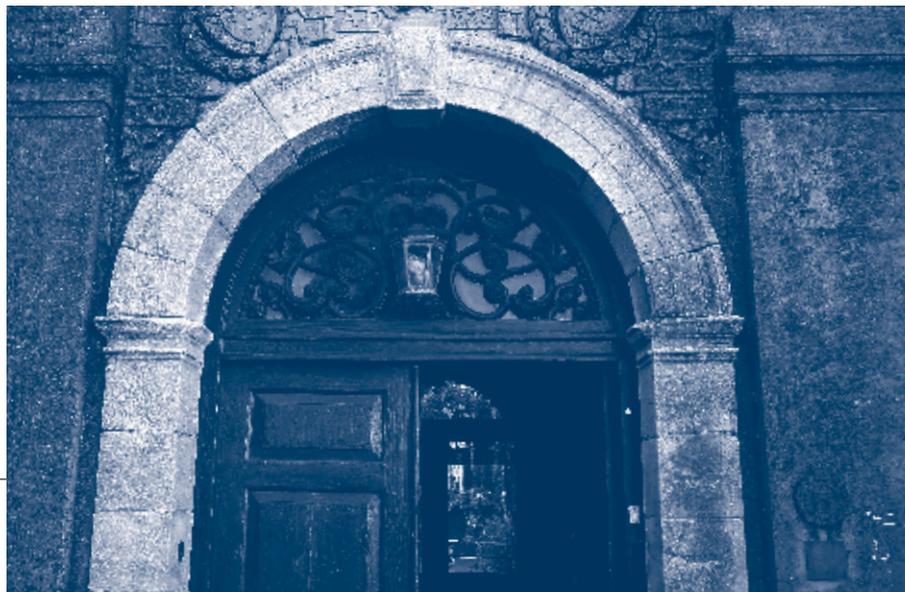
around learning. As such, blended learning, variable assessment models, and teaching for different modes of learning need to become the norm and not the exception to what academics do.

COMPLETION AND GRADUATION: UCT'S CONTRIBUTION TO SOUTH AFRICA'S EMPLOYMENT

The 2010–2014 first-time entering undergraduate (FU) cohorts show a steady completion rate at 72–73% of each entry cohort. The analysis of these cohorts shows a progressive, small increase in the proportion of students still busy with their undergraduate studies after five years (8% of the 2014 FU cohort), and likewise a decrease in the proportion of students excluded on academic grounds (down to 9% of the 2014 FU cohort in comparison with 13% of the 2010 cohort). By the end of 2018, 10% of the 2014 FU cohort (in comparison with 8% of the equivalent 2010 cohort) had dropped out in good academic standing. Particularly high rates of cumulative academic exclusion were apparent within the 2009 EBE and Science FU cohorts: 30% and 33%, respectively. The academic exclusion rates in these two faculties have since dropped markedly, with 14% of the 2014 Science FU cohort and only 8% of the equivalent EBE cohort being excluded on academic grounds by the end of 2018.

Of particular interest is the Extended Degree Programme (EDP) in Science, which shifted from direct admission to the extended programme to a transfer model where students are advised to transfer into the EDP based on early test results and NSC results in 2013. Completion among Science FUs had dropped from 69% among the 2010 cohort to 65% of the 2012 cohort, with between 20 and 24% of these cohorts being refused readmission on academic grounds. Completion rates are somewhat higher within the new model, with 68% of the 2013 cohort and 70% of the 2014 cohort having completed

their studies after five years of study. It is noteworthy that the rates of academic exclusion (14% in the case of both the 2013 and 2014 cohorts) are markedly lower than for the old, direct admission model. The potential completion rate in both cohorts, after five years of study, is 78% in comparison with 70% within the 2012 FU cohort.

While this has improved somewhat, there is a persistent, wide gap in cohort completion rates across the race groups. Looking at the 2009 FU cohort, 79% of the white FU cohort had completed a qualification in stark contrast to 48% of the African FU intake by the end of 2013. Within the 2014 cohort, the completion rate among white students increased to 85% but was still only 61% among African students. About 13% of the 2013 African cohort was still busy with their undergraduate studies at the end of 2018, bringing the potential completion rate within the cohort up to 74% in comparison with 60% within the equivalent 2009 FU cohort, and 89% among the equivalent white cohort.

The large number of African students still busy with undergraduate studies after five years relates to a large extent to the frequency of enrolment on extended programmes, where the minimum time to degree is a year longer than in the mainstream. The overall completion rate within the 2014 extended degree programmes (55%) was 3% higher than that within the equivalent 2012 cohort. Potential completion within the extended programmes (71%) was slightly lower than within the African mainstream (74%). Overall attrition in the EDPs dropped slightly to 29% among the 2014 cohort, from a peak of 31% among the 2011 and 2012 cohorts. By way of comparison, the level of attrition within the 2009 foundation cohort was 43%.

The data analysed suggests that there have been marginal improvements in completion and that this might be derived from a number of interventions put in place in some faculties. As Chapter 1 explains, there is still much to be done to

understand how and why certain courses act as major obstacles to students' graduation. The collaborative work done on Courses Impeding Graduation (CIGs) suggests that changes to the curriculum and pedagogy in some of these courses could have a marked impact on improving UCT graduations across Science, Engineering and Commerce. The CIGs project is a good example of the kinds of interventions that combined data-rich analysis with deep curriculum knowledge in a collaborative effort across faculties with the support of CHED and IPD.

UCT is among the top performing universities in South Africa in terms of the actual number of students who graduate every year. In 2018 UCT graduated a total of 7 379 students, 156 fewer than 2017. The largest group of graduates were three-year bachelor's graduates (1 842 in 2018), followed by professional first bachelor's graduates (1 627) and master's graduates (1 381).

As shown in Chapter 1, UCT takes care of students from enrolment to employment. The number of UCT students who already have jobs at the time of graduation is among the highest in the country, while UCT ranks 18th globally for the employability of its graduates. This is testimony to the quality of the degrees offered and a reason to keep on supporting the interface between academic programmes and employers.

As mentioned in the introduction, UCT has one particular challenge when it comes to graduations: the quality of the passes. Despite an improvement in the quality of passes among African bachelor's graduates between the 2014 and 2018 graduation years, the profiles of the 2018 African and white graduates differed markedly, with white students generally outperforming African students in terms of their cumulative GPA at the time of graduation.

From the point of view of both excellence and transformation it is essential that UCT takes on the challenge of deracialising the quality of passes. If UCT's admission requirements are the highest in the country, it is part of our collective responsibility that the majority of our students graduate with a GPA higher than 50%. A number of arguments can be advanced to justify why this is the case. Especially important from the point of view of UCT as a research-intensive university is that it is urgent to increase the pool of African students qualifying for admission to postgraduate study. This is not only important for the development of the professions and all fields of knowledge but it is also important for the development of the new generation of South African academics.

POSTGRADUATE TEACHING AND LEARNING

Enrolments

At a research-intensive university like UCT the size of the postgraduate enrolments is particularly important. These enrolments have two main sources: own undergraduate students who enrol for postgraduate degrees, starting with honours, and students who come from other South African universities and universities in other countries.

The first time of enrolment is usually referred to as conversion. In this report (Chapter 6), three-year bachelor's graduates who entered at least an honours degree in the year following graduation, and professional first bachelor's graduates who similarly entered at least a master's programme, have been considered to have converted to postgraduate study. The highest rates of conversion among three-year bachelor's graduates took place among Science and EBE graduates. Notably, the conversion rates among three-year bachelor's graduates in all faculties other than Science dropped by at least 2% between 2017 and 2018. While there was a steady increase in the conversion rate among African three-year bachelor's graduates between 2014 and 2017, there was a marked decline in 2018. The conversion rate among international

three-year bachelor's graduates also dropped markedly between 2017 and 2018. Conversion rates among the other population groups have been more variable across the years. In terms of the conversion of professional first bachelor's graduates into postgraduate study, the rate is far lower than that among three-year bachelor's graduates, generally fluctuating at around 9–10% of all graduates. It is also noteworthy that until 2017, the conversion rate among female graduates was consistently lower than that among male professional first bachelor's graduates. In 2018 however, this had equalised.

Taking postgraduate enrolment as a whole, between 2017 and 2018 postgraduate enrolments increased in all faculties, other than the Faculty of Law. Overall, between 2014 and 2018, the postgraduate enrolment grew at a rate of 4.8% per annum, peaking at 11 250 in 2018. The postgraduate percentage of the total enrolment increased progressively from 35% in 2014 to 39% in 2018. In demographic terms, enrolments increased for black and coloured students, whereas the number of white postgraduates dropped quite markedly. The proportion of international postgraduates increased from 21.5% in 2014 to 25.1% in 2018, with the majority of these students being from the rest of Africa. The proportion of SA postgraduates with undeclared race increased from 7% in 2014 to 19.8% of the 2018 postgraduate enrolment. Postgraduate enrolments increased steadily across the 2014 to 2018 period in all qualification types except the postgraduate diploma, where the enrolment peaked at 1 896 in 2015, dropping back to 1 665 in 2018.

11 250

Overall, between 2014 and 2018, the postgraduate enrolment grew at a rate of 4.8% per annum, peaking at 11 250 in 2018.

Time to completion

Leaving aside funding, time to completion is one of the main challenges faced by UCT in the area of postgraduate education. The data shows an increase in time to completion across postgraduate qualifications. The average time to degree

among those completing postgraduate diplomas increased slightly from 1.2 years in 2014 to 1.3 years in 2018. Similarly, the average time to completion among honours graduates increased from 1.1 years in 2014 to 1.2 years in 2018. Master's cohorts have been tracked for four years in this analysis. The overall completion rate among master's cohorts ranged between 64% (of the 2011 and 2014 intakes) and 75% (of the 2012 intake). Nine percent of the 2014 intake was still registered at the master's level after four years, and the potential completion rate within this cohort was thus 73%. The proportion of the intake still registered after four years of study increased with successive cohorts: 6% of the 2010 intake in comparison with 9% of the 2013 and 2014 cohorts were still busy with their master's studies after four years. The proportion dropping out in good academic standing ranged between 18% and 21% of each cohort, peaking at 21% among the 2011 cohort. Around 3% of each cohort had upgraded to doctoral study during the four-year tracking period. The analysis reflects increasing times to degree at the master's level: The average time to completion among 2014 graduates was two years – this increased to three years in respect of 2018 graduates.

The 2010 to 2014 new intakes of doctoral students were tracked for five years. The overall completion rate among new doctoral intakes peaked at 51% (of the 2013 intake) and then dropped markedly to only 29% for the 2014 cohort. Between 28% and 34% of each cohort was still registered at the end of five years, bringing the potential cohort completion rates to between 62% (within the 2014 cohort) and 80% (within the 2011 cohort). Attrition rates within the doctoral cohorts (including those who dropped out in good academic standing as well as the small number excluded academically) ranged between 29% (of the 2011 cohort) and 35% (of the 2014 entry cohort). Retention and completion patterns at the doctoral level varied widely across the faculties

and entry years, but the decrease in the completion rate and increased attrition rate within the overall 2014 doctoral cohort is of concern.

Postgraduate graduations
There have been progressive decreases in the graduation rates in several qualifications, including three-year bachelor's degrees, postgraduate diplomas, honours degrees and master's degrees. The largest dip of 82 has been at the doctoral level. There is a concerning decrease in the graduation rate by faculty and qualification type across the 2014 to 2018 period.

  As mentioned in relation to undergraduate enrolments, the increase of postgraduate students from 34% of enrolments to 39% in 2019 took place without a concomitant increase in supervisory capacity, especially at doctoral level. This creates a potential problem in terms of the quality of supervision UCT is able to provide to ever-increasing numbers of students. While postgraduate education in

relation to research degrees is not part of the teaching and learning portfolio, identifying the challenges in the area of postgraduate education from honours to doctoral degrees needs to become a focus of attention: As indicated in the introduction UCT has not had a formalised debate about the implications for teaching and learning of being a world-ranked university. UCT's performance in the rankings as a result of its excellence in research should oblige the university to also be at the cutting edge of excellent and innovative teaching and learning, but there is no explicit formulation of what this means. While this clearly applies to the undergraduate degree, it also pertains to postgraduate education.

  The first stretch proposed in the introduction is to develop a common understanding of what it means to study at undergraduate level at a research-intensive university. The question: "What is the role of the undergraduate curriculum in the development of research skills among our students?" could also be applied to postgraduate

education. The underlying question that needs to be answered in terms of the Vice-Chancellor's three pillars – excellence, transformation and sustainability – is what it takes to produce an excellent graduate (undergraduate or postgraduate) responding to the imperative of transformation. How, in the context of uncertain subsidy levels, growing student need for services that go beyond academic support, falling national research funding and state-determined tuition fees, can UCT not only sustain but improve its academic offerings?

The next years will be key, first in determining the cost of quality education, that is education that can disrupt inequality; second, in investigating forms in which adequate funding can be generated within and outside the core functions of the university; and third in developing strategies to bring both together.

As a necessary step in this direction during 2019 we will develop a new teaching and learning strategy for UCT which will lay out the goals, a plan of action and targets in this portfolio until 2025. Three areas will be given particular attention:

- Improving UCT's performance in all teaching and learning indicators: throughput, success rates, quality of passes, and achievement gap.
- Transformation of the organisation, conceptualisation and structure of the undergraduate curriculum to respond to the needs of the 21st century in South Africa.
- Transformation of the student experience throughout the undergraduate degree and into postgraduate education.

We trust that the same commitment, expertise and dedication offered by UCT academic and PASS staff during 2018 will be available during 2019 to keep on stretching excellence.

APPENDIX

SECTION 1 : TOTAL, UNDUPLICATED STUDENT ENROLMENTS : 2014-2018

TABLE 1
Total undergraduate plus postgraduate head-count student enrolments: 2014-2018

Faculty	2014	2015	2016	2017	2018	Average annual change
Commerce	6470	7295	7751	7144	6777	1,2%
	24%	26%	27%	25%	24%	
GSB	873	915	790	812	850	-0,7%
	3%	3%	3%	3%	3%	
EBE	4336	4413	4673	4866	4939	3,3%
	16%	16%	16%	17%	17%	
Health Sciences	3947	4236	4572	4815	4940	5,8%
	15%	15%	16%	17%	17%	
Humanities	7047	7021	7158	6829	7110	0,2%
	27%	25%	24%	24%	25%	
Law	1287	1359	1462	1405	1265	-0,4%
	5%	5%	5%	5%	4%	
Science	2545	2570	2826	2853	2863	3,0%
	10%	9%	10%	10%	10%	
TOTAL	**26505**	**27809**	**29232**	**28724**	**28744**	**2,0%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column

Notes:
1. In a head-count total, students are counted as units even if they are part-time students taking less than a full-time curriculum.
2. The 2012–2016 head-count totals shown were extracted from the HEMIS Sub 3 student tables for each year. Unique, unduplicated head-counts were extracted using the derived head-count enrolment data element 589.
3. A faculty's head-count total is the total of students enrolled for the various degrees, diplomas and certificates

TABLE 2
Undergraduate student enrolments: 2014–2018

Faculty	2014	2015	2016	2017	2018	Average annual change
Commerce	4680	5308	5438	5037	4516	-0,9%
	27%	30%	30%	28%	26%	
GSB	148	0	0	0	0	-100,0%
	0%	0%	0%	0%	0%	
EBE	2958	2997	3191	3275	3321	2,9%
	17%	17%	17%	18%	19%	
Health Sciences	2029	2110	2208	2318	2259	2,7%
	12%	12%	12%	13%	13%	
Humanities	5206	5134	5171	4898	5048	-0,8%
	30%	29%	28%	27%	29%	
Law	644	696	717	688	660	0,6%
	4%	4%	4%	4%	4%	
Science	1529	1478	1688	1656	1690	2,5%
	9%	8%	9%	9%	10%	
TOTAL	**17194**	**17723**	**18413**	**17872**	**17 494**	**0,4%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column

TABLE 3
Postgraduate student enrolments: 2014–2018

Faculty	2014	2015	2016	2017	2018	Average annual change
Commerce	1790	1987	2313	2107	2261	6,0%
	19%	20%	21%	19%	20%	
GSB	725	915	790	812	850	4,1%
	8%	9%	7%	7%	8%	
EBE	1378	1416	1482	1591	1618	4,1%
	15%	14%	14%	15%	14%	
Health Sciences	1918	2126	2364	2497	2681	8,7%
	21%	21%	22%	23%	24%	
Humanities	1841	1887	1987	1931	2062	2,9%
	20%	19%	18%	18%	18%	
Law	643	663	745	717	605	-1,5%
	7%	7%	7%	7%	5%	
Science	1016	1092	1138	1197	1173	3,7%
	11%	11%	11%	11%	10%	
TOTAL	**9311**	**10086**	**10819**	**10852**	**11250**	**4,8%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column

TABLE 4
Head-count student enrolments by population group

Note: International students are those who are neither SA citizens nor permanent residents

Faculty	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	1781	1868	1961	1976	1900	749	832	866	821	706	694	666	692	663	575	1994	2069	2142	1792	1379	614	728	756	713	622	228	233	267	172	208	6470	7295	7751	7144	6777
	24%	26%	25%	28%	28%	12%	11%	11%	11%	10%	11%	9%	9%	9%	8%	31%	28%	28%	25%	20%	9%	10%	10%	10%	9%	4%	3%	3%	2%	3%	100%	100%	100%	100%	100%
GSB	202	160	124	125	116	134	97	63	49	54	79	55	30	29	30	243	162	79	82	63	117	156	182	179	177	23	69	40	42	31	873	915	790	812	850
	22%	17%	16%	15%	14%	15%	11%	8%	6%	6%	9%	6%	4%	4%	4%	28%	18%	10%	10%	7%	13%	17%	23%	22%	21%	3%	8%	5%	5%	4%	100%	100%	100%	100%	100%
EBE	1018	980	1115	1294	1424	491	486	531	562	590	332	366	392	406	379	1306	1314	1351	1338	1289	659	797	848	867	809	153	152	144	122	119	4336	4413	4673	4866	4939
	23%	22%	24%	27%	29%	11%	11%	11%	12%	12%	8%	8%	8%	8%	8%	30%	30%	29%	27%	26%	15%	18%	18%	18%	16%	4%	3%	3%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	1050	1051	1120	1196	1191	648	664	698	713	718	325	338	365	351	345	1179	1237	1175	1130	1086	380	454	504	522	559	55	75	94	89	88	3947	4236	4572	4815	4940
	25%	25%	24%	25%	24%	16%	16%	15%	15%	15%	8%	8%	8%	7%	7%	30%	29%	26%	23%	22%	10%	11%	11%	11%	11%	1%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Humanities	1468	1479	1513	1458	1427	1164	1093	1154	1121	1191	226	242	228	204	170	2145	1984	1827	1541	1301	461	506	547	528	518	831	965	944	592	671	7047	7021	7158	6829	7110
	21%	21%	21%	21%	20%	17%	16%	16%	16%	17%	3%	3%	3%	3%	2%	30%	28%	26%	23%	18%	7%	7%	8%	8%	7%	12%	14%	13%	9%	9%	100%	100%	100%	100%	100%
Law	228	249	265	272	288	212	206	229	245	210	69	73	82	88	78	430	440	423	341	285	143	154	182	192	178	83	85	108	87	104	1287	1359	1462	1405	1265
	17%	18%	18%	19%	23%	16%	15%	16%	17%	17%	5%	5%	6%	6%	6%	33%	32%	29%	24%	23%	11%	11%	12%	14%	14%	6%	6%	7%	6%	8%	100%	100%	100%	100%	100%
Science	542	566	679	793	851	248	244	291	306	292	110	108	146	142	131	902	949	986	952	920	356	363	339	322	286	166	157	211	148	171	2545	2570	2826	2853	2863
	21%	22%	24%	28%	30%	10%	9%	10%	11%	10%	4%	4%	5%	5%	5%	35%	37%	35%	33%	32%	14%	14%	12%	11%	10%	7%	6%	7%	5%	6%	100%	100%	100%	100%	100%
TOTAL	**6289**	**6353**	**6777**	**7114**	**7197**	**3646**	**3622**	**3832**	**3817**	**3761**	**1835**	**1848**	**1935**	**1883**	**1708**	**8199**	**8155**	**7983**	**7176**	**6323**	**2730**	**3158**	**3358**	**3323**	**3349**	**1539**	**1736**	**1808**	**1252**	**1392**	**26505**	**27809**	**29232**	**28724**	**28744**
	23%	**23%**	**23%**	**25%**	**25%**	**14%**	**13%**	**13%**	**13%**	**13%**	**7%**	**7%**	**7%**	**7%**	**6%**	**31%**	**29%**	**27%**	**25%**	**22%**	**10%**	**11%**	**11%**	**12%**	**11%**	**6%**	**6%**	**6%**	**4%**	**5%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 5
Undergraduate student enrolments by population group

Faculty	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	1409 30%	1468 28%	1449 27%	1456 29%	1346 30%	578 12%	622 12%	634 12%	603 12%	479 11%	552 12%	539 10%	558 10%	524 10%	425 9%	1397 30%	1490 28%	1533 28%	1312 26%	903 20%	324 7%	415 8%	438 8%	396 8%	307 7%	170 4%	184 3%	165 3%	116 2%	123 3%	4680 100%	5308 100%	5438 100%	5037 100%	4516 100%
GSB	36 24%	0 0%	0 0%	0 0%	0 0%	22 15%	0 0%	0 0%	0 0%	0 0%	14 9%	0 0%	0 0%	0 0%	0 0%	47 32%	0 0%	0 0%	0 0%	0 0%	22 15%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	148 100%	0 0%	0 0%	0 0%	0 0%
EBE	786 27%	755 25%	822 26%	900 27%	1010 30%	326 11%	332 11%	363 11%	398 12%	422 13%	254 9%	290 10%	316 10%	334 10%	299 9%	885 30%	895 30%	905 28%	879 27%	855 26%	398 13%	486 16%	528 17%	521 16%	472 14%	91 3%	91 3%	78 2%	69 2%	64 2%	2958 100%	2997 100%	3191 100%	3275 100%	3321 100%
Health Sciences	801 39%	812 38%	850 38%	896 39%	883 39%	429 21%	466 22%	498 23%	508 22%	497 22%	176 9%	189 9%	206 9%	193 8%	196 9%	489 24%	550 26%	528 24%	537 23%	514 23%	33 2%	30 1%	25 1%	19 1%	18 1%	2 0%	1 0%	1 0%	0 0%	0 0%	2029 100%	2110 100%	2208 100%	2318 100%	2259 100%
Humanities	1240 24%	1233 24%	1228 24%	1154 24%	1097 22%	919 18%	873 17%	903 17%	867 18%	924 18%	166 3%	168 3%	157 3%	132 3%	104 2%	1436 28%	1328 26%	1177 23%	1019 21%	820 16%	259 5%	299 6%	310 6%	298 6%	270 5%	700 13%	809 16%	773 15%	429 9%	500 10%	5206 100%	5134 100%	5171 100%	4898 100%	5048 100%
Law	143 22%	161 23%	174 24%	178 26%	193 29%	113 18%	112 16%	135 19%	151 22%	147 22%	40 6%	53 8%	52 7%	52 8%	57 9%	242 38%	270 39%	247 34%	212 31%	177 27%	32 5%	46 7%	48 7%	46 7%	41 6%	36 6%	30 4%	21 3%	16 2%	15 2%	644 100%	696 100%	717 100%	688 100%	660 100%
Science	413 27%	411 28%	502 30%	570 34%	642 38%	170 11%	163 11%	200 12%	214 13%	200 12%	63 4%	61 4%	95 6%	96 6%	84 5%	527 34%	538 36%	584 35%	537 32%	513 30%	148 10%	139 9%	104 6%	85 5%	73 4%	85 6%	75 5%	119 7%	63 4%	93 6%	1529 100%	1478 100%	1688 100%	1656 100%	1690 100%
TOTAL	**4828 28%**	**4840 27%**	**5025 27%**	**5154 29%**	**5171 30%**	**2557 15%**	**2568 14%**	**2733 15%**	**2741 15%**	**2669 15%**	**1265 7%**	**1300 7%**	**1384 8%**	**1331 7%**	**1165 7%**	**5023 29%**	**5071 29%**	**4974 27%**	**4496 25%**	**3782 22%**	**1216 7%**	**1415 8%**	**1453 8%**	**1365 8%**	**1181 7%**	**1084 6%**	**1190 7%**	**1157 6%**	**693 4%**	**795 5%**	**17794 100%**	**17723 100%**	**18413 100%**	**17872 100%**	**17494 100%**

Percentages should be read across each row

Note
1 Students with unknown nationality and/or race are not included in the population group columns but do appear in the Total column

TABLE 6
Postgraduate student enrolments by population group

Faculty	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	372	400	512	520	554	171	210	232	218	227	142	127	134	139	150	597	579	609	480	476	290	313	318	317	315	58	49	102	56	85	1790	1987	2313	2107	2261
	21%	20%	22%	25%	25%	10%	11%	10%	10%	10%	8%	6%	6%	7%	7%	33%	29%	26%	23%	21%	16%	16%	14%	15%	14%	3%	2%	4%	3%	4%	100%	100%	100%	100%	100%
GSB	166	160	124	125	116	112	97	63	49	54	65	55	30	29	30	196	162	79	82	63	95	156	182	179	177	23	69	40	42	31	725	915	790	812	850
	23%	17%	16%	15%	14%	15%	11%	8%	6%	6%	9%	6%	4%	4%	4%	27%	18%	10%	10%	7%	13%	17%	23%	22%	21%	3%	8%	5%	5%	4%	100%	100%	100%	100%	100%
EBE	232	225	293	394	414	165	154	168	164	168	78	76	76	72	80	421	419	446	459	434	261	311	320	346	337	62	61	66	53	55	1378	1416	1482	1591	1618
	17%	16%	20%	25%	26%	12%	11%	11%	10%	10%	6%	5%	5%	5%	5%	31%	30%	30%	29%	27%	19%	22%	22%	22%	21%	4%	4%	4%	3%	3%	100%	100%	100%	100%	100%
Health Sciences	249	239	270	300	308	219	198	200	205	221	149	149	159	158	149	690	687	647	593	572	347	424	479	503	541	53	74	93	89	88	1918	2126	2364	2497	2681
	13%	11%	11%	12%	11%	11%	9%	8%	8%	8%	8%	7%	5%	5%	6%	36%	32%	27%	24%	21%	18%	20%	20%	20%	20%	3%	3%	4%	4%	3%	100%	100%	100%	100%	100%
Humanities	228	246	285	304	330	245	220	251	254	267	60	74	71	72	66	709	656	650	522	481	202	207	237	230	248	131	156	171	163	171	1841	1887	1987	1931	2062
	12%	13%	14%	16%	16%	13%	12%	13%	13%	13%	3%	4%	4%	4%	3%	39%	35%	33%	27%	23%	11%	11%	12%	12%	12%	7%	8%	9%	8%	8%	100%	100%	100%	100%	100%
Law	85	88	91	94	95	99	94	94	94	63	29	20	30	36	21	188	170	176	129	108	111	108	134	146	137	47	55	87	71	89	643	663	745	717	605
	13%	13%	12%	13%	16%	15%	14%	13%	13%	10%	5%	3%	4%	5%	3%	29%	26%	24%	18%	18%	17%	16%	18%	20%	23%	7%	8%	12%	10%	15%	100%	100%	100%	100%	100%
Science	129	155	177	223	209	78	81	91	92	92	47	47	51	46	47	375	411	402	415	407	208	224	235	237	213	81	82	92	85	78	1016	1092	1138	1197	1173
	13%	14%	16%	19%	18%	8%	7%	8%	8%	8%	5%	4%	4%	4%	4%	37%	38%	35%	35%	35%	20%	21%	21%	20%	18%	8%	8%	8%	7%	7%	100%	100%	100%	100%	100%
TOTAL	**1461**	**1513**	**1752**	**1960**	**2026**	**1089**	**1054**	**1099**	**1076**	**1092**	**570**	**548**	**551**	**552**	**543**	**3176**	**3084**	**3009**	**2680**	**2541**	**1514**	**1743**	**1905**	**1958**	**1968**	**455**	**546**	**651**	**559**	**597**	**9311**	**10086**	**10819**	**10852**	**11250**
	16%	**15%**	**16%**	**18%**	**18%**	**12%**	**10%**	**10%**	**10%**	**10%**	**6%**	**5%**	**5%**	**5%**	**5%**	**34%**	**31%**	**28%**	**25%**	**23%**	**16%**	**17%**	**18%**	**18%**	**17%**	**5%**	**5%**	**6%**	**5%**	**5%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Note
1 Students with unknown nationality and/or race are not included in the population group columns but do appear in the Total column

TABLE 7
NSC/SC aggregate equivalents of all first-time entering undergraduates

Faculty	"A" AGGREGATE					"B" AGGREGATE					"C" AGGREGATE					"D" AGGREGATE				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	55%	45%	47%	47%	46%	36%	40%	42%	42%	44%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%
EBE	49%	45%	41%	47%	44%	28%	28%	32%	31%	35%	5%	4%	8%	6%	6%	0%	1%	0%	0%	1%
Health Sciences	63%	55%	57%	56%	70%	25%	27%	30%	29%	21%	9%	15%	8%	12%	5%	0%	0%	0%	0%	0%
Humanities	16%	17%	15%	16%	15%	39%	33%	36%	36%	36%	26%	27%	33%	33%	37%	1%	1%	0%	2%	2%
Law	47%	31%	34%	29%	16%	41%	53%	58%	58%	63%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Science	46%	50%	46%	43%	46%	36%	39%	42%	44%	42%	0%	1%	6%	5%	3%	0%	0%	0%	0%	0%
TOTAL	**1628**	**1570**	**1588**	**1513**	**1414**	**1347**	**1451**	**1592**	**1510**	**1429**	**386**	**485**	**536**	**529**	**512**	**17**	**29**	**5**	**24**	**31**
	42%	**38%**	**37%**	**38%**	**38%**	**35%**	**35%**	**37%**	**37%**	**38%**	**10%**	**12%**	**13%**	**13%**	**14%**	**0%**	**1%**	**0%**	**1%**	**1%**

Faculty	"E" AGGREGATE					NOT KNOWN					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	0%	0%	0%	0%	0%	9%	11%	11%	11%	9%	1207	1320	1068	1068	1007
EBE	0%	0%	0%	0%	0%	18%	22%	19%	16%	14%	617	676	734	734	736
Health Sciences	0%	0%	1%	0%	0%	3%	3%	5%	3%	4%	382	427	434	434	333
Humanities	0%	1%	2%	1%	1%	17%	21%	13%	13%	9%	1201	1237	1239	1239	1193
Law	0%	0%	0%	0%	0%	12%	16%	8%	13%	19%	66	74	79	79	63
Science	0%	0%	0%	0%	0%	19%	10%	6%	7%	8%	426	427	479	479	429
TOTAL	**2**	**14**	**35**	**13**	**9**	**519**	**612**	**508**	**444**	**366**	**3899**	**4161**	**4264**	**4033**	**3761**
	0%	**0%**	**1%**	**0%**	**0%**	**13%**	**15%**	**12%**	**11%**	**10%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:
1. The calculation of aggregate equivalents of NSC writers is as follows:

NSC Raw points	Aggregate equivalent
>=480	A
420 - 479	B
360 - 419	C
300 - 359	D
299 and <	E

2. Most of those with aggregates shown as 'not known' are foreign students.
3. The data is extracted from PeopleSoft early in the academic year.

TABLE 8A
Full-time academic staff in each faculty: 2014-2018

Faculty	FULL-TIME ACADEMIC STAFF					% OF TOTAL FULL-TIME ACADEMIC STAFF				
	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017
CHED	59	64	63	61	59	6%	6%	6%	6%	6%
Commerce	116	123	122	127	139	12%	12%	12%	13%	14%
GSB	23	22	24	23	20	2%	2%	2%	2%	2%
EBE	122	126	132	133	128	13%	13%	13%	13%	13%
Health Sciences	174	188	194	189	192	18%	19%	19%	19%	19%
Humanities	234	239	234	228	225	25%	24%	23%	23%	23%
Law	50	54	56	57	55	5%	5%	6%	6%	6%
Science	177	182	180	186	179	19%	18%	18%	19%	18%
TOTAL	**955**	**998**	**1005**	**1004**	**997**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Notes:

1. The different academic staff rankings have not been graded in these calculations: all full-time posts have been given a unit value of 1.
2. Vacant posts have not been included in these calculations.
3. All permanent staff and T3 in the teaching ranks have been included in these figures.
4. Both GOB and non-GOB funded staff have been included.
5. Joint medical staff on provincial conditions of service have not been included in these tables.
6. The data are based on full-time instruction/research staff reflected in the annual HEMIS submissions.

TABLE 8B
FTE student to full-time academic staff ratios

Faculty	WT. FTE ENROLLED STUDENTS					FULL-TIME ACADEMIC STAFF					RATIO FTE ENR STUDENTS TO FT ACADEMIC STAFF				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	6166	7001	7510	7410	7193	116	123	122	127	139	53,2	56,9	61,6	58,3	51,8
GSB	1031	1216	1372	1289	1427	23	22	24	23	20	44,8	55,3	57,2	56,0	71,3
EBE	3645	4022	3862	3921	4235	122	126	132	133	128	29,9	31,9	29,3	29,5	33,1
Health Sciences	4810	5222	5616	6035	6232	174	188	194	189	192	27,6	27,8	28,9	31,9	32,5
Humanities	6867	7001	7278	7167	7408	234	239	234	228	225	29,3	29,3	31,1	31,4	32,9
Law	1787	2054	2277	2214	2015	50	54	56	57	55	35,7	38,0	40,7	38,8	36,6
Science	4733	4724	5397	5408	5147	177	182	180	186	179	26,7	26,0	30,0	29,1	28,8
TOTAL	**29040**	**31240**	**33311**	**33443**	**33657**	**955**	**998**	**1005**	**1004**	**997**	**30,4**	**31,3**	**33,1**	**33,3**	**33,8**

Note:
1. CHED has been excluded from the detail of this table because it does not enrol students. The full-time academic staff are nevertheless included in the total line.

TABLE 9
Academic staff by highest formal qualification

Faculty	DOCTORS					MASTER'S					HONOURS				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	56%	55%	56%	56%	56%	34%	38%	38%	38%	37%	7%	6%	5%	5%	5%
Commerce	50%	52%	48%	47%	45%	37%	33%	33%	34%	33%	6%	7%	8%	7%	6%
GSB	83%	86%	83%	87%	90%	17%	9%	13%	9%	5%	0%	5%	4%	4%	5%
EBE	69%	68%	66%	65%	67%	26%	27%	30%	29%	27%	2%	2%	2%	2%	2%
Health Sciences	70%	68%	69%	70%	66%	26%	26%	25%	24%	25%	1%	0%	1%	1%	2%
Humanities	76%	76%	76%	74%	72%	20%	21%	21%	22%	24%	1%	1%	1%	2%	2%
Law	50%	52%	50%	51%	47%	46%	44%	46%	47%	51%	2%	2%	2%	2%	2%
Science	93%	93%	92%	90%	90%	7%	6%	7%	9%	9%	1%	1%	1%	1%	1%
TOTAL	**684**	**710**	**705**	**698**	**674**	**226**	**235**	**244**	**247**	**250**	**18**	**20**	**21**	**23**	**26**
	72%	**71%**	**70%**	**70%**	**68%**	**24%**	**24%**	**24%**	**25%**	**25%**	**2%**	**2%**	**3%**	**2%**	**3%**

Faculty	BELOW HONOURS					UNKNOWN					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	7%	2%	2%	2%	2%	0%	0%	0%	0%	0%	59	64	63	61	59
Commerce	6%	8%	11%	12%	16%	0%	0%	0%	0%	0%	116	123	119	127	139
GSB	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23	22	24	23	20
EBE	3%	3%	3%	3%	3%	0%	0%	0%	0%	0%	122	126	145	133	128
Health Sciences	3%	6%	4%	4%	5%	1%	0%	2%	2%	2%	174	188	188	189	192
Humanities	1%	2%	1%	1%	2%	0%	0%	1%	1%	1%	234	239	239	228	225
Law	2%	2%	2%	0%	0%	0%	0%	0%	0%	0%	50	54	55	57	55
Science	0%	1%	1%	1%	1%	0%	0%	0%	0%	0%	177	182	182	186	179
TOTAL	**23**	**33**	**30**	**31**	**41**	**3**	**0**	**5**	**5**	**6**	**955**	**998**	**1005**	**1004**	**997**
	2%	**3%**	**3%**	**3%**	**4%**	**0%**	**0%**	**0%**	**0%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 10
Academic staff by rank

Faculty	PROFESSOR					ASSOCIATE PROFESSOR					SENIOR LECTURER				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	0%	0%	0%	0%	2%	19%	17%	16%	18%	17%	41%	36%	35%	48%	47%
Commerce	16%	14%	12%	19%	14%	26%	27%	25%	26%	24%	36%	33%	33%	26%	26%
GSB	26%	27%	21%	17%	15%	17%	23%	21%	30%	40%	57%	45%	38%	30%	20%
EBE	21%	21%	22%	25%	24%	25%	25%	23%	24%	27%	38%	37%	36%	34%	36%
Health Sciences	32%	29%	27%	37%	37%	21%	20%	20%	18%	18%	27%	29%	28%	31%	29%
Humanities	18%	16%	18%	17%	16%	24%	24%	24%	29%	32%	30%	30%	29%	31%	29%
Law	34%	33%	32%	39%	31%	12%	13%	13%	19%	25%	26%	24%	25%	25%	18%
Science	23%	23%	20%	24%	23%	24%	24%	23%	25%	26%	27%	25%	24%	28%	27%
TOTAL	**205**	**202**	**197**	**234**	**221**	**218**	**226**	**218**	**239**	**254**	**304**	**306**	**301**	**309**	**294**
	21%	**20%**	**20%**	**23%**	**22%**	**23%**	**23%**	**22%**	**24%**	**25%**	**32%**	**31%**	**30%**	**31%**	**29%**

Faculty	LECTURER					ASST/JUNIOR LECTURER					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	41%	47%	49%	34%	34%	0%	0%	0%	0%	0%	59	64	63	61	59
Commerce	22%	25%	29%	29%	35%	0%	1%	2%	0%	0%	116	123	122	127	139
GSB	0%	5%	21%	22%	25%	0%	0%	0%	0%	0%	23	22	24	23	20
EBE	15%	17%	19%	17%	13%	1%	0%	0%	0%	0%	122	126	132	133	128
Health Sciences	19%	22%	24%	14%	15%	1%	0%	1%	1%	1%	174	188	194	189	192
Humanities	27%	29%	29%	24%	22%	0%	0%	0%	0%	0%	234	239	234	228	225
Law	28%	30%	30%	18%	25%	0%	0%	0%	0%	0%	50	54	56	57	55
Science	25%	27%	31%	24%	23%	1%	1%	2%	0%	0%	177	182	180	186	179
TOTAL	**224**	**261**	**283**	**221**	**226**	**4**	**3**	**6**	**1**	**2**	**955**	**998**	**1005**	**1004**	**997**
	23%	**26%**	**28%**	**22%**	**23%**	**0%**	**1%**	**1%**	**0%**	**0%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 11A
Academic staff by age group

Faculty	<35 YEARS					35–39 YEARS					40–44 YEARS					45–49 YEARS				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	14%	11%	8%	8%	10%	10%	8%	10%	15%	10%	10%	17%	19%	10%	14%	19%	19%	16%	18%	17%
Commerce	22%	20%	24%	24%	27%	15%	19%	14%	19%	21%	20%	19%	17%	12%	10%	14%	15%	15%	16%	16%
GSB	4%	5%	17%	13%	10%	13%	14%	4%	4%	15%	26%	27%	29%	13%	10%	13%	14%	17%	30%	25%
EBE	10%	9%	9%	8%	8%	10%	12%	13%	12%	15%	23%	17%	15%	16%	13%	23%	25%	26%	26%	20%
Health Sciences	4%	4%	5%	6%	7%	10%	9%	11%	11%	11%	15%	18%	15%	13%	11%	18%	14%	16%	15%	19%
Humanities	7%	8%	7%	7%	9%	9%	8%	9%	11%	9%	16%	15%	12%	13%	14%	18%	18%	20%	19%	20%
Law	30%	26%	25%	21%	27%	14%	17%	14%	14%	15%	18%	13%	13%	11%	9%	14%	17%	20%	19%	18%
Science	8%	11%	9%	11%	8%	17%	16%	17%	15%	14%	19%	18%	15%	14%	16%	13%	13%	17%	16%	20%
TOTAL	**101**	**104**	**106**	**110**	**119**	**113**	**119**	**123**	**130**	**131**	**169**	**172**	**151**	**130**	**126**	**160**	**169**	**185**	**185**	**188**
	11%	**10%**	**11%**	**11%**	**12%**	**12%**	**12%**	**12%**	**13%**	**13%**	**18%**	**17%**	**15%**	**13%**	**13%**	**17%**	**17%**	**18%**	**18%**	**19%**

Faculty	50–54 YEARS					55+ YEARS					UNKNOWN					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	17%	16%	13%	11%	14%	31%	31%	35%	38%	36%	0%	30%	0%	0%	0%	59	64	63	61	59
Commerce	9%	8%	11%	11%	11%	20%	20%	20%	19%	15%	0%	19%	0%	0%	0%	116	123	122	127	139
GSB	17%	18%	17%	22%	20%	26%	23%	17%	17%	20%	0%	23%	0%	0%	0%	23	22	24	23	20
EBE	13%	13%	17%	14%	20%	21%	23%	20%	25%	26%	0%	23%	0%	0%	0%	122	126	132	133	128
Health Sciences	22%	23%	20%	19%	14%	31%	32%	33%	37%	38%	0%	32%	0%	0%	0%	174	188	194	189	192
Humanities	14%	14%	14%	17%	16%	36%	37%	38%	34%	32%	0%	36%	0%	0%	0%	234	239	234	228	225
Law	6%	9%	9%	12%	9%	18%	19%	20%	23%	22%	0%	19%	0%	0%	0%	50	54	56	57	55
Science	13%	13%	13%	11%	9%	29%	30%	29%	33%	33%	0%	30%	0%	0%	0%	177	182	180	186	179
TOTAL	**139**	**147**	**147**	**144**	**137**	**273**	**287**	**293**	**305**	**296**	**0**	**0**	**0**	**0**	**0**	**955**	**998**	**1005**	**1004**	**997**
	15%	**15%**	**15%**	**14%**	**14%**	**29%**	**29%**	**29%**	**30%**	**30%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 11B
Academic staff by race

Faculty	AFRICAN					COLOURED					INDIAN					WHITE				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	3%	6%	6%	7%	12%	12%	13%	13%	11%	14%	5%	6%	6%	8%	10%	59%	58%	56%	57%	54%
Commerce	3%	3%	6%	7%	14%	8%	8%	9%	11%	14%	4%	7%	7%	6%	9%	60%	56%	53%	50%	45%
GSB	13%	14%	17%	22%	35%	9%	14%	13%	13%	15%	9%	9%	8%	9%	10%	30%	32%	29%	22%	15%
EBE	2%	3%	5%	5%	10%	7%	7%	7%	8%	7%	2%	3%	5%	4%	4%	51%	48%	46%	47%	46%
Health Sciences	6%	7%	8%	10%	11%	13%	15%	18%	17%	18%	10%	11%	11%	9%	10%	56%	51%	47%	47%	48%
Humanities	8%	10%	11%	14%	18%	9%	10%	12%	13%	14%	5%	5%	5%	7%	7%	45%	43%	42%	38%	35%
Law	4%	4%	7%	7%	13%	14%	13%	13%	12%	15%	10%	13%	13%	12%	13%	62%	61%	59%	58%	51%
Science	2%	3%	4%	5%	8%	8%	7%	7%	7%	8%	5%	5%	6%	8%	8%	46%	46%	44%	44%	42%
TOTAL	**47**	**57**	**74**	**87**	**131**	**92**	**103**	**111**	**115**	**128**	**56**	**67**	**72**	**73**	**80**	**490**	**489**	**471**	**455**	**431**
	5%	**6%**	**7%**	**9%**	**13%**	**10%**	**10%**	**11%**	**11%**	**13%**	**6%**	**7%**	**7%**	**7%**	**8%**	**51%**	**49%**	**47%**	**45%**	**43%**

Faculty	INTERNATIONAL					UNKNOWN					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	20%	17%	19%	16%	10%	0%	17%	0%	0%	0%	59	64	63	61	59
Commerce	24%	25%	24%	24%	15%	1%	25%	2%	2%	2%	116	123	122	127	139
GSB	39%	32%	33%	35%	25%	0%	32%	0%	0%	0%	23	22	24	23	20
EBE	37%	37%	36%	36%	32%	1%	37%	1%	1%	1%	122	126	132	133	128
Health Sciences	13%	14%	14%	14%	11%	2%	14%	2%	3%	2%	174	188	194	189	192
Humanities	30%	30%	28%	27%	24%	2%	30%	2%	2%	3%	234	239	234	228	225
Law	10%	9%	9%	11%	9%	0%	9%	0%	0%	0%	50	54	56	57	55
Science	38%	38%	37%	35%	33%	1%	38%	2%	2%	1%	177	182	180	186	179
TOTAL	**258**	**268**	**262**	**256**	**212**	**12**	**12**	**15**	**18**	**15**	**955**	**998**	**1005**	**1004**	**997**
	27%	**27%**	**26%**	**26%**	**21%**	**1%**	**1%**	**1%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 11C
Academic staff by gender

Faculty	MALE					FEMALE					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
CHED	43%	41%	37%	36%	37%	57%	59%	63%	64%	63%	59	64	63	61	59
Commerce	66%	67%	68%	66%	61%	34%	33%	32%	34%	39%	116	123	122	127	139
GSB	67%	70%	68%	70%	70%	33%	30%	32%	30%	30%	23	22	24	23	20
EBE	73%	72%	73%	68%	68%	27%	28%	27%	32%	32%	122	126	132	133	128
Health Sciences	46%	41%	42%	42%	40%	54%	59%	58%	58%	60%	174	188	194	189	192
Humanities	60%	56%	55%	53%	52%	40%	44%	45%	47%	48%	234	239	234	228	225
Law	37%	32%	36%	39%	42%	63%	68%	64%	61%	58%	50	54	56	57	55
Science	73%	71%	71%	71%	71%	27%	29%	29%	29%	29%	177	182	180	186	179
TOTAL	**562**	**549**	**570**	**566**	**553**	**367**	**406**	**418**	**438**	**444**	**955**	**998**	**1005**	**1004**	**997**
	57%	**57%**	**58%**	**56%**	**55%**	**40%**	**43%**	**42%**	**44%**	**45%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 12
Head-count student enrolments by formal qualification

Faculty	OCCASIONAL STUDENTS					U/GRAD DIPLOMAS AND CERTIFICATES					3YR BACHELOR'S DEGREES					PROF BACHELOR'S DEGREES					POSTGRAD DIPLOMAS				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	224	193	224	134	163	0	429	539	306	40	2042	2097	2108	2114	2067	2465	2608	2643	2506	2303	768	947	938	785	763
	3%	3%	3%	2%	2%	0%	6%	7%	4%	1%	32%	29%	27%	30%	31%	38%	36%	34%	35%	34%	12%	13%	12%	11%	11%
GSB	0	46	0	16	0	149	0	0	0	0	0	0	0	0	0	0	0	0	0	0	205	276	229	187	260
	0%	5%	0%	2%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23%	30%	29%	23%	31%
EBE	98	96	81	65	65	0	0	0	0		547	526	594	603	611	2348	2409	2552	2636	2673	36	40	38	16	17
	2%	2%	2%	1%	1%	0%	0%	0%	0%	0%	13%	12%	13%	12%	12%	54%	55%	55%	54%	54%	1%	1%	1%	0%	0%
Health Sciences	49	61	77	76	77	29		23	45	53	2	5	0	4	4	1983	2093	2166	2245	2183	201	275	310	351	389
	2%	2%	2%	2%	2%	1%	0%	1%	1%	1%	0%	0%	0%	0%	0%	50%	49%	47%	47%	44%	5%	6%	7%	7%	8%
Humanities	751	810	800	431	520	412	341	257	227	263	3341	3172	3445	3578	3620	744	844	704	693	681	330	309	250	212	210
	11%	12%	11%	6%	7%	6%	5%	4%	3%	4%	47%	45%	48%	52%	51%	11%	12%	10%	10%	10%	5%	4%	3%	3%	3%
Law	204	190	170	163	15	0	0	0	0	0	0	0	0	0	0	613	666	697	669	647	60	49	43	41	26
	16%	14%	12%	12%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	48%	49%	48%	48%	51%	5%	4%	3%	3%	2%
Science	94	87	141	90	105	0	0	0	0		1442	1403	1566	1592	1605	0	0	0	0	0	0	0	0	0	
	4%	3%	5%	3%	4%	0%	0%	0%	0%	0%	57%	55%	55%	56%	56%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	1420	1483	1493	975	945	590	770	819	578	356	7374	7203	7713	7891	7907	8153	8620	8762	8749	8487	1600	1896	1808	1592	1665
	5%	5%	5%	3%	3%	2%	3%	3%	2%	1%	28%	26%	26%	27%	28%	31%	31%	30%	30%	30%	6%	7%	6%	6%	6%

Percentages should be read across each row

Note
1 Students with unknown nationality and/or race are not included in the population group columns but do appear in the Total column

TABLE 12
Head-count student enrolments by formal qualification

Faculty	HONOURS 2014	2015	2016	2017	2018	MASTER'S 2014	2015	2016	2017	2018	DOCTORS 2014	2015	2016	2017	2018	TOTAL 2014	2015	2016	2017	2018
Commerce	366	409	479	460	514	383	416	546	543	623	221	241	274	296	304	6470	7295	7751	7144	6777
	6%	6%	6%	6%	8%	6%	6%	7%	8%	9%	3%	3%	4%	4%	4%	100%	100%	100%	100%	100%
GSB	0	0	0	0		520	548	561	609	590	0	0	0	0	0	873	915	790	812	850
	0%	0%	0%	0%	0%	60%	60%	71%	75%	69%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	162	137	164	216	177	916	956	967	1039	1103	229	249	277	291	293	4336	4413	4673	4866	4939
	4%	3%	4%	4%	4%	21%	22%	21%	21%	22%	5%	6%	6%	6%	6%	100%	100%	100%	100%	100%
Health Sciences	93	109	120	115	114	1212	1270	1378	1423	1526	378	423	498	556	594	3947	4236	4572	4815	4940
	2%	3%	3%	2%	2%	31%	30%	30%	30%	31%	10%	10%	11%	12%	12%	100%	100%	100%	100%	100%
Humanities	467	503	499	512	539	688	697	812	795	879	314	345	391	381	398	7047	7021	7158	6829	7110
	7%	7%	7%	7%	8%	10%	10%	11%	12%	12%	4%	5%	5%	6%	6%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	339	360	434	393	422	71	94	118	139	155	1287	1359	1462	1405	1265
	0%	0%	0%	0%	0%	26%	26%	30%	28%	33%	6%	7%	8%	10%	12%	100%	100%	100%	100%	100%
Science	182	192	212	216	185	436	494	492	536	578	391	394	415	419	390	2545	2570	2826	2853	2863
	7%	7%	8%	8%	6%	17%	19%	17%	19%	20%	15%	15%	15%	15%	14%	100%	100%	100%	100%	100%
TOTAL	**1270**	**1350**	**1474**	**1519**	**1529**	**4494**	**4741**	**5190**	**5338**	**5721**	**1604**	**1746**	**1973**	**2082**	**2134**	**26505**	**27809**	**29232**	**28724**	**28744**
	5%	**5%**	**5%**	**5%**	**5%**	**17%**	**17%**	**18%**	**19%**	**20%**	**6%**	**6%**	**7%**	**7%**	**7%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 13
Total degrees and diplomas awarded

Faculty	U/GRAD DIPLOMAS					3YR BACHELOR'S DEGREES					PROF BACHELOR'S DEGREES					POSTGRADUATE DIPLOMAS				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	0	269	335	256	17	522	503	574	551	543	401	416	417	478	495	558	549	572	447	486
	0%	13%	14%	12%	1%	28%	24%	25%	25%	27%	22%	20%	18%	22%	24%	30%	26%	25%	20%	24%
GSB	100	0	0	0	0	0	0				0	0				92	141	148	109	138
	24%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	22%	37%	40%	29%	37%
EBE	0	0	0	0	0	135	138	134	127	149	452	436	446	417	410	3	6	6	5	4
	0%	0%	0%	0%	0%	14%	15%	15%	14%	16%	48%	46%	49%	45%	43%	0%	1%	1%	1%	0%
Health Sciences	28	0	20		48	2	2		2	3	319	335	330	364	409	139	168	194	188	224
	4%	0%	2%	0%	4%	0%	0%	0%	0%	0%	41%	39%	35%	42%	37%	18%	20%	21%	21%	20%
Humanities	196	96	129	61	86	819	764	747	794	798	173	204	140	148	162	223	239	195	182	162
	10%	5%	7%	3%	5%	40%	40%	40%	45%	43%	8%	11%	8%	8%	9%	11%	12%	11%	10%	9%
Law	0	0	0	0	0	0	0	0	0	0	126	169	196	174	151	20	8	20	13	12
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	43%	54%	43%	48%	42%	7%	3%	4%	4%	3%
Science	0	0	0	0	0	355	322	335	328	349	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	48%	45%	45%	44%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	**324**	**365**	**484**	**317**	**151**	**1833**	**1729**	**1790**	**1802**	**1842**	**1471**	**1560**	**1529**	**1581**	**1627**	**1035**	**1111**	**1135**	**944**	**1026**
	5%	**5%**	**6%**	**4%**	**2%**	**26%**	**24%**	**24%**	**25%**	**25%**	**21%**	**22%**	**20%**	**22%**	**22%**	**15%**	**15%**	**15%**	**13%**	**14%**

Faculty	HONOURS					MASTER'S					DOCTORS					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	249	248	270	292	325	112	96	142	120	144	17	26	18	43	29	1859	2102	2328	2187	2039
	13%	12%	12%	13%	16%	6%	5%	6%	5%	7%	1%	1%	1%	2%	1%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	218	236	224	267	239	0	0	0	0	0	410	382	372	376	377
	0%	0%	0%	0%	0%	53%	62%	60%	71%	63%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	121	104	127	155	123	217	231	170	190	245	22	25	35	33	16	950	940	918	927	947
	13%	11%	14%	17%	13%	23%	25%	19%	20%	26%	2%	3%	4%	4%	2%	100%	100%	100%	100%	100%
Health Sciences	71	93	98	94	101	165	203	239	166	267	51	59	63	61	47	775	860	944	875	1099
	9%	11%	10%	11%	9%	21%	24%	25%	19%	24%	7%	7%	7%	7%	4%	100%	100%	100%	100%	100%
Humanities	389	426	412	416	438	209	163	190	104	185	48	38	36	47	35	2057	1930	1849	1752	1866
	19%	22%	22%	24%	23%	10%	8%	10%	6%	10%	2%	2%	2%	3%	2%	100%	100%	100%	100%	100%
Law	0	0				140	120	224	155	184	7	17	12	20	11	293	314	452	362	358
	0%	0%	0%	0%	0%	48%	38%	50%	43%	51%	2%	5%	3%	6%	3%	100%	100%	100%	100%	100%
Science	177	181	201	206	170	153	153	143	137	117	59	58	69	73	57	744	714	748	744	693
	24%	25%	27%	28%	25%	21%	21%	19%	18%	17%	8%	8%	9%	10%	8%	100%	100%	100%	100%	100%
TOTAL	**1007**	**1052**	**1108**	**1163**	**1157**	**1214**	**1202**	**1332**	**1139**	**1381**	**204**	**223**	**233**	**277**	**195**	**7088**	**7242**	**7611**	**7223**	**7379**
	14%	**15%**	**15%**	**16%**	**16%**	**17%**	**17%**	**18%**	**16%**	**19%**	**3%**	**3%**	**3%**	**4%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 14
Graduation rates by formal qualification type

Faculty	U/GRAD DIPLOMAS					3YR BACHELOR'S DEGREES NPHE BENCHMARK GRAD RATE: 25%					PROF BACHELOR'S DEGREES NPHE BENCHMARK GRAD RATE: 20%					POSTGRADUATE DIPLOMAS NPHE BENCHMARK GRAD RATE: 60%				
	2012	2013	2014	2015	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Commerce				62,2%	42,5%	25,6%	24,0%	27,2%	27,2%	26,3%	16,3%	16,0%	15,8%	19,1%	21,5%	72,7%	58,0%	61,0%	61,0%	63,7%
GSB	67,1%															44,9%	51,1%	64,6%	64,6%	53,1%
EBE						24,7%	26,2%	22,6%	22,6%	24,4%	19,3%	18,1%	17,5%	15,8%	15,3%	8,3%	15,0%	15,8%	15,8%	23,5%
Health Sciences											16,1%	16,0%	15,2%	16,2%	18,7%	69,2%	61,1%	62,6%	62,6%	57,6%
Humanities	47,6%	28,2%	50,2%	50,2%	32,7%	24,5%	24,1%	21,7%	21,7%	22,0%	23,3%	24,2%	19,9%	21,4%	23,8%	67,6%	77,3%	78,0%	78,0%	77,1%
Law											20,6%	25,4%	28,1%	26,0%	23,3%	33,3%	16,3%	46,5%	46,5%	46,2%
Science						24,6%	23,0%	21,4%	21,4%	21,7%										
TOTAL	**54,9%**	**47,4%**	**59,1%**	**59,1%**	**42,4%**	**24,9%**	**24,0%**	**23,2%**	**23,2%**	**23,3%**	**18,0%**	**18,1%**	**17,5%**	**18,1%**	**19,2%**	**64,7%**	**58,6%**	**62,8%**	**62,8%**	**61,6%**

Faculty	HONOURS NPHE BENCHMARK GRAD RATE: 60%					MASTER'S NPHE BENCHMARK GRAD RATE: 33%					DOCTORS NPHE BENCHMARK GRAD RATE: 20%					TOTAL DHET BENCHMARK FOR UCT: 26%				
	2012	2013	2014	2015	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Commerce	68,0%	60,6%	56,4%	56,4%	63,2%	29,2%	23,1%	26,0%	26,0%	23,1%	7,7%	10,8%	6,6%	6,6%	9,5%	28,7%	28,8%	30,0%	30,0%	30,1%
GSB						41,9%	43,1%	39,9%	39,9%	40,5%						47,0%	41,7%	47,1%	47,1%	44,4%
EBE	74,7%	75,9%	77,4%	77,4%	69,5%	23,7%	24,2%	17,6%	17,6%	22,2%	9,6%	10,0%	12,6%	12,6%	5,5%	21,9%	21,3%	19,6%	19,6%	19,2%
Health Sciences	76,3%	85,3%	81,7%	81,7%	88,6%	13,6%	16,0%	17,3%	17,3%	17,5%	13,5%	13,9%	12,7%	12,7%	7,9%	19,6%	20,3%	20,6%	20,6%	22,2%
Humanities	83,3%	84,7%	82,6%	82,6%	81,3%	30,4%	23,4%	23,4%	23,4%	21,0%	15,3%	11,0%	9,2%	9,2%	8,8%	29,2%	27,5%	25,8%	25,8%	26,2%
Law						41,3%	33,3%	51,6%	51,6%	43,6%	9,9%	18,1%	10,2%	10,2%	7,1%	22,8%	23,1%	30,9%	30,9%	28,3%
Science	97,3%	94,3%	94,8%	94,8%	91,9%	35,1%	31,0%	29,1%	29,1%	20,2%	15,1%	14,7%	16,6%	16,6%	14,6%	29,2%	27,8%	26,5%	26,5%	24,2%
TOTAL	**79,3%**	**77,9%**	**75,2%**	**75,2%**	**75,7%**	**27,0%**	**25,4%**	**25,7%**	**25,7%**	**24,1%**	**12,7%**	**12,8%**	**11,8%**	**11,8%**	**9,1%**	**26,7%**	**26,0%**	**26,0%**	**26,0%**	**25,7%**

Note: NPHE = National Plan for Higher Education

TABLE 15A
Class of pass of all bachelor's graduates by graduation year

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	77	69	85	131	100	95	119	133	137	157	294	254	296	242	274	46	31	55	35	40	924	920	992	1030	1043
	8%	8%	9%	13%	10%	10%	13%	13%	13%	15%	32%	28%	30%	23%	26%	5%	3%	6%	3%	4%	100%	100%	100%	100%	100%
EBE	63	85	65	67	73	91	77	84	82	87	172	149	127	122	145	9	7	7	6	9	588	573	580	542	559
	11%	15%	11%	12%	13%	15%	13%	14%	15%	16%	29%	26%	22%	23%	26%	2%	1%	1%	1%	2%	100%	100%	100%	100%	100%
Health Sciences	33	39	42	60	72	61	100	78	102	104	24	24	32	27	18					2	321	338	341	366	411
	10%	12%	12%	16%	18%	19%	30%	23%	28%	25%	7%	7%	9%	7%	4%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	75	63	70	94	69	169	151	157	167	143	244	260	209	201	219	45	45	27	45	50	999	965	892	940	958
	8%	7%	8%	10%	7%	17%	16%	18%	18%	15%	24%	27%	23%	21%	23%	5%	5%	3%	5%	5%	100%	100%	100%	100%	100%
Law		1			1	4	1	3	5	5	10	7	18	14	20	1			1	1	30	32	43	40	47
	0%	3%	0%	0%	2%	13%	3%	7%	13%	11%	33%	22%	42%	35%	43%	3%	0%	0%	3%	2%	100%	100%	100%	100%	100%
Science	52	46	62	46	55	42	56	41	65	41	113	76	95	67	105	19	11	12	11	14	355	320	335	328	349
	15%	14%	19%	14%	16%	12%	18%	12%	20%	12%	32%	24%	28%	20%	30%	5%	3%	4%	3%	4%	100%	100%	100%	100%	100%
Total no.	300	303	324	398	370	462	504	496	558	537	857	770	777	673	781	120	94	101	98	116	3217	3148	3183	3246	3367
Total row%	9%	10%	10%	12%	11%	14%	16%	16%	17%	16%	27%	24%	24%	21%	23%	4%	3%	3%	3%	3%	100%	100%	100%	100%	100%

Percentages should be read across each row

Note
1. The data for these tables reflects cumulative grade point averages for first bachelor's graduates and was derived from PeopleSoft at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 13, which are HEMIS derived.

TABLE 15B
Class of pass of all African bachelor's graduates by graduation year

Each cell shows the number of graduates with the row percentage in parentheses.

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					Total				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	6 (3%)	4 (1%)	8 (3%)	12 (4%)	11 (4%)	103 (43%)	123 (44%)	99 (34%)	125 (44%)	114 (44%)	105 (44%)	116 (41%)	137 (47%)	102 (36%)	87 (34%)	13 (5%)	16 (6%)	32 (11%)	20 (7%)	18 (7%)	10 (4%)	22 (8%)	14 (5%)	24 (8%)	27 (11%)	237 (100%)	281 (100%)	290 (100%)	283 (100%)	257 (100%)
EBE	3 (2%)	2 (2%)	4 (3%)	5 (4%)	3 (3%)	54 (39%)	54 (44%)	77 (53%)	55 (45%)	56 (47%)	72 (51%)	58 (47%)	47 (32%)	40 (33%)	52 (44%)	3 (2%)	3 (2%)	3 (2%)	4 (3%)	4 (3%)	8 (6%)	7 (6%)	14 (10%)	17 (14%)	3 (3%)	140 (100%)	124 (100%)	145 (100%)	121 (100%)	118 (100%)
Health Sciences	1 (1%)	2 (2%)	2 (2%)	1 (1%)	5 (3%)	85 (75%)	87 (74%)	89 (67%)	102 (72%)	112 (74%)	19 (17%)	14 (12%)	20 (15%)	19 (13%)	9 (6%)	(0%)	(0%)	(0%)	(0%)	2 (1%)	8 (7%)	14 (12%)	22 (17%)	19 (13%)	23 (15%)	113 (100%)	117 (100%)	133 (100%)	141 (100%)	151 (100%)
Humanities	1 (1%)	(0%)	2 (1%)	1 (0%)	2 (1%)	74 (39%)	91 (43%)	87 (45%)	107 (47%)	86 (40%)	87 (46%)	94 (45%)	76 (39%)	76 (33%)	87 (41%)	23 (12%)	14 (7%)	15 (8%)	26 (11%)	28 (13%)	5 (3%)	12 (6%)	14 (7%)	18 (8%)	11 (5%)	190 (100%)	211 (100%)	194 (100%)	228 (100%)	214 (100%)
Law	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (50%)	5 (50%)	11 (65%)	5 (38%)	4 (25%)	3 (50%)	5 (50%)	6 (35%)	8 (62%)	11 (69%)	(0%)	(0%)	(0%)	(0%)	(0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)	6 (100%)	10 (100%)	17 (100%)	13 (100%)	16 (100%)
Science	1 (1%)	(0%)	2 (3%)	1 (2%)	1 (1%)	18 (23%)	15 (25%)	23 (31%)	27 (44%)	26 (33%)	47 (61%)	30 (51%)	33 (44%)	22 (35%)	41 (51%)	9 (12%)	6 (10%)	7 (9%)	6 (10%)	8 (10%)	2 (3%)	8 (14%)	10 (13%)	6 (10%)	4 (5%)	77 (100%)	59 (100%)	75 (100%)	62 (100%)	80 (100%)
Total no.	**12**	**8**	**18**	**20**	**22**	**337**	**375**	**386**	**421**	**398**	**333**	**317**	**319**	**267**	**287**	**48**	**39**	**57**	**56**	**60**	**33**	**63**	**74**	**84**	**69**	**763**	**802**	**854**	**848**	**836**
Total row%	**2%**	**1%**	**2%**	**2%**	**3%**	**44%**	**47%**	**45%**	**50%**	**48%**	**44%**	**40%**	**37%**	**31%**	**34%**	**6%**	**5%**	**7%**	**7%**	**7%**	**4%**	**8%**	**9%**	**10%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 15C
Class of pass of all coloured bachelor's graduates by graduation year

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	4	4	8	7	8	10	10	16	14	20	43	50	56	60	54	38	28	50	42	52	14	7	9	5	5	109	99	139	128	139
	4%	4%	6%	5%	6%	10%	10%	12%	11%	14%	39%	51%	40%	47%	39%	35%	28%	36%	33%	37%	13%	7%	6%	4%	4%	100%	100%	100%	100%	100%
EBE	7	8	3	3	6	11	5	5	8	3	29	35	33	31	27	22	13	16	19	20	1	1	1			70	62	58	61	56
	10%	13%	5%	5%	11%	16%	8%	9%	13%	5%	41%	56%	57%	51%	48%	31%	21%	28%	31%	36%	1%	2%	2%	0%	0%	100%	100%	100%	100%	100%
Health Sciences	1	2	3	8	9	12	9	11	19	18	56	41	54	40	54	3	6	8	7	5						72	58	76	74	86
	1%	3%	4%	11%	10%	17%	16%	14%	26%	21%	78%	71%	71%	54%	63%	4%	10%	11%	9%	6%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	4	4	4	3	4	21	12	18	17	16	70	82	98	90	98	52	58	46	53	58	6	13	5	6	12	153	169	171	169	188
	3%	2%	2%	2%	2%	14%	7%	11%	10%	9%	46%	49%	57%	53%	52%	34%	34%	27%	31%	31%	4%	8%	3%	4%	6%	100%	100%	100%	100%	100%
Law									1	2	4	1	3	6	5	4	1	6	3	4	1				1	9	2	9	10	12
	0%	0%	0%	0%	0%	0%	0%	0%	10%	17%	44%	50%	33%	60%	42%	44%	50%	67%	30%	33%	11%	0%	0%	0%	8%	100%	100%	100%	100%	100%
Science	1	3	2	2	6	1	4	2	5	4	17	18	18	18	16	12	11	17	12	10	1	3	1	1	4	32	39	40	38	40
	3%	8%	5%	5%	15%	3%	10%	5%	13%	10%	53%	46%	45%	47%	40%	38%	28%	43%	32%	25%	3%	8%	3%	3%	10%	100%	100%	100%	100%	100%
TOTAL NO.	**17**	**21**	**20**	**23**	**33**	**55**	**40**	**52**	**64**	**63**	**219**	**227**	**262**	**245**	**254**	**131**	**117**	**143**	**136**	**149**	**23**	**24**	**16**	**12**	**22**	**445**	**429**	**493**	**480**	**521**
TOTAL ROW %	**4%**	**5%**	**4%**	**5%**	**6%**	**12%**	**9%**	**11%**	**13%**	**12%**	**49%**	**53%**	**53%**	**51%**	**49%**	**29%**	**27%**	**29%**	**28%**	**29%**	**5%**	**6%**	**3%**	**3%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 15D
Class of pass of all Indian bachelor's graduates by graduation year

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	7 (6%)	7 (8%)	9 (9%)	16 (15%)	8 (6%)	13 (11%)	11 (12%)	13 (13%)	9 (8%)	16 (12%)	57 (47%)	42 (47%)	48 (49%)	49 (45%)	62 (45%)	37 (31%)	25 (28%)	23 (23%)	31 (28%)	46 (33%)	7 (6%)	4 (4%)	5 (5%)	5 (5%)	6 (4%)	121 (100%)	89 (100%)	98 (100%)	110 (100%)	138 (100%)
EBE	5 (12%)	4 (11%)	5 (11%)	5 (8%)	5 (9%)	7 (17%)	4 (11%)	9 (20%)	10 (15%)	6 (11%)	19 (45%)	14 (40%)	26 (57%)	33 (50%)	24 (43%)	10 (24%)	13 (37%)	6 (13%)	17 (26%)	19 (34%)	1 (2%)	(0%)	(0%)	1 (2%)	2 (4%)	42 (100%)	35 (100%)	46 (100%)	66 (100%)	56 (100%)
Health Sciences	(0%)	3 (11%)	6 (16%)	9 (30%)	9 (23%)	8 (31%)	9 (33%)	10 (26%)	13 (43%)	12 (31%)	17 (65%)	14 (52%)	20 (53%)	8 (27%)	17 (44%)	1 (4%)	1 (4%)	2 (5%)	(0%)	1 (3%)	(0%)	(0%)	(0%)	(0%)	(0%)	26 (100%)	27 (100%)	38 (100%)	30 (100%)	39 (100%)
Humanities	3 (8%)	(0%)	1 (2%)	2 (5%)	1 (4%)	4 (11%)	1 (3%)	3 (6%)	3 (7%)	4 (15%)	20 (54%)	18 (53%)	28 (56%)	25 (61%)	15 (56%)	9 (24%)	13 (38%)	16 (32%)	9 (22%)	6 (22%)	1 (3%)	2 (6%)	2 (4%)	2 (5%)	1 (4%)	37 (100%)	34 (100%)	50 (100%)	41 (100%)	27 (100%)
Law	(0%)	(0%)	(0%)	(0%)	(0%)	(0%)	1 (33%)	1 (17%)	(0%)	1 (17%)	1 (50%)	2 (67%)	3 (50%)	1 (50%)	3 (50%)	1 (50%)	(0%)	2 (33%)	1 (50%)	2 (33%)	(0%)	(0%)	(0%)	(0%)	(0%)	2 (100%)	3 (100%)	6 (100%)	2 (100%)	6 (100%)
Science	2 (14%)	1 (10%)	5 (21%)	4 (25%)	3 (12%)	2 (14%)	4 (40%)	2 (8%)	2 (13%)	3 (12%)	6 (43%)	2 (20%)	8 (33%)	7 (44%)	12 (46%)	4 (29%)	3 (30%)	8 (33%)	2 (13%)	8 (31%)	2 (14%)	(0%)	1 (4%)	1 (6%)	(0%)	14 (100%)	10 (100%)	24 (100%)	16 (100%)	26 (100%)
TOTAL NO.	**17**	**15**	**26**	**36**	**26**	**32**	**30**	**38**	**37**	**42**	**120**	**92**	**133**	**123**	**133**	**62**	**55**	**57**	**60**	**82**	**11**	**6**	**8**	**9**	**9**	**242**	**198**	**262**	**265**	**292**
TOTAL ROW %	**7%**	**8%**	**10%**	**14%**	**9%**	**13%**	**15%**	**15%**	**14%**	**14%**	**50%**	**46%**	**51%**	**46%**	**46%**	**26%**	**28%**	**22%**	**23%**	**28%**	**5%**	**3%**	**3%**	**3%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 15E
Class of pass of all white bachelor's graduates by graduation year

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	55	43	50	77	60	48	61	70	70	66	148	180	159	173	150	61	52	52	36	48	3	2	5	2	4	315	338	336	358	328
	17%	13%	15%	22%	18%	15%	18%	21%	20%	20%	47%	53%	47%	48%	46%	19%	15%	15%	10%	15%	1%	1%	1%	1%	1%	100%	100%	100%	100%	100%
EBE	33	55	42	32	36	44	40	31	33	42	89	88	99	101	82	36	41	28	22	20	4		2	1	2	206	224	202	189	182
	16%	25%	21%	17%	20%	21%	18%	15%	17%	23%	43%	39%	49%	53%	45%	17%	18%	14%	12%	11%	2%	0%	1%	1%	1%	100%	100%	100%	100%	100%
Health Sciences	30	30	24	40	45	31	61	31	41	48	39	25	23	22	26		1	1		2						100	117	79	103	121
	30%	26%	30%	39%	37%	31%	52%	39%	40%	40%	39%	21%	29%	21%	21%	0%	1%	1%	0%	2%						100%	100%	100%	100%	100%
Humanities	55	53	50	72	52	113	106	97	99	76	234	168	150	139	152	61	54	40	30	32	8	10	3	4	3	471	391	340	344	315
	12%	14%	15%	21%	17%	24%	27%	29%	29%	24%	50%	43%	44%	40%	48%	13%	14%	12%	9%	10%	2%	3%	1%	1%	1%	100%	100%	100%	100%	100%
Law					1	3		2	3	1	6	12	2	6	5	1	1	2		1				1		10	13	6	10	8
	0%	0%	0%	0%	13%	30%	0%	33%	30%	13%	60%	92%	33%	60%	63%	10%	8%	33%	0%	13%	0%	0%	0%	10%	0%	100%	100%	100%	100%	100%
Science	39	33	44	30	37	32	27	20	45	25	65	68	55	66	64	27	16	19	24	32		2	2		1	163	146	140	165	159
	24%	23%	31%	18%	23%	20%	18%	14%	27%	16%	40%	47%	39%	40%	40%	17%	11%	14%	15%	20%	0%	1%	1%	0%	1%	100%	100%	100%	100%	100%
TOTAL NO.	212	214	210	251	231	271	295	251	291	258	581	541	488	507	479	186	165	142	112	135	15	14	12	8	10	1265	1229	1103	1169	1113
TOTAL ROW %	17%	17%	19%	21%	21%	21%	24%	23%	25%	23%	46%	44%	44%	43%	43%	15%	13%	13%	10%	12%	1%	1%	1%	1%	1%	100%	100%	100%	100%	100%

Percentages should be read across each row

TABLE 15F
Class of pass of all international bachelor's graduates by graduation year

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	4	4	5	12	8	13	10	11	15	15	50	34	37	43	50	44	28	24	24	26	7	2	3	2	3	118	78	80	96	102
	3%	5%	6%	13%	8%	11%	13%	14%	16%	15%	42%	44%	46%	45%	49%	37%	36%	30%	25%	25%	6%	3%	4%	2%	3%	100%	100%	100%	100%	100%
EBE	9	9	7	15	17	18	18	18	12	30	55	52	50	37	46	27	24	24	19	30		1	1		1	109	104	100	83	124
	8%	9%	7%	18%	14%	17%	17%	18%	14%	24%	50%	50%	50%	45%	37%	25%	23%	24%	23%	24%	0%	1%	1%	0%	1%	100%	100%	100%	100%	100%
Health Sciences			6			2	4	1	3		6	7	2	2	2		1	1		1						8	12	10	5	3
	0%		60%	0%	0%	25%	33%	10%	60%	0%	75%	58%	20%	40%	67%	0%	8%	10%	0%	33%										
Humanities	4	3	5	8	4	14	5	18	15	14	44	48	36	48	75	30	28	24	20	21	5	6	1	5	6	97	90	84	96	120
	4%	3%	6%	8%	3%	14%	6%	21%	16%	12%	45%	53%	43%	51%	63%	31%	31%	29%	21%	18%	5%	7%	1%	4%	5%	100%	100%	100%	100%	100%
Law		1				1			1		1	3	2	2	2			2	2	1						2	4	4	5	3
	0%	25%				50%	0%	0%	20%	0%	50%	75%	50%	40%	67%	0%	0%	50%	40%	33%										
Science	6	6	5	5	2	2	7	5	4	4	18	18	18	12	8	18	12	14	6	10	6		1	3	1	50	43	43	30	25
	12%	14%	12%	17%	8%	4%	16%	12%	13%	16%	36%	42%	42%	40%	32%	36%	28%	33%	20%	40%	12%	0%	2%	10%	4%	100%	100%	100%	100%	100%
TOTAL NO.	**23**	**23**	**28**	**40**	**31**	**50**	**44**	**53**	**50**	**63**	**174**	**162**	**145**	**144**	**183**	**119**	**93**	**89**	**71**	**89**	**18**	**9**	**6**	**10**	**11**	**384**	**331**	**321**	**315**	**377**
TOTAL ROW %	**6%**	**7%**	**9%**	**13%**	**8%**	**13%**	**13%**	**17%**	**16%**	**17%**	**45%**	**49%**	**45%**	**46%**	**49%**	**31%**	**28%**	**28%**	**23%**	**24%**	**5%**	**3%**	**2%**	**3%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16A
Conversion of all bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	108	130	165	170	152	30	30	45	43	51	523	505	574	552	548	401	415	418	478	495
	21%	26%	29%	31%	28%	7%	7%	11%	9%	10%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	48	58	77	48	60	73	92	71	74	67	135	137	134	126	148	453	436	446	416	411
	36%	42%	57%	38%	41%	16%	21%	16%	18%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	1	2	0	2	1	3	1	7	1	0	2	3	0	3	321	336	338	366	408
					67%	0%	1%	0%	2%	0%					100%	100%	100%	100%	100%	100%
Humanities	240	254	256	280	263	12	9	6	9	25	826	818	753	792	796	173	147	139	148	162
	29%	31%	34%	35%	33%	7%	6%	4%	6%	15%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	9	5	8	14	17	0	0	0	0		30	32	43	40	47
						30%	16%	19%	35%	36%					100%	100%	100%	100%	100%	100%
Science	208	217	218	191	211	0	0	0	0	0	355	320	335	328	349	0	0	0	0	
	59%	68%	65%	58%	60%						100%	100%	100%	100%	100%					0%
TOTAL	**604**	**660**	**718**	**689**	**688**	**125**	**139**	**131**	**147**	**161**	**1839**	**1782**	**1799**	**1798**	**1844**	**1378**	**1366**	**1384**	**1448**	**1523**
TOTAL ROW %	**33%**	**37%**	**40%**	**38%**	**37%**	**9%**	**10%**	**9%**	**10%**	**11%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Note: 1. "Converted" 3-year bachelor's graduates are those who enrolled for a UCT honours degree in the year following their bachelor's graduation.
2. "Converted" professional first bachelor's graduates are those who enrolled for a UCT master's degree in the year following their bachelor's graduation.

TABLE 16B
Conversion of SA African bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	35	51	70	71	44	3	6	5	6	6	180	209	226	209	193	57	72	64	74	64
	19%	24%	31%	34%	23%	5%	8%	8%	8%	9%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	4	6	7	1	6	10	16	15	13	12	21	19	21	10	25	119	105	124	111	93
	19%	32%	33%	10%	24%	8%	15%	12%	12%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	113	116	133	141	150
		100%			100%	0%	1%	1%	0%	1%		100%			100%	100%	100%	100%	100%	100%
Humanities	31	53	56	72	69	4	3	3	1	4	158	179	173	211	192	32	32	21	17	22
	20%	30%	32%	34%	36%	13%	9%	14%	6%	18%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0		0	0	3	4	7	0	0	0	0	0	6	10	17	13	16
						0%	0%	18%	31%	44%						100%	100%	100%	100%	100%
Science	26	31	42	36	33	0	0	0	0	0	77	59	75	62	80	0	0	0	0	0
	34%	53%	56%	58%	41%						100%	100%	100%	100%	100%					
TOTAL	**96**	**142**	**175**	**180**	**153**	**17**	**26**	**27**	**24**	**30**	**436**	**467**	**495**	**492**	**491**	**327**	**335**	**359**	**356**	**345**
TOTAL ROW %	**22%**	**30%**	**35%**	**37%**	**31%**	**5%**	**8%**	**8%**	**7%**	**9%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16C
Conversion of coloured bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	7	10	24	19	29	4	1	4	5	6	71	71	90	80	81	38	28	49	48	58
	10%	14%	27%	24%	36%	11%	4%	8%	10%	10%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	4	3	7	4	3	8	13	10	7	5	16	14	18	17	13	54	48	40	44	43
	25%	21%	39%	24%	23%	15%	27%	25%	16%	12%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	0	0	0	0	0	0	1	0	0	0	0	0		72	58	76	74	86
						0%	0%	0%	1%	0%					100%	100%	100%	100%	100%	100%
Humanities	30	33	48	39	45	2	1	1	1	3	118	143	150	138	165	35	26	21	31	23
	25%	23%	32%	28%	27%	6%	4%	5%	3%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	3	1	1	2	5	0	0	0	0	0	9	2	9	10	12
						33%	50%	11%	20%	42%						100%	100%	100%	100%	100%
Science	20	30	27	17	27	0	0	0	0	0	32	39	40	38	40	0	0	0	0	0
	63%	77%	68%	45%	68%						100%	100%	100%	100%	100%					
TOTAL	**61**	**76**	**106**	**79**	**104**	**17**	**16**	**16**	**16**	**19**	**237**	**267**	**298**	**273**	**299**	**208**	**162**	**195**	**207**	**222**
TOTAL ROW %	**26%**	**28%**	**36%**	**29%**	**35%**	**8%**	**10%**	**8%**	**8%**	**9%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16D
Conversion of Indian bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	9	9	10	13	13	3	7	7	3	6	49	31	41	54	67	72	58	57	56	71
	18%	29%	24%	24%	19%	4%	12%	12%	5%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	1	0	1	4	4	3	5	4	10	6	9	3	4	9	9	33	32	42	57	47
	11%	0%	25%	44%	44%	9%	16%	10%	18%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	1	0	0	0	0	0	1	0	0	0	2	0	1	26	27	36	30	38
						0%	0%	0%	3%	0%					100%	100%	100%	100%	100%	100%
Humanities	10	8	18	12	9	0	0	0	0	0	33	33	45	38	24	4	1	5	3	3
	30%	24%	40%	32%	38%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0			0	0	2	3	0	0	0	0		2	3	6	2	6
						0%	0%	0%	100%	50%						100%	100%	100%	100%	100%
Science	9	8	16	10	18	0	0	0	0	0	14	10	24	16	26	0	0	0	0	
	64%	80%	67%	63%	69%						100%	100%	100%	100%	100%					100%
TOTAL	**29**	**25**	**46**	**39**	**44**	**6**	**12**	**11**	**16**	**15**	**105**	**77**	**116**	**117**	**127**	**137**	**121**	**146**	**148**	**165**
TOTAL ROW %	**28%**	**32%**	**40%**	**33%**	**35%**	**4%**	**10%**	**8%**	**11%**	**9%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16E
Conversion of white bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	27	38	34	32	28	17	13	21	22	24	125	124	135	117	105	190	214	201	241	223
	22%	31%	25%	27%	27%	9%	6%	10%	9%	11%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	24	34	41	24	24	26	36	21	23	23	54	68	59	60	51	152	156	143	129	131
	44%	50%	69%	40%	47%	17%	23%	15%	18%	18%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	1	0	1	1	0	0	5	0	0	1	1	0	1	100	116	78	103	120
					100%	1%	0%	0%	5%	0%		100%	100%		100%	100%	100%	100%	100%	100%
Humanities	131	125	94	109	84	6	4	0	3	10	386	331	278	281	244	85	60	62	63	71
	34%	38%	34%	39%	34%	7%	7%	0%	5%	14%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	5	1	2	4	1	0	0	0	0	0	10	13	6	10	8
						50%	8%	33%	40%	13%						100%	100%	100%	100%	100%
Science	119	103	98	100	105	0	0	0	0	0	163	146	140	165	159	0	0	0	0	0
	73%	71%	70%	61%	66%						100%	100%	100%	100%	100%					
TOTAL	**301**	**300**	**268**	**265**	**242**	**55**	**54**	**44**	**57**	**58**	**728**	**670**	**613**	**623**	**560**	**537**	**559**	**490**	**546**	**553**
TOTAL ROW %	**41%**	**45%**	**44%**	**43%**	**43%**	**10%**	**10%**	**9%**	**10%**	**10%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16F
Conversion of international bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	28	14	20	25	20	3	3	3	6	4	80	52	65	66	65	38	26	15	30	37
	35%	27%	31%	38%	31%	8%	12%	20%	20%	11%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	15	14	17	15	21	22	20	19	20	18	29	26	25	23	42	80	78	75	60	82
	52%	54%	68%	65%	50%	28%	26%	25%	33%	22%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	8	12	10	5	3
						0%	17%	0%	0%	0%						100%	100%	100%	100%	100%
Humanities	21	20	27	32	29	0	1	0	4	7	85	82	74	79	93	12	8	10	17	27
	25%	24%	36%	41%	31%	0%	13%	0%	24%	26%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	0	3	2	2	0	0	0	0	0	0	2	4	4	5	3
						0%	75%	50%	40%	0%						100%	100%	100%	100%	100%
Science	24	30	26	16	12	0	0	0	0	0	50	43	43	30	25	0	0	0	0	0
	48%	70%	60%	53%	48%						100%	100%	100%	100%	100%					
TOTAL	**88**	**78**	**90**	**88**	**82**	**25**	**29**	**24**	**32**	**29**	**244**	**203**	**207**	**198**	**225**	**140**	**128**	**114**	**117**	**152**
TOTAL ROW %	**36%**	**38%**	**43%**	**44%**	**36%**	**18%**	**23%**	**21%**	**27%**	**19%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16G
Conversion of female bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	50	74	75	87	71	13	8	12	15	26	282	301	276	278	278	178	182	172	193	193
	18%	25%	27%	31%	26%	7%	4%	7%	8%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	13	19	16	16	14	15	26	26	18	20	51	58	41	54	54	127	103	138	99	99
	25%	33%	39%	30%	26%	12%	25%	19%	18%	20%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	1	2	0	2	1	1	1	7	1	0	1	2	0	0	239	252	257	278	278
						0%	0%	0%	3%	0%	#DIV/0!	100%	100%	#DIV/0!	#DIV/0!	100%	100%	100%	100%	100%
Humanities	167	187	193	205	193	8	7	5	7	18	576	582	543	569	569	122	112	97	111	111
	29%	32%	36%	36%	34%	7%	6%	5%	6%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	6	3	5	13	12	0	0	0	0	0	21	23	29	34	34
						29%	13%	17%	38%	35%						100%	100%	100%	100%	100%
Science	121	113	110	99	100	0	0	0	0	0	199	172	171	166	166	0	0	0	0	0
	61%	66%	64%	60%	60%						100%	100%	100%	100%	100%					
TOTAL	**351**	**394**	**396**	**407**	**380**	**43**	**45**	**49**	**60**	**77**	**1108**	**1114**	**1033**	**1067**	**1067**	**687**	**672**	**693**	**715**	**715**
TOTAL ROW %	**32%**	**35%**	**38%**	**38%**	**36%**	**6%**	**7%**	**7%**	**8%**	**11%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 16H
Conversion of male bachelor's graduates to postgraduate study by graduation year

Faculty	CONVERSION OF 3-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	58	56	90	83	81	17	22	33	28	24	241	204	298	274	279	223	233	245	285	294
	24%	27%	30%	30%	29%	8%	9%	13%	10%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	35	39	61	32	46	58	66	45	56	47	84	79	93	72	86	326	333	308	317	285
	42%	49%	66%	44%	53%	18%	20%	15%	18%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	0	0	0	0	2	0	0	0	0	1	1	0	1	82	84	81	88	101
						0%	2%	0%	0%	0%		100%	100%		100%	100%	100%	100%	100%	100%
Humanities	73	67	63	75	70	4	2	1	2	6	250	234	209	223	225	51	35	41	37	38
	29%	29%	30%	34%	31%	8%	6%	2%	5%	16%	100%	100%	100%	100%	86%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	3	2	3	1	5	0	0	0	0	0	9	9	14	6	14
						33%	22%	21%	17%	36%						100%	100%	100%	100%	100%
Science	87	104	108	92	111	0	0	0	0	0	156	148	164	162	189	0	0	0	0	0
	56%	70%	66%	57%	59%						100%	100%	100%	100%	100%					
TOTAL	**253**	**266**	**322**	**282**	**308**	**82**	**94**	**82**	**87**	**82**	**731**	**666**	**765**	**731**	**780**	**691**	**694**	**689**	**733**	**732**
TOTAL ROW %	**35%**	**40%**	**42%**	**39%**	**39%**	**12%**	**14%**	**12%**	**12%**	**11%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 17A
Summary of undergraduate success rates by faculty and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	87%	85%	83%	82%	86%	88%	88%	90%	84%	86%	88%	89%	91%	89%	87%
EBE	83%	90%	89%	89%	79%	80%	83%	84%	86%	82%	87%	89%	90%	86%	87%
Health Sciences	96%	96%	99%	95%	95%	95%	94%	93%	89%	91%	97%	98%	98%	96%	96%
Humanities	83%	87%	85%	86%	84%	87%	89%	88%	84%	85%	92%	93%	93%	92%	92%
Law	84%	87%	85%	86%	81%	80%	87%	84%	84%	81%	79%	95%	90%	86%	77%
Science	80%	81%	77%	77%	75%	84%	83%	82%	77%	79%	90%	89%	90%	89%	89%
ALL FACILITIES	**85%**	**86%**	**83%**	**83%**	**81%**	**86%**	**87%**	**87%**	**84%**	**84%**	**89%**	**91%**	**92%**	**90%**	**89%**

Notes :
1. These success rates are the weighted averages for the undergraduate courses offered by the departments in each faculty, extracted from successive HEMIS submissions
2. Honours students are not included in 400-level courses. Only 400-level courses offered towards professional undergraduate degrees have been included.
3. Courses taken within the GSB have not been included in these calculations.

TABLE 17B
Summary of undergraduate success rates by CESM group and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Business/ Commerce	87%	84%	81%	80%	85%	87%	87%	90%	83%	85%	88%	89%	91%	89%	87%
Science/ Technology	84%	85%	83%	82%	78%	83%	85%	85%	83%	82%	89%	91%	92%	90%	89%
Education	100%	87%		84%	83%	97%	90%	90%	82%	95%	96%	88%		72%	97%
Broad Humanities	85%	87%	85%	86%	84%	88%	89%	87%	85%	85%	90%	93%	92%	91%	88%
GRAND TOTAL	**85%**	**86%**	**83%**	**83%**	**81%**	**86%**	**87%**	**87%**	**84%**	**84%**	**89%**	**91%**	**92%**	**90%**	**89%**

Notes :
1. The Business/Commerce CESM group includes CESM 04 courses only
2. The Education CESM group includes CESM 07 courses only
3. The Science/Technology group includes CESM 02, 06, 08, 09, 15 and 16 courses until 2009, and CESMs 02, 06, 08, 09, 13, 14 and 15 thereafter
4. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 12 (Law).

TABLE 17C
Summary of undergraduate success rates by population group and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
African	81%	79%	78%	77%	75%	79%	80%	79%	76%	76%	81%	86%	86%	82%	81%
Coloured	83%	84%	83%	83%	81%	86%	85%	86%	83%	84%	89%	91%	92%	90%	89%
Indian	83%	85%	84%	83%	81%	86%	88%	87%	83%	84%	89%	91%	94%	90%	88%
White	91%	91%	89%	91%	90%	92%	94%	94%	92%	92%	94%	96%	97%	96%	94%
International	84%	87%	85%	84%	84%	86%	89%	89%	86%	87%	90%	91%	91%	89%	90%
ALL STUDENTS	**85%**	**86%**	**83%**	**83%**	**81%**	**86%**	**87%**	**87%**	**84%**	**84%**	**89%**	**91%**	**92%**	**90%**	**89%**

TABLE 18A
Summary of course success rates among foundation students by faculty and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	88%	85%	81%	76%	72%	82%	81%	82%	71%	73%	79%	78%	85%	78%	78%
EBE	91%	86%	87%	82%	71%	71%	71%	84%	76%	75%	77%	86%	82%	81%	81%
Health Sciences	85%	76%	91%	79%	82%	82%	81%	74%	73%	66%			96%	88%	93%
Humanities	72%	73%	76%	82%	83%	76%	81%	75%	76%	78%	87%	82%	84%	84%	84%
Law	77%	80%	78%	76%	70%	85%	80%	69%	74%	67%	78%	96%	69%	81%	64%
Science	78%	78%	69%	71%	66%	68%	73%	75%	68%	68%	79%	80%	85%	80%	76%
ALL FACILITIES	**80%**	**79%**	**76%**	**77%**	**75%**	**78%**	**79%**	**78%**	**73%**	**74%**	**80%**	**80%**	**84%**	**80%**	**80%**

TABLE 18B
Summary of course success rates among foundation students by CESM group and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Business/ Commerce	87%	84%	80%	75%	70%	81%	80%	82%	69%	70%	79%	78%	85%	78%	78%
Science/ Technology	81%	80%	75%	73%	68%	72%	75%	77%	72%	71%	78%	82%	86%	81%	80%
Broad Humanities	73%	74%	76%	82%	82%	79%	81%	75%	77%	77%	86%	85%	82%	84%	82%
GRAND TOTAL	**80%**	**79%**	**76%**	**77%**	**75%**	**78%**	**79%**	**78%**	**73%**	**74%**	**80%**	**80%**	**84%**	**80%**	**80%**

Notes :
1. The Business/Commerce CESM group includes CESM 04 courses only
2. The Science/Technology group includes CESMs 02, 06, 08, 09, 13, 14 and 15.
3. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 12 (Law).

TABLE 19A
Academic progress codes of all undergraduates

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	924	1189	1327	1286	1061	3024	3311	3317	2953	2678	385	445	482	480	469	128	114	85	111	129	58	78	93	103	76	4519	5137	5304	4933	4413
	20%	23%	25%	26%	24%	67%	64%	63%	60%	61%	9%	9%	9%	10%	11%	3%	2%	2%	2%	3%	1%	2%	2%	2%	2%	100%	100%	100%	100%	100%
EBE	588	574	580	542	560	1915	1995	2099	2113	2142	217	246	328	365	401	93	62	77	88	101	85	64	68	137	87	2898	2941	3152	3245	3291
	20%	20%	18%	17%	17%	66%	68%	67%	65%	65%	7%	8%	10%	11%	12%	3%	2%	2%	3%	3%	3%	2%	2%	4%	3%	100%	100%	100%	100%	100%
Health Sciences	349	338	361	366	460	1611	1695	1774	1840	1693	15	20	18	28	37	21	21	12	21	16	18	26	25	39	37	2014	2100	2190	2294	2243
	17%	16%	16%	16%	21%	80%	81%	81%	80%	75%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Humanities	1197	1062	1021	1000	1044	2632	2699	2683	2737	2775	463	400	479	476	444	143	123	145	142	147	68	81	92	147	157	4503	4365	4420	4502	4567
	27%	24%	23%	22%	23%	58%	62%	61%	61%	61%	10%	9%	11%	11%	10%	3%	3%	3%	3%	3%	2%	2%	2%	3%	3%	100%	100%	100%	100%	100%
Law	126	170	197	174	152	400	453	410	401	362	56	22	67	68	90	22	16	24	12	34	9	4	8	13	14	613	665	706	668	652
	21%	26%	28%	26%	23%	65%	68%	58%	60%	56%	9%	3%	9%	10%	14%	4%	2%	3%	2%	5%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Science	356	320	335	328	349	955	956	1055	1068	1016	30	51	80	103	117	73	56	72	73	101	28	17	23	23	24	1442	1400	1565	1595	1607
	25%	23%	21%	21%	22%	66%	68%	67%	67%	63%	2%	4%	5%	6%	7%	5%	4%	5%	5%	6%	2%	1%	1%	1%	1%	100%	100%	100%	100%	100%
TOTAL NO.	3540	3653	3821	3696	3626	10537	11109	11338	11112	10666	1166	1184	1454	1520	1558	480	392	415	447	528	266	270	309	462	395	15989	16608	17737	17237	16773
TOTAL ROW %	22%	22%	22%	21%	22%	66%	67%	65%	64%	64%	7%	7%	8%	9%	9%	3%	2%	2%	3%	3%	2%	2%	2%	3%	2%	100%	100%	100%	100%	100%

Percentages should be read across each row

Note:
1. The data for these tables was derived from PeopleSoft at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 2, which are HEMIS derived.
2. "Other" academic standing codes include cancellations and disciplinary codes

TABLE 19B
Academic progress codes of all African undergraduates

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	237	312	315	320	264	925	879	888	818	767	155	206	196	229	224	69	47	36	62	57	15	18	17	27	25	1401	1462	1452	1456	1337
	17%	21%	22%	22%	20%	66%	60%	61%	56%	57%	11%	14%	13%	16%	17%	5%	3%	2%	4%	4%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
EBE	140	124	145	121	118	489	482	500	544	628	94	105	132	156	186	41	22	28	40	51	24	24	17	43	30	788	757	822	904	1013
	18%	16%	18%	13%	12%	62%	64%	61%	60%	62%	12%	14%	16%	17%	18%	5%	3%	3%	4%	5%	3%	3%	2%	5%	3%	100%	100%	100%	100%	100%
Health Sciences	113	117	142	141	160	651	653	673	697	671	9	13	11	21	21	13	15	7	9	9	9	11	15	16	14	795	809	848	884	875
	14%	14%	17%	16%	18%	82%	81%	79%	79%	77%	1%	2%	1%	2%	2%	2%	2%	1%	1%	1%	1%	1%	2%	2%	2%	100%	100%	100%	100%	100%
Humanities	263	241	221	253	238	690	710	684	594	592	200	189	217	211	180	72	62	78	57	49	13	27	32	38	33	1238	1229	1232	1153	1092
	21%	20%	18%	22%	22%	56%	58%	56%	52%	54%	16%	15%	18%	18%	16%	6%	5%	6%	5%	4%	1%	2%	3%	3%	3%	100%	100%	100%	100%	100%
Law	17	31	34	27	29	87	107	92	103	105	27	10	37	39	42	10	10	13	5	12	1	4	2	4	5	142	162	178	178	193
	12%	19%	19%	15%	15%	61%	66%	52%	58%	54%	19%	6%	21%	22%	22%	7%	6%	7%	3%	6%	1%	2%	1%	2%	3%	100%	100%	100%	100%	100%
Science	77	59	75	62	80	274	278	333	394	385	12	32	44	66	93	39	34	43	44	75	8	6	4	4	9	410	409	499	570	642
	19%	14%	15%	11%	12%	67%	68%	67%	69%	60%	3%	8%	9%	12%	14%	10%	8%	9%	8%	12%	2%	1%	1%	1%	1%	100%	100%	100%	100%	100%
TOTAL NO.	**847**	**884**	**932**	**924**	**889**	**3116**	**3109**	**3170**	**3150**	**3148**	**497**	**555**	**637**	**722**	**746**	**244**	**190**	**205**	**217**	**253**	**70**	**90**	**87**	**132**	**116**	**4774**	**4828**	**5031**	**5145**	**5152**
TOTAL ROW %	**18%**	**18%**	**19%**	**18%**	**17%**	**65%**	**64%**	**63%**	**61%**	**61%**	**10%**	**11%**	**13%**	**14%**	**14%**	**5%**	**4%**	**4%**	**4%**	**5%**	**1%**	**2%**	**2%**	**3%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

TABLE 19C
Academic progress codes of all coloured undergraduates

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	109	110	150	143	139	380	405	397	379	267	54	71	62	56	46	17	20	8	13	23	9	10	16	8	7	569	616	633	599	482
	19%	18%	24%	24%	29%	67%	66%	63%	63%	55%	9%	12%	10%	9%	10%	3%	3%	1%	2%	5%	2%	2%	3%	1%	1%	100%	100%	100%	100%	100%
EBE	70	62	58	61	56	212	220	243	261	282	28	35	45	49	63	8	8	11	8	12	8	7	7	21	10	326	332	364	400	423
	21%	19%	16%	15%	13%	65%	66%	67%	65%	67%	9%	11%	12%	12%	15%	2%	2%	3%	2%	3%	2%	2%	2%	5%	2%	100%	100%	100%	100%	100%
Health Sciences	72	58	77	74	86	348	392	409	411	385	1	6	5	4	14	5	4	4	11	5	2	5	3	8	7	428	465	498	508	497
	17%	12%	15%	15%	17%	81%	84%	82%	81%	77%	0%	1%	1%	1%	3%	1%	1%	1%	2%	1%	0%	1%	1%	2%	1%	100%	100%	100%	100%	100%
Humanities	232	210	195	179	195	537	535	550	535	580	100	82	113	99	91	38	29	28	29	27	8	13	13	23	25	915	869	899	865	918
	25%	24%	22%	21%	21%	59%	62%	61%	62%	63%	11%	9%	13%	11%	10%	4%	3%	3%	3%	3%	1%	1%	1%	3%	3%	100%	100%	100%	100%	100%
Law	18	19	29	28	29	68	83	92	106	83	18	9	11	7	20	8	1	4	5	13	1		2	4	4	113	112	138	150	149
	16%	17%	21%	19%	19%	60%	74%	67%	71%	56%	16%	8%	8%	5%	13%	7%	1%	3%	3%	9%	1%	0%	1%	3%	3%	100%	100%	100%	100%	100%
Science	33	39	40	38	40	114	111	130	146	135	9	5	13	14	12	8	5	13	13	10	3	1	3	3	3	167	161	199	214	200
	20%	24%	20%	18%	20%	68%	69%	65%	68%	68%	5%	3%	7%	7%	6%	5%	3%	7%	6%	5%	2%	1%	2%	1%	2%	100%	100%	100%	100%	100%
TOTAL NO.	534	498	549	523	545	1659	1746	1821	1838	1732	210	208	249	229	246	84	67	68	79	90	31	36	44	67	56	2518	2555	2731	2736	2669
TOTAL ROW %	21%	19%	20%	19%	20%	66%	68%	67%	67%	65%	8%	8%	9%	8%	9%	3%	3%	2%	3%	3%	1%	1%	2%	2%	2%	100%	100%	100%	100%	100%

Percentages should be read across each row

Note:
1. "Other" academic standing codes include cancellations and disciplinary codes

TABLE 19D
Academic progress codes of all Indian undergraduates

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	121	95	103	120	139	339	370	381	326	230	73	57	60	58	46	11	4	9	9	8	9	9	5	9	5	553	535	558	522	428
	22%	18%	18%	23%	32%	61%	69%	68%	62%	54%	13%	11%	11%	11%	11%	2%	1%	2%	2%	2%	2%	2%	1%	2%	1%	100%	100%	100%	100%	100%
EBE	42	35	46	66	57	168	218	215	210	187	24	29	42	45	37	8	3	11	7	11	12	6	3	7	10	254	291	317	335	302
	17%	12%	15%	20%	19%	66%	75%	68%	63%	62%	9%	10%	13%	13%	12%	3%	1%	3%	2%	4%	5%	2%	1%	2%	3%	100%	100%	100%	100%	100%
Health Sciences	26	27	38	30	40	144	157	167	159	157	3	1	1	1	1	1					2	3		2	2	176	188	206	192	200
	15%	14%	18%	16%	20%	82%	84%	81%	83%	79%	2%	1%	0%	1%	1%	1%	0%	0%	0%	0%	1%	2%	0%	1%	1%	100%	100%	100%	100%	100%
Humanities	39	35	50	41	28	98	103	88	76	65	25	18	12	11	11	2	5	2	2	6	2	6	5	3	4	166	167	157	133	114
	23%	21%	32%	31%	25%	59%	62%	56%	57%	57%	15%	11%	8%	8%	10%	1%	3%	1%	2%	5%	1%	4%	3%	2%	4%	100%	100%	100%	100%	100%
Law	6	12	16	10	10	31	39	30	34	35	1	1	5	7	12	1	1	1		2	1			2	2	40	53	52	53	61
	15%	23%	31%	19%	16%	78%	74%	58%	64%	57%	3%	2%	10%	13%	20%	3%	2%	2%	0%	3%	3%	0%	0%	4%	3%	100%	100%	100%	100%	100%
Science	14	10	24	16	26	45	45	63	70	55	2	5	3	5	2	2	1	2	4	2			3	1		63	61	95	96	85
	22%	16%	25%	17%	31%	71%	74%	66%	73%	65%	3%	8%	3%	5%	2%	3%	2%	2%	4%	2%	0%	0%	3%	1%	0%	100%	100%	100%	100%	100%
TOTAL NO.	248	214	277	283	300	825	932	944	875	729	128	111	123	127	109	25	14	25	22	29	26	24	16	24	23	1252	1295	1385	1331	1190
TOTAL ROW %	20%	17%	20%	21%	25%	66%	72%	68%	66%	61%	10%	9%	9%	10%	9%	2%	1%	2%	2%	2%	2%	2%	1%	2%	2%	100%	100%	100%	100%	100%

Percentages should be read across each row

Note:
1. "Other" academic standing codes include cancellations and disciplinary codes

TABLE 19E
Academic progress codes of all white undergraduates

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	315	367	365	396	330	980	1028	1062	827	509	61	45	54	42	45	10	16	15	10	7	22	26	32	30	9	1388	1482	1528	1305	900
	23%	25%	24%	30%	37%	71%	69%	70%	63%	57%	4%	3%	4%	3%	5%	1%	1%	1%	1%	1%	2%	2%	2%	2%	1%	100%	100%	100%	100%	100%
EBE	206	225	202	189	182	626	610	624	610	601	31	34	51	38	44	14	14	6	14	11	8	13	22	28	18	885	896	905	879	856
	23%	25%	22%	22%	21%	71%	68%	69%	69%	70%	4%	4%	6%	4%	5%	2%	2%	1%	2%	1%	1%	1%	2%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	100	117	79	103	122	385	427	444	428	383	1		1	2		1	2	1		1	4	7	4	8	11	491	553	529	541	517
	20%	21%	15%	19%	24%	78%	77%	84%	79%	74%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	2%	100%	100%	100%	100%	100%
Humanities	479	396	342	347	316	824	821	737	587	442	66	54	50	41	29	14	12	10	7	8	34	24	18	22	22	1417	1307	1157	1004	817
	34%	30%	30%	35%	39%	58%	63%	64%	58%	54%	5%	4%	4%	4%	4%	1%	1%	1%	1%	1%	2%	2%	2%	2%	3%	100%	100%	100%	100%	100%
Law	65	86	98	89	69	162	177	140	110	97	7		5	7	9	2	2	3	2	2	6		1	2	2	242	265	247	210	179
	27%	32%	40%	42%	39%	67%	67%	57%	52%	54%	3%	0%	2%	3%	5%	1%	1%	1%	1%	1%	2%	0%	0%	1%	1%	100%	100%	100%	100%	100%
Science	163	146	140	165	159	334	369	405	346	328	3	5	14	5	6	8	8	11	7	5	12	4	9	12	9	520	532	579	535	507
	31%	27%	24%	31%	31%	64%	69%	70%	65%	65%	1%	1%	2%	1%	1%	2%	2%	2%	1%	1%	2%	1%	2%	2%	2%	100%	100%	100%	100%	100%
TOTAL NO.	1328	1337	1226	1289	1178	3311	3432	3412	2908	2360	169	138	175	135	133	49	54	46	40	34	86	74	86	102	71	4943	5035	4945	4474	3776
TOTAL ROW %	27%	27%	25%	29%	31%	67%	68%	69%	65%	63%	3%	3%	4%	3%	4%	1%	1%	1%	1%	1%	2%	1%	2%	2%	2%	100%	100%	100%	100%	100%

Percentages should be read across each row

Note:
1. "Other" academic standing codes include cancellations and disciplinary codes

TABLE 19F
Academic progress codes of all international undergraduates

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Commerce	118	103	132	137	105	256	315	314	270	239	30	36	47	50	30	16	16	5	12	12	1	6	10	12	6	421	476	508	481	392
	28%	22%	26%	28%	27%	61%	66%	62%	56%	61%	7%	8%	9%	10%	8%	4%	3%	1%	2%	3%	0%	1%	2%	2%	2%	100%	100%	100%	100%	100%
EBE	109	104	100	83	124	316	371	413	401	357	34	35	48	65	52	17	10	13	18	12	26	12	13	32	9	502	532	587	599	554
	22%	20%	17%	14%	22%	63%	70%	70%	67%	64%	7%	7%	8%	11%	9%	3%	2%	2%	3%	2%	5%	2%	2%	5%	2%	100%	100%	100%	100%	100%
Health Sciences	8	95	10	5	5	27	250	17	15	14		30					5				1	6				36	386	27	20	19
	22%	25%	37%	25%	26%	75%	65%	63%	75%	74%	0%	8%	0%	0%	0%	0%	1%	0%	0%	0%	3%	2%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	103	13	92	97	122	217	33	257	257	190	39	2	34	29	24	10	1	7	8	11	7		6	9	15	376	49	396	400	362
	27%	27%	23%	24%	34%	58%	67%	65%	64%	52%	10%	4%	9%	7%	7%	3%	2%	2%	2%	3%	2%	0%	2%	2%	4%	100%	100%	100%	100%	100%
Law	8	12	14	13	10	31	20	34	33	30	3		4	4	4	1		1		4			1	1	1	43	32	54	51	49
	19%	38%	26%	25%	20%	72%	63%	63%	65%	61%	7%	0%	7%	8%	8%	2%	0%	2%	0%	8%	0%	0%	2%	2%	2%	100%	100%	100%	100%	100%
Science	50	43	43	30	25	126	100	73	61	68	2	2	3	8	2	15	6	1	3	4	4	4	3	1	2	197	155	123	103	101
	25%	28%	35%	29%	25%	64%	65%	59%	59%	67%	1%	1%	2%	8%	2%	8%	4%	1%	3%	4%	2%	3%	2%	1%	2%	100%	100%	100%	100%	100%
TOTAL NO.	**396**	**370**	**391**	**365**	**391**	**973**	**1089**	**1108**	**1037**	**898**	**108**	**105**	**136**	**156**	**112**	**59**	**38**	**27**	**41**	**43**	**39**	**28**	**33**	**55**	**33**	**1575**	**1630**	**1695**	**1654**	**1477**
TOTAL ROW %	**25%**	**23%**	**23%**	**22%**	**26%**	**62%**	**67%**	**65%**	**63%**	**61%**	**8%**	**6%**	**8%**	**9%**	**8%**	**4%**	**2%**	**2%**	**2%**	**3%**	**2%**	**2%**	**2%**	**3%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Note:
1. "Other" academic standing codes include cancellations and disciplinary codes

TABLE 20A
Five-year cohort survival analysis of the 2010, 2011, 2012, 2013 and 2014 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: ALL students (SA and international)

Status after 5 years	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	300	407	365	243	305	765	795	873	928	921	336	330	383	346	287	31	25	27	35	42
	77%	76%	76%	75%	75%	80%	77%	76%	77%	78%	60%	66%	72%	72%	64%	62%	71%	56%	52%	69%
Continuing undergraduate studies	11	20	16	4	17	65	72	97	88	78	75	46	42	36	86	5	6	6	16	8
	3%	4%	3%	1%	4%	7%	7%	8%	7%	7%	13%	9%	8%	8%	19%	10%	17%	13%	24%	13%
Dropped out in good academic standing	41	68	57	49	60	51	68	89	87	100	41	27	45	42	35	6	3	3	10	5
	10%	13%	12%	15%	15%	5%	7%	8%	7%	8%	7%	5%	8%	9%	8%	12%	9%	6%	15%	8%
Refused readmission on academic grounds	40	39	43	30	27	73	88	94	95	85	110	100	65	54	37	8	1	12	6	6
	10%	7%	9%	9%	7%	8%	9%	8%	8%	7%	20%	20%	12%	11%	8%	16%	3%	25%	9%	10%
TOTAL	**392**	**535**	**481**	**326**	**409**	**954**	**1029**	**1153**	**1198**	**1184**	**562**	**503**	**535**	**478**	**445**	**50**	**35**	**48**	**67**	**61**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Status after 5 years	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	309	269	321	285	290	427	308	365	419	388	2168	2282	2282	2219	2233
	69%	63%	65%	68%	70%	77%	74%	76%	75%	72%	73%	72%	72%	73%	73%
Continuing undergraduate studies	17	21	21	44	34	12	13	17	24	27	185	254	254	259	250
	4%	5%	4%	10%	8%	2%	3%	4%	4%	5%	6%	8%	8%	8%	8%
Dropped out in good academic standing	24	33	49	34	31	70	50	55	64	68	233	291	291	276	299
	5%	8%	10%	8%	8%	13%	12%	11%	11%	13%	8%	9%	9%	9%	10%
Refused readmission on academic grounds	100	103	100	58	58	48	43	46	53	53	379	360	360	296	266
	22%	24%	20%	14%	14%	9%	10%	10%	9%	10%	13%	11%	11%	10%	9%
TOTAL	**450**	**427**	**491**	**421**	**413**	**557**	**416**	**483**	**560**	**536**	**2965**	**3187**	**3187**	**3050**	**3048**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Notes:
1. This table is an analysis of the academic progress of the 2009, 2010, 2011, 2012 and 2013 FU cohorts carried out five years after their initial enrolment at UCT
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.
3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.
4. Students dropping out in good academic standing are students who had left the university without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.
5. The Commerce intakes include students enrolling for the 3-year bachelor's and for the 4-year BBusSc
6. The Engineering total is for 4-year degrees only.
7. Percentages are to be read down each column.
8 "Other" academic codes not shown individually but included in total include long leave, expulsions, rustication and disciplinary codes.

TABLE 20B
Five-year cohort survival analysis of the 2010, 2011, 2012, 2013 and 2014 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: SA AFRICAN students

Status after 5 years	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	30	64	43	31	65	197	204	258	249	233	58	81	83	80	59	17	4	9	11	12
	53%	63%	60%	53%	64%	70%	67%	68%	69%	69%	37%	43%	50%	50%	48%	68%	50%	43%	39%	57%
Continuing undergraduate studies	3	9	4	4	6	38	30	51	41	37	30	25	16	17	38	4	2	4	9	5
	5%	9%	6%	7%	6%	14%	10%	13%	11%	11%	19%	13%	50%	30%	31%	16%	25%	19%	32%	24%
Dropped out in good academic standing	7	10	10	13	17	15	23	32	18	27	7	8	13	14	7	1	1	0	4	1
	12%	10%	14%	22%	17%	5%	8%	8%	5%	8%	4%	4%	50%	7%	6%	4%	13%	0%	14%	5%
Refused readmission on academic grounds	17	18	15	11	13	31	47	41	51	42	62	74	32	18	18	3	1	8	4	3
	30%	18%	21%	19%	13%	11%	15%	11%	14%	12%	39%	39%	50%	13%	15%	12%	13%	38%	14%	14%
TOTAL	**57**	**102**	**72**	**59**	**101**	**281**	**305**	**382**	**359**	**339**	**157**	**188**	**144**	**129**	**122**	**25**	**8**	**21**	**28**	**21**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Status after 5 years	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	56	71	54	44	64	70	41	73	135	121	428	502	502	533	554
	41%	47%	42%	44%	46%	71%	56%	62%	66%	63%	57%	57%	57%	61%	61%
Continuing undergraduate studies	7	12	7	20	19	6	6	8	14	16	88	119	119	126	121
	5%	8%	5%	20%	14%	6%	8%	7%	7%	8%	12%	14%	14%	14%	13%
Dropped out in good academic standing	2	7	20	10	13	7	7	14	21	22	39	89	89	75	87
	1%	5%	16%	10%	9%	7%	10%	12%	10%	12%	5%	10%	10%	9%	10%
Refused readmission on academic grounds	73	60	48	27	42	16	18	22	35	32	202	165	165	144	150
	53%	40%	37%	27%	30%	16%	25%	19%	17%	17%	27%	19%	19%	16%	16%
TOTAL	**138**	**151**	**129**	**101**	**138**	**99**	**73**	**117**	**205**	**191**	**757**	**875**	**875**	**877**	**912**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

TABLE 20C
Five-year cohort survival analysis of the 2010, 2011, 2012, 2013 and 2014 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: SA COLOURED students

Status after 5 years	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	49	66	50	37	68	82	84	72	123	115	29	30	37	33	30	4	7	4	7	10
	70%	73%	71%	62%	74%	83%	76%	67%	76%	75%	58%	63%	70%	70%	55%	50%	78%	50%	50%	67%
Continuing undergraduate studies	70%	73%	71%	62%	74%	83%	76%	67%	76%	75%	58%	63%	70%	70%	55%	50%	78%	50%	50%	67%
	70%	73%	71%	62%	74%	83%	76%	67%	76%	75%	58%	63%	70%	70%	55%	50%	78%	50%	50%	67%
Dropped out in good academic standing	70%	73%	71%	62%	74%	83%	76%	67%	76%	75%	58%	63%	70%	70%	55%	50%	78%	50%	50%	67%
	11%	12%	7%	15%	13%	3%	3%	3%	7%	9%	8%	6%	4%	4%	5%	25%	0%	13%	14%	13%
Refused readmission on academic grounds	9	10	11	14	9	8	3	16	14	16	7	6	6	7	6	2	0	1	1	3
	13%	11%	16%	23%	10%	8%	3%	15%	9%	10%	14%	13%	11%	15%	11%	25%	0%	13%	7%	20%
TOTAL	**70**	**91**	**70**	**60**	**92**	**99**	**111**	**107**	**161**	**153**	**50**	**48**	**53**	**47**	**55**	**8**	**9**	**8**	**14**	**15**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Status after 5 years	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	39	28	35	30	37	59	51	52	78	84	266	236	236	302	344
	78%	62%	59%	70%	82%	76%	64%	70%	74%	67%	74%	65%	65%	70%	71%
Continuing undergraduate studies	4	3	6	5	2	2	3	3	4	7	37	43	43	35	36
	8%	7%	10%	12%	4%	3%	4%	4%	4%	6%	7%	12%	12%	8%	7%
Dropped out in good academic standing	3	2	3	3	2	11	14	9	15	19	35	24	24	43	52
	6%	4%	5%	7%	4%	14%	18%	12%	14%	15%	9%	7%	7%	10%	11%
Refused readmission on academic grounds	4	12	15	5	4	6	12	10	8	15	43	60	60	49	53
	8%	27%	25%	12%	9%	8%	15%	14%	8%	12%	10%	17%	17%	11%	11%
TOTAL	**50**	**45**	**59**	**43**	**45**	**78**	**80**	**74**	**105**	**125**	**384**	**363**	**363**	**429**	**485**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

TABLE 20D
Five-year cohort survival analysis of the 2010, 2011, 2012, 2013 and 2014 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties:SA INDIAN students

Status after 5 years	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	9	13	11	10	6	98	82	82	101	130	28	31	29	40	56	3	3	3	5	4
	90%	65%	73%	100%	50%	78%	71%	72%	75%	76%	60%	69%	73%	68%	74%	50%	100%	75%	83%	57%
Continuing undergraduate studies	0	2	0	0	2	11	12	11	12	15	6	5	3	2	9	0	0	0	1	2
	0%	10%	0%	0%	17%	13%	13%	10%	9%	9%	13%	11%	8%	3%	12%	0%	0%	0%	17%	29%
Dropped out in good academic standing	0%	10%	0%	0%	17%	13%	13%	10%	9%	9%	13%	11%	8%	3%	12%	0%	0%	0%	17%	29%
	0%	20%	7%	0%	33%	8%	9%	8%	12%	12%	15%	7%	8%	10%	5%	33%	0%	0%	0%	14%
Refused readmission on academic grounds	1	1	3	0	0	6	11	12	6	6	6	6	5	11	7	1	0	1	0	0
	10%	5%	20%	0%	0%	5%	9%	11%	4%	3%	13%	13%	13%	19%	9%	17%	0%	25%	0%	0%
TOTAL	**10**	**20**	**15**	**10**	**12**	**125**	**116**	**114**	**135**	**172**	**47**	**45**	**40**	**59**	**76**	**6**	**3**	**4**	**6**	**7**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Status after 5 years	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	8	16	11	12	20	19	10	14	24	20	155	147	147	189	236
	50%	64%	55%	75%	91%	79%	77%	88%	75%	77%	72%	70%	70%	73%	75%
Continuing undergraduate studies	1	1	1	2	0	0	2	0	0	2	22	17	17	21	30
	6%	4%	5%	13%	0%	0%	15%	0%	0%	8%	8%	8%	8%	8%	10%
Dropped out in good academic standing	3	4	2	0	1	1	0	2	3	1	22	16	16	25	32
	19%	16%	10%	0%	5%	4%	0%	13%	9%	4%	10%	8%	8%	10%	10%
Refused readmission on academic grounds	4	4	6	2	1	4	1	0	5	3	23	29	29	24	17
	25%	16%	30%	13%	5%	17%	8%	0%	16%	12%	10%	14%	14%	9%	5%
TOTAL	**16**	**25**	**20**	**16**	**22**	**24**	**13**	**16**	**32**	**26**	**222**	**209**	**209**	**259**	**315**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

TABLE 20E
Five-year cohort survival analysis of the 2010, 2011, 2012, 2013 and 2014 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: SA WHITE students

Status after 5 years	ARTS - BA 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	COMMERCE 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	ENGINEERING - BSC(ENG) 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	LAW 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	170	203	189	133	119	277	292	331	331	311	144	111	155	124	92	4	8	8	6	10
	86%	81%	79%	83%	82%	90%	90%	87%	87%	87%	79%	89%	82%	88%	79%	57%	80%	100%	67%	83%
Continuing undergraduate studies	3	3	5	0	6	6	7	12	10	9	17	3	9	5	12	1	1	0	1	1
	3	3	5	0	6	6	7	12	10	9	17	3	9	5	12	1	1	0	1	1
Dropped out in good academic standing	3	3	5	0	6	6	7	12	10	9	17	3	9	5	12	1	1	0	1	1
	9%	15%	14%	15%	12%	5%	4%	7%	7%	8%	6%	5%	9%	4%	8%	14%	10%	0%	22%	8%
Refused readmission on academic grounds	6	8	10	3	3	11	11	11	10	9	10	5	8	7	3	1	0	0	0	
	3%	3%	4%	2%	2%	4%	3%	3%	3%	3%	5%	4%	4%	5%	3%	14%	0%	0%	0%	0%
TOTAL	197	251	238	160	145	309	324	381	379	356	182	125	188	141	116	7	10	8	9	12
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Status after 5 years	SCIENCE 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	SOCIAL SCIENCE - BSOCSC 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	TOTAL 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	153	110	150	121	114	191	142	167	106	102	909	941	981	813	753
	89%	84%	82%	78%	83%	79%	84%	86%	83%	86%	85%	83%	83%	83%	85%
Continuing undergraduate studies	4	4	6	12	7	3	0	2	3	2	18	44	46	41	37
	2%	3%	3%	8%	5%	1%	0%	1%	2%	2%	3%	4%	4%	4%	4%
Dropped out in good academic standing	10	12	15	13	11	35	22	19	17	15	90	106	109	89	80
	6%	9%	8%	8%	8%	14%	13%	10%	13%	13%	8%	9%	9%	9%	9%
Refused readmission on academic grounds	4	5	13	9	5	13	5	7	1	0	33	39	47	31	20
	2%	4%	7%	6%	4%	5%	3%	4%	1%	0%	4%	3%	4%	3%	2%
TOTAL	171	131	184	155	137	242	170	195	127	119	1051	1130	1183	974	890
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 21
Five-year cohort survival analysis of the 2010, 2011, 2012, 2013 and 2014 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: ALL students in extended programmes

Status after 5 years	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	84	92	74	102	83	59	52	74	93	87	15	13	39	20	33	4	2	6	4	4
	73%	65%	62%	68%	66%	66%	60%	62%	68%	64%	36%	25%	48%	37%	40%	57%	40%	55%	22%	33%
Continuing undergraduate studies	15	21	18	21	11	16	12	24	17	23	11	9	9	12	29	1	3	4	8	4
	13%	15%	15%	14%	9%	18%	14%	20%	12%	17%	26%	17%	11%	22%	35%	14%	60%	36%	44%	33%
Dropped out in good academic standing	5	14	11	5	14	2	6	9	12	10	1	2	7	7	6	1	0	0	1	2
	4%	10%	9%	3%	11%	2%	7%	8%	9%	7%	2%	4%	9%	13%	7%	14%	0%	0%	6%	17%
Refused readmission on academic grounds	11	14	16	21	17	11	16	12	15	15	14	18	27	15	15	1	0	1	5	2
	10%	10%	13%	14%	13%	12%	18%	10%	11%	11%	33%	34%	33%	28%	18%	14%	0%	9%	28%	17%
TOTAL	**115**	**141**	**119**	**149**	**126**	**89**	**87**	**119**	**137**	**135**	**42**	**53**	**82**	**54**	**83**	**7**	**5**	**11**	**18**	**12**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Status after 5 years	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Completed undergraduate bachelor's degree (graduated)	33	23	30	27	54	55	91	58	105	122	250	267	267	351	383
	41%	32%	40%	38%	49%	70%	61%	52%	54%	53%	61%	52%	52%	56%	55%
Continuing undergraduate studies	6	10	7	20	21	6	14	10	18	21	55	90	90	96	109
	7%	14%	9%	28%	19%	8%	9%	9%	9%	9%	13%	17%	17%	15%	16%
Dropped out in good academic standing	2	3	7	6	5	6	14	17	31	38	17	51	51	62	75
	2%	4%	9%	8%	5%	8%	9%	15%	16%	17%	4%	10%	10%	10%	11%
Refused readmission on academic grounds	40	36	31	18	30	11	29	27	42	49	88	110	110	116	128
	49%	49%	41%	25%	27%	14%	19%	24%	21%	21%	21%	21%	21%	19%	18%
TOTAL	**81**	**73**	**75**	**71**	**110**	**79**	**150**	**112**	**196**	**230**	**413**	**518**	**518**	**625**	**696**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

TABLE 22A
Years to completion among graduates within the 2010, 2011, 2012, 2013 and 2014 first-time entering undergraduate cohorts after initial enrolment in five large faculties: ALL students (SA and International)

Years to Graduation	ARTS - BA					COMMERCE - BCOM					COMMERCE - BBUSSC					ENGINEERING - BSC(ENG)				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	224	267	230	231	207	117	146	146	157	164	18	19	20	31	25	2	3	2	3	2
	73%	64%	70%	69%	68%	36%	39%	36%	43%	49%	4%	4%	4%	5%	4%	1%	1%	1%	1%	1%
4 Years	63	99	76	76	74	134	150	156	150	114	300	307	329	352	404	194	187	207	218	204
	21%	24%	23%	23%	24%	41%	40%	39%	41%	34%	63%	67%	62%	61%	69%	51%	56%	55%	60%	68%
5 Years	13	41	17	22	24	59	56	79	45	56	134	117	149	162	158	139	98	123	105	96
	4%	10%	5%	7%	8%	18%	15%	20%	12%	17%	28%	25%	28%	28%	27%	36%	30%	32%	29%	32%
6 Years	6	9	6	7	0	17	23	21	14	0	27	18	32	35	0	48	43	47	35	0
	2%	2%	2%	2%	0%	5%	6%	5%	4%	0%	6%	4%	6%	6%	0%	13%	13%	12%	10%	0%
All Graduates	306	416	329	335	305	327	375	402	366	334	479	461	530	580	587	383	331	379	361	302
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Years to Graduation	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	1	1	0	5	2	185	133	184	166	155	253	190	227	193	214	759	809	785	785	769
	3%	3%	0%	12%	5%	57%	48%	55%	54%	53%	58%	60%	61%	55%	55%	34%	34%	35%	33%	34%
4 Years	23	14	15	22	30	87	91	90	92	82	130	78	103	108	130	926	976	1016	1018	1038
	66%	48%	50%	51%	71%	27%	33%	27%	30%	28%	30%	25%	28%	31%	34%	42%	41%	46%	43%	46%
5 Years	66%	48%	50%	51%	71%	27%	33%	27%	30%	28%	30%	25%	28%	31%	34%	42%	41%	46%	43%	46%
	20%	34%	40%	16%	24%	11%	16%	14%	9%	18%	10%	13%	9%	14%	11%	18%	20%	19%	18%	20%
6 Years	20%	34%	40%	16%	24%	11%	16%	14%	9%	18%	10%	13%	9%	14%	11%	18%	20%	19%	18%	20%
	11%	14%	10%	21%	0%	4%	3%	3%	8%	0%	2%	2%	1%	3%	0%	5%	5%	0%	6%	0%
All Graduates	35	29	30	43	42	322	278	332	309	290	434	315	370	348	388	2205	2372	2213	2354	2248
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Notes:

1. This table is an analysis of the academic progress of the 2009, 2010, 2011, 2012 and 2013 FU cohorts carried out five years after their initial enrolment at UCT

2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.

3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.

4. Students dropping out in good academic standing are students who had left the university without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.

5. The Commerce intakes include students enrolling for the 3-year BCom and for the 4-year BBusSc.

6. The Engineering total is for 4-year degrees only.

7. Percentages are to be read down each column.

8. "Other" academic codes not shown individually but included in total include long leave, expulsions, rustication and disciplinary codes.

TABLE 22B
Years to completion among graduates within the 2010, 2011, 2012, 2013 and 2014 first-time entering undergraduate cohorts after initial enrolment in five large faculties: SA African

Years to Graduation	ARTS - BA					COMMERCE - BCOM					COMMERCE - BBUSSC					ENGINEERING - BSC(ENG)				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	17	28	19	30	26	36	38	41	45	39	3	0	4	6	3	0	1	0	0	3
	53%	41%	48%	56%	40%	30%	32%	26%	33%	34%	3%	0%	3%	5%	3%	0%	1%	0%	0%	3%
4 Years	10	26	15	14	28	49	46	66	62	48	40	57	61	62	71	20	26	25	40	71
	31%	38%	38%	26%	43%	41%	38%	41%	45%	42%	42%	55%	49%	48%	60%	27%	32%	28%	48%	60%
5 Years	3	10	5	8	11	24	25	40	24	28	38	38	49	48	44	35	32	40	30	44
	3	10	5	8	11	24	25	40	24	28	38	38	49	48	44	35	32	40	30	44
6 Years	2	4	1	2	0	10	11	13	7	0	14	9	11	12	0	19	23	24	13	0
	6%	6%	3%	4%	0%	8%	9%	8%	5%	0%	15%	9%	9%	9%	0%	26%	28%	27%	16%	0%
All Graduates	32	68	40	54	65	119	120	160	138	115	95	104	125	128	118	74	82	89	83	118
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Years to Graduation	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	32	68	40	54	65	119	120	160	138	115	95	104	125	128	118	74	82	89	83	118
	5%	0%	0%	0%	8%	34%	21%	19%	25%	22%	42%	44%	39%	31%	35%	20%	19%	25%	22%	23%
4 Years	5	0	0	0	8	34%	21%	19%	25%	22%	42%	44%	39%	31%	35%	20%	19%	25%	22%	23%
	57%	67%	27%	56%	67%	30%	44%	42%	40%	36%	36%	28%	38%	43%	45%	41%	40%	49%	44%	49%
5 Years	4	2	6	2	3	13	21	18	9	27	13	10	14	24	24	138	172	141	145	159
	19%	33%	55%	13%	25%	26%	27%	31%	16%	42%	18%	23%	18%	20%	20%	28%	31%	26%	24%	29%
6 Years	4	0	2	5	0	3	7	5	10	0	3	2	4	7	0	56	60	56	56	0
	19%	0%	18%	31%	0%	6%	9%	8%	18%	0%	4%	5%	5%	6%	0%	11%	11%	10%	9%	0%
All Graduates	21	6	11	16	12	50	78	59	55	64	72	43	77	120	121	501	561	534	594	554
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 22C
Years to completion among graduates within the 2010, 2011, 2012, 2013 and 2014 first-time entering undergraduate cohorts after initial enrolment in five large faculties: SA Coloured

Years to Graduation	ARTS - BA					COMMERCE - BCOM					COMMERCE - BBUSSC					ENGINEERING - BSC(ENG)				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	34	36	18	30	41	8	23	17	30	27	1	3	1	2	2	0	0	0	0	0
	67%	52%	35%	48%	60%	20%	35%	44%	46%	47%	3%	8%	2%	3%	4%	0%	0%	0%	0%	0%
4 Years	14	21	24	25	22	20	22	8	23	20	25	19	23	37	33	14	19	17	18	19
	27%	30%	46%	40%	32%	50%	34%	21%	35%	34%	63%	48%	47%	53%	58%	39%	61%	46%	49%	54%
5 Years	1	11	8	6	5	10	13	11	9	11	13	14	19	25	22	15	16	14	14	16
	2%	16%	15%	10%	7%	25%	20%	28%	14%	19%	33%	35%	39%	36%	39%	42%	52%	38%	38%	46%
6 Years	2	1	2	2	0	2	7	3	3	0	1	4	6	6	0	7	3	6	5	0
	4%	1%	4%	3%	0%	5%	11%	8%	5%	0%	3%	10%	12%	9%	0%	19%	10%	16%	14%	0%
All Graduates	51	69	52	63	68	40	65	39	65	58	40	40	49	70	57	36	31	37	37	35
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Years to Graduation	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	0	0	0	1	0	18	14	18	12	15	26	25	27	30	41	101	81	106	105	126
	0%	0%	0%	10%	0%	50%	42%	42%	33%	41%	43%	45%	52%	43%	49%	18%	15%	20%	30%	36%
4 Years	3	5	0	2	6	11	9	12	17	15	21	21	22	22	33	116	106	144	144	148
	3	5	0	2	6	11	9	12	17	15	21	21	22	22	33	116	106	144	144	148
5 Years	1	2	4	4	4	3	9	10	3	7	11	8	3	14	10	73	69	75	75	75
	25%	22%	80%	40%	40%	8%	27%	23%	8%	19%	18%	14%	6%	20%	12%	24%	25%	23%	21%	21%
6 Years	0	2	1	3	0	4	1	3	4	0	2	2	0	3	0	20	21	21	26	0
	0%	22%	20%	30%	0%	11%	3%	7%	11%	0%	3%	4%	0%	4%	0%	7%	8%	6%	7%	0%
All Graduates	0%	22%	20%	30%	0%	11%	3%	7%	11%	0%	3%	4%	0%	4%	0%	7%	8%	6%	7%	0%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 22D
Years to completion among graduates within the 2010, 2011, 2012, 2013 and 2014 first-time entering undergraduate cohorts after initial enrolment in five large faculties: SA Indian

Years to Graduation	ARTS - BA					COMMERCE - BCOM					COMMERCE - BBUSSC					ENGINEERING - BSC(ENG)				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	7	8	8	6	4	9	11	12	5	12	2	3	2	2	2	0	0	0	0	0
	78%	57%	80%	50%	67%	43%	41%	48%	33%	43%	3%	5%	3%	2%	2%	0%	0%	0%	0%	0%
4 Years	78%	57%	80%	50%	67%	43%	41%	48%	33%	43%	3%	5%	3%	2%	2%	0%	0%	0%	0%	0%
	22%	29%	20%	50%	33%	24%	33%	28%	53%	39%	48%	62%	61%	55%	43%	53%	52%	45%	58%	61%
5 Years	0	1	0	0	0	4	4	5	2	5	34	17	19	29	56	11	12	13	14	22
	0%	7%	0%	0%	0%	19%	15%	20%	13%	18%	45%	28%	31%	35%	55%	34%	39%	45%	35%	39%
6 Years	0	1	0	0	0	3	3	1	0	0	3	2	3	7	0	4	3	3	3	
	0%	7%	0%	0%	0%	14%	11%	4%	0%	0%	4%	3%	5%	8%	0%	13%	10%	10%	8%	0%
All Graduates	9	14	10	12	6	21	27	25	15	28	75	60	62	84	102	32	31	29	40	57
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Years to Graduation	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	0	0	0	1	2	6	9	6	7	12	8	5	9	12	15	36	37	33	33	45
	0%	0%	0%	25%	50%	75%	56%	55%	54%	60%	47%	45%	60%	50%	75%	22%	24%	18%	17%	19%
4 Years	2	1	1	3	2	1	4	3	4	4	8	5	5	9	5	76	69	99	99	103
	67%	33%	33%	75%	50%	13%	25%	27%	31%	20%	47%	45%	33%	38%	25%	47%	45%	55%	52%	43%
5 Years	1	2	2	0	0	1	3	2	1	4	1	0	1	3	0	39	42	49	49	89
	33%	67%	67%	0%	0%	13%	19%	18%	8%	20%	6%	0%	7%	13%	0%	24%	27%	27%	26%	38%
6 Years	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	10	7	0	11	0
	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%	0%	9%	0%	0%	0%	6%	5%	0%	6%	0%
All Graduates	3	3	3	4	4	8	16	11	13	20	17	11	15	24	20	162	155	181	192	237
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 22E
Years to completion among graduates within the 2010, 2011, 2012, 2013 and 2014 first-time entering undergraduate cohorts after initial enrolment in five large faculties: SA white

Years to Graduation	ARTS - BA					COMMERCE - BCOM					COMMERCE - BBUSSC					ENGINEERING - BSC(ENG)				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	137	150	134	126	98	34	46	48	53	50	7	6	10	12	15	2	2	2	2	1
	81%	73%	83%	80%	82%	39%	43%	41%	51%	65%	4%	3%	4%	5%	6%	1%	2%	1%	2%	1%
4 Years	23	38	24	23	16	44	51	54	42	19	158	146	163	166	199	95	83	99	84	73
	14%	19%	15%	15%	13%	51%	48%	47%	41%	25%	81%	78%	72%	72%	85%	61%	75%	68%	64%	75%
5 Years	8	15	2	6	5	9	9	12	6	8	24	33	45	44	20	46	21	36	36	23
	5%	7%	1%	4%	4%	10%	8%	10%	6%	10%	12%	18%	20%	19%	9%	30%	19%	25%	27%	24%
6 Years	2	2	2	3	0	0	0	2	2	0	5	2	7	7	0	12	5	9	9	0
	1%	1%	1%	2%	0%	0%	0%	2%	2%	0%	3%	1%	3%	3%	0%	8%	5%	6%	7%	0%
All Graduates	170	205	162	158	119	87	106	116	103	77	194	188	225	229	234	155	111	146	131	97
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Years to Graduation	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	0	1	0	2	1	113	69	111	88	76	127	98	124	74	74	372	429	356	357	315
	0%	13%	0%	29%	10%	72%	63%	73%	70%	67%	68%	69%	74%	77%	73%	43%	44%	43%	42%	42%
4 Years	3	6	8	4	8	34	34	31	27	28	48	30	31	19	21	388	410	363	365	364
	75%	75%	100%	57%	80%	22%	31%	20%	21%	25%	26%	21%	19%	20%	21%	45%	42%	44%	43%	48%
5 Years	1	1	0	0	1	6	7	9	6	10	11	14	12	2	7	100	116	100	100	74
	25%	13%	0%	0%	10%	4%	6%	6%	5%	9%	6%	10%	7%	2%	7%	11%	12%	12%	12%	10%
6 Years	0	0	0	1	0	3	0	2	5	0	1	1	0	1	0	10	22	0	28	0
	0%	0%	0%	14%	0%	2%	0%	1%	4%	0%	1%	1%	0%	1%	0%	1%	2%	0%	3%	0%
All Graduates	4	8	8	7	10	156	110	153	126	114	187	143	167	96	102	871	977	819	850	753
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 22F
Years to completion among graduates within the 2010, 2011, 2012, 2013 and 2014 first-time entering undergraduate cohorts after initial enrolment in five large faculties: international

Years to Graduation	ARTS - BA 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	COMMERCE - BCOM 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	COMMERCE - BBUSSC 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	ENGINEERING - BSC(ENG) 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	26	36	27	17	16	28	26	22	17	30	4	4	2	4	1	0	0	0	0	0
	65%	77%	82%	89%	80%	54%	53%	45%	52%	67%	9%	7%	5%	11%	3%	0%	0%	0%	0%	0%
4 Years	13	10	5	2	2	11	16	18	11	11	29	42	27	21	28	48	38	42	35	31
	33%	21%	15%	11%	10%	21%	33%	37%	33%	24%	62%	70%	66%	57%	76%	61%	63%	68%	70%	79%
5 Years	1	1	0	0	2	12	5	7	3	4	13	13	8	10	8	26	15	17	10	8
	3%	2%	0%	0%	10%	23%	10%	14%	9%	9%	28%	22%	20%	27%	22%	33%	25%	27%	20%	21%
6 Years	0	0	1	0		1	2	2	2	0	1	1	4	2	0	5	7	3	5	O
	0%	0%	3%	0%	0%	2%	4%	4%	6%	0%	2%	2%	10%	5%	0%	6%	12%	5%	10%	0%
All Graduates	40	47	33	19	20	52	49	49	33	45	47	60	41	37	37	79	60	62	50	39
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Years to Graduation	LAW 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	SCIENCE 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	SOCIAL SCIENCE - BSOCSC 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	TOTAL 2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
3 Years	0	0	0	1	0	30	20	29	29	25	54	40	27	32	27	126	107	100	100	99
	0%	0%	0%	20%	0%	60%	59%	66%	53%	68%	68%	70%	63%	74%	66%	41%	39%	44%	41%	44%
4 Years	2	2	3	3	4	14	9	9	15	8	19	9	12	6	12	126	116	93	93	96
	100%	67%	100%	60%	100%	28%	26%	20%	27%	22%	24%	16%	28%	14%	29%	41%	42%	41%	38%	43%
5 Years	0	1	0	1	0	6	4	6	7	4	6	7	3	5	2	46	41	36	36	28
	0%	33%	0%	20%	0%	12%	12%	14%	13%	11%	8%	12%	7%	12%	5%	15%	15%	16%	15%	13%
6 Years	0	0	0	0	0	0	1	0	4	0	1	1	1	0	0	12	11	0	13	0
	0%	0%	0%	0%	0%	0%	3%	0%	7%	0%	1%	2%	2%	0%	0%	4%	4%	0%	5%	0%
All Graduates	2	3	3	5	4	50	34	44	55	37	80	57	43	43	41	310	275	229	242	223
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 23
Four-year survival rate for cohorts 2010 , 2011, 2012, 2013 and 2014 intakes of master's students

	ARTS - BA					COMMERCE - BCOM					COMMERCE - BBUSSC					ENGINEERING - BSC(ENG)				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Graduated No	63	104	84	124	132	212	232	214	209	234	188	205	192	204	212	73	106	116	109	95
%	48%	65%	68%	76%	61%	82%	87%	83%	81%	84%	62%	60%	65%	60%	55%	51%	55%	53%	50%	44%
Upgraded No			1		1						5	6	3	7	10	14	14	12	15	19
%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	2%	2%	1%	2%	3%	10%	7%	6%	7%	9%
Still Busy No			1		1						5	6	3	7	10	14	14	12	15	19
%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	2%	2%	1%	2%	3%	10%	7%	6%	7%	9%
Transferred to Other Prog No	38			1	17							1		3	3	14	1	2	2	5
%	29%	0%	0%	1%	8%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	10%	1%	1%	1%	2%
Dropped Out No	28	43	27	28	48	42	33	35	38	33	74	90	71	72	95	19	40	55	62	48
%	21%	27%	22%	17%	22%	16%	12%	14%	15%	12%	24%	26%	24%	21%	25%	13%	21%	25%	28%	22%
Excluded No	1	3	4	6	8	4	3	1	2	1	7	6	7	4	14	2	5	4	1	10
%	1%	2%	3%	4%	4%	2%	1%	0%	1%	0%	2%	2%	2%	1%	4%	1%	3%	2%	0%	5%
Total No	**131**	**159**	**123**	**163**	**215**	**259**	**268**	**257**	**257**	**277**	**305**	**342**	**294**	**341**	**385**	**144**	**192**	**218**	**219**	**214**
%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	HUMANITIES					LAW					SCIENCE					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Graduated No	185	229	167	221	164	112	116	102	102	133	112	116	134	152	128	945	1034	1099	1099	1098
%	76%	75%	67%	72%	63%	71%	71%	72%	67%	72%	73%	61%	70%	72%	67%	68%	64%	75%	67%	64%
Upgraded No			2	1	6	2	1	1		1	16	28	19	9	16	37	49	38	32	53
%	0%	0%	1%	0%	2%	1%	1%	1%	0%	1%	10%	15%	10%	4%	8%	3%	3%	3%	2%	3%
Still Busy No	15	10	20	25	26	5	2	6	12	14	5	7	12	16	9	80	88	102	146	155
%	6%	3%	8%	8%	10%	3%	1%	4%	8%	8%	3%	4%	6%	8%	5%	6%	5%	7%	9%	9%
Transferred to Other Prog No	1				1								1	1		53	2	3	7	26
%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	4%	0%	0%	0%	2%
Dropped Out No	40	63	54	57	61	38	40	32	35	35	16	35	22	25	32	257	344	296	317	352
%	16%	21%	22%	18%	23%	24%	24%	23%	23%	19%	10%	19%	11%	12%	17%	18%	21%	20%	19%	20%
Excluded No	3	3	5	5	3	1	5	1	4	2	5	3	4	7	6	23	28	26	29	44
%	1%	1%	2%	2%	1%	1%	3%	1%	3%	1%	3%	2%	2%	3%	3%	2%	2%	2%	2%	3%
Total No	**244**	**305**	**248**	**309**	**261**	**158**	**164**	**142**	**153**	**185**	**154**	**189**	**192**	**210**	**191**	**1395**	**1619**	**1474**	**1652**	**1728**
%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 24
Five-year survival of cohorts 2010 , 2011, 2012, 2013 and 2014 intakes of doctoral students

	COMMERCE					GSB					EBE					HEALTH SCIENCES				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Graduated No	17	18	11	21	11						12	11	18	32	8	29	48	38	46	18
%	44%	40%	26%	39%	17%						32%	23%	35%	52%	22%	43%	53%	48%	48%	34%
Still Busy No	13	16	18	18	20						13	20	16	17	19	25	32	26	33	19
%	33%	36%	42%	33%	30%						34%	43%	31%	28%	51%	37%	36%	33%	34%	36%
Transferred to Other Prog No					1								1	2	2	3	1	2	1	3
%	0%	0%	0%	0%	2%						0%	0%	2%	3%	5%	4%	1%	3%	1%	6%
Dropped Out No	8	8	12	14	33						13	15	16	10	8	10	9	13	15	13
%	21%	18%	28%	26%	50%						34%	32%	31%	16%	22%	15%	10%	16%	16%	25%
Excluded No	1	3	2	1	1							1				1		1	1	
%	3%	7%	5%	2%	2%						0%	2%	0%	0%	0%	1%	0%	1%	1%	0%
Total No	39	45	43	54	66	0	0	0	0	0	38	47	51	61	37	68	90	80	96	53
%	100%	100%	100%	100%	100%						100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	HUMANITIES					LAW					SCIENCE					TOTAL				
	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake	2010 intake	2011 intake	2012 intake	2013 intake	2014 intake
Graduated No	29	20	29	33	13	7	10	4	12	5	54	52	49	61	23	148	159	149	205	78
%	43%	39%	35%	45%	25%	39%	63%	50%	55%	36%	67%	59%	53%	66%	46%	47%	47%	42%	51%	29%
Still Busy No	18	19	28	19	17	5	1	2	5	4	13	24	24	20	12	87	112	114	112	91
%	26%	37%	33%	26%	33%	28%	6%	25%	23%	29%	16%	27%	26%	22%	24%	28%	33%	32%	28%	34%
Transferred to Other Prog No	1		3				1					1	1			4	3	7	3	6
%	1%	0%	4%	0%	0%	0%	6%	0%	0%	0%	0%	1%	1%	0%	0%	1%	1%	2%	1%	2%
Dropped Out No	20	12	23	22	21	6	4	2	5	5	14	8	18	11	15	71	56	84	77	95
%	29%	24%	27%	30%	41%	33%	25%	25%	23%	36%	17%	9%	20%	12%	30%	23%	17%	23%	19%	35%
Excluded No			1									3				2	7	4	2	1
%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	1%	2%	1%	1%	0%
Total No	68	51	84	74	51	18	16	8	22	14	81	88	92	92	50	312	337	358	399	271
%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 25
Average time to completion (years) among postgraduate diploma and honours graduates

YEAR	2014				2015				2016				2017				2018			
Level	Postgraduate Diploma		Honours		Postgraduate Diploma		Honours		Postgraduate Diploma		Honours		Postgraduate Diploma		Honours		Postgraduate Diploma		Honours	
Faculty	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates
Commerce	1,3	558	1,2	249	1,1	549	1,3	248	1,2	572	1,4	270	1,3	447	1,4	292	1,3	486	1,3	325
GSB	1,7	92			2,1	141			1,8	148			1,5	109			1,4	138		
EBE	4,7	3	1,2	121	3,2	6	1,2	104	2,2	6	1,1	127	2,8	5	1,1	155	2,8	4	1,3	123
Health Sciences	1,4	139	1,2	71	1,2	168	1,2	93	1,4	194	1,2	98	1,3	188	1,1	94	1,5	224	1,2	101
Humanities	1,1	223	1,1	389	1,2	239	1,2	426	1,2	195	1,1	412	1,1	182	1,1	416	1,1	162	1,1	438
Law	2,1	20			1,8	8			2,6	20			1,4	13			1,3	12		
Science			1,0	177			1,0	181			1,0	201			1,0	206			1,0	170
TOTAL	1,2	1035	1,1	1007	1,3	1111	1,2	1052	1,4	1135	1,2	1108	1,3	944	1,2	1163	1,3	1026	1,2	1157

TABLE 26
Average time to completion among master's and doctoral graduates

YEAR	2014				2015				2016				2017				2018			
Level	Master's		Doctorates		Master's		Doctorates		Master's		Doctorates		Master's		Doctorates		Master's		Doctorates	
Faculty	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates
Commerce	1,3	112	5,3	17	1,8	96	5,5	26	2,2	142	5,3	18	2,0	120	5,4	43	2,7	144	5,0	29
GSB	1,9	218			2,0	236			2,0	224			2,3	267			2,3	239		
EBE	2,3	217	5,0	22	2,3	231	5,2	25	2,6	170	5,3	35	2,8	190	4,7	33	3,1	245	5,9	16
Health Sciences	2,9	165	4,5	51	3,4	203	4,8	59	3,3	239	4,7	63	4,5	166	4,6	61	4,4	267	5,4	47
Humanities	2,0	209	5,4	48	2,1	163	5,6	38	2,8	190	4,9	36	2,7	104	5,5	47	3,4	185	6,0	35
Law	1,4	140	5,4	7	1,6	120	6,5	17	1,6	224	4,7	12	1,5	155	4,7	20	2,0	184	3,6	11
Science	2,1	153	4,7	59	2,2	153	4,9	58	2,3	143	4,5	69	2,6	137	4,9	73	2,7	117	5,1	57
TOTAL	2,0	1214	4,9	204	2,3	1202	5,2	223	2,4	1332	4,8	233	2,6	1139	5,0	277	3,0	1381	5,3	195