



# Teaching and Learning Report

2014

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## ACRONYMS

|         |   |
|---------|---|
| AARP    | Alternative Admissions Research Project                               |
| ACE     | Advanced Certificate in Education                                     |
| ADC     | Academic Development Committee  |
| ADL     | Academic Development Lecturer   |
| ADP     | Academic Development Programme  |
| AIM     | Associate in Management   |
| APS     | Admissions Points Score   |
| BHP     | Becoming a Health Professional  |
| BP      | Becoming a Professional   |
| CEG     | Commerce Education Group  |
| CETAP   | Centre for Educational Testing for Access and Placement               |
| CHE     | Council of Higher Education   |
| CHED    | Centre for Higher Education Development                               |
| CIG     | Course Impeding Graduation  |
| CILT    | Centre for Innovation in Teaching and Learning                        |
| CTG     | Clinical Training Grant   |
| CURTT   | Curriculum Review Task Team   |
| DHET    | Department of Higher Education and Training                           |
| DSA     | Department of Student Affairs   |
| DST     | Department of Science and Technology                                  |
| DVC     | Deputy Vice-Chancellor  |
| EBE     | Faculty of Engineering & the Built Environment                        |
| ECP     | Extended Curriculum Programme   |
| EDP     | Extended Degree Programme   |
| EDU     | Education Development Unit  |
| EMS     | Extra-Mural Studies   |
| FHS     | Faculty of Health Sciences  |
| FTE     | Full Time Equivalent  |
| FU      | First-time entering Undergraduate                                     |
| FYE     | First Year Experience   |
| GCP     | Global Citizenship Programme  |
| GEPS    | General Entry for Programmes in the Sciences                          |
| GSB     | Graduate School of Business   |
| HAESDU  | Higher & Adult Education Studies and Development Unit                 |
| HELTASA | Higher Education Learning and Teaching Association of Southern Africa |
| HEMIS   | Higher Education Information Management System                        |
| HEQSF   | Higher Education Qualifications Sub-Framework                         |
| HoD     | Head of Department  |
| HPCSA   | Health Professionals Council of South Africa                          |
| HPE     | Health Profession Education   |

|                 |  |
|-----------------|--|
| HR              | Human Resources  |
| HUM EDU         | Humanities Education Development Unit                  |
| ICTS            | Information and Communication Technology Services      |
| IME             | Institute for Monitoring and Evaluation                |
| IP              | Intervention Programme                                 |
| IPD             | Institutional Planning Department                      |
| MAC             | MOOC Advisory Committee                                |
| MACE            | Marketing, Advancement & Communication in Education    |
| MEP             | Multilingual Education Project                         |
| MOOCs           | Massive Open Online Courses                            |
| NAPP            | New Academics Practitioners Programme                  |
| NBTP            | National Benchmark Tests Project                       |
| NSC             | National Senior Certificate                            |
| NRF             | National Research Foundation                           |
| NSFAS           | National Student Financial Aid Scheme                  |
| OPGS            | Office for Postgraduate Studies                        |
| PASS            | Preliminary Year Academic Support System               |
| PASS department | Professional, Administrative & Support Staff           |
| PG              | Postgraduate   |
| QEP             | Quality Enhancement Project                            |
| RAAG            | Resources Allocation Advisory Group                    |
| ROER4D          | Research on Open Educational Resources for Development |
| RPL             | Recognition of Prior Learning                          |
| SA              | South African  |
| SASEE           | South African Society for Engineering Education        |
| SET             | Science, Engineering and Technology                    |
| SOAS            | Student Orientation and Advocacy Services              |
| SRC             | Student Representative Council                         |
| T&LC            | Teaching and Learning Committee                        |
| TAU             | Teaching Advancements in Universities                  |
| TDG             | Teaching Development Grant                             |
| TRP             | Tutored Reassessment Programme                         |
| TSCOT           | The Short Course on Teaching                           |
| UCT             | University of Cape Town                                |
| UG              | Undergraduate  |
| UgPAC           | Undergraduate Programme and Administration Committee   |
| VC              | Vice-Chancellor  |
| WG              | Working Group  |

# UCT 2014 Teaching and Learning Report

## 1. INTRODUCTION

### 1.1 Message from the Vice-Chancellor

2014 has been a year of significant consolidation and development for teaching at UCT. At the end of 2013 we adopted our first Senate approved Teaching and Learning strategy. In a time of rapid change and unprecedented challenges in the higher education landscape this strategy translates our mission of a superior quality educational experience into operational reality. We commit ourselves to improving student learning and success, enhancing the curriculum to meet the needs of the contemporary world and enhancing institutional capacity to develop effective and sustainable responses to educational challenges.

In order to achieve these goals, 2014 was the first of a three-year cycle of a significant infusion of ear-marked state funding for teaching and learning that has enabled the launch of a wide range of projects aimed at improving the quality of teaching and learning, with the specific aim of improving our completion rates. The analysis against a range of indicators points to very promising trends in this regard though there is room for improvement particularly in the science-based faculties.

2014 is also the year where UCT stepped boldly into the online space through the provision of both formal and non-formal offerings. It is clear that online educational provision is part of UCT's future and we are grappling at every level with the implications of this.

Our goal is to inspire and stimulate students. This report showcases the range of ways in which we are striving to do this by creating innovative and effective learning environments and staff who continuously improve the quality of teaching.

*Max Price*

### 1.2 Foreword from Deputy Vice-Chancellor: Teaching & Learning and Dean of CHED

#### **Teaching Matters at UCT: The past five years at-a-glance**

In both its Mission Statement and Strategic Plan 2010-2014, the University of Cape Town (UCT) recognises teaching and learning as one of the central reasons for its existence, alongside research and engagement with the community and society at large. To achieve this mission there have been significant developments in the past five years in creating an enabling environment for promoting excellence in teaching. At the institutional level this includes the appointment of a Deputy Vice-Chancellor (DVC) for Teaching and Learning, the establishment of a Senate Teaching and Learning Committee, the approval of a Teaching and Learning Strategy, the adoption of a Teaching and Learning Charter, and a plan for three

years of funding from the Department of Higher Education and Training's (DHET) Teaching Development Grant (TDG). There is also a growing range of incentives such as awards and grants available to staff to recognise and support teaching. The annual Teaching and Learning Conference has grown in size and reach each year. At the faculty level there has been an emergence of dedicated Teaching and Learning Committees (T&LC) or Working Groups (WGs) as well as regular fora where good practice is shared. Educational Development Units (or their equivalents) increasingly provide expertise and support for faculty teaching and learning priorities. Deputy Deans for Teaching and Learning in all the faculties play a key role in liaising between institutional strategy and faculty imperatives. The Centre for Higher Education (CHED) was restructured in 2012 to provide institutional strategic co-ordination as well as a range of services to faculties to support transformation.

### **UCT's Teaching and Learning Strategy**

Since 2012, UCT's commitment to teaching excellence, student learning and success, an enhanced curriculum, and an enabling environment to achieve these goals has been driven by the focus areas identified in the Senate Teaching and Learning Committee's (T&LC) Action Plan (see Annexure 8). In early 2014, the T&LC revised the Action Plan in line with the guiding principles contained in the University's Teaching and Learning Strategy, which was adopted by Senate in November 2013 (see Annexure 9). The development of a strategy was important for a number of reasons. These included the fact that, like other higher education institutions around the world, UCT has been re-thinking its teaching mission in light of rapid changes, such as massification, advances in technology, the demands of a knowledge economy, shrinking resources, and growing inequality and competition. Many highly-ranked universities regard teaching and learning (and particularly curriculum) as a way of leveraging their competitive edge. The adoption of a strategy also affords UCT an opportunity to realise its long-standing commitment to excellence in teaching through an appropriate prioritisation of concrete goals in an environment of shrinking resources, while at the same time strengthening its ability to focus on pressing challenges, in particular, the goals of the 2010 Size and Shape Plan, which committed the University to increasing its undergraduate completion rates, as well as its postgraduate enrolments and completion rates. By 2014, some of the goals contained in this plan were already being realised, but completion rates and growth in enrolments have been uneven across different faculties and the Graduate School of Business (GSB) since the plan was first adopted in 2010.

### **Teaching Development Grants (TDG)**

One of the most significant developments of 2014 was the approval of a three-year (2014-2017) TDG from the DHET. UCT was allocated approximately R36 million in TDG funding for 38 interventions over this three-year period to enhance student learning in ways that lead to improved learning outcomes through a sustained focus on advancing the quality and impact of university teachers, teaching and teaching resources (see Annexure 2B). The total allocation for 2014/15 amounted to R 17,875,690. UCT also received R 3,358,092 from the DHET's Collaborative Grant. In addition to the TDG, UCT received R12.876 million from the DHET Foundation Grant for the extended curriculum programmes which are run in each of the faculties (see Annexure 2A). The Faculty of Humanities received funding for its

approved foundation programmes for the first time in 2014. These grants constitute a significant contribution of state funding to support teaching and learning at UCT.

The purpose of the Teaching Awards and Grants Sub-Committee is to oversee a system of teaching excellence awards and grants in support of UCT's institutional goals that pertain to teaching and learning. In 2014 the Sub-Committee considered applications for the UCT Teaching Grant and the UCT Award for Collaborative Educational Practice and was tasked with selecting the nominees to put forward, from UCT, for the new HELTASA Teaching Advancements in Universities (TAU) Fellowships.

A requirement for the award of Teaching Development Grants is that universities monitor and evaluate the performance of students benefitting from interventions initiated through the allocation of these funds. One of the national TDG programmes, which involved a focus on researching teaching and learning, was introduced to address the current evident lack of capacity across the system with respect to interventions like these. Some progress was made in 2014 in the use of data to inform planning, but increasingly careful attention will in the future be paid to the choice of indicators to monitor in order to avoid monitoring fatigue and in the interest of producing data that can usefully contribute to the improvement of teaching interventions.

### **Improving undergraduate completion rates**

The goals of the 2010 Size and Shape Plan commits the University to achieving cohort completion rates of at least 75% in all undergraduate programmes (that is, at least 75% of the undergraduates who start at UCT should leave UCT with a qualification). It is encouraging to note that the 2010 cohort completion data indicate that the University has made significant progress towards this goal. Analyses of the five-year longitudinal progress of first-time entering (FU) students within the 2010 entry cohorts showed that 73% had completed a degree/diploma by the end of 2014, while 6% of the 2010 entrants were still busy with their undergraduate studies after five years (see Appendix A, Table 16a). The potential completion rate within the 2010 cohort was therefore 79% (in comparison with 71% amongst the equivalent 2009 cohort). Whereas 8% of the 2010 FU entrants had dropped out in good academic standing within five years after entering UCT, and a further 13% had been excluded on academic grounds, 20% of the equivalent 2009 FU cohort had been academically excluded and a further 9% had dropped out without completing a degree/diploma within five years. The 2010 cohort therefore shows considerable improvement in terms of retention and completion in comparison with the 2009 FU cohort.

While the aggregate data is encouraging, the faculty completion cohort data points to areas that require further attention (see Appendix A, Table 17). Humanities (BA and BSS) and Commerce have all achieved completion rates which exceed the 75% goal with cohort rates of 77% and 80% respectively. However, Engineering, Law and Science cohort rates are 60%, 62% and 69% respectively. Of particular concern are the completion rates of Black mainstream students in the Faculties of Science and Engineering and the Built Environment (EBE) (see Appendix A, Table 17b). Also of concern are the completion rates of the



extended programmes in these two faculties (Table 18). Although the completion rates are unacceptably low, they are comparable with those of the Black mainstream. This is noteworthy because in 2010, the extended degree students were admitted on lower APS scores than mainstream students. For those students who did complete the extended programme this served as an access route not otherwise available to them. Overall this data would suggest that curriculum provision in both of these faculties is not adequately catering for both Black mainstream and extended degree students, and that an in-depth analysis of student performance and persistence in these areas is therefore warranted.

### **Student success and Courses Impeding Graduation**

As part of its efforts to improve throughputs, the T&LC identified student success rates in Courses Impeding Graduation (CIGs) and ‘service courses’ as requiring attention. Working with CHED and the Institutional Information Unit, all faculties were requested to report to the Committee on their activities for improving throughput in CIGs. Detailed presentations from each faculty identified the complexities of CIGs and the need for more in-depth analyses at the course level. This intervention helped to provide impetus for the revisions of courses in Chemistry, Physics and Statistics. In the second year courses in Chemistry, for example, substantial revisions were undertaken to rethink the curriculum, to optimise the semesterisation of courses, and to align courses and final assessments. CHED is collating discussions on methodologies for assessing student performance data and reporting based in part on these faculty case studies. Data on specific *service courses* where the failure rate, combined with a marginal pass rate, was 20% or more over a three-year period were also considered by the Committee. In discussing the reasons for student performance on these courses, it was agreed that it would be useful to develop a set of principles that promotes good relationships between service receivers and providers. A Service Course Working Group was established to consider examples of good practice with the objective of developing a best practice agreement that could be discussed in 2015.

### **Developing better tutor systems across the campus**

Additional interventions included efforts to improve tutoring systems across different faculties. After considering the report of the CHED Tutoring Systems Development Task Team, which recommended that in order to establish an effective tutoring system the University needed to create a climate in which tutors are valued and remunerated for all activities that they are involved in, the T&LC resolved to organise workshops on tutor training and appointment processes in the faculties. The aim of these workshops was to identify the spectrum of tutoring activities that currently take place, so that appropriate contractual processes could be developed and implemented. The Faculty of Commerce offered its tutoring application forms as an example that could be modified for use for the development of contracts for tutoring activities in other faculties.

### **The First Year Experience**

A further notable development was the appointment of the Director of the First Year Experience (FYE). Much of 2014 saw the FYE project focus on Early Assessment, establishing faculty Vula sites, Extended Orientation, and Digital Literacy training. In the

Faculty of Health Sciences, FYE workshops covered academic, social and emotional issues relevant to adjusting to the demands of the university and Health Sciences studies more specifically. Topics such as 'Getting the most out of lectures', 'Note-taking', 'Successful Learning Strategies', 'Stress Management' and 'Preparing for Exams' were addressed. Staff and students from within the faculty and staff from the Department of Student Affairs (DSA) participated in the design and implementation of this workshop programme. Workshops were formally timetabled for all students, during teaching hours, but attendance was voluntary. Students who attended reported that they found the workshops very useful.

### **Multilingualism as an essential graduate attribute**

UCT's revised Language Policy, which was tabled at Council in September 2013, and which advocates an 'English plus' approach, aims to develop both academic literacy (in English) and multilingual proficiency and awareness as essential graduate attributes for all students. This complementary approach to the use of English and other languages values indigenous African languages (especially isiXhosa which is a regional language) and Afrikaans in classrooms and other public spaces. In relation to the promotion of isiXhosa, the objective is to contribute to the national goals of developing all South African indigenous languages so that they may in the medium- to long-term be used in instruction. In 2014, multilingual language awareness workshops were offered to 20 tutors in Humanities, 10 in Law, 20 in Economics, 15 in Mathematics & Statistical Sciences and 10 in the Writing Centre. In addition, a cross-institution TDG project was developed to coordinate the use of multilingual glossaries for concept literacy in South African universities. This project is pivotal to the intellectualisation of indigenous African languages and their use as mediums of instruction in higher education. According to the National Language Policy for Higher Education (2002) and the Report of the Ministerial Task Team on the Development of African languages as mediums of instruction in higher education (2005), universities have the responsibility to develop indigenous languages for academic purposes. The development of multilingual glossaries is thus aimed at fast-tracking the intellectualisation of these languages and their implantation in various special subject-fields as auxiliary or primary mediums of education.

### **Improving first year throughput rates**

Faculties also engaged in faculty-specific efforts to address factors affecting throughput rates in the undergraduate cohort - especially but not only - at the first year level. In the Faculty of Science, for example, students are no longer streamed prior to acceptance into either the GEPS (General Entry for Programmes in the Sciences) four-year degree or the conventional three-year degree programme. The split is now made after a test at the five-week mark. The Faculty has also introduced a voluntary form of peer instruction, based on a model developed at the University of Missouri, which involves active peer learning centred around students collaboratively working through problem sets at whiteboards. Academic staff and tutors are on-hand but are trained to stand back and encourage students to solve problems themselves, only intruding to help with serious conceptual issues. This form of peer learning has been piloted in first-year Mathematics, Physics and Chemistry courses.

In the Faculty of Law, ‘at risk’ students began their academic support programme with their mentors in the second semester, after they had been identified as such by their June examination results. Besides being mentored, the students attended weekly support tutorials in one of the following courses: Foundations of South African Law, Constitutional Law, and Property. Additional interventions included the Preliminary Year Academic Support System (PASS), which was not compulsory, but students were encouraged to meet regularly with the tutors to reflect on their academic progress. Weekly tutorials covering generic study skills and content-based interactive exercises were well received by the students according to an evaluation conducted in focus groups.

The Faculty of Humanities launched a Teaching & Learning Working Group to discuss and promote faculty-wide teaching matters. The Working Group met quarterly to discuss issues such as throughput concerns, dealing with plagiarism and the transition to the Honours level. An outcome of these meetings was the launch of the Humanities Academic Mentorship Programme that is currently being piloted in a few departments. The Faculty’s Student Development Officer also ran a mentorship programme which sought to provide individual mentors for each extended degree student and, beyond that, for others who might benefit.

In Commerce, all first-year students were required to do the BUS1036 Evidence-Based Management core course in online mode and scheduled Education Development Unit (EDU) first-year mentoring was extended to volunteer mentees in the mainstream. A range of academic and administrative staff were trained to act as mentors and a formal report back mechanism was introduced. But the Faculty identified challenges related to competing policies and onerous demands on individual students. For example, requirements for mentors in programmes such as Allan Gray and 100 UP - who were placed in the EDU - ended up having two mentors, one for EDU and one for 100 UP with either one or neither being effective, making it difficult to assess the impact of these interventions.

In 2014, EBE was successful in realising its ongoing efforts to produce statistics related not only to cohort success rates, but also a variety of other course/student-related data. In the past, many departments kept their own internal student-data records, which did not match those provided centrally. The success of EBE’s student data information initiative was the result of two specific actions. Firstly, there was agreement reached on the definition of various parameters and, thereafter, agreement on the nature of the reports that would be generated. ICTS (Department of Information and Communication Technology Services) played a significant role in prioritising the development of various reports for this initiative using the reporting functionality within Business Objects. As a result of this work, EBE is able to generate reports that can directly feed into curriculum-related activities.

### **The Curriculum Review Task Team**

The Curriculum Review Task Team continued its work to develop a concept document to realise the University’s strategic goal of enhancing the quality and profile of all graduates. A draft concept document initially identified two imperatives: catering for diversity through the provision of flexible learning pathways and consideration of whether there are sufficient

opportunities for breadth in the existing curriculum. Consultation with the deans and members of the Student Representative Council (SRC) at the end of 2014 led to a revision of the document to foreground breadth initiatives. Other initiatives related to curriculum reform included the award of an NRF (National Research Foundation) grant to the Humanities EDU for a project titled 'Decolonising the Humanities Curriculum' in collaboration with Rhodes and Fort Hare universities. This has resulted in a shift to Afrocentric content in the foundation courses run by the HUM EDU and the emergence of a small multidisciplinary group of academics interested in pursuing this idea in their own courses. More recently, many from this group have been working with the Faculty's African Studies section to design a new African Studies major to be offered in 2017.

### **UCT joins the MOOC movement**

In 2014 UCT took significant steps in designing and running informal and formal courses and qualifications which are offered wholly or partially online. Four distance mode, blended learning qualifications were accredited, two of which were scheduled to commence in 2015. The University also initiated the development of Massive Open Online Courses (MOOCs), which is overseen by an advisory group that has been tasked to establish criteria for the identification of appropriate topics. The monitoring and evaluation of these courses will be used to develop an understanding of how best to service the growing need to offer blended and online courses, especially at the postgraduate level.

### **A successful Laptop Project initiative**

The 2012 Teaching and Learning Action Plan does not refer to online learning, an area that has developed rapidly in recent years. UCT's very successful Laptop Project, first introduced in 2013 is one of many recent attempts to respond to the challenge of developing appropriate ways of supporting student learning in this changing environment. In 2014, 480 first year students in Chemical Engineering, Physics, and Law, and others in second year Architecture were supported through this project. Since laptop ownership for these courses is mandatory, financial aid students registered for these courses were provided with a laptop by the University.

### **Teaching, Learning and Postgraduate students**

At the postgraduate level, the Office for Postgraduate Studies (OPGS) consolidated various opportunities for academic and professional skills development for doctoral and postdoctoral fellows. Drawing on findings from employers about required graduate attributes, and on supervisors' and students' needs, a range of seminars, workshops and retreats were drawn up, and MOOCs were offered to assist students in developing appropriate skills. Over 125 sessions were offered: the OPGS (44 workshops and 18 MOOCs), the CHED/Careers Office (3 courses), the Library (18 general workshops and 42 subject-specific sessions) with 1,229 postgraduates signing up. Although the OPGS coordinated these offerings and consolidates them into one online workshop calendar, there were numerous additional sessions (organised by CILT, the Research Office, and faculty-specific libraries) for which there are no immediate data of sign-ups.

UCT's commitment to growing students at the postgraduate level is encouraging. Between 71% and 73% of each Master's cohort since 2010, and up to a possible 69% of each doctoral cohort, has been successful. Importantly, though, there was a net decrease in the proportion of South African Black, Coloured and Indian students despite a nine percentage point drop in White enrolments. This situation arose largely because of the marked increase in the number of students who opted not to declare their race (from 225 in 2010 to 650 in 2014).

It is of concern that the apparent drop-out rates within the 2011 Master's intake increased in all faculties and that the overall drop-out rate at this level increased by 4 percentage points (to 26%) in comparison with the 2010 cohort. An investigation of the reasons for drop-out amongst Master's students is currently being undertaken by the Institutional Planning Department (IPD).

### **The Quality Enhancement Project**

During 2014 UCT participated in Phase 1 of the Council of Higher Education's (CHE) Quality Enhancement Project (QEP) the aim of which is to assist the higher education sector in the improvement of student success. The process required UCT to conduct a baseline analysis of strengths, weaknesses and challenges with respect to the four focus areas specified by QEP: enhancing academics as teachers, enhancing student support and development, enhancing the learning environment, and enhancing course and programme enrolment management.

The baseline study surfaced examples of successful institution-wide initiatives strategies and particularly good practices in the faculties. It has also identified a number of significant challenges which have a major impact on the University's ability to provide a high quality educational experience for all undergraduate and postgraduate students, as well as its capacity to build an environment conducive to elevating the status of the teaching across the institution. Amongst other things, this will necessitate strengthening the accountability of academic leadership at departmental and faculty level with respect to ongoing staff development and the consistent use of performance criteria related to teaching across the University. These challenges will be picked up in 2015.

*Sandra Klopper and Suellen Shay*

## **2. UCT 2014 QUANTITATIVE INDICATORS**

The quantitative section of this report examines student and staff headcounts and profiles, as well as student academic performance from 2010 – 2014. This introduction provides a quantitative snapshot of these various categories. Further in-depth analysis of these categories is provided in the more detailed explanations that follow.

### **Student Enrolment**

UCT's student headcount enrolment increased at a rate of 1,5% per annum to a total of 26,505 students in 2014; the increase was the result of a steady growth at the postgraduate level (including Postgraduate Diploma and Honours enrolments). The postgraduate enrolment made up 35% of the total enrolment (30% in 2010). Master's and Doctoral enrolments made up a record 23% of the total enrolment in 2014.

### **Student Demographics**

South African (SA) Black, Coloured and Indian students together made up 44% (43% in 2010) of the total 2014 enrolment. Fifty percent of the undergraduate population was comprised of SA Black, Coloured and Indian (47% in 2010) students. The proportion of self-declared White undergraduates has dropped by 5% to 29%, between 2010 and 2014.

Postgraduate students showed a nett decrease in the proportion of SA Black, Coloured and Indian students despite a 9% drop in White enrolments due, in large part, to the marked increase in the number of students who opted not to declare their race (from 225 in 2010 to 650 in 2014). The proportion of international postgraduate students remained level at around 22% of all postgraduates over the 2010 – 2014 period.

### **Degrees Completed**

The data tables show that 7,088 (7,104 in 2013) students successfully completed a degree or diploma in 2014 with a record number of Master's graduates (1,214). There were 204 Doctoral graduates in total (205 in 2013). The largest numbers of Doctoral graduates were from the Faculties of Science and Humanities (59 and 48 respectively). At the Master's level, the largest numbers of graduates were GSB and EBE students (218 and 217 respectively).

### **Academic Staff by numbers**

The number of permanent, full-time academic staff in the teaching ranks grew by 2.0% per annum. In particular, there was a significant nett increase of 26 teaching staff between 2013 and 2014: Faculty of Health Sciences gained 21 staff in 2014, EBE 6 and Humanities 5.

Despite the increase in academic staff, there were no marked changes in the proportions of academic staff in the various teaching ranks between 2010 and 2014. There has, however, been a steady increase in the proportion of staff in the teaching ranks with Doctoral degrees – from 567 in 2010 to 684 in 2014. 72% of all these permanent academic staff held a doctoral degree and 96%, at least a Master's degree in 2014.

The table set shows nett gains of 42 international staff, 15 Coloured staff, eight White staff, and four Indian staff. The number of Black staff peaked at 50 in 2011, dropping back to 47 in

2014. In terms of gender, the proportion of female academic staff increased by 4 percentage points between 2010 and 2014 (to 43% of the total).

### **Academic Performance**

Undergraduate academic performance is indicated by three measures: course success, academics standing code achievement and the academic progression of successive intakes of FU undergraduate students. While each concept is thoroughly interrogated in Section 2.3, highlights of academic performance include:

- The overall undergraduate course success rate dropped to 84,1% in 2009 (with the first intake of NSC completers), but more than recovered to a level of 87,6% in 2014. In particular, the success rate at the crucial 1000-level, which had dropped back to 79,8% in 2009, increased to a level of 85,6% in 2014. It is encouraging to note that the differential in the success rates in 1000-level courses between SA Black and White students dropped from 15% in 2010 to 10% in 2014.
- Academic standing code analysis showed that in 2014, 88% of all undergraduates were “successful”, where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirements. Ten percent of all undergraduates failed to meet minimum readmission requirements for readmission at the end of 2014: of these, most (seven percent of all undergraduates) were awarded concessions to continue. A particularly large proportion of Black undergraduate students (15%) however failed to meet the minimum readmission requirements in 2014. The proportion excluded on academic grounds was three percent of all undergraduates (four percent in 2010).
- Progress of first-time entering students within the 2010 entry cohorts showed that 73% had completed a degree/diploma by the end of 2014, while six percent of the 2010 entrants were still busy with their undergraduate studies after five years. The 2010 cohort shows considerable improvement in terms of retention and completion in comparison with the 2009 FU cohort.

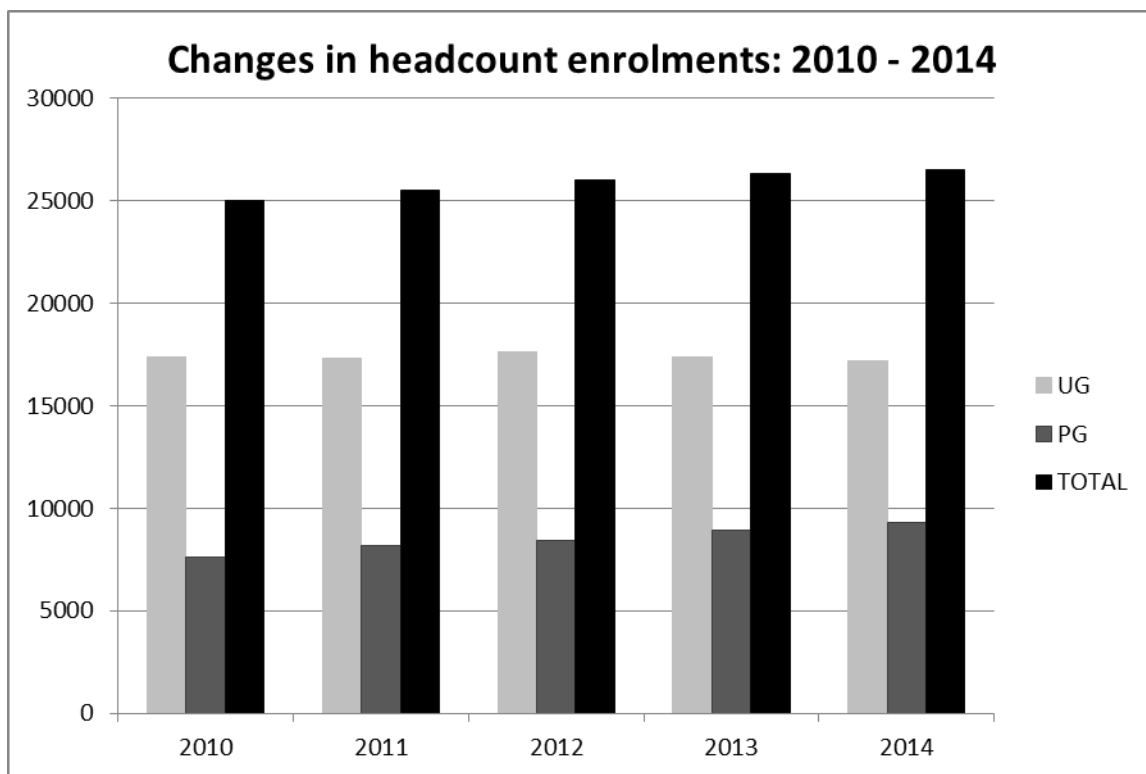
Postgraduate academic performance is indicated by entrants into Master’s and Doctoral study over successive years, measuring completion rates, the incidence of upgrades (in the case of Master’s students), drop-outs and academic exclusion. In addition, Master’s and Doctoral graduates per faculty are totalled against their average time to degree. The data tables show that between 71 and 73% of each Master’s cohort, and up to a possible 69% of each Doctoral cohort successfully completed their studies. The average time to degree amongst Master’s graduates was at a record low of 2 years in 2014 whilst the average time to degree amongst the 2014 Doctoral graduates had dropped back to 4.9 years (from a peak of 5.1 years in 2013).

## **2.1 Students**

### **i. Enrolments and Enrolment Profiles**

*(Tables 1- 7 and Table 12 of Appendix A)*

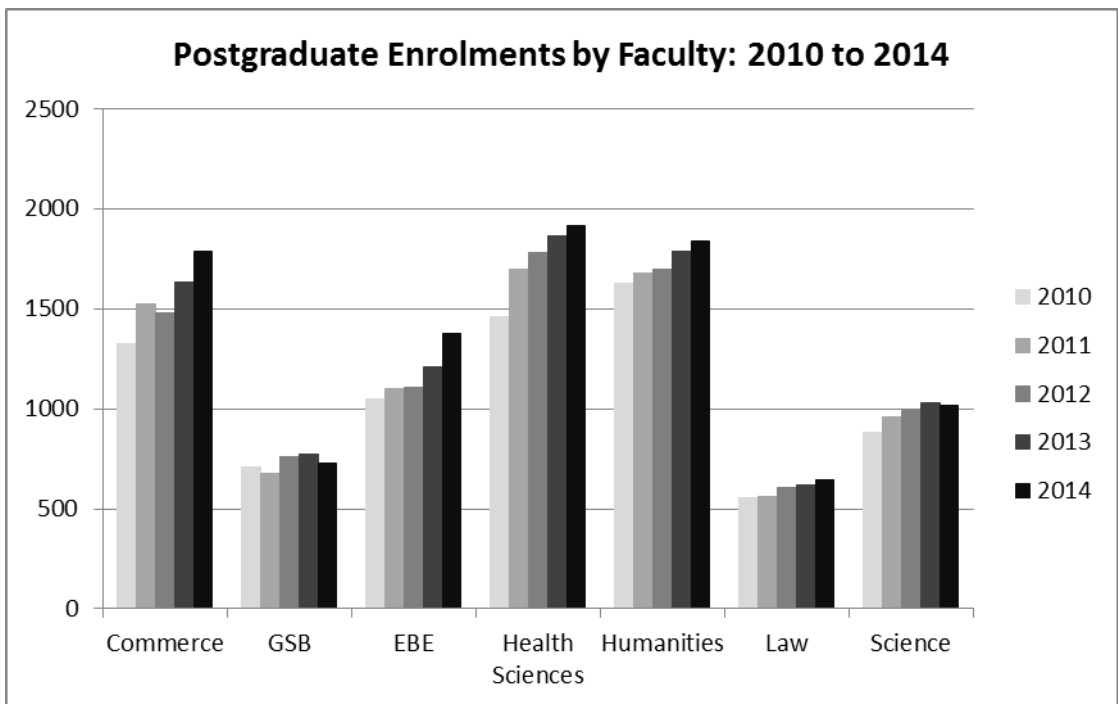
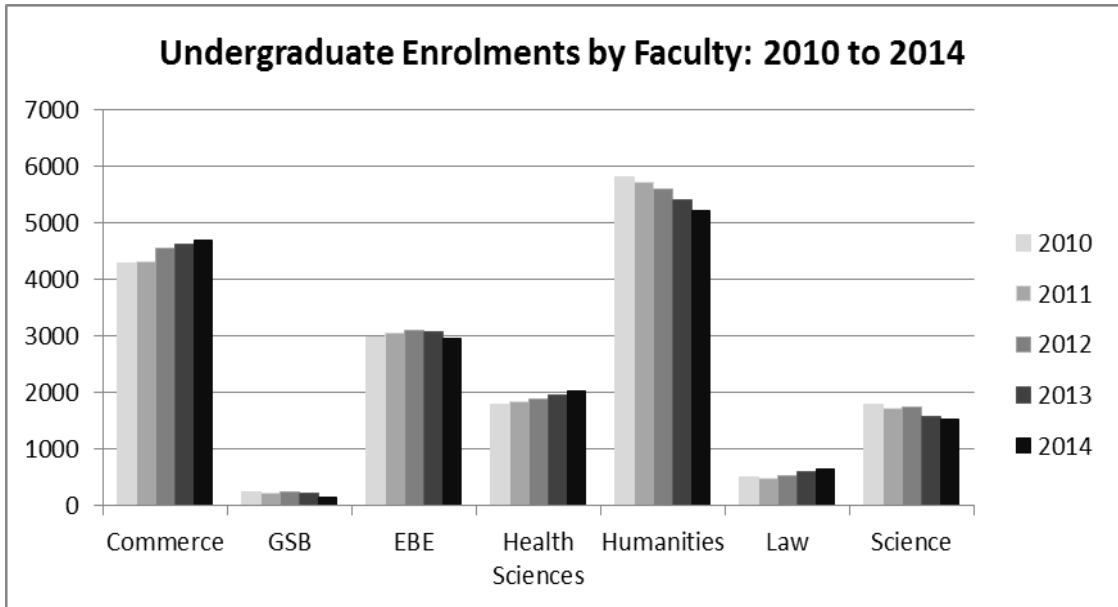
A total of 26,505 students (17,194 undergraduates and 9,311 postgraduates) enrolled at UCT in 2014. The 2014 enrolment represented a 0.7% increase on the 2013 figure. The overall growth in enrolments was, however, a result of a 4.36% increase in enrolments at the postgraduate level and only a 0.7% increase in undergraduate enrolments. The average annual growth rate between 2010 and 2015, for all students, was 1.5%. The postgraduate proportion of the enrolment (including the Postgraduate Diploma and Honours level enrolments) increased from 30% to 35% of the total enrolment over this period.

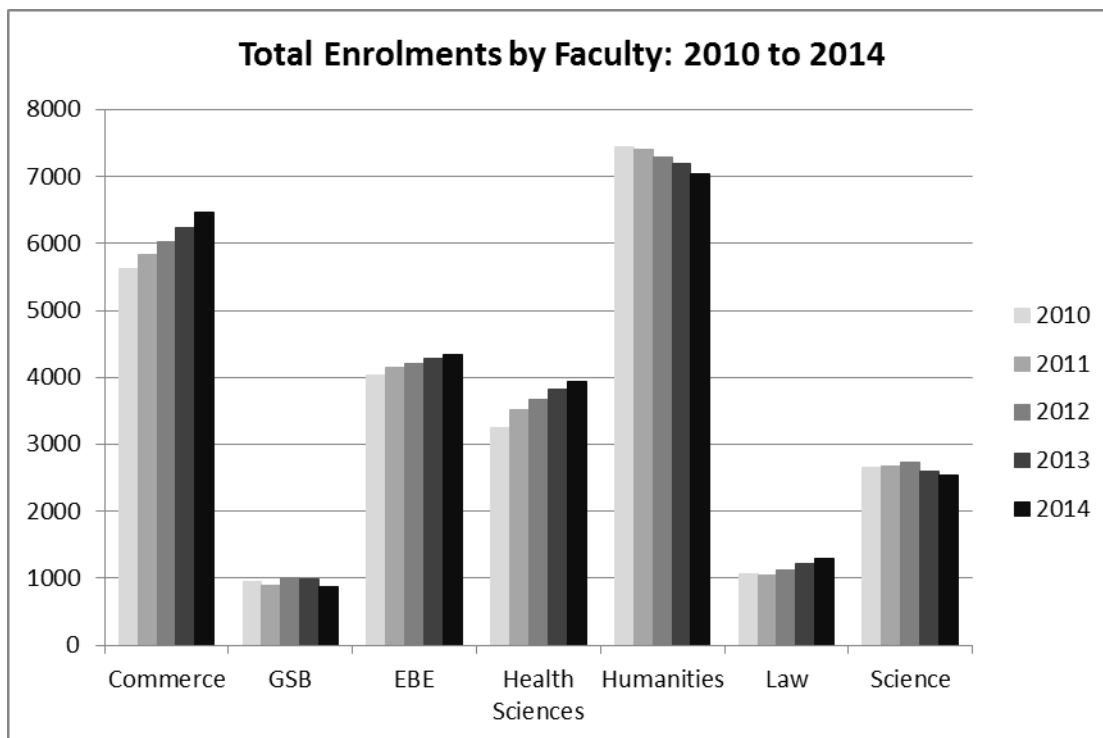


Enrolment growth was uneven across the six faculties and the GSB, with Science, Humanities and the GSB experiencing nett decreases in their enrolments. The proportional head count enrolment in the SET faculties (EBE, Health Sciences and Science) nevertheless remained level at 41% of the total enrolment in 2014. Similarly, the proportional enrolment within the Business/Management area (27.7%) has remained level over the last five years, as has the enrolment in the broad Humanities (31.4% in 2014).

Humanities remained the largest faculty: 7,047 students (27% of the total) were enrolled for Humanities programmes in 2014. Humanities was, however, one of three faculties that experienced a decrease in enrolments between 2013 and 2014: Table 1 shows that enrolments in the Faculty of Science dropped by 48 between 2013 and 2014, while the GSB enrolment was 114 fewer and the Humanities enrolment 154 fewer in 2014. In all three cases, the decreased enrolment was located at the undergraduate level. The decrease of 109 students in Undergraduate (UG) enrolments in EBE was more than compensated for by postgraduate growth in this faculty.





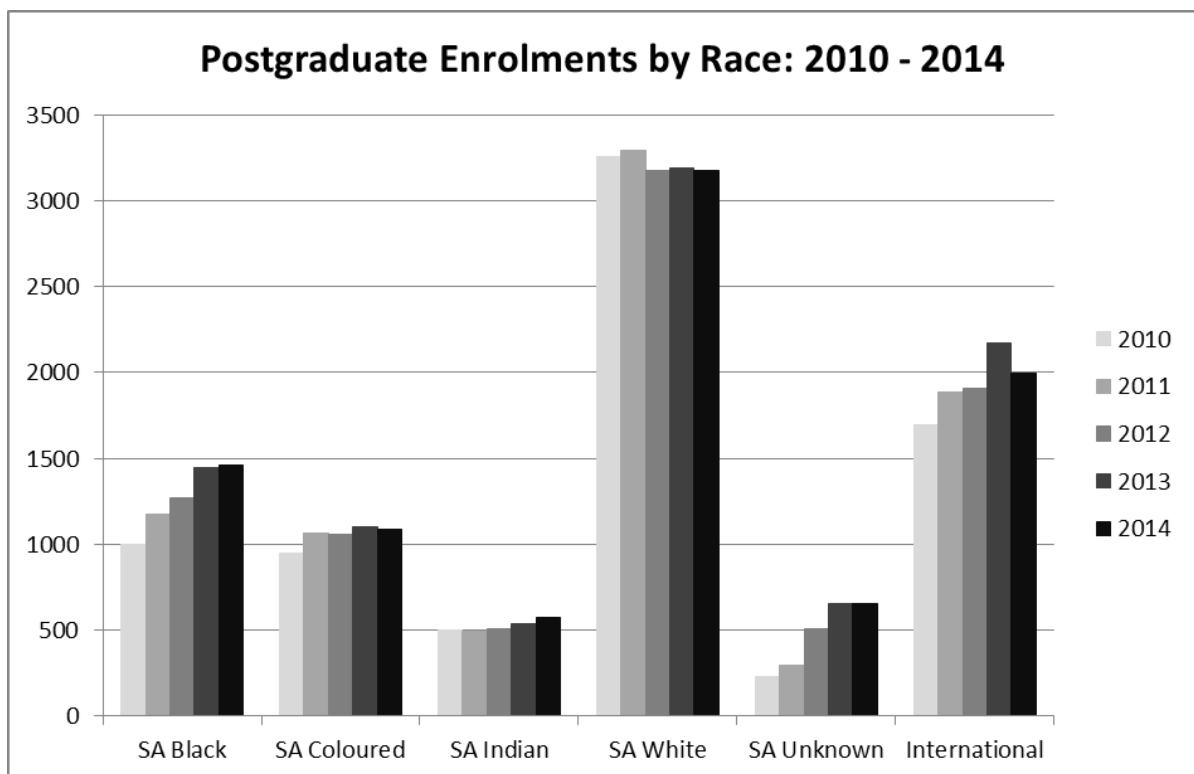
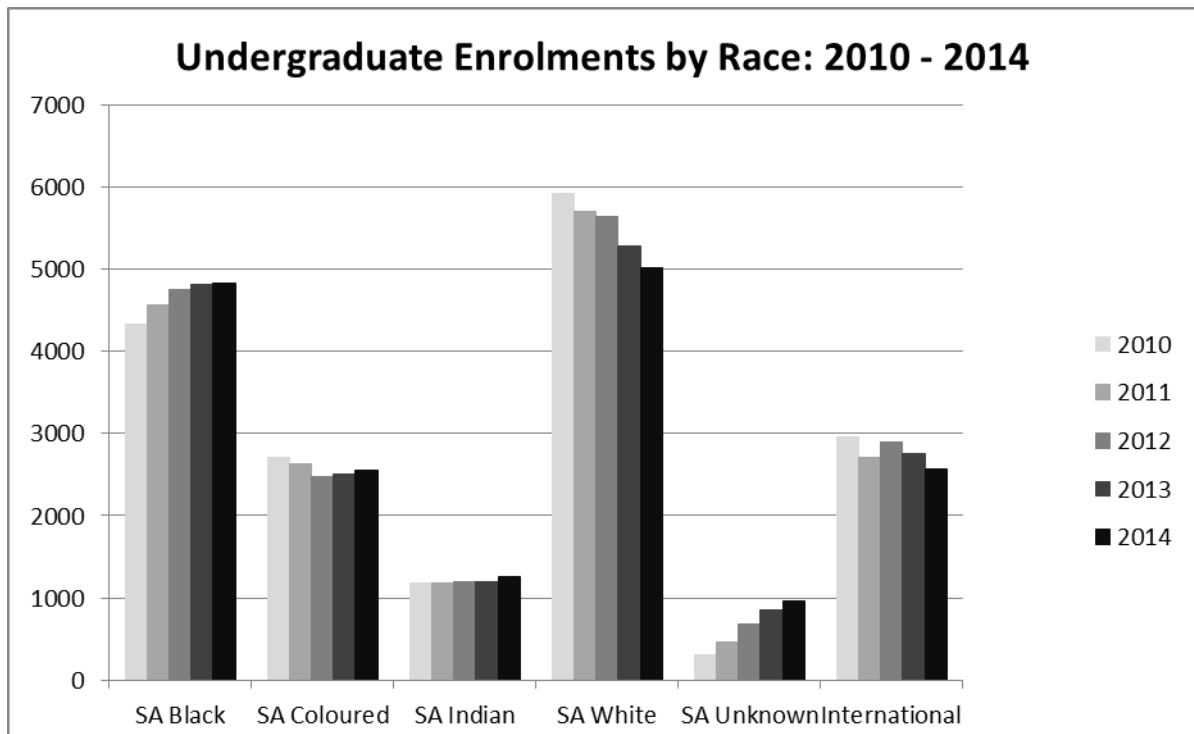


UCT’s proportional head count enrolment in the SET faculties (EBE, Health Sciences and Science) remained level at 41% of the total enrolment in 2014. This proportion has remained relatively constant over the 5 year period reviewed in this report. Similarly, the proportional enrolment within the Business/Management area (27.7%) has remained level over the last five years, as has the enrolment in the broad Humanities (31.4% in 2014).

Self-declared South African Black, Coloured and Indian students together made up 44% (43% in 2010) of the total 2014 enrolment. During this period, the proportional enrolment of self-declared White South African students dropped from 37% to 31% of the total enrolment. In 2014, 1,799 students (6.8% of the total enrolment) chose not to self-declare their race.

Table 5 shows that in 2010, White undergraduate enrolments exceeded Black undergraduate enrolments by 1,006 and that by 2014; this differential had dropped to 195. The number of SA students with undeclared race increased from 275 in 2010 to 948 (7% of all SA undergraduates) in 2014.

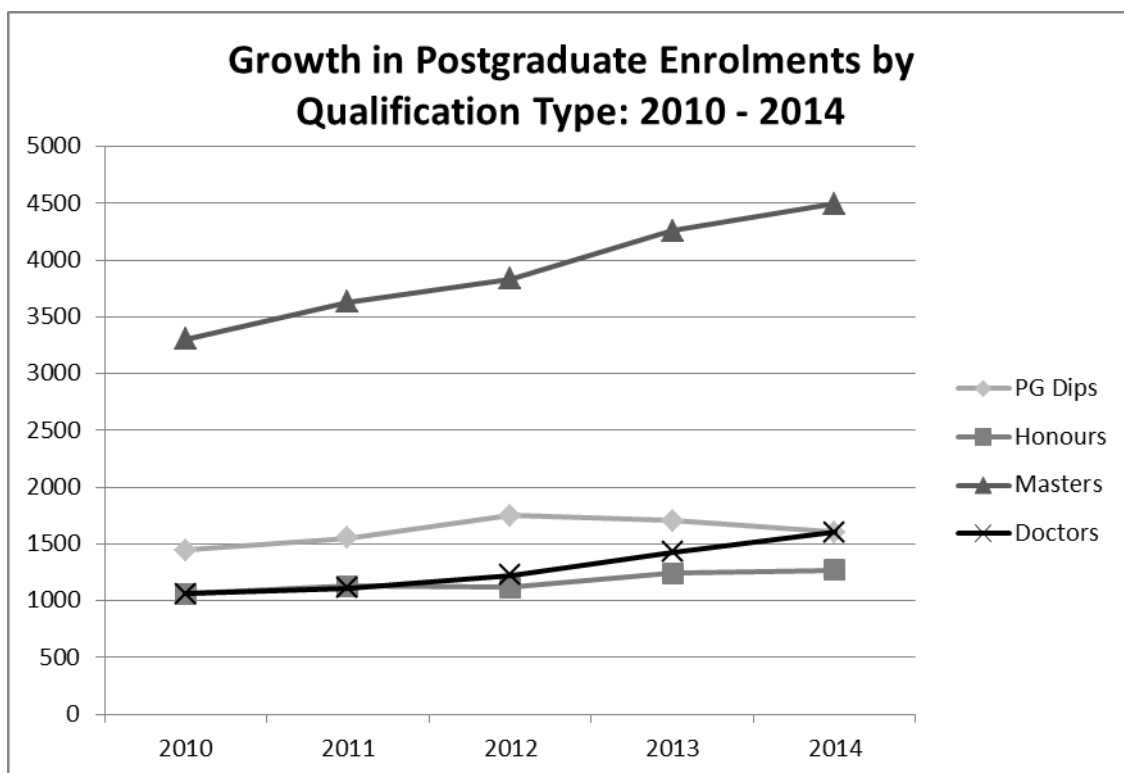
At the postgraduate level, the proportion of White enrolments dropped from 45% of the total in 2010, to 34% in 2014. Over the same period, the proportion of Black, Coloured and Indian postgraduates dropped by 1 percentage point to 34% of the total. The proportion of international postgraduates increased from 16% in 2010 to 21% in 2014. South African postgraduates with undeclared race increased from 225 to 862 (12% of the postgraduate total) in 2014.



The FU intake in 2014 (3,899) was larger than that in 2013 (3,748) but slightly short of the FU target of 3913. Forty two percent had achieved an NSC aggregate of 80% or more (the equivalent proportion amongst the 2009 intake was 31%) (see Table 7). A further 35% (40% in 2010) had achieved a National Senior Certificate (NSC) aggregate of 70-79%. First-time entering undergraduates with unknown matric aggregates (13% of the 2014 total) are largely those who completed their schooling outside South Africa.

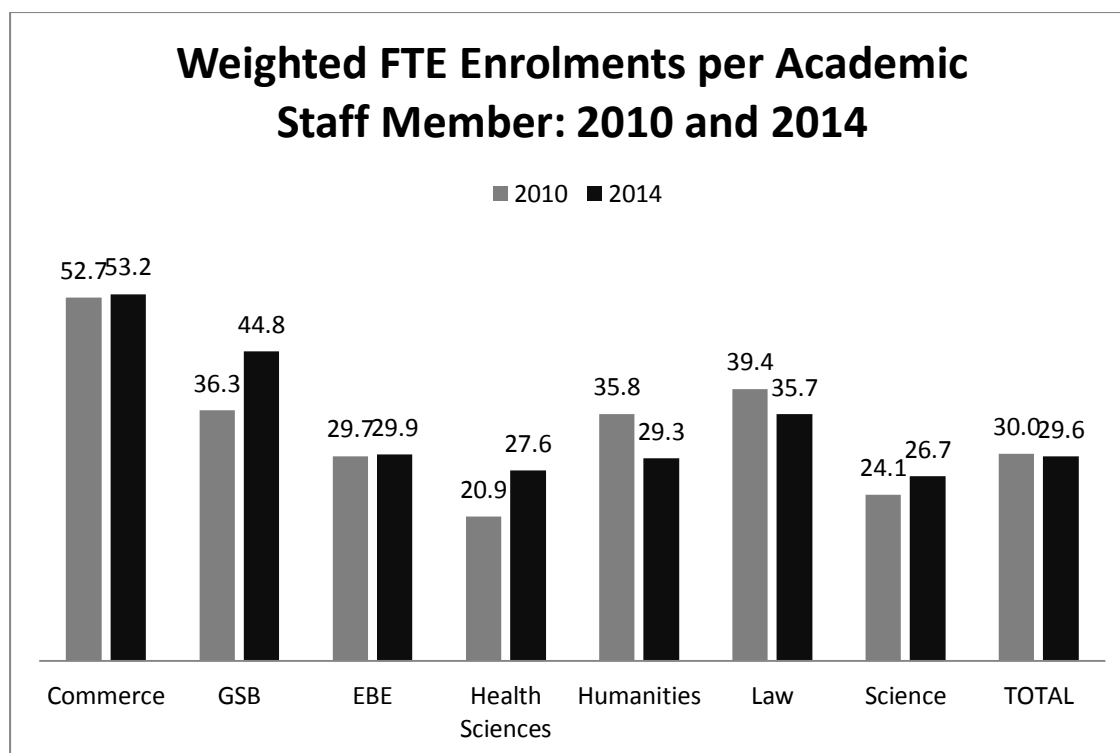
Enrolments in three-year Bachelor’s degrees and professional first Bachelor’s degrees made up 28% and 31% respectively of the 2014 enrolment (see Table 12). Enrolments in bachelor’s degrees grew at an annual rate of 1% per annum between 2010 and 2014, with 15,550 students enrolled in 2013-4. Over the same period, enrolments at the postgraduate level grew at a rate of 5,1% per annum. This growth differential gave rise to a decreased proportional enrolment in Bachelor’s degrees (down to 59% in 2014 from 62% in 2010). Enrolments in undergraduate Diplomas and certificates dropped to a five year low (590 enrolments, down from 752 in 2013). This was the result of a decrease in Associate in Management (AIM) enrolments in the GSB (247 in 2010, down to 149 in 2014) as well as a decrease in Advanced Certificate in Education (ACE) enrolments in Humanities (680 in 2010, to 202 in 2014).

Doctoral enrolments increased by 11% per annum, Master’s enrolments by 8% per annum and Honours enrolments by 4,6% per annum between 2010 and 2014. Enrolments at the Postgraduate Diploma level dropped by 104, largely due to a decrease of 180 at the GSB between 2013 and 2014. In 2014, Master’s plus Doctoral enrolments totalled 6,098, or 23% of the total enrolment as compared with 4,361 (18.2% of the total) in 2010.



## 2.2 Academic Staffing and Student: Staff Ratios

In 2014, there were 955 (929 in 2013) permanent or T3, full-time academic staff spread across the 6 faculties, the GSB and CHED. 21 of the additional 26 academic staff joined the Faculty of Health Sciences in 2014. Differential growth in student enrolments and staffing across the faculties gave rise to the following shifts in weighted FTE enrolments per academic staff member.



The GSB and Faculty of Health Sciences experienced marked increases in their weighted FTE to academic staff member largely because of expansion in postgraduate enrolments.

UCT's permanent and T3 academic staffing complement grew by 2.0% per annum between 2010 and 2014. The growth in academic staffing more than kept pace with that of student headcounts. It should be noted that the 2011 conversion of contract staff to permanent conditions gave rise to much of the increase in academic staffing seen between 2011 and 2012 (an additional 37 permanent, full-time, academic staff).

The proportions of staff in the various academic ranks have remained reasonably constant over the last three years. Professors and Associate Professors together made up 44% of all permanent and T3 academic staff in 2014 (40% in 2010).

Table 11a shows the distribution of academic staff by age group in 5 year bands. In 2014, the 40-44 year age group was the largest amongst the 5-year bands with 18% of all academic

staff. Only 24% of academic staff was less than 40 years old. In 2014, 29% of all academic staff were aged 55 years and above.

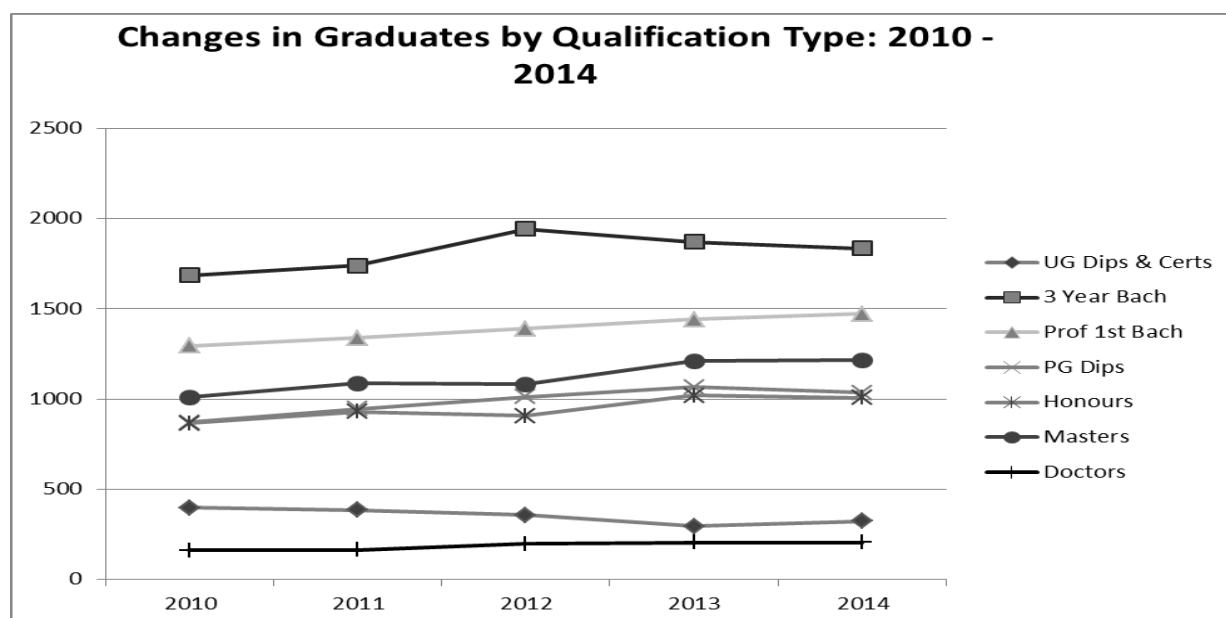
Table 11b, which shows the distribution of academic staff by race (extracted from HEMIS, separating South Africans by race and including all internationals within a single category) shows a considerable gain of international staff. In terms of demographics, Coloured staff saw the biggest nett gain compared to SA's other demographic categories. As this table and the data in the introduction show, there has been very little progress in the transformation of the demographic profile of academic staff. However, Table 11c shows that the proportion of female academic staff has increased to 43% of the total by the end of 2014.

## 2.3 Teaching and Learning

### i. Graduates and Success Rates

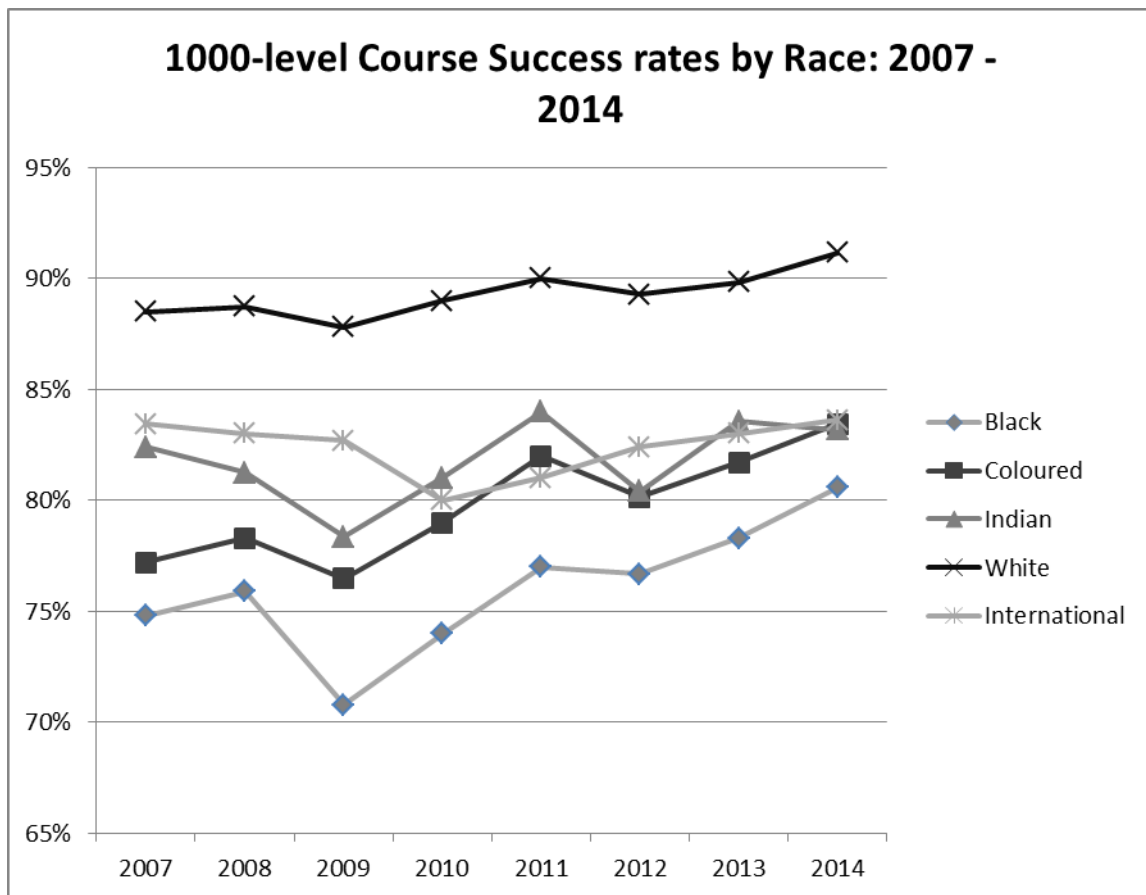
(See Tables 13 To 17 of Appendix A)

The 2014 HEMIS return to the Department of Education indicates that 7,088 (7,104 in 2013) students, successfully completed a degree or diploma in 2014. There were a record number of Master's graduates (1,214). There were 204 Doctoral graduates in total (205 in 2013). The largest numbers of Doctoral graduates were from the Faculties of Science and Humanities (59 and 48 respectively). At the Master's level, the largest numbers of graduates were GSB and EBE students (218 and 217 respectively). The overall undergraduate course success rate in 2014 grew to 87,6%, from 86,9% in 2013.



The Table 15 series shows that the overall 1000-level course success rate increased steadily between 2010 and 2014, from 81% to 85%. The improved success rates were most apparent within the Faculties of Law, Science and EBE (up by 13, 5 and four percentage points

respectively – see Table 15a). Table 15c shows that 1000-level course success rates amongst Black students improved by seven percentage points between 2010 and 2014, and by four percentage points amongst Coloured students. In 2010, the difference in success rates at the 1000-level between White (at the upper extreme) and Black students (at the lower extreme) was 15%; by 2014 this differential had dropped to 10%. In terms of discipline, the improvement in the 1000-level success rate between 2010 and 2014 was most pronounced in the SET group of CESMs (up by six percentage points to 84%).



The overall success rate in 2000-level courses remained level at 86% in 2014. Table 15a shows that the 2000-level success rate in the Faculty of Science increased by 8 percentage points between 2010 and 2014 to the 2014 level of 84%. Similarly, the 2000-level success rate in the Faculty of Law had increased by 5 percentage points to 80% in 2014. Table 15c shows that there were marked improvements in 2000-level course success rates amongst Black, Coloured and Indian students (up by 5 percentage points in each case) between 2010 and 2014.

While the 3000-level course success rates remained level between 2010 and 2014, there was a marked (5 percentage point) improvement in success rates at the 4000-level. The Table 15 series shows particular improvements in success rates at this level in the Faculties of Humanities and Law (up by 6 and 4 percentage points respectively) and in the

business/commerce subject group (up 5 percentage points). Table 15c indicates marked improvements in 4000-level course success amongst Black and Coloured students (up by 10 and 5 percentage points respectively). As a result, the performance differential between Black and White students at this level dropped from 14% in 2010 to just 6% in 2014.

## **ii. Undergraduate Academic Progress Code Analysis**

*(See table 16 of Appendix A)*

In 2014, 88% of all undergraduates were 'successful', where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirements (in which case a CONT progress code is awarded). Ten percent failed to meet minimum readmission requirements for readmission at the end of 2014: of these, seven percent of all undergraduates were awarded concessions to continue. The final proportion excluded on academic grounds was three percent of all undergraduates (four percent in 2010).

Three of the faculties (Commerce, Humanities and Law) awarded concessions to continue to at least nine percent of their undergraduate students at the end of 2014. While 10% of all undergraduate students failed to meet minimum readmission requirements, the proportion failing to do so of

- Black undergraduates was 15% (down from 19% in 2010)
- Coloured undergraduates was 11% (12% in 2010)
- Indian undergraduates was 12% (down from 13% in 2010); and
- White undergraduates was 4% (down from 5% in 2010).

## **iii. Five-Year First-Time Entering Undergraduate Cohort Analysis**

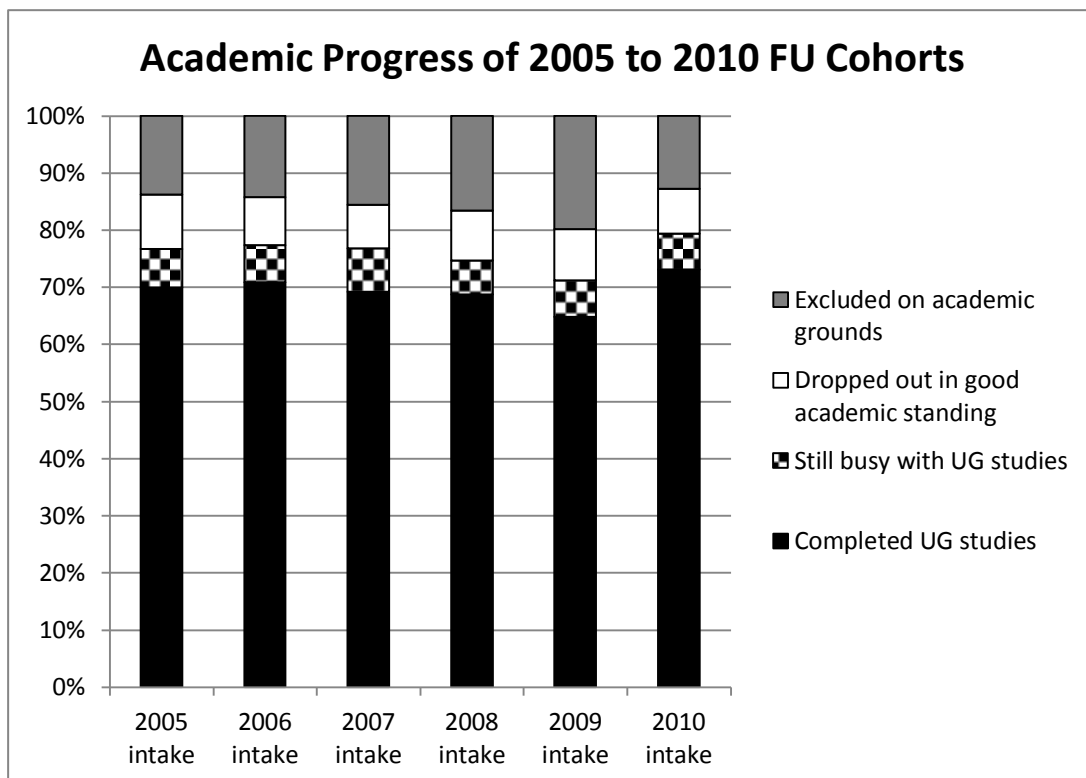
*(See tables 17 and 18 of Appendix A)*

Analyses of the five-year longitudinal progress of first-time entering students within the 2010 entry cohorts showed that 73% had completed a degree/diploma by the end of 2014, while six percent of the 2010 entrants were still busy with their undergraduate studies after five years. The potential completion rate within the 2010 cohort was therefore 79% (in comparison with 71% amongst the 2009 cohort). By the end of 2014, eight percent of the 2010 FU entrants shown here had dropped out in good academic standing, and a further 13% had been excluded on academic grounds. In comparison, 20% of the 2009 FU cohort had been academically excluded and a further nine percent had dropped out without completing a degree/diploma by the end of 2013. The 2010 cohort therefore shows considerable improvement in terms of retention and completion in comparison with the 2009 FU 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).

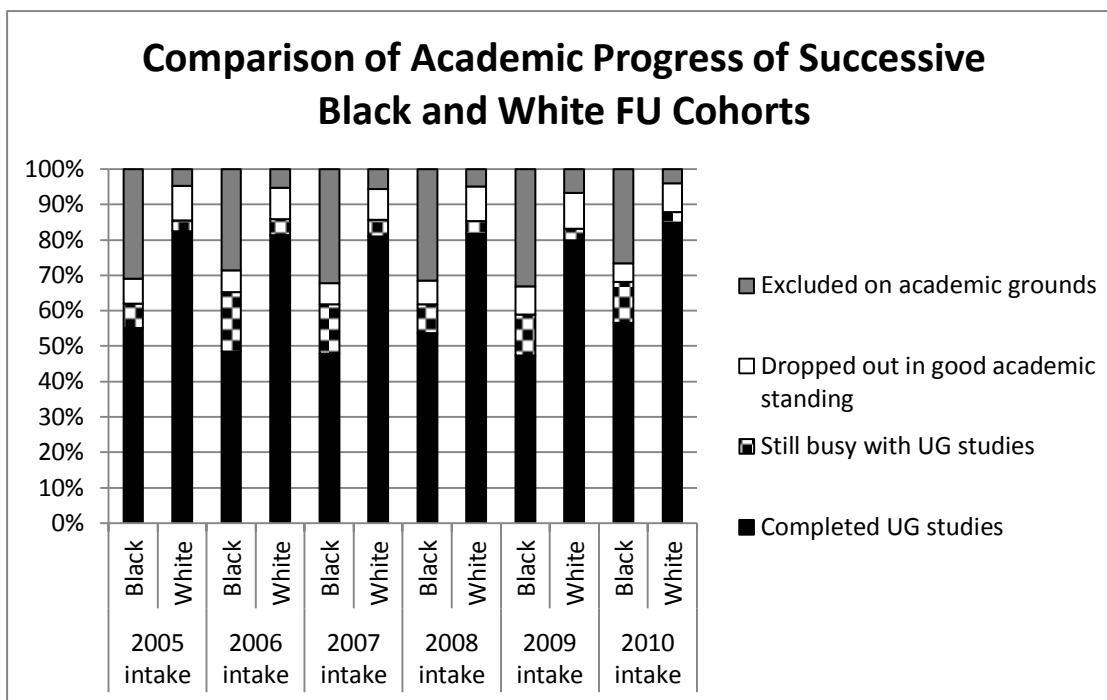
The academic exclusion rate dropped markedly within the 2010 BSc and BSc (Engineering) cohorts (by 11 and 10 percentage points respectively), although it increased by eight percentage points within the far smaller LLB cohort. In the case of the BSc, 2010 was the



first year in which the Faculty of Science consciously took in a far smaller FU cohort in an effort to focus on improved retention and completion within the BSc. It should also be noted that the 2009 intake included large numbers of writers of the first NSC in 2008, where unexpectedly strong performance in subjects such as mathematics may have adversely impacted on admissions decisions in Science and Engineering in particular. Moreover, the analysis of the 1000-level course success rates after 2009, as well as the academic standing code analysis, 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 amongst cohorts entering prior to 2009.



Cohort completion rates across the 2006 - 2010 FU cohorts varied widely in relation to entry faculty and race. The gap between completion rates amongst White and Black students was markedly larger within the 2009 cohort than in prior years: 79% of the White FU cohort (down from 82% of the 2005 cohort) in comparison with 48% of the Black FU intake (down from 54% of the 2005 cohort) had completed a qualification by the end of 2013. This completion rate differential therefore increased from 31% in relation to the 2005 cohort, to 34% in respect of the 2009 cohort. In the 2010 FU cohort, the completion gap between SA Black and White students dropped back 28 percentage points due to a nine percentage point improvement in the completion rate amongst Black entrants, and a six percentage point increase in the completion rate amongst White students. A particularly large proportion of the 2010 Black cohort (12%, in comparison with eight percent amongst the 2008 cohort) were however still busy with their undergraduate studies at the end of 2014, bringing the potential completion rate within the cohort up to 69% (in comparison with 60% within the equivalent 2009 FU cohort).



The cumulative rate of academic exclusion within the 2010 Black cohort dropped by five percentage points (to 27%), which is the lowest exclusion rate amongst the five cohorts analysed here. Similarly, the rate of drop-out in good academic standing within the 2010 Black cohort dropped to five percent, which was also the lowest amongst the 2006 – 2010 cohorts.

The completion rate amongst the 2010 Coloured cohort (74%) was 16 percentage points higher than that within the 2009 cohort. It should be noted firstly that the 2010 Coloured FU cohort (355 students) was far smaller than the 2009 equivalent (461 students) and that the smaller intakes were particularly evident within the Science and BSocSci intakes (20 and 34 fewer respectively). Secondly, it is clear that the smaller intakes in these two areas showed very marked decreases in the rates of academic exclusion (down to eight percent in both cases).

The completion rate amongst the 2010 Indian cohort increased to 72% of the 2010 FU cohort (in comparison with 60% of the 2009 cohort). Again it is evident that the 2010 Indian intake was considerably smaller than that in 2009 (228 in comparison with 317) and that the academic exclusion rate amongst this smaller cohort (10%) was less than half that within the 2009 cohort (21%). The cohort completion rate amongst the 2010 White cohort was 85%, in comparison with 79% of the 2009 entrants. Completion rates amongst White FUs improved in all areas other than Law (which was a small cohort of 7 students).

The exclusion rates in both the extended degree and Black mainstream remained high, particularly in the Faculties of Science and EBE. The completion rates within extended degree programmes are also comparable with those of the Black mainstream. This is noteworthy because in 2010, the extended degree students were admitted on lower APS scores than mainstream students. Overall this data would suggest that curriculum provision (including the extended degree) in both of these faculties are not adequately catering for these

students, and that an in-depth analysis of student performance and persistence in these areas is needed. Of particular interest is the large jump in the completion rate in the Faculty of Science – 89% of the 2010 intake (in comparison with only 73% of the equivalent cohort in 2009) had completed a degree/diploma within five years of entering the Faculty. The 89% completion rate is second only to that within the 2010 White Commerce cohort (90%) and was the highest completion rate within the 5 cohorts presented here.

Longitudinal performance within the extended programmes varied widely by year and by programme: no clear trends emerged in any of these programmes. Sixty one percent of the 2010 intake had completed a qualification by the end of 2014, and 13% were still busy with their studies at the end of 2014. The potential completion rate within the overall 2010 extended programme cohort is therefore 74% (in comparison with only 58% amongst the 2009 cohort and in comparison with 79% amongst the whole 2010 FU cohort). The rate of drop-out in good academic standing to date within the extended programme cohort (four percent of the 2010 cohort) remained very small in comparison with the cumulative academic exclusion rate (21%) within the same cohort.

Completion rates amongst the 2010 BCom, BA/SocSc and BBusSc extended programme cohorts (73%, 70% and 66% respectively) were markedly higher than within the extended BSc (Engineering) and BSc cohorts (36% and 41% respectively). In all areas though, a very marked improvement in completion rates is evident when comparing the 2010 and 2009 cohorts. Once again it must be noted though that the 2010 cohort (413 across all areas) was very much smaller than that in 2009 (559 students). The 2010 BSc and BA/SocSc extended programme cohorts (81 and 79 respectively) were much smaller than the 2009 equivalents (147 and 145 respectively) and reflected markedly improved completion rates (up by 15 and 18 percentage points respectively). Further calculation shows that the completion rate to date (until the end of 2014) amongst the combined BCom and BBusSc extended programmes was 70%, and that a further 15% were still busy with their undergraduate studies. Potential completion within the extended BCom/BBusSc cohort is therefore 85%, which compares favourably with that amongst the whole cohort (87%).

The exclusion rates in both extended degree and Black mainstream however remain high, particularly in the Faculties of Science and EBE: 53% of Black students in the 2010 Science mainstream cohort and 49% of those in the extended degree cohort had been excluded on academic grounds by the end of 2014. Moreover, the completion rates of extended degree programmes are comparable with those of Black mainstream, which is the closest comparison.

#### **iv. Postgraduate (Master's and Doctoral) Cohort Analysis**

*(See tables 19 and 20 of Appendix A)*

The 2007 to 2011 new intakes of Master's and Doctoral students were tracked until the completion of the 2014 academic year. Tables 19 and 20 show the status of the intake of each cohort, per faculty, as at the end of 2014.

Table 19 shows that 71% of the 2007 intake, 73% of the 2008 intake, 72% of the 2009 intake and 68% of the 2010 Master's intake had graduated by the end of 2014. Five percent of the 2010 intake were still busy with their studies at the end of 2014, so that the potential completion rate within this cohort is 73%. Cohort completion rates varied by faculty, and were highest in the GSB (all in excess of 80%) and the Faculty of Humanities (in excess of 70% for each cohort apart from the most recent, 2011 intake).

Up to 10% of each Master's cohort in the Faculty of Science (apart from the most recent, 2011 cohort) and up to 9% of each Master's cohort entering the Health Sciences Faculty had upgraded to Doctoral study. A particularly large proportion of the 2011 Science intake (16%) had upgraded to Doctoral study by the end of 2014. Smaller proportions of those beginning Master's degrees in the EBE Faculty (2 -4%) upgraded to Doctoral study. Elsewhere, upgrades were rare.

It is of concern that the apparent drop-out rates within the 2011 Master's intake had increased in all faculties and that the overall drop-out rate at this level increased by four percentage points (to 26%) in comparison with the 2010 cohort. (An investigation of the reasons for drop-out amongst Master's students is currently being undertaken by the IPD).

Between 19% and 26% of each Master's cohort had dropped out of their studies by the time of this analysis. The steady increase in the drop-out rate amongst the 2007 to 2010 GSB cohorts (from 7% of the 2007 cohort to 17% of the 2010 cohort) remains a concern. It is also apparent that drop-out rates within the 2011 intake had increased in all faculties and that the overall drop-out rate at this level increased by 4 percentage points (to 26%) in comparison with the 2010 cohort. Up to three percent of each Master's cohort reflected as having been excluded on academic grounds.

By the end of 2014, 60% of the 2007 Doctoral entry cohort had completed their studies and 8% were still busy 8 years after commencing their studies. The potential completion rate amongst this cohort is therefore 68%. Twenty eight percent of this cohort had dropped out of their studies by the end of 2014. Substantial proportions of the subsequent cohorts were still busy with their Doctoral studies at the end of 2014. Retention and completion patterns varied widely across the faculties. The highest completion rates amongst the 2007 cohort were evident in the Faculties of Science (69%) and Health Sciences (79%). Drop-out appeared to be a particular problem within the EBE and Commerce faculties where 48% of the 2007 cohort and 59% of the 2009 cohort respectively had dropped out without completing their studies by the end of 2014. The rates of academic exclusion and transfer to other programmes were small to negligible amongst the Doctoral cohorts.

Table 21 shows that the average time to completion amongst the 1,214 Master's graduates had dropped to 2.0 years (in comparison with 2.6 years amongst the 2013 graduating class). The average time to completion amongst the 204 Doctoral graduates was 4.9 years (in comparison with an average of 5.1 years in respect of the 2013 Doctoral graduates).

*Jane Hendry*

### 3. FACULTY REPORTS

#### 3.1 Faculty of Commerce

Teaching and learning in the Faculty of Commerce is guided by a framework that emphasises: initiatives to enhance teaching; recognition of teaching; coordination of teaching and learning initiatives, and feedback into teaching and learning via research and evaluation. These four areas of priority align with the Faculty's applications for DHET grants. A Teaching and Learning Development Grant Coordinator has been employed to assist with implementing and maximising the synergy between and among the various projects.

##### i. *Curriculum*

- **Curriculum cohesion**

Based on the UCT report identifying the high percentage of students who identify as being in the incorrect programme, the Faculty has increased the focus on the flexibility of curriculum and qualifications available to students and the use of the BCom specialising in Management Studies degree. This is enhanced during registration training and ongoing student advice.

- **Embedding of graduate attributes:**

Example: Financial Reporting 1: problem solving, working collaboratively, linking theoretical concepts to case studies, reading and writing skills, raising critical questions, etc. Formalisation of policies and procedures and strict adherence in practice to enhance students' skills of self-responsibility, accountability and planning and to ensure fairness and consistency in the treatment of students across the Faculty e.g. test appeal process, date stamping of hand-ins, the short leave process.

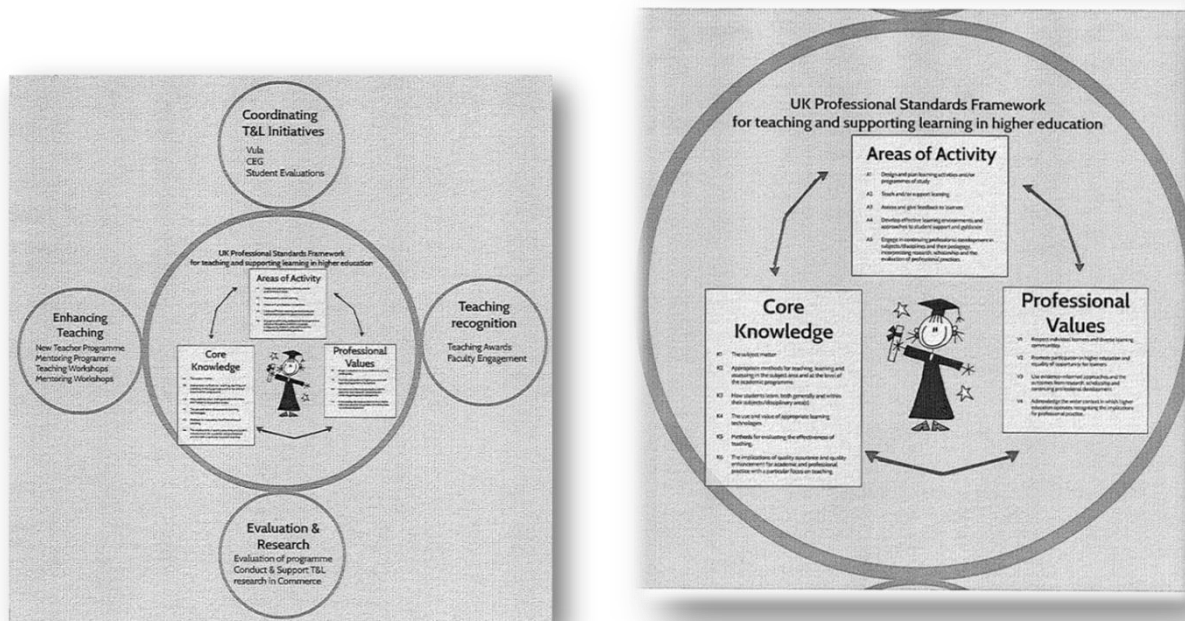
- **Developing digital and academic literacies:**

The requirement that each Commerce first-year student does a core course BUS1036 (Evidence-Based Management) in online mode. In Commerce it is the norm for all courses to make enhanced use of Vula. With the assistance of TDG funds, a project was initiated in a number of different undergraduate courses in Economics to explicitly embed academic literacies.

##### ii. *Teachers*

Formally develop capacity and skill to engage with varying levels of student preparedness, capture the rich diversity in the class, the facilitation of active learning, appropriate pedagogy and continuous reflection and feedback regarding the teaching and learning environment.

## Framework that informs our teaching direction and initiatives



- **Coordinate and synergise the areas of best practice and challenges**
  - Strategizing the topics for the CEG sessions based on current challenges or best practice and items arising from Faculty research into education.
  - Formalisation and growth of an active academic staff mentoring system with participation from both experienced and new academics. This has showcased best practice as well as supported and encouraged innovation and reflection on the learning environment. This resulted in a number of presentations at the 2014 UCT annual Teaching and Learning Conference.
  - Increasing use of case studies bridging theory and practice across the majority of disciplines including Marketing, Organisational Psychology, Accounting, Economics, Information Systems and particularly in the Postgraduate Diplomas in Management.
  - TDG funds were used for a formal external report critiquing both our formative and summative evaluations. This is currently in the process of Faculty reflection.
- **Teaching Awards**
  - **Heltasa/CHE Teaching Excellence award**  
June Pym, Director, Education Development Unit (EDU)
  - **2014 Vice-Chancellor's Social Responsiveness Award**  
Stuart Hendry, Lecturer, Section for Applied Management

The Faculty is engaging with criteria to incentivise and reward teaching best practice and has drawn on the initial report provided by the Faculty of Health Sciences. Eight academic staff from the Faculty presented at the UCT Teaching and Learning Conference in 2014.

### iii. *Teaching & Learning Working Group Developments*

**Students:** appropriate placement and early identification of risk-factors; enhancing and strengthening the learning environment (both inside and outside the classroom); addressing psycho-social and affective factors that impact on learning; development of graduate attributes.

#### **Initiatives and challenges to improve undergraduate and postgraduate throughput**

- College of Accounting multilingual videos on key concepts in accounting courses funded by FASSET.
- Engaged reflection regarding the implications for admission and placement of the 2016 Admissions Policy
- The increased focus on the flexibility of qualifications available to students
- A challenge is the increasing number of students who are presenting with anxiety disorders often resulting in crises and the need for easily accessible University-wide guidance (policies and procedures) to address these issues. In addition this is resulting in an increasing number of students needing to take a leave of absence due to psychological or circumstantial difficulties.

#### **Initiatives to enhance the First-Year Experience**

- Scheduled EDU first-year mentoring has now been extended to volunteer mentees in mainstream. A range of academic and administrative staff played the role of mentor with training provided and a formal report back mechanism.
- Challenges of competing policies and onerous demands on individual students e.g. requirements for mentors in programmes such as Allan Gray and 100 UP who are required to be placed in EDU and therefore end up having two mentors, one for EDU and one for 100 UP with either one or neither being effective and difficulties in assessing impact.
- Reflection of the effectiveness of the 6-week early assessment report. Commerce has found it more effective to do this at the end of the first semester.

### iv. *Online Offerings*

- Each first-year student is required to do two core courses which are offered online, BUS1036 Evidenced-Based Management and STA1000 Introductory Statistics. Lectures were initially offered in parallel due to a concern over students from non-digital backgrounds. This proved to be unfounded.
- To support second language students, a number of online videos are available in the College of Accounting. They explain key concepts and are translated into isiZulu and isiXhosa by our past students for whom these are first languages. They were funded by FASSET and are available to anyone anywhere. The Faculty has received further funding to expand the topics and the number of languages offered.
- Offering of short courses in a variety of professional and business related topics using the GetSmarter platform.
- The common practice of recording and uploading lectures and monitoring the usage thereof. Contrary to expectation this has not resulted in reduced lecture attendance.

These offerings have enabled the Faculty to explore appropriate pedagogies, to establish the viability of the GetSmarter platform and to identify both benefits and challenges to be enhanced or

addressed. Furthermore, a number of postgraduate qualifications have been offered in part-time mode. This market cannot afford to take off a year to come to Cape Town, especially in the light of the transformation strategy of the Faculty. With this background and an established market demand for online qualifications, the Faculty established two postgraduate online qualifications to be offered from January 2015:

- Postgraduate Diploma in Management in Marketing
- Advanced Diploma in Business Project Management

### **Lessons learned**

- Academically, it is far more work than anyone imagined and not only about putting lectures online.
- It has enhanced our pedagogical understanding of what we expect from our students and how better to structure our residential offerings.
- Recognition of Prior Learning (RPL) became a key issue at the postgraduate level as a large number of applicants who wish to study part-time have come from non-academic backgrounds. To ensure consistency and fairness and to ensure that applicants can cope with the GetSmarter platform, Commerce, in conjunction with experts in RPL developed an online RPL admission assessment tool which has found ready acceptance amongst the Commerce departments offering/intending to offer online postgraduate qualifications.
- The student preference for one learning platform was expressed with the request from them to use Vula for BUS1036. This has implications for qualifications where only some of the courses will be offered online.
- The administrative and logistical implications such as distributed exam venues and training of invigilators and the increased volume in applications and the associated admission and registration procedures need careful consideration.

*Tessa Minter*



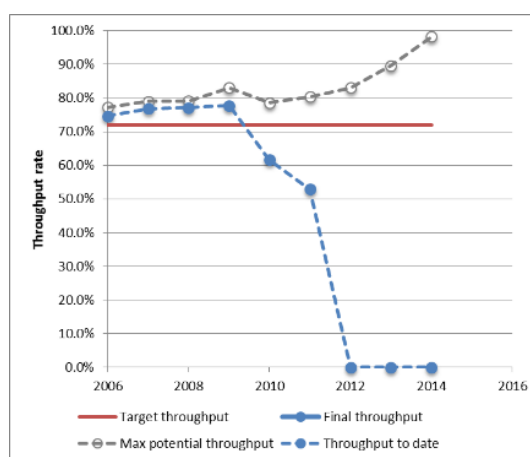
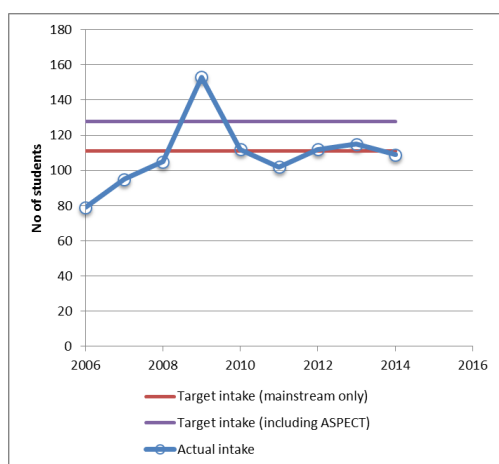
### 3.2 Faculty of Engineering and the Built Environment

Drawing on the 2014 Action Plan of the Senate T&LC, the Faculty's Academic Development Committee (ADC) agreed to prioritise a focus on undergraduate throughput – a national imperative given the dire shortage of engineers and built environment professionals graduating from higher education institutions. The report presents highlights and ongoing challenges related to EBE's focus on initiatives to improve undergraduate throughput. Below are the major areas that formed part of a directed effort at increasing the success rates of our students, although these were not the only activities that the ADC coordinated in 2014.

#### *i. The Student Data Information Project*

A significant milestone in EBE's ongoing efforts to produce statistics related not only to cohort success rates, but also a variety of other course/student-related data that was achieved. For a number of years EBE has had an ongoing discussion with IPD about the data that they provide on various aspects related to the registration and success of students. The difficulty centred on the fact that many departments kept their own internal student data records which in many instances did not match those provided centrally. The success of the student data information initiative was the result of two specific actions. Firstly, there was agreement reached on the definition of various parameters – and thereafter, agreement on the nature of the reports that would be generated. ICTS played a significant role in prioritising the development of various reports for this initiative using the reporting functionality within Business Objects.

As a result of this work, EBE is able to generate reports that can directly feed into curriculum-related activities. As an example of the functionality available, the following two figures illustrate the impact that excellent ongoing curriculum development work has had in ensuring that the Department of Chemical Engineering is able to exceed the Faculty's target of a 72% throughput rate.



It is important to recognise that a data analysis tool can only make an impact if people are easily able to use it. To help ensure that this is the case, EBE developed a user guide for the available reports and a member of staff in the EBE Faculty Office runs training sessions for anybody who wants to use this tool. This approach to generating useful reports to describe student-related data is the first step toward developing a comprehensive student/course information system within EBE

and there is ongoing development taking place to ensure that we improve the value of the reports generated. Finally, it is important to note that these reports are not only for the use of EBE, but by anyone at UCT.

## **ii. *The Tutored Reassessment Programme***

After a dedicated period of piloting, the tutored reassessment of courses was accepted by the EBE Faculty Board as policy. The Tutored Reassessment Programme (TRP) offers a structured tutorial-based repeat of a course under the guidance and supervision of a skilled senior postgraduate student during a vacation period, followed by a repeat examination opportunity. TRPs are not available for every course within EBE but are typically focussed at courses that impede graduation, and must be approved by the EBE Undergraduate Programme and Administration Committee (UgPAC) before they can be administered. A student may not participate in TRPs that overlap, and is only eligible to participate if they have previously received a DP for the course. Attendance of all tutorial sessions is compulsory and will act as a DP requirement for the re-examination.

21 TRPs were offered during the winter of 2014 and summer of 2014/5 vacation period – with the repeat examinations attempted by 412 students (excluding supplementary examination students where a supplementary examination was offered). 70% of these students passed their respective courses as a result which means that almost 300 students passed courses they would otherwise have had to repeat. While this will have a positive impact on throughput rates, it also means smaller classes and a reduced load for teaching staff in future years.

The costs associated with running TRPs continues to be of concern for the long-term success of this intervention. Fortunately, the costs to the hosting Department are not that significant. There needs to be a senior postgraduate student who has experience in the subject matter who is prepared to run the intervention, and the course convenor must be prepared both to set and mark an additional examination paper. The average costs of running a TRP for a department is in the region of R35,000. The costs to the student, though, are of concern. Since these interventions are run during vacation periods, students are required to travel to UCT and then find accommodation for the duration of the TRP and subsequent examination. Fortunately, the accommodation costs of any student on UCT financial aid are covered by UCT – and other students are charged the very lowest residence rates during their participation.

The impact of TRPs during the pilot stage has been formally evaluated by the Institute of Monitoring and Evaluation (IME) with their 2014 report concluding as follows:

*“There can be little doubt that the TRPs evaluated by the IME were delivered in a manner that students perceived as both useful and effective. Moreover, since their introduction, 79% of students who have attended TRPs have passed the re-examination and TRPs have succeeded in raising course pass rates by an average of 15%. TRPs also appear to have a positive effect on student self-efficacy. Although it is too premature to assess the effects of recent TRP expansion on student throughput, observations of the throughput rates exhibited by the CIV2011F cohort indicate that about a third of students who pass the TRP re-examination qualify in minimum time”.*

These results suggest that TRPs can, if delivered properly, be effective at achieving their anticipated outcomes. Moreover, because the kinds of issues in implementation highlighted in this report are relatively easily to fix if implementing departments are willing (and able) to put in the resources needed; as a model it can be concluded that the TRP approach holds promise for future expansion. The key issue is therefore not whether TRPs should be expanded, but if EBE departments have the resources, motivation and capacity to deliver TRPs effectively on a larger scale.

Given the significant success students have achieved through TRPs, they have been identified as a core intervention in support of EBE's objective to improve throughput rates to 72% by 2020. However, while departments in EBE have embraced TRPs as a legitimate mechanism to help improve throughput, it remains a challenge to convince service departments of the value of TRPs. While this is not the case for all service departments, some point to the additional resources required to mount these interventions – particularly at a time (during student vacations) when academics are expected to undertake research. Fortunately, progress is being made in this regard and the hope is that this approach to improving throughput can continue to expand as appropriate.

### *iii. Master Class Teaching & Learning Workshops*

As part of a TDG proposal, the ADC agreed to focus on the “participation of lecturers in continuous professional development activities that focus on the development of specific skills to strengthen teaching”. These development activities took place through the participation of EBE academics in a series of “master class” workshops hosted by the South African Society for Engineering Education (SASEE). These workshops were run by experts in the field and were typically aimed at academics who want to improve their teaching and learning strategies. The workshops were each centred on the teaching of a focused area in the engineering programme – in particular, issues that impede student success.

During 2014, a workshop entitled ‘Let ICTS work for you: Technology-mediated teaching and learning in engineering’ was held in Port Elizabeth. It was attended by 81 delegates from 13 different academic institutions, including: UJ, CUT, TUT, UNISA, MUT, DUT, SUN, VUT, CPUT, WITS, NMMU, UCT, and UKZN. Nineteen academics from EBE attended this workshop. These academics were expected to write a reflective account of the benefit that they received from the master class workshop, and these narratives clearly show that there has been a positive impact made in their understanding about how to incorporate ICTs effectively as part of their teaching and learning strategy.

*Brandon Collier-Reed*

### 3.3 Faculty of Health Sciences

2014 has once again been characterised by excellent overall results in all undergraduate programmes with the following pass rates:

- 96% in the final year of Audiology
- 100% in the final year of Speech Language Pathology
- 98% in the final year of Occupational Therapy (OT)
- 98% in the final year of Physiotherapy
- 99% in the final year of the MBChB programme.

With the graduation of 349 undergraduate students, 71 Honours students, 181 Master's students, and 54 PhDs, the Faculty continues to play a significant role in producing health professionals and biomedical scientists who contribute to ensuring that all South Africans have equitable access to necessary healthcare. While the pass rates in all years of all undergraduate (UG) programmes have remained high, we still face some challenges in a few courses where more than 10% of students have failed.

This year we furthered our aim of expanding the clinical teaching platform to areas other than the Cape Town metropole with the consolidation of teaching in the Saldanha Bay sub-district and the historic signing of an agreement with the Western Cape Department of Health to send students to the Eden District from 2015. The Mitchell's Plain District Hospital has also become a significant site of learning for UG students with medicine and obstetrics and gynaecology rotations taking place there. Appointments utilising the Clinical Training Grant (CTG) have made this possible. The new system of placement of UG students on the clinical platform process worked well with few glitches. Not all sites requested were approved and this has resulted in departments having to find alternative places for clinical training.

#### *i. Initiatives to Improve Throughput*

##### **Undergraduate programmes**

The Faculty provides multiple levels of support, including scaffolding for all students in Semester 1, extra support embedded in mainstream courses for students identified as being academically at risk, and the Intervention Programme (IP) for students who require extensive academic support.

The first year courses, Becoming a Professional (BP) (PPH1001F) and Becoming a Health Professional (BHP) (PPH1002S) are student-centred courses with students working in facilitator-led small groups. Groups meet each week and facilitators review progress with students individually each semester. Facilitators are able to identify students who may be struggling academically, socially or emotionally and can make appropriate referrals. BP/BHP includes the outcome of the development of basic information literacy, digital literacy and academic literacy skills. All BP/BHP outcomes, activities and assessments link closely with library, information technology and academic support activities and skills. Further in-course academic input for those students struggling with BP/BHP assessment activities include workshops and individual support sessions linked specifically to e-portfolio writing. The University Writing Centre is also used extensively to assist students who are struggling or wish to improve academically.

Scaffolding is embedded in the Introduction to Integrated Health Sciences courses (HUB1006F and HUB1007S) for MBChB students who have been identified as being academically at risk, based on entry criteria. This scaffolding is provided by means of Quantitative Literacy and Digital Literacy workshops. Extra tutorial support is provided for MBChB students identified as being at risk of failing Chemistry and Physics, given that Chemistry and Physics have emerged as ‘gate-keeping’ courses.

**a. The Intervention Programme (IP)**

As part of widening access and implementing transformation and equity, the Faculty continues to provide intensive additional academic support in the form of an extended programme. On arrival, all first-year students are admitted to Semester 1 of the conventional programme, regardless of admission scores. Those who fail courses at the end of Semester 1 enter the year-long IP. After successful completion of the programme, IP students enter Semester 2 of the conventional programme to complete their first year of study.

Learning difficulties in struggling students are carefully monitored throughout Semester 1 and cognisance is taken of the typical cultural and social difficulties that students from diverse backgrounds experience at an academic institution. Monitoring students in Semester 1 is therefore an attempt to gain insight into students’ understanding by exploring how cognitive difficulties impacted on their performance. The design of the IP programme is adjusted to meet the specific academic needs of each cohort. The IP consists of two semesters, namely: IP1 and IP2. IP1 looks back to main foundational concepts of the courses in Semester 1 and focuses on giving students ample opportunity to conceptualise disciplinary building blocks. Students spend time on the concepts by engaging with more learning opportunities at a slower pace.

The IP provides students with an opportunity to improve their academic performance by shifting their learning approaches into a more academic domain. It focuses on acknowledging students’ diverse backgrounds and recognising and developing their personal strengths. It aims to familiarise students with the modes of learning that will be required of them, as well as the style of instruction they will encounter in the rest of their studies. Learning activities in the programme are designed to enhance students’ capacity to transfer skills and knowledge between different aspects and components of their studies. Teaching and learning happens mostly in small group tutorials, workshops and practicals. All learning activities are scaffolded and specifically mediated by lecturers and tutors.

The majority of students who have re-joined the conventional stream seem to be much better equipped to deal with academic demands, whilst a small minority is unable to succeed at the end of the programme, or remain unsuccessful once they have joined the conventional programme.

• **Health and Rehabilitation Sciences**

In 2014, all twenty-four students of the 2013 cohort who completed the IP programme re-joined the mainstream curriculum in July 2014. Seventeen new students were enrolled in IP, recording its lowest number in the history of the programme. At the same time, a significant number of IP

students graduated in 2014. A total of 13,7% of Health and Rehabilitation students that graduated in 2014 were IP students, which include:

- 8% of Audiology students
- 9,5% of Speech Language Pathology students
- 12,5% of Occupational Therapy students
- 19% of Physiotherapy students

The above figures highlight the significance of the role of the IP in the ongoing curriculum transformation in the faculty. The demographics of the 2014 IP graduates were as follows: 50% Coloured students, 40% Black students and 10% White students.

#### **b. Early Warning System for identifying academically at risk students**

The Faculty continues to use the Test Board process to identify students who experience academic difficulty in the course of their studies. Interventions are then put in place to assist students identified. Students are also flagged as they progress to subsequent years, at the Examination Boards. Flagged students are monitored and, if necessary, given additional support.

##### **• MBChB**

In the first year, MBChB students identified as at risk of failing Chemistry and Physics, using entry data and/or Test Board data, are given weekly extra support tutorial sessions. Eighty three percent of the students in this group passed all courses at the end of the semester. Students, who failed despite the additional support provided, entered the extended (year-long) academic support programme (the Intervention Programme).

##### **• Health and Rehabilitation Sciences**

The Department has several strategies aimed at improving throughput in the UG programmes. These include ongoing review of the curriculum, teaching and learning activities to ensure that the programmes stay current, relevant and remain responsive to the students who are accepted into the programmes. There is also structured targeted support (academic and non-academic) for specific students in the programme who are identified through various tracking mechanisms. Students who receive augmented support are identified during the first semester of study using a combination of their NBT scores and profession-specific diagnostic test. The diagnostic test has been very useful in identifying students who need further input on either academic or quantitative literacy or both. This type of academic support is now in its second year of implementation and the outcome has been encouraging; e.g. a reduction in the number of students who go into the intervention programme at the end of semester and its popularity among students. The success of these tutorials is due to the availability of specially trained tutors who have been outstanding in facilitating students' learning.

The challenge for the department has been to make this type of support available to as many students as possible and the department is currently exploring options of offering it to all students who feel that they need it.

Academic support during the second to fourth years of study is provided as per students' needs. Students are always encouraged to approach lecturers or course conveners to communicate their specific support needs and staff members are usually very responsive to such requests. Second and

third-year academic support tends to focus more on providing additional theoretical input on specific topics in given courses whereas fourth-year students tend to require input on clinical reasoning skills. The uptake on this type of support has been significant and having this type of support is critical to student throughput.

Academic support is offered to all students who fail at least one course or obtain ‘borderline marks’ (i.e.  $\leq 55\%$  in at least 2 of the courses for which the student is registered). Students who are eligible for this type of support are identified during the Test Board meeting (end of 1<sup>st</sup> and 3<sup>rd</sup> terms) and they are scheduled to meet with the course convener/Head of Division (depending on the performance of the student) as a way of probing non-academic issues that may be impacting on student’s performance. Students are then scheduled into specially tailored weekly tutorial sessions where the focus is usually on theoretical input on specific areas of the course that the students find problematic. Students with non-academic support needs are referred to the divisional student support representative who then follows up on issues that needs to be addressed and/or links the student with appropriate support structures.

- **Communication Sciences and Disorders**

The last staff-student meeting of each semester is usually dedicated to exam preparation; class reps are expected to bring up issues that students feel must be addressed before exam time. These could range from the need for an extra session on a particular topic in a given course to a request for additional tutorial sessions as well as clarifying any ambiguities around the examination process.

Finally, in 2014, the division conducted ‘students’ dialogues’ facilitated by an individual external to the division (to encourage free speech). Some of the issues that came out of these discussions were used during our 2014 end of year curriculum review process and it is hoped that the changes made to teaching and learning practices based on that feedback will improve student throughput.

- **Occupational Therapy (OT)**

The Division of OT employs an early identification system, provides targeted support and engages in ongoing critical reflection to ensure the alignment and relevance of the curriculum. In first-year OT, the augmented support programme continued, providing additional tutorials from the beginning of the year. The Division engaged with the complexities of identifying students appropriately for participation in this programme. As such a profession-specific diagnostic test was designed. Students indicated that this programme was helpful as it enhanced their performance and first-year success. Based on this success in 2014, the Division explored plans to continue similar support into the second year of the OT Programme.

With regards to third and fourth-year students, academic support is offered through tutorials for students who self-identify or, who based on their practice learning or mid-year examinations, are identified as requiring academic support. Students participate in weekly tutorials that focus on developing academic literacy and enhancing students’ engagement with theoretical content in OT courses, including the application of theory in practice learning. These tutorials are integral to student throughput. With recognition of the importance of the above academic support, a new post in Occupational Therapy was successfully motivated for and structured so that the incumbent will have academic support as a key function. It is intended that this will be one mechanism for

integrating academic support interventions into the mainstream curriculum. Regular feedback between academic support tutors and Lecturers has created a platform for enhancing the curriculum.

Students are provided psycho-social support through referral to Faculty and university support systems. The Divisional representative to the students' support committee plays an active role in identifying and following up with students. Furthermore, creating spaces for productive conversations about students' experiences related to the influence of institutional culture, professional socialisation and their intersectional identities allows students an opportunity to voice their views. These productive conversations occur as timetabled 'Equity and Diversity' groups that are facilitated with each class about four times per year. These spaces allow students and staff to reflect on emerging issues that matter to the class, university and profession in relation to South African society.

- **Physiotherapy**

The Division of Physiotherapy has employed an early identification system to provide ongoing support to struggling students. The support provided includes tutorials and the attendance of either academic literacy or quantitative literacy augmented support. The Division engaged with the complexities of identifying students appropriately for participation in this programme and has, with the assistance of the Education Development Unit, designed a profession-specific diagnostic test.

Support is provided to students in the senior years, either through self-identification or based on their performance in clinical practice or theory tests. The weekly tutorials focus mostly on the enhancement of clinical reasoning skills.

### **Postgraduate programmes**

- **Supervisor Training Programme (for MMed Supervisors)**

The Clinical Research Centre in the Faculty provides a Supervisors Training Programme to staff members in the Faculty who are now expected to supervise the research component of the MMed programme. This programme will facilitate the throughput of MMed students who are now expected to complete a 60-credit research project as part of their registration requirements with the HPCSA.

- **Occupational Therapy**

Regular sessions where all Master's candidates can present their progress with dissertations have continued. This has created an ongoing forum for academic support for Master's candidates. With regards to the PhD programme, registered Doctoral candidates have participated in and presented at shared supervision sessions and in Departmental Doctoral Qualifications Assurance Committee presentations. This has created a platform for learning from scholarly engagements between candidates. It has also generated discussions, enhancing the supervision processes.

- **Communication Sciences & Disorders**

The division continues to run 'topic definition' sessions for all newly registered Master's students; this entails having all experienced researchers in the divisions being present and giving input to the newly registered students and their supervisors (i.e. support for both the supervisor and the student).



Students are also expected to present annually on their progress. The department has also played a major role of coordinating some types of support such as writing and data analysis workshops from which postgraduate students benefit. With respect to our PhD programme, the majority of PhD students are staff members. The division relies almost entirely on departmental structures for input e.g. participation in the Departmental Doctoral Qualifications Assurance Committee presentation.

- **Physiotherapy**

The Division has initiated the compulsory attendance of an introduction to research methodology and protocol development session for all MSc and MPhil students in their first year of registration, with optional attendance for PhD candidates. A second data analysis workshop is arranged during the second year of registration that has assisted greatly with the throughput of our postgraduate students. All MSc protocols are presented at an open forum, where students are given advice and guidance before submitting for ethical approval. Doctoral candidates present their protocols through the Departmental Doctoral Qualifications Assurance Committee.

*ii. Establishing of Teaching Awards in the Faculty*

The Faculty Board approved the establishing of Teaching Awards for the Faculty to recognise excellence in teaching. The following awards were decided on:

- **The Early Career Teaching Award**

This award recognises outstanding quality in teaching in academic staff with a limited scope of educational practice. Eligible staff are those who may have a limited teaching load or who are still in a phase of rapid evolution of their teaching and assessment practices. Such staff will either have been teaching for five years or less and will not yet have taken on the full spectrum of teaching responsibilities, or be clinical educators or registrars who have limited teaching responsibilities or whose teaching takes place in a limited range of settings. The focus of this award is on reflective teaching practice: on the efforts of staff to grow their knowledge of learning, teaching and assessment, on how what is learned is applied in practice, and on how and why practice is adapted over time.

- **The Dean's Award for Expertise in Health Sciences Education**

This award recognises outstanding teaching expertise – that is, the application of systematic knowledge of teaching and learning – in teachers with an expanded scope of educational practice. Eligible staff will typically be those who have, over time, developed a repertoire of teaching and assessment practices that is subject to periodic smaller changes. Such staff are likely to have been teaching for longer than five years, fulfilling a range of teaching-related responsibilities at undergraduate and postgraduate levels. The focus of this award is on scholarly teaching practice: on the engagement of staff with best-practice principles informing various dimensions of teaching and assessment, the application of those principles, the evaluation of practice, and the sharing of experience.

- **The Scholarship in Health Sciences Education Award**

This award will recognise teaching scholarship. While scholarship can be part of a portfolio of evidence presented by staff for the Early Career Teaching Award or the Dean's Award for Expertise in Health Sciences Education, it is the focus of this award.

### *iii. Online and Blended Learning in the Faculty*

#### **• Massive Open Online Course**

The MOOC "Medicine and the Arts: Humanising Healthcare" is based on an innovative interdisciplinary Master's course (Medicine and the Arts) which is registered in the Faculty of Humanities and co-convened by Associate Professor Susan Levine from Anthropology and Professor Steve Reid from the Primary Healthcare Directorate in the Faculty of Health Sciences. One of the goals is to promote the emerging field of Medical Humanities, with a particular emphasis on what this means in a developing country context. From its inception in July 2014, it involved considerable effort to redesign the Master's course for a larger general audience, which involved the academics working with a team of learning designers and video production staff from the Centre for Innovation in Learning and Teaching (CILT).

MOOCs have some specific features – they are free for anyone to sign up (no entry requirements), there are no fees to take the course, they are fully online and aimed at reaching a global audience. Medicine and the Arts was the first MOOC created by UCT and it was hosted on the British based platform, FutureLearn.

#### **• Blended Learning: Postgraduate Diploma in Health Profession Education**

The PGDip (Health Profession Education) blends face to face and online learning opportunities for students from across the country and occasionally from other countries. Students and course facilitators meet face to face at the Faculty during two, week-long blocks, one in January and one in June. Core concepts are introduced and students are given the opportunity to develop some understanding of complex ideas best acquired during face to face interaction. Students also get to know each other and develop a camaraderie important to sustaining motivation during the relative physical isolation of learning in an online environment. This is essential for building a 'Community of Practice' which facilitators consciously promote through prescribed readings on the topic as well as specifically designed learning activities.

Learning opportunities then move online, using the tools offered by Vula as a base. Activities culminate in a weekly online interaction between facilitators and students to consolidate learning. This ensures ongoing access to facilitators and also serves as a motivator to students who, in learning terms, are physically isolated from one another in their respective work environments.

In each course, students are required to apply their learning to practice and report this in an assignment that is generated electronically. Feedback is also given electronically on assignments. Students also develop a portfolio across the four courses, which is assessed as part of a final on-campus examination. During this face to face examination, students write an open-book exam that requires them to synthesise learning across all four courses in addition to practical and oral assessments. These all complement the e-assessment undertaken during each course.

#### *iv. First Year Experience Project*

- **Orientation**

All first-year students were required to attend faculty orientation before the start of the academic year. The focus was on academic and social adjustment to university with the programme including formal lectures, student-led and small-group activities. A helpdesk staffed by senior students helped to support the undergraduate staff and to welcome and direct students.

The Orientation Programme Planning Committee received very positive feedback from the first year students with 96% of students saying that all future first years should attend O week. Orientation Leaders and staff were reported to be friendly, helpful, informative and welcoming. Small-group activities were seen as particularly beneficial in helping students to make friends, and having a full day in the timetable to join in upper campus activities was received very positively. There were two main areas of concern - only 53% of students participated in Sax Appeal Day; and those students who registered late found it challenging to orientate themselves despite extra support being put in place.

- **Mentor Programme**

Second-year and more senior students applied to be mentors. Selection was based on their letters of motivation and sound academic performance. All mentors went through two intensive workshops and three training sessions to prepare them to support their mentees. As in previous years, mentors met their first-year mentees for the first time during the Balancing Act, a formal small group workshop, in orientation. Feedback from mentees was very positive. Mentors suggested that further time be made available in the first-year timetable for mentor-mentee group meetings.

- **First Year Experience workshops**

Workshops covered academic, social and emotional issues relevant to adjustment to the demands of University and specifically Health Sciences studies, with topics such as 'Getting the most out of lectures', 'Note-taking', 'Successful Learning Strategies', 'Stress Management' and 'Preparing for Exams'. Staff and students from within the Faculty and staff from the Department of Student Affairs participated in the design and implementation of the workshop programme. Workshops were formally timetabled for all FHS students, during teaching hours. Attendance was voluntary. Students who attended reported that they found the workshops very useful.

Students were further supported by staff members who volunteered to assist students individually with various challenges such as managing time and the work-load. Students also reported that they found this individual attention extremely useful.

*Gonda Perez*

### 3.4 FACULTY OF HUMANITIES

After many innovations in 2013, many of which were supported by the newly available funds from the Teaching Development Grant, 2014 was mostly a year of consolidation in the Faculty of Humanities.

#### *i. Improving Undergraduate Throughput*

The Faculty's throughput task team continued to undertake monitoring and evaluation research to inform policy for improving the undergraduate throughput and retention rates. Increasingly, thanks to funds from the TDG and the platform provided by the Senate T& LC, there has been greater coordination between the various parties who undertake monitoring and evaluation research – for example, the IPD, CHED, the Faculty Academic Planning Manager and the Humanities EDU (HUM EDU). This enables tracking of individual students and evidence-based planning and policy with regard to admissions, placement, decanting, etc.

In 2014 the HUM EDU offered a range of educational interventions funded by the DHET Foundation and the Teaching Development Grants to improve undergraduate throughput. These included a suite of six Foundation courses (of which all ED students take at least two), the running of about 30 Plus Tuts (additional tutorials) in the largest first and second-year courses and the establishing of Writing Hubs, linked to the Plus Tuts in six departments. The HUM EDU employed six ED Teaching Assistants to work in departments to run and administer the Plus Tuts. In addition the HUM EDU trained about 150 new tutors and offered more advanced and sustained training to the six ED Teaching Assistants and about 75 ED Tutors who ran Plus Tuts in eight departments. Overall, in 2014, the graduation rate of ED students in the Faculty has improved by 15% since 2011. However, there is still a 'failing tail' in both the three and four-year degrees that require ongoing attention. Improved tutor conditions of employment, improved tutor training - especially around the giving of formative feedback and assessment may help to address this problem. In addition, the sound pedagogic principles employed in the Plus Tuts need to be integrated into all tutorial systems in the departments.

An ongoing concern is the issue of stigma attached to the ED programme in Humanities. There will be a concerted effort to address this in 2015 – although we are constrained by the reporting requirements for the DHET's funding.

#### *ii. Raising the Status of Teaching*

In 2014 the Faculty launched a Teaching & Learning Working Group (T&L WG) to discuss and promote faculty-wide teaching matters. It met each quarter and discussed issues such as throughput concerns, dealing with plagiarism and the transition to the Honours level. An outcome of this was the launch of the Humanities Academic Mentorship Programme that is currently being piloted in a few departments.

#### *iii. Mentorship Initiatives*

In addition to the Academic Mentorship Programme referred to above, the Faculty's Student Development Officer also ran a mentorship programme which sought to provide an individual

mentor for each extended degree student and beyond that, for others who might benefit. Departmental initiatives in this area included the South African College of Music's introduction of a tailor-made mentoring programme for music students within the Humanities mentoring programme. The effect on throughput is described by the College as 'stunning', with fewer students having to repeat foundation year courses. The programme has subsequently been expanded to the College's mainstream first-year students on a voluntary basis with the hope of making it a requirement in future.

The Political Studies department has been equally active in this area. Its mentorship programme focuses on a student's psychosocial wellbeing rather than on academic mentoring. The programme is voluntary, non-academic (mentors do not act as tutors and do not assist with specific course content) and open to all Political Studies students.

#### *iv. Curriculum Development*

The Humanities T&L WG has not yet managed to establish a lively forum for debate in the Faculty around curriculum development issues. In 2014 the Humanities EDU won an NRF Grant for a project titled 'Decolonising the Humanities Curriculum' in collaboration with Rhodes and Fort Hare universities. This has resulted in a shift to Afrocentric content in the Foundation Courses run by the HUM EDU and the emergence of a small multi-disciplinary group of academics interested in pursuing this idea in their own courses. More recently many from this group have been working with the African Studies Section to design a new African Studies major – to be offered in 2017.

#### *v. Growth of Online Offerings*

##### **• Writing Hubs**

This project was piloted in 2014. The idea was to continue the work done in the Plus Tuts online so that students get the opportunity to submit weekly written work and get individualised feedback from their ED Tutors.

##### **• MOOCs**

The MOOC "Medicine and the Arts: Humanising Healthcare" is reported under the Faculty of Health Sciences above. The MOOC is intended to showcase the university's teaching and research; give exposure to knowledge and content from Africa and to gain expertise for UCT in online learning. Some interesting statistics from the MOOC include:

- 6 weeks and 77 steps
- 17 presenters
- Over 8 000 signed up
- 129 countries
- 28% African countries (23% South African)

*Richard Mendelsohn*

### 3.5 FACULTY OF LAW

#### *i. Governance & Structures of Teaching and Learning at Faculty Level*

The establishment of the T&LC in 2013 has meant, during 2014, a stronger institutional emphasis on teaching and learning. Lunchtime workshops were scheduled, as well as the Faculty's annual Teaching & Learning Workshop, this year with several colleagues from Stellenbosch Law faculty. Prof Dee Smythe presented her preliminary findings from a Student Climate Survey conducted in 2013, and Ms Jacqui Yeats presented some best practice innovations from her large class teaching experiences. A TDG has been awarded for the purposes of extending this annual conference to a Regional Law Teaching and Learning Conference.

#### *ii. Improving Throughput*

- **Leadership in developing a comprehensive approach to improving throughput**

The main advance in this area has taken place in the LLM programme. As reported in 2013, the Faculty applied for and was granted approval by the HEQSF to introduce seven Professional Master's degrees from 2014. Throughput has been a major problem in the conventional coursework LLM because many students see no point in completing the minor dissertation of 25,000 words when they have obtained what they wanted from the four courses. The research required in the Professional Master's is formulated as 'professionally appropriate research tasks', the sort of research that professionals would do in the course of their employment.

In 2014, 29 full-time students opted for the Professional Master's and 28 graduated in December, suggesting that this option has the potential to improve throughput in the LLM degree and specifically allowing graduation in one year. This success has led to application being made by the Institute of Maritime and Environmental Law for its LLM programmes to be changed to Professional Master's programmes.

- **Improving throughput by supporting the provision of foundations in the undergraduate degrees**

The First Year Experience project provides a mentor to every incoming law student. A two-tier staff-mentor-mentee programme, coordinated between staff and the Law Students' Council, facilitates the transition of students into the discipline of law. A series of 'Skills for Success' workshops at the beginning of the semester, as well as a two day preliminary workshop for postgraduate LLB students, supports students in their induction into the Faculty.

A Legal Writing Project (funded by a TDG) was formally initiated in the Foundations of South African Law course, which all first-year students take. The explicit teaching of legal writing conventions in an interactive format, including the writing of four tasks, on which trained writing tutors provide detailed written feedback, is aimed at embedding writing skills within course content.

During 2014 attention continued to be paid (a) to identifying students who were at risk, using an early warning system, (now called the Early Assessment Report) and then (b) to providing supplementary tuition and mentoring. Two tutors were appointed to mentor identified students in the preliminary year of the LLB, as well as to hold compulsory extra tutorials to consolidate the learning process and clarify substantive legal principles. An Academic Development & Additional

Support Lecturer was again appointed to support students in the Property Law course, identified as a course impeding graduation. These initiatives are funded by a TDG.

The 'at risk' students began their academic support programme with their mentors in the second semester, after they had been identified as such by their June examination results. Besides being mentored the students attended weekly support tutorials in one of these courses: Foundations of South African Law, Constitutional Law, and Property. The Preliminary Year Academic Support System (PASS) was not a compulsory programme, but students were encouraged to meet regularly with the tutors to reflect on their academic progress. Weekly tutorials, covering generic study skills and content-based interactive exercises, were well received by the students according to an evaluation conducted in focus groups.

### ***iii. An Enabling Environment for Improving Teaching and Learning***

A climate survey released in 2014 reported on gender and racial discrepancies on how students experience the Faculty of Law. These are of concern. An ad-hoc committee was put in place to deal with the following:

- Measures to deal with the climate of competition and stress
- Measures to enhance the lecture and tutorial experience
- Measures to deal with disadvantage
- Measures to deal with alienation in the First Year
- Measures to enhance staff availability & approachability

A number of proposals to deal with these issues have been approved by the Academic Planning Committee (APC) and await Board approval.

### ***iv. Promoting Innovation in Teaching and Learning***

The LLB is a prescribed degree with little choice for elective courses. Yet challenges have been made to embrace transformative legal education (embedding constitutionalism and ethical judgment). The APC has approved that one of the four elective courses must be on a theme of social justice. This matter still awaits Board approval.

From a national perspective, clinical teaching methods in law, which offer opportunities for experiential and authentic learning, have been acknowledged as having the potential to develop students' professional skills. Ways to develop skills such as reflective judgment have significant resource implications. National stakeholders have acknowledged that there is a crisis in legal education and a national Task Team has been established to review the undergraduate LLB degree. Professor Lesley Greenbaum participated as a task team member of academic experts, for the CHE, to develop Standards for the LLB degree.

Within the Faculty, a culture of supporting and enhancing teaching innovation is developing through the seminars presented by colleagues at the Teaching and Learning seminars. The growing importance attached to the Teaching and Learning component of the Ad Hom promotions process has had the effect of making teaching methodology and theory more conscious in staff. Teaching portfolios are required which involve reflection and personal assessment.

*Alan Rycroft*

### 3.6 FACULTY OF SCIENCE

Against the backdrop of a widening gap between the preparedness provided by the National Senior Certificate and expected international standards, particularly in Mathematics and the Physical Sciences, the Faculty of Science continues to grapple with improving pass rates and throughput at both the individual course level and for the degree as a whole. This challenge has been tackled through a variety of interventions that include a substantial revision of the Science Extended Degree Programme, innovative teaching models based on peer learning, a Science Winter School intended to inspire students towards careers in Science, and a focus on addressing courses that impede graduation.

#### *i. Extended Degree Programme*

This is the second year of a new approach to the Extended Degree Programme (EDP). Instead of streaming students prior to acceptance into either the GEPS (General Entry for Programmes in the Sciences) four-year degree or the conventional three-year degree program, the split is made after a test at the five-week mark (Early Assessment). This was accompanied by a reduction in the Faculty of Science student intake and a marked increase in both academic and psycho-social support for EDP students. The former is intended to ensure that students receive more personal attention and that academics are not overwhelmed by overly large class sizes. The latter is aimed at ensuring that students can manage the pace of their studies and considerations that extend beyond the material itself, through extended orientation and ongoing support. For instance, a mentoring programme is run by Student Orientation and Advocacy Services (SOAS) in which senior students provide advice on life and study skills to both the EDP and mainstream cohorts, with the support of trained psychologists. The EDP program is overseen and administered by the Assistant Dean, Associate Professor David Gammon.

This year saw adaptations to some of the EDP offerings. A programme of regular late-afternoon “Help@Science” study sessions was implemented and hosted in the Science Learning Centre from 16h00-18h00. First-year students sit and work individually or in groups with light-touch guidance from the senior tutors. In addition, senior tutors, who are invariably postgraduates, are also involved in overseeing mentoring, hot seats, tutor training and other activities depending on the subject for which they are responsible. It is, of course, too early to meaningfully assess the EDP initiative as a whole, since a cohort of students has yet to graduate under this new regime. Nevertheless, early indications based on student feedback and preliminary results are encouraging.

#### *ii. Peer-Learning with Whiteboards*

A form of peer instruction, known as learning centres, has also been trialled in the Faculty. This involves active peer learning centred around students collaboratively, working through problem sets at Whiteboards. This model was first developed at the University of Missouri under Prof Ronald Bieniek, but has since been successfully adopted at a number of universities in North America. Academic staff and tutors are on-hand but are trained to stand back and encourage students to solve problems themselves, only intruding to help with serious conceptual issues. This form of peer learning was piloted in first-year Mathematics, Physics and Chemistry courses. It is evident that these provide a useful and low-cost alternative space for learning that is popular with students. Despite being voluntary, the peer-learning sessions had strong attendance and a good



surveyed response in terms of their effectiveness for learning.

### **iii. Science Winter School**

The second annual Science Winter School was held during the July vacation with the participation of senior Science academics, following on from the well-supported inaugural Science Winter School of 2013. The purpose of the school is to expose first-year Science Students to a wide variety of scientific ideas and role models that they may have missed in their home and school backgrounds, thereby providing stimulation and stronger motivation to these students, with the hope that some might be inspired to continue to postgraduate studies. The School involved a combination of lectures, interactive sessions and excursions, including visits to the Agulhas II research ship, the Fossil Park and the active stone-age dig at Langebaan, and some of the significant scientific equipment at UCT, such as the Electron Microscope and Nuclear Magnetic Resonance Spectrometer.

### **iv. Courses Impeding Graduation**

Towards the end of 2013, the Science T&LC submitted a report on the issue of courses that impede graduation. This involved a statistical analysis of student cohort performance and identified courses with historically low pass rates that also impacted on students' progress towards graduation. It is possible, for instance, for a course to have low pass rates but not impact too significantly on graduation if students are able to find alternatives. Our biggest concern is with courses that act as roadblocks to further progression. The investigation helped provide impetus to revisions of courses in Chemistry, Physics and Statistics. For example, the second-year courses in Chemistry have been substantially revised with a focus on optimising the semesterisation of courses, revision of the curriculum, alignment of in-course and final assessments and an optimised teaching approach. In summary, the Faculty continues to strive towards improved graduation rates while maintaining an international standard, through a spectrum of learning interventions addressing both academic and psycho-social issues.

*James Gain*

### **3.7 GRADUATE SCHOOL OF BUSINESS (GSB)**

A notable change and highlight in 2014 has been the launch of the revised Postgraduate Diploma in Management Practice, which has shifted from a customised version offered by the ExecEd department into the Open Academic Programmes at the GSB. The newly revised curriculum features a much stronger alignment with the vision and mission of the GSB than it did before. With its roots in Africa, the GSB mission is to be a leading emerging market business school that is both relevant and excellent. The School is committed to building a new model of business school – one that is grounded in values and based on the paradigm of the emerging market. The School is focused on developing leaders with business acumen through four pillars of excellence (academic excellence, societal relevance, pedagogical excellence and thought leadership) that underpin and inform the new model it is seeking to develop.

The Postgraduate Diploma in Management Practice integrates theories that are underpinned by research in the three core GSB research clusters: Emerging Markets, Finance & Trade; Social Innovation & Entrepreneurship; Values Based Leadership & Sustainable Performance. This NQF 8 qualification has been set up with four core courses and four specialisation courses to choose from, which allows students to delve deeper into particular areas of interest or industry sectors, such as Social Innovation, Business Administration, Retail, Leadership in Healthcare or Wine Business. This is a very unique set up which allows the learners to choose courses most relevant to their workplace.

#### *i. Open Academic Programmes*

The Open Academic Programmes Department coordinated the Master of Business Administration, Master of Commerce in Development Finance, Postgraduate Diploma in Business Administration (PDBA) and Associate In Management (AIM) programmes up to the end of 2014. From 2015 onwards the PDBA & AIM have been discontinued and replaced by the PGDip in Management Practice, already mentioned above. The EMBA (MBA in Executive Management) and the Master of Philosophy specialising in Inclusive Innovation are managed in their own departmental units.

- **Throughput rates**

All open academic programmes demonstrate a very high throughput rate between 90-95%. This is a great success, given that most of the GSB students are part-time students, where the risk that work demands dominate over the study requirements is high. The only programme, which has a slightly lower throughput rate of between 80-85%, is the MCom in Development Finance. In addition, 25-35% of a cohort needs to request a concession to continue into their third and fourth year, which prolongs their studies. This issue has been noted by the programme director and the academics involved in the teaching and supervision. As a counter measure to increase throughput rate and timeous completion of studies, it has been discussed that the supervisory process in the second-year of study needs to force the students more closely into the process with an increase in regular contact and stipulated deliverables between supervisor and student signed by both in the MoU. Additionally the supervisors need to provide timeous feedback to the students ensuring that the learning and research can progress swiftly.

- **RPL candidates' throughput rate**

The GSB with its focus on experienced students with many years of work experience has accommodated RPL (Recognition of Prior Learning) candidates on its Academic programmes successfully for many years. It has indeed been noted by lecturers and programme conveners that those admitted via the RPL route (upon successful RPL assessment) have made meaningful and valuable contributions towards the academic experience for fellow students during classroom discussions and group work. Thus the GSB is very pleased that the RPL throughput rate is positive. A more detailed analysis of this is currently underway by a Master's student (School of Education) in order to track the academic record and individual's further progression after completion of their studies. This analysis should bring further insights into the support needs of RPL students, which gives a basis for the resource allocation on learning support structures and systems. The list below has been found appropriate based on student feedback, but will be reviewed and tested further.

- **Orientation programme and Academic toolkit**

A dedicated programme ensures that students are introduced to all systems and all support structures (writing centre, careers) at the start of the programme. Students undergo a compulsory series of skill enhancing sessions that focus on academic writing, communication and case study analysis. Additionally, the library staff together with the Learning Support Coordinator expose students to the on-campus and online library learning facilities in much detail, so that all students are equipped right from the start. This includes sessions on plagiarism, how to use Turn-It-In and sessions on how to use Mendeley. A key outcome of these sessions is the establishment of a trusted relationship with the staff members at the school that are available as ongoing support throughout the year. A close contact relationship is established right from the start and students do not hesitate to contact the various staff such as the conveners, library staff and learning support.

- **Learning support coordinator**

The learning support coordinator for the MBA programme tracks students' academic progress throughout the year, identifying and alerting lecturers and the program director to "at risk" students, and assisting the director in establishing appropriate support mechanisms for such students. The learning support coordinator maintains a consolidated updated record of grades to enable this monitoring process.

- **Academic writing consultant**

A close collaboration with the Writing Centre at UCT was achieved by creating space for a writing consultant for five hours per week at the GSB to be available for GSB students enrolled in the open Academic Programmes in 2014. Since this additional service had been well accepted the hours will be increased to eight hours per week in 2015 with areas of focus being assignment writing, task analysis, work structures and techniques, coherent writing of final reports and dissertations.

- **Digital Literacy**

All first-year students have to attend compulsory sessions on relevant IT systems and software programmes such as People Soft, Vula, Citrix and GSB live.

- **Academic support**

Additionally to the learning support coordinator, all academic staff members at the GSB are available for one-on-one academic content support and their office hours are provided to students at the beginning of each term.

*ii. Teaching & Learning Committee (T&LC)*

The GSB does not have an established T&LC, which regularly meets to discuss teaching related challenges and possible ways to overcome these, but rather ad-hoc committees to address issues such programme or curriculum development. It may however be a useful synergy for GSB representatives such as the Learning Support staff and one academic staff member to join the T&LC at the Faculty of Commerce on an ongoing basis so that the discussion could cross-pollinate to the GSB and vice versa. This will be discussed at the GSB Academic Committee meeting. The Academic Director with faculty assistance runs a teaching workshop, particularly focused on participant-centred learning and case teaching, which has been appreciated by all attendees, and will become an annual event, particularly for new lecturers or staff development.

*iii. Online and Blended Learning Offerings*

During 2014 the GSB has made its first steps towards online offerings. Currently one short course has been approved, which is in its digital design phase at this stage, and one distance mode, online qualification at Master's level is waiting for final approval by DHET and CHE. Both offerings will serve as pilots for the GSB to gain experience and understanding of the online learning processes in greater depth. Although the GSB is testing selectively in the online learning space, there is a general ambition to expand the blended learning approach across many academic programmes with the aim to enhance students learning experience and to allow for 'learning on the go' with greater flexibility. The GSB does believe strongly in the high value contribution of face-to-face contact time with rich debate that connects hearts and minds, and the GSB will continue to attract students to this type of learning experience, but with a more technologically supported approach towards student engagement.

*iv. UCT Distinguished Teacher Award*

For her outstanding contribution as a Senior Lecturer at the GSB, Dr Linda Ronnie has earned the UCT Distinguished Teacher Award in 2014. The Modular MBA 2013/14 class voted for her exclusively. Her lively and facilitative style supported by the effective use of case study teaching has indeed been appreciated by many students before on the GSB academic programmes. The GSB is proud of her achievement to be recognised in the wider UCT community.

*v. Executive Education*

In an emerging economy, a new perspective on management education and organisational development has become a core business imperative. Against this backdrop, it is important that leaders and managers develop new knowledge contextually. They must fully understand their environment and its complexities in order to find new ways of addressing issues arising within this. In addition, they require an expanded skill set. In order to support executives and managers in this, Executive Education programmes at the UCT GSB are holistic, multi-disciplinary and research-

based; they encourage participants to develop their ability to think critically and innovatively to meet new demands.

During 2014 all short course offerings of the Executive Education department have been reviewed and repositioned so that they support the Vision of the School more clearly and feature the three core research areas (mentioned above). This shift grants the GSB overall strong alignment with the strategic intent and a clear differentiation in the market.

During last year the ExecEd department saw continued strong collaboration with corporate clients to bridge the gap between theory and practice. Some of GSB's corporate partners, ABSA, ADCORP and AngloGold Ashanti brought in some of their Industry experts as guest speakers or co-facilitators to connect the industry relevant content to the theory. The challenge that the GSB faces is the lack of in-house learning support for the participants, which is essential for implementation of the action learning projects in their environments. In 2014, there has been a move to work closer with line-managers of participants to guide them on how to support participants, which shows first signs of success. One day workshops and mentoring programmes for Line Managers have been created to achieve this. We continue to use the chat and blog spaces on our learning platforms to encourage participants to interact with each other and the Faculty.

Lastly, UCT GSB Executive Education was put on the world map again by being ranked 56<sup>th</sup> by the Financial Times for our customised programme offerings. Entering into 2015 we continue to strive to deliver excellent learning for our corporate clients.

*Heidi le Sueur*

### 3.8 CENTRE FOR HIGHER EDUCATION DEVELOPMENT (CHED)

CHED's mission is to promote equity of access, effectiveness of teaching and learning and the enhancement of curriculum, with the twin aims of improving student success and ensuring that UCT's graduates are globally competitive, locally relevant, socially responsive and fully representative of South Africa's diverse population.

CHED works in partnerships with the faculties and PASS departments in order to assist UCT to achieve its Teaching and Learning Strategy adopted by Senate at the end of 2014. This strategy commits UCT to the following ten objectives:

- Provide a **flexible and supportive curriculum framework** that caters for a wide diversity of educational preparedness
- Promote **course design, teaching approaches and assessment practices** that are effective for a diverse student body and range of learning contexts
- Promote the use of **educational technology** where it aims to improve the quality of teaching and learning
- Support graduates with potential through the **transition into and completion of postgraduate studies**
- Create and sustain an **enabling learning environment for undergraduate and postgraduate students**
- Strengthen the development of students' **research capabilities** at both undergraduate and postgraduate levels
- Support graduates with potential through the **transition into and completion of postgraduate studies**
- Provide curricular and co-curricular opportunities that develop **graduate attributes** consistent with the values of the university and the needs of society
- Ensure that academic staff at UCT are **recognised and rewarded** for efforts in improving the quality of teaching and learning
- Increase opportunities for both formal and informal **professional development of academics and tutors** with respect to their role as teachers and educators

This report does not represent a comprehensive overview of CHED's activities, but highlights some achievements and progress of each of CHED's departments and projects: The Academic Development Programme, Careers Service, Centre for Extra-Mural Studies, Centre for Educational Testing for Access and Placement, Centre for Innovations in Learning and Teaching, Multilingual Education Project and First Year Experience.

#### *i. Academic Development Programme (ADP)*

The ADP consists of a central office, six faculty-based and two cross-cutting units. Each unit of ADP has its own director or unit head, and the faculty-based units vary in size and structure, depending on their relationship and main roles within their home faculty. 2014 was the first year that ADP functioned without the leadership of Prof Ian Scott who retired at the end of 2013 after being in charge of the department since the beginning of Academic Support Programmes at UCT in the 1980s. During the recruitment process to fill the post in 2013 it became apparent that ADP (and

CHED) first had to reflect seriously on organisational and leadership structures within this large department in response to structural shifts in CHED, such as the formation of the Centre for Educational Testing for Access and Placement (CETAP) (previously part of ADP) as an independent department. Associate Professor Moragh Paxton was appointed acting ADP Director for January 2014, and after a planning process in February 2014 an interim collaborative leadership model was adopted for an initial period of a year with Associate Professor Ermien van Pletzen as ADP coordinator and the Unit Heads acting in concert to provide collective leadership. The Directorship will be advertised in 2015.

#### ADP's mission and objectives

ADP's main mission is to promote continuing transformation in the student body by developing, implementing and disseminating educational strategies that foster equity of access and outcomes. Since its inception in the 1980s, ADP has been UCT's primary mechanism for promoting equity in the student body. The significance of this mission lies primarily in the need to increase graduate output and representivity in the interests of national development and meeting UCT's strategic goals.

While there is variability in the structural arrangements of the eight ADP units and they adopt different models of educational development, they continued to share the following goals and objectives:

- To deliver and promote effective teaching and learning in keeping with the goals and objectives of the University's Teaching and Learning Strategy
- To work with other CHED departments towards providing the University with specialised educational contributions
- To ensure and promote quality of outcomes
- To work towards responsiveness to current and future conditions in the University's academic programmes and the national Higher Education landscape.

#### Foundation provision in Extended Curriculum Programmes

In 2014 ADP's main vehicle for delivering foundation provision continued to be the Extended Curriculum Programmes (ECPs) offered in partnership with the faculties. These received significant funding to the value of R12.876 million through the ear-marked Foundation Grant of the DHET. ADP offered nine ministerially approved extended curriculum programmes in 2014, compared with seven in 2013. Two programmes in the Faculty of Humanities qualified for DHET funding at the beginning of 2014. (See Annexure 2A for a more detailed report on the DHET Foundation Grant).

There has been an increase in staff involved in offering foundation provision at UCT in 2014: a total of 42 permanent and 17 temporary staff members. ADP also employed eleven PASS staff members central to the delivery of foundation provision.

On the whole enrolment figures on the ECPs were sound: an overall total of 750 first-year students were enrolled in foundation courses against a planned headcount projection of 590 students for 2014. The success rate of Full Time Equivalent (FTE) first-time entering foundation students was 85%, compared with a success rate of 76% in regular courses related to foundation courses. While some of the ECPs achieved graduation rates not far different from mainstream programmes, there

are concerns about poor completion rates, especially among South African Black students, in both ECPs and mainstream programmes in some of the faculties. A number of interventions, for instance a focus on CIG and on underlying student performance data, will be undertaken to explore reasons behind poor completion rates and recommend actions that could lead to improvement.

#### ADP's other areas of involvement

ADP was also active in the following areas of education development during 2014:

- Participating in broader curriculum and staff development in the faculties and in cross-faculty initiatives
- Developing and offering academic and quantitative literacy interventions in extended curriculum programmes and mainstream curricula
- Participating in postgraduate development
- Participating in TDG projects
- Undertaking personal and institutional research that informed education development.

#### New developments in ADP

The Faculty-based units continued to adjust and consolidate their major educational offerings in 2014. The following are noteworthy developments:

- Humanities EDU extended the reach of augmenting courses through Plus Tuts attached to second-year courses. The EDU also reconceptualised the Writing Hub platform supporting augmenting courses at first and second-year level.
- 2014 saw the second year of the new Science ECP and a detailed 3 to 5 year Business Plan was submitted to the national Department of Science and Technology (DST) for the NASSP Postgraduate Bridging Programme.
- At the beginning of the academic year ASPECT, the AD unit of EBE, had no ECP students and the Faculty resorted to a 'decant' model similar to that of Science. The experience however enabled ASPECT staff to extend and develop new and extremely constructive forms of involvement in mainstream and second year teaching. During 2014 a number of fruitful discussions took place on the structure of ADP in Engineering and a more coherent and inclusive EDU structure drawing on the resources of both ASPECT and Academic Development Lecturers (ADLs) based in EBE Departments is envisaged for 2015.
- An exciting development in the Faculty of Health Sciences is the pending establishment of a Department of Health Sciences Education which will incorporate the Faculty of Health Sciences EDU. This will require the forging of a new organisational structure and new working relationships with other constituent entities. The Faculty of Health Sciences EDU has been particularly innovative in harnessing educational technology in undergraduate programmes as well as in postgraduate Diplomas aimed at building clinical training capacity to prepare for growing undergraduate numbers in especially the MBChB.
- The Commerce EDU continued to refine their flexible curriculum structures. A milestone for Commerce EDU was that their first group of Actuarial Science students graduated in 2014.
- ADP's involvement in Law remained small but the Law Extended Curriculum Programme has been growing steadily. The success rate of ECP students who had entered the mainstream class after two years was also improving.



In relation to its cross-cutting units, the Numeracy Centre and the Language Development Group, continued to reach several thousand students with varied and wide reaching interventions.

- The Numeracy Centre delivered five coded semester courses (~525 registrations), six substantial interventions in the Faculty of Health Sciences and courses of computer-based tutorials to twelve separate cohorts of students, reaching altogether about 2,500 students.
- The Language Development Group reached between 1,200 and 1,400 undergraduate and around 630 postgraduate students. The unit embarked on three TDG projects that have led to the expansion of Writing Centre services, and development of academic literacy capacity in Commerce and Health Sciences, as well as in the area of postgraduate writing. An important new development was that training in the use of digital literacies was fully integrated into the credit-bearing foundational Language in the Humanities courses (DOH1002F/S/H).
- A number of exciting developments took place in the area of postgraduate development work. The CHED Postgraduate Development Committee was formed to assist in coordinating CHED's contributions to the University's strategic goals in the postgraduate arena. This committee creates an important platform for collaboration with the Director of Postgraduate Studies. The Language Development Group's two signature courses, Write Science and Navigating Research Writing, were again offered successfully. The demand for these courses continued to grow, particularly among students in the quantitative disciplines and in interdisciplinary fields. Both courses were oversubscribed, necessitating new online modes of delivery.

### Challenges

The following new developments already impact on the work of ADP or are bound to exert an influence in the near future:

- It is unclear how the University's new 2016 **Admissions Policy** will affect the student profile of the University and the overall work of ADP, and in particular what the effects will be on student numbers and educational needs in both the ECPs and mainstream curricula.
- Recent changes to student financing through the **National Student Financial Aid Scheme (NSFAS)** and the impact on the University's own financing scheme concern ADP deeply. The potential effect of these changes on student throughput and retention needs to be monitored closely in order to make timeous interventions and appeals to University and national authorities on students' behalf. This is especially important in light of the new Admissions Policy and the national focus on the need for redress and social justice in Higher Education (as for instance reflected in the national foundation provisioning policy).
- National and institutional debates and decisions on the **flexible curriculum** are bound to have an impact on ADP's work and standing at the institution. There has already been some movement in ADP thinking away from the traditional focus on foundation provision and towards an engagement with fully extended curriculum programmes overlapping or articulating more flexibly with mainstream curricula. Such changes have been noted for instance in different forms of supportive provision occurring in both mainstream and extended curricula, and beyond the first academic year of study. The different EDUs and AD units are at different stages of development in this respect. It would be important for ADP to continue to participate in debates on the flexible curriculum in 2015, to help shape national developments, as well as UCT's responses to these. At the same time, it has to be recognised that the ear-marked Government Foundation Grant remains ADP's most reliable

annual income and that cognisance needs to be taken of DHET funding criteria and policy regulations in the development of new interventions.

- Continued and rapid developments across a range of **educational technologies** put pressure on ADP to keep abreast of and respond to changes and challenges to existing course structures, traditional modes of delivery and students' educational needs and engagement with materials. These changes and challenges are also starting to put pressure on how national policy on foundation provisioning is interpreted and implemented at UCT, and consequently on how foundation courses and ECPs are designed and delivered. Time and opportunity need to be created for ADP staff to build capacity in this area and to engage DHET on possible adjustments to policy on foundation provision to accommodate these changes and challenges as they evolve in future. Close collaboration with the Centre for Innovation in Learning and Teaching (CILT) will be necessary in this respect.
- A need that cuts across all ADP units is for coherent, verifiable and readily available **data** for reporting purposes and to inform educational development work. ADP has decided to appoint a **data supporter and analyst** who would collaborate closely with the IPD in 2015.

## *ii. Careers Service (CS)*

Overall 2014 can be best summed up for UCT Careers Service as a year of excitement, vibrancy and growth.

### Increase in stakeholder engagement

During the past year colleagues at the Careers Service were committed to maximising engagement with its core customer groups and engaging in a process of feedback collection for all activities delivered using a plan–do–review model. The payoff has been apparent with a total of 7,061 pieces of feedback collated and analysed to feed into the 2014 team strategic planning event in November.

Careers Service's career guidance one-to-one advisory services were consistently fully booked and there was an increase of students using the service to attend interviews with employers using the facilities. A collaborative project with UCT Libraries now has a Careers Service "pop-up" presence on Level 4 of the Chancellor Oppenheimer Library.

### 100UP+: Empowering disadvantaged learners moving transformation forward

Over and above the development and delivery of a wide range of professional services, Careers Service staff have worked on a number of university projects including the 100UP+, which aims to address the problem of under-representation by targeting school learners from disadvantaged backgrounds and advising them for admission to the university. The Careers Service during 2014 has been represented on the University working group for the MasterCard African Scholars Programme. The Careers Service secured DHET TDG funding to pilot UCT+, an enhanced curriculum award. Additional staff appointments to support these three new projects above will be made during 2015.

### Career Development Initiatives

Graduate attributes and employability skills are a key focus of the work at the Careers Service and the team continued to engage, develop and expand a range of credit and non-credit bearing personal

and professional development and employability initiatives across the curriculum. In addition to traditional classroom-based delivery, the Careers Service secured funding from the Vice-Chancellor's online strategic fund to develop an online module on career development in practice to be launched in Semester 2 of 2015.

### Ongoing Quality Assurance

The Careers Service is implementing a continuous quality improvement approach. Feedback informs its professional practice which ensures that its services are relevant, successful and effective. A customer satisfaction survey indicated that 100% of respondents recommend our guidance services to friends. In addition, restructuring Career Expos along industry sector guidelines in light of feedback has enhanced these events from both employer and student perspectives.

Enabling students to engage and develop at UCT and make the move from higher education into graduate work and graduate study has been a core objective and key factor in the recent success of the Careers Service's endeavour to enhance service levels and customer engagement. In addition to traditional services, the team has engaged in other learning initiatives. In partnership with UCT Computer Science and Information Systems, the Computer Science Opportunities Day and Information Systems Opportunities Evening effectively combines academic prize-giving, student-employer speed networking and a Career Expo with a twist when final-year students display final-year projects/posters to visiting employers, discussing their research and its application to industry.

During 2014, some 447 new employers engaged with UCT Careers Service. Graduate vacancies posted on our MyCareer portal increased by 41% from 3,079 in 2013 to 5,166 in 2014. There were in total 182,745 vacancy views by students during Semester 1 and 2.

The Beyond School Careers Programme funded by the Vice Chancellor's Strategic Fund held 131 events for learners making career decisions with a total of 1,729 participants in these various activities. A trip to the Eastern Cape in June as a pilot outreach proved successful and was highly rated by participants.

The Careers Service launched a new initiative called FLUX – two full-day business game styled workshops which allowed students to try entrepreneurship as a career option. Based on positive feedback these will be repeated during 2015 with strategic approaches being investigated around embedding entrepreneurship as a formal Career Service career choice offering at UCT.

### Focus on Africa

The Career Service's focus on African opportunities remains a priority for students at UCT returning home to employment after graduation. Employer and alumni visits took place to Namibia and Botswana during 2014 with research and findings currently being prepared for dissemination. The long-term vision is to create an Africa job-seeking portal with research on job-seeking strategies per country, open access globally, with vacancies limited to UCT students only. Plans to scope this project are under way. Work with the Master Card Foundation Scholars will contribute to our Africa expansion plans during 2015.

### PhD Delivery

Delivery to UCT postgraduate students saw an increased demand in 2014 with one additional career compass two-day workshop offered and one extra career conversation evening networking event added to the programme. The Career Service participated and presented on starting your PhD journey and post doc orientation programmes.

### UCT Graduate Exit Survey

The Careers Service now fully owns the UCT Graduate Exit Survey administered annually at graduation. A full report of findings will be presented to the T&LC for discussion with plans to disseminate individual faculty reports to Deans. All UCT staff can receive the data in the survey should it be useful/relevant to their roles (for example Deans, Marketing/Recruitment Managers etc.). Data can be broken down by individual faculty on request to the Careers Service.

### Awards and Recognition

Congratulations to all Careers Service colleagues, in particular the Communications and Marketing Manager, for putting the Careers Service forward for a national MACE Excellence Award for the 2014 Integrated Marketing Campaign. The Careers Service won the award based on our successful campaign to get UCT students to use our career portal, MyCareer. MACE (Marketing, Advancement & Communication in Education) is a professional body for marketing practitioners in the South African HE and FET sector. In 2014, UCT Careers Service once again won the best Careers Service in South Africa by Employers award.

### **iii. Centre for Innovation in Teaching and Learning (CILT)**

Formed from a merger of CET and HAESDU 2014 was the first year of CILT's existence. A strategic planning process lead to the articulation of the unit's vision being: 'CILT is committed to a higher education environment that fosters transformative and reflexive practices in learning and teaching'. CILT comprised 41 staff in 2014, with an additional 17 short-term contract staff.

2014 was the year when UCT noticeably made the shift online, with Vula use growing, lecture recording volumes doubling and CILT driving the VC's Strategic MOOC project.

Vula continued to be heavily used across all faculties with concurrent usage increasing significantly. Lecture recording volumes almost doubled in 2014 and research provided evidence of the value for students. CILT provided advice and workshops on digital resources, and was directly involved in about 20 video productions for UCT.

UCT's Resources Allocation Advisory Group (RAAG) approved the UCT MOOC plan in May and an institutional MOOC Advisory Committee (MAC), chaired by DVC Klopper, was established in June to oversee the process of selection and funding the development of the UCT funded MOOCs. The decision was made to go a multi-partner route and four courses were approved for development in Phase One: Medicine and the Arts: Humanising Healthcare; Applied Statistical Modelling; What is a Mind; and Research Skills for Clinicians.

CILT staff development work had multiple prongs. The Teaching with Technology workshops and seminars had an attendance of 761 of whom 481 were unique participants, largely from UCT. CILT staff were involved in an additional 20 general teaching and learning workshops and CILT staff

participated in the delivery of the CHEC short-course programmes: Academic Literacies in Higher Education and Emerging Technologies in Higher Education. CILT also ran the New Academics Practitioners Programme (NAPP) which attracted 38 participants and also supported UCT staff through a dedicated project for part time staff (s.e.a TEACH) and through The Short Course on Teaching (TSCOT) using a small group consultancy model.

CILT ran the UCT Teaching and Learning Conference, the largest one yet with 385 UCT staff participants and events led by 96 staff from across all faculties. Another major event was the ending of the five-year CHED CITL Large Classes Project culminating with a national symposium. CILT also managed and awarded 14 Teaching with Technology awards and 8 UCT Teaching Grants. The OER team saw UCT Open Content become part of the UCT's new technical "ecosystem" at UCT, while also enabling 343 OERs resources to be published.

CILT continued to coordinate the training of over 100 Digital Literacy tutors, assisted with training "tech buddies" as part of FYE and worked with academics in six courses (in Humanities, Science and Commerce) on the integration of digital skills in the curriculum.

The Laptop Project with its implementation and research aspects brought laptop access for 558 students in four courses in EBE, Science, Law and Architecture while the Global Citizenship Programme (GCP) ran three short courses working with 166 students. CILT worked with Humanities, EBE, and Science faculties on learning analytics and data mining, undertook learning design projects in the Commerce and Health Sciences and worked with academics integrating portfolios in their curricula in 11 courses in Humanities, Commerce and Engineering. A major event in 2014 was the start of the UCT MOOCs Project, with the approval of four courses for development in Phase One.

CILT worked beyond UCT with other universities, with policy-making bodies (such as the CHE) and across Africa especially through the CILT-hosted network e/merge Africa. Another large project hosted in CILT and crossing the global south was Research on Open Educational Resources for Development (ROER4D) which started at the end of 2013.

2014 saw a new professional Postgraduate Diploma in Educational Technology PGDip (Educational Technology ) launched with 15 students, and scholarships for both PGDip and Master's were offered thanks to Mellon and Carnegie. In addition to the diploma and Master's in Educational Technology, formal teaching took place in Higher Education: 12 students registered for a full programme in HES which also saw the re-curriculation of the HES Programmes. The stand-alone Learning and Teaching in Higher Education Module had 11 students. In addition to CILT staff published research in the form of journal articles, book chapters, conference papers, research reports, numerous presentations and blogs, 14 CILT staff were studying in 2014: six at Master's level, five doing PhDs, and three taking PGDips.

#### ***iv. Centre for Extra-Mural Studies (EMS)***

The year under review was a year of post CHED review consolidation and major staff changes. Post the faculty review, the Third Term activities, Confucius Institute, International island programmes and PACE activities were moved from within the ambit of work of the Centre for

Open Learning. As a result of this, a decision was made to revert back to the core activities of what was previously the Centre for Extra-Mural Studies (EMS) and to the use of the name Centre for Extra-Mural Studies.

The Centre for Extra-Mural Studies continued with its core work – the annual Summer School. A successful Summer School took place in January 2014. The Centre started with a new initiative in June – the Summer School Extension lectures. Fifteen of these lectures across a range of topics were held between June and November, with a great number of people attending these lectures. In addition three customised courses were offered as well as one public course, which did not run. A successful poetry colloquium, attended by local and international poets and academics took place in September, forty years after a previous colloquium. Attendees included poets and academics who attended in 1974. EMS secured funding from the Mellon Foundation to start a new initiative in collaboration with local community radio station, Fine Music Radio. This funding will make it possible for eminent academics, artists, writers and others to present fifteen TED like talks over three years. Along with the Extension Lecture series this will significantly increase the reach of EMS' programmes and the profile of the University. The LSE-UCT July School was offered for the second time. This programme was very successful, offering an additional two courses, increasing the student numbers significantly and attracting many more students from Africa – one of the aims of this programme.

The Centre met its goals and was successful with the new initiative – the Summer School Extension lectures, which will become part of its core work in future. EMS will continue to offer customised courses and public courses.

#### ***v. Centre for Educational Testing for Access and Placement (CETAP)***

The Alternative Admissions Research Project (AARP), a unit in the Academic Development Programme (ADP), became the Centre for Educational Testing for Access and Placement (CETAP), a department in CHED, in January 2014. CETAP, as a department within CHED, faces significant changes, which are moving it forward. The CETAP logistics and call centre team became permanent staff and all positions were re-graded, thereby creating a consolidated operations department with a common purpose. The recruitment of Academic Literacy and Quantitative Literacy research leads, as well as a Statistician, and a Media, Communications and IT Manager were undertaken in 2014. The department has an interactive website for the National Benchmark Tests Project (NBTP) registration process and there is a better flow of communication among the writers, parents, institutions and the NBT project team. The introduction of Survey Monkey as part of the registration process provides relevant information about all writers to all institutions.

In 2014, the National Benchmark Tests Project Service Level Agreement (SLA) with HESA was extended until November 2017 and a funding proposal was successfully submitted to Standard Bank for approximately R5 million per annum. The purpose of this funding is to use the research on the NBT diagnostic information to inform teaching and learning at South African higher education institutions. The funding would also allow better communication of information about the NBTP nationally. In addition the funding would enable CETAP to subsidise the test fees to all NBTP candidates.

In terms of test development, the project successfully carried out test assembly, test review, item review and item development workshops in 2014, using modern test theories. These workshops and theories assure the quality of the NBTs for the 2016 intake cycle. Approximately 70,000 candidates wrote the NBTs and more than 300,000 reports of scores were provided to institutions and organisations. Scores for individual candidates are provided to all the institutions to which they apply. Teaching and Learning workshops were conducted at two higher education institutions (Durban University of Technology and Monash South Africa) as part of the Teaching and Learning project.

Various papers and reports were written and presented at conferences, national and institutional forums. These achievements continue to lead CETAP to progressively become the largest higher education testing unit in the country using the most up-to-date test theories.

#### *vi. The Multilingual Education Project (MEP)*

The University Language Policy and Language Plan have mandated the Multilingualism Education Project (MEP) to promote multilingualism in the university through a range of activities.

The two main areas of MEP's work:

1. Addressing areas of institutional culture relating to language through signage, logos, the naming of buildings, the UCT website and university communications.
2. Promoting access to the two regional languages, isiXhosa and Afrikaans for staff and students.

#### Promoting access to isiXhosa: staff and students

- **Basic isiXhosa Communication Skills courses**

Since 2010, there has been a steady increase in the number of staff and students that have enrolled and completed the basic Communication skills course. In 2010, there were 29 enrolments with 22 completions. Between 2011 and 2014, enrolments were consistently over 200 with completions rates of between 60-65%. This course was offered at Beginners level in the first and the second semesters of 2014. 150 staff and students in 16 groups enrolled in the first semester and 134 students in 9 groups in the second semester. Groups included departments from the Faculties of Law, Health Sciences, Humanities, Commerce and CHED. Participants attend classes during meridian once a week for 12 weeks. Of the 284 enrolments, 180 received certificates of completion (64%) for attending a minimum of 10 sessions and undertaking an oral assessment. The courses were marketed through the pop-up notice that is circulated to the entire UCT community and posters around campus during Orientation.

There was an increase in the number of participants in the residence courses, from 11 in 2013 to 68 in 2014, with five residences participating. The completion rate was 50%. Although securing venues for classes has proved to be a challenge for this course offering, many students are keen to learn isiXhosa. However, there is shortage of tutors and teachers trained to isiXhosa as an additional language. Two postgraduate students in African Languages have been recruited as tutors to provide relief to the full-time MEP staff members.

- **Language Service Courses for various disciplines**
  - Beginner level courses were offered to 16 Psychology Honours students and staff in the Department of Human Nutrition during the first semester. It was an opportune time to review the curriculum and course materials. Student evaluations reported that the course was relevant for their training.
  - In 2014, the School of Education included isiXhosa for Education as part of the PGCE curriculum.
  - In 2014, MEP worked with the Department of Philosophy to develop the "isiXhosa for the Ethicists", which aims to integrate isiXhosa into the Ethics module focusing on communication and Ubuntu philosophy. The course was piloted to 30 students in the second semester.
  - Progress has been made on the Short Certificate Second Language Teacher Training Programme that is being developed with the help of Emeritus Associate Professor Sandile Gxilise of the School of Languages, a specialist in second language learning.
  
- **Tutor Training**
  - A pilot project was run with the Department of Statistics that translated the Statistics 100 question papers into isiXhosa to provide students with the choice of reading the question paper in their first language. Two tutors were trained to translate terms and use the Stats Online Glossary.
  - MEP offered multilingual awareness and training sessions to tutors and students in the Faculty of Humanities. However, it was a challenge to find suitable trainers to expand this programme.
  
- **Concept Literacy Glossaries**
  - MEP continued to improve the Online Multilingual Glossaries Hypermedia on the VULA platform through a site for glossaries and another for wikis. The glossaries for Economics and Statistics were completed and translated into the other nine official languages of South Africa. The Law Glossary, which focuses on Criminology, was finalised in preparation for translation by a senior LLM first language isiXhosa student who will also run the multilingual tutorials for Criminology students in the second semester of 2015.

#### Promoting access to Afrikaans for students

The Afrikaans language service courses have not yet been piloted. As the Department of Afrikaans does not have the capacity to offer the special course, it was proposed that Psychology students should enrol for one of the existing generic Afrikaans courses in the department. The demand for Afrikaans seems to be very low as compared to isiXhosa.

#### **vii. First Year Experience (FYE)**

##### FYE's mission and objectives

The FYE project aims to promote first-year success by working alongside faculties and support service structures to improve student learning. It is part of a Teaching and Learning Strategy for UCT and a component of a plan to improve under-graduate completion rates by 2020. It has identified four main objectives, to:



1. Strengthen pre-admissions support and first-year careers' advice;
2. Provide a welcoming and supportive university environment for prospective and new students in all faculties;
3. Promote a renewed focus on first-year teaching;
4. Promote an integrated approach to student development, linking initiatives that respond to students' academic, affective, social and material needs.

### Maintaining focus

A notable development for the FYE project for 2014 was the appointment of its Director, Dr Danielle Fontaine – who took up her position in October. Much of 2014 saw the FYE project continue to focus on Early Assessment, Vula sites, Extended Orientation, and Digital Literacy training as the identified projects for addressing the overall objectives of FYE. A potentially very useful development for Early Assessment during 2014 was the tweaking of the data to be collected and reported on in the Early Assessment reports that are generated in April each year. Given their usefulness and successful implementation during 2014, faculty-specific Vula sites were once again used – primarily as a means of staying in touch with first-year students, but also as a means of conveying useful information and support to these students. While each faculty ran some form of Extended Orientation, there was widespread sentiment that the goals of Extended Orientation, and the sessions offered (topics covered) need to be more fully and intentionally integrated into coursework offered in each faculty.

### Future developments

Since starting at UCT, the Director of FYE has become quite heavily involved in the 100UP program. In addition to providing academic oversight to the 100UP students, this small cohort of first year students provides a particularly useful lens into a small group of students who are transitioning to life at UCT. The 100UP students are a good case study to understand how FYE (as a centralised program) can be more embedded into the first year experience (as a process) of all students at UCT.

As the Director works to fully understand both the FYE project at UCT and all of the individuals across the faculties who are involved with FYE, conversations are starting to happen with various offices on campus (e.g. Admissions and Orientation) about how FYE can be more fully and intentionally aligned with programming that already exists at the university. These conversations and collaborations will provide the basis for much of the work of FYE for 2015.

*Suellen Shay*

#### **4. REPORT OF THE SENATE TEACHING AND LEARNING COMMITTEE (T&LC)**

The Senate T&LC develops and promotes strategies for the advancement of teaching and learning, thus contributing to the University's overall mission. The Committee's focus is on undergraduate and all taught postgraduate programmes, and includes making recommendations to Senate on matters of effective implementation of institutional quality assurance policies in respect of teaching and learning, matters related to student progression, means of promoting improvements in teaching, curriculum and assessment; ways to enhance and improve students' learning experiences and matters arising from national, institutional and regional challenges, possibilities and policies which have implications for teaching and learning and academic planning.

##### **4.1 Meetings and membership**

Seven meetings and two workshops were held in 2014. The following members were co-opted as Assessor members:

- A/Prof James Gain (Science Teaching and Learning Committee Chair)
- Ms Jane Hendry (Chief Information Officer: Institutional Planning)
- Dr Danny Fontaine (Director: FYE project)
- A/Prof Kathy Luckett (Faculty of Humanities Teaching and Learning Committee Co-Chair)
- A/Prof June Pym (Faculty of Commerce Teaching and Learning Committee Chair)
- Dr Jessica Tiffin (Faculty of Humanities Teaching and Learning Committee Co-Chair)
- Ms Anthea Metcalfe took over from Ms Amanda Barratt as Servicing Officer

##### **4.2 Items considered in 2014**

###### ***i. Teaching Development Grants***

This was a recurring item on the Committee's agenda and the following were discussed:

- The Committee resolved to evaluate projects against the prescribed indicators. The Committee convened a workshop with the assistance of the Institute of Monitoring and Evaluation to facilitate this. The workshop included a discussion on governance structures and the setting up of a workbook for establishing performance indicators. The information in the workbooks would be used for reporting purposes for the DHET. Each faculty was also requested to inform the Committee about plans on accountability and governance, including how the monitoring of projects will be conducted and who is responsible for monitoring processes that will be put into place
- A task team was set up to consider proposals for collaborative programmes.
- Project and financial management of the TDG's: R100,000 was set aside for a project manager post, which went through institutional recruitment processes, and a project manager was appointed in November.
- The Committee and grant holders attended a DHET site visit with representatives from DHET. The meeting assisted with guidelines on appropriate projects for TDG funding.

**ii. Curriculum Review Task Team (CURTT)**

The updates were a continuing item on the Committee's agenda.

The Task Team developed a Concept document in line with the main purpose of the VC's Strategic goal number 5, which is: 'Enhancing the quality and profile of our graduates'.

CURTT identified two imperatives:

1. Catering for diversity – the document acknowledges the current practice with respect to this and uses the term flexibility to consider whether we are prepared for the diversity of our student intake
2. Enhancement – to consider whether there are sufficient opportunities for depth and breadth in our curriculum

The Committee provided a number of suggestions for improving the document. Based on the comments, the CURTT commissioned a researcher to prepare a report on how a sample of universities is dealing with the issue of breadth, and how graduate attributes are actively pursued through curriculum review. The CURTT amended the Concept document to include reference to curriculum reform initiatives that are taking place at other South African universities and presented the revised Concept Document to the Deans. The document is being taken to faculties in 2015.

**iii. Revision of Action Plan In Relation To UCT's Teaching and Learning Strategy**

The Committee updated and revised the Action Plan in relation to the Strategy – see Annexure 8.

**iv. CHED Tutoring Systems Development Task Team**

The Committee considered the report of the CHED tutoring systems development task team. The recommendations of the report centre on improving the value of the position and title of being a tutor, and conditions of employment. The report recommended that in order to establish an effective tutoring system, the Institution needs to create a climate where tutors are valued, and that tutors should get paid for all activities that they are involved in. The Committee agreed that a level of consistency across the Institution is required. The Committee resolved to continue the matter via two discussions:

1. A workshop could be held with CHED on the issue of tutor training.
2. A second workshop could be convened on HR processes. The Committee resolved that necessary for this would be the identification of the spectrum of tutoring activities that currently take place, so that contractual processes could be developed.

**v. Teaching and Learning Report**

The Committee developed a plan for the drafting and focus of 2013 report on teaching and learning at UCT. CHED took over the responsibility of putting the report together. The objective for the 2013 report was to produce a high level analysis and reflection on progress against the Action Plan drafted in 2012 and faculty comment against the actions in the Action Plan.

It was proposed that the report for 2014 should be organised against the Institution's Teaching and Learning Strategy and should be an institutional reflection of progress in meeting the goals and objectives of the Strategy.

*vi. UCT Trip to North America*

The Committee considered a presentation by the Chair and A/Prof Minter on UCT's trip to North America. Key aspects reported on were innovations and developments in technology use across the American and Canadian institutions visited. The Chair proposed that the Committee could convene a strategic conversation on the key points that emerged from the visits, and to use this to feed into a potential strategy on online provision. The Committee resolved to continue the discussion once faculty boards have considered the recently drafted document circulated on lifelong learning, which has as its thrust, the facilitation of flexibility.

*vii. Improving Throughput in Service Courses*

The item was a recurring item on the Committee's agenda. The Chief Information Officer in the IPD prepared data on specific service courses for the Committee's consideration. The data included a list of 38 courses where the failure rate, combined with a marginal pass rate (based on final result data), was 20% or more over a 3-year period. Variables that contributed to significant differences in performance were flagged. The Institutional Information Unit suggested that data should be further examined for underlying performance patterns.

The Committee decided that the recipients of the service courses should take responsibility for drilling down into the data. The Committee also acknowledged that there may be processes in place in Faculties, to address poor performance in service courses. The Service Courses Working Group was set up in November 2014 and chaired by Prof Kobus van Zyl to take this matter forward. It will report to the T&L Committee in April 2015.

*viii. Improving Throughput in Courses Impeding Graduation (CIGs)*

The item was a recurring item on the Committee's agenda. Following on from 2013, faculties were requested to provide a presentation to the Committee on improving throughput in CIG:

- **Humanities**

The Faculty has conducted research in order to identify throughput issues in the Faculty and to make informed decisions about admission criteria, placements and support interventions, in support of student success. The Faculty defined success rates by looking at the GPA performance of students and 'at risk' students were those who were passing in the 50-54% band. The Faculty reported that it will follow up with departments on further questions that the data may lead to, such as the nature of support to struggling students, performance of these students across other courses, and consistency of marking across departments.

- **Engineering and the Built Environment**

The Faculty presented on the offering of supplementary exams, which are intended to improve throughput in CIG courses. The Faculty has run a successful pilot intervention that offers students who have not been successful in certain courses intensive tutorial sessions for re-engagement with the material and an opportunity to write another examination for the course. The intervention has led to a significant improvement in pass rates of the courses. The Committee supported the formalisation of the intervention.

- **Health Sciences**

The Faculty reported that in the MBChB, Physics and Chemistry are the courses that impede progress. The Faculty has developed a Support Programme for students identified as academically at risk with an Intervention Programme for students who fail semester 1. The results have shown a reduction in numbers of students entering the intervention programme. In the Health and Rehab programmes, the following courses are: Psychology, Anatomy and Physiology, Biosciences and Clinical Sciences. Measures to improve throughput include a revamp of clinical sciences course, additional tutorials in Anatomy and Physiology and Biosciences and assessments for Language.

- **Faculty of Science**

A Working Group of Science T&L Committee analysed the problem and developed a developmental strategy that was presented to the DAC (HoDs). There was an agreement to work with course convenors in departments and then report to the Faculty Teaching and Learning Committee. Changes were implemented and monitored. The following courses were identified as CIGs:

- CEM2007F/2008S – Laid to rest, ongoing curriculum review: CEM2007F + CEM2008S = CEM2005W  
Better integration of topics – unifying themes, etc. fewer lecturers, changes in practicals, upgrading of labs, greater emphasis on new technologies
- MAM1000W - ongoing discussions with Dept. of Maths and Applied Maths
- STA1000 - piloted as a “blended learning” course

Academic Development representative A/Prof Saalih Allie attended all presentations and noted that the case studies point to the complexities of CIG courses and the need for a nuanced approach, where an analysis takes place at the course level. He reported that CHED is looking at case studies across the university and will then consolidate the findings into a framework, but lose the detail of individual faculty cases. He presented initial thoughts of this framework, titled, Course, Combinations and Contexts that Impede Graduation (CubIGs). He will report to the Committee in May 2015.

*Amanda Barratt and Anthea Metcalfe*

## ANNEXURE 1: REPORTS FROM THE INSTITUTIONAL PLANNING DEPARTMENT (IPD)

### A: Academic Planning: Programme Accreditation and Approval (PAAC) Sub-Committee

#### 1. Introduction

The remit of the Programme Accreditation and Approval Committee (PAAC) includes evaluation of proposals for new qualifications for recommendation to Senate, the evaluation of proposed new streams and the monitoring of the alignment of UCTs qualifications and programmes with national policies. PAAC held three of its six scheduled meetings and six Chair's Circulars were published.

#### 2. Items considered in 2014

##### 2.1 New qualifications

The Committee recommended the following applications for new qualifications for approval by Senate, subject to the corrections recommended.

|  | <b>Status at end 2014</b>                             |
|--|---|
| Advanced Certificate in Intermediate Phase Teaching                | With DHET TLD   |
| Advanced Certificate in Foundation Phase Teaching                  | With DHET TLD   |
| Advanced Diploma in Actuarial Science                              | Submitting to Principal Circular (PC) in January 2015 |
| Advanced Diploma in Drama  | Submitting to PC in January 2015                      |
| Advanced Diploma in Music  | Submitting to PC in January 2015                      |
| Advanced Diploma in Opera  | Waiting accreditation outcomes                        |
| Advanced Diploma in Theatre and Performance                        | Submitting to PC in January 2015                      |
| Bachelor of Commerce in Actuarial Science                          | Submitting to PC in January 2015                      |
| Bachelor of Landscape Architecture Honours                         | Received PQM approval                                 |
| Master of Arts in Teaching French as a Foreign Language (Distance) | Waiting accreditation outcomes                        |
| Master of Business Administration                                  | Deferred, responded to HEQC on 28/11                  |
| Master of Commerce in Risk Management of Financial Markets         | Submitting to PC in January 2015                      |
| Master of Geotechnical Engineering                                 | Submitted to HEQC on 3/11                             |
| Master of Landscape Architecture                                   | Received PQM approval                                 |
| Master of Law in Private Law and Human Rights                      | Waiting accreditation outcomes                        |
| Master of Nursing in Child Nursing                                 | Waiting accreditation outcomes                        |

|  |                                    |
|--|------------------------------------|
| Master of Paediatric Neurosurgery  | Waiting accreditation outcomes     |
| Master of Philosophy in Emergency Medicine (Distance)                          | Waiting accreditation outcomes     |
| Master of Philosophy in Health Innovation                                      | Waiting accreditation outcomes     |
| Master of Transport Studies  | Waiting accreditation outcomes     |
| Master of Urban Design   | Submitted to HEQC on 3/11          |
| Postgraduate Diploma in Clinical Hepatology                                    | Waiting accreditation outcomes     |
| Postgraduate Diploma in Emergency Care (Distance)                              | Waiting accreditation outcomes     |
| Postgraduate Diploma in Higher Education Studies                               | Submitting to PC in January 2015   |
| Postgraduate Diploma in Management in Entrepreneurship                         | Accredited with conditions         |
| Postgraduate Diploma in Management in Entrepreneurship (Distance)              | Accredited with conditions         |
| Postgraduate Diploma in Management in Marketing                                | Accredited with conditions         |
| Postgraduate Diploma in Management in Sport Management                         | Accredited with conditions         |
| Postgraduate Diploma in Management in Sport Management (Distance)              | Accredited                         |
| Postgraduate Diploma in Management in Tourism and Events Management            | Not accredited. Responded on 24/10 |
| Postgraduate Diploma in Management in Tourism and Events Management (Distance) | Not accredited. Responded on 24/10 |
| Postgraduate Diploma in Management Information Systems                         | Submitting to PC in January 2015   |
| Postgraduate Diploma in Management Information Systems (Distance)              | Submitting to PC in January 2015   |
| Postgraduate Diploma in Survey Data Analysis                                   | Waiting accreditation outcomes     |
| Postgraduate Diploma in TB-HIV Management (Distance)                           | Waiting accreditation outcomes     |

## 2.2 New Streams in existing qualifications

The Committee recommended to Senate for approval the following applications for new streams, subject to the corrections recommended:

- Bachelor of Commerce Honours specialising in Accounting
- Bachelor of Medical Science Honours specialising in Structural Biology
- Master of Commerce specialising in Accounting
- Master of Commerce specialising in Accounting Education
- Master of Education specialising in Adult Education

- Master of Education specialising in Curriculum Studies
- Master of Education specialising in Educational Technology
- Master of Education specialising in Higher Education Studies
- Master of Education specialising in Language and Literacy Studies
- Master of Education specialising in Mathematics Education
- Master of Education specialising in Policy, Leadership and Change
- Master of Education specialising in Primary Education
- Master of Education specialising in Science Education
- Master of Engineering specialising in Telecommunications
- Master of Philosophy specialising in Digital Curation
- Master of Philosophy specialising in Environmental Humanities
- Master of Public Health specialising in Social and Behavioural Sciences
- Postgraduate Diploma in Management Practice specialising in Business Administration
- Postgraduate Diploma in Management Practice specialising in Innovative Leadership
- Postgraduate Diploma in Management Practice specialising in Wine Business
- Postgraduate Diploma in Management Practice specialising in Leadership in Health Care
- Postgraduate Diploma in Management Practice specialising in Retail

## 2.4 The HEQS-F Alignment

### • Category A qualifications

UCT received accreditation outcomes for 192 Category A qualifications, including doctoral qualifications in August 2013. However, the DHET has appointed a reference group to examine all deemed accredited Category A programmes across all HEI's in South Africa as a number of anomalies in institutional lists were identified. UCT was invited to attend a DHET HEQSF aligned PQM meeting on 3 September 2014 to finalise UCT's PQM. The DHET informed UCT that the following deemed accredited programmes are **not**, by definition, Category A programmes:

- Bachelor of Music Honours in Dance
- Performer's Diploma in Theatre
- Master of Music in Dance
- Postgraduate Diploma in African Studies

After submitting the SAQA ID for each programme, UCT was informed that these programmes would be placed on its PQM. The DHET requested UCT to apply for Major Fields of Study for the Doctor of Philosophy for the qualifiers Business, Law and Performing Arts. Computer Science has been registered for UCT.

### • Category B qualifications

UCT submitted 62 Category B qualifications to the HEQC on 14<sup>th</sup> July 2014.

## 3. Academic Planning Workshops

PAAC convened an Academic Planning workshop that covered the roles of convenors, faculty accreditation committees, faculty administrative staff, faculty managers, external bodies and the



Academic Planning Unit (APU). It covered quality assurance issues and their rationale, the national policy context, and UCT's internal processes and revised templates. The APU plans to run these workshops bi-annually.

The APU and CILT collaborated to host a discussion to gather information on convenors' experiences of designing new qualifications and to gather data to support the qualification design process in a meaningful way. The discussion focused on process, enablers and hindrances, and suggestions for the improvement or redesign of the process.

#### **4. Proposal for Revised Academic Planning Timelines**

The Committee considered a proposal from the APU for a longer academic planning timeline in response to delays at the accrediting body. The PAAC advised that applications for qualifications commencing in February 2016 should be submitted to the HEQC by 1st April 2015. PAAC also advised that notification of this deadline should be on the agenda of the Deans' Advisory Committees.

*Amanda Barratt*

## **B. Academic Review Report**

### **1. Introduction**

Four academic reviews and one discretionary review took place between May and October 2014.

- Obstetrics & Gynaecology, Health Sciences
- School of Economics, Commerce
- Political Studies, Humanities
- Environmental and Geographical Sciences, Science
- Law Clinic (discretionary), Law

This report highlights the key challenges and commendations, as identified by the respective review panels, with respect to teaching and learning. Overall, review panels were satisfied with the quality of teaching and the calibre of graduates. As in 2013, transformation remains a key concern. While some departments boast (and rightfully so) of large numbers of Black students, a closer glance indicates that these numbers are comprised largely of Black students from the rest of Africa, particularly at postgraduate level. The gap with regard to Black South African postgraduate students and staff is concerning and there was an absence of a clear and dedicated transformation strategy in each department to address this challenge. The panels made recommendations about this concern and proposed the formulation of transformation strategies that included (where applicable):

- Dedicated recruitment of increased numbers of Black South African undergraduates
- Ways to widen the pool of South African Black postgraduate candidates
- Development of succession plans linked to improvement of the department's equity profile
- Active approaches to identification, support and mentorship of young Black academics.

## **2. Academic reviews**

### **2.1 Department of Obstetrics and Gynaecology**

The panel commended the department for appointing and retaining an educationalist for the undergraduate curriculum. There was a concern that the department had only one UCT-appointed academic staff member for teaching that spans across years three to six of the MBChB programme. This was not evident in other clinical departments in the Faculty. The panel questioned the sustainability of this model in the light of the University's intention to increase admissions further by 2018. Limited resources could have an adverse effect on the training programme such as reduced primary care exposure, overcrowded teaching venues and students' ability to complete the mandated number of procedures.

The panel heard some disturbing accounts from students of their learning experiences at the Maternity Obstetric Units (MOUs), particularly when dealing with traumatic events. They mentioned experiences of witnessing traumatic events, and unprofessional conduct of hospital staff towards patients and often feeling powerless to intervene. The panel suggested an urgent review of the learning environment and student experiences at MOUs to clarify objectives of student placements and to find ways to empower students to engage constructively with midwives about their training needs. The panel urged the Department to alert students to faculty counselling services and to empower students to deal with traumatic events, by highlighting the role of the Professional Standards Committee.

### **2.2 School of Economics**

The panel commended the school for training an increasing number of African PhD students and attracting them to teaching roles. The panel was impressed with the efficient running of the tutorial and writing programmes since the previous review and commended the coordinators. They were described as examples of exemplary practices within the University.

The panel's attention was drawn to the self-identified need for undergraduate curriculum review. The panel supported this and suggested that the school should reflect on the purpose of the undergraduate Economics major, with special attention given to the influence of existing drivers, such as the pressure to cover all textbook content, in shaping the current curriculum. The panel proposed that a senior academic 'champion' should be nominated to guide the process of curriculum review. While the panel was satisfied with the relationships between research units and postgraduate teaching, it expressed concern that this was not the case at the undergraduate level. The panel reflected on whether the success of the research enterprise had not come at the expense of a clear focus on undergraduate teaching. It was felt that the School had put key elements in place, which potentially made it excellent in teaching such as outstanding postgraduate students that are willing to teach, well prepared students and a strong faculty-based EDU to support teaching and learning). The panel recommended that the school find ways to elevate and incentivise undergraduate teaching.

### **2.3 Department of Environmental and Geographical Sciences**

The panel was impressed with the creative ways in which the department has championed interdisciplinarity and commended the department for offering staff the intellectual freedom to pursue their intellectual interests, and for transferring/translating these interests into a diverse curriculum. The panel found that there was little support for the approach in which second-year students ‘tutor’ or ‘demonstrate’ in first-year courses. There was limited supervision of these tutors and students questioned the appropriateness of second-year students as tutors, given their level of academic maturity. Academic staff said that the main objective of the system was to expose students at an early stage to teaching in the department, in the hope that it would spark a greater interest in pursuing an academic career. The panel encouraged the department to utilise its postgraduate students more, particularly as tutors and demonstrators for first years.

The department was commended on its success in attracting students from other African countries. However, there was concern, particularly at postgraduate level, that the number of Black South African students has remained low. The panel urged the department to consider a planned approach to recruiting Black students, even before they reach university and recommended that the department develop a long-term, multi-faceted recruitment and retention strategy to expand the pool of Black South African postgraduate students that takes into account an increased awareness of the benefits of postgraduate qualifications and the provision of (or assistance in sourcing) funding.

### **2.4 Political Studies**

The department was commended for implementing a range of interventions to address the need for additional academic support for students. The panel was impressed by the many students who reported positively that these initiatives enhanced their learning experiences. The panel noticed a heavy reliance on the tutorial system at undergraduate teaching level where tutors fulfilled both administrative and tutoring roles and often invested a greater number of hours than anticipated, when carrying out their expected responsibilities. The panel was particularly concerned with the expectations on first-year tutors, given that many were themselves Honours students with a demanding workload. The panel recommended a lighter workload for student tutors, with a shift of greater responsibility back to lecturers and the possibility of limiting the number of courses that tutors are permitted to participate in, as a way to balance the tutoring load with the students’ own study commitments.

The panel received a minority report that raised additional concerns about the curriculum that were not reflected in the Self-Review Portfolio. After probing with various staff members, the panel concluded that the department should create opportunities for all staff to engage in collective discussions on the curriculum. The panel recommended that the department develop a strategy to attract a larger pool of PhD applicants as the number of applications was extremely low in comparison to at least one other South African university. Reasons for low PhD applications were unclear to the panel, even after further enquiry in the department.

## **2.5 The Law Clinic**

This discretionary review, as requested by the Dean, surfaced a number of concerns for the panel. A key quality assurance concern was the quality of student training. While staff and students interviewed were satisfied with the Legal Practice course run by the Clinic, the panel was more concerned. Some interviewees felt that the Civil Procedure (RDL4008H) course was essential for students before engaging in work of the Clinic. However, this course had been moved to the final year of the LLB, making it difficult for intermediate year students to service the clinic. The panel recommended that the Clinic should consider the impact of shifting the Civil Procedure course on the Legal Practice course offered by the Clinic. It should also consider the level of preparedness of intermediate students and decide whether or not to allow intermediate year students to enrol for it. The panel also noted that it may be necessary to revisit the LLB curriculum structure to ensure that the Legal Practice course dovetails with Civil Procedure, with a view to minimising duplication of content. On a related matter, the panel suggested that it may be necessary to review the Legal Practice course content and align it with similar courses at other universities. The panel was concerned with the assessment model applied in the Legal Practice course as it seems that student performance in the course was largely dependent on assessment at the end of the course and that there was much room for subjectivity in awarding of marks. The panel held the view that assessment expectations were not clearly communicated to students and suggested the implementation of a continuous assessment model. The panel also recommended that the Clinic seeks assistance from CHED when redesigning the Legal Practice assessment structure.

## **2.6 International Reviewer Perspectives**

International panellists should be included in reviews as a way to facilitate international benchmarking. Their contributions have proven to be highly beneficial to review panels. They are requested to submit a high-level assessment of the department in relation to their own experiences. Overall, the international panellists were impressed with the review process itself, the dedication of staff and the quality of work being done in departments. International panellists were drawn from the University of Edinburgh, University of London, University of Massachusetts and the Baylor College of Medicine (located in the Texas Medical Center, Houston, TX, United States of America).

*Lisa Cloete*

## **ANNEXURE 2: ASSESSMENT OF THE DHET GRANTS**

### **A: Foundation Grant 2014/2015**

The Academic Development Programme's (ADP) main vehicle for delivering foundation provision is extended curriculum programmes offered in partnership with the faculties. In 2014 UCT offered nine ministerially approved extended curriculum programmes funded by the Department of Higher Education and Training (DHET), compared with seven in 2013. The two new programmes are in the Faculty of Humanities. There are now programmes in all the faculties.

UCT received an earmarked Foundation Grant of R12.876 million from DHET and spent a total of R23.346 million on foundation provision in 2014/15. This represents an increase in grant value of approximately R2.6 million (the grant value was R10.232 million in 2013). The total expenditure provision has risen by approximately R6.7 million (R16.576 million in 2013). The increase in both income and expenditure can be explained by higher enrolments and additional funding for the new programmes. Enrolment figures of students in Foundation Programmes were sound: 723 first-time entering students and an overall total of 750 first-year students were enrolled in foundation courses, against a planned headcount projection of 590 students for 2014.

The success rate of Full-time equivalent (FTE) first-time entering foundation students was 85%, compared with a success rate of 76% in regular courses related to foundation programmes. While proud of the high success rate, the fact that the gap between performance in foundation courses and regular courses has widened compared with last year (9% performance gap in 2014 compared to 4% gap in 2013) is noted. This statistic will be investigated and educational steps will be taken to reverse it if it turns out to be a trend.

The number of staff members involved in offering foundation provision has increased in 2014 with a total of 42 permanent and 17 temporary staff members. This increase may be ascribed largely to the two new programmes in the Faculty of Humanities as they both have high enrolment figures and offer a range of foundation courses across and within academic disciplines. Fifty two percent of permanent FTE staff had Doctorates and 39% had Master's degrees, while 40% of temporary FTE staff had Doctorates and 52% had Master's. UCT is a dedicated provider of foundation provision in a number of extended curriculum programmes that offer students carefully structured opportunities to be successful in their studies.

*Ermien van Pletzen*

## **B: Teaching Development Grant (TDG) April 2014/March 2015**

The total allocation received for 2014/15 amounted to R 17,875,692. This included an unspent amount of R 6,448,829 from the 2013/14 allocation allocated to 15 of the 17 approved projects approved for 2013/14. 14 of the 17 interventions approved for the 2013/14 financial year continued into 2014. By the end of March 2015 UCT had spent R 12 118 678 leaving an amount of R 4 953 686 unspent. One of the main reasons for the delay in spending the funds relates to the time needed to make staff appointments. This amounted to R1 615 018.

UCT received R 3,358,092 from the Collaborative Grant of which R 2,734,077 was unspent. The 2014/15 grant enabled UCT to introduce 38 interventions across the institution to improve the quality of teaching and learning. 14 of the 17 interventions approved for the 2013/14 financial year continued into 2014.

### **1. Outcomes of the 2013/14 grants**

The DHET framework for this tranche of funding did not stipulate that the initiatives had to be aligned with particular national programmes. Hence, faculties had identified a wide range of interventions to improve student success rates. Significantly, several involved piloting new models for learner support beyond the first year, as part of mainstream provision. They also included using the third term to trial the impact of intensive teaching for failing students to help improve pass rates, augmented classes, experimenting with technology for ‘flipping the classroom, additional tutorials (Plus Tuts), boot camps and a Winter School for students at serious risk of failing.

Other funded initiatives:

- Address particular skills gaps identified in previous years, such as multilingual competence, digital literacy, clinical skills reasoning and academic literacy. To address the former, isiXhosa communicative courses have progressively been introduced e.g. in Psychology, Human Nutrition and a pilot course for Ethics students in the Philosophy Department.
- Enhance students’ capacity to monitor and direct their own learning, e.g. trial the use of e-portfolios for use by students.
- Appoint additional staff to expand opportunities for professionalizing teaching.
- Conduct research on the National Benchmark Test (NBT) results with a view to improving the teaching of first year mathematics.

Progress related to these interventions will be discussed below as they formed part of the overall suite of interventions implemented in 2014.

### **2. Outcomes of the 2014/15 grants**

The DHET introduced significant changes with respect to the allocation of funding in 2014/15, particularly the requirements that the interventions had to be aligned with five national programmes and that targets and performance measures had to be specified for monitoring and evaluating the impact of each of the interventions over the three-year period of the grants. These were negotiated with DHET. One of the national programmes involves a focus on researching teaching and learning. This was introduced to address the lack of capacity across the system with respect to the monitoring and evaluation of the interventions. The sixth programme made provision for

interventions to support institutional priorities which required universities to submit their Teaching and Learning Strategies in order for the DHET to assess whether the planned interventions were appropriately aligned to institutional priorities.

## **2.1 Summary of the main targets and outcomes for each of the six programmes:**

The interventions related to mainstream provision, and improving particular skills and competences amongst undergraduates listed above, continued, as they appeared to be yielding positive results. Significantly, in line with university priorities to improve marginal passes and increase the number of undergraduate students eligible to proceed to postgraduate studies, several of the interventions in Humanities and Health and Rehabilitation Sciences were designed to address this.

### **Programme 1: Development of University Teachers**

#### **Main targets:**

- Extended use of ICTs by academic staff to improve teaching and learning
- Increased opportunities for professionalising teaching and curriculum design
- Enhanced ability to facilitate multi-lingual learning and engage with particular needs of students e.g. in relation to digital and academic literacy
- Improved supervision of postgraduates

#### **Progress in relation to the targets:**

- Two hundred and eighteen academic staff participated in seminars and workshops on the use of technology to support course design and delivery. In addition, 34 lecturers received one-on-one support from CILT and 15 academics from the EBE Faculty attended the South African Society for Engineering Education's (SASEE) workshop, *Let ICTs work for you: Technology-mediated teaching and learning in engineering*
- Workshops were held for Education Development (ED) Unit Staff, ED Teaching Assistants, and ED Tutors in Humanities to enhance their capacity to deliver Plus Tuts
- Forty new academics from a cross section of faculties participated in the New Academics Practitioners' Programme (NAPP)
- 25 clinical educators were trained to enhance the development of clinical reasoning amongst students.
- Eleven academics in Commerce signed up to participate in a mentoring programme designed to improve the quality of their teaching
- Improving academic literacy amongst students in Health Sciences was the focus on training sessions with permanent staff, part-time tutors and facilitators and 35 staff were given training related to developing language competencies
- Multilingual language awareness workshops were offered to 20 tutors in Humanities, 10 in Law, 20 in Economics, 15 in Mathematics & Statistical Sciences and 10 in the Writing Centre
- Eight academics completed the 8-week online course on supervising postgraduate students. Practical portfolios were developed and will be considered for possible inclusion in a planned publication about doctoral supervision

## **Programme 2: Tutor and mentor programme**

### **Main targets:**

- Reach about 11000 students through mentoring/tutoring programmes
- Train 120 tutors and 420 mentors
- Improve student success rates by 4% in the targeted Commerce courses, and the pass rate to 85% in Property Law and Constitutional Law; reduce exclusion rates to >5% in Science; improve course pass rates in Humanities so that 75% of the class achieve >55%; improve the class average in third and fourth years of Health and Rehabilitation Sciences to 70%; and improve the course pass rate in EBE by ensuring that at least 60 % of failing students pass the course after doing the boot camp after three years

### **Progress made in relation to the targets:**

- 4,399 students were reached through tutoring or mentoring schemes. This excludes the number of students participating in the FYE activities
- 242 tutors and 367 mentors were trained
- The Commerce pass rates improved slightly: from 88,4% in 2013 to 88,49% in 2014.
- In Humanities, the targeted improvement has already been achieved: 78,82% of the class attained pass marks of higher than 55%
- The Health & Rehabilitation third year class average was 64,4% in 2014; the Health and Rehabilitation fourth year class average was 66,3% in 2014. There's still some way to go to achieve the target of a 70% average
- Exclusion rate in Science was only slightly above the target of 5% i.e. 5,1% in 2014
- 70% of failing students in EBE passed after the EBE boot camp- a significant achievement

## **Programme 3: Enhancing the status of teaching at universities**

### **Main targets:**

- Expanded cadre of teaching and learning development professionals
- Increased opportunities for academic staff to share good teaching ideas and practices

### **Progress in relation to the targets:**

- The Teaching and Learning Conference is a key vehicle for increasing the number of academics who critically reflect on the quality of teaching and learning through presenting and engaging with papers in the conference. The 2014 conference attracted the highest number of participants to date - 385. 96 staff, drawn from across all faculties and administration units did presentations or led workshops. This represents a significant increase of 135 participants and 46 presenters from 2013
- Three faculties (Law, Humanities and EBE) have organised faculty events for academics to exchange ideas about teaching. This is in addition to Health Sciences and Commerce who have provided such opportunities for several years
- Four collaborative awards of R30,000 each were given to academics for collaborative curriculum projects



## **Programme 4: Research Teaching and Learning**

### **Main targets:**

- Evaluation of all TDG interventions
- Training of project leaders to oversee and design evaluations
- Enhanced institutional capacity to work with data to inform planning

### **Progress made in relation to the targets:**

- A workshop was facilitated by UCT's Institute of Monitoring and Evaluation (IME) with all project leaders provided input on a proposed evaluation framework and tools to be used to prepare for the annual reporting to the DHET, and to enable an evaluation of the interventions at the appropriate times
- With support provided by the IME, evaluation workbooks were developed for all the activities, which detailed the aims of the initiative and specified the mechanisms and indicators for monitoring progress as well as the desired outcomes for evaluating the effectiveness of the interventions. Considerable progress has been made in embedding monitoring systems in all the activities with the support of the project managers
- A statistician has been appointed to provide additional capacity for conducting in-depth research

## **Programme 5: Management of the Teaching and Development Grant**

### **Main targets:**

- Timely submission of accurate progress reports and plans.

### **Progress made in relation to the targets:**

- Two project managers were appointed to provide support to the project leaders and prepare the requisite reports for DHET

## **Programme 6: University Priorities**

There is some overlap between these interventions and those in the other programmes but the Teaching and Learning Committee approved these because of their close alignment with UCT's Teaching and Learning Strategy.

### **Main targets:**

- Enhanced first year success rates
- Reduced drop-out rates
- Improved time to degree for master's and doctoral students
- Improve essay-writing success rates in Economics courses by 2-5% over the duration of the project and legal writing in the Law Faculty

### **Progress made in relation to the targets:**

- It is still too early to see and understand the impact of the various initiatives that fall under the FYE. It is worthwhile noting that cross-department and cross-faculty conversations around first year students that are taking place has helped to break down some of the deeply-entrenched silos at UCT and has seen improvements in success rates. Eighty seven percent of all first-year undergraduates either completed or met the requirements for standard readmission in 2015. It was 84,19% in 2013. The four students who received help from sign language interpreters passed all their courses. The first-year drop-out rate declined from 10,8% in 2013 to 9,9% in 2014 and the overall drop-out rate declined from 10,8% in 2013 to 8,8% in 2014. It is too early to evaluate the impact of the interventions with supervisors to assess the impact on progression of master's and doctoral students
- In Economics, the results from the first semester of 2014 were used as a baseline and the second semester results were used for a detailed assessment into the inner workings of the essay writing programme. Evaluation took place on both class and individual levels. However, since this is the first report, the data has not conclusively proven which of the resources have had the most positive impact on students' writing. It is clear that students value the resources and find them useful
- Two writing training workshops in the Faculty of Law were held in February before the start of lectures for subject tutors, law writing tutors and consultants. An evaluation of the effectiveness of this training was included in the final survey administered to the tutors in October. 14 writing workshops were conducted with the first year law class, and four writing tasks were completed by the students for feedback from tutors. A formal survey (one informal in April) conducted in September evaluated the students' perceptions of the intervention.

### **3. Overall assessment of the impact of the interventions**

Over the years UCT has introduced a number of initiatives to enhance teaching and learning but we have not had a strong track record of evaluating the impact of these initiatives. Prior to preparing the progress reports for the DHET, two sets of meetings were held with all the project leaders to ascertain whether systems had been set up to collect data needed to be able to monitor progress of the interventions, in line with their evaluation workbooks. It was pleasing to note that all the project leaders had established monitoring and feedback systems.

Data is being collected in all the projects to monitor trends with regard to changes in student performance but most of the projects reported that it was too soon to report on the impact of the interventions. Positive indications of improvements are already being seen in many of the interventions, such as the boot camps, the PlusTuts and the Winter School. For example, in Humanities on average, 47.68% of Extended Degree students (who by definition are African, Coloured, Indian, and Chinese South Africans) who completed the first-year Augmenting Courses in 2014 achieved an average of at least 55% as a final course grade. This result compares favourably to the average of 20% of students identified in 2012. An average of 67.5% of Extended Degree students who completed the first-year Augmenting Courses, passed the course. However, it is still necessary to monitor patterns over a longer period. In other cases, the findings of feedback

mechanisms are already being used to effect improvements in the interventions, for example the Writing Centre.

A full evaluation was conducted of the students' and the tutors' experience of the extra tutorials and mentoring in the Law Faculty. Based on a comparison between the June and November, results in Constitutional and Property Law and the feedback from the tutors and students it appears that the interventions were experienced as positive and there was a definite improvement in the results.

#### **4. Conclusion**

It is very gratifying to note the progress made already in regard to students' performance as well as the evidence of changes in culture with regard to the use of data to inform planning. In this respect, the focus of the TDGs on monitoring and evaluation is already yielding positive outcomes although over time it will probably be necessary to become sharper in the choice of indicators to avoid monitoring fatigue and the production of data which is not particularly useful.

*Judy Favish*

## ANNEXURE 3: REPORT FROM THE OFFICE FOR POSTGRADUATE STUDIES (OPGS)

The Office for Postgraduate Studies (OPGS) has been in operation for two years. The main functions of the OPGS are to:

- Consolidate, coordinate and disseminate pertinent information to postgraduate students
- Design and offer a range of opportunities for postgraduate students and postdoctoral fellows to develop their academic and professional skills
- Strengthen the sense of a postgraduate community on campus that works across departments and faculties
- Identify new trends and opportunities in postgraduate education and implement appropriate innovations
- Streamline processes and review policies aimed at strengthening the postgraduate and postdoctoral experience.

### 1. Consolidate, coordinate and disseminate pertinent information on postgraduate students

The postgraduate email listserv was set up to ensure that relevant information is disseminated to a targeted group of students. This information is posted on the postgraduate and postdoctoral Vula sites. The OPGS sends an email to all postgraduates and postdoctoral fellows in the first week of each month with news and details of upcoming events for the next six weeks. The OPGS needs an accurate email postgraduate listserv to ensure that postgraduates receive information that aims to support them in their studies. OPGS posts on the @UCTpostgrads twitter list, which has 267 followers. Discussions are underway for the design of the new postgraduate website that is aligned to the UCT planned web architecture.

### 2. Design and offer a range of opportunities for postgraduate students and postdoctoral fellows to develop their academic and professional skills

#### • Postgraduate students

There has been an almost 9% overall increase in the total number of postgraduate students - PGDiplomas, Honours, Master's and PhDs - from 8,405 in 2013 to 9,139 in 2014. There was a significant increase in PhD students, 1,591 in 2014 (1,428 in 2013). A key challenge is to ensure a smoother registration by streamlining the application process and by synchronising offers of places with offers of scholarships and places of residence, particularly to ensure that international students secure visas to arrive at UCT on time.

#### Enrolled students

|          | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|------|------|------|------|------|
| Master's | 3086 | 3303 | 3629 | 3831 | 4255 | 4409 |
| PhD      | 1030 | 1058 | 1110 | 1226 | 1428 | 1591 |

#### Graduates

|          | 2009 | 2010 | 2011 | 2012 | 2013 | 2014* |
|----------|------|------|------|------|------|-------|
| Master's | 868  | 1009 | 1085 | 1081 | 1209 | 552*  |
| PhD      | 178  | 160  | 163  | 198  | 205  | 113*  |

\*2014 graduate figures incomplete, pending June 2015 graduation

The OPGS is tasked with consolidating the various opportunities for academic and professional skills development for postgraduate students and postdoctoral fellows. OPGS has an online workshop calendar and booking system and is also accessible via the UCT app.

Drawing on findings from employers about required graduate attributes and from supervisors and students about their needs, the OPGS hosted a range of seminars, workshops and retreats, and subscribed to MOOCs. Over 125 sessions were offered: OPGS (44 workshops and 18 MOOCs), CHED/Careers Office (three courses), Library (18 general workshops and 42 subject-specific sessions). Additional sessions were organized by CILT, the Research Office, and faculty-specific libraries. It is estimated that more than 1,400 postgraduates attended the sessions in 2014 (970 in 2013), an increase of 40%. More students are hearing about the sessions via the monthly emails, UCT and OPGS social media accounts on FaceBook, Twitter and the Postgraduate Web Hub.

The 18 MOOCs covered both academic and professional skills development, ranging from four to twelve week courses. 230 postgraduate students signed up. Given the high attrition rates of online courses, the MOOCs were supplemented with weekly on campus face-to-face group meetings, led by four postdoctoral fellows – three PhD and 11 Master's students who were employed as facilitators. In this way, student retention and completion rates were promoted while facilitators gained professional experience in tutoring. Facilitators received a UCT 'Certificate of Recognition'.

OPGS offered a full day retreat in Rondebosch, 'Starting the PhD Journey' for new arrivals to UCT. Academics presented on various aspects of PhD studies and student feedback was positive. 23 different student service providers had displays and information tables. 111 students attended. A similar retreat for second-year PhDs, 'the PhD Breakaway', was offered in September to students who have submitted their proposals and are starting their research. 90 students attended. Senior and junior academics were invited to share their experiences, which allowed for rich and stimulating exchanges.

OPGS hosted a workshop, 'Writing for Publication' for 19 students who had submitted their theses in February for possible graduation in June. A 120-page guideline, 'Writing for Publication' was developed. Six of these students have submitted articles and chapters for publication.

In collaboration with the Library's Research Week, the OPGS organized an Expo of research posters, 'Exposition of Postgraduate and Postdoctoral Scholarship'. 40 posters were displayed and assessed by four panels of judges. McKinsey sponsored the prize money and hosted an awards dinner for all the winners. A project is underway to develop the face-to-face "Navigating Research Writing" four-day course into an open-access online course. The idea is to develop a suite of resources for interested applicants which will assist them in submitting applications that will make them more decision-ready for departments.

- **Postdoctoral Research Fellows**

UCT has the highest number of postdoctoral fellows of any South African university; they play a vital role in the research output and profile of the University and need to be supported effectively. In 2014, there were 312 postdoctoral fellows, although the total fluctuates. Over 78% are located in

the Faculties of Science and Health Sciences. An orientation and social function was held in April. An 82-page booklet, 'Guidelines for Principal Investigators: How to manage your Postdocs', was made available on Vula. After consultation with the VC, the Postdoctoral Association (PDA) now has representation on the URC sub-committee meetings

Postdoctoral fellows are being drawn into assisting with supervision with the ruling that they may officially be appointed as co-supervisors for Master's and PhDs and as supervisors of Honours projects. They may need support and training to perform these roles. OPGS organised four 1½-day retreats on supervision training. 82 postdoctoral fellows attended. A 191-page booklet, 'Supervision Starter Pack' was posted on the Vula site.

- **Early Career Researchers**

Numerous initiatives are being explored to prepare the next generation of academics and to increase potential employment opportunities. Many postdoctoral fellows are interested in pursuing a career in academia. Three well-established projects are the 'Next generation of academics', sponsored by Carnegie since 2011, the ACUSTARS pilot programme and the Three-Way Global Partnership programme (see point 4 below).

The Climate Impact Research Capacity and Leadership Enhancement in Sub-Saharan Africa programme (CIRCLE) is an initiative of the Department for International Development of the United Kingdom to develop the skills and research output of early career African researchers in the field of climate change and its impact on local development. CIRCLE runs from 2014 to 2018. UCT bid for three early career researchers from Africa to be part of a collaborative research project with an African university. Three CIRCLE Visiting Fellows were selected to start at UCT in 2015.

### **3. Strengthen the sense of a postgraduate community on campus that works across departments and faculties**

The retreats, workshops and seminars that are open to Honours, PG Diploma, Master's, PhD and postdoctoral fellows from all disciplines have been instrumental in building a sense of a postgraduate community across campus. Given the constrained supervisory capacity and departmental resources in general, the OPGS has set itself up as an operation to which supervisors and departments can 'outsource' some of their generic training. Not only does this centralised approach have potential greater efficiency, it also creates the space for students to share and learn from each other.

### **4. Identify new trends and opportunities in postgraduate education and implement appropriate innovations**

Two marked trends in postgraduate education are partnership-building (integrally linked with the internationalisation of research and innovation) and interdisciplinary studies. OPGS was involved in pursuing and establishing partnerships, specifically those that involve postgraduate student training or postdoctoral fellow/early career participation.

- **Three-way global partnership**

The three-way global partnership initiative serves to strengthen the links between UCT, African and Northern partner institutions, to the benefit of all. It allows for a staff member from one of UCT's African partner institutions to enrol for a PhD at UCT, participate in a collaborative research project, spend time abroad at the Northern partner university, and on graduating, return to the academic position in the African partner institution with a wealth of international networks and research experience.

- **Association of Commonwealth Universities (ACU) STARS**

UCT is one of 12 universities from seven African countries that participate in the ACU's Structured Training for African Researchers (STARS) project. It offers a nine-module professional development course for early career researchers that include online seminars, tutorials, assignments and mentoring. The course is being piloted with a group of 12 young academics from each university. They link up via an online platform every four weeks to hear a seminar delivered by a senior researcher from a participating institution. The seminars are accompanied by notes and assignments and are supported at each institution by university staff. At UCT, the Research Office staff are centrally involved in the delivery of the programme. UCT is represented on the ACU Project Advisory Group, and colleagues have contributed to the development of three modules. Once all nine modules have been piloted, the STARS course will be prepared for wider online distribution throughout Africa.

- **Carnegie Foundation Project: The Next Generation of Academics in Africa (NGAA)**

In 2014, the second year of Phase II (2013-2015), the Carnegie project both cemented its presence on campus and reaped benefits from its investment in Phase I (2011-2012). The aims of the NGAA project align with the broader objectives of UCT:

- Improve the recruitment and mentoring of postgraduate students
- Provide graduate students and postdoctoral fellows with positive and supportive exposure to academic life, in the hope of attracting and retaining young academics
- Achieve greater engagement with the continent of Africa to become the hub of Afro-international scholarship and forge strategic alliances with institutions across Africa
- Contribute to the resolution of problems of African and global significance

The goal of the project is to develop a cohort of academics-in-training in the fields of Infectious Diseases (including the disciplines of Molecular Medicine and Molecular and Cell Biology), Civil Engineering, and Economics who will constitute a competitive pool of candidates for appointment to academic positions in universities in South Africa and Africa. In addition to the academic component of the programme, mentorship is a key component of the three training models. It socialises Carnegie scholars into core facets of academic life, provides teaching opportunities under the guidance of a senior academic staff member, and promotes increased inclusivity and career development support.

In 2014 there were 44 Carnegie scholars (32 PhD students and 12 postdoctoral fellows) of whom 21 were female (23 males), 37 were black (seven were White), and 31 came from the rest of Africa (13 from South Africa). Since the start of the project in 2011, there have been 69 PhD students and 21 postdoctoral fellows. To date, they have produced 49 publications in refereed journals (with

a further five under review) and delivered over 111 presentations at national and international conferences. Of the 69 Carnegie PhD students, 26 have graduated. Seven Carnegie scholars have secured employment at universities in Africa: one in Economics, three in Civil Engineering and three in Infectious Diseases. An extensive database has been drawn up, tracking details of each Carnegie scholar's registration, funding, demographic factors, research topics, outcomes (publications, teaching, conference presentations), graduations and career paths.

- **London School of Economics (LSE)**

As part of the LSE contribution to the UCT July School, a week-long course was offered '*Strengthening Doctoral Supervision*' with an emphasis on qualitative and quantitative research methodologies. 18 participants from the six LSE-African University Consortium (AUC) partners were invited to attend. The partners are University of Nairobi, University of Dares Salaam, Makerere University in Uganda, the University of Accra, the University of Nigeria and UCT.

- **Vrije Universiteit Amsterdam (VUA), the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) and Rhodes University**

UCT is a member of the Advisory Board on the DHET-funded project, 'Strengthening Postgraduate Supervision', together with representatives from Rhodes University, Stellenbosch University, Fort Hare University and the Vrije Universiteit Amsterdam. Given the pressure from the South African government on universities to enrol and graduate more PhD students, training in supervision practices are pertinent. In collaboration with the VUA and Rhodes University, UCT hosted an eight- week long course on "Strengthening Doctoral Supervision" for 15 UCT staff members. This innovative course provides the structured support for supervisors combining discussion, case studies, research literature and video in both online and face-to-face formats. Participants have to submit a portfolio of their assignments and these portfolios are being reworked for publication in an edited book.

- **Cologne University, the German Academic Exchange Service (DAAD) and UCT**

In keeping with UCT's position as the leading research university on the continent and its strategic aim to strengthen research, it hosted a Grant Proposal Writing Course for postdoctoral fellows and emerging researchers. 34 participants came from universities in seven SADC countries and from across a range of disciplines. The course provided practical-oriented training for young researchers while strengthening SADC links among scholars. The course is part of the DIES (Dialogue on Innovative Higher Education Strategies) programme of the German Academic Exchange Service (DAAD) and the German Rectors' Conference. It is funded by the German Federal Ministry for Economic Cooperation and Development. South Africa, and more specifically UCT, was chosen as the venue for the first of a series of similar courses that will be conducted in Vietnam, Cameroon, Peru, and other countries in the coming years. The online course, book-ended by two residential meetings, stretched over six months, from June to November 2014. Each participant's project idea served as the central point of discussion in the first week-long workshop. The draft proposals were then refined for the next three months with online support, followed by a second week-long workshop at UCT in November when the proposals were finalised and polished for submission to funding institutions. It is hoped that this academic exchange and collaboration between UCT and the University of Cologne will continue.



- **Yenching Academy, University of Beijing**

The Director of Postgraduate Studies attended the launch of the Yenching Academy, Peking University, in Beijing in May. This academy will start in 2015 and will select 80 top students, 40 from China and 40 from the rest of the world, in a Rhodes Scholarship-type context to enrol for a one-year Master's in 'Chinese Studies'. The programme is "designed to prepare an elite class of future leaders to meet the challenges of the 21<sup>st</sup> century global landscape". UCT was invited to submit eight student applications for consideration. After a rigorous two-stage interview process, four students were selected for the Master's programme, i.e. UCT was awarded 10% of the rest-of-the-world available places.

UCT's geographical and historic position in Africa charges it with a moral responsibility to promote the academic presence of Africa in international debates, and to develop strategies to discover and nurture the academic talent within Africa and network it with international researchers. UCT as the leading university on the continent acts therefore as a kind of two-way academic conduit between Africa and the world. The three-way global partnership initiative developed by UCT was well-received: the northern partners invest in building the academic capacity within Africa without taking on major risks (or, at least, "outsourcing" most of the risk to UCT); the African universities benefit from increasing their number of staff with PhDs who have experience and growing their networks with global researchers. UCT benefits from graduating the students and strengthening its links both within Africa and with prestigious northern partners.

## **5. Streamline processes and review policies aimed at strengthening the postgraduate and postdoctoral experience**

Working with specific partners in recruiting postgraduate students and postdoctoral fellows, the OPGS has also requested that CHED develop the 'Navigating Research Writing' course into an open access online resource. Potential applicants will be supported to complete the course in order to give them a much more informed idea of what postgraduate work at UCT entails. In order to recruit postgraduate students and postdoctoral fellows, UCT had an information booth at two national NRF postgraduate conferences and a national postdoctoral conference. The OPGS is starting to work more closely with the Emerging Researcher Programme in sharing resources and steering partnerships (such as the CIRCLE and STARS initiatives).

*Nelleke Bak*

## **ANNEXURE 4: REPORT FROM DISABILITY SERVICES**

### ***1. Contact and collaboration with departments/faculties***

Person to person contact with departments and faculties is largely on a case-by-case basis, with the contact having been initiated either by a concerned lecturer or by one of the Disability Service staff, in response to the needs of individual students. Apart from information shared in these interactions, on request, students receive letters of introduction which provide information about their impairments and the accommodations they receive. The students are at liberty to share these letters with their lecturers or tutors at their own discretion.

In 2014 the Disability Service (DS) attended the first day of the three day New Academics Practitioners' Programme (NAPP) and alerted academics to the resource, 'Information for lecturers: Teaching students with disabilities', available on the UCT Disability Service website. It provides information on the various impairments, suggests how these can be accommodated, and provides guidelines on how to interact with people with disabilities. Extracts from this guide are emailed to lecturers when queries are received about specific disabilities or the needs of individual students. From time to time the Disability Service arranges informal Buza (to ask) finger lunches to which all members of the university community are invited. The speakers are people who experience disabilities and share their journeys, trials and victories. The audience is encouraged to ask questions that they may not feel comfortable raising in conventional social situations e.g. Do blind people dream? What cultural beliefs stigmatise people with albinism?

### ***2. Deaf students do UCT proud***

In 2014, four deaf students needed sign language interpreters with two of them choosing to enrol in Latin and Spanish. These students achieved phenomenal success to cope with the comprehension, reading and writing tasks that the UCT curriculum demands of them; and yet with a few exceptions all of them consistently achieved between 60 and 75% in the June and November exams. The funding the DS has received from the DHET's TDG has been an invaluable support to these students.

### ***3. Challenges in meeting the needs of our severely physically disabled students***

These students often require intensive support. One of UCT's first year students with quadriplegia was provided with transport to and from UCT, a carer while on campus, note takers, and scribes. Preceding his admission to UCT, this young man spent five years, effectively house bound, with limited stimulation and financial support. His time at UCT offers the hope of productive, gainful employment and access to the wider world.

### ***4. The successes of our visually impaired students***

Visually impaired students draw extensively on assistive computer software with electronic voice and magnifying features, volunteer readers, print magnifying devices, Braille and audio recording. The Direct Services Coordinator together with a team of student volunteers, reformat (scans and edits) hard copy academic material into electronic format that can be accessed by these students. The success rate of those partially sighted students who have managed in mainstream schooling is pleasing. Students who are blind, whose mother tongue is not English,

and who were schooled in under resourced special needs schools are often ill prepared for the academic demands of university and present particular challenges for the Disability Service.

### **5. *Extra time applications and other examination concessions***

The DS Service currently employs a consultant psychologist for 25 hours a week to address the assessment and case management needs of students who wish to apply for extra time and other concessions in tests and examinations, on the basis of previously documented or suspected specific learning disabilities or other impairments. The psychologist provides short-term crisis intervention and counselling in individual cases. During 2014 she had face-to-face interviews with 294 students, most of whom requested these appointments with a view to applying for a time concession. Application for extra time was made for 153 of these students. Provision has been made to enable disabled students to access the costly assessments required to obtain approval for the test and exam concessions internationally accepted as appropriate for students with a Specific Learning Disability. An internship position has been created for a student psychometrist to be trained by the consultant psychologist in the administration of the required test battery. In 2014 the incumbent in this position assessed 38 students. Given that the average cost of a private psychometric assessment is in excess of R4,000, the efficacy of this arrangement is self-evident.

### **6. *Points of interest and challenges***

Concern has been raised about the disproportionately high number of students from the Commerce Faculty who apply for the extra time concessions. It appears to be a trend at other universities too. In the absence of much needed research, the explanations for this can only be speculative. One possible explanation is that the students who register for a degree in more numerically based courses make these choices because they are aware that they are not proficient readers, and their strength obviously lies in their numeracy skills. It then catches up with those Commerce students doing accountancy in the academic year in which tests and exams start to require the reading of long, detailed scenarios. At that point slow reading rate and/or slow processing speed and/or poor working memory are likely to impact in time-limited situations.

Students diagnosed with Attention Deficit/Hyperactivity Disorder and other mental health conditions are seriously disadvantaged if they do not have access to appropriate medication. Students with Attention Deficit Disorder and milder mental health conditions, who respond to medication, have excellent chances of completing their degrees. Each year there are a few students who are not able to pay for medication who either drop out or take inordinately long to complete their degrees. While those on the NSFAS bursary are able to access the services of medical doctors and psychologists at the Student Wellness Service, this does not cover medication. Bursaries from private institutions seldom provide any form of medical cover. When one considers the cost both to the state and to the individual of not completing a degree, or taking additional years to do so, it would make financial sense to make provision for some form of assistance to cover medication costs for this group of students.

It needs to be acknowledged that more serious mental health conditions can present a serious barrier to the completion of a degree, or its completion within the minimum period of time, even when these students are able to access first rate medical and psychological support. The support that can be offered by the Disability Service to students with Attention Deficit Disorder and mental health

conditions is limited. At present UCT does not have a clearly articulated policy on the granting of the extra time examination concession to students with mental health conditions. This issue is receiving attention. Where students meet the existing criteria for the granting of extra time and other examination concessions, they are assisted with the process of making these applications. In certain instances, they are offered the option of writing tests and examinations in a secluded writing space. The value to these students of providing a distraction-reduced, contained space in which to write examinations should not be underestimated. Unfortunately, severe pressure has been placed on the ability of the Disability Service to provide this accommodation, due to increased demand on what little space is available. Similarly, the DS is having difficulty accommodating those students who qualify for the use of a computer in tests and exams, due both to space constraints and the availability of computers that can be de-linked from the internet.

### ***7. Tests and Exams written at the Disability Service and Throughput Issues***

A total of 234 semester tests were written in the DS, and a total of 579 examinations were written in June and November. Over the last few years, the DS has been doing formal evaluation of its examination writing process, which, it goes without saying, is administered strictly according to UCT's examinations writing policy. In the evaluation forms the service is rated consistently as five out of a possible score of five, with a few scattered 4s. 30 students who wrote their examinations in the Disability Service graduated in November 2014. As has been noted elsewhere, the throughput rate of students with disabilities who register with the DS appears to be proportionally higher than for the general student population. Sadly, the DS does not have the resources to verify this claim empirically, but what seems apparent is that generally the chances of success for students with even severe physical and sensory disabilities are much greater than those who are supported because of severe mental health issues. In many cases, these students are clearly intellectually gifted, many have received private schooling and some have extensive family support, but the University environment proves to present 'a brook too broad for leaping' for them.

### ***8. DS support structures in UCT***

Much of what the DS does is reliant on the extraordinary support it receives from Student Housing and Student Financial Aid. The DS also need to pay tribute to the past and present Deans of the Faculty of Humanities who take seriously the need to use their discretion to admit disabled students who show potential, but whose school leaving results do not reflect this potential. Eight students were admitted via this process to the Faculty of Humanities in 2014 and one is on the Dean's Merit List for 2014.

*Reinette Popplestone*

## **ANNEXURE 5: REPORT ON THE TEACHING AND LEARNING AWARDS**

### **A: Distinguished Teacher's Award (DTA) Sub-Committee**

The Distinguished Teacher's Award (DTA) is an institutional award that rewards outstanding teaching at UCT and acknowledges the recipient's contribution to the promotion of teaching and learning excellence at the institution. The DTA committee scrutinises each nominee for evidence of excellence in teaching over a number of years, and for his or her approach to teaching. The teaching and learning portfolios of the nominees are thoroughly examined to ascertain the versatility and diversity of their teaching, the consistency in excellence, their teaching philosophy and teaching experience. Provision of student evaluations is mandatory, and these should reflect feedback on the nominee's teaching, in relation to other lecturers in their department. The Deputy Vice-Chancellor of Teaching and Learning chairs the committee along with six members of academic staff (past awardees) and six students appointed by the SRC.

#### **1. 2014 Awards**

25 nominations were received and 14 rolled over from 2013. 28 continued for 2014 [five asked for their nominations to roll over to 2015 and six withdrew]. After considering the 28 strong nominations, the Committee made four awards acknowledged that the field was very strong but that it could not go against the terms of reference and award more than four awards. The committee came to the decision to grant the award to the following candidates:

- **Professor Delawir Kahn: Department of Surgery**

Prof Kahn states that his passion for surgery has had an influence on his philosophy and approach to teaching students. He embraces new technologies and generates excitement for the discipline by including students in operating procedures and making optimum use of clinical material available. He has been instrumental in the success of his division; he established the UCT Surgical Society and has driven the development of the undergraduate curriculum in surgery. His portfolio attests to his active involvement across all levels of teaching, with postgraduate and undergraduate students and his remarkable long-term impact on students. He is frequently described as passionate and innovative. The support for him as a teacher points to how he challenges notions of hierarchy in academia and his discipline and how he exemplifies the mentorship role demanded in excellent teaching of surgery.

- **Associate Professor James Gain: Department of Computer Science**

A/Prof Gain adopts a constructivist approach to teaching. He engages students by incorporating interactive in-class exercises and encourages them to grapple with problems in different ways. He has been innovative in supporting in-class learning via the use of polling instead of costly clickers, to check understanding in class and gamification to improve student engagement and provide an impetus for active learning. He is described as an amazing teacher who makes complex material enjoyable and understandable; innovative in his use of learning devices, passionate and approachable.

- **Dr Linda Ronnie: Graduate School of Business (GSB)**

Dr Ronnie was nominated by the entire 2012/13 modular MBA class - evidence of her distinction. She strives to create a teaching environment that sets high standards and encourages flexibility,

fairness and respect. She aligns her teaching practice and curriculum with the professional world in a conscious effort to develop competent managers. She draws on adult education practice to adopt the role of critical facilitator, with the aim of developing active learners who are responsible, engaged students. Dr Ronnie deals well with diversity, and demonstrates excellent facilitation of student discussions. She is described as a passionate teacher who gives students the confidence to apply concepts in the real world. She is innovative; she encourages mutual respect and demonstrates excellent classroom management. She has also won four GSB teaching awards.

- **Dr Spencer Wheaton: Department of Physics**

Dr Wheaton's reflective teaching practice is captured in his acknowledgement that he is always learning from students and is dedicated to understanding how to teach better, "Each semester brings insights and ideas for presenting new and challenging material in innovative ways". He attempts to promote active engagement in class. He makes a conscious effort to phrase questions in a way that promotes understanding, often via cognitive dissonance, but with clear explanations of theoretical concepts. He is described as an enthusiastic teacher, a 'natural' who can be called on to teach any class in the undergraduate curriculum, which he does with care and innovation. His outstanding recommendations, which align with the description of his teaching practice; his excellent evaluations, innovative techniques and curriculum development, are evidence of his distinction.

## **2. Other matters**

- The Committee submitted a request to HR to include a reference to the Distinguished Teacher Award in the HR174 form. The reference includes a hyperlink to the University's webpage on the Award and requests academics to use the performance review as an opportunity to consider whether there any aspects of their teaching that might merit application for this award.
- The Committee expressed a general concern that UCT lacks departmental and faculty awards that recognise teaching excellence and could serve as a platform for awardees to be nominated for the DTA. The Committee discussed current proposals in the Faculties of Health Sciences and Commerce. The Chair took a proposal to the deans for them to consider introducing faculty early career teaching awards and they agreed to discuss the matter with their DACs.
- After receiving feedback from a senior member of Council regarding nominees requesting student support for their portfolios, the Committee resolved that it should be made clear to nominees in the guidelines that no student is compelled to provide support. Related to this is the inordinate number of letters of support included in some portfolios. The Committee added that the portfolio, including letters of support, should not exceed 50 pages and that the current guidelines should be amended to state this. The Committee asked that the Council member is informed that this is the first example of such a concern being raised and that the Committee will monitor this in future.

## **3. Future Matters**

The Undergraduate Research Experience Task Team requested the Committee to consider the possibility of incorporating the promotion of undergraduate research as a criterion for evaluation of the nominees, as a way of incentivising academics to introduce research projects in undergraduate courses. This was not accepted by the Committee.

*Amanda Barratt*

## **B: CHE-HELTASA National Excellence in Teaching and Learning Awards**

These awards are aimed at demonstrating support at a national level for excellence in teaching and learning in higher education, generating a cadre of academics who are identifiable and able to provide inspiration and leadership in their disciplines, institutions and regions and generating debate and public awareness about what constitutes teaching excellence. The criteria for assessment of applications were effective teaching in a variety of contexts and the impact of the lecturer's involvement in teaching and learning on the university and beyond. Each institution was allowed to submit two applications. UCT's two applicants, Associate Professor June Pym and Dr Ian-Malcolm Rijdsdijk, were two of the five winners of the CHE-HELTASA National Excellence in Teaching and Learning Awards for 2014.

### **Associate Professor June Pym: Education Development Unit, Commerce Faculty**

In bestowing the award on A/Prof Pym, the selection committee highlighted the strong leadership role that she plays within the institution, her passion for the professional development of lecturers and the wider community that she serves and her promotion of critical reflective practices in professional teaching. It was noted that her portfolio provides evidence of institutional, national and international linkages, and reveals awareness of context and the needs of a diverse student body. She was commended for her work on the integration of academic development into the mainstream and achieving increases in student participation and success in the Faculty of Commerce.

### **Dr Ian-Malcolm Rijdsdijk, Centre Film and Media Studies, Humanities Faculty**

The selection committee highlighted Dr Rijdsdijk's inspiring teaching and learning philosophy, which shows a strong theoretical foundation that is embedded in the literature on education and film and media studies. It was noted that his portfolio provides evidence of his wider impact and influence at an institutional level through his commitment to social engagement. The committee commended Dr Rijdsdijk on his innovative teaching methods, which take into consideration the diversity of his students. The committee was also impressed by his commitment to develop scholarship and research in this relatively new discipline. Dr Rijdsdijk is a past recipient of UCT's Distinguished Teacher's Award, which pays tribute to teaching excellence and acknowledges the primary place of teaching and learning in the university's work.

## **C: Collaborative Educational Practice (CEP) Awards (granted in early 2015)**

The aim of the CEP award is to recognise and promote collaborative approaches, to provide additional resources for groups of academics to innovate, and to assist in developing and articulating the research-led nature of the teaching and learning approaches employed. The UCT award for collaborative educational practice is open to two or more UCT staff members who have collaborated on a particular project to enhance the teaching and learning environment. The projects need to have been sustained for several years and to have had a positive impact.

**Dr Tracy Craig** (ASPECT, EBE) together with Trevor Cloete (Mech Eng, EBE), Pierre le Roux (ASPECT, EBE) and Bruce Kloot (Mech Eng, EBE), received the award in recognition of their collaborative project which investigated students' learning difficulties in relation to a specific course, MEC2023F/S Dynamics. They pooled their insights, skills, experience and knowledge of the educational literature to address issues such as the differing uses of terminology and symbols in courses in Mathematics and Dynamics. This sustained study enabled them to design and implement

interventions which led to significant improvement in student success rates, even in other follow-on engineering courses which were not the particular focus of their project.

**Paul Maughan** led a team (Shaun Parsons, Alex Watson, Goolam Modack, Sumaya West, Carlos Correia, Geoff Everingham, Michael Harber and Delano Gallagher) from the College of Accounting, in a collaborative project which launched and monitored an innovative “capstone” course for students in ACC4000H Business Analysis and Governance, leading to a qualification as a Chartered Accountant. Their project started from the point of analysing the new competency framework of the SA Institute of Chartered Accountants, and asking how their courses could provide students with the broad range of skills they required. Challenges they faced included the logistical ones of dealing with a class of 450 students, as well as the need to maintain a realistic load in the programme as a whole. They achieved this, *inter alia*, through designing tasks which required students to bring insights from all of their academic disciplines to analysis the annual financial statements of several listed South African companies. The approach has been enthusiastically acclaimed by students and staff, and a sustainable teaching model has been put in place.

**Carolyn McGibbon** (Dean’s Office, Commerce) together with Gwamaka Mwalemba (Course Convenor) and Elsje Scott (researcher and lecturer) from Information Systems (IS) received the award for responding to challenges in the context of IS undergraduate courses taken by both Commerce and Science students. The key challenge was to incorporate concepts of ‘sustainability’ across the curriculum. They achieved this by focussing on the Carbon Footprint as a proxy for sustainability in the UCT context. This involved further collaboration with a whole range of units at UCT, including the faculties, ICTS, Properties and Services, the Energy Research Centre, etc. Students were stimulated by engaging with real UCT data and conducting their own research, and the course has not only received highly favourable reviews, but has subsequently been recognised as a ‘best practice case in educational practice at the 2015 World Economic Forum in Davos. The collaboration has, in addition, led to no less than three peer-reviewed papers to date.

**Hanna-Andrea Rother**, based in the Centre for Environmental and Occupational Research in Health Sciences, led the group which received the award for developing a very successful Postgraduate Diploma in Pesticide Risk Management (DPRM). She and her team, Gregory Doyle of the EDU at Health Sciences and Shanali Govender at CILT, addressed a challenge set by the United Nations Food and Agricultural Organization (FAO) to establish a programme to build capacity of low and middle income countries to implement FAO/WHO codes of conduct related to pesticide management. They successfully met this challenge, not only by assembling the right blend of cross-disciplinary content and skills, but by creative online communication and teaching approaches, including innovative ways of using UCT’s Vula environment, WhatsApp and other platforms, which allowed for a blend of on-site and in-the-field teaching, with, at times, virtual discussions taking place with as many as 360 online participants from an array of countries in Africa and South America. The course has been acclaimed for not only providing effective training, but also inducting participants into the community of PRM professionals.

*Cindy Gilbert*



## **D: South African Teaching Advancement at University (TAU) Fellowship Programme**

The Higher Education Learning and Teaching Association of Southern Africa (HELTASA) announced the TAU Fellowships Programme for 2015/2016 and called for nominations in 2014. The programme is for experienced academics who have been acknowledged for their teaching excellence and who wish to further extend their knowledge about teaching and learning within a supportive and collegial environment. The TAU Fellowship is funded by the Department of Higher Education and Training (DHET) through the collaborative Teaching Development Grant (TDG).

The programme consists of one four day contact session in July 2015, one contact session in January 2016 and one in July 2016, as well as on-line communication and assignments. The programme will culminate with the presentation of short research and development reports by participants. All participants who successfully complete the programme will receive a certificate and will become TAU Fellows, and remain members of the TAU network. The programme will cover travel and accommodation expenses and each participant will receive a small grant to implement a teaching research or development project.

Three UCT staff were appointed to the Teaching Advancement Fellowship (TAU) for 2015/16:

1. Prof Vanessa Burch, Department of Medicine, Faculty of Health Sciences
2. A/Prof Ilse Lubbe, College of Accounting, Faculty of Commerce
3. Prof Andy Buffler, Department of Physics, Faculty of Science

*Jeff Jawitz*

## **ANNEXURE 6: REPORT FROM THE SRC**

## **ANNEXURE 7: PHYSICAL INFRASTRUCTURE TO SUPPORT TEACHING AND LEARNING**

### **1. Classroom Renewal Project (CRP)**

#### **Progress overview**

32 centrally-bookable classrooms were successfully upgraded during the mid-year and end-of-year 2014 vacation periods. The total number of Classroom Renewal Project (CRP)-upgraded classrooms is 47. While some small classrooms were upgraded, the focus remained on large classrooms with 80 or more seats. 57 (31%) classrooms now boast the full UCT Classroom Standard, including nine that were newly built in the Snape building project, and CL 3.33, which was upgraded as part of the Centlivres Building renovations project. The majority (45) are located on Upper Campus, with nine on Medical Campus, two in Kramer, and one at Hiddingh Hall Campus. Planning and design is in progress to upgrade a further 16 classrooms in the 2015 mid-year vacation period. Going forward, the Classroom Facilities Advisory Sub-Committee (CFASC) has supported a proposal to develop a lower classroom standard that will serve two objectives:

- Maximise the number of remaining classrooms that can be upgraded, given serious budget constraints
- Upgrade classrooms with problematic physical layouts that cannot accommodate the full standard

The wireless densification project has concluded but it was decided to continue densifying the wireless coverage in classrooms through the CRP processes. The same is true of the Biometrics project, which will pilot the use of devices to identify which students are writing examinations and tests via fingerprint identifications.

#### **Classroom Support Services (CSS)**

The Classroom Support Services (CSS) team has a full staff complement and two onsite offices servicing upper campus. The CSS acts as second level support for centrally-bookable classrooms at Health Sciences. It handles the administrative aspects of the lecture recording process, including uploading videos to Vula and lecture recording installations. Call statistics have shown an increase from 2,029 resolved calls in 2013 to 3,177 in 2014. Support hours are Monday to Friday from 7:30am to 6:00pm to ensure T&L support in centrally-bookable classrooms. The CSS team have received glowing feedback from its customer base.

#### **Challenges to classroom improvement**

Three main contractors were appointed in order to limit risks and due to time constraints. The architect was the project manager of physical facilities work during the vacations. Property and Services (P&S) availed the in-house UCT electrical engineer and HVAC (air-conditioning) engineer to the project, eliminating the need for outsourcing.

Regular P&S maintenance work was not aligned with the project and did not assist the maintenance backlog, as remedial maintenance work is now required post the upgrades. To address the backlog, maintenance work will now be aligned with, and partially subsidised by, the CRP. Some seating and desks were not replaced and a number of network points were not working or incorrectly

configured when first installed. FireSpec missed many project deadlines, resulting in a number of proximity access installations not being completed by the start of term. These service delivery issues have been addressed with the vendors.

- AV/IT installations included:
  - Fixed computers
  - IP phones to call for support, CPS and P&S Maintenance
  - Public address systems with lapel microphones, playback for movies etc.
  - Audio for lecture recording and hearing loops
  - New data projectors
  - Equipment cabinets to house AV-IT kits
  - Multimedia lecterns with document cameras, VGA, HDMI and audio Inputs for laptop, network points, standard power plugs for laptops
  
- Other Technology upgrades & installations included:
  - Hearing loops
  - Lecture recording
  - Proximity access to all equipment safes for lecturer ease-of-access
  
- Teaching wall reconfigurations included:
  - At least two new motorised screens and two sets of column boards (writing surfaces) to allow projection and writing simultaneously
  - Teaching wall lights with a choice to switch left and right separately
  - Banks of switches for hall lights, screens, teaching wall lights
  - Swipe access safes with cables, remotes and lapel microphones for lecturers
  
- Classroom physical facilities included:
  - Motorised blinds
  - New/refurbished fixed seats
  - Refurbished fixed desks
  - New dimmable hall lights
  - Additions to existing dimmable hall lights
  - Painting of teaching walls and the rest of a venue
  - New flooring in teaching areas and in the rest of some classrooms
  - New acoustic ceilings in some classrooms

**Classrooms upgraded during end-of-year 2014 vacation period:**

| <b>Classroom</b> | <b>AV/IT to standard</b> | <b>Lecture recording (new or upgraded)</b> | <b>Hearing loop</b> | <b>Wi-fi densified to standard</b> |
|------------------|--------------------------|--|---------------------|------------------------------------|
| GSH 1 (Venue 1)  | ✓                        | ✓  | ✗                   | ✓                                  |
| GSH 2 (Venue 2)  | ✓                        | ✓  | ✗                   | ✓                                  |
| Duma Baqwa       | ✓                        | ✗  | ✗                   | ✓                                  |
| Frances Ames     | ✓                        | ✗  | ✓                   | ✓                                  |
| B106             | ✓                        | ✓  | ✓                   | ✓                                  |
| B114             | ✓                        | ✓  | ✓                   | ✓                                  |
| B115             | ✓                        | ✓  | ✗                   | ✓                                  |
| CENG SEM         | ✓                        | ✓  | ✓                   | ✓                                  |
| CS203            | ✓                        | ✓  | ✓                   | ✓                                  |
| CS2A             | ✓                        | ✓  | ✗                   | ✓                                  |
| HoeriLT1         | ✓                        | ✓  | ✓                   | ✓                                  |
| HoeriLT2         | ✓                        | ✓  | ✓                   | ✓                                  |
| HumLT1           | ✓                        | ✓  | ✓                   | ✓                                  |
| JD LT1           | ✓                        | ✓  | ✓                   | ✓                                  |
| JD LT2           | ✓                        | ✓  | ✓                   | ✓                                  |

*Kira Chernotsky*

## **2. Lecture Recording**

Lecture recording serves to support student learning through the automatic recording and publishing of lectures to Vula course sites for participating courses. To enable this, a number of venues have been equipped with recording equipment, and the Opencast system is used to schedule, process and distribute the recorded lectures. The Lecture Recording project is led by the Centre for Innovation in Learning and Teaching (CILT). ICTS provides server and storage infrastructure, and during 2014 assumed responsibility for installing and maintaining venue equipment and processing recording daily.

Lecture Recording was available in 34 venues in 2014, with 20 venues scheduled for 2015 as a component of the Classroom Renewal Project (CRP). Recording volumes and student usage increased substantially in 2014, as more venues were equipped and the service became better known. The total number of published recordings increased from 1,652 in 2013 to 3,286 in 2014, while the number of active weekly users increased to 2,500.

Student feedback from focus groups conducted has been very positive. Students report that lecture recordings supported their learning in a variety of ways:

- Enhanced their ability to understand difficult concepts as they could go through the material more slowly, with the opportunity to practice and refer to notes, the textbook and supplementary sources.
- Allowed them to compensate for difficult timetables (one student reported back-to-back lectures and tutorials from 8am to 4pm with no lunch break) to focus on the material when they were best able to do so:
  - “i can watch the lecture [...] when I’m paying attention, when i can pay attention, when I’m not tired, and get everything i need to from it”.
- Allowed students to learn at their own pace, rather than the pace of the whole group
  - “if the lecturer’s going too fast through something you don’t understand, you can slow it down ... you can fly through what you find easy and concentrate on what you find hard”.
- Made lectures easier to follow
  - “it’s nice to hear the lecturer quite audible in your ears ... i think that’s the nice thing about lecture recordings; it’s like the lecturer’s lecturing one on one”.
- Recordings allowed lectures to be more efficient for both students and lecturers
  - “and the lecture’s so big. There’s about 400 students, so you don’t want to be that one that’s always asking the questions, to ask the lecturer to repeat himself, repeat himself. So if you can just go back to the video [...] and then pretty much have the lecturer repeat himself then [...] you’ll be able to understand it”.

*Stephen Marquard*

### **3. Student Laptop Project**

#### **Research objectives**

This report builds on the research conducted in 2013 where the focus was on how laptops created an enabling environment for innovative uses of ICTs in teaching and learning. Research questions were framed in relation to effects on teaching and learning both in and out of the classroom.

As the pilot settled into a degree of fluency and logistical issues and concerns were largely ironed out, the focus shifted to examining specific questions such as students’ perceptions of the academic value of laptops for their learning, in particular the benefits for students on Financial Aid. Over the duration of the project, data collection comprised classroom observations, two surveys of a total of 574 students (representing 55% of the 2013 and 2014 classes respectively), interviews with 41 students, eight focus groups comprising 33 students, and interviews with course convenors and members of teaching teams.

#### **Research Findings**

Laptops provided students with the ability and opportunity to easily and seamlessly engage in university work wherever and whenever they needed to. The flexibility in both teaching and learning that having a portable mobile device enabled was such an interesting finding that the research team concluded that “laptops follow students through various learning spaces and could be considered a learning space themselves, not only because of the flexibility they offer, but also because they carry with them all students’ digital learning content” (Brown and Pallitt 2014).

*"I do the majority of my work on a Sunday and late at night as I work during week nights and on weekends and then the computer labs are closed"*

- **Influence on learning**

Students didn't always know upfront how having laptops would enhance their learning until they had experienced using them as learning tools. Learning activities included access to the internet generally and Vula specifically (download slides, lecture recordings, readings and announcements), reading and Internet-based research, note taking and writing assignments, disciplinary specific activities (including CAD, case books, Python, Excel and engage with study groups, interact with tutors and communicate with lecturers. The laptop facilitates interactions, opens up traditional learning spaces and enables a wide range of educational practice. In our context, the laptop has empowered students by offering them greater choice about when, where and how to learn, and facilitating connections with other students, tutors, lecturers and resources as and when needed.

*"now that we have a laptop we're going to use every single day in class ... you discover more about the internet and you're starting to have a passion for it and now everything is,*

- **Using a laptop in lectures**

Lecturers reported that having devices in the classroom, studio or laboratory increased opportunities for exploration, feedback, and engagement. While laptops were ubiquitous across the four courses, students made choices about when and how often to bring them onto campus depending on necessity. A 2014 survey, based on a UC study (Houle, Reed, Vaughan, & Clayton, 2013) concluded that lecturers' behaviour wasn't the primary driver in the student's decision to bring a laptop to class and that they were intrinsically motivated by their own drive to achieve effective learning. The same appeared to be true of our UCT cohort.

*"when you're in lectures, when the lecturer saying something you can quickly look it up. Because ... you have Wi-Fi right there and it's like a book, so you can look up anything instantly"*

Fifty nine percent of students noted that having a device allowed them to use their time more effectively and 70% said that it helped them to better organise and process information. They indicated that it gave them easier access to information (87%) and allowed them to search for information more quickly (97%). This activity dominated the qualitative data as well (comprised 29% of comments about learning activities) and occurred both in and outside of class. Using the device for writing and note-taking was also a main theme (comprised 24% of comments about learning activities) and often a challenge for students, some preferred taking notes by hand and others found it added value to be able to annotate lectures slides on their device.

“my notes were already there ... I've downloaded the slides, then just actually it gives you an option to actually tab in the slides and you add more notes to the

Survey results from 2014 show that 60% of students used their devices in lectures to capture the information presented. This doesn't negate the value and role of pen and paper but certainly shows many students use the laptop as an active learning tool in lectures.

- **Influence on teaching**

The evidence of the influence of these devices on teaching is presented in the form of reflections from the teaching staff involved in the four pilots. After teaching in this way for three years, none of them can imagine successfully convening their courses in an environment where devices are not part of their class landscape. While each course integrated laptops into their teaching and learning differently, some common themes have emerged:

- It is an essential graduate attribute to be able to engage with technology in your disciplinary context to find relevant information, produce digital content, solve problems and undertake projects
- Enabled a shift in pedagogy and in some cases, sparked rethinking of the curriculum
- Increased opportunities for interaction, formative assessment, feedback and revision
- Decreased the dependency on central resources such as labs and library, enabling computer related tasks to be undertaken as and when needed
- Enabled improved organisational clarity of the course

*“The laptops have made possible a radical shift in pedagogy where computers are now on hand for use at any point in the class, including in tutorial or project sessions.” Chemical Engineering*

- **Addressing equity**

Over the course of the three-year pilot, there were 1,582 students registered across the four pilot courses. Of these, 274 students (16.6%) were on Financial Aid and 243 students (88%) were given a laptop. This was to ensure equity of access within the student cohorts participating in the pilots so that all students were on an equal footing. Students on Financial Aid are acutely aware of the disparity of access amongst their friends and peers and are under pressure to explain why they have this opportunity.

*“They said it's not fair, what did you do to get this opportunity? I said I don't know, I was chosen, I don't know why.”*

The value of this pilot for these students went beyond a tool for learning. It extended their digital literacy, enabled them to assimilate with mainstream students and made the task of studying at university much easier.

*“I think it does give me an edge over my peers because I have a friend who doesn't have a laptop and she really has a hard time with getting stuff done and she doesn't live on campus. She has to organise and plan her time.... and I've seen the difference between my work and hers. There is a major difference there.”*

- **Impact in subsequent years of laptop ownership**

It can take time for the benefits of an intervention to be realised or acknowledged. In focus groups with second-year students it emerged that it took a while for them to develop optimal learning strategies with their devices and to integrate them effectively into their learning. Students have come to realise the edge that having a device has given them. They can see the difference it makes in terms of managing time and the quality of the work they do.

*“Well this year I started having problems with my laptop. So for one I feel like that's when I really started realising that it's so important to have a laptop on campus and there's so much that you don't realise - ... so I kind of like saw the need for it this year.”*

This research has shown that the educational value for students of personal laptop ownership is immense. The opportunity to be able to find information when you need it, engage with people right away when you need to and use specialised tools to undertake discipline based activities offers immediate benefits to students in their learning process. In addition, the flexibility of a mobile device that allows students to manage their learning activities around the rest of their lives is increasingly important.

- The impact on teaching enabled by universal laptop access has ranged from changes in classroom practice through to curriculum changes across majors and programmes, such that the participating academics believe it is not possible to return to a pre-laptop world for their courses.
- Students reported significant learning benefits from personal laptop ownership, regardless of whether laptops are used actively in classroom situations; for example, students believed they were able to submit higher quality assignments because their laptops allowed them to spend more time on the task and obtain formative feedback quickly and easily.

*Cheryl Brown & Ian Barbour*

#### **4. Timetabling Project**

The purpose of the Teaching and Examinations Timetable Sub-committee is to develop, monitor and review all aspects of teaching and examination timetables and to address timetable issues referred to it by Senate, Faculty Timetable Committees and Administration. The committee held four scheduled meetings in 2014.

##### **4.1 Items considered in 2014**

- **Guidelines for shifting courses into 8<sup>th</sup> and 9<sup>th</sup> Period**

In instances where there is a lack of available venues for the number of teaching activities offered at UCT in any given lecture period, the Committee has to decide which courses to move to the 8<sup>th</sup> and / or 9<sup>th</sup> period in order to address the shortage of venues. The committee debated the process to follow and guidelines to adopt. When deciding on which courses not to move, existing courses



would be given preference to new courses, existing courses in existing meeting patterns would be given preference to existing courses in new meeting patterns, and existing courses that grew in size had to abide by the 'change must give' policy. The committee agreed that personal reasons given to object to being moved to 8th or 9th period would not be considered. It was noted that it might be an option to consider breaking large classes into smaller classes to keep them in their requested time slot should smaller venues be available, but that resource and financial implications need to be considered.

- **Biometric Readers to Capture Examination Attendance**

The proposal to consider the introduction of the use of biometric fingerprint readers as a way of identifying and capturing student attendance at examinations was supported by the relevant university structures. The benefits would include immediate feedback on presence at the prescribed examination venue and the process would improve invigilation duties. The final proposal and estimated budget was presented to the University Information and Communication Technology Committee (UICTC) and has been placed under the control of ICTS. A pilot project to capture biometric data of all first year students and apply it to the examination process of an EBE course of about 150 students will start in 2015.

- **Scheduling of tests in the afternoon**

The Senate-approved policy to the use of the 8<sup>th</sup> and 9<sup>th</sup> period gives preference to teaching activities in the 8<sup>th</sup> and 9<sup>th</sup> period and was proposed to address a lack of available venues in other teaching periods. It created confusion regarding the scheduling of tests in the late afternoon even though it does not indicate that tests have to be scheduled after the 9<sup>th</sup> period. However, potential clashes can occur between ad hoc test bookings and regular scheduled afternoon activities. The notion of setting tests at 5pm, as was done previously, is still present and the approved Senate rule does not adequately address this. The University does not have an administrative tool available to search for possible clashes when scheduling tests. The committee will have to seek a satisfactory solution to this problem.

- **Scheduling of classes on PeopleSoft**

The Venues Department will be using Business Objects, a software package to help track, analyse and manage classes scheduled on PeopleSoft and venues allocated to these classes. PeopleSoft still has data capturing errors that take long to fix and in turn generate incorrect venue allocation. A challenge for the Venues department in scheduling of classes is that the current PeopleSoft configuration allows for captured data to be changed at any time without any validation. In order to address these concerns it was proposed that a single faculty person be responsible for loading data onto PeopleSoft, restrict access to the system at certain times of the year and provide additional training for staff.

- **Timetable and Test Administration**

Faculty timetable representatives made numerous requests to consider changes to the 2015 timetable. These were considered in conjunction with the departmental venue representatives. It was proposed that courses with students granted extra time should book a dedicated venue for them for the extended duration of the test.

## **4.2 Terms of Reference**

The committee agreed to amend its Terms of Reference:

- The committee be given the opportunity to make recommendations to the Space Allocation Committee (SAC) when needed
- Where applicable, the word “supervise” be replaced with the word “monitor”
- The Physical Planning Unit (PPU) representative be changed to the Executive Director or nominee
- The committee is serviced by the Registrar’s Secretariat

The amended Terms of Reference will be distributed to the SEC and PC in due course

## **4.3 Venue Booking Policy**

It was noted at the last meeting of 2014 that a Venue Booking policy document had been prepared by the Venues Department, which was subsequently approved by the Operations Management Advisory Group. The Committee raised a number of concerns regarding the policy document. These will be addressed further and dealt with in 2015.

*Dirk Findeis*

## **5. MySpace@UCT**

Building on the success of the initial implementation of this project, the project is providing an additional 200 student seats and tables across campus, moving closer to the target of 1,000 seats since inception. The project is now part of the design and layout of the foyer of our new 400-seater lecture theatre currently under construction. The SRC was supportive and the MySpace concept will be an integral part of every brief for the design of a new or refurbished building project related to teaching or any student activity.

The concept is also being rolled out by the Physical Planning & Landscape Committee where benches and tables are being provided in outside spaces around and between buildings that are frequented by students during the summer months. For example, the courtyard of the Liesbeeck Student Residence, the area adjacent to the entrance of the new lecture theatre, the covered waiting area for the new Rosedale Jammie bus stop, outside the student HUB on the Hiddingh campus and complementing the imminent upgrade of the south entrance of the PD Hahn building. The external benches form an integral part of the design and layout of the hard and soft landscape projects across the campus.; their placing and inclusion gives prominent use to otherwise neglected left-over spaces between buildings. As an initial phase we hope to have more than 200 benches and tables installed, in varying layout configurations, by the start of our next academic year.

*Nigel Haupt*

**ANNEXURE 8: 2014 ACTION PLAN OF SENATE TEACHING AND LEARNING COMMITTEE**

| <b>Focus Area</b>  | <b>Short Term end 2012</b>  | <b>Medium Term – end 2013</b>   | <b>Long Term- 2014/16</b>                                      | <b>Responsibility</b> | <b>Progress Report 2014</b>  |
|--|---|---|--|-----------------------|--|
| 1. Strengthen governance & structures of T & L at central and faculty levels | 1.1 Review the faculty structures related to teaching and learning and their relationship with the central committee in line with the terms of reference of the central T & L committee | 1.1 Establish faculty specific T & L committees that mirror the central committee |  | Deans and DVC         | Done   |
|  | 1.2 Clarify the relationship between CHED and the T&L Committee and establish CHED specific responsibilities & accountabilities with respect to the T & L committee                     |   |  | Dean of CHED and DVC  | Done   |
|  | 1.3 the relationship between T & L Com and its sub-committees   | 1.3 Align the T & L committee’s Strategy and the agendas of the sub-committees    |  | DVC                   | Action Plan and Strategy is the framework for the T&LC. Faculties should consider the Strategy and prioritise areas of it to realise its goals. T&L conference can be used as a forum for engagement on the Strategy. Feedback on faculty work with regard to the Strategy could be reported via a standing item on the Agenda and on VULA |
| 2. Strengthen the leadership capacity for T&L                                | 2.1 Consult with faculties on how to support the deputy deans T & L   | 2.1 Implement proposals for capacity-building of leadership in the faculties      | 2.1 Establish visible academic T&L ‘champions’ in each faculty | DVC and Deans         | Done   |

|  |   |   |   |                                       |  |
|--|---|---|---|---------------------------------------|--|
|  |   | 2.2 Establish vibrant teaching and learning support hubs/EDUs in all faculties and improved levels of administrative support for the educational function | 2.2 Ensure consistency of EDU type provision across all faculties   | DVC, Dean CHED, and Deans             | In progress  |
| 3. Develop a Teaching and Learning Strategy  | 3.1 Establish working group   | 3.1 Agree on values and broad policy statement and solutions to key problems identified in other streams - adoption of strategy                           |   | DVC                                   | Done   |
| 4. Provide leadership in developing a comprehensive approach to improving throughput | 4.1 Develop a T&LC position paper on a comprehensive approach to and broad strategies for improving throughput, and then workshop this with Deans, Deputy Deans (T&L) and relevant PASS department leaders in order to finalise an agreed document. | 4.1 Request the Faculties to adapt the position paper for their own contexts and to operationalise it through their T&L Committees or equivalents.        | 4.1 In collaboration with the Faculties, continue to refine strategies for improving throughput in the light of experience. | DVC; Dean of CHED; Deputy Deans (T&L) | This has been addressed at the level of the Strategy.<br>The TDG proposals also address the issue.<br><br>The Committee resolved to consider additional mechanisms that need to be put in place, and to reflect on the strategies being put in place to improve PG throughput. |
|  |   | 4.2 In collaboration with the Faculties, develop a framework and indicators for annual monitoring of progress towards improving throughput.               | 4.2 Monitor progress towards improving throughput, and act on findings.   | DVC; Dean of CHED; Deputy Deans (T&L) | Incorporated into the Teaching and Learning Report.<br>A proposal has been submitted for funds from the TDGs for building capacity related to evaluation.  |

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|---|--|---|---|---|---|
| 5. Contribute to improving throughput by supporting the provision of foundations in the undergraduate degrees | 5.1 Develop a process for ensuring that service courses are responsive to the needs of the recipient programmes.<br><br>To inform this, IPD to prepare a report on student success rates in service courses. | 5.1 Collaborate with faculties and relevant departments to negotiate alignment between service course provision and needs of recipient programmes.  | 5.1 Align staffing resources to strategy.                                       | DVC to convene process; IPD   | A report was prepared by Jane Hendry. Service Courses working group set up and guidelines developed with reps from all faculties  |
|   | 5.2 Request each Faculty to commission a report on student success rates in ‘high risk’ courses, with commentary on possible explanations.   | 5.2 Collaborate with the Faculties to ensure that interventions are developed to address problems with specific courses, and integrate proposals for resourcing into the planning and budgeting cycle | 5.2 Align resources   | Deans, HODs, Course conveners, IPD  | A report prepared by Jane Hendry to identify Courses that Impede Graduation (CIGs). She worked individually with some faculties and identified parameters.<br><br>Faculties presented to the T&L Comm and Prof Saalih Allie has written a discussion document to take it forward beyond the data. |
|   | 5.3. Organise a seminar on large class teaching to disseminate best practice   | 5.3 Organise a symposium on large class teaching  | 5.3 Organise a conference on large class teaching                               | HAESDU  | A/Prof Jawitz presented on this. Some committee members attended a seminar in Cape Town in April.   |
|   | 5.4 Commission report on the possible role of multilingual approaches in facilitating student learning   | 5.4 Request LPC to explore ways to integrate multilingual approaches into mainstream provision and identify barriers to expanding credit bearing Afrikaans and isiXhosa courses.                      | 5.4 Collaborate with faculties to unlock barriers to promoting multilingualism. | Multilingual Education Project; Language Development Group; Language Policy Committee | A new Language Policy and Plan were approved by Senate in 2013.   |

|  |  |   |   |   |   |
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| 6. Contribute to improving throughput by supporting the transition from school to University | 6.1 Support the roll out of the First-Year Experience Project                      | 6.1 Unlock barriers with regard to efforts of the FYE project to introduce interventions to address barriers identified e.g. computer and information literacy, training and timetabling issues                                 | 6.1 Provide input on the long term direction of FYE | Rochelle Kapp, FYE Steering Committee, T&LC               | A report on the first year experience project was presented to the Committee in 2013. The Director was appointed in October 2014 and the post is funded as part of the TDGs |
|  | 6.2 Pilot EWS and extended orientation programmes                                  | 6.2 Use the diagnostic information of the NBTs to assess the kinds of educational support likely to be required. Develop and provide incentives for staff to incorporate NBT insights and information into first year curricula |   | Rochelle Kapp, FYE Steering Committee, Deputy Deans (T&L) | Progress Report was tabled for noting in the meeting of 23 August.<br><br>This is a substantive issue on the FYE advisory committee, which will be reporting to the T&LC.   |
| 7. Improve the Physical Teaching Environment   | 7.1 Conduct audit of classrooms  | 7.1 Set minimum standards for classrooms  |   | DVC, ED Property and Services, ICTS                       | In progress   |
|  | 7.2 Establish the Classroom support sub-committee and identify other possible gaps |   |   | DVC, ED P&S, ICTS   | Done  |

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|---|--|--|---|-------------------------------------|---|
|   | 7.3 Budget for immediate interventions                 | 7.3 Plan for ensuring ongoing improvements and maintenance of classrooms                           |   | DVC, ED Property and Services, ICTS | Ongoing.  |
|   |  |  | 7.4 Adopt a curriculum led approach to physical planning                | DVC, Dir Physical Planning          | Ongoing. The Committee acknowledged that online learning will play a role here. Some ideas on online learning will be presented to the Deans.   |
|   | 7.5 Promote the development of social learning spaces  | 7.5 Monitor the impact of social learning spaces on the quality of the student learning experience | 7.5 Ensure ongoing planning for the expansion of social learning spaces | DVC, ED Lib, Dir Physical Planning  | Done  |
|   |  | 7.6 Improve the quality of library support for UG students   |   | ED LIB                              | Library Learning Commons launched.  |
| 8. Create an enabling environment for improving teaching and learning | 8.1 Launch review of current ad hom promotion criteria | 8.1 Monitor the impact of the ad hom promotion criteria on the status of teaching                  |   | DVC T & LC, Deans, DVC Research     | The Committee felt that it was too soon for a review as the criteria had only been in place for 18 months. The Dean of CHED has asked for guidance from faculties on improving the system. The Committee will pick up the matter again in mid- 2014 |
|   | 8.2 Finalise the teaching and learning charter         | 8.2 Monitor adherence to the T&L Charter   |   | DVC, Deans, HoDs                    | A revised Charter was approved by Senate in 2012.   |
|   |  | 8.3 Plan for extending use of ICTS to support teaching and learning                                |   | Dean CHED, DVC, ED ICTS, ED LIB     | Pilot laptop projects took place in Law, Chemical Engineering, Architecture and Physics and are being supported in 2014   |
|   |  | 8.4 Strengthen the recognition and reward  |   | DVC                                 | The Teaching Awards sub- committee has been established.  |

|   |  |  |  |                        |  |
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|   |  | systems  |  |                        | The Distinguished Teacher Awards sub-committee has resolved to continue to market the award and has increased nominations for the award.         |
| 9. Increase the resource-base for teaching dev & innovation | 9.1 Clarify structures for the dissemination of Teaching Develop Grants  | 9.1 Administer grants  | 9.1 Work with DHET/CHE to develop NRF-equivalent awards for teaching   | DVC                    | Not completed but the Teaching Awards Sub-Committee was constituted.   |
|   | 9.2 Encourage applications for the grants from the staff development committee for teaching development and innovation   | 9.2 Encourage applications for the grants from the staff development committee for teaching development and innovation | 9.2 Ensure adequate resources for promoting teaching development an innovation   |                        | Done   |
| 10. Strengthen research enriched teaching                   | 10.1 Conduct audit of capstone and research projects in final UG year of 3 year bachelor's and 4 <sup>th</sup> year of 4 year professional bachelor's degree                           | 10.1 Establish research internships for UG students  |  | IPD, Research Office   | Task team was established to take this forward. Undergraduate Experience Research task team has launched a 'good practices' website and project. |
| 11. Promote innovation in teaching and learning             | 11.1 Identify ways of expanding opportunities for providing breadth in the curriculum and the overall UCT experience to build desired graduate attributes articulated in UCT's Mission | 11.1 Address barriers to inter-disciplinarity and develop plans and budgets for new initiatives                        | 11.1 Apply for funding for expansion of opportunity for students to do breadth subjects and inter-disciplinary courses | DVC, IPD, Deputy Deans | The Curriculum Review task Team is in progress.  |



|   |   |  |  |                      |                                    |
|---|---|--|--|----------------------|------------------------------------|
|   |   | 11.2 Develop strategies for promoting pedagogical innovation | 11.2 Develop strategies for promoting pedagogical innovation | Dean CHED            | This is subsumed in TDG proposals. |
|   | 11.3 Launch review of current opportunities for research projects in UG degrees                     | 11.3 Maintain database and organise seminar series           |  | DEPUTY DEANS         | See No 10.                         |
| 12. Improve communication about teaching and learning                               | 12.1 Develop a strategy for creating awareness of the ad hom promotion criteria related to teaching |  |  | ED Comms & Marketing | Ongoing                            |
| 13. Develop a framework for evaluating the quality of teaching and learning at UCT. | 13.1 Develop a position paper   |  |  |                      | TDG projects will be evaluated.    |

## ANNEXURE 9: UCT TEACHING AND LEARNING STRATEGY

### Introduction

In both its Mission Statement and Strategic Plan 2010-2014, the University of Cape Town (UCT) appropriately recognizes teaching and learning as core priorities, alongside research and engagement with the community and society at large. What emerges from these documents is the interdependence of these three areas: teaching, research and engagement. Indeed it may be argued that UCT should secure its status as one of the premier universities on the continent not only because of its reputation for research but also for its contribution to research- informed teaching and social responsiveness -- all this in the context of a transforming and transformative environment, fully cognizant of its geopolitical role in South Africa, the African continent and beyond.

The University's Mission Statement and Strategic plan also indicate the kind of graduates we wish to produce. UCT graduates should not only embody the desirable attributes of critical thinking, technical and literary competence, but also be committed to life-long learning and global citizenship with a social consciousness. They should be appropriately prepared for the demands of the 21<sup>st</sup> century. This requires a teaching and learning environment that can bring about the attainment of these goals and can stimulate both students and staff to be full participants in learning. It also requires ongoing attention to the structure and content of the curriculum, and to the ways that scholarship and research impact on and are infused *into* the curriculum. This attention would be incomplete without drawing attention to UCT's commitment to "afropolitanism", which emphasises the need for Africa's voices to be embedded in the curriculum, and in the learning spaces.

The university also needs to engage fully with and implement appropriate teaching and learning technologies, to provide the physical infrastructure and support which encourages innovation and assists teachers in the diversity of contexts in which learning takes place. The attraction and retention of a diverse student body is crucial to achieving these goals, and the university is committed to reviewing and revising admission requirements and providing appropriate support for its students. It is against this backdrop that a strategy for teaching and learning at UCT has been developed.

### Rationale: Why a Teaching and Learning Strategy now?

There are four reasons why UCT needs an institutional strategy for teaching and learning. *The first reason is that it is strategic to have one.* Given the rapid changes in higher education – such as massification, advances in technology, the demands of a knowledge economy, growing inequality, growing competition and shrinking resources - higher education institutions around the world are re-thinking and re-positioning themselves with respect to their educational mission. In particular, many highly-ranked universities are seeing teaching and learning (and particularly curriculum) as a way of leveraging their competitive edge.

*The second reason is that a strategy is required in order to translate vision into operational plans.* As noted in the introduction UCT has a long-standing commitment to excellence in teaching that is manifested in a range of policies and practices. And yet we do not have a coherent institutional strategy and plan for how this vision will be realized. Significant progress has been made since the

establishment of the Senate Teaching & Learning Committee in developing an enabling environment, in particular the strengthening of university and faculty governance structures for teaching and learning. A strategy is now required to inform the work of these structures – enabling the institution to set priorities. This is particularly important in an environment of shrinking resources.

*The third reason is that a strategy will strengthen our ability to face our challenges.* Our White Paper (1997) commits us to the dual challenges of addressing both growth and equity and yet our national system is characterized as one of low participation and high attrition. The challenges this raises for UCT are addressed in the document Size and Shape 2010 and we have committed ourselves to increasing our undergraduate completion rates, as well as increasing our postgraduate enrolments and completion rates. While there is much work underway in the faculties to address these challenges, an institutional strategy will enable decisions to be made in a context of limited resources and pressing imperatives.

*The fourth reason is that there are a number of national policy initiatives that require a strategy.* The most pressing is the call for plans by the end of 2013 for the allocation of the 2014/15-2016/17 Teaching Development Grant (TDG). The proposed Flexible Curriculum policy also requires strategic engagement. In addition, the HEQC has decided to replace the institutional audit system with a national Quality Enhancement initiative, focusing on key aspects of Teaching and Learning, for a period of five years.

### **Goals & Objectives & Strategies**

We propose that with respect to our educational mission and the challenges noted above, there are three key goals. These are:

- Improving student learning and success by improving the effectiveness of the educational process.
- Enhancing the curriculum to meet the challenges of the contemporary world.
- Enhancing institutional capacity to develop effective and sustainable responses to UCT's educational challenges.

UCT recognizes that while the first two goals are potentially in tension with each other and may require tough choices in terms of prioritization of resources, the third goal is a necessary and enabling condition for the other two. We propose ten objectives that will assist UCT to achieve these goals. The objectives signal the university's key priorities for the next 3-5 years. In relation to each objective we have listed areas of focus or pointers on how to operationalize the objectives. We anticipate that these will serve as key headings for the Teaching Development Grant plan. We note that there are currently a number of parallel, related processes under way at UCT, for example, a draft position statement on online education. There is also the work-in-progress of the curriculum task team. The strategy will need to both inform and be informed by developments in these areas. We thus see this strategy as a working document – while the goals are durable, the objectives, once agreed upon, need to be revisited regularly.

**With respect to the first key goal, improving student learning and success, the objectives are to:**

1) Provide a flexible and supportive curriculum framework that caters for a wide diversity of educational preparedness, through *inter alia*:

- Designing programmes with differential entry levels and progression tracks that meet the learning needs of talented students from a range of educational backgrounds
- Developing instruments and mechanisms for placing students on curriculum tracks that facilitate their learning and successful completion of the degree
- Ensuring that curricula have a coherent structure
- Designing curricula which support students through key transitions of their undergraduate and postgraduate experience as well as transitions between high school to university and the university into the workplace
- Addressing the problem of high risk courses in relation to curriculum progression

2) Promote course design, teaching approaches, teaching materials and assessment practices that are effective for a diverse student body and range of learning contexts:

- Articulating with prior learning, particularly at the first-year level
- Making explicit the methods of enquiry of the discipline
- Ensuring an alignment between learning outcomes, teaching and assessment
- Integrating language development and academic literacies, including digital, information, quantitative and visual literacies into disciplinary courses
- Addressing the issue of providing effective teaching in large classes
- Facilitating learning-centred teaching
- Facilitating early assessment and feedback
- Providing additional student learning support where appropriate
- Promoting good practice with respect to supervision and postgraduate thesis examination

3) Provide support, structure and promote the use of educational technology where it aims to improve the quality of teaching and learning:

- Enabling greater engagement particularly for large classes
- Promoting flexibility in catering for diversity
- Offering opportunities for elective courses and other forms of allowing for breadth in curricula
- Providing online preparation for potential postgraduate candidates

4) Support graduates with potential through the transition into and completion of postgraduate studies:

- Identifying, recruiting and preparing senior undergraduates for further study
- Developing the research capabilities of postgraduate students
- Supporting the needs of second language postgraduate learners
- Enhancing the employability of postgraduates by providing opportunities for the development of professional skills where appropriate
- Promoting opportunities for postgraduates to present at conferences and to publish
- Providing appropriate supervisor/staff development
- Piloting different models of supervision and research training responsive to changing contexts
- Strengthening a sense of postgraduate community and ensuring adequate opportunities for academic and professional enrichment

5) Create and sustain an enabling learning environment for undergraduate and postgraduate students.

- Strengthening First-Year Experience initiatives that integrate academic, affective, social and cultural support
- Strengthening the tutorial and practical learning experience
- Offering psycho-social and material support
- Support learning in the residences, particularly at the first-year level
- Consider means of providing a structure for extra-curricular support
- Ensuring physical infrastructure that supports formal and informal learning
- Extending the use of peer mentoring, particularly at the first-year level
- Taking into account the particular needs and circumstances of adult life-long learners

**With respect to the second goal, enhancing the curriculum to better meet the needs of the contemporary world, the objectives are to:**

6): Promoting appropriate research led teaching and strengthening the development of students' research capabilities at both undergraduate and postgraduate levels:

- Developing students' research capabilities in the undergraduate curriculum where appropriate
- Promoting research-led teaching, i.e. exposing students to research through their undergraduate curriculum
- Using capstone projects to develop research skills in senior undergraduates where appropriate
- Exploring shared postgraduate research training through interdisciplinary and transdisciplinary collaborations

7) Support curriculum initiatives that enable students to achieve greater breadth in their learning without compromising core disciplinary knowledge:

- Enabling first-year students to study a wide range of subjects in sufficient depth to enable them to gain a basic understanding of their nature and key characteristics and hence make informed curriculum choices
- Enabling students to gain knowledge and competencies that are closely related to core curriculum goals but are traditionally not regarded as a part of core disciplinary knowledge, such the learning of additional languages
- Extending the provision of electives that give students exposure to subjects that enrich their core learning or intellectual lives
- Exploring the value and feasibility of exposing students to interdisciplinary study at appropriate stages of their curricula
- Promoting the opportunities for postgraduates to develop an extended network with academic and professional contacts

8) Provide curricular and co-curricular opportunities that develop graduate attributes consistent with the values of the university and the needs of society:

- Facilitating the development of critical thinking in relation to disciplinary and professional knowledge and to issues in society at large
- Promoting multilingual awareness and competence
- Developing global citizens who place a premium on social justice
- Develop versatile and adaptable graduates who have a capacity for life-long learning
- Formal recognition of extra-curricular activities that contribute to the development of graduate attributes
- Providing students with opportunities to attain a range of transferable and specialist attributes during their studies

- Developing skills in information and digital literacy
- Administer annually a survey of UCT graduates to record, monitor and evaluate their progress post-graduation

As noted above achieving these goals will depend on our institutional capacity for responding to educational challenges. To achieve this goal the key objectives are to:

9) Ensure that academic staff at UCT are recognized and rewarded for efforts in improving the quality of teaching and learning:

- Recognising, rewarding and incentivizing effective teaching and supervision
- Recognising, rewarding and incentivizing staff participation in professional development opportunities
- Resourcing curriculum development initiatives
- Strengthening our mechanisms for evaluation of the quality of teaching
- Monitoring ad hominem promotion policy and practice in promoting excellence and effectiveness in teaching and supervision
- Recognising, rewarding and incentivizing the development of shareable teaching materials (for use as Open Educational Resources and/or in Massive Open Online Courses for example)

10) Increase opportunities for both formal and informal professional development of academics and tutors with respect to their role as teachers and educators:

- Provide orientation and ongoing support for new academic staff in their role as teachers
- Providing training for novice supervisors
- Providing support for tutors in their role as facilitators of learning
- Providing opportunities to showcase scholarship in teaching
- Providing support for the leadership and management of teaching, learning and supervision, particularly for deputy deans and heads of department

### **Towards a Teaching Development Grant Plan**

The intention is for this strategy document to inform the faculties' strategies and plans and to guide the prioritization of projects for TDG funding for the 2014-2017 cycles.

University of Cape Town

2014 Teaching and Learning Report

**APPENDIX A: QUANTITATIVE DATA TABLES**

SECTION 1 : TOTAL, UNDUPLICATED STUDENT ENROLMENTS : 2008 2010 to 2014

**Table 1**  
**Total undergraduate plus postgraduate head count student enrolments: 2010 - 2014**

| Faculty         | 2010                        | 2011                        | 2012                        | 2013                        | 2014                        | Average annual change |
|-----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------|
| Commerce        | 5618<br>22%                 | 5837<br>23%                 | 6031<br>23%                 | 6245<br>24%                 | 6470<br>24%                 | 3.6%                  |
| GSB             | 952<br>4%                   | 885<br>3%                   | 1007<br>4%                  | 987<br>4%                   | 873<br>3%                   | -2.1%                 |
| EBE             | 4037<br>16%                 | 4143<br>16%                 | 4205<br>16%                 | 4279<br>16%                 | 4336<br>16%                 | 1.8%                  |
| Health Sciences | 3242<br>13%                 | 3520<br>14%                 | 3677<br>14%                 | 3815<br>14%                 | 3947<br>15%                 | 5.0%                  |
| Humanities      | 7441<br>30%                 | 7401<br>29%                 | 7282<br>28%                 | 7201<br>27%                 | 7047<br>27%                 | -1.4%                 |
| Law             | 1062<br>4%                  | 1047<br>4%                  | 1122<br>4%                  | 1210<br>5%                  | 1287<br>5%                  | 4.9%                  |
| Science         | 2662<br>11%                 | 2675<br>10%                 | 2726<br>10%                 | 2593<br>10%                 | 2545<br>10%                 | -1.1%                 |
| <b>TOTAL</b>    | <b>25014</b><br><b>100%</b> | <b>25508</b><br><b>100%</b> | <b>26050</b><br><b>100%</b> | <b>26330</b><br><b>100%</b> | <b>26505</b><br><b>100%</b> | <b>1.5%</b>           |

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 a full-time curriculum.
2. The 2010 - 2014 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. Enrolments in unfunded certificate programmes (such as the AIM) were added to these totals.
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: 2010 - 2014**

| Faculty         | 2010                        | 2011                        | 2012                        | 2013                        | 2014                        | Average annual change |
|-----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------|
| Commerce        | 4291<br>25%                 | 4312<br>25%                 | 4549<br>26%                 | 4611<br>26%                 | 4680<br>27%                 | 2.2%                  |
| GSB             | 242<br>1%                   | 207<br>1%                   | 246<br>1%                   | 214<br>1%                   | 148<br>1%                   | -11.6%                |
| EBE             | 2987<br>17%                 | 3041<br>18%                 | 3100<br>18%                 | 3067<br>18%                 | 2958<br>17%                 | -0.2%                 |
| Health Sciences | 1783<br>10%                 | 1824<br>11%                 | 1893<br>11%                 | 1950<br>11%                 | 2029<br>12%                 | 3.3%                  |
| Humanities      | 5812<br>33%                 | 5726<br>33%                 | 5584<br>32%                 | 5411<br>31%                 | 5206<br>30%                 | -2.7%                 |
| Law             | 505<br>3%                   | 488<br>3%                   | 518<br>3%                   | 589<br>3%                   | 644<br>4%                   | 6.3%                  |
| Science         | 1777<br>10%                 | 1714<br>10%                 | 1732<br>10%                 | 1566<br>9%                  | 1529<br>9%                  | -3.7%                 |
| <b>TOTAL</b>    | <b>17397</b><br><b>100%</b> | <b>17312</b><br><b>100%</b> | <b>17622</b><br><b>100%</b> | <b>17408</b><br><b>100%</b> | <b>17194</b><br><b>100%</b> | <b>-0.3%</b>          |

Percentages should be read down each column

**Table 3**  
**Postgraduate student enrolments: 2010 - 2014**

| Faculty         | 2010                       | 2011                       | 2012                       | 2013                       | 2014                       | Average annual change |
|-----------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------|
| Commerce        | 1327<br>17%                | 1525<br>19%                | 1482<br>18%                | 1634<br>18%                | 1790<br>19%                | 7.8%                  |
| GSB             | 710<br>9%                  | 678<br>8%                  | 761<br>9%                  | 773<br>9%                  | 725<br>8%                  | 0.5%                  |
| EBE             | 1050<br>14%                | 1102<br>13%                | 1105<br>13%                | 1212<br>14%                | 1378<br>15%                | 7.0%                  |
| Health Sciences | 1459<br>19%                | 1696<br>21%                | 1784<br>21%                | 1865<br>21%                | 1918<br>21%                | 7.1%                  |
| Humanities      | 1629<br>21%                | 1675<br>20%                | 1698<br>20%                | 1790<br>20%                | 1841<br>20%                | 3.1%                  |
| Law             | 557<br>7%                  | 559<br>7%                  | 604<br>7%                  | 621<br>7%                  | 643<br>7%                  | 3.7%                  |
| Science         | 885<br>12%                 | 961<br>12%                 | 994<br>12%                 | 1027<br>12%                | 1016<br>11%                | 3.5%                  |
| <b>TOTAL</b>    | <b>7617</b><br><b>100%</b> | <b>8196</b><br><b>100%</b> | <b>8428</b><br><b>100%</b> | <b>8922</b><br><b>100%</b> | <b>9311</b><br><b>100%</b> | <b>5.1%</b>           |

Percentages should be read down each column

0.30450947

0.35129221

**Table 4**  
Headcount student enrolments by population group

Note: International students are those who are neither SA citizens nor permanent residents

| Faculty         | Black       |             |             |             |             | Coloured    |             |             |             |             | Indian      |             |             |             |             | White       |             |             |             |             | International: Rest of Africa |             |             |             |             | International: Not from Africa |             |             |             |             | Total        |              |              |              |              |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------------------|-------------|-------------|-------------|-------------|--------------------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|
|                 | 2010        | 2011        | 2012        | 2013        | 2014        | 2010        | 2011        | 2012        | 2013        | 2014        | 2010        | 2011        | 2012        | 2013        | 2014        | 2010        | 2011        | 2012        | 2013        | 2014        | 2010                          | 2011        | 2012        | 2013        | 2014        | 2010                           | 2011        | 2012        | 2013        | 2014        | 2010         | 2011         | 2012         | 2013         | 2014         |
| Commerce        | 1337        | 1492        | 1578        | 1720        | 1781        | 669         | 707         | 699         | 732         | 749         | 643         | 618         | 630         | 636         | 694         | 2111        | 2017        | 2009        | 1966        | 1994        | 525                           | 604         | 595         | 585         | 614         | 158                            | 178         | 298         | 212         | 228         | 5618         | 5837         | 6031         | 6245         | 6470         |
|                 | 24%         | 26%         | 26%         | 28%         | 28%         | 12%         | 12%         | 12%         | 12%         | 12%         | 11%         | 11%         | 10%         | 10%         | 11%         | 38%         | 35%         | 33%         | 31%         | 31%         | 9%                            | 10%         | 10%         | 9%          | 9%          | 3%                             | 3%          | 5%          | 3%          | 4%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| GSB             | 154         | 158         | 215         | 229         | 202         | 163         | 142         | 146         | 153         | 134         | 75          | 82          | 75          | 89          | 79          | 311         | 297         | 299         | 296         | 243         | 103                           | 93          | 147         | 114         | 117         | 55                             | 36          | 60          | 23          | 23          | 952          | 885          | 1007         | 987          | 873          |
|                 | 16%         | 18%         | 21%         | 23%         | 23%         | 17%         | 16%         | 14%         | 16%         | 15%         | 8%          | 9%          | 7%          | 9%          | 9%          | 33%         | 34%         | 30%         | 30%         | 28%         | 11%                           | 11%         | 15%         | 12%         | 13%         | 6%                             | 4%          | 6%          | 2%          | 3%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| EBE             | 937         | 1023        | 1007        | 1024        | 1018        | 420         | 422         | 426         | 438         | 491         | 278         | 279         | 293         | 314         | 332         | 1514        | 1477        | 1454        | 1370        | 1306        | 678                           | 682         | 665         | 657         | 659         | 88                             | 100         | 212         | 134         | 153         | 4037         | 4143         | 4205         | 4279         | 4336         |
|                 | 23%         | 25%         | 24%         | 24%         | 23%         | 10%         | 10%         | 10%         | 10%         | 11%         | 7%          | 7%          | 7%          | 7%          | 8%          | 38%         | 36%         | 35%         | 32%         | 30%         | 17%                           | 16%         | 16%         | 15%         | 15%         | 2%                             | 2%          | 5%          | 3%          | 4%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| Health Sciences | 762         | 879         | 1000        | 1047        | 1050        | 541         | 575         | 577         | 636         | 648         | 311         | 327         | 330         | 315         | 325         | 1180        | 1212        | 1210        | 1215        | 1179        | 262                           | 330         | 310         | 319         | 380         | 59                             | 69          | 107         | 64          | 55          | 3242         | 3520         | 3677         | 3815         | 3947         |
|                 | 24%         | 25%         | 27%         | 27%         | 27%         | 17%         | 16%         | 16%         | 17%         | 16%         | 10%         | 9%          | 9%          | 8%          | 8%          | 36%         | 34%         | 33%         | 32%         | 30%         | 8%                            | 9%          | 8%          | 8%          | 10%         | 2%                             | 2%          | 3%          | 2%          | 1%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| Humanities      | 1254        | 1337        | 1371        | 1461        | 1468        | 1424        | 1410        | 1231        | 1205        | 1164        | 205         | 199         | 197         | 210         | 226         | 2686        | 2312        | 2472        | 2321        | 2145        | 581                           | 566         | 557         | 505         | 461         | 925                            | 871         | 1044        | 895         | 831         | 7441         | 7401         | 7282         | 7201         | 7047         |
|                 | 17%         | 18%         | 19%         | 20%         | 21%         | 19%         | 19%         | 17%         | 17%         | 17%         | 3%          | 3%          | 3%          | 3%          | 3%          | 36%         | 31%         | 34%         | 32%         | 30%         | 8%                            | 8%          | 8%          | 7%          | 7%          | 12%                            | 12%         | 14%         | 12%         | 12%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| Law             | 175         | 158         | 180         | 228         | 228         | 164         | 172         | 184         | 202         | 212         | 58          | 58          | 75          | 64          | 69          | 401         | 411         | 411         | 403         | 430         | 140                           | 128         | 105         | 135         | 143         | 89                             | 84          | 104         | 94          | 83          | 1062         | 1047         | 1122         | 1210         | 1287         |
|                 | 16%         | 15%         | 16%         | 19%         | 18%         | 15%         | 16%         | 16%         | 17%         | 16%         | 5%          | 6%          | 7%          | 5%          | 5%          | 38%         | 39%         | 37%         | 33%         | 33%         | 13%                           | 12%         | 9%          | 11%         | 11%         | 8%                             | 8%          | 9%          | 8%          | 6%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| Science         | 704         | 697         | 661         | 547         | 542         | 272         | 259         | 267         | 242         | 248         | 111         | 108         | 101         | 103         | 110         | 980         | 966         | 959         | 912         | 902         | 366                           | 367         | 375         | 379         | 356         | 142                            | 160         | 223         | 174         | 166         | 2662         | 2675         | 2726         | 2593         | 2545         |
|                 | 26%         | 26%         | 24%         | 21%         | 21%         | 10%         | 10%         | 10%         | 9%          | 10%         | 4%          | 4%          | 4%          | 4%          | 4%          | 37%         | 36%         | 35%         | 35%         | 35%         | 14%                           | 14%         | 14%         | 15%         | 14%         | 5%                             | 6%          | 8%          | 7%          | 7%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| <b>TOTAL</b>    | <b>5323</b> | <b>5744</b> | <b>6012</b> | <b>6256</b> | <b>6289</b> | <b>3653</b> | <b>3687</b> | <b>3530</b> | <b>3608</b> | <b>3646</b> | <b>1681</b> | <b>1671</b> | <b>1701</b> | <b>1731</b> | <b>1835</b> | <b>9183</b> | <b>8992</b> | <b>8814</b> | <b>8483</b> | <b>8199</b> | <b>2655</b>                   | <b>2770</b> | <b>2754</b> | <b>2694</b> | <b>2730</b> | <b>1516</b>                    | <b>1498</b> | <b>2048</b> | <b>1596</b> | <b>1539</b> | <b>25014</b> | <b>25508</b> | <b>26050</b> | <b>26330</b> | <b>26505</b> |
|                 | 21%         | 23%         | 23%         | 24%         | 24%         | 15%         | 14%         | 14%         | 14%         | 14%         | 7%          | 7%          | 7%          | 7%          | 7%          | 37%         | 35%         | 34%         | 32%         | 31%         | 11%                           | 11%         | 11%         | 10%         | 10%         | 6%                             | 6%          | 8%          | 6%          | 6%          | 100%         | 100%         | 100%         | 100%         | 100%         |

Percentages should be read across each row

**Table 5**  
Undergraduate student enrolments by population group

| Faculty         | Black       |             |             |             |             | Coloured    |             |             |             |             | Indian      |             |             |             |             | White       |             |             |             |             | International: Rest of Africa |             |             |             |             | International: Not from Africa |             |             |             |             | Total        |              |              |              |              |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------------------|-------------|-------------|-------------|-------------|--------------------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|
|                 | 2010        | 2011        | 2012        | 2013        | 2014        | 2010        | 2011        | 2012        | 2013        | 2014        | 2010        | 2011        | 2012        | 2013        | 2014        | 2010        | 2011        | 2012        | 2013        | 2014        | 2010                          | 2011        | 2012        | 2013        | 2014        | 2010                           | 2011        | 2012        | 2013        | 2014        | 2010         | 2011         | 2012         | 2013         | 2014         |
| Commerce        | 1149        | 1203        | 1326        | 1388        | 1409        | 487         | 489         | 497         | 553         | 578         | 537         | 525         | 542         | 527         | 552         | 1519        | 1461        | 1454        | 1401        | 1397        | 351                           | 369         | 371         | 332         | 324         | 126                            | 119         | 220         | 160         | 170         | 4291         | 4312         | 4549         | 4611         | 4680         |
|                 | 27%         | 28%         | 29%         | 30%         | 30%         | 11%         | 11%         | 11%         | 12%         | 12%         | 13%         | 12%         | 12%         | 11%         | 12%         | 35%         | 34%         | 32%         | 30%         | 30%         | 8%                            | 9%          | 8%          | 7%          | 7%          | 3%                             | 3%          | 5%          | 3%          | 4%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| GSB             | 46          | 39          | 46          | 56          | 36          | 66          | 54          | 59          | 34          | 22          | 15          | 5           | 4           | 17          | 14          | 52          | 43          | 53          | 49          | 47          | 31                            | 34          | 45          | 14          | 22          | 2                              | 7           | 19          | 1           | 1           | 242          | 207          | 246          | 214          | 148          |
|                 | 19%         | 19%         | 19%         | 26%         | 24%         | 27%         | 26%         | 24%         | 16%         | 15%         | 6%          | 2%          | 2%          | 8%          | 9%          | 21%         | 21%         | 22%         | 23%         | 32%         | 13%                           | 16%         | 18%         | 7%          | 15%         | 1%                             | 3%          | 8%          | 0%          | 1%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| EBE             | 796         | 860         | 840         | 828         | 786         | 308         | 307         | 310         | 307         | 326         | 216         | 219         | 228         | 235         | 254         | 1052        | 1011        | 1033        | 959         | 885         | 468                           | 462         | 449         | 435         | 398         | 56                             | 65          | 153         | 86          | 91          | 2987         | 3041         | 3100         | 3067         | 2958         |
|                 | 27%         | 28%         | 27%         | 27%         | 27%         | 10%         | 10%         | 10%         | 10%         | 11%         | 7%          | 7%          | 7%          | 8%          | 9%          | 35%         | 33%         | 33%         | 31%         | 30%         | 16%                           | 15%         | 14%         | 14%         | 13%         | 2%                             | 2%          | 5%          | 3%          | 3%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| Health Sciences | 563         | 651         | 730         | 773         | 801         | 360         | 362         | 358         | 399         | 429         | 172         | 174         | 173         | 174         | 176         | 594         | 560         | 553         | 513         | 489         | 67                            | 53          | 43          | 37          | 33          | 1                              | 2           | 3           | 4           | 2           | 1783         | 1824         | 1893         | 1950         | 2029         |
|                 | 32%         | 36%         | 39%         | 40%         | 39%         | 20%         | 20%         | 19%         | 20%         | 21%         | 10%         | 10%         | 9%          | 9%          | 9%          | 33%         | 31%         | 29%         | 26%         | 24%         | 4%                            | 3%          | 2%          | 2%          | 2%          | 0%                             | 0%          | 0%          | 0%          | 0%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| Humanities      | 1061        | 1134        | 1177        | 1230        | 1240        | 1220        | 1165        | 991         | 964         | 919         | 140         | 150         | 142         | 147         | 166         | 1928        | 1863        | 1773        | 1631        | 1436        | 388                           | 371         | 363         | 305         | 259         | 766                            | 725         | 862         | 742         | 700         | 5812         | 5726         | 5584         | 5411         | 5206         |
|                 | 18%         | 20%         | 21%         | 23%         | 24%         | 21%         | 20%         | 18%         | 18%         | 18%         | 2%          | 3%          | 3%          | 3%          | 3%          | 33%         | 33%         | 32%         | 30%         | 28%         | 7%                            | 6%          | 7%          | 6%          | 5%          | 13%                            | 13%         | 15%         | 14%         | 13%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| Law             | 105         | 97          | 100         | 129         | 143         | 76          | 69          | 63          | 83          | 113         | 23          | 33          | 33          | 36          | 40          | 206         | 220         | 215         | 214         | 242         | 47                            | 34          | 30          | 29          | 32          | 35                             | 22          | 47          | 52          | 36          | 505          | 488          | 518          | 589          | 644          |
|                 | 21%         | 20%         | 19%         | 22%         | 22%         | 15%         | 14%         | 12%         | 14%         | 18%         | 5%          | 7%          | 6%          | 6%          | 6%          | 41%         | 45%         | 42%         | 36%         | 38%         | 9%                            | 7%          | 6%          | 5%          | 5%          | 7%                             | 5%          | 9%          | 9%          | 6%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| Science         | 605         | 587         | 525         | 407         | 413         | 192         | 179         | 197         | 170         | 170         | 78          | 76          | 69          | 58          | 63          | 574         | 542         | 558         | 521         | 527         | 188                           | 165         | 159         | 164         | 148         | 79                             | 90          | 127         | 104         | 85          | 1777         | 1714         | 1732         | 1566         | 1529         |
|                 | 34%         | 34%         | 30%         | 26%         | 27%         | 11%         | 10%         | 11%         | 11%         | 11%         | 4%          | 4%          | 4%          | 4%          | 4%          | 32%         | 32%         | 32%         | 33%         | 34%         | 11%                           | 10%         | 9%          | 10%         | 10%         | 4%                             | 5%          | 7%          | 7%          | 6%          | 100%         | 100%         | 100%         | 100%         | 100%         |
| <b>TOTAL</b>    | <b>4325</b> | <b>4571</b> | <b>4744</b> | <b>4811</b> | <b>4828</b> | <b>2709</b> | <b>2625</b> | <b>2475</b> | <b>2510</b> | <b>2557</b> | <b>1181</b> | <b>1182</b> | <b>1191</b> | <b>1194</b> | <b>1265</b> | <b>5925</b> | <b>5700</b> | <b>5639</b> | <b>5288</b> | <b>5023</b> | <b>1540</b>                   | <b>1488</b> | <b>1460</b> | <b>1316</b> | <b>1216</b> | <b>1065</b>                    | <b>1030</b> | <b>1431</b> | <b>1149</b> | <b>1084</b> | <b>17397</b> | <b>17312</b> | <b>17622</b> | <b>17408</b> | <b>17194</b> |
|                 | 25%         | 26%         | 27%         | 28%         | 28%         | 16%         | 15%         | 14%         | 14%         | 15%         | 7%          | 7%          | 7%          | 7%          | 7%          | 34%         | 33%         | 32%         | 30%         | 29%         | 9%                            | 9%          | 8%          | 8%          | 7%          | 6%                             | 6%          | 8%          | 7%          | 6%          | 100%         | 100%         | 100%         | 100%         | 100%         |

Percentages should be read across each row

**Note**

1 Students with unknown nationality are not included in the population group columns but do appear in the Total column

**Table 6**  
**Postgraduate student enrolments by population group**

| Faculty         | Black |      |      |      |      | Coloured |      |      |      |      | Indian |      |      |      |      | White |      |      |      |      | International: Rest of Africa |      |      |      |      | International: Not from Africa |      |      |      |      | Total |      |      |      |      |
|-----------------|-------|------|------|------|------|----------|------|------|------|------|--------|------|------|------|------|-------|------|------|------|------|-------------------------------|------|------|------|------|--------------------------------|------|------|------|------|-------|------|------|------|------|
|                 | 2010  | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 | 2010   | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 | 2010                          | 2011 | 2012 | 2013 | 2014 | 2010                           | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| Commerce        | 188   | 289  | 252  | 332  | 372  | 182      | 218  | 202  | 179  | 171  | 106    | 93   | 88   | 109  | 142  | 592   | 556  | 555  | 565  | 597  | 174                           | 235  | 224  | 253  | 290  | 32                             | 59   | 78   | 52   | 58   | 1327  | 1525 | 1482 | 1634 | 1790 |
|                 | 14%   | 19%  | 17%  | 20%  | 21%  | 14%      | 14%  | 14%  | 11%  | 10%  | 8%     | 6%   | 6%   | 7%   | 8%   | 45%   | 36%  | 37%  | 35%  | 33%  | 13%                           | 15%  | 15%  | 15%  | 16%  | 2%                             | 4%   | 5%   | 3%   | 3%   | 100%  | 100% | 100% | 100% | 100% |
| GSB             | 108   | 119  | 169  | 173  | 166  | 97       | 88   | 87   | 119  | 112  | 60     | 77   | 71   | 72   | 65   | 259   | 254  | 246  | 247  | 196  | 72                            | 59   | 102  | 100  | 95   | 53                             | 29   | 41   | 22   | 23   | 710   | 678  | 761  | 773  | 725  |
|                 | 15%   | 18%  | 22%  | 22%  | 23%  | 14%      | 13%  | 11%  | 15%  | 15%  | 8%     | 11%  | 9%   | 9%   | 9%   | 45%   | 37%  | 32%  | 32%  | 27%  | 13%                           | 9%   | 13%  | 13%  | 13%  | 2%                             | 4%   | 5%   | 3%   | 3%   | 100%  | 100% | 100% | 100% | 100% |
| EBE             | 141   | 163  | 167  | 196  | 232  | 112      | 115  | 116  | 131  | 165  | 62     | 60   | 65   | 79   | 78   | 462   | 466  | 421  | 411  | 421  | 210                           | 220  | 216  | 222  | 261  | 32                             | 35   | 59   | 48   | 62   | 1050  | 1102 | 1105 | 1212 | 1378 |
|                 | 13%   | 15%  | 15%  | 16%  | 17%  | 14%      | 10%  | 10%  | 11%  | 12%  | 8%     | 5%   | 6%   | 7%   | 6%   | 45%   | 42%  | 38%  | 34%  | 31%  | 13%                           | 20%  | 20%  | 18%  | 19%  | 2%                             | 3%   | 5%   | 4%   | 4%   | 100%  | 100% | 100% | 100% | 100% |
| Health Sciences | 199   | 228  | 270  | 274  | 249  | 181      | 213  | 219  | 237  | 219  | 139    | 153  | 157  | 141  | 149  | 586   | 652  | 657  | 702  | 690  | 195                           | 277  | 267  | 282  | 347  | 58                             | 67   | 104  | 60   | 53   | 1459  | 1696 | 1784 | 1865 | 1918 |
|                 | 14%   | 13%  | 15%  | 15%  | 13%  | 14%      | 13%  | 12%  | 13%  | 11%  | 8%     | 9%   | 9%   | 8%   | 8%   | 45%   | 38%  | 37%  | 38%  | 36%  | 13%                           | 16%  | 15%  | 15%  | 18%  | 2%                             | 4%   | 6%   | 3%   | 3%   | 100%  | 100% | 100% | 100% | 100% |
| Humanities      | 193   | 203  | 194  | 231  | 228  | 204      | 245  | 240  | 241  | 245  | 65     | 49   | 55   | 63   | 60   | 758   | 749  | 699  | 690  | 709  | 193                           | 195  | 194  | 200  | 202  | 159                            | 146  | 182  | 153  | 131  | 1629  | 1675 | 1698 | 1790 | 1841 |
|                 | 12%   | 12%  | 11%  | 13%  | 12%  | 14%      | 15%  | 14%  | 13%  | 13%  | 8%     | 3%   | 3%   | 4%   | 3%   | 45%   | 45%  | 41%  | 39%  | 39%  | 13%                           | 12%  | 11%  | 11%  | 11%  | 2%                             | 9%   | 11%  | 9%   | 7%   | 100%  | 100% | 100% | 100% | 100% |
| Law             | 70    | 61   | 80   | 99   | 85   | 88       | 103  | 121  | 119  | 99   | 35     | 25   | 42   | 28   | 29   | 195   | 191  | 196  | 189  | 188  | 93                            | 94   | 75   | 106  | 111  | 54                             | 62   | 57   | 42   | 47   | 557   | 559  | 604  | 621  | 643  |
|                 | 13%   | 11%  | 13%  | 16%  | 13%  | 14%      | 18%  | 20%  | 19%  | 15%  | 8%     | 4%   | 7%   | 5%   | 5%   | 45%   | 34%  | 32%  | 30%  | 29%  | 13%                           | 17%  | 12%  | 17%  | 17%  | 2%                             | 11%  | 9%   | 7%   | 7%   | 100%  | 100% | 100% | 100% | 100% |
| Science         | 99    | 110  | 136  | 140  | 129  | 80       | 80   | 70   | 72   | 78   | 33     | 32   | 32   | 45   | 47   | 406   | 424  | 401  | 391  | 375  | 178                           | 202  | 216  | 215  | 208  | 63                             | 70   | 96   | 70   | 81   | 885   | 961  | 994  | 1027 | 1016 |
|                 | 11%   | 11%  | 14%  | 14%  | 13%  | 14%      | 8%   | 7%   | 7%   | 8%   | 8%     | 3%   | 3%   | 4%   | 5%   | 45%   | 44%  | 40%  | 38%  | 37%  | 13%                           | 21%  | 22%  | 21%  | 20%  | 2%                             | 7%   | 10%  | 7%   | 8%   | 100%  | 100% | 100% | 100% | 100% |
| <b>TOTAL</b>    | 998   | 1173 | 1268 | 1445 | 1461 | 944      | 1062 | 1055 | 1098 | 1089 | 500    | 489  | 510  | 537  | 570  | 3258  | 3292 | 3175 | 3195 | 3176 | 1115                          | 1282 | 1294 | 1378 | 1514 | 451                            | 468  | 617  | 447  | 455  | 7617  | 8196 | 8428 | 8922 | 9311 |
|                 | 13%   | 14%  | 15%  | 16%  | 16%  | 14%      | 13%  | 13%  | 12%  | 12%  | 8%     | 6%   | 6%   | 6%   | 6%   | 45%   | 40%  | 38%  | 36%  | 34%  | 13%                           | 16%  | 15%  | 15%  | 16%  | 2%                             | 6%   | 7%   | 5%   | 5%   | 100%  | 100% | 100% | 100% | 100% |

Percentages should be read across each row

**Note**

1 Students with unknown nationality 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 |      |      |      |      |    |
|-----------------|-------------|------|------|------|------|-------------|------|------|------|------|-------------|------|------|------|------|-------------|------|------|------|------|----|
|                 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010        | 2011 | 2012 | 2013 | 2014 |    |
| Commerce        | 47%         | 51%  | 44%  | 46%  | 55%  | 39%         | 36%  | 42%  | 46%  | 36%  | 0%          | 0%   | 5%   | 0%   | 0%   | 0%          | 0%   | 0%   | 0%   | 0%   | 0% |
| EBE             | 33%         | 44%  | 31%  | 42%  | 49%  | 40%         | 34%  | 32%  | 35%  | 28%  | 5%          | 4%   | 17%  | 6%   | 5%   | 0%          | 0%   | 2%   | 1%   | 0%   | 0% |
| Health Sciences | 42%         | 54%  | 54%  | 51%  | 63%  | 38%         | 30%  | 28%  | 27%  | 25%  | 16%         | 13%  | 15%  | 18%  | 9%   | 0%          | 0%   | 1%   | 1%   | 0%   | 0% |
| Humanities      | 16%         | 16%  | 16%  | 16%  | 16%  | 39%         | 38%  | 37%  | 36%  | 39%  | 23%         | 26%  | 26%  | 33%  | 26%  | 3%          | 2%   | 3%   | 1%   | 1%   | 1% |
| Law             | 24%         | 40%  | 44%  | 24%  | 47%  | 52%         | 43%  | 34%  | 57%  | 41%  | 6%          | 15%  | 4%   | 0%   | 0%   | 0%          | 0%   | 0%   | 0%   | 0%   | 0% |
| Science         | 25%         | 36%  | 36%  | 33%  | 46%  | 49%         | 34%  | 38%  | 43%  | 36%  | 9%          | 9%   | 7%   | 1%   | 0%   | 0%          | 0%   | 1%   | 0%   | 0%   | 0% |
| <b>TOTAL</b>    | 1102        | 1313 | 1289 | 1308 | 1628 | 1427        | 1269 | 1425 | 1467 | 1347 | 363         | 419  | 550  | 469  | 386  | 23          | 29   | 53   | 21   | 17   | 17 |
|                 | 31%         | 33%  | 33%  | 35%  | 42%  | 40%         | 37%  | 37%  | 39%  | 35%  | 19%         | 14%  | 14%  | 13%  | 10%  | 1%          | 1%   | 1%   | 1%   | 0%   | 0% |

| Faculty         | E aggregate |      |      |      |      | Not known |      |      |      |      | Total |      |      |      |      |
|-----------------|-------------|------|------|------|------|-----------|------|------|------|------|-------|------|------|------|------|
|                 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| Commerce        | 0%          | 0%   | 0%   | 0%   | 0%   | 13%       | 14%  | 8%   | 8%   | 9%   | 944   | 985  | 1164 | 1162 | 1207 |
| EBE             | 0%          | 0%   | 0%   | 0%   | 0%   | 18%       | 22%  | 18%  | 17%  | 18%  | 720   | 632  | 658  | 636  | 617  |
| Health Sciences | 0%          | 0%   | 0%   | 0%   | 0%   | 4%        | 4%   | 2%   | 3%   | 3%   | 298   | 357  | 356  | 347  | 382  |
| Humanities      | 1%          | 2%   | 3%   | 1%   | 0%   | 15%       | 18%  | 15%  | 13%  | 17%  | 1183  | 1180 | 1127 | 1114 | 1201 |
| Law             | 0%          | 0%   | 0%   | 0%   | 0%   | 14%       | 18%  | 18%  | 19%  | 12%  | 50    | 35   | 50   | 67   | 66   |
| Science         | 0%          | 0%   | 1%   | 0%   | 0%   | 21%       | 18%  | 17%  | 23%  | 19%  | 453   | 404  | 495  | 422  | 426  |
| <b>TOTAL</b>    | 8           | 32   | 43   | 16   | 2    | 603       | 531  | 490  | 490  | 519  | 3526  | 3593 | 3850 | 3748 | 3899 |
|                 | 0%          | 1%   | 1%   | 0%   | 0%   | 17%       | 13%  | 13%  | 12%  | 13%  | 100%  | 100% | 100% | 100% | 100% |

Percentages should be read across each row

**Notes :**

- 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                    |

- Most of those with aggregates shown as 'not known' are foreign students.

**Table 8a**  
**Full-time academic staff in each faculty: 2010 - 2014**

| Faculty         | Full-time academic staff |      |      |      |      | % of total full-time academic staff |      |      |      |      |    |
|-----------------|--------------------------|------|------|------|------|-------------------------------------|------|------|------|------|----|
|                 | 2010                     | 2011 | 2012 | 2013 | 2014 | 2010                                | 2011 | 2012 | 2013 | 2014 |    |
| CHED            | 49                       | 46   | 57   | 60   | 59   | 5%                                  | 6%   | 5%   | 6%   | 6%   | -1 |
| Commerce        | 101                      | 103  | 115  | 116  | 116  | 11%                                 | 12%  | 11%  | 12%  | 12%  | 0  |
| GSB             | 21                       | 22   | 26   | 24   | 23   | 2%                                  | 3%   | 2%   | 3%   | 2%   | -1 |
| EBE             | 121                      | 121  | 115  | 116  | 122  | 13%                                 | 13%  | 13%  | 12%  | 13%  | 6  |
| Health Sciences | 163                      | 168  | 157  | 153  | 174  | 19%                                 | 16%  | 19%  | 16%  | 18%  | 21 |
| Humanities      | 200                      | 202  | 227  | 229  | 234  | 23%                                 | 24%  | 23%  | 25%  | 25%  | 5  |
| Law             | 48                       | 50   | 56   | 52   | 50   | 6%                                  | 6%   | 6%   | 6%   | 5%   | -2 |
| Science         | 181                      | 185  | 181  | 179  | 177  | 21%                                 | 21%  | 21%  | 19%  | 19%  | -2 |
| <b>TOTAL</b>    | 884                      | 897  | 934  | 929  | 955  | 100%                                | 100% | 100% | 100% | 100% | 0  |
|                 |                          |      |      |      |      |                                     |      |      |      |      | 26 |

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 |      |      |      |      |
|-----------------|---------------------------|-------|-------|-------|-------|--------------------------|------|------|------|------|---|------|------|------|------|
|                 | 2010                      | 2011  | 2012  | 2013  | 2014  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| Commerce        | 5318                      | 5352  | 5471  | 5643  | 6166  | 101                      | 103  | 115  | 116  | 116  | 52.7  | 52.0 | 47.6 | 48.6 | 53.2 |
| GSB             | 762                       | 893   | 903   | 906   | 1031  | 21                       | 22   | 26   | 24   | 23   | 36.3  | 40.6 | 34.7 | 37.8 | 44.8 |
| EBE             | 3591                      | 3488  | 3720  | 3791  | 3645  | 121                      | 121  | 115  | 116  | 122  | 29.7  | 28.8 | 32.3 | 32.7 | 29.9 |
| Health Sciences | 3407                      | 4240  | 4456  | 4635  | 4810  | 163                      | 168  | 157  | 153  | 174  | 20.9  | 25.2 | 28.4 | 31.4 | 27.6 |
| Humanities      | 7158                      | 7163  | 6978  | 6900  | 6867  | 200                      | 202  | 227  | 229  | 234  | 35.8  | 35.5 | 30.7 | 30.1 | 29.3 |
| Law             | 1892                      | 1991  | 1305  | 1774  | 1787  | 48                       | 50   | 56   | 52   | 50   | 39.4  | 39.8 | 23.3 | 34.1 | 35.7 |
| Science         | 4366                      | 4374  | 4620  | 4567  | 4733  | 181                      | 185  | 181  | 179  | 177  | 24.1  | 23.6 | 25.5 | 25.5 | 26.7 |
| <b>TOTAL</b>    | 26495                     | 27502 | 27453 | 28217 | 29040 | 884                      | 897  | 934  | 929  | 981  | 30.0  | 30.7 | 29.4 | 30.4 | 29.6 |

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 |      |      |      |      |
|-----------------|---------|------|------|------|------|----------|------|------|------|------|---------|------|------|------|------|
|                 | 2010    | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2013 | 2010    | 2011 | 2012 | 2013 | 2013 |
| CHED            | 47%     | 52%  | 49%  | 50%  | 56%  | 45%      | 39%  | 39%  | 35%  | 34%  | 6%      | 7%   | 9%   | 12%  | 7%   |
| Commerce        | 33%     | 43%  | 43%  | 44%  | 50%  | 46%      | 44%  | 48%  | 43%  | 37%  | 11%     | 6%   | 4%   | 6%   | 6%   |
| GSB             | 52%     | 64%  | 65%  | 75%  | 83%  | 48%      | 36%  | 35%  | 25%  | 17%  | 0%      | 0%   | 0%   | 0%   | 0%   |
| EBE             | 64%     | 64%  | 70%  | 71%  | 69%  | 30%      | 31%  | 27%  | 26%  | 26%  | 3%      | 1%   | 1%   | 1%   | 2%   |
| Health Sciences | 63%     | 65%  | 73%  | 74%  | 70%  | 31%      | 30%  | 23%  | 23%  | 26%  | 0%      | 1%   | 1%   | 1%   | 1%   |
| Humanities      | 69%     | 70%  | 72%  | 73%  | 76%  | 24%      | 24%  | 25%  | 24%  | 20%  | 4%      | 2%   | 1%   | 1%   | 1%   |
| Law             | 33%     | 40%  | 43%  | 52%  | 50%  | 60%      | 54%  | 48%  | 42%  | 46%  | 0%      | 0%   | 4%   | 4%   | 2%   |
| Science         | 92%     | 93%  | 94%  | 94%  | 93%  | 7%       | 6%   | 5%   | 6%   | 7%   | 1%      | 1%   | 1%   | 1%   | 1%   |
| <b>TOTAL</b>    | 567     | 603  | 648  | 657  | 684  | 253      | 246  | 246  | 228  | 226  | 27      | 16   | 18   | 21   | 18   |
|                 | 64%     | 67%  | 69%  | 71%  | 72%  | 29%      | 27%  | 26%  | 25%  | 24%  | 3%      | 2%   | 2%   | 2%   | 2%   |

| Faculty         | Below Honours |      |      |      |      | Unknown |      |      |      |      | Total |      |      |      |      |
|-----------------|---------------|------|------|------|------|---------|------|------|------|------|-------|------|------|------|------|
|                 | 2010          | 2011 | 2012 | 2013 | 2013 | 2010    | 2011 | 2012 | 2013 | 2013 | 2010  | 2011 | 2012 | 2013 | 2013 |
| CHED            | 2%            | 2%   | 4%   | 3%   | 7%   | 0%      | 0%   | 0%   | 0%   | 0%   | 51    | 46   | 57   | 60   | 59   |
| Commerce        | 10%           | 7%   | 3%   | 7%   | 6%   | 1%      | 1%   | 1%   | 0%   | 0%   | 108   | 103  | 115  | 116  | 116  |
| GSB             | 0%            | 0%   | 0%   | 0%   | 0%   | 0%      | 0%   | 0%   | 0%   | 0%   | 23    | 22   | 26   | 24   | 23   |
| EBE             | 3%            | 4%   | 3%   | 3%   | 3%   | 0%      | 0%   | 0%   | 0%   | 0%   | 125   | 121  | 115  | 116  | 122  |
| Health Sciences | 5%            | 4%   | 3%   | 2%   | 3%   | 1%      | 0%   | 0%   | 1%   | 1%   | 167   | 168  | 157  | 153  | 174  |
| Humanities      | 5%            | 4%   | 2%   | 2%   | 1%   | 0%      | 0%   | 0%   | 0%   | 0%   | 206   | 202  | 227  | 229  | 234  |
| Law             | 6%            | 6%   | 5%   | 2%   | 2%   | 0%      | 0%   | 0%   | 0%   | 0%   | 49    | 50   | 56   | 52   | 50   |
| Science         | 0%            | 0%   | 0%   | 0%   | 0%   | 0%      | 0%   | 0%   | 0%   | 0%   | 185   | 185  | 181  | 179  | 177  |
| <b>TOTAL</b>    | 35            | 31   | 21   | 21   | 23   | 2       | 1    | 1    | 2    | 3    | 884   | 897  | 934  | 929  | 955  |
|                 | 4%            | 3%   | 2%   | 2%   | 2%   | 0%      | 0%   | 0%   | 0%   | 0%   | 100%  | 100% | 100% | 100% | 100% |

Percentages should be read across each row

Table 10

Academic staff by rank

| Faculty         | Professor |      |      |      |      | Associate Professor |      |      |      |      | Senior Lecturer |      |      |      |      |
|-----------------|-----------|------|------|------|------|---------------------|------|------|------|------|-----------------|------|------|------|------|
|                 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010                | 2011 | 2012 | 2013 | 2014 | 2010            | 2011 | 2012 | 2013 | 2014 |
| CHED            | 4%        | 2%   | 2%   | 2%   | 0%   | 18%                 | 20%  | 23%  | 20%  | 19%  | 37%             | 35%  | 35%  | 38%  | 41%  |
| Commerce        | 10%       | 13%  | 12%  | 13%  | 16%  | 18%                 | 25%  | 21%  | 23%  | 26%  | 35%             | 36%  | 38%  | 38%  | 36%  |
| GSB             | 24%       | 27%  | 23%  | 21%  | 26%  | 14%                 | 18%  | 19%  | 25%  | 17%  | 62%             | 55%  | 58%  | 54%  | 57%  |
| EBE             | 21%       | 22%  | 23%  | 25%  | 21%  | 18%                 | 24%  | 25%  | 27%  | 25%  | 36%             | 32%  | 36%  | 34%  | 38%  |
| Health Sciences | 26%       | 27%  | 38%  | 38%  | 32%  | 18%                 | 21%  | 23%  | 22%  | 21%  | 29%             | 30%  | 22%  | 23%  | 27%  |
| Humanities      | 19%       | 21%  | 21%  | 19%  | 18%  | 23%                 | 25%  | 22%  | 24%  | 24%  | 28%             | 26%  | 29%  | 31%  | 30%  |
| Law             | 29%       | 32%  | 38%  | 35%  | 34%  | 13%                 | 14%  | 13%  | 13%  | 12%  | 21%             | 28%  | 27%  | 27%  | 26%  |
| Science         | 26%       | 26%  | 27%  | 26%  | 23%  | 19%                 | 21%  | 23%  | 24%  | 24%  | 22%             | 23%  | 26%  | 26%  | 27%  |
| <b>TOTAL</b>    | 184       | 199  | 222  | 216  | 205  | 168                 | 201  | 205  | 214  | 218  | 261             | 264  | 283  | 286  | 304  |
|                 | 21%       | 22%  | 24%  | 23%  | 21%  | 19%                 | 22%  | 22%  | 23%  | 23%  | 30%             | 29%  | 30%  | 31%  | 32%  |

| Faculty         | Lecturer |      |      |      |      | Asst./Junior Lecturer |      |      |      |      | Total |      |      |      |      |
|-----------------|----------|------|------|------|------|-----------------------|------|------|------|------|-------|------|------|------|------|
|                 | 2010     | 2011 | 2012 | 2013 | 2014 | 2010                  | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| CHED            | 37%      | 39%  | 37%  | 40%  | 41%  | 4%                    | 4%   | 4%   | 0%   | 0%   | 48    | 46   | 57   | 60   | 59   |
| Commerce        | 37%      | 26%  | 29%  | 26%  | 22%  | 1%                    | 0%   | 0%   | 0%   | 0%   | 101   | 103  | 115  | 116  | 116  |
| GSB             | 0%       | 0%   | 0%   | 0%   | 0%   | 0%                    | 0%   | 0%   | 0%   | 0%   | 21    | 22   | 26   | 24   | 23   |
| EBE             | 24%      | 21%  | 17%  | 14%  | 15%  | 1%                    | 0%   | 0%   | 0%   | 1%   | 121   | 121  | 115  | 116  | 122  |
| Health Sciences | 26%      | 21%  | 17%  | 17%  | 19%  | 1%                    | 0%   | 0%   | 0%   | 1%   | 163   | 168  | 157  | 153  | 174  |
| Humanities      | 29%      | 28%  | 28%  | 27%  | 27%  | 2%                    | 0%   | 0%   | 0%   | 0%   | 200   | 202  | 227  | 229  | 234  |
| Law             | 38%      | 26%  | 23%  | 25%  | 28%  | 0%                    | 0%   | 0%   | 0%   | 0%   | 48    | 50   | 56   | 52   | 50   |
| Science         | 32%      | 30%  | 25%  | 24%  | 25%  | 1%                    | 0%   | 0%   | 0%   | 1%   | 181   | 185  | 181  | 179  | 177  |
| <b>TOTAL</b>    | 260      | 231  | 222  | 213  | 224  | 11                    | 2    | 2    | 0    | 4    | 884   | 897  | 934  | 929  | 955  |
|                 | 29%      | 26%  | 24%  | 23%  | 23%  | 1%                    | 0%   | 0%   | 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 |
|-----------------|-----------|------|------|------|------|-------------|------|------|------|------|-------------|------|------|------|------|-------------|
|                 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010        |
| CHED            | 4%        | 2%   | 11%  | 15%  | 14%  | 10%         | 11%  | 7%   | 7%   | 10%  | 14%         | 15%  | 19%  | 20%  | 10%  | 16%         |
| Commerce        | 26%       | 22%  | 27%  | 29%  | 22%  | 20%         | 17%  | 17%  | 11%  | 15%  | 16%         | 17%  | 17%  | 17%  | 20%  | 9%          |
| GSB             | 10%       | 9%   | 8%   | 4%   | 4%   | 19%         | 18%  | 19%  | 21%  | 13%  | 10%         | 9%   | 23%  | 21%  | 26%  | 14%         |
| EBE             | 8%        | 6%   | 7%   | 8%   | 10%  | 17%         | 19%  | 13%  | 14%  | 10%  | 28%         | 27%  | 31%  | 21%  | 23%  | 12%         |
| Health Sciences | 5%        | 6%   | 6%   | 7%   | 4%   | 12%         | 12%  | 7%   | 6%   | 10%  | 15%         | 17%  | 13%  | 13%  | 15%  | 22%         |
| Humanities      | 7%        | 5%   | 9%   | 7%   | 7%   | 14%         | 11%  | 11%  | 12%  | 9%   | 14%         | 15%  | 17%  | 17%  | 16%  | 15%         |
| Law             | 25%       | 20%  | 25%  | 29%  | 30%  | 21%         | 18%  | 13%  | 12%  | 14%  | 19%         | 24%  | 23%  | 21%  | 18%  | 6%          |
| Science         | 15%       | 13%  | 11%  | 8%   | 8%   | 13%         | 14%  | 15%  | 15%  | 17%  | 15%         | 18%  | 16%  | 18%  | 19%  | 12%         |
| <b>TOTAL</b>    | 101       | 88   | 112  | 109  | 101  | 131         | 126  | 114  | 107  | 113  | 148         | 165  | 173  | 164  | 169  | 125         |
|                 | 11%       | 10%  | 12%  | 12%  | 11%  | 15%         | 14%  | 12%  | 12%  | 12%  | 17%         | 18%  | 19%  | 18%  | 18%  | 14%         |

| Faculty         | 50-54 years |      |      |      |      | 55+ years |      |      |      |      | Unknown |      |      |      |      | Total |
|-----------------|-------------|------|------|------|------|-----------|------|------|------|------|---------|------|------|------|------|-------|
|                 | 2010        | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010    | 2011 | 2012 | 2013 | 2014 | 2010  |
| CHED            | 18%         | 26%  | 21%  | 15%  | 17%  | 37%       | 37%  | 30%  | 33%  | 31%  | 0%      | 0%   | 0%   | 0%   | 0%   | 51    |
| Commerce        | 8%          | 8%   | 9%   | 8%   | 9%   | 22%       | 24%  | 18%  | 20%  | 20%  | 0%      | 0%   | 0%   | 0%   | 0%   | 108   |
| GSB             | 14%         | 9%   | 4%   | 13%  | 17%  | 33%       | 36%  | 27%  | 29%  | 26%  | 0%      | 0%   | 0%   | 0%   | 0%   | 23    |
| EBE             | 10%         | 10%  | 13%  | 12%  | 13%  | 24%       | 21%  | 22%  | 24%  | 21%  | 0%      | 0%   | 0%   | 0%   | 0%   | 125   |
| Health Sciences | 17%         | 18%  | 22%  | 28%  | 22%  | 29%       | 29%  | 32%  | 29%  | 31%  | 0%      | 0%   | 0%   | 0%   | 0%   | 167   |
| Humanities      | 16%         | 16%  | 15%  | 14%  | 14%  | 36%       | 37%  | 35%  | 36%  | 36%  | 0%      | 0%   | 0%   | 0%   | 0%   | 206   |
| Law             | 8%          | 2%   | 2%   | 8%   | 6%   | 21%       | 28%  | 25%  | 19%  | 18%  | 0%      | 0%   | 0%   | 0%   | 0%   | 49    |
| Science         | 14%         | 15%  | 18%  | 15%  | 13%  | 30%       | 29%  | 28%  | 33%  | 29%  | 0%      | 0%   | 0%   | 0%   | 0%   | 185   |
| <b>TOTAL</b>    | 125         | 126  | 140  | 140  | 139  | 258       | 266  | 265  | 275  | 273  | 0       | 0    | 0    | 0    | 0    | 884   |
|                 | 14%         | 14%  | 14%  | 15%  | 15%  | 29%       | 29%  | 30%  | 30%  | 29%  | 0%      | 0%   | 0%   | 0%   | 0%   | 100%  |

Percentages should be read across each row



**Table 11b**  
**Academic staff by race**

| Faculty         | Black |      |      |      |      | Coloured |      |      |      |      | Indian |      |      |      |      | White |      |      |      |      |
|-----------------|-------|------|------|------|------|----------|------|------|------|------|--------|------|------|------|------|-------|------|------|------|------|
|                 | 2010  | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 | 2010   | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| CHED            | 6%    | 7%   | 5%   | 5%   | 3%   | 14%      | 15%  | 14%  | 13%  | 12%  | 4%     | 4%   | 7%   | 7%   | 5%   | 59%   | 59%  | 54%  | 53%  | 59%  |
| Commerce        | 5%    | 4%   | 3%   | 3%   | 3%   | 6%       | 5%   | 6%   | 8%   | 8%   | 7%     | 7%   | 7%   | 4%   | 4%   | 61%   | 62%  | 63%  | 64%  | 60%  |
| GSB             | 10%   | 9%   | 12%  | 13%  | 13%  | 10%      | 9%   | 8%   | 8%   | 9%   | 14%    | 14%  | 15%  | 13%  | 9%   | 24%   | 27%  | 31%  | 33%  | 30%  |
| EBE             | 2%    | 4%   | 2%   | 2%   | 2%   | 6%       | 6%   | 6%   | 6%   | 7%   | 3%     | 3%   | 3%   | 3%   | 2%   | 55%   | 55%  | 56%  | 57%  | 51%  |
| Health Sciences | 4%    | 4%   | 4%   | 5%   | 6%   | 12%      | 14%  | 14%  | 14%  | 13%  | 10%    | 10%  | 9%   | 9%   | 10%  | 57%   | 55%  | 58%  | 57%  | 56%  |
| Humanities      | 8%    | 8%   | 8%   | 8%   | 8%   | 9%       | 8%   | 7%   | 8%   | 9%   | 6%     | 5%   | 5%   | 5%   | 5%   | 52%   | 50%  | 48%  | 47%  | 45%  |
| Law             | 10%   | 10%  | 11%  | 4%   | 4%   | 10%      | 10%  | 13%  | 13%  | 14%  | 4%     | 4%   | 5%   | 8%   | 10%  | 60%   | 62%  | 57%  | 63%  | 62%  |
| Science         | 3%    | 4%   | 3%   | 3%   | 2%   | 7%       | 8%   | 8%   | 8%   | 8%   | 3%     | 5%   | 5%   | 5%   | 5%   | 52%   | 51%  | 49%  | 49%  | 46%  |
| <b>TOTAL</b>    | 47    | 50   | 47   | 43   | 47   | 77       | 80   | 84   | 87   | 92   | 51     | 54   | 56   | 53   | 56   | 482   | 483  | 496  | 495  | 490  |
|                 | 5%    | 6%   | 5%   | 5%   | 5%   | 9%       | 9%   | 9%   | 9%   | 10%  | 6%     | 6%   | 6%   | 6%   | 6%   | 54%   | 54%  | 53%  | 53%  | 51%  |

| Faculty         | International |      |      |      |      | Unknown |      |      |      |      | Total |      |      |      |      |
|-----------------|---------------|------|------|------|------|---------|------|------|------|------|-------|------|------|------|------|
|                 | 2010          | 2011 | 2012 | 2013 | 2013 | 2010    | 2011 | 2012 | 2013 | 2013 | 2010  | 2011 | 2012 | 2013 | 2013 |
| CHED            | 14%           | 13%  | 18%  | 20%  | 20%  | 2%      | 2%   | 2%   | 2%   | 0%   | 51    | 46   | 57   | 60   | 59   |
| Commerce        | 21%           | 22%  | 21%  | 21%  | 24%  | 0%      | 0%   | 0%   | 1%   | 1%   | 108   | 103  | 115  | 116  | 116  |
| GSB             | 43%           | 41%  | 35%  | 33%  | 39%  | 0%      | 0%   | 0%   | 0%   | 0%   | 23    | 22   | 26   | 24   | 23   |
| EBE             | 32%           | 31%  | 33%  | 33%  | 37%  | 2%      | 2%   | 1%   | 0%   | 1%   | 125   | 121  | 115  | 116  | 122  |
| Health Sciences | 15%           | 17%  | 14%  | 14%  | 13%  | 1%      | 1%   | 1%   | 1%   | 2%   | 167   | 168  | 157  | 153  | 174  |
| Humanities      | 25%           | 25%  | 29%  | 30%  | 30%  | 2%      | 2%   | 3%   | 3%   | 2%   | 206   | 202  | 227  | 229  | 234  |
| Law             | 13%           | 12%  | 14%  | 12%  | 10%  | 2%      | 2%   | 0%   | 0%   | 0%   | 49    | 50   | 56   | 52   | 50   |
| Science         | 33%           | 32%  | 35%  | 35%  | 38%  | 1%      | 1%   | 1%   | 1%   | 1%   | 185   | 185  | 181  | 179  | 177  |
| <b>TOTAL</b>    | 216           | 219  | 240  | 240  | 258  | 11      | 11   | 11   | 11   | 12   | 884   | 897  | 934  | 929  | 955  |
|                 | 25%           | 24%  | 26%  | 26%  | 27%  | 1%      | 1%   | 1%   | 1%   | 1%   | 100%  | 100% | 100% | 100% | 100% |

Percentages should be read across each row

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**Table 11c**  
**Academic staff by gender**

| Faculty         | Male |      |      |      |      | Female |      |      |      |      | Total |      |      |      |      |
|-----------------|------|------|------|------|------|--------|------|------|------|------|-------|------|------|------|------|
|                 | 2010 | 2011 | 2012 | 2013 | 2013 | 2010   | 2011 | 2012 | 2013 | 2013 | 2010  | 2011 | 2012 | 2013 | 2013 |
| CHED            | 41%  | 41%  | 41%  | 43%  | 41%  | 59%    | 59%  | 59%  | 57%  | 59%  | 49    | 49   | 46   | 60   | 59   |
| Commerce        | 63%  | 63%  | 65%  | 66%  | 67%  | 37%    | 37%  | 35%  | 34%  | 33%  | 101   | 101  | 103  | 116  | 116  |
| GSB             | 62%  | 62%  | 64%  | 67%  | 70%  | 38%    | 38%  | 36%  | 33%  | 30%  | 21    | 21   | 22   | 24   | 23   |
| EBE             | 75%  | 75%  | 74%  | 73%  | 72%  | 25%    | 25%  | 26%  | 27%  | 28%  | 121   | 121  | 121  | 116  | 122  |
| Health Sciences | 43%  | 43%  | 43%  | 46%  | 41%  | 57%    | 57%  | 57%  | 54%  | 59%  | 163   | 163  | 168  | 153  | 174  |
| Humanities      | 64%  | 64%  | 64%  | 60%  | 56%  | 37%    | 37%  | 36%  | 40%  | 44%  | 200   | 200  | 202  | 229  | 234  |
| Law             | 50%  | 50%  | 48%  | 37%  | 32%  | 50%    | 50%  | 52%  | 63%  | 68%  | 48    | 48   | 50   | 52   | 50   |
| Science         | 73%  | 73%  | 72%  | 73%  | 71%  | 27%    | 27%  | 28%  | 27%  | 29%  | 181   | 181  | 185  | 179  | 177  |
| <b>TOTAL</b>    | 542  | 542  | 548  | 562  | 562  | 342    | 342  | 349  | 367  | 367  | 884   | 884  | 897  | 929  | 955  |
|                 | 61%  | 61%  | 61%  | 57%  | 57%  | 39%    | 39%  | 39%  | 40%  | 43%  | 100%  | 100% | 100% | 100% | 100% |

Percentages should be read across each row

**Table 12**  
**Headcount student enrolments by formal qualification**

| Faculty         | Occasional students |      |      |      |      | U/grad diplomas and certificates |      |      |      |      | 3yr bachelor's degrees |      |      |      |      | Prof bachelor's degrees |      |      |      |      | Postgrad diplomas |      |      |      |      |
|-----------------|---------------------|------|------|------|------|----------------------------------|------|------|------|------|------------------------|------|------|------|------|-------------------------|------|------|------|------|-------------------|------|------|------|------|
|                 | 2010                | 2011 | 2012 | 2013 | 2014 | 2010                             | 2011 | 2012 | 2013 | 2014 | 2010                   | 2011 | 2012 | 2013 | 2014 | 2010                    | 2011 | 2012 | 2013 | 2014 | 2010              | 2011 | 2012 | 2013 | 2014 |
| Commerce        | 144                 | 157  | 161  | 204  | 224  | 0                                | 0    | 0    | 0    | 0    | 1659                   | 1734 | 1916 | 2084 | 2042 | 2476                    | 2407 | 2277 | 2362 | 2465 | 633               | 635  | 775  | 696  | 768  |
| GSB             | 3%                  | 3%   | 3%   | 3%   | 3%   | 0%                               | 0%   | 0%   | 0%   | 0%   | 30%                    | 31%  | 33%  | 33%  | 32%  | 45%                     | 43%  | 39%  | 38%  | 38%  | 12%               | 11%  | 13%  | 11%  | 12%  |
| EBE             | 0                   | 0    | 0    | 0    | 0    | 247                              | 242  | 207  | 214  | 149  | 0                      | 0    | 0    | 0    | 0    | 0                       | 0    | 0    | 0    | 0    | 355               | 369  | 356  | 385  | 205  |
| Health Sciences | 0%                  | 0%   | 0%   | 0%   | 0%   | 26%                              | 25%  | 23%  | 22%  | 17%  | 0%                     | 0%   | 0%   | 0%   | 0%   | 0%                      | 0%   | 0%   | 0%   | 0%   | 38%               | 39%  | 40%  | 39%  | 23%  |
| Humanities      | 49                  | 41   | 46   | 70   | 98   | 0                                | 0    | 0    | 0    | 0    | 628                    | 646  | 664  | 591  | 547  | 2337                    | 2317 | 2349 | 2422 | 2348 | 20                | 22   | 31   | 31   | 36   |
| Law             | 1%                  | 1%   | 1%   | 2%   | 2%   | 0%                               | 0%   | 0%   | 0%   | 0%   | 16%                    | 16%  | 16%  | 14%  | 13%  | 59%                     | 57%  | 57%  | 57%  | 54%  | 1%                | 1%   | 1%   | 1%   | 1%   |
| Science         | 40                  | 21   | 42   | 45   | 49   | 0                                | 0    | 0    | 0    | 29   | 0                      | 0    | 0    | 1    | 2    | 1747                    | 1776 | 1807 | 1932 | 1983 | 177               | 190  | 270  | 234  | 201  |
| TOTAL           | 1187                | 1339 | 1212 | 1428 | 1420 | 1052                             | 1130 | 1019 | 752  | 590  | 7287                   | 7462 | 7680 | 7500 | 7374 | 7619                    | 7666 | 7672 | 8020 | 8153 | 1444              | 1553 | 1751 | 1704 | 1600 |
|                 | 5%                  | 5%   | 5%   | 5%   | 5%   | 4%                               | 5%   | 4%   | 3%   | 2%   | 30%                    | 30%  | 30%  | 28%  | 28%  | 32%                     | 31%  | 30%  | 30%  | 31%  | 6%                | 6%   | 7%   | 6%   | 6%   |

| Faculty         | Honours |      |      |      |      | Master's |      |      |      |      | Doctors |      |      |      |      | Total |       |       |       |       |
|-----------------|---------|------|------|------|------|----------|------|------|------|------|---------|------|------|------|------|-------|-------|-------|-------|-------|
|                 | 2010    | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 | 2010    | 2011 | 2012 | 2013 | 2014 | 2010  | 2011  | 2012  | 2013  | 2014  |
| Commerce        | 236     | 278  | 228  | 318  | 366  | 224      | 286  | 335  | 411  | 383  | 107     | 121  | 145  | 170  | 221  | 5479  | 5618  | 5837  | 6245  | 6470  |
| GSB             | 4%      | 5%   | 4%   | 5%   | 6%   | 4%       | 5%   | 6%   | 7%   | 6%   | 2%      | 2%   | 2%   | 3%   | 3%   | 100%  | 100%  | 100%  | 100%  | 100%  |
| EBE             | 0       | 0    | 0    | 0    | 0    | 337      | 341  | 322  | 388  | 520  | 0       | 0    | 0    | 0    | 0    | 939   | 952   | 885   | 987   | 873   |
| Health Sciences | 0%      | 0%   | 0%   | 0%   | 0%   | 36%      | 36%  | 36%  | 39%  | 60%  | 0%      | 0%   | 0%   | 0%   | 0%   | 100%  | 100%  | 100%  | 100%  | 100%  |
| Humanities      | 144     | 127  | 142  | 156  | 162  | 657      | 733  | 764  | 811  | 916  | 133     | 151  | 147  | 198  | 229  | 3968  | 4037  | 4143  | 4279  | 4336  |
| Law             | 4%      | 3%   | 3%   | 4%   | 4%   | 17%      | 18%  | 18%  | 19%  | 21%  | 3%      | 4%   | 4%   | 5%   | 5%   | 100%  | 100%  | 100%  | 100%  | 100%  |
| Science         | 65      | 78   | 84   | 90   | 93   | 871      | 928  | 1021 | 1174 | 1212 | 236     | 249  | 296  | 339  | 378  | 3136  | 3242  | 3520  | 3815  | 3947  |
| TOTAL           | 2%      | 2%   | 2%   | 2%   | 2%   | 28%      | 29%  | 29%  | 31%  | 31%  | 8%      | 8%   | 8%   | 9%   | 10%  | 100%  | 100%  | 100%  | 100%  | 100%  |
| Humanities      | 449     | 465  | 489  | 484  | 467  | 594      | 657  | 661  | 698  | 688  | 229     | 241  | 252  | 285  | 314  | 6790  | 7441  | 7401  | 7201  | 7047  |
| Law             | 7%      | 6%   | 7%   | 7%   | 7%   | 9%       | 9%   | 9%   | 10%  | 10%  | 3%      | 3%   | 3%   | 4%   | 4%   | 100%  | 100%  | 100%  | 100%  | 100%  |
| Science         | 0       | 0    | 0    | 0    | 0    | 241      | 305  | 306  | 323  | 339  | 43      | 49   | 59   | 63   | 71   | 945   | 1062  | 1047  | 1210  | 1287  |
| TOTAL           | 0%      | 0%   | 0%   | 0%   | 0%   | 26%      | 29%  | 29%  | 27%  | 26%  | 5%      | 5%   | 6%   | 5%   | 6%   | 100%  | 100%  | 100%  | 100%  | 100%  |
| Science         | 168     | 177  | 174  | 195  | 182  | 379      | 379  | 422  | 450  | 436  | 310     | 299  | 327  | 373  | 391  | 2755  | 2662  | 2675  | 2593  | 2545  |
| TOTAL           | 6%      | 7%   | 7%   | 8%   | 7%   | 14%      | 14%  | 16%  | 17%  | 17%  | 11%     | 11%  | 12%  | 14%  | 15%  | 100%  | 100%  | 100%  | 100%  | 100%  |
| TOTAL           | 1062    | 1125 | 1117 | 1243 | 1270 | 3303     | 3629 | 3831 | 4255 | 4494 | 1058    | 1110 | 1226 | 1428 | 1604 | 24012 | 25014 | 25508 | 26330 | 26505 |
|                 | 4%      | 4%   | 4%   | 5%   | 5%   | 14%      | 15%  | 15%  | 16%  | 17%  | 4%      | 4%   | 5%   | 5%   | 6%   | 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 |      |      |      |      | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------|-----------------|------|------|------|------|------------------------|------|------|------|------|-------------------------|------|------|------|------|------|------|------|------|------|
|                 | 2010            | 2011 | 2012 | 2013 | 2014 | 2010                   | 2011 | 2012 | 2013 | 2014 | 2010                    | 2011 | 2012 | 2013 | 2014 |      |      |      |      |      |
| Commerce        | 0               | 0    | 0    | 0    | 0    | 430                    | 379  | 458  | 524  | 522  | 444                     | 448  | 419  | 410  | 401  | 416  | 498  | 482  | 484  | 558  |
|                 | 0%              | 0%   | 0%   | 0%   | 0%   | 27%                    | 24%  | 28%  | 29%  | 28%  | 28%                     | 28%  | 26%  | 23%  | 22%  | 26%  | 31%  | 29%  | 27%  | 30%  |
| GSB             | 110             | 54   | 148  | 106  | 100  | 0                      | 0    | 0    | 0    | 0    | 0                       | 0    | 0    | 0    | 0    | 153  | 131  | 116  | 223  | 92   |
|                 | 25%             | 15%  | 34%  | 20%  | 24%  | 0%                     | 0%   | 0%   | 0%   | 0%   | 0%                      | 0%   | 0%   | 0%   | 0%   | 35%  | 35%  | 27%  | 43%  | 22%  |
| EBE             | 0               | 0    | 0    | 0    | 0    | 135                    | 173  | 155  | 178  | 135  | 342                     | 350  | 424  | 445  | 452  | 4    | 2    | 8    | 4    | 3    |
|                 | 0%              | 0%   | 0%   | 0%   | 0%   | 17%                    | 20%  | 17%  | 18%  | 14%  | 44%                     | 40%  | 46%  | 45%  | 48%  | 1%   | 0%   | 1%   | 0%   | 0%   |
| Health Sciences | 0               | 0    | 0    | 0    | 28   | 0                      | 0    | 1    | 0    | 2    | 308                     | 291  | 306  | 310  | 319  | 102  | 128  | 189  | 147  | 139  |
|                 | 0%              | 0%   | 0%   | 0%   | 4%   | 0%                     | 0%   | 0%   | 0%   | 0%   | 49%                     | 43%  | 40%  | 40%  | 41%  | 16%  | 19%  | 25%  | 19%  | 18%  |
| Humanities      | 288             | 331  | 208  | 189  | 196  | 809                    | 837  | 891  | 846  | 819  | 110                     | 123  | 127  | 141  | 173  | 143  | 155  | 170  | 177  | 223  |
|                 | 15%             | 16%  | 10%  | 9%   | 10%  | 42%                    | 40%  | 44%  | 42%  | 40%  | 6%                      | 6%   | 6%   | 7%   | 8%   | 7%   | 7%   | 8%   | 9%   | 11%  |
| Law             | 0               | 0    | 0    | 0    | 0    | 0                      | 0    | 0    | 0    | 0    | 90                      | 127  | 113  | 134  | 126  | 34   | 13   | 27   | 30   | 20   |
|                 | 0%              | 0%   | 0%   | 0%   | 0%   | 0%                     | 0%   | 0%   | 0%   | 0%   | 36%                     | 46%  | 45%  | 47%  | 43%  | 13%  | 5%   | 11%  | 10%  | 7%   |
| Science         | 0               | 0    | 0    | 0    | 0    | 311                    | 349  | 434  | 322  | 355  | 0                       | 0    | 0    | 0    | 0    | 17   | 18   | 20   | 0    | 0    |
|                 | 0%              | 0%   | 0%   | 0%   | 0%   | 47%                    | 50%  | 51%  | 44%  | 48%  | 0%                      | 0%   | 0%   | 0%   | 0%   | 3%   | 3%   | 2%   | 0%   | 0%   |
| <b>TOTAL</b>    | 398             | 385  | 356  | 295  | 324  | 1685                   | 1738 | 1941 | 1870 | 1833 | 1294                    | 1339 | 1389 | 1440 | 1471 | 869  | 945  | 1012 | 1065 | 1035 |
|                 | 6%              | 6%   | 5%   | 4%   | 5%   | 27%                    | 26%  | 28%  | 26%  | 26%  | 21%                     | 20%  | 20%  | 20%  | 21%  | 14%  | 14%  | 15%  | 15%  | 15%  |

| Faculty         | Honours |      |      |      |      | Master's |      |      |      |      | Doctors |      |      |      |      | Total |      |      |      |      |
|-----------------|---------|------|------|------|------|----------|------|------|------|------|---------|------|------|------|------|-------|------|------|------|------|
|                 | 2010    | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 | 2010    | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| Commerce        | 175     | 165  | 166  | 220  | 249  | 100      | 92   | 88   | 129  | 112  | 21      | 12   | 25   | 15   | 17   | 1586  | 1594 | 1638 | 1782 | 1859 |
|                 | 11%     | 10%  | 10%  | 12%  | 13%  | 6%       | 6%   | 5%   | 7%   | 6%   | 1%      | 1%   | 2%   | 1%   | 1%   | 100%  | 100% | 100% | 100% | 100% |
| GSB             | 0       | 0    | 1    |      |      | 175      | 185  | 164  | 189  | 218  | 0       | 0    | 0    | 0    | 0    | 438   | 370  | 431  | 518  | 410  |
|                 | 0%      | 0%   | 0%   | 0%   | 0%   | 40%      | 50%  | 38%  | 36%  | 53%  | 0%      | 0%   | 0%   | 0%   | 0%   | 100%  | 100% | 100% | 100% | 100% |
| EBE             | 99      | 123  | 106  | 122  | 121  | 172      | 219  | 205  | 223  | 217  | 20      | 18   | 19   | 14   | 22   | 772   | 885  | 917  | 986  | 950  |
|                 | 13%     | 14%  | 12%  | 12%  | 13%  | 22%      | 25%  | 22%  | 23%  | 23%  | 3%      | 2%   | 2%   | 1%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| Health Sciences | 62      | 69   | 75   | 70   | 71   | 118      | 142  | 136  | 192  | 165  | 40      | 45   | 50   | 57   | 51   | 630   | 675  | 757  | 776  | 775  |
|                 | 10%     | 10%  | 10%  | 9%   | 9%   | 19%      | 21%  | 18%  | 25%  | 21%  | 6%      | 7%   | 7%   | 7%   | 7%   | 100%  | 100% | 100% | 100% | 100% |
| Humanities      | 364     | 407  | 384  | 417  | 389  | 208      | 203  | 223  | 211  | 209  | 24      | 31   | 31   | 38   | 48   | 1946  | 2087 | 2034 | 2019 | 2057 |
|                 | 19%     | 20%  | 19%  | 21%  | 19%  | 11%      | 10%  | 11%  | 10%  | 10%  | 1%      | 1%   | 2%   | 2%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| Law             | 0       | 0    | 0    | 0    | 0    | 124      | 127  | 105  | 115  | 140  | 5       | 8    | 8    | 9    | 7    | 253   | 275  | 253  | 288  | 293  |
|                 | 0%      | 0%   | 0%   | 0%   | 0%   | 49%      | 46%  | 42%  | 40%  | 48%  | 2%      | 3%   | 3%   | 3%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| Science         | 166     | 165  | 175  | 191  | 177  | 112      | 117  | 160  | 150  | 153  | 50      | 49   | 65   | 72   | 59   | 656   | 698  | 854  | 735  | 744  |
|                 | 25%     | 24%  | 20%  | 26%  | 24%  | 17%      | 17%  | 19%  | 20%  | 21%  | 8%      | 7%   | 8%   | 10%  | 8%   | 100%  | 100% | 100% | 100% | 100% |
| <b>TOTAL</b>    | 866     | 929  | 907  | 1020 | 1007 | 1009     | 1085 | 1081 | 1209 | 1214 | 160     | 163  | 198  | 205  | 204  | 6281  | 6584 | 6884 | 7104 | 7088 |
|                 | 14%     | 14%  | 13%  | 14%  | 14%  | 16%      | 16%  | 16%  | 17%  | 17%  | 3%      | 2%   | 3%   | 3%   | 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         |       |       |       |       | Prof bachelor's degrees        |       |       |       |       | Postgrad diplomas |        |        |       |       |
|-----------------|--------------------------------|-------|-------|-------|-------|--------------------------------|-------|-------|-------|-------|--------------------------------|-------|-------|-------|-------|-------------------|--------|--------|-------|-------|
|                 | NPHE BENCHMARK GRAD. RATE: 25% |       |       |       |       | NPHE BENCHMARK GRAD. RATE: 20% |       |       |       |       | NPHE BENCHMARK GRAD. RATE: 60% |       |       |       |       |                   |        |        |       |       |
|                 | 2010                           | 2011  | 2012  | 2013  | 2014  | 2010                           | 2011  | 2012  | 2013  | 2014  | 2010                           | 2011  | 2012  | 2013  | 2014  | 2010              | 2011   | 2012   | 2013  | 2014  |
| Commerce        |                                |       |       |       |       | 25.9%                          | 21.9% | 23.9% | 25.1% | 25.6% | 17.9%                          | 18.6% | 18.4% | 17.4% | 16.3% | 65.7%             | 78.4%  | 62.2%  | 69.5% | 72.7% |
| GSB             | 44.5%                          | 22.3% | 71.5% | 49.5% | 67.1% |                                |       |       |       |       |                                |       |       |       |       | 43.1%             | 35.5%  | 32.6%  | 57.9% | 44.9% |
| EBE             |                                |       |       |       |       | 21.5%                          | 26.8% | 23.3% | 30.1% | 24.7% | 14.6%                          | 15.1% | 18.1% | 18.4% | 19.3% | 20.0%             | 9.1%   | 25.8%  | 12.9% | 8.3%  |
| Health Sciences |                                |       |       |       |       |                                |       |       |       |       | 17.6%                          | 16.4% | 16.9% | 16.0% | 16.1% | 57.6%             | 67.4%  | 70.0%  | 62.8% | 69.2% |
| Humanities      | 35.8%                          | 37.3% | 25.6% | 35.1% | 47.6% | 25.4%                          | 24.8% | 25.8% | 25.2% | 24.5% | 17.8%                          | 17.6% | 16.4% | 18.4% | 23.3% | 81.3%             | 64.3%  | 69.7%  | 61.9% | 67.6% |
| Law             |                                |       |       |       |       |                                |       |       |       |       | 20.5%                          | 27.1% | 25.3% | 25.0% | 20.6% | 49.3%             | 16.7%  | 48.2%  | 41.7% | 33.3% |
| Science         |                                |       |       |       |       | 17.1%                          | 20.5% | 26.3% | 21.9% | 24.6% |                                |       |       |       |       | 121.4%            | 100.0% | 105.3% |       |       |
| <b>TOTAL</b>    | 37.8%                          | 34.1% | 34.9% | 39.2% | 54.9% | 23.1%                          | 23.3% | 25.3% | 24.9% | 24.9% | 17.0%                          | 17.5% | 18.1% | 18.0% | 18.0% | 60.2%             | 60.8%  | 57.8%  | 62.5% | 64.7% |

| Faculty         | Honours                        |       |        |       |       | Master's                       |       |       |       |       | Doctors                        |       |       |       |       | Total                       |       |       |       |       |
|-----------------|--------------------------------|-------|--------|-------|-------|--------------------------------|-------|-------|-------|-------|--------------------------------|-------|-------|-------|-------|-----------------------------|-------|-------|-------|-------|
|                 | NPHE BENCHMARK GRAD. RATE: 60% |       |        |       |       | NPHE BENCHMARK GRAD. RATE: 33% |       |       |       |       | NPHE BENCHMARK GRAD. RATE: 20% |       |       |       |       | DHET BENCHMARK FOR UCT: 26% |       |       |       |       |
|                 | 2010                           | 2011  | 2012   | 2013  | 2014  | 2010                           | 2011  | 2012  | 2013  | 2014  | 2010                           | 2011  | 2012  | 2013  | 2014  | 2010                        | 2011  | 2012  | 2013  | 2014  |
| Commerce        | 74.2%                          | 59.4% | 72.8%  | 69.2% | 68.0% | 44.6%                          | 32.2% | 26.3% | 31.4% | 29.2% | 19.6%                          | 9.9%  | 17.2% | 8.8%  | 7.7%  | 28.9%                       | 28.4% | 28.1% | 28.5% | 28.7% |
| GSB             |                                |       |        |       |       | 51.9%                          | 54.3% | 50.9% | 48.7% | 41.9% |                                |       |       |       |       | 46.6%                       | 38.9% | 48.7% | 52.5% | 47.0% |
| EBE             | 68.8%                          | 96.9% | 74.6%  | 78.2% | 74.7% | 26.2%                          | 29.9% | 26.8% | 27.5% | 23.7% | 15.0%                          | 11.9% | 12.9% | 7.1%  | 9.6%  | 19.5%                       | 21.9% | 22.1% | 23.0% | 21.9% |
| Health Sciences | 95.4%                          | 88.5% | 89.3%  | 77.8% | 76.3% | 13.5%                          | 15.3% | 13.3% | 16.4% | 13.6% | 16.9%                          | 18.1% | 16.9% | 16.8% | 13.5% | 20.1%                       | 20.8% | 21.5% | 20.3% | 19.6% |
| Humanities      | 81.1%                          | 87.5% | 78.5%  | 86.2% | 83.3% | 35.0%                          | 30.9% | 33.7% | 30.2% | 30.4% | 10.5%                          | 12.9% | 12.3% | 13.3% | 15.3% | 28.7%                       | 28.0% | 27.5% | 28.0% | 29.2% |
| Law             |                                |       |        |       |       | 51.5%                          | 41.6% | 34.3% | 35.6% | 41.3% | 11.6%                          | 16.3% | 13.6% | 14.3% | 9.9%  | 26.8%                       | 25.9% | 24.2% | 23.8% | 22.8% |
| Science         | 98.8%                          | 93.2% | 100.6% | 97.9% | 97.3% | 29.6%                          | 30.9% | 37.9% | 33.3% | 35.1% | 16.1%                          | 16.4% | 19.9% | 19.3% | 15.1% | 23.8%                       | 26.2% | 31.9% | 28.3% | 29.2% |
| <b>TOTAL</b>    | 81.5%                          | 82.6% | 81.2%  | 82.1% | 79.3% | 30.5%                          | 29.9% | 28.2% | 28.4% | 27.0% | 15.1%                          | 14.7% | 16.2% | 14.4% | 12.7% | 26.2%                       | 26.3% | 27.0% | 27.0% | 26.7% |

Note: NPHE = National Plan for Higher Education

**Table 15a**  
**Summary of undergraduate success rates by Faculty and by course level**

| Level<br>Reg Yr        | 1000-Level |      |      |      |      | 2000-Level |      |      |      |      | 3000-Level |      |      |      |      | 4000-Level |      |      |      |      |
|------------------------|------------|------|------|------|------|------------|------|------|------|------|------------|------|------|------|------|------------|------|------|------|------|
|                        | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 |
| <b>Commerce</b>        | 86%        | 87%  | 84%  | 85%  | 87%  | 86%        | 86%  | 85%  | 88%  | 88%  | 87%        | 85%  | 86%  | 89%  | 88%  | 95%        | 94%  | 97%  | 97%  | 97%  |
| <b>EBE</b>             | 79%        | 79%  | 82%  | 80%  | 83%  | 79%        | 80%  | 79%  | 80%  | 80%  | 86%        | 86%  | 87%  | 87%  | 87%  | 92%        | 92%  | 94%  | 94%  | 95%  |
| <b>Health Sciences</b> | 95%        | 95%  | 96%  | 96%  | 96%  | 95%        | 95%  | 96%  | 96%  | 95%  | 98%        | 98%  | 98%  | 97%  | 97%  | 97%        | 88%  | 98%  | 97%  | 99%  |
| <b>Humanities</b>      | 84%        | 85%  | 85%  | 86%  | 83%  | 88%        | 88%  | 88%  | 88%  | 87%  | 92%        | 92%  | 93%  | 93%  | 92%  | 83%        | 77%  | 83%  | 86%  | 89%  |
| <b>Law</b>             | 71%        | 84%  | 87%  | 85%  | 84%  | 75%        | 80%  | 81%  | 89%  | 80%  | 77%        | 79%  | 80%  | 75%  | 79%  | 94%        | 97%  | 97%  | 98%  | 98%  |
| <b>Science</b>         | 75%        | 76%  | 77%  | 79%  | 80%  | 76%        | 76%  | 76%  | 77%  | 84%  | 84%        | 89%  | 88%  | 88%  | 90%  | 100%       | 100% | 80%  | 100% | 85%  |
| <b>All Faculties</b>   | 81%        | 83%  | 83%  | 84%  | 85%  | 83%        | 84%  | 84%  | 86%  | 86%  | 88%        | 88%  | 89%  | 89%  | 89%  | 91%        | 87%  | 93%  | 94%  | 96%  |

**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 15b**  
**Summary of undergraduate success rates by CESM group and by course level**

| Level<br>Reg Yr           | 1000-Level |      |      |      |      | 2000-Level |      |      |      |      | 3000-Level |      |      |      |      | 4000-Level |      |      |      |      |
|---------------------------|------------|------|------|------|------|------------|------|------|------|------|------------|------|------|------|------|------------|------|------|------|------|
|                           | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 |
| <b>Business/Commerce</b>  | 84%        | 86%  | 83%  | 84%  | 87%  | 86%        | 85%  | 84%  | 87%  | 87%  | 87%        | 85%  | 86%  | 89%  | 88%  | 93%        | 91%  | 96%  | 96%  | 98%  |
| <b>Science/Technology</b> | 78%        | 79%  | 81%  | 82%  | 84%  | 80%        | 80%  | 80%  | 81%  | 83%  | 87%        | 88%  | 89%  | 89%  | 89%  | 94%        | 90%  | 95%  | 95%  | 96%  |
| <b>Education</b>          | n.d.       | 81%  | 89%  | 88%  | 100% | 69%        | 79%  | 86%  | 99%  | 97%  | 96%        |      | 88%  |      | 96%  | 81%        | 74%  | 79%  | 82%  | 78%  |
| <b>Broad Humanities</b>   | 83%        | 86%  | 85%  | 86%  | 85%  | 85%        | 86%  | 87%  | 89%  | 88%  | 89%        | 90%  | 91%  | 89%  | 90%  | 95%        | 97%  | 96%  | 98%  | 98%  |
| <b>Grand Total</b>        | 81%        | 83%  | 83%  | 84%  | 85%  | 83%        | 84%  | 84%  | 86%  | 86%  | 88%        | 88%  | 89%  | 89%  | 89%  | 91%        | 87%  | 93%  | 94%  | 96%  |

**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 13 (Law) - CESM 12 since 2010

**Table 15c**  
**Summary of undergraduate success rates by population group and by course level**

| Level<br>Reg Yr      | 1000-Level |      |      |      |      | 2000-Level |      |      |      |      | 3000-Level |      |      |      |      | 4000-Level |      |      |      |      |
|----------------------|------------|------|------|------|------|------------|------|------|------|------|------------|------|------|------|------|------------|------|------|------|------|
|                      | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 | 2010       | 2011 | 2012 | 2013 | 2014 |
| <b>Black</b>         | 74%        | 77%  | 77%  | 78%  | 81%  | 74%        | 74%  | 76%  | 78%  | 79%  | 79%        | 78%  | 80%  | 82%  | 81%  | 83%        | 77%  | 85%  | 88%  | 93%  |
| <b>Coloured</b>      | 79%        | 82%  | 80%  | 82%  | 83%  | 81%        | 82%  | 84%  | 85%  | 86%  | 88%        | 88%  | 89%  | 89%  | 89%  | 88%        | 85%  | 93%  | 92%  | 93%  |
| <b>Indian</b>        | 81%        | 84%  | 80%  | 84%  | 83%  | 81%        | 84%  | 84%  | 86%  | 86%  | 86%        | 89%  | 89%  | 89%  | 89%  | 96%        | 88%  | 95%  | 96%  | 98%  |
| <b>White</b>         | 89%        | 90%  | 89%  | 90%  | 91%  | 90%        | 91%  | 91%  | 92%  | 92%  | 93%        | 93%  | 94%  | 94%  | 94%  | 97%        | 95%  | 98%  | 98%  | 99%  |
| <b>International</b> | 80%        | 81%  | 82%  | 83%  | 84%  | 84%        | 85%  | 84%  | 86%  | 86%  | 87%        | 91%  | 89%  | 89%  | 90%  | 94%        | 93%  | 94%  | 95%  | 95%  |
| <b>All Students</b>  | 81%        | 83%  | 83%  | 84%  | 85%  | 83%        | 84%  | 84%  | 86%  | 86%  | 88%        | 88%  | 89%  | 89%  | 89%  | 91%        | 87%  | 93%  | 94%  | 96%  |

**Table 16a**  
**Academic progress codes of all undergraduates**

| Faculty           | QUALIFIED   |             |             |             |             | STANDARD READMISSION |              |              |              |              | FACULTY/SENATE PERMISSION |             |             |             |             | REFUSED READMISSION |            |            |            |            | OTHER      |            |            |            |            | TOTAL        |              |              |              |              |
|-------------------|-------------|-------------|-------------|-------------|-------------|----------------------|--------------|--------------|--------------|--------------|---------------------------|-------------|-------------|-------------|-------------|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|
|                   | 2010        | 2011        | 2012        | 2013        | 2014        | 2010                 | 2011         | 2012         | 2013         | 2014         | 2010                      | 2011        | 2012        | 2013        | 2014        | 2010                | 2011       | 2012       | 2013       | 2014       | 2010       | 2011       | 2012       | 2013       | 2014       | 2010         | 2011         | 2012         | 2013         | 2014         |
| Commerce          | 884         | 830         | 879         | 936         | 924         | 2808                 | 2834         | 2954         | 2941         | 3024         | 338                       | 355         | 349         | 380         | 385         | 119                 | 111        | 141        | 125        | 128        | 33         | 67         | 69         | 68         | 58         | 4182         | 4197         | 4392         | 4450         | 4519         |
|                   | 21%         | 20%         | 20%         | 21%         | 20%         | 67%                  | 68%          | 67%          | 66%          | 67%          | 8%                        | 8%          | 8%          | 9%          | 9%          | 3%                  | 3%         | 3%         | 3%         | 3%         | 1%         | 2%         | 2%         | 2%         | 1%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| GSB               | 97          | 54          | nd          | nd          | nd          | 70                   | 127          | nd           | nd           | nd           |                           |             |             |             |             | 1                   | 5          | nd         | nd         | nd         | 40         | 21         | nd         | nd         | nd         | 208          | 207          | nd           | nd           | nd           |
|                   | 47%         | 26%         |             |             |             | 34%                  | 61%          |              |              |              | 0%                        | 0%          |             |             |             | 0%                  | 2%         |            |            |            | 19%        | 10%        |            |            |            | 100%         | 100%         |              |              |              |
| EBE               | 477         | 521         | 581         | 622         | 588         | 2044                 | 2049         | 2090         | 1965         | 1915         | 241                       | 229         | 207         | 244         | 217         | 159                 | 164        | 124        | 127        | 93         | 51         | 50         | 48         | 54         | 85         | 2972         | 3013         | 3050         | 3012         | 2898         |
|                   | 16%         | 17%         | 19%         | 21%         | 20%         | 69%                  | 68%          | 69%          | 65%          | 66%          | 8%                        | 8%          | 7%          | 8%          | 7%          | 5%                  | 5%         | 4%         | 4%         | 3%         | 2%         | 2%         | 2%         | 2%         | 3%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| Health Sciences   | 308         | 293         | 307         | 311         | 349         | 1420                 | 1393         | 1517         | 1430         | 1611         | 14                        | 76          | 52          | 14          | 15          | 15                  | 17         | 12         | 16         | 21         | 18         | 32         | 6          | 170        | 18         | 1775         | 1811         | 1881         | 1941         | 2014         |
|                   | 17%         | 16%         | 16%         | 16%         | 17%         | 80%                  | 77%          | 81%          | 74%          | 80%          | 1%                        | 4%          | 3%          | 1%          | 1%          | 1%                  | 1%         | 1%         | 1%         | 1%         | 1%         | 2%         | 0%         | 9%         | 1%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| Humanities        | 1207        | 1297        | 1237        | 1179        | 1197        | 3057                 | 2967         | 2870         | 2758         | 2632         | 493                       | 521         | 505         | 474         | 463         | 109                 | 150        | 152        | 181        | 143        | 105        | 100        | 75         | 64         | 68         | 4971         | 5035         | 4838         | 4656         | 4503         |
|                   | 24%         | 26%         | 26%         | 25%         | 27%         | 61%                  | 59%          | 59%          | 59%          | 58%          | 10%                       | 10%         | 10%         | 10%         | 10%         | 2%                  | 3%         | 3%         | 4%         | 3%         | 2%         | 2%         | 2%         | 1%         | 2%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| Law               | 90          | 128         | 113         | 134         | 126         | 269                  | 242          | 290          | 322          | 400          | 48                        | 64          | 20          | 56          | 56          | 56                  | 19         | 11         | 20         | 22         | 8          | 10         | 27         | 6          | 9          | 471          | 463          | 471          | 538          | 613          |
|                   | 19%         | 28%         | 24%         | 25%         | 21%         | 57%                  | 52%          | 62%          | 60%          | 65%          | 10%                       | 14%         | 4%          | 10%         | 9%          | 12%                 | 4%         | 2%         | 4%         | 4%         | 2%         | 2%         | 6%         | 1%         | 1%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| Science           | 310         | 349         | 436         | 322         | 356         | 1145                 | 1072         | 1022         | 988          | 955          | 90                        | 65          | 57          | 42          | 30          | 145                 | 152        | 112        | 88         | 73         | 13         | 14         | 21         | 30         | 28         | 1703         | 1652         | 1648         | 1470         | 1442         |
|                   | 18%         | 21%         | 26%         | 22%         | 25%         | 67%                  | 65%          | 62%          | 67%          | 66%          | 5%                        | 4%          | 3%          | 3%          | 2%          | 9%                  | 9%         | 7%         | 6%         | 5%         | 1%         | 1%         | 1%         | 2%         | 2%         | 100%         | 100%         | 100%         | 100%         | 100%         |
| <b>Total no.</b>  | <b>3373</b> | <b>3472</b> | <b>3553</b> | <b>3504</b> | <b>3540</b> | <b>10813</b>         | <b>10684</b> | <b>10743</b> | <b>10404</b> | <b>10537</b> | <b>1224</b>               | <b>1310</b> | <b>1190</b> | <b>1210</b> | <b>1166</b> | <b>604</b>          | <b>618</b> | <b>552</b> | <b>557</b> | <b>480</b> | <b>268</b> | <b>294</b> | <b>246</b> | <b>392</b> | <b>266</b> | <b>16282</b> | <b>16378</b> | <b>16284</b> | <b>16067</b> | <b>15989</b> |
| <b>Total row%</b> | <b>21%</b>  | <b>21%</b>  | <b>22%</b>  | <b>22%</b>  | <b>22%</b>  | <b>66%</b>           | <b>65%</b>   | <b>66%</b>   | <b>65%</b>   | <b>66%</b>   | <b>8%</b>                 | <b>8%</b>   | <b>7%</b>   | <b>8%</b>   | <b>7%</b>   | <b>4%</b>           | <b>4%</b>  | <b>3%</b>  | <b>3%</b>  | <b>3%</b>  | <b>2%</b>  | <b>2%</b>  | <b>2%</b>  | <b>2%</b>  | <b>2%</b>  | <b>100%</b>  | <b>100%</b>  | <b>100%</b>  | <b>100%</b>  | <b>100%</b>  |

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 66 expulsions, rustications and status pending disciplinary hearings in 2014

**Table 16b**  
**Academic progress codes of all Black undergraduates**

| Faculty           | QUALIFIED  |            |            |            |            | STANDARD READMISSION |             |             |             |             | FACULTY/SENATE PERMISSION |            |            |            |            | REFUSED READMISSION |            |            |            |            | OTHER     |           |           |            |           | TOTAL       |             |             |             |             |
|-------------------|------------|------------|------------|------------|------------|----------------------|-------------|-------------|-------------|-------------|---------------------------|------------|------------|------------|------------|---------------------|------------|------------|------------|------------|-----------|-----------|-----------|------------|-----------|-------------|-------------|-------------|-------------|-------------|
|                   | 2010       | 2011       | 2012       | 2013       | 2014       | 2010                 | 2011        | 2012        | 2013        | 2014        | 2010                      | 2011       | 2012       | 2013       | 2014       | 2010                | 2011       | 2012       | 2013       | 2014       | 2010      | 2011      | 2012      | 2013       | 2014      | 2010        | 2011        | 2012        | 2013        | 2014        |
| Commerce          | 206        | 181        | 207        | 223        | 237        | 757                  | 785         | 899         | 902         | 925         | 127                       | 150        | 137        | 160        | 155        | 50                  | 54         | 69         | 71         | 69         | 2         | 23        | 13        | 21         | 15        | 1142        | 1193        | 1325        | 1377        | 1401        |
|                   | 18%        | 15%        | 16%        | 16%        | 17%        | 66%                  | 66%         | 68%         | 66%         | 66%         | 11%                       | 13%        | 10%        | 12%        | 11%        | 4%                  | 5%         | 5%         | 5%         | 5%         | 0%        | 2%        | 1%        | 2%         | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| GSB               | 26         | 14         | nd         | nd         | nd         | 10                   | 15          | nd          | nd          | nd          |                           |            |            |            |            | 1                   | 3          | nd         | nd         | nd         | 9         | 7         | nd        | nd         | nd        | 46          | 39          | nd          | nd          | nd          |
|                   | 57%        | 36%        |            |            |            | 22%                  | 38%         |             |             |             | 0%                        | 0%         |            |            |            | 2%                  | 8%         |            |            |            | 20%       | 18%       |           |            |           | 100%        | 100%        |             |             |             |
| EBE               | 89         | 117        | 93         | 134        | 140        | 516                  | 530         | 566         | 516         | 489         | 106                       | 105        | 95         | 105        | 94         | 76                  | 95         | 72         | 58         | 41         | 11        | 11        | 10        | 14         | 24        | 798         | 858         | 836         | 827         | 788         |
|                   | 11%        | 14%        | 11%        | 16%        | 18%        | 65%                  | 62%         | 68%         | 62%         | 62%         | 13%                       | 12%        | 11%        | 13%        | 12%        | 10%                 | 11%        | 9%         | 7%         | 5%         | 1%        | 1%        | 1%        | 2%         | 3%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Health Sciences   | 71         | 57         | 79         | 84         | 113        | 461                  | 504         | 595         | 587         | 651         | 11                        | 52         | 16         | 12         | 9          | 6                   | 7          | 9          | 12         | 13         | 10        | 16        | 18        | 66         | 9         | 559         | 636         | 717         | 761         | 795         |
|                   | 13%        | 9%         | 11%        | 11%        | 14%        | 82%                  | 79%         | 83%         | 77%         | 82%         | 2%                        | 8%         | 2%         | 2%         | 1%         | 1%                  | 1%         | 1%         | 2%         | 2%         | 2%        | 3%        | 3%        | 9%         | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Humanities        | 205        | 240        | 222        | 243        | 263        | 602                  | 614         | 655         | 690         | 690         | 190                       | 206        | 210        | 200        | 200        | 41                  | 55         | 71         | 80         | 72         | 20        | 19        | 20        | 12         | 13        | 1058        | 1134        | 1178        | 1225        | 1238        |
|                   | 19%        | 21%        | 19%        | 20%        | 21%        | 57%                  | 54%         | 56%         | 56%         | 56%         | 18%                       | 18%        | 18%        | 16%        | 16%        | 4%                  | 5%         | 6%         | 7%         | 6%         | 2%        | 2%        | 2%        | 1%         | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Law               | 6          | 14         | 14         | 18         | 17         | 57                   | 43          | 57          | 70          | 87          | 22                        | 27         | 25         | 28         | 27         | 18                  | 8          | 3          | 9          | 10         | 3         | 4         | 1         | 3          | 1         | 106         | 96          | 100         | 128         | 142         |
|                   | 6%         | 15%        | 14%        | 14%        | 12%        | 54%                  | 45%         | 57%         | 55%         | 61%         | 21%                       | 28%        | 25%        | 22%        | 19%        | 17%                 | 8%         | 3%         | 7%         | 7%         | 3%        | 4%        | 1%        | 2%         | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Science           | 54         | 100        | 122        | 68         | 77         | 405                  | 358         | 301         | 248         | 274         | 52                        | 41         | 29         | 27         | 12         | 92                  | 87         | 63         | 56         | 39         | 2         | 1         | 10        | 8          | 8         | 605         | 587         | 525         | 407         | 410         |
|                   | 9%         | 17%        | 23%        | 17%        | 19%        | 67%                  | 61%         | 57%         | 61%         | 67%         | 9%                        | 7%         | 6%         | 7%         | 3%         | 15%                 | 15%        | 12%        | 14%        | 10%        | 0%        | 0%        | 2%        | 2%         | 2%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| <b>Total no.</b>  | <b>657</b> | <b>723</b> | <b>737</b> | <b>770</b> | <b>847</b> | <b>2808</b>          | <b>2849</b> | <b>3073</b> | <b>3013</b> | <b>3116</b> | <b>508</b>                | <b>581</b> | <b>512</b> | <b>532</b> | <b>497</b> | <b>284</b>          | <b>309</b> | <b>287</b> | <b>286</b> | <b>244</b> | <b>57</b> | <b>81</b> | <b>72</b> | <b>124</b> | <b>70</b> | <b>4314</b> | <b>4543</b> | <b>4681</b> | <b>4725</b> | <b>4774</b> |
| <b>Total row%</b> | <b>15%</b> | <b>16%</b> | <b>16%</b> | <b>16%</b> | <b>18%</b> | <b>65%</b>           | <b>63%</b>  | <b>66%</b>  | <b>64%</b>  | <b>65%</b>  | <b>12%</b>                | <b>13%</b> | <b>11%</b> | <b>11%</b> | <b>10%</b> | <b>7%</b>           | <b>7%</b>  | <b>6%</b>  | <b>6%</b>  | <b>5%</b>  | <b>1%</b> | <b>2%</b> | <b>2%</b> | <b>3%</b>  | <b>1%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

Percentages should be read across each row

Note: 1. "Other" academic standing codes include 27 expulsions, rustications and status pending disciplinary hearings in 2013

**Table 16c**  
**Academic progress codes of all Coloured undergraduates**

| Faculty         | QUALIFIED |      |      |      |      | STANDARD READMISSION |      |      |      |      | FACULTY/SENATE PERMISSION |      |      |      |      | REFUSED READMISSION |      |      |      |      | OTHER |      |      |      |      | TOTAL |      |      |      |      |
|-----------------|-----------|------|------|------|------|----------------------|------|------|------|------|---------------------------|------|------|------|------|---------------------|------|------|------|------|-------|------|------|------|------|-------|------|------|------|------|
|                 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010                 | 2011 | 2012 | 2013 | 2014 | 2010                      | 2011 | 2012 | 2013 | 2014 | 2010                | 2011 | 2012 | 2013 | 2014 | 2009  | 2010 | 2011 | 2012 | 2014 | 2009  | 2010 | 2011 | 2012 | 2014 |
| Commerce        | 98        | 89   | 77   | 115  | 109  | 311                  | 319  | 316  | 369  | 380  | 33                        | 30   | 33   | 43   | 54   | 19                  | 6    | 10   | 12   | 17   | 2     | 6    | 6    | 6    | 9    | 463   | 450  | 442  | 545  | 569  |
|                 | 21%       | 20%  | 17%  | 21%  | 19%  | 67%                  | 71%  | 71%  | 68%  | 67%  | 7%                        | 7%   | 7%   | 8%   | 9%   | 4%                  | 1%   | 2%   | 2%   | 3%   | 0%    | 1%   | 1%   | 1%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| GSB             | 37        | 18   | nd   | nd   | nd   | 25                   | 32   | nd   | nd   | nd   |                           |      |      |      |      | 1                   | nd   | nd   | nd   | nd   | 5     | 2    | nd   | nd   | nd   | 67    | 53   | nd   | nd   | nd   |
|                 | 55%       | 34%  |      |      |      | 37%                  | 60%  |      |      |      | 0%                        | 0%   |      |      |      | 0%                  | 2%   |      |      |      | 7%    | 4%   |      |      |      | 100%  | 100% |      |      |      |
| EBE             | 53        | 52   | 57   | 52   | 70   | 201                  | 199  | 186  | 213  | 212  | 27                        | 17   | 20   | 27   | 28   | 15                  | 17   | 11   | 11   | 8    | 3     | 6    | 3    | 3    | 8    | 299   | 291  | 277  | 306  | 326  |
|                 | 18%       | 18%  | 21%  | 17%  | 21%  | 67%                  | 68%  | 67%  | 70%  | 65%  | 9%                        | 6%   | 7%   | 9%   | 9%   | 5%                  | 6%   | 4%   | 4%   | 2%   | 1%    | 2%   | 1%   | 1%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| Health Sciences | 57        | 60   | 57   | 64   | 72   | 297                  | 267  | 287  | 301  | 348  | 1                         | 17   | 3    | 2    | 1    | 3                   | 6    | 2    | 1    | 5    | 1     | 8    | 2    | 30   | 2    | 359   | 358  | 351  | 398  | 428  |
|                 | 16%       | 17%  | 16%  | 16%  | 17%  | 83%                  | 75%  | 82%  | 76%  | 81%  | 0%                        | 5%   | 1%   | 1%   | 0%   | 1%                  | 2%   | 1%   | 0%   | 1%   | 0%    | 2%   | 1%   | 8%   | 0%   | 100%  | 100% | 100% | 100% | 100% |
| Humanities      | 344       | 324  | 292  | 228  | 232  | 700                  | 620  | 528  | 554  | 537  | 118                       | 136  | 107  | 113  | 100  | 27                  | 44   | 33   | 42   | 38   | 16    | 17   | 14   | 13   | 8    | 1205  | 1141 | 974  | 950  | 915  |
|                 | 29%       | 28%  | 30%  | 24%  | 25%  | 58%                  | 54%  | 54%  | 58%  | 59%  | 10%                       | 12%  | 11%  | 12%  | 11%  | 2%                  | 4%   | 3%   | 4%   | 4%   | 1%    | 1%   | 1%   | 1%   | 1%   | 100%  | 100% | 100% | 100% | 100% |
| Law             | 11        | 17   | 10   | 11   | 18   | 37                   | 33   | 37   | 58   | 68   | 9                         | 11   | 10   | 10   | 18   | 17                  | 4    | 3    | 4    | 8    | 2     | 4    | 2    |      | 1    | 76    | 69   | 62   | 83   | 113  |
|                 | 14%       | 25%  | 16%  | 13%  | 16%  | 49%                  | 48%  | 60%  | 70%  | 60%  | 12%                       | 16%  | 16%  | 12%  | 16%  | 22%                 | 6%   | 5%   | 5%   | 7%   | 3%    | 6%   | 3%   | 0%   | 1%   | 100%  | 100% | 100% | 100% | 100% |
| Science         | 34        | 21   | 44   | 40   | 33   | 114                  | 114  | 108  | 112  | 114  | 16                        | 9    |      |      |      |                     |      |      |      |      |       |      |      |      |      |       |      |      |      |      |

**Table 16d**  
**Academic progress codes of all Indian undergraduates**

| Faculty           | QUALIFIED  |            |            |            |            | STANDARD READMISSION |            |            |            |            | FACULTY/SENATE PERMISSION |            |           |           |            | REFUSED READMISSION |           |           |           |           | OTHER     |           |           |           |           | TOTAL       |             |             |             |             |
|-------------------|------------|------------|------------|------------|------------|----------------------|------------|------------|------------|------------|---------------------------|------------|-----------|-----------|------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|-------------|-------------|-------------|
|                   | 2010       | 2011       | 2012       | 2013       | 2014       | 2010                 | 2011       | 2012       | 2013       | 2014       | 2010                      | 2011       | 2012      | 2013      | 2014       | 2010                | 2011      | 2012      | 2013      | 2014      | 2010      | 2011      | 2012      | 2013      | 2014      | 2010        | 2011        | 2012        | 2013        | 2014        |
| Commerce          | 99         | 81         | 107        | 120        | 121        | 359                  | 355        | 348        | 331        | 339        | 60                        | 68         | 53        | 48        | 73         | 14                  | 11        | 22        | 11        | 11        | 1         | 8         | 7         | 8         | 9         | 533         | 523         | 537         | 518         | 553         |
|                   | 19%        | 15%        | 20%        | 23%        | 22%        | 67%                  | 68%        | 65%        | 64%        | 61%        | 11%                       | 13%        | 10%       | 9%        | 13%        | 3%                  | 2%        | 4%        | 2%        | 2%        | 0%        | 2%        | 1%        | 2%        | 2%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| GSB               | 7          | nd         | nd         | nd         | nd         | 4                    | 4          | nd         | nd         | nd         |                           |            |           |           |            |                     |           | nd        | nd        | nd        | 4         | 1         | nd        | nd        | nd        | 15          | 5           | nd          | nd          | nd          |
|                   | 47%        | 0%         |            |            |            | 27%                  | 80%        |            |            |            | 0%                        | 0%         |           |           |            | 0%                  | 0%        |           |           |           | 27%       | 20%       |           |           |           | 100%        | 100%        |             |             |             |
| EBE               | 23         | 33         | 41         | 50         | 42         | 153                  | 155        | 156        | 152        | 168        | 20                        | 20         | 17        | 16        | 24         | 16                  | 8         | 11        | 11        | 8         | 4         | 3         | 3         | 6         | 12        | 216         | 219         | 228         | 235         | 254         |
|                   | 11%        | 15%        | 18%        | 21%        | 17%        | 71%                  | 71%        | 68%        | 65%        | 66%        | 9%                        | 9%         | 7%        | 7%        | 9%         | 7%                  | 4%        | 5%        | 5%        | 3%        | 2%        | 1%        | 1%        | 3%        | 5%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Health Sciences   | 31         | 32         | 27         | 32         | 26         | 138                  | 136        | 145        | 122        | 144        |                           | 3          |           |           | 3          | 3                   | 2         |           | 2         | 1         | 1         | 2         | 2         | 19        | 2         | 173         | 175         | 174         | 175         | 176         |
|                   | 18%        | 18%        | 16%        | 18%        | 15%        | 80%                  | 78%        | 83%        | 70%        | 82%        | 0%                        | 2%         | 0%        | 0%        | 2%         | 2%                  | 1%        | 0%        | 1%        | 1%        | 1%        | 1%        | 1%        | 11%       | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Humanities        | 26         | 34         | 40         | 28         | 39         | 86                   | 83         | 74         | 93         | 98         | 20                        | 16         | 17        | 18        | 25         | 3                   | 8         | 4         | 7         | 2         | 5         | 6         | 1         | 1         | 2         | 140         | 147         | 136         | 147         | 166         |
|                   | 19%        | 23%        | 29%        | 19%        | 23%        | 61%                  | 56%        | 54%        | 63%        | 59%        | 14%                       | 11%        | 13%       | 12%       | 15%        | 2%                  | 5%        | 3%        | 5%        | 1%        | 4%        | 4%        | 1%        | 1%        | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Law               | 5          | 8          | 9          | 9          | 6          | 14                   | 18         | 19         | 21         | 31         | 4                         | 7          | 2         | 5         | 1          | 2                   |           | 2         | 1         | 1         | 1         |           |           |           |           | 26          | 33          | 32          | 36          | 40          |
|                   | 19%        | 24%        | 28%        | 25%        | 15%        | 54%                  | 55%        | 59%        | 58%        | 78%        | 15%                       | 21%        | 6%        | 14%       | 3%         | 8%                  | 0%        | 6%        | 3%        | 3%        | 4%        | 0%        | 0%        | 0%        | 3%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Science           | 15         | 18         | 18         | 16         | 14         | 53                   | 47         | 42         | 36         | 45         | 5                         | 1          | 4         | 2         | 2          | 4                   | 9         | 5         | 2         | 2         | 1         | 1         |           |           |           | 78          | 76          | 69          | 56          | 63          |
|                   | 19%        | 24%        | 26%        | 29%        | 22%        | 68%                  | 62%        | 61%        | 64%        | 71%        | 6%                        | 1%         | 6%        | 4%        | 3%         | 5%                  | 12%       | 7%        | 4%        | 3%        | 1%        | 1%        | 0%        | 0%        | 0%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| <b>Total no.</b>  | <b>206</b> | <b>206</b> | <b>242</b> | <b>255</b> | <b>248</b> | <b>807</b>           | <b>798</b> | <b>784</b> | <b>755</b> | <b>825</b> | <b>109</b>                | <b>115</b> | <b>93</b> | <b>89</b> | <b>128</b> | <b>42</b>           | <b>38</b> | <b>44</b> | <b>34</b> | <b>25</b> | <b>17</b> | <b>21</b> | <b>13</b> | <b>34</b> | <b>26</b> | <b>1181</b> | <b>1178</b> | <b>1176</b> | <b>1167</b> | <b>1252</b> |
| <b>Total row%</b> | <b>17%</b> | <b>17%</b> | <b>21%</b> | <b>22%</b> | <b>20%</b> | <b>68%</b>           | <b>68%</b> | <b>67%</b> | <b>65%</b> | <b>62%</b> | <b>9%</b>                 | <b>10%</b> | <b>8%</b> | <b>8%</b> | <b>10%</b> | <b>4%</b>           | <b>3%</b> | <b>4%</b> | <b>3%</b> | <b>2%</b> | <b>1%</b> | <b>2%</b> | <b>1%</b> | <b>3%</b> | <b>2%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

Percentages should be read across each row

Note: 1. "Other" academic standing codes include 11 expulsions, rustications and status pending disciplinary hearings in 2014

**Table 16e**  
**Academic progress codes of all White undergraduates**

| Faculty           | QUALIFIED   |             |             |             |             | STANDARD READMISSION |             |             |             |             | FACULTY/SENATE PERMISSION |            |            |            |            | REFUSED READMISSION |           |           |           |           | OTHER      |           |           |            |           | TOTAL       |             |             |             |             |
|-------------------|-------------|-------------|-------------|-------------|-------------|----------------------|-------------|-------------|-------------|-------------|---------------------------|------------|------------|------------|------------|---------------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|------------|-----------|-------------|-------------|-------------|-------------|-------------|
|                   | 2010        | 2011        | 2012        | 2013        | 2014        | 2010                 | 2011        | 2012        | 2013        | 2014        | 2010                      | 2011       | 2012       | 2013       | 2014       | 2010                | 2011      | 2012      | 2013      | 2014      | 2010       | 2011      | 2012      | 2013       | 2014      | 2010        | 2011        | 2012        | 2013        | 2014        |
| Commerce          | 348         | 364         | 347         | 318         | 315         | 1058                 | 1027        | 981         | 964         | 980         | 77                        | 63         | 68         | 64         | 61         | 13                  | 14        | 15        | 18        | 10        | 13         | 21        | 28        | 23         | 22        | 1509        | 1489        | 1439        | 1387        | 1388        |
|                   | 23%         | 24%         | 24%         | 23%         | 23%         | 70%                  | 69%         | 68%         | 70%         | 71%         | 5%                        | 4%         | 5%         | 5%         | 4%         | 1%                  | 1%        | 1%        | 1%        | 1%        | 1%         | 1%        | 2%        | 2%         | 2%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| GSB               | 16          | 10          | nd          | nd          | nd          | 24                   | 32          | nd          | nd          | nd          |                           |            |            |            |            |                     |           | nd        | nd        | nd        | 12         | 2         | nd        | nd         |           | 52          | 44          | nd          | nd          | nd          |
|                   | 31%         | 23%         |             |             |             | 46%                  | 73%         |             |             |             | 0%                        | 0%         |            |            |            | 0%                  | 0%        |           |           |           | 23%        | 5%        |           |            |           | 100%        | 100%        |             |             |             |
| EBE               | 216         | 205         | 257         | 242         | 206         | 752                  | 740         | 726         | 643         | 626         | 49                        | 46         | 25         | 42         | 31         | 18                  | 17        | 7         | 13        | 14        | 22         | 16        | 16        | 18         | 8         | 1057        | 1024        | 1031        | 958         | 885         |
|                   | 20%         | 20%         | 25%         | 25%         | 23%         | 71%                  | 72%         | 70%         | 67%         | 71%         | 5%                        | 4%         | 2%         | 4%         | 4%         | 2%                  | 2%        | 1%        | 1%        | 2%        | 2%         | 2%        | 2%        | 2%         | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Health Sciences   | 126         | 124         | 128         | 116         | 100         | 462                  | 433         | 421         | 356         | 385         | 1                         | 3          |            |            | 1          |                     | 2         |           | 1         | 1         | 5          | 6         | 5         | 42         | 4         | 594         | 568         | 554         | 515         | 491         |
|                   | 21%         | 22%         | 23%         | 23%         | 20%         | 78%                  | 76%         | 76%         | 69%         | 78%         | 0%                        | 1%         | 0%         | 0%         | 0%         | 0%                  | 0%        | 0%        | 0%        | 0%        | 1%         | 1%        | 1%        | 8%         | 1%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Humanities        | 479         | 456         | 435         | 439         | 479         | 1251                 | 1211        | 1151        | 1019        | 824         | 94                        | 106        | 98         | 81         | 66         | 26                  | 27        | 24        | 33        | 14        | 48         | 46        | 32        | 32         | 34        | 1898        | 1846        | 1740        | 1604        | 1417        |
|                   | 25%         | 25%         | 25%         | 27%         | 34%         | 66%                  | 66%         | 66%         | 64%         | 58%         | 5%                        | 6%         | 6%         | 5%         | 5%         | 1%                  | 1%        | 1%        | 2%        | 1%        | 3%         | 2%        | 2%        | 2%         | 2%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Law               | 50          | 71          | 66          | 76          | 65          | 131                  | 127         | 134         | 128         | 162         | 11                        | 11         | 8          | 5          | 7          | 8                   | 6         | 1         | 3         | 2         | 2          | 2         | 2         | 1          | 6         | 202         | 217         | 211         | 213         | 242         |
|                   | 25%         | 33%         | 31%         | 36%         | 27%         | 65%                  | 59%         | 64%         | 60%         | 67%         | 5%                        | 5%         | 4%         | 2%         | 3%         | 4%                  | 3%        | 0%        | 1%        | 1%        | 1%         | 1%        | 1%        | 0%         | 2%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| Science           | 146         | 138         | 152         | 123         | 163         | 399                  | 395         | 376         | 366         | 334         | 6                         | 11         | 11         | 6          | 3          | 13                  | 12        | 5         | 8         | 8         | 5          | 4         | 7         | 14         | 12        | 569         | 560         | 551         | 517         | 520         |
|                   | 26%         | 25%         | 28%         | 24%         | 31%         | 70%                  | 71%         | 68%         | 71%         | 64%         | 1%                        | 2%         | 2%         | 1%         | 1%         | 2%                  | 2%        | 1%        | 2%        | 2%        | 1%         | 1%        | 1%        | 3%         | 2%        | 100%        | 100%        | 100%        | 100%        | 100%        |
| <b>Total no.</b>  | <b>1381</b> | <b>1368</b> | <b>1385</b> | <b>1314</b> | <b>1328</b> | <b>4077</b>          | <b>3965</b> | <b>3789</b> | <b>3476</b> | <b>3311</b> | <b>238</b>                | <b>240</b> | <b>210</b> | <b>198</b> | <b>169</b> | <b>78</b>           | <b>78</b> | <b>52</b> | <b>76</b> | <b>49</b> | <b>107</b> | <b>97</b> | <b>90</b> | <b>130</b> | <b>86</b> | <b>5881</b> | <b>5748</b> | <b>5526</b> | <b>5194</b> | <b>4943</b> |
| <b>Total row%</b> | <b>23%</b>  | <b>24%</b>  | <b>25%</b>  | <b>25%</b>  | <b>27%</b>  | <b>69%</b>           | <b>69%</b>  | <b>69%</b>  | <b>67%</b>  | <b>67%</b>  | <b>4%</b>                 | <b>4%</b>  | <b>4%</b>  | <b>4%</b>  | <b>3%</b>  | <b>1%</b>           | <b>1%</b> | <b>1%</b> | <b>1%</b> | <b>1%</b> | <b>2%</b>  | <b>2%</b> | <b>2%</b> | <b>3%</b>  | <b>2%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

Percentages should be read across each row

Note: 1. "Other" academic standing codes include 6 expulsions, rustications and status pending disciplinary hearings in 2013

**Table 16f**  
**Academic progress codes of all International undergraduates**

| Faculty          | QUALIFIED  |            |            |            |            | STANDARD READMISSION |             |                |      |      | FACULTY/SENATE PERMISSION |      |      |      |      | REFUSED READMISSION |      |      |      |      | OTHER |      |      |      |      | TOTAL |      |      |      |      |
|------------------|------------|------------|------------|------------|------------|----------------------|-------------|----------------|------|------|---------------------------|------|------|------|------|---------------------|------|------|------|------|-------|------|------|------|------|-------|------|------|------|------|
|                  | 2010       | 2011       | 2012       | 2013       | 2014       | 2010                 | 2011        | 2012           | 2013 | 2014 | 2010                      | 2011 | 2012 | 2013 | 2014 | 2010                | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 | 2010  | 2011 | 2012 | 2013 | 2014 |
| Commerce         | 108        | 71         | 81         | 99         | 118        | 279                  | 311         | 309            | 264  | 256  | 37                        | 35   | 43   | 52   | 30   | 20                  | 25   | 19   | 11   | 16   | 13    | 9    | 12   | 7    | 1    | 457   | 451  | 464  | 433  | 421  |
|                  | 24%        | 16%        | 17%        | 23%        | 28%        | 61%                  | 69%         | 67%            | 61%  | 61%  | 8%                        | 8%   | 9%   | 12%  | 7%   | 4%                  | 6%   | 4%   | 3%   | 4%   | 3%    | 2%   | 3%   | 2%   | 0%   | 100%  | 100% | 100% | 100% | 100% |
| GSB              | 5          | nd         | nd         | nd         | nd         | 30                   | nd          | nd             | nd   | nd   |                           |      |      |      |      |                     |      | nd   | nd   | nd   |       |      | 7    | nd   | nd   | 42    | nd   | nd   | nd   | nd   |
|                  | 12%        |            |            |            |            | 71%                  |             |                |      |      | 0%                        |      |      |      |      | 0%                  |      |      |      |      | 17%   |      |      |      |      | 100%  |      |      |      |      |
| EBE              | 86         | 101        | 110        | 122        | 109        | 397                  | 395         | 380            | 344  | 316  | 36                        | 37   | 39   | 44   | 34   | 32                  | 25   | 21   | 29   | 17   | 11    | 12   | 12   | 11   | 26   | 562   | 570  | 562  | 550  | 502  |
|                  | 15%        | 18%        | 20%        | 22%        | 22%        | 71%                  | 69%         | 68%            | 63%  | 63%  | 6%                        | 6%   | 7%   | 8%   | 7%   | 6%                  | 4%   | 4%   | 5%   | 3%   | 2%    | 2%   | 2%   | 2%   | 5%   | 100%  | 100% | 100% | 100% | 100% |
| Health Sciences  | 17         | 15         | 12         | 12         | 8          | 52                   | 42          | 38             | 29   | 27   | 1                         |      |      |      |      | 3                   |      |      |      |      |       |      |      |      | 1    | 73    | 57   | 50   | 41   | 36   |
|                  | 23%        | 26%        | 24%        | 29%        | 22%        | 71%                  | 74%         | 76%            | 71%  | 75%  | 1%                        | 0%   | 0%   | 0%   | 0%   | 4%                  | 0%   | 0%   | 0%   | 0%   | 0%    | 0%   | 0%   | 0%   | 3%   | 100%  | 100% | 100% | 100% | 100% |
| Humanities       | 124        | 120        | 148        | 149        | 103        | 330                  | 350         | 305            | 231  | 217  | 51                        | 45   | 48   | 39   | 39   | 10                  | 14   | 17   | 11   | 10   | 14    | 7    | 5    | 1    | 7    | 529   | 536  | 523  | 431  | 376  |
|                  | 23%        | 22%        | 28%        | 35%        | 27%        | 62%                  | 65%         | 58%            | 54%  | 58%  | 10%                       | 8%   | 9%   | 9%   | 10%  | 2%                  | 3%   | 3%   | 3%   | 3%   | 3%    | 1%   | 1%   | 0%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| Law              | 17         | 13         | 10         | 9          | 8          | 27                   | 17          | 20             | 22   | 31   | 2                         | 7    | 3    | 4    | 3    | 10                  | 1    | 3    | 2    | 1    |       |      | 1    | 1    | 1    | 56    | 38   | 37   | 38   | 43   |
|                  | 30%        | 34%        | 27%        | 24%        | 19%        | 48%                  | 45%         | 54%            | 58%  | 72%  | 4%                        | 18%  | 8%   | 11%  | 7%   | 18%                 | 3%   | 8%   | 5%   | 2%   | 0%    | 0%   | 3%   | 3%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| Science          | 50         | 51         | 52         | 40         | 50         | 158                  | 134         | 138            | 154  | 126  | 8                         | 3    | 3    | 3    | 2    | 17                  | 24   | 16   | 15   | 15   | 4     | 5    | 2    | 1    | 4    | 237   | 217  | 211  | 213  | 197  |
|                  | 21%        | 24%        | 25%        | 19%        | 25%        | 67%                  | 62%         | 65%            | 72%  | 64%  | 3%                        | 1%   | 1%   | 1%   | 1%   | 7%                  | 11%  | 8%   | 7%   | 8%   | 2%    | 2%   | 1%   | 0%   | 2%   | 100%  | 100% | 100% | 100% | 100% |
| <b>Total no.</b> | <b>402</b> | <b>376</b> | <b>413</b> | <b>431</b> | <b>396</b> | <b>1243</b>          | <b>1279</b> | <b>1190</b> </ |      |      |                           |      |      |      |      |                     |      |      |      |      |       |      |      |      |      |       |      |      |      |      |



Table 17a

Five year cohort survival analysis of the 2006, 2007, 2008, 2009 and 2010 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students (SA and International)

| Status after 5 years                                  | Arts - BA   |             |             |             |             | Commerce    |             |              |             |             | Engineering - BSc(Eng) |             |             |             |             | Law         |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake  | 2009 intake | 2010 intake | 2006 intake            | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 283<br>76%  | 277<br>73%  | 337<br>76%  | 292<br>74%  | 300<br>77%  | 731<br>76%  | 742<br>78%  | 796<br>75%   | 736<br>74%  | 765<br>80%  | 278<br>65%             | 300<br>62%  | 295<br>60%  | 416<br>57%  | 336<br>60%  | 30<br>59%   | 33<br>49%   | 47<br>59%   | 20<br>80%   | 31<br>62%   |
| Continuing undergraduate studies                      | 14<br>4%    | 11<br>3%    | 14<br>3%    | 15<br>4%    | 11<br>3%    | 75<br>8%    | 67<br>7%    | 88<br>8%     | 78<br>8%    | 65<br>7%    | 20<br>5%               | 20<br>4%    | 26<br>5%    | 43<br>6%    | 75<br>13%   | 6<br>12%    | 6<br>9%     | 7<br>9%     | 3<br>12%    | 5<br>10%    |
| Dropped out in good academic standing                 | 52<br>14%   | 56<br>15%   | 57<br>13%   | 51<br>13%   | 41<br>10%   | 52<br>5%    | 50<br>5%    | 73<br>7%     | 73<br>7%    | 51<br>5%    | 19<br>4%               | 24<br>5%    | 46<br>9%    | 47<br>6%    | 41<br>7%    | 9<br>18%    | 11<br>16%   | 6<br>8%     | 0<br>0%     | 6<br>12%    |
| Refused readmission on academic grounds               | 22<br>6%    | 33<br>9%    | 36<br>8%    | 39<br>10%   | 40<br>10%   | 101<br>11%  | 91<br>10%   | 101<br>10%   | 106<br>11%  | 73<br>8%    | 112<br>26%             | 127<br>26%  | 145<br>29%  | 216<br>30%  | 110<br>20%  | 6<br>12%    | 17<br>25%   | 19<br>24%   | 2<br>8%     | 8<br>16%    |
| Total   | 371<br>98%  | 377<br>100% | 444<br>100% | 397<br>100% | 392<br>100% | 959<br>100% | 950<br>100% | 1058<br>100% | 993<br>100% | 954<br>100% | 429<br>100%            | 486<br>100% | 494<br>100% | 727<br>100% | 562<br>100% | 51<br>100%  | 67<br>100%  | 79<br>100%  | 25<br>100%  | 50<br>100%  |

| Status after 5 years                                  | Science     |             |             |             |             | Social Science - BSocSc |             |             |             |             | Total        |              |              |              |              |
|---|-------------|-------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake             | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake  | 2007 intake  | 2008 intake  | 2009 intake  | 2010 intake  |
| Completed undergraduate bachelors' degree (graduated) | 304<br>58%  | 266<br>60%  | 370<br>60%  | 348<br>51%  | 309<br>69%  | 367<br>77%              | 361<br>76%  | 385<br>72%  | 349<br>68%  | 427<br>77%  | 1993<br>71%  | 2173<br>69%  | 2230<br>69%  | 2161<br>65%  | 2168<br>73%  |
| Continuing undergraduate studies                      | 48<br>9%    | 34<br>8%    | 36<br>6%    | 52<br>8%    | 17<br>4%    | 18<br>4%                | 13<br>3%    | 23<br>4%    | 23<br>4%    | 12<br>2%    | 181<br>6%    | 234<br>8%    | 194<br>6%    | 214<br>6%    | 185<br>6%    |
| Dropped out in good academic standing                 | 40<br>8%    | 19<br>4%    | 34<br>6%    | 54<br>8%    | 24<br>5%    | 65<br>14%               | 55<br>12%   | 68<br>13%   | 74<br>14%   | 70<br>13%   | 237<br>8%    | 292<br>8%    | 284<br>9%    | 299<br>9%    | 233<br>8%    |
| Refused readmission on academic grounds               | 130<br>25%  | 122<br>28%  | 175<br>28%  | 228<br>33%  | 100<br>22%  | 28<br>6%                | 46<br>10%   | 61<br>11%   | 68<br>13%   | 48<br>9%    | 399<br>14%   | 509<br>16%   | 537<br>17%   | 659<br>20%   | 379<br>13%   |
| Total   | 522<br>100% | 441<br>100% | 615<br>100% | 682<br>100% | 450<br>100% | 478<br>100%             | 475<br>100% | 537<br>100% | 514<br>100% | 557<br>100% | 2810<br>100% | 3217<br>100% | 3227<br>100% | 3338<br>100% | 2965<br>100% |

## Notes:

1. This table is an analysis of the academic progress of the 2006 2007 2008,2009 and 2010 FU cohorts carried out five years after their initial enrolment at UCT  
In the case of EBE, the 2005 - 2008 analyses were carried out over 6 years. The 2009 cohort will be updated next year with an additional year of data.
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 17b

Five year cohort survival analysis of the 2006, 2007, 2008, 2009 and 2010 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: SA BLACK students

| Status after 5 years                                  | Arts - BA   |             |             |             |             | Commerce    |             |             |             |             | Engineering - BSc(Eng) |             |             |             |             | Law         |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake            | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 23<br>59%   | 29<br>71%   | 36<br>65%   | 41<br>63%   | 30<br>53%   | 126<br>60%  | 156<br>63%  | 165<br>67%  | 178<br>65%  | 197<br>70%  | 54<br>43%              | 62<br>39%   | 69<br>38%   | 92<br>38%   | 58<br>37%   | 4<br>40%    | 11<br>38%   | 16<br>59%   | 6<br>60%    | 17<br>68%   |
| Continuing undergraduate studies                      | 3<br>8%     | 0<br>0%     | 2<br>4%     | 9<br>14%    | 3<br>5%     | 32<br>15%   | 30<br>12%   | 27<br>11%   | 26<br>9%    | 38<br>14%   | 11<br>9%               | 12<br>8%    | 16<br>9%    | 43<br>18%   | 30<br>19%   | 2<br>20%    | 4<br>14%    | 2<br>7%     | 2<br>20%    | 4<br>16%    |
| Dropped out in good academic standing                 | 7<br>18%    | 5<br>12%    | 3<br>5%     | 6<br>9%     | 7<br>12%    | 12<br>6%    | 10<br>4%    | 11<br>4%    | 19<br>7%    | 15<br>5%    | 3<br>2%                | 7<br>4%     | 16<br>9%    | 20<br>8%    | 7<br>4%     | 2<br>20%    | 5<br>17%    | 1<br>4%     | 0<br>0%     | 1<br>4%     |
| Refused readmission on academic grounds               | 6<br>15%    | 7<br>17%    | 14<br>25%   | 9<br>14%    | 17<br>30%   | 39<br>19%   | 53<br>21%   | 44<br>18%   | 34<br>12%   | 31<br>11%   | 59<br>46%              | 71<br>44%   | 84<br>46%   | 113<br>46%  | 62<br>39%   | 2<br>20%    | 9<br>31%    | 8<br>30%    | 2<br>20%    | 3<br>12%    |
| Total   | 39<br>100%  | 41<br>100%  | 55<br>100%  | 65<br>100%  | 57<br>100%  | 209<br>100% | 249<br>100% | 247<br>100% | 275<br>100% | 281<br>100% | 127<br>100%            | 160<br>100% | 182<br>100% | 244<br>100% | 157<br>100% | 10<br>100%  | 29<br>100%  | 27<br>100%  | 10<br>100%  | 25<br>100%  |

| Status after 5 years                                  | Science     |             |             |             |             | Social Science - BSocSc |             |             |             |             | Total       |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake             | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 52<br>36%   | 46<br>32%   | 109<br>44%  | 110<br>36%  | 56<br>41%   | 64<br>70%               | 50<br>64%   | 64<br>65%   | 47<br>48%   | 70<br>71%   | 323<br>48%  | 354<br>48%  | 459<br>54%  | 474<br>48%  | 428<br>57%  |
| Continuing undergraduate studies                      | 27<br>19%   | 18<br>13%   | 19<br>8%    | 26<br>9%    | 7<br>5%     | 8<br>9%                 | 6<br>8%     | 5<br>5%     | 10<br>10%   | 6<br>6%     | 83<br>17%   | 70<br>14%   | 71<br>8%    | 116<br>12%  | 88<br>12%   |
| Dropped out in good academic standing                 | 4<br>3%     | 5<br>3%     | 10<br>4%    | 19<br>6%    | 2<br>1%     | 10<br>11%               | 10<br>13%   | 15<br>15%   | 15<br>15%   | 7<br>7%     | 38<br>6%    | 42<br>6%    | 56<br>7%    | 79<br>8%    | 39<br>5%    |
| Refused readmission on academic grounds               | 62<br>43%   | 74<br>52%   | 107<br>44%  | 150<br>49%  | 73<br>53%   | 10<br>11%               | 12<br>15%   | 14<br>14%   | 25<br>26%   | 16<br>16%   | 178<br>29%  | 226<br>32%  | 271<br>32%  | 333<br>33%  | 202<br>27%  |
| Total   | 145<br>100% | 143<br>100% | 245<br>100% | 305<br>100% | 138<br>100% | 92<br>100%              | 78<br>100%  | 98<br>100%  | 97<br>100%  | 99<br>100%  | 622<br>100% | 850<br>100% | 850<br>100% | 996<br>100% | 757<br>100% |

Table 17c

Five year cohort survival analysis of the 2006, 2007, 2008, 2009 and 2010 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: SA COLOURED students

| Status after 5 years                                  | Arts - BA   |             |             |             |             | Commerce    |             |             |             |             | Engineering - BSc(Eng) |             |             |             |             | Law         |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake            | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 42<br>71%   | 56<br>70%   | 66<br>77%   | 50<br>63%   | 49<br>70%   | 105<br>78%  | 83<br>78%   | 88<br>67%   | 74<br>67%   | 82<br>83%   | 26<br>53%              | 39<br>52%   | 37<br>73%   | 38<br>59%   | 29<br>58%   | 4<br>44%    | 4<br>44%    | 12<br>50%   | 4<br>80%    | 4<br>50%    |
| Continuing undergraduate studies                      | 2<br>3%     | 5<br>6%     | 4<br>5%     | 2<br>3%     | 4<br>6%     | 9<br>7%     | 8<br>7%     | 17<br>13%   | 20<br>18%   | 6<br>6%     | 3<br>6%                | 2<br>16%    | 3<br>6%     | 3<br>5%     | 10<br>20%   | 1<br>11%    | 1<br>11%    | 3<br>13%    | 1<br>20%    | 0<br>0%     |
| Dropped out in good academic standing                 | 6<br>10%    | 6<br>8%     | 5<br>6%     | 12<br>15%   | 8<br>11%    | 5<br>4%     | 5<br>5%     | 9<br>7%     | 8<br>7%     | 3<br>3%     | 3<br>6%                | 1<br>3%     | 2<br>4%     | 1<br>2%     | 4<br>8%     | 3<br>33%    | 2<br>22%    | 1<br>4%     | 0<br>0%     | 2<br>25%    |
| Refused readmission on academic grounds               | 9<br>15%    | 13<br>16%   | 11<br>13%   | 15<br>19%   | 9<br>13%    | 15<br>11%   | 11<br>10%   | 17<br>13%   | 9<br>8%     | 8<br>8%     | 17<br>35%              | 18<br>29%   | 12<br>24%   | 25<br>39%   | 7<br>14%    | 1<br>11%    | 2<br>22%    | 8<br>33%    | 0<br>0%     | 2<br>25%    |
| Total   | 59<br>100%  | 80<br>100%  | 86<br>100%  | 79<br>100%  | 70<br>100%  | 134<br>100% | 107<br>100% | 131<br>100% | 111<br>100% | 99<br>100%  | 49<br>100%             | 63<br>100%  | 51<br>100%  | 64<br>100%  | 50<br>100%  | 9<br>100%   | 9<br>100%   | 24<br>100%  | 5<br>100%   | 8<br>100%   |

| Status after 5 years                                  | Science     |             |             |             |             | Social Science - BSocSc |             |             |             |             | Total       |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake             | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 200         |
| Completed undergraduate bachelors' degree (graduated) | 35<br>51%   | 27<br>55%   | 32<br>48%   | 35<br>39%   | 39<br>78%   | 74<br>69%               | 66<br>72%   | 66<br>58%   | 67<br>60%   | 59<br>76%   | 286<br>65%  | 275<br>67%  | 301<br>64%  | 268<br>58%  | 262<br>74%  |
| Continuing undergraduate studies                      | 5<br>7%     | 5<br>10%    | 5<br>8%     | 8<br>9%     | 4<br>8%     | 5<br>5%                 | 2<br>2%     | 4<br>4%     | 8<br>7%     | 2<br>3%     | 33<br>8%    | 39<br>8%    | 39<br>8%    | 42<br>9%    | 26<br>7%    |
| Dropped out in good academic standing                 | 6<br>9%     | 3<br>6%     | 5<br>8%     | 10<br>11%   | 3<br>6%     | 20<br>19%               | 11<br>12%   | 16<br>14%   | 15<br>13%   | 11<br>14%   | 43<br>10%   | 39<br>7%    | 39<br>8%    | 46<br>10%   | 31<br>9%    |
| Refused readmission on academic grounds               | 22<br>32%   | 14<br>29%   | 24<br>36%   | 37<br>41%   | 4<br>8%     | 8<br>7%                 | 13<br>14%   | 27<br>24%   | 22<br>20%   | 6<br>8%     | 72<br>17%   | 93<br>18%   | 93<br>20%   | 108<br>23%  | 36<br>10%   |
| Total   | 68<br>100%  | 49<br>100%  | 66<br>100%  | 90<br>100%  | 50<br>100%  | 107<br>100%             | 92<br>100%  | 113<br>100% | 112<br>100% | 78<br>100%  | 427<br>100% | 469<br>100% | 469<br>100% | 461<br>100% | 355<br>100% |

Table 17d

Five year cohort survival analysis of the 2006, 2007, 2008, 2009 and 2010 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: SA INDIAN students

| Status after 5 years                                  | Arts - BA   |             |             |             |             | Commerce    |             |             |             |             | Engineering - BSc(Eng) |             |             |             |             | Law         |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake            | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 13<br>81%   | 7<br>58%    | 6<br>60%    | 5<br>63%    | 9<br>90%    | 84<br>72%   | 83<br>81%   | 88<br>70%   | 101<br>71%  | 98<br>78%   | 16<br>52%              | 21<br>58%   | 31<br>69%   | 42<br>46%   | 28<br>60%   | 1<br>20%    | 0<br>0%     | 3<br>50%    | 2<br>100%   | 3<br>50%    |
| Continuing undergraduate studies                      | 0<br>0%     | 1<br>8%     | 1<br>10%    | 0<br>0%     | 0<br>0%     | 10<br>9%    | 9<br>9%     | 16<br>13%   | 14<br>10%   | 11<br>13%   | 4<br>13%               | 1<br>3%     | 1<br>2%     | 1<br>1%     | 6<br>13%    | 2<br>40%    | 0<br>0%     | 0<br>0%     | 0<br>0%     | 0<br>0%     |
| Dropped out in good academic standing                 | 3<br>19%    | 3<br>25%    | 1<br>10%    | 0<br>0%     | 0<br>0%     | 11<br>9%    | 3<br>3%     | 12<br>10%   | 11<br>8%    | 10<br>8%    | 3<br>10%               | 4<br>11%    | 4<br>9%     | 6<br>7%     | 7<br>15%    | 2<br>40%    | 1<br>33%    | 1<br>17%    | 0<br>0%     | 2<br>33%    |
| Refused readmission on academic grounds               | 0<br>0%     | 1<br>8%     | 2<br>20%    | 4<br>50%    | 1<br>10%    | 11<br>9%    | 8<br>8%     | 10<br>8%    | 17<br>12%   | 6<br>5%     | 8<br>26%               | 9<br>25%    | 9<br>20%    | 28<br>30%   | 6<br>13%    | 0<br>0%     | 2<br>67%    | 2<br>33%    | 0<br>0%     | 1<br>17%    |
| Total   | 16<br>100%  | 12<br>100%  | 10<br>100%  | 8<br>100%   | 10<br>100%  | 116<br>100% | 103<br>100% | 126<br>100% | 143<br>100% | 125<br>100% | 31<br>100%             | 36<br>100%  | 45<br>100%  | 92<br>100%  | 47<br>100%  | 5<br>100%   | 3<br>100%   | 6<br>100%   | 2<br>100%   | 6<br>100%   |

| Status after 5 years                                  | Science     |             |             |             |             | Social Science - BSocSc |             |             |             |             | Total       |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake             | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 12<br>50%   | 17<br>65%   | 20<br>57%   | 23<br>49%   | 8<br>50%    | 17<br>89%               | 17<br>61%   | 13<br>57%   | 18<br>72%   | 19<br>79%   | 143<br>70%  | 145<br>68%  | 161<br>66%  | 191<br>60%  | 165<br>72%  |
| Continuing undergraduate studies                      | 2<br>8%     | 0<br>0%     | 0<br>3%     | 4<br>9%     | 1<br>6%     | 0<br>0%                 | 0<br>0%     | 1<br>4%     | 1<br>4%     | 0<br>0%     | 18<br>8%    | 11<br>8%    | 19<br>8%    | 20<br>6%    | 18<br>8%    |
| Dropped out in good academic standing                 | 2<br>8%     | 2<br>8%     | 4<br>6%     | 6<br>13%    | 3<br>19%    | 1<br>5%                 | 4<br>14%    | 5<br>22%    | 1<br>4%     | 1<br>4%     | 22<br>9%    | 17<br>8%    | 27<br>11%   | 24<br>8%    | 23<br>10%   |
| Refused readmission on academic grounds               | 8<br>33%    | 7<br>27%    | 10<br>31%   | 14<br>30%   | 4<br>25%    | 1<br>5%                 | 7<br>25%    | 4<br>17%    | 5<br>20%    | 4<br>17%    | 28<br>13%   | 34<br>16%   | 37<br>15%   | 68<br>21%   | 22<br>10%   |
| Total   | 24<br>100%  | 26<br>100%  | 34<br>100%  | 47<br>100%  | 16<br>100%  | 19<br>100%              | 28<br>100%  | 23<br>100%  | 25<br>100%  | 24<br>100%  | 211<br>100% | 208<br>100% | 244<br>100% | 317<br>100% | 228<br>100% |

Table 17e

Five year cohort survival analysis of the 2006, 2007, 2008, 2009 and 2010 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: SA WHITE students

| Status after 5 years                                  | Arts - BA   |             |             |             |             | Commerce    |             |             |             |             | Engineering - BSc(Eng) |             |             |             |             | Law         |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake            | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake |
| Completed undergraduate bachelors' degree (graduated) | 159<br>79%  | 159<br>76%  | 198<br>78%  | 173<br>79%  | 170<br>86%  | 326<br>86%  | 342<br>87%  | 371<br>85%  | 320<br>86%  | 277<br>90%  | 117<br>79%             | 124<br>79%  | 105<br>78%  | 185<br>76%  | 144<br>79%  | 16<br>80%   | 10<br>64%   | 10<br>71%   | 5<br>100%   | 4<br>57%    |
| Continuing undergraduate studies                      | 8<br>4%     | 5<br>2%     | 7<br>3%     | 4<br>2%     | 3<br>2%     | 12<br>3%    | 15<br>4%    | 16<br>4%    | 13<br>3%    | 6<br>2%     | 16<br>11%              | 5<br>3%     | 3<br>2%     | 7<br>3%     | 17<br>9%    | 2<br>10%    | 1<br>7%     | 2<br>14%    | 0<br>0%     | 1<br>14%    |
| Dropped out in good academic standing                 | 29<br>14%   | 37<br>18%   | 42<br>17%   | 31<br>14%   | 18<br>9%    | 18<br>5%    | 25<br>6%    | 31<br>7%    | 26<br>7%    | 15<br>5%    | 6<br>4%                | 5<br>3%     | 11<br>8%    | 15<br>6%    | 11<br>6%    | 1<br>5%     | 2<br>7%     | 1<br>7%     | 0<br>0%     | 1<br>14%    |
| Refused readmission on academic grounds               | 6<br>3%     | 8<br>4%     | 6<br>2%     | 12<br>5%    | 6<br>3%     | 21<br>6%    | 13<br>3%    | 21<br>5%    | 13<br>3%    | 11<br>4%    | 9<br>6%                | 20<br>13%   | 15<br>11%   | 31<br>13%   | 10<br>5%    | 1<br>5%     | 1<br>21%    | 1<br>7%     | 0<br>0%     | 1<br>14%    |
| Total   | 202<br>100% | 209<br>100% | 253<br>100% | 220<br>100% | 197<br>100% | 377<br>100% | 395<br>100% | 439<br>100% | 372<br>100% | 309<br>100% | 148<br>100%            | 157<br>100% | 134<br>100% | 244<br>100% | 182<br>100% | 20<br>100%  | 14<br>100%  | 14<br>100%  | 5<br>100%   | 7<br>100%   |

| Status after 5 years                                  | Science     |             |             |             |             | Social Science - BSocSc |             |             |             |             | Total        |              |              |              |              |
|---|-------------|-------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|
|   | 2006 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake             | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2006 intake  | 2007 intake  | 2008 intake  | 2009 intake  | 2010 intake  |
| Completed undergraduate bachelors' degree (graduated) | 136<br>76%  | 128<br>83%  | 146<br>80%  | 124<br>73%  | 153<br>89%  | 127<br>81%              | 150<br>82%  | 164<br>82%  | 165<br>77%  | 191<br>79%  | 881<br>81%   | 913<br>81%   | 994<br>82%   | 972<br>79%   | 939<br>85%   |
| Continuing undergraduate studies                      | 9<br>5%     | 9<br>6%     | 10<br>7%    | 13<br>8%    | 4<br>2%     | 3<br>2%                 | 3<br>2%     | 7<br>4%     | 3<br>1%     | 3<br>1%     | 50<br>4%     | 38<br>5%     | 45<br>4%     | 40<br>3%     | 34<br>3%     |
| Dropped out in good academic standing                 | 21<br>12%   | 7<br>5%     | 11<br>7%    | 14<br>8%    | 10<br>6%    | 19<br>12%               | 22<br>12%   | 22<br>11%   | 38<br>18%   | 35<br>14%   | 94<br>9%     | 98<br>9%     | 118<br>10%   | 124<br>10%   | 90<br>8%     |
| Refused readmission on academic grounds               | 14<br>8%    | 10<br>6%    | 11<br>6%    | 18<br>11%   | 4<br>2%     | 7<br>4%                 | 9<br>5%     | 7<br>4%     | 8<br>4%     | 13<br>5%    | 58<br>5%     | 61<br>6%     | 61<br>5%     | 82<br>7%     | 45<br>4%     |
| Total   | 180<br>100% | 154<br>100% | 178<br>100% | 169<br>100% | 171<br>100% | 156<br>100%             | 184<br>100% | 200<br>100% | 214<br>100% | 242<br>100% | 1083<br>100% | 1113<br>100% | 1218<br>100% | 1224<br>100% | 1108<br>100% |

Table 18

Five year cohort survival analysis of the 2006, 2007, 2008, 2009 and 2010 intakes of first-time entering undergraduates in extended programmes five years after initial enrolment in 5 large faculties: ALL students

| Status after 5 years                                  | Commerce -BCom |                |                |                |                | Commerce (BBusSc) |                |                |                |                | Engineering - BSc(Eng) |                |                |                |                | Law            |                |                |
|---|----------------|----------------|----------------|----------------|----------------|-------------------|----------------|----------------|----------------|----------------|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|   | 2006<br>intake | 2007<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake | 2006<br>intake    | 2007<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake | 2006<br>intake         | 2007<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake |
| Completed undergraduate bachelors' degree (graduated) | 57<br>54%      | 49<br>60%      | 51<br>59%      | 69<br>59%      | 84<br>73%      | 37<br>41%         | 39<br>54%      | 8<br>44%       | 42<br>46%      | 59<br>66%      | 5<br>7%                | 14<br>15%      | 26<br>33%      | 15<br>29%      | 15<br>36%      | 7<br>44%       | 1<br>17%       | 4<br>57%       |
| Continuing undergraduate studies                      | 13<br>12%      | 13<br>16%      | 12<br>14%      | 11<br>9%       | 15<br>13%      | 10<br>11%         | 11<br>15%      | 4<br>22%       | 27<br>29%      | 16<br>18%      | 17<br>24%              | 27<br>29%      | 7<br>9%        | 6<br>12%       | 11<br>26%      | 3<br>19%       | 3<br>50%       | 1<br>14%       |
| Dropped out in good academic standing                 | 14<br>13%      | 2<br>2%        | 5<br>6%        | 7<br>6%        | 5<br>4%        | 18<br>20%         | 1<br>1%        | 1<br>6%        | 7<br>8%        | 2<br>2%        | 9<br>13%               | 4<br>4%        | 5<br>6%        | 5<br>10%       | 1<br>2%        | 1<br>6%        | 1<br>17%       | 1<br>14%       |
| Refused readmission on academic grounds               | 21<br>20%      | 17<br>21%      | 18<br>21%      | 30<br>26%      | 11<br>10%      | 25<br>28%         | 21<br>29%      | 5<br>28%       | 16<br>17%      | 11<br>12%      | 41<br>57%              | 47<br>51%      | 41<br>52%      | 25<br>48%      | 14<br>33%      | 5<br>31%       | 2<br>33%       | 1<br>14%       |
| Total   | 105<br>100%    | 81<br>100%     | 86<br>100%     | 117<br>100%    | 115<br>100%    | 90<br>100%        | 72<br>100%     | 18<br>100%     | 92<br>100%     | 89<br>100%     | 72<br>100%             | 92<br>100%     | 79<br>100%     | 52<br>100%     | 42<br>100%     | 16<br>100%     | 6<br>100%      | 7<br>100%      |

| Status after 5 years                                  | Science        |                |                |                |                | BA + BSocSc    |                |                |                |                | Total          |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|   | 2006<br>intake | 2007<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake | 2006<br>intake | 2007<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake | 2006<br>intake | 2007<br>intake | 2008<br>intake | 2009<br>intake | 2010<br>intake |
| Completed undergraduate bachelors' degree (graduated) | 42<br>27%      | 22<br>21%      | 63<br>36%      | 40<br>27%      | 33<br>41%      | 56<br>58%      | 52<br>61%      | 62<br>61%      | 75<br>52%      | 55<br>70%      | 197<br>38%     | 176<br>40%     | 217<br>45%     | 242<br>43%     | 250<br>61%     |
| Continuing undergraduate studies                      | 24<br>15%      | 16<br>15%      | 14<br>8%       | 13<br>9%       | 6<br>7%        | 7<br>7%        | 4<br>5%        | 7<br>7%        | 19<br>13%      | 6<br>8%        | 71<br>14%      | 71<br>16%      | 47<br>10%      | 79<br>14%      | 55<br>13%      |
| Dropped out in good academic standing                 | 18<br>12%      | 3<br>3%        | 7<br>4%        | 5<br>3%        | 2<br>2%        | 19<br>20%      | 12<br>14%      | 10<br>10%      | 19<br>13%      | 6<br>8%        | 78<br>15%      | 22<br>5%       | 29<br>6%       | 44<br>8%       | 17<br>4%       |
| Refused readmission on academic grounds               | 72<br>46%      | 66<br>62%      | 92<br>52%      | 89<br>61%      | 40<br>49%      | 15<br>15%      | 17<br>20%      | 23<br>23%      | 32<br>22%      | 11<br>14%      | 174<br>33%     | 168<br>38%     | 184<br>39%     | 194<br>35%     | 88<br>21%      |
| Total   | 156<br>100%    | 107<br>100%    | 176<br>100%    | 147<br>100%    | 81<br>100%     | 97<br>100%     | 85<br>100%     | 102<br>100%    | 145<br>100%    | 79<br>100%     | 520<br>100%    | 437<br>100%    | 477<br>100%    | 559<br>100%    | 413<br>100%    |

Percentages are to be read down each column

**Table 19**  
**Progress of 2007, 2008, 2009, 2010 and 2011 intakes of master's students as at 2014**

| Status                              | Commerce    |             |             |             |             | GSB         |             |             |             |             | EBE         |             |             |             |             | Health Sciences |             |             |             |             |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|-------------|-------------|-------------|-------------|
|                                     | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake | 2007 intake     | 2008 intake | 2009 intake | 2010 intake | 2011 intake |
| <b>Graduated No</b>                 | 44          | 77          | 85          | 101         | 80          | 150         | 220         | 215         | 210         | 217         | 147         | 158         | 197         | 181         | 165         | 65              | 67          | 56          | 85          | 74          |
| <b>%</b>                            | 64%         | 71%         | 69%         | 70%         | 50%         | 88%         | 89%         | 86%         | 81%         | 81%         | 64%         | 67%         | 68%         | 59%         | 48%         | 63%             | 44%         | 49%         | 53%         | 39%         |
| <b>Upgraded No</b>                  | 0           | 0           | 1           | 0           | 0           | 0           | 0           | 0           | 0           | 0           | 8           | 10          | 6           | 6           | 6           | 8               | 13          | 10          | 14          | 15          |
| <b>%</b>                            | 0%          | 0%          | 1%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 4%          | 4%          | 2%          | 2%          | 2%          | 8%              | 9%          | 9%          | 9%          | 8%          |
| <b>Still Busy No</b>                | 0           | 1           | 2           | 5           | 20          | 0           | 0           | 0           | 1           | 3           | 5           | 6           | 14          | 26          | 60          | 2               | 7           | 16          | 24          | 41          |
| <b>%</b>                            | 0%          | 1%          | 2%          | 3%          | 13%         | 0%          | 0%          | 0%          | 0%          | 1%          | 2%          | 3%          | 5%          | 8%          | 18%         | 2%              | 5%          | 14%         | 15%         | 21%         |
| <b>Transferred to Other Prog No</b> | 0           | 0           | 1           | 0           | 1           | 1           | 0           | 0           | 0           | 0           | 2           | 1           | 0           | 1           | 1           | 1               | 0           | 0           | 0           | 3           |
| <b>%</b>                            | 0%          | 0%          | 1%          | 0%          | 1%          | 1%          | 0%          | 0%          | 0%          | 0%          | 1%          | 0%          | 0%          | 0%          | 0%          | 1%              | 0%          | 0%          | 0%          | 2%          |
| <b>Dropped Out No</b>               | 25          | 24          | 28          | 38          | 56          | 12          | 23          | 31          | 44          | 45          | 61          | 52          | 70          | 86          | 105         | 28              | 62          | 29          | 33          | 54          |
| <b>%</b>                            | 36%         | 22%         | 23%         | 26%         | 35%         | 7%          | 9%          | 12%         | 17%         | 17%         | 27%         | 22%         | 24%         | 28%         | 31%         | 27%             | 41%         | 25%         | 21%         | 28%         |
| <b>Excluded No</b>                  | 0           | 7           | 6           | 1           | 2           | 8           | 3           | 4           | 4           | 3           | 5           | 8           | 4           | 6           | 5           | 0               | 2           | 3           | 3           | 5           |
| <b>%</b>                            | 0%          | 6%          | 5%          | 1%          | 1%          | 5%          | 1%          | 2%          | 2%          | 1%          | 2%          | 3%          | 1%          | 2%          | 1%          | 0%              | 1%          | 3%          | 2%          | 3%          |
| <b>Total No</b>                     | 69          | 109         | 123         | 145         | 159         | 171         | 246         | 250         | 259         | 268         | 228         | 235         | 291         | 306         | 342         | 104             | 151         | 114         | 159         | 192         |
| <b>%</b>                            | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%            | 100%        | 100%        | 100%        | 100%        |

Percentages are to be read down each column

| Status                              | Humanities  |             |             |             |             | Law         |             |             |             |             | Science     |             |             |             |             | Total       |             |             |             |             |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                     | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake | 2007 intake | 2008 intake | 2009 intake | 2010 intake | 2011 intake |
| <b>Graduated No</b>                 | 170         | 199         | 199         | 210         | 195         | 89          | 87          | 104         | 127         | 107         | 102         | 126         | 119         | 108         | 89          | 767         | 934         | 975         | 1022        | 927         |
| <b>%</b>                            | 75%         | 82%         | 77%         | 73%         | 64%         | 75%         | 72%         | 72%         | 69%         | 65%         | 60%         | 72%         | 73%         | 69%         | 47%         | 71%         | 73%         | 72%         | 68%         | 57%         |
| <b>Upgraded No</b>                  | 2           | 2           | 2           | 0           | 0           | 1           | 0           | 1           | 2           | 1           | 17          | 15          | 14          | 16          | 30          | 36          | 40          | 34          | 38          | 52          |
| <b>%</b>                            | 1%          | 1%          | 1%          | 0%          | 0%          | 1%          | 0%          | 1%          | 1%          | 1%          | 10%         | 9%          | 9%          | 10%         | 16%         | 3%          | 3%          | 3%          | 3%          | 3%          |
| <b>Still Busy No</b>                | 1           | 3           | 3           | 14          | 33          | 0           | 0           | 6           | 7           | 8           | 5           | 1           | 2           | 4           | 19          | 13          | 18          | 43          | 81          | 184         |
| <b>%</b>                            | 0%          | 1%          | 1%          | 5%          | 11%         | 0%          | 0%          | 4%          | 4%          | 5%          | 3%          | 1%          | 1%          | 3%          | 10%         | 1%          | 1%          | 3%          | 5%          | 11%         |
| <b>Transferred to Other Prog No</b> | 0           | 1           | 1           | 0           | 0           | 0           | 1           | 1           | 1           | 0           | 3           | 0           | 1           | 0           | 1           | 7           | 3           | 4           | 2           | 6           |
| <b>%</b>                            | 0%          | 0%          | 0%          | 0%          | 0%          | 0%          | 1%          | 1%          | 1%          | 0%          | 2%          | 0%          | 1%          | 0%          | 1%          | 1%          | 0%          | 0%          | 0%          | 0%          |
| <b>Dropped Out No</b>               | 43          | 34          | 48          | 60          | 74          | 28          | 31          | 31          | 47          | 44          | 37          | 25          | 19          | 24          | 49          | 234         | 251         | 256         | 332         | 427         |
| <b>%</b>                            | 19%         | 14%         | 18%         | 21%         | 24%         | 24%         | 26%         | 21%         | 25%         | 27%         | 22%         | 14%         | 12%         | 15%         | 26%         | 22%         | 20%         | 19%         | 22%         | 26%         |
| <b>Excluded No</b>                  | 10          | 4           | 7           | 3           | 3           | 1           | 2           | 2           | 1           | 5           | 6           | 7           | 8           | 4           | 1           | 30          | 33          | 34          | 22          | 24          |
| <b>%</b>                            | 4%          | 2%          | 3%          | 1%          | 1%          | 1%          | 2%          | 1%          | 1%          | 3%          | 4%          | 4%          | 5%          | 3%          | 1%          | 3%          | 3%          | 3%          | 1%          | 1%          |
| <b>Total No</b>                     | 226         | 243         | 260         | 287         | 305         | 119         | 121         | 145         | 185         | 165         | 170         | 174         | 163         | 156         | 189         | 1087        | 1279        | 1346        | 1497        | 1620        |
| <b>%</b>                            | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        | 100%        |

Note: MMeds are excluded from the Health Sciences figures

**Table 20**  
**Progress of the 2007, 2008 ,2009, 2010 and 2011 intakes of doctoral students as at 2014**

| Status                              | Commerce |        |        |        |        | GSB    |        |        |        |        | EBE    |        |        |        |        | Health Sciences |        |        |        |        |
|-------------------------------------|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------------|--------|--------|--------|--------|
|                                     | 2007     | 2008   | 2009   | 2010   | 2011   | 2007   | 2008   | 2009   | 2010   | 2011   | 2007   | 2008   | 2009   | 2010   | 2011   | 2007            | 2008   | 2009   | 2010   | 2011   |
|                                     | intake   | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake          | intake | intake | intake | intake |
| <b>Graduated No</b>                 | 13       | 9      | 18     | 10     | 3      |        |        |        |        |        | 17     | 12     | 10     | 7      | 4      | 42              | 42     | 32     | 15     | 11     |
| <b>%</b>                            | 50%      | 50%    | 42%    | 25%    | 7%     |        |        |        |        |        | 43%    | 39%    | 32%    | 18%    | 9%     | 79%             | 79%    | 51%    | 20%    | 12%    |
| <b>Still Busy No</b>                | 4        | 2      | 3      | 18     | 28     |        |        |        |        |        | 2      | 7      | 8      | 18     | 31     | 1               | 4      | 13     | 39     | 66     |
| <b>%</b>                            | 15%      | 11%    | 7%     | 45%    | 62%    |        |        |        |        |        | 5%     | 23%    | 26%    | 46%    | 66%    | 2%              | 8%     | 21%    | 52%    | 73%    |
| <b>Transferred to Other Prog No</b> | 2        | 0      | 0      | 0      | 0      |        |        |        |        |        | 2      | 0      | 0      | 0      | 0      | 0               | 0      | 1      | 2      | 2      |
| <b>%</b>                            | 8%       | 0%     | 0%     | 0%     | 0%     |        |        |        |        |        | 5%     | 0%     | 0%     | 0%     | 0%     | 0%              | 0%     | 2%     | 3%     | 2%     |
| <b>Dropped Out No</b>               | 7        | 7      | 22     | 11     | 11     |        |        |        |        |        | 19     | 12     | 13     | 14     | 12     | 10              | 7      | 17     | 18     | 11     |
| <b>%</b>                            | 27%      | 39%    | 51%    | 28%    | 24%    |        |        |        |        |        | 48%    | 39%    | 42%    | 36%    | 26%    | 19%             | 13%    | 27%    | 24%    | 12%    |
| <b>Excluded No</b>                  | 0        | 0      | 0      | 1      | 3      |        |        |        |        |        | 0      | 0      | 0      | 0      | 0      | 0               | 0      | 0      | 1      | 0      |
| <b>%</b>                            | 0%       | 0%     | 0%     | 3%     | 7%     |        |        |        |        |        | 0%     | 0%     | 0%     | 0%     | 0%     | 0%              | 0%     | 0%     | 1%     | 0%     |
| <b>Total No</b>                     | 26       | 18     | 43     | 40     | 45     | 0      | 0      | 0      | 0      | 0      | 40     | 31     | 31     | 39     | 47     | 53              | 53     | 63     | 75     | 90     |
| <b>%</b>                            | 100%     | 100%   | 100%   | 100%   | 100%   |        |        |        |        |        | 100%   | 100%   | 100%   | 100%   | 100%   | 100%            | 100%   | 100%   | 100%   | 100%   |

Percentages are to be read down each column

| Status                              | Humanities |        |        |        |        | Law    |        |        |        |        | Science |        |        |        |        | Total  |        |        |        |        |
|-------------------------------------|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                                     | 2007       | 2008   | 2009   | 2010   | 2011   | 2007   | 2008   | 2009   | 2010   | 2011   | 2007    | 2008   | 2009   | 2010   | 2011   | 2007   | 2008   | 2009   | 2010   | 2011   |
|                                     | intake     | intake | intake | intake | intake | intake | intake | intake | intake | intake | intake  | intake | intake | intake | intake | intake | intake | intake | intake | intake |
| <b>Graduated No</b>                 | 30         | 23     | 20     | 12     | 1      | 5      | 7      | 2      | 5      | 1      | 62      | 37     | 35     | 28     | 3      | 169    | 130    | 117    | 77     | 23     |
| <b>%</b>                            | 52%        | 36%    | 41%    | 18%    | 2%     | 38%    | 47%    | 18%    | 28%    | 6%     | 69%     | 59%    | 52%    | 35%    | 3%     | 60%    | 53%    | 44%    | 24%    | 7%     |
| <b>Still Busy No</b>                | 7          | 12     | 12     | 28     | 39     | 3      | 2      | 5      | 6      | 6      | 5       | 11     | 13     | 25     | 68     | 22     | 38     | 54     | 134    | 238    |
| <b>%</b>                            | 12%        | 19%    | 24%    | 41%    | 76%    | 23%    | 13%    | 45%    | 33%    | 38%    | 6%      | 17%    | 19%    | 31%    | 77%    | 8%     | 16%    | 20%    | 42%    | 71%    |
| <b>Transferred to Other Prog No</b> | 0          | 0      | 1      | 1      | 0      | 0      | 0      | 0      | 0      | 1      | 2       | 4      | 0      | 0      | 0      | 6      | 4      | 2      | 3      | 3      |
| <b>%</b>                            | 0%         | 0%     | 2%     | 1%     | 0%     | 0%     | 0%     | 0%     | 0%     | 6%     | 2%      | 6%     | 0%     | 0%     | 0%     | 2%     | 2%     | 1%     | 1%     | 1%     |
| <b>Dropped Out No</b>               | 20         | 28     | 15     | 27     | 11     | 5      | 6      | 4      | 7      | 8      | 18      | 9      | 19     | 28     | 17     | 79     | 69     | 90     | 105    | 70     |
| <b>%</b>                            | 34%        | 44%    | 31%    | 40%    | 22%    | 38%    | 40%    | 36%    | 39%    | 50%    | 20%     | 14%    | 28%    | 35%    | 19%    | 28%    | 28%    | 34%    | 33%    | 21%    |
| <b>Excluded No</b>                  | 1          | 1      | 1      | 0      | 0      | 0      | 0      | 0      | 0      | 0      | 3       | 2      | 0      | 0      | 0      | 4      | 3      | 1      | 2      | 3      |
| <b>%</b>                            | 2%         | 2%     | 2%     | 0%     | 0%     | 0%     | 0%     | 0%     | 0%     | 0%     | 3%      | 3%     | 0%     | 0%     | 0%     | 1%     | 1%     | 0%     | 1%     | 1%     |
| <b>Total No</b>                     | 58         | 64     | 49     | 68     | 51     | 13     | 15     | 11     | 18     | 16     | 90      | 63     | 67     | 81     | 88     | 280    | 244    | 264    | 321    | 337    |
| <b>%</b>                            | 100%       | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%    | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   | 100%   |



**Table 21**  
**Average Time to Completion Amongst Masters and Doctoral Graduates**

| Year            | 2010               |                  |                    |                  | 2011               |                  |                    |                  | 2012               |                  |                    |                  | 2013               |                  |                    |                  | 2014               |                  |                    |                  |
|-----------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|
| 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        | 2.0                | 100              | 4.2                | 21               | 2.2                | 92               | 4.7                | 12               | 2.4                | 88               | 5.1                | 25               | 2.1                | 129              | 4.7                | 15               | 1.3                | 112              | 5.3                | 17               |
| GSB             | 1.6                | 175              |                    |                  | 1.7                | 185              |                    |                  | 1.7                | 164              |                    |                  | 1.9                | 189              |                    |                  | 1.9                | 218              |                    |                  |
| EBE             | 2.5                | 172              | 4.9                | 20               | 2.6                | 219              | 5.3                | 18               | 2.7                | 205              | 5.1                | 19               | 2.6                | 223              | 4.9                | 14               | 2.3                | 217              | 5.0                | 22               |
| Health Sciences | 3.8                | 118              | 4.4                | 40               | 4.0                | 142              | 5.2                | 45               | 3.6                | 136              | 5.0                | 50               | 3.8                | 192              | 5.0                | 57               | 2.9                | 165              | 4.5                | 51               |
| Humanities      | 2.5                | 208              | 5.5                | 24               | 2.8                | 203              | 5.1                | 31               | 2.6                | 223              | 5.5                | 31               | 2.8                | 211              | 5.2                | 38               | 2.0                | 209              | 5.4                | 48               |
| Law             | 1.6                | 123              | 3.0                | 5                | 1.9                | 127              | 4.9                | 8                | 2.0                | 105              | 4.1                | 8                | 2.0                | 115              | 4.7                | 9                | 1.4                | 140              | 5.4                | 7                |
| Science         | 2.7                | 112              | 4.6                | 50               | 2.9                | 117              | 5.5                | 49               | 2.5                | 160              | 5.0                | 65               | 2.6                | 150              | 5.2                | 72               | 2.1                | 153              | 4.7                | 59               |
| <b>Total</b>    | 2.4                | 1008             | 4.6                | 160              | 2.6                | 1085             | 4.6                | 163              | 2.5                | 1081             | 5.0                | 198              | 2.6                | 1209             | 5.1                | 205              | 2.0                | 1214             | 4.9                | 204              |