# TEACHING AND LEARNING AT UCT

2013

I n both its Mission Statement and Strategic Plan 2010-2014, the University of Cape Town appropriately recognizes teaching and learning as core priorities, alongside research and engagement with the community and society at large. We strive to secure our status as one of the premier universities on the continent not only because of our reputation for research but also for the quality our teaching and learning.

They must also be committed to life-long learning and global citizenship with a social consciousness.

We accept our responsibility of producing the next generation of leaders – many of whom will become the thought leaders of the 21st century. This requires our graduates to be not only technically and theoretically competent, they must also be able to apply their expertise to understanding and responding to complex local and global challenges. They must also be committed to life-long learning and global citizenship with a social consciousness. Our challenge therefore is to offer a teaching and learning environment that can inspire and stimulate students and staff to achieve these goals. This report showcases the range of ways in which we are striving to do this. It documents both our achievements and the on-going challenges.

Dr Max Price

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- Strengthening the recognition and reward system for teaching
- Opportunities for providing breadth in the curriculum
- Develop a framework for evaluating the quality of teaching and learning

1.1 Report from the Deputy Vice-Chancellor: Teaching and Learning

The 2012 Teaching and Learning report recorded substantial progress in building an increasingly enabling institutional environment for teaching and learning.
The following achievements were noted:

- The establishment of the Senate Teaching and Learning Committee and the adoption of a three-year Action Plan to guide the work of the Committee.

- A review of the governance of teaching and learning through the review of all sub-committees in the academic cluster, the creation of several new sub-structures and establishing reporting lines between the sub-committees and the Senate Committee.

- The emergence of new faculty-level teaching and learning structures, where such did not exist and better alignment of many faculty-based activities with priorities identified by the central committee.

- The establishment of a CHED Teaching and Learning Committee to facilitate more coordinated support for the Senate Teaching and Learning Committee.

- The prioritization of physical infrastructure for teaching and learning.

- The approval of a revised Teaching and Learning Charter which sets out commitments of staff, students and the University to creating an enabling teaching and learning environment.

These gains in strengthening institutional and faculty leadership and governance for teaching and learning have enabled significant achievements in 2013. Using the 2012 Senate Teaching and Learning Committee's Action Plan as a framework (see Annexure 12), this report provides an overview of some of the highlights of 2013 – the achievements as well as on-going challenges.

I. Achievements

A. Develop a teaching and learning strategy

At the end of 2013 Senate approved UCT's Teaching and Learning Strategy (see Annexure 13). Higher education is in the midst of what some have referred to an 'academic revolution'[1] characterized by rapid change and uncertainty given globalization, internationalization, increasing competition, advances in technology, growing inequality, and shrinking resources. In response higher education institutions around the world are re-thinking and re-positioning themselves with respect to their educational mission. In particular, top ranked universities are seeing teaching and learning, and particularly curriculum development, as a way of leveraging their competitive edge. In addition to these global drivers, in South Africa we face very particular challenges. The 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 for UCT are addressed in the Size and Shape UCT 2020 report where we commit ourselves to increasing our undergraduate completion rates, as well as our postgraduate enrolments and completion rates. While there is much work underway in the faculties to address these challenges, an adoption of institutional strategy will focus our attention and efforts in a context of pressing imperatives and limited resources.

Our Strategy proposes that with respect to UCT's 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 needs of the contemporary world.
-   Enhancing institutional capacity to develop effective and sustainable responses to UCT's educational challenges.

The Strategy sets out ten objectives that will assist UCT to achieve these goals. These objectives signal the university's key priorities and will serve at the basis for reporting to Senate and Council for the next five year period. It also served as the basis for UCT's DHET Teaching Development Grant plan (see section 6.2 in Annexure 6). The Strategy is intended as a living document to be revised with a changing landscape, and to serve as a basis for developing teaching and learning strategies in individual faculties.

[1]Altbach, P. ALTBACH, P., REINSBERG., L.; RUMBLEY, L. 2009. Trends in Global Higher Education:

B. Developing a comprehensive approach to improving undergraduate throughput

The summary of quantitative indicators for 2013 provides evidence of some positive developments in terms of course success rates and a narrowing of the performance gap by race (see section 2). While these course success rates are encouraging, the cohort analysis shows that there is considerable room for improvement. The longitudinal progress of first-time entering undergraduate students (FU) within the 2005 - 2009[2] entry cohorts showed an overall 10% decrease in undergraduate completion rates, with 61% of the 2009 entry cohort completing a degree/diploma by the end of 2013. By the end of 2013, 9% of the 2009 FU entrants shown here had dropped out in good academic standing, and a further 19% had been excluded on academic grounds. 11% of these students were still busy with their undergraduate studies after 5 years, and the potential completion rate within the 2009 cohort was therefore 72% (in comparison with 75% amongst the 2008 cohort). As is discussed in more detail below 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.
Nonetheless the Size and Shape policy commits UCT to cohort completion rates of at least 75% in all undergraduate programmes by 2020 (see Size and Shape of UCT by 2020, 2011). This therefore calls for an on-going and comprehensive approach to improving undergraduate throughput.

During 2013 there were moves towards a more systemic approach to improving throughput in three key areas: 1) the implementation of the First-Year Experience (FYE) project, 2) the strengthening of extended curricula programmes, and 3) the monitoring of success rates in service courses and Courses Impeding Graduation (CIGs). These are briefly described on the following pages.

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[2] 2009 is the last cohort whose progress can be tracked for five years (minimum time plus two years).

1. First-Year Experience Project

The First-Year Experience project has as its main focus the promotion of first-year success by working alongside faculties and service structures to improve student learning. The project is an important part of the Teaching and Learning Strategy for UCT. It has been conceptualized as part of the institution's plan to improve undergraduate completion rates by 2020. The model is premised on strong central support through the FYE Advisory Committee and CHED with devolution to faculties for customized FYE initiatives. Each of the Faculty reports (Annexure 1) elaborate on these FYE initiatives which consist of a range of interventions to better serve and support first-year students, including on-going review of orientation, extended orientation, psycho-social support and mentorship.

A key feature of the FYE project is Early Assessment which consists of a 'snapshot' of student performance by early April in order to gauge academic 'risk'. The rationale is that early identification of students who are struggling followed with some appropriate intervention may enable greater student success. There are still some teething problems with respect to entering and accessing the data in a useable format. Despite these problems faculties are using the EA data to contribute to important academic decisions required early in the year – such as placement of students on extended programmes, curriculum load adjustment, or referrals to support services.

2. Strengthening of extended curricula programme

In order to give effect to the goals of the UCT Strategic Plan, faculties have developed flexible and supportive curriculum frameworks that cater for the wide diversity of educational needs of the students entering various degree programmes. Faculties use various models of foundational provision in accordance with the needs of their degree programmes and the students therein. All faculties run some form of extended curriculum programme which adds a year of study, thus providing curriculum space for additional academic support.

In 2013 the Faculties of Humanities and Science saw significant developments in their models of extended curriculum (see faculty reports 1.4 and 1.5 in Annexure 1). The Faculty of Science for example saw the implementation at undergraduate level of a new approach to increasing throughput and success rates in courses and the degrees as a whole, a revision of approaches to teaching and learning, and enhancement of the quality and levels of support to students.

There is no doubt that these programmes have played a critical role in contributing to increased throughput particularly of black South African students from poor schooling backgrounds. The cohort analyses indicate that there is still room for improvement however.

By the end of 2013 42% of the 2009 extended programme intake had completed a qualification and 17% were still busy with their studies. The potential completion rate within the overall 2009 extended programme cohort is therefore 59%. Completion rates amongst the 2009 BCom and BA/SocSc extended programme cohorts (60% and 51% respectively) were markedly higher than amongst the whole extended programme cohort (42%). What is particularly encouraging is the completion rate to date (until the end of 2013) amongst the combined BCom and BBusSc extended programmes was 55%, and that a further 18% were still busy with their undergraduate studies. Potential completion within the extended BCom/BBusSc cohort is therefore 73%, which compares favourably with that amongst the whole cohort (80%).

Some of the key characteristics of the success of these models are:

- Flexibility with respect to placement of students, thus allowing students to transfer into the extended programme at more than one point during the course of first year.

- Extending support beyond first year in order to provide extended programme students with a smooth transition through the degree programme especially at the point where they join the mainstream cohort.

- Embedding key learning skills into the curriculum at appropriate discipline-specific points.

- Providing general support for non-academic challenges, such as psychosocial, financial and emotional difficulties, which can hinder adjustment for first-year students.

3. Monitoring and addressing the challenges of service courses and Courses Impeding Graduation

Part of the comprehensive approach to improving throughput has included a detailed interrogation of courses with high failure rates. A further refinement of the scope of the project has been achieved by drawing particular attention to a subset of these courses referred to as 'courses impeding graduation' (CIGs). These are courses required for graduation that present particular stumbling blocks for students. Significant progress has been made in some faculties in identifying these CIG's and revising curricula accordingly. These initiatives are described in the faculty reports (Annexure 1). Notable is the Commerce Faculty's initiative to accelerate throughput for the Accounting programme which enrols the most students in the Faculty. Also notable is the work of the Humanities Through-put Task Team which identified the end of 2nd year as the key drop-out point in the Humanities degrees. This has led to the 'augmentation' or additional input into key second year courses. Another innovative intervention in this regard is the Faculty of EBE's tutored supplementary examinations (or 'bootcamps').

C. Improving the post-graduate student experience

The Size and Shape policy commits UCT to increasing the numbers of postgraduate students and the concomitant responsibilities to improving throughput and the overall quality of the postgraduate experience. The quantitative indicators show that postgraduate enrolment is definitely on the rise with a 5,86% more postgraduate students than in 2012. This increase is noted in the faculty reports. For example, for the first time in its history, the Faculty of Health Sciences registered more postgraduate students (2045) than undergraduate students (1935), underscoring the emphasis on postgraduate education in the faculty. Through the Faculty of Commerce's Across Africa programme it is envisaged that the numbers (in postgraduate and advanced diplomas alone) will grow from 400 in 2015 to 925 by 2020. The Faculty reports provide examples of specific initiatives to strengthen postgraduate monitoring systems. The Science Faculty has piloted an on-line end-of-year reporting procedure which allows supervisors and HOD's to effectively track the progress of students, to identify those who have not made requisite progress and to offer appropriate intervention.

The appointment of the Director of Postgraduate Studies (January 2013) signals an institutional commitment to building an enabling learning environment for postgraduate students. In 2013 a whole suite of academic and professional skills development opportunities were made available to students. In addition, the Office has offered supervision training for postdoctoral fellows, compiled a manual on Writing for Publication, and developed complementary models of supervision.

'2013 will be marked as the year of significant growth in UCT's on-line presence for teaching and learning'

D. Improving teaching and learning spaces

Significant progress has been made towards improving UCT's teaching and learning spaces. The Classroom Renewal Project (CRP) was established at the end of 2012 through the Classroom Facilities Advisory sub-committee (CFAS). The University is supporting the development of design criteria for teaching spaces and minimum standards for technology provision, and strategies and plans for the building, upgrading and refurbishment of classrooms in accordance with approved design criteria and minimum standards. The project will upgrade all 172 centrally-bookable classrooms at UCT over the next 5 years in line with new standards which were developed by the project. The sub-committee is also working towards a vision of the ideal classroom for 2020 – 2030, which will consider the design of classrooms that are conducive to active learning and flipping the classroom and the use of blended learning. (See Annexure 8 for the 2013 report of the Classroom Renewal Project (8.1)).

A further initiative has been the MySpace@UCT project, which has led to the development of social learning spaces across all campuses. (See 8.5 in Annexure 8). This project has so far created over 600 seats in foyers and other under-utilised spaces in 23 buildings. Access to wifi and adequate lighting have also been addressed as part of this initiative. Student response to the MySpace project has been overwhelmingly positive. http://www.uct. ac.za/services/properties/haveyoursay/myspace/

E. Growing online presence for teaching and learning

2013 will be marked as the year of significant growth in UCT's on-line presence for teaching and learning. Given the rapid pace of innovation, one of the challenges facing higher education institutions is the fluidity in the landscape which has made policy development virtually impossible. The focus at UCT has been on piloting a range of innovative uses of online resources. These include the Lecture recording project, the Laptop Project, the Mellon Funded Teaching with Technology grants for Humanities, the VC's Open Education Resource Project, and the establishment of a MOOC Advisory Committee. Some highlights for 2013 include:

- The Lecture Recording project piloted in 2012 was mainstreamed with 23 venues being equipped and the total number of published recordings increasing from 499 in 2012 to 1 652 in 2013. Student usage continues to increase. The total number of users accessing lecture recordings increased by 63%, from 3010 in 2012 to 4916 in 2013. (See 8.2 in Annexure 8)

- The Commerce Faculty launched the first blended-learning versions of two traditional face-to-face courses, namely the 1st year course Evidence-based Management (EBM), and the 4th year course Strategic Thinking.

- A Laptop Pilot Project, led by the Information and Communication Technology Services (ICTS), was established with the involvement of the Centre for Educational Technology, Department of Student Affairs, Properties and Services and participating Faculties and academic staff.
  The pilot forms part of a wider project to enable flexible learning through ICTs. It involved mandatory one-to-one laptop access for 476 students in four undergraduate courses namely; first year Chemical Engineering, Physics, Law and second year Architecture. (See Annexure 8 for report on the Laptop Project 8.3).

- A new model for Digital Literacy was successfully piloted following the retirement of CompAssess and a broader focus on IT and social media skills needed for academic success, aligned with the First-Year Experience project.

- The Vice Chancellor's Open Education Resources (OER) Project began operation in May 2013.The goals of the Vice Chancellor's Open Educational Resources (OER) Project were to populate the UCT OpenContent directory with new OERs and to experiment with student facilitators as OER ambassadors, actively engaging with lecturers and soliciting content from them.

- The Centre for Educational Technology was awarded a grant by the Mellon Foundation in 2012 to fund a new set of educational technology expertise for developing learning resources; to pay for training to enable educators to use educational technology more effectively; and to buy and adapt specialised software needed to support specific teaching strategies or learning objectives.

- There was also considerable expansion of short courses targeted at adult learners using an online platform.

- The Office for Postgraduate Studies managed 14 Massive Open Online Courses (MOOCs) for 223 postgraduate students. Given the high attrition rates of online courses, the MOOCs were supplemented with weekly on-campus face-to-face discussion groups facilitated by postdoctoral fellows.

F. Growing the scholarship of teaching and learning

The 3rd annual UCT Teaching and Learning Conference took as its theme the slogan Teach. Engage. Learn. The conference was attended by over 250 individuals. The programme included 60 presentations from all Faculties and a concluding panel discussion on online learning. Some faculties have, in addition, scholarship of teaching events, for example, the Health Science Faculty celebrated its 5th Annual Health Education Research Day.

There is growing interest at faculty level in fora where staff can present, discuss and debate a wide range of teaching and learning topics. The Commerce Faculty's Commerce Education Group (CEG) continues to attract wide-ranging support from both inside and outside the faculty.

The Faculty of Law hosted its annual Teaching and Learning workshop.

G. Increasing the resource base for teaching and learning

State funding for teaching and learning comes to UCT through two mechanisms, input and output subsidy and earmarked grants: the Teaching Development Grant and the Foundation Grant.

1. Teaching Development Grant

UCT was the beneficiary of two cycles of Teaching Development Grants (TDG) 2012/2013 and 2013/2014 (see 6.2 in Annexure 6 for the report of these funds). At the end of 2013 UCT submitted to DHET a Teaching Development Plan for TDG funding for 2014-2017. A total of 38 proposals were submitted to the DHET totalling R36 million over three years.   These projects fall into five priority areas identified by the DHET: development of university teachers and teaching, tutorship and mentorship, enhancing the status of teaching, researching teaching and learning and universities priorities. A key component of the TDG plan is a monitoring system that will strengthen our ability to evaluate the effectiveness of these initiatives.

H. Developing and responding to institutional and national policies which impact on teaching and learning

UCT considered and approved a revised institutional Language Policy and Language Implementation Plan, which was developed by the Language Development Group in CHED. Significant revision to the original Policy included a signal of UCT's commitment to promoting the scholarship of all South African languages. The Language Implementation Plan sets out the integration of Academic Literacy and English with multilingualism, details the English plus approach taken in the Policy, and sets out a more formal way of working with faculties, EDU's, the University Library and the Centre of Innovation in Learning and Teaching.

In terms of national policies in 2013, all higher education institutions were required to respond to the CHE's proposal on a Flexible curriculum. After a university wide consultation process, UCT did not support the proposed policy. The main reason is that UCT believes that such a radical curriculum reform is not necessary in order to achieve the goals of improving throughput and the overall quality of teaching and learning. There was however support for additional state funding for a flexible approach to 'foundational provision' including foundation courses, extended programmes and augmented courses throughout the degree without requiring the development of an additional year of regular courses or more content for the majors.

Given the implementation the new Higher Education Quality Sub-Framework (HEQSF) regulations, 2013 was a very busy year for programme accreditation and approval (see 4.1 in Annexure 4).

II. Key challenges

The section above highlights some areas where – while there is significant work to be done - there have nonetheless been important developments in 2013. What follows are three areas where progress has been comparatively slow and will require concerted focus in 2014.

A. Strengthening the recognition and reward system for teaching

UCT has a long tradition of recognizing and rewarding its top distinguished teachers through the Distinguished Teacher's Award (DTA) and 2013 saw another display of outstanding award-winners (see10.1 in Annexure 10 for the 2013 DTA report). UCT featured again in the HELTASA National Excellence Teaching Award. There were also two Collaborative Teaching Awards made. (See Annexure 10: 10.2 and 10.3 for the reports on these awards.) A new sub-committee of the Teaching and Learning Committee was established – the Teaching Awards and Grants subcommittee – specifically to oversee a system of teaching excellence awards and grants in support of UCT's institutional goals with respect to teaching and learning. This committee will begin its work in 2014.

While these awards and grants are a positive step in the right direction, there is evidence from the 2012 Climate Survey that suggests that the problems associated with the status of teaching may be more complex. Data from the survey indicates that 47% of academic staff were not satisfied that UCT rewards staff for excellent performance in teaching. This was the top issue of dissatisfaction. In addition, 29% of academic staff indicated that they did not trust the ad hominem process. These survey outcomes were discussed in various fora in 2013 to ascertain what the underlying concerns might be. This is a matter which needs to be taken forward in 2014.

B. Opportunities for providing breadth in the curriculum

The UCT Strategic Plan 2010-2014 Goal 5, 'Enhancing the quality and profile of our graduates', commits UCT to "educating students who will have a broad foundational knowledge that goes beyond the immediate requirements of their professional degree or major discipline; who will be equipped to compete in a globalised workplace; who will have a spirit of critical enquiry through research-led teaching; and who will have an understanding of the role they can play in addressing social justice issues." Two of the goals in the Teaching and Learning Strategy, derived directly from Goal 5 above, are "to improve student learning and success" and "enhancing the curriculum to meet the challenges of the contemporary world". It was in thinking how these goals could be advanced and developed that the Teaching & Learning Committee established a curriculum task team (CURTT) in 2012. The CURTT was mandated to develop a framework to guide discussions about curriculum review and specifically given the mandate to consider how effectively UCT was providing opportunities for breadth within its curricula. As part of its initial baseline assessment the task team identified a range of existing curriculum 'breadth' initiatives across the faculties. The take-up across the university is uneven and many barriers have been identified.

The work of CURTT has been very challenging for a variety of reasons. Even where curriculum reform is accepted as necessary, there are wide-ranging views on what the priorities should be. There are also wide-ranging views on what constitutes 'breadth' and appropriate models for 'breadth' at undergraduate level. Given South Africa's model of early specialization of its Bachelors degree (in contrast to the American liberal arts tradition), UCT's highly structured curriculum offer little room for 'elective' space. All these UCT debates are happening against the backdrop of a national debate on the Council of Higher Education's Proposed Flexible Degree which, if approved, would extend the Bachelors' degree by 120 credits.
The CURTT continued its deliberations over the course of 2013. If UCT is to achieve its goal of "enhancing the curriculum to meet the challenges of the contemporary world" some clear proposals will need to emerge during the course of 2014.

C. Develop a framework for evaluating the quality of teaching and learning

The VC's Strategic Plan includes a number of key indicators for measuring our success in the area of teaching and learning. Measuring the success of teaching is notoriously challenging however. Given the requirement from DHET for reporting on earmarked funding there is a sense that we need a more sophisticated, systematic and robust evaluation and monitoring system at UCT for teaching and learning. This will be a major focus of attention in 2014.

Professor Sandra Klopper

Report from the Dean of CHED

'CHED was reviewed in November 2012 by Dr. Lis Lange, formerly CEO of the Higher Education Quality Committee (HEQC)...'

The review puts forward several recommendations, some of which are minor and practical, while others were more fundamental in nature....'

All, however, affirm the nature of CHED as an independent academic unit, and the quality of the expertise within it.'

2013 was an important year for the Centre for Higher Education Development (CHED). CHED was reviewed in November 2012 by Dr. Lis Lange, formerly CEO of the Higher Education Quality Committee (HEQC). The review was initiated by the Vice-Chancellor after full discussion and support from CHED, arising as it did out of several changes in context: the imminent ending of the current Dean's term in June 2013, the appointment of a Deputy Vice-Chancellor Teaching and Learning in 2012, and reconfigured and broadened governance structures for teaching and learning in the institution.

The review report identifies a number of contextual features that in Lange's view constitute risks and challenges for UCT in respect of its teaching and learning responsibilities. These include the high degree of devolution, and the tension this sets up for centralised strategic direction; the rigidity of the distinctions drawn between academic and PASS staff, which militates against effective use of intellectual and technical resources; the lack of a clearly articulated, persuasive and widely owned Teaching and Learning Strategy, which would give overall direction and purpose to actions.

The review puts forward several recommendations, some of which are minor and practical, while others were more fundamental in nature. All, however, affirm the nature of CHED as an independent academic unit, and the quality of the expertise within it. In addition, the review picked up on the 2006 HEQC audit's observation that CHED "needed to reframe its role and function to ensure full utilisation across the university". CHED's role in relation to the institution is one of "strategic coordination and expert support in order to be able to vertically integrate and assess teaching and learning policy implementation across the institution" (Lange Review, p. 12). In short, the review affirmed CHED's role and enlarged its mission.

Against this backdrop CHED has set out to systematically address the recommendations and challenges raised in the report. In parallel with the recommended structural changes (see Annexure 2 for more detail on this), the CHED management team set about a process of:

- Reviewing and affirming its mission and goals.
- Clarifying its role in terms of the co-ordination of an institutional strategy for teaching and learning.
- Reviewing its management structure.
- Clarifying the core business of each of its units and its service to the wider institution.
- Reviewing its research strategy to ensure more strategically driven research that feeds into the institution.

These processes will carry on in 2014.

With nearly immediate effect CHED took up its role of strategic coordination in providing support to the DVC Teaching and Learning and the Senate Teaching and Learning Committee for three important initiatives: the drafting of the Teaching and Learning Strategy for UCT and the compilation of the Teaching Development Plan which served as the basis for UCT's submission to DHET for the Teaching Development Grants, and crafting an institutional response to the Council of Higher Education (CHE) policy proposal for a Flexible Degree. In all of these initiatives CHED has worked very closely with the IPD.

Annexure 2 provides an overview of CHED's work in 2013 with highlights from each of its units: the Academic Development Programme (ADP), the Higher and Adult Education Studies and Development Unit (HAESDU), the Centre for Educational Technology (CET), the Career Service (CS), and the Centre of Open Learning (COL) and its projects of Multilingual Education Project (MEP) and First-Year Experience (FYE). Each section of this overview underscores the key modus operandi for CHED, that is, partnership with faculties and other units in ensuring the joint achievement of common goals of promoting "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 Mission).

Associate Professor Suellen Shay

2. A High level summary of quantitative indicators

Students

- Enrolments and Enrolment Profiles

Academic Staffing and Student:Staff Ratios

Teaching and Learning

- Graduates and Success Rates
- Undergraduate Academic Progress Code Analysis
- Undergraduate Cohort Analysis
- Post-graduate Cohort Analysis

The following key aspects of teaching and learning at UCT are apparent in the Appendix of Tables to the 2013 Teaching and Learning Report:

2.1   STUDENTS

Enrolments and Enrolment Profiles (see Tables 1- 7 and Table 12 of the Appendix)

•	A total of 26 330 students (17 408 undergraduates and 8 922 postgraduates) enrolled at UCT in 2013. The 2013 enrolment represented a 1.07% increase on the 2012 figure.
The overall growth in enrolments was, however, the resultant of a decrease in undergraduate enrolments (1,21% lower than in 2012) versus a marked increase in enrolments at the postgraduate level (5,86% higher than in 2012). The average annual growth rate between 2009 and 2013 was 2.3%. The postgraduate proportion of the enrolment (including the postgraduate diploma and honours level) increased from 29,5% to 33,9% of the total enrolment over this period.

Changes in headcount enrolments: 2009 - 2013
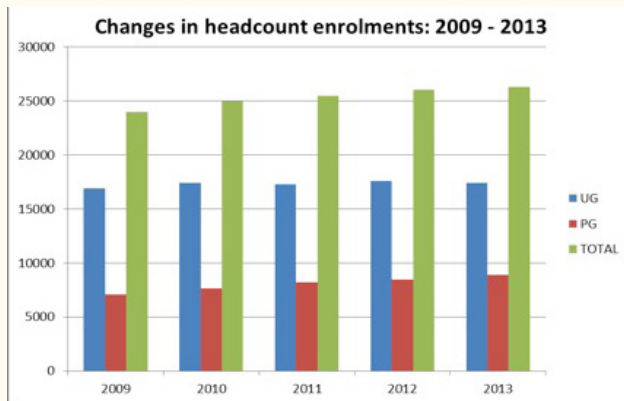
•	Humanities remained the largest faculty: 7201 students (27% of the total) were enrolled for Humanities programmes in 2013. Humanities was, however, one of 3 faculties that experienced a decrease in enrolments between 2012 and 2013: Table 1 shows that there was a small decrease in the GSB enrolment in 2013 (20 fewer than 2012), and a larger decrease in the enrolment in Science (133 fewer than in 2012).

- In all three cases, the decreased enrolment was located at the undergraduate level: 32 down at the GSB, 166 down in Science and 173 down in Humanities. A small (33 students) decrease in 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) made up 41% of the total enrolment in 2013. This proportion has remained relatively constant over the 5 year period reviewed in this report. Similarly, the proportional enrolment within the Business/ Management area (27,5%) has remained level over the last 5 years, as has the enrolment in the Broad Humanities (31,9% in 2013).

- South African black, coloured and Indian students together made up 45% (43% in 2009) of the total 2013 enrolment. During this period, the proportional enrolment of white South African students dropped from 37% to 32% of the total enrolment. At the undergraduate level, SA black, coloured and Indian students made up 49% of the total (47% in 2009); the proportion of white undergraduates dropped by 5% to 30% between 2009 and 2013. The proportion of South African undergraduate students with undeclared race increased from 2% of the total enrolment in 2009, to 5% in 2013. The decrease in white enrolments was therefore in excess of the increase in enrolments with undeclared race, suggesting that the undeclared group is made up of students of all races. At the postgraduate level, white enrolments dropped from 44% of the total in 2009, to 36% in 2013. At the same time, the proportion of black, coloured and Indian postgraduates increased by 1 percentage point to 34% of the total. The proportion of South African postgraduates with undeclared race increased from 2% in 2009 to 7% of the postgraduate total in 2013.

Undergraduate Enrolments by Race: 2009 - 2013

Postgraduate Enrolments by Race: 2009 - 2013
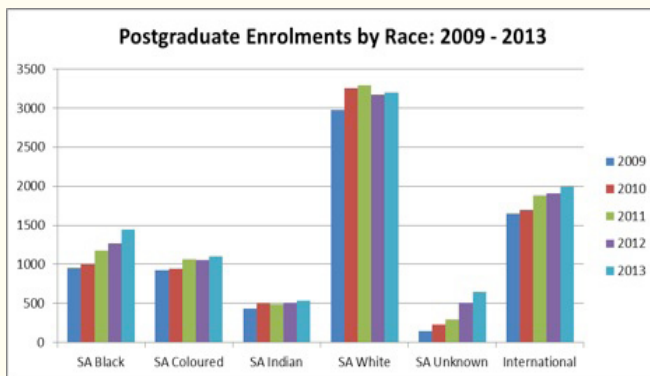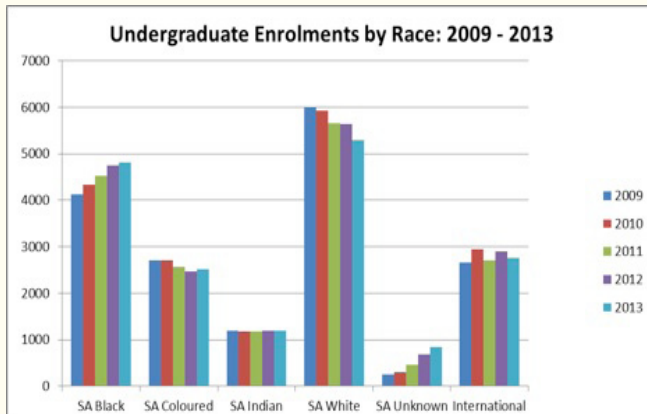
- The first-time entering undergraduate (FU) intake in 2013 (3748) was smaller than that in 2012 (3850) and, importantly, was short of the FU target of 3846.
- Almost three quarters of the 2013 intake had achieved notional A or B matric aggregates (the equivalent proportion amongst the 2009 intake was 67%). First-time entering undergraduates with unknown matric aggregates (12% of the 2013 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 30% respectively of the 2013 enrolment. Enrolments in bachelor's degrees grew at an annual rate of 2% per annum between 2009 and 2013, whilst enrolments at the postgraduate level grew at 8% per annum over the same period. This growth differential gave rise to the decreased proportional enrolments in bachelor's degrees. Enrolments in undergraduate diplomas and certificates dropped to a five year low (752 enrolments) in 2013.

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- At the postgraduate level, doctoral enrolments increased by 9% per annum, master's enrolments by 8% per annum and honours enrolments by 4% per annum between 2009 and 2013.
  During this period, postgraduate diploma enrolments increased by 11% per annum. In 2013, master's plus doctoral enrolments made up 21,6% of the total enrolment, as compared with 18,2% in 2009.

Growth in Postgraduate Enrolments by Qualification Type: 2009 - 2013

Year	PG Dips	Honours	Masters	Doctors
2008	~1100	~1050	~3080	~1050
2009	~1450	~1050	~3300	~1050
2010	~1550	~1120	~3620	~1120
2011	~1760	~1100	~3830	~1220
2012	~1710	~1250	~4250	~1430
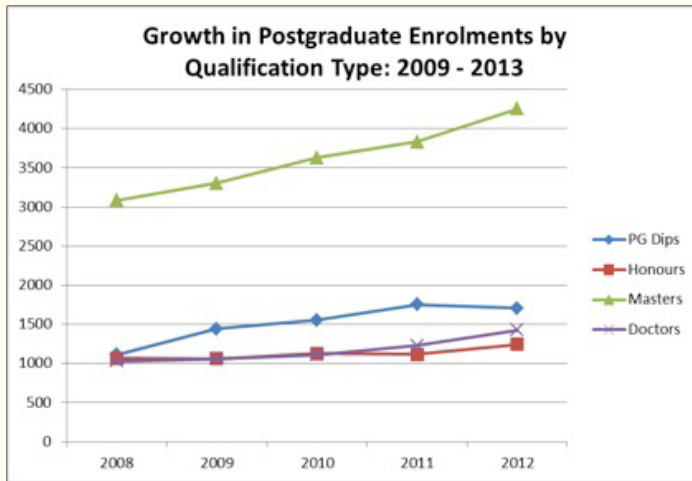
2.2 ACADEMIC STAFFING AND STUDENT: STAFF RATIOS
(PERMANENT AND T3 STAFF IN THE TEACHING RANKS ONLY, INCLUDING JOINT MEDICAL STAFF ON THE UCT PAYROLL) (see Tables 8 – 11 of the Appendix)

- There were in 2013 929 (897 in 2011) permanent or T3, full-time academic staff spread across the 6 faculties, the GSB and CHED. UCT's permanent and T3 academic staffing complement thus grew by 2,7% per annum between 2009 and 2013. The growth in academic staffing more than kept pace that in student headcounts (2,3% per annum) over the same period. It should however 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 proportion of academic staff holding doctoral degrees has increased steadily over the last five years. In 2009, 61% of the permanent and T3 academic staff held doctoral degrees and a further 30% were qualified at the master's level. By 2013, the   proportion holding doctoral degrees had risen to 71% of all permanent and T3 academic staff, and 96% of these staff held a minimum of a master's degree.

- 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 46% of all permanent and T3 academic staff in 2013 (43% in 2009). The proportion of Lecturers dropped slightly (to 23%) while that of Senior Lecturers increased somewhat to 31% of the 2013 academic staff.

- Table 11a shows the distribution of academic staff by age group in 5 year bands. In 2013, 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 were less than 40 years old. In 2013, 30% 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 nett gain of 34 international staff, 36 white staff, 15 coloured staff and 4 Indian staff between 2009 and 2013. The number of black staff peaked at 50 in 2011, dropping back to 43 in 2013. Table 11c shows that the proportion of female academic staff increased by 3 percentage points between 2009 and 2013 (to 40% of the total).

2.3   TEACHING AND LEARNING
Graduates and Success Rates (see Tables 13 to 17 of the Appendix)

- The 2013 HEMIS return to the Department of Education indicates that 7 104 (6 884 in 2012) students, successfully completed a degree or diploma in 2013.

- 2013 saw record numbers of master's and doctoral graduates (1209 and 205 respectively. The largest numbers of doctoral graduates were from the Faculties of Science and Health Sciences (72 and 57 respectively). At the master's level, the largest numbers of graduates were EBE and Humanities students (223 and 211 respectively).

Changes in Graduates by Qualification Type: 2009 - 2013
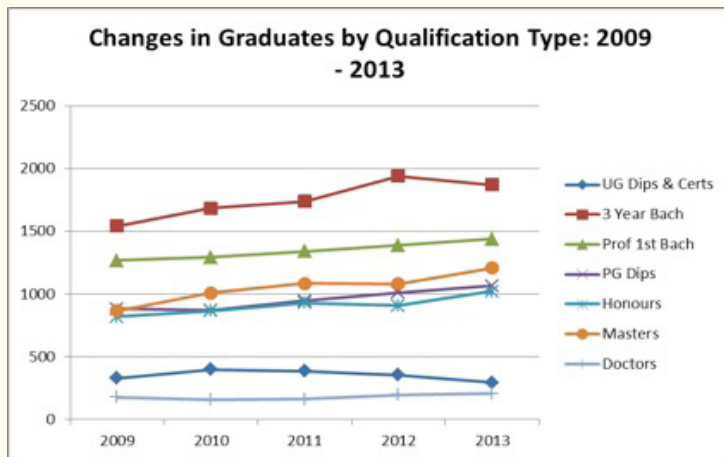
- The overall undergraduate course success rate in 2013 grew to 86.9%, from 85,7% in 2012.

- In 2009 (the first intake to have written the NSC in 2008), the level 1000 success rate dropped markedly from 83% in 2008, and 82% in 2007. The decrease in 1000-level success rates was most pronounced among black students, dropping from 76% in 2008 to 71% in 2009. Among Indian students, the 2009 1000-level success rate dropped by 3 percentage points to 78, and among coloured students there was a 2 percentage point decrease (down to 76%). In terms of discipline, the decrease in the 1000-level success rate in 2009 was most pronounced   in the SET group of CESMs (down 5 percentage points to 76%). In terms of faculty location, the 1000-level success rates in EBE and Science dropped by 5 and 6 percentage points respectively (to 81% in EBE and 70% in Science). The balance of this section looks at the recovery in 1000-level course success rates between 2010 and 2013.

- Table 15a shows that the overall success rate in undergraduate courses at the important 1000-level grew from 80% in 2009 to 84% in 2013. The largest improvements in course success rates at the 1000 level were apparent in the Science Faculty (up by 9% points to 79%) and the Humanities and Law Faculties (up by 3 percentage points in each case to 86% and 85% respectively). Success rates in 2000-level courses increased to 86% in 2013 (from 84% in 2009) and success rates in 4000- level courses improved by 3 percentage points to 94% in 2013 (from 91% in 2009). The success rate in 3000- level courses remained static at 88-89% between 2009 and 2013.

- Table 15b, which looks at undergraduate course success rates by CESM group, shows a marked improvement in the SET courses at the 1000-level (up by 6 percentage points to 82% between 2009 and 2013). Success rates in SET courses nevertheless remained lower than those in the broad Humanities (86%) and Business/Commerce (84%). Marked improvements were apparent in level 2000 (up by 3 percentage points to 87%) and 3000 Business/Commerce courses (up by 5 percentage points to 89%) over the 2009 to 2013 period.

- Table 15c shows a progressive improvement in the success rates in 1000- level courses amongst black students, from 71% in 2009 to 78% in 2013. Course success rates at the 1000-level amongst coloured and Indian students improved by 6 percentage points in each case, to 84% amongst Indian students and 82% amongst coloured students. In 2009, the difference between white (at the upper extreme) and black students (at the lower extreme) success rates at the 1000-level was 17%; by 2013 this differential had diminished to 12%.

- At the 2000-level, this differential was 14% (16% in 2009). The success rates in 3000- level courses amongst black students improved from 78% in 2009 to 82% in 2013, resulting in the diminution of the black/white performance differential to 12%. Similarly, the success rate amongst black students in 4000-level courses improved to 88% in 2013, reducing the black/white performance differential from 15% in 2009 to 10% in 2013.

1000-level Course Success rates by Race: 2007 - 2013
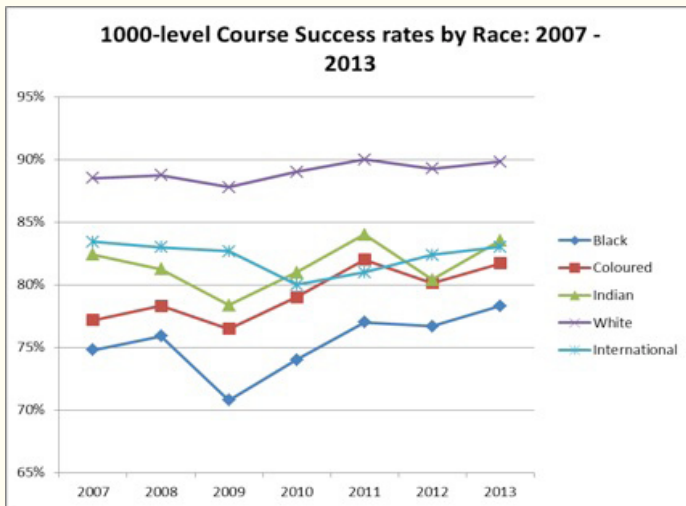
Undergraduate Academic Progress Code Analysis (see Table 16 of the Appendix)

•   In 2013, 87% of all undergraduates were "successful" where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirement (in which cases a CONT progress code is awarded). 11% failed to meet minimum readmission requirements: of these, most (8% of all undergraduates) were awarded concessions to continue. The proportion excluded on academic grounds was 3% of all undergraduates (5% in 2009).

•   While 11% of all undergraduate students failed to meet minimum read mission requirements, the proportion failing to do so of
- African undergraduates was 17% (down from 21% in 2009)
- Coloured undergraduates was 11% (12% in 2009)
- Indian undergraduates was 11% (down from 13% in 2009); and
- White undergraduates was 5% (down from 7% in 2009).

5 Year First-time Entering Undergraduate Cohort Analysis (see Tables 17 and 18 of the Appendix)

•   Analyses of the 5 year longitudinal progress of first-time entering students within the 2005 - 2009 entry cohorts showed that 11% of the 2009 entrant students were still busy with their undergraduate studies after 5 years, whilst 61% had completed a degree/diploma by the end of 2013. The potential completion rate within the 2009 cohort was therefore 72% (in comparison with 75% amongst the 2008 cohort). By the end of 2013, 9% of the 2009 FU entrants shown here had dropped out in good academic standing, and a further 19% had been excluded on academic grounds.
The lower completion rate within the 2009 FU cohort resulted from increases in the proportions of students still studying (up by 4 percentage points in comparison with the 2008 cohort) and excluded on academic grounds (up by 3 percentage points in comparison with the 2008 cohort).The completion rates within the 2009 BA, BSc(Eng), BSc and BSocSc cohorts were all 9 – 10 percentage points lower than within the equivalent 2008 cohorts.

It should 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. 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 2005 - 2009 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: 76% of the white FU cohort (down from 82% of the 2005 cohort) in comparison with 42% of the black FU intake (down from 55% of the 2005 cohort) had completed a qualification by the end of 2013. This completion rate differential therefore increased from 27% in relation to the 2005 cohort, to 34% in respect of the 2009 cohort. A particularly large proportion of the 2009 black cohort (16%, in comparison with 11% amongst the 2008 cohort) were however still busy with their undergraduate studies at the end of 2013, bringing the potential completion rate within the cohort up to 56% (in comparison with 63% within the equivalent 2008 FU cohort).

Comparison of Academic Progress of Successive Black and White FU Cohorts
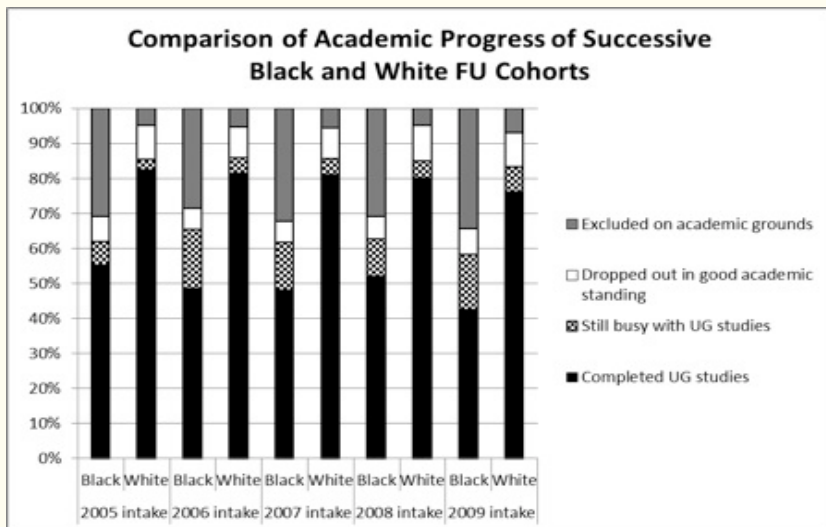
- The cumulative rate of academic exclusion within the 2009 black cohort increased by 3 percentage points (to 34%) in comparison with that amongst the 2005 cohort. While the rate of drop-out in good academic standing amongst the 2005 - 2009 black cohorts was quite constant at 6 to 7% of each cohort, the proportion still busy with their studies increased markedly (from 7% of the 2005 cohort to 16% of the 2009 cohort).
The completion rate amongst the 2009 coloured cohort (53%) was 14 percentage points lower than that within the 2005 cohort. This decrease was the resultant of resulted from a marked increase in the proportion of the 2009 cohort still busy with their studies (up from 6% to 13%), and a 5 percentage point increase in the proportion excluded on academic grounds (up to 23% of the 2009 cohort). The completion rate amongst the 2009 Indian cohort dropped to 57% (in comparison with 71% of the 2005 cohort) due to increases in the proportion still busy with their studies at the end of 5 years (up to 12% of the 2009 cohort) and in the proportion already excluded on academic grounds (22% of the 2009 FU cohort). The cohort completion rate amongst the 2009 white cohort was 76%, in comparison with 82% of the 2005 entrants, again as a result of higher numbers of students still busy (7%) and already excluded on academic grounds (also 7% of the 2005 cohort).

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Academic Progress of 2005 to 2009 FU Cohorts

Legend:
- Excluded on academic grounds
- Dropped out in good academic standing
- Still busy with UG studies
- Completed UG studies
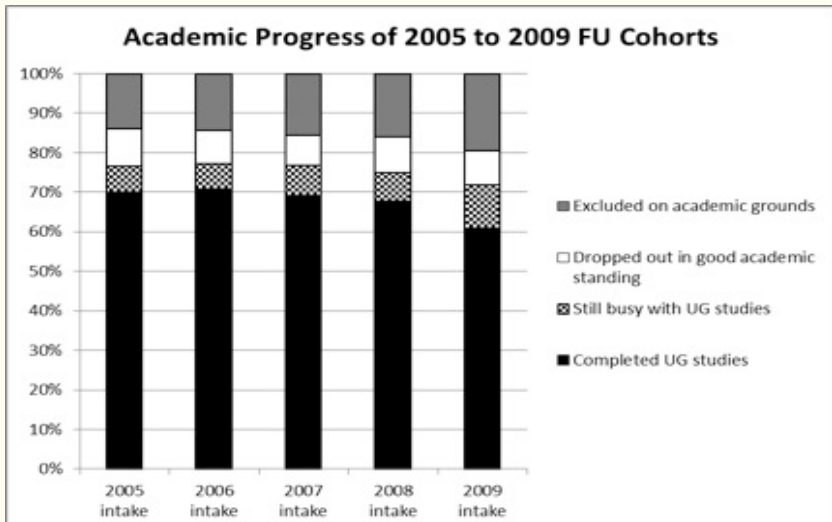
- Longitudinal performance within the extended programmes varied widely by year and by programme: no clear trends emerged in any of these programmes. 42% of the 2009 intake had completed a qualification by the end of 2013, and 17% were still busy with their studies in 2009. The potential completion rate within the overall 2009 extended programme cohort is therefore 59%. The rate of drop-out in good academic standing to date within this cohort (7%) is very small in comparison with the cumulative academic exclusion rate within this cohort (34%).

- Completion rates amongst the 2009 BCom and BA/SocSc extended programme cohorts (60% and 51% respectively) were markedly higher than amongst the whole extended programme cohort. Potential completion rates amongst these two cohorts (taking into account students still busy with their undergraduate studies) were 71% (in respect of the BCom) and 66% (in respect of the BA/SocSc). Although only 49% of the 2009 extended BBusSc cohort had completed their studies by the end of 2013, a further 29% were still registered, bringing the potential completion rate with this cohort to a robust 78%. Further calculation shows that the completion rate to date (until the end of 2013) amongst the combined BCom and BBusSc extended programmes was 55%, and that a further 18% were still busy with their undergraduate studies. Potential completion within the extended BCom/BBusSc cohort is therefore 73%, which compares favourably with that amongst the whole cohort (80%).

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Postgraduate (Masters and Doctoral) Cohort Analysis (see Tables 19 and 20 of the Appendix)

•   The 2006 to 2010 new intakes of masters and doctoral students were tracked until the completion of the 2013 academic year. Tables 19 and 20 show the status of the intake of each cohort, by faculty, as at the end of 2013.

•   Table 19 shows that 73% of the 2006 intake and 70% of the 2007 master's intakes had graduated by the end of 2013. Large proportions of the more recent cohorts (71% of the 2009 cohort and 64% of the 2010 cohort) had also already completed their studies. Cohort completion rates varied by faculty, and were highest in the GSB (mostly in excess of 80%) and the Faculty of Humanities (in excess of 70% for each cohort apart from the most recent intake).

•   Up to 10% of each masters cohort in the Faculty of Science and up to 7% of each masters cohort entering the Health Sciences Faculty had upgraded to doctoral study. Smaller proportions of those beginning master's degrees in the EBE Faculty (2 -3%) upgraded to doctoral study. Elsewhere, upgrades were rare.

•   Between 17% and 21% of each master's cohort had dropped out of their studies by the time of this analysis. The drop-out rate varied widely by faculty and entry year, but the steady increase in the drop-out rate amongst successive GSB cohorts (from 8% of the 2006 cohort to 17% of the 2010 cohort) is of concern.

•   By the end of 2013, 58% of the 2006 doctoral entry cohort had completed their studies and 7% were still busy 8 years after commencing their studies. The potential completion rate amongst this cohort is nevertheless 65%. 29% of this cohort had dropped out of their studies. Retention and completion patterns varied widely across the faculties: the problem of drop-out appeared to be a particular problem within the EBE and Commerce faculties where 47% and 42% respectively of the 2006 entry cohorts had dropped out without completing their studies. Completion rates within the 2002 doctoral cohort were highest in the Faculties of Health Sciences (69%), Law (67%) and Science (64%).

- Table 21 of the Appendix confirms that the average time to completion amongst master's graduates is 2.6 years. The average time to completion amongst the 2013 doctoral graduates was 5,1 years (in comparison with an average of 4,3 years in respect of the 2006 doctoral graduates).

Overview of enrolments in Continuing Education non-formal courses

According to the People Soft system and supplementary inputs from the faculties, 9 315 people participated in short courses in 2013. This number excludes the 7 609 registrations in Summer School. Between 2 600 and just over 3 000 students enrol for multiple courses over the course of the Summer School each year. The breakdown per faculty follows.

FACULTY/UNIT	NUMBER OF PARTICIPANTS in 2013
Commerce	3 676
Engineering and the Built Environment	614
Health Sciences	53
Humanities	620
Law	1402
Science	203
Centre for Open Learning	713 *
Graduate School of Business	2 034
Total Number of participants	9 315

*(plus 7 609 course registrations from Summer School)

Annexure 1: Faculty Reports

Faculty of Health Sciences

Faculty of Engineering and the Built Environment

Faculty of Law

Faculty of Humanities

Faculty of Science

Faculty of Commerce

Graduate School of Business

1.1 Faculty of Health Sciences

Highlights

Clinical Skills Programme

To accommodate the increasing number of disciplines and students making use of simulation training, a renovation of the Clinical Skills Centre Simulation Laboratory was commenced. The new space, opening early in 2014, will contain:

- An Acute Care Room, with four fully-equipped resuscitation bays
- A Theatre Room with anaesthetic facilities
- A Surgical Skills Room including scrub facilities
- A General Skills Room
- A Mom and Baby Room, enabling integration of obstetric procedures with neonatal care simulation learning

A large flat-floor Tutorial Room

- 14 student-allocated computers
- Audio-visual equipment and wifi access

Manikins and other simulation equipment have been acquired to address gaps and more specifically to reduce the student/manikin ratio, so as to ensure more hands-on practice time. The new facilities provide opportunities to offer more support to course convenors wanting to develop simulation activities, such as Basic Life Support training for nursing and physiotherapy students. It also increases access for students for self-directed learning, and this is augmented by the ongoing development of a virtual library of skills-related materials.

A Skills Programme Steering Committee was established to facilitate more collaboration, better communication and resource sharing between courses and disciplines that use simulation and scenario training. Two new activities were piloted in 2013 and included in the 2014 MBChB curriculum: inserting intra-costal drains (Trauma Surgery) and applying POP (Orthopaedics).

Student occupational health and safety on the clinical platform

In 2011/12 the Faculty was concerned that six students were reported to have contracted tuberculosis (TB), two of these MDR TB. Immediate action was taken to assist the students concerned. The Faculty of Health Sciences adopted a policy on Reducing the risk of tuberculosis in undergraduate Health Sciences students. This policy covers the importance of all students knowing their HIV status and minimising the risk of tuberculosis transmission in the workplace through education, risk avoidance and risk reduction through personal protective wear. The Faculty has provided N95 respirator masks to all students where and whenever they need them in the clinical settings where they are placed. The Faculty is providing every student with at least one mask fit-testing during their undergraduate career.

At the start of 2013, the Faculty invited an awareness group "TB PROOF" to address student classes at registration in 2013. The purpose of these sessions was to equip students with knowledge on the risks and how to protect themselves, as well as to address the stigma associated with contracting TB. A core group of UCT students have joined TB PROOF and are actively involved with preventing TB amongst health care workers on an inter-institutional level.

Postgraduate student numbers surpass undergraduate student numbers

For the first time in its history, the Faculty of Health Sciences registered more postgraduate students (2045) than undergraduate students (1935), underscoring the emphasis on postgraduate education in the faculty.

PG Dip for paediatric skills training for Africa

The Paediatrics Department has developed 13 PG Dip courses in selected clinical niche areas to facilitate the training of practising clinicians operating in areas in Africa where specialists are unavailable. These PG Dips provide specialist training in selected clinical skills areas and address the critical shortage of Specialists in parts of Africa.

1. Progression of students

1. Graduations 2013

Degree	Black	Coloured	Indian	White	Total
Audiology	8	0	2	2	12
Speech	3	6	5	15	29
OT	9	9	1	25	44
Physio	14	10	1	17	42
MBChB	55	38	29	59	181
Total	89	63	38	118	308

2. Race Profile of UG students registered in 2013

Degree	Black	Coloured	Indian	White	Other	Total
OT	62	49	10	88	10	219
Physio	93	60	7	72	3	235
Speech	21	25	11	76	9	142
Audiology	64	1	18	15	3	108
MBChB	534	242	145	268	42	1231
Total	774	394	181	519	67	1935

3. Gender Profile of UG students registered in 2013

Degree	Female	Male	Total
OT	199	20	219
Physio	185	50	235
Speech	137	5	142
Audiology	76	32	108
MBChB	770	461	1231
Total	1367	568	1935

4. Postgraduate Students Registered 2013

Honours	95
PG Dip	244
Master's	1245
Doctoral	362
Postdoctoral	99
Total	2045

5. Postgraduate Graduations 2009-2013

	2009	2010	2011	2012	2013
Postgraduate Diplomas	113	117	135	192	159
Honours	48	63	69	76	70
Master's	99	139	144	133	178
Doctoral	43	32	52	40	52
Total	303	351	400	441	459

6.   Academic Support and Intervention Programmes (IP)

MBChB

At the end of IP2 in 2013, 79% of students successfully entered mainstream MBChB (30 of 38 students). Of these 93% achieved a pass at the end of mainstream semester two (S2) in 2013. The intervention programme thus continues to successfully support and develop students to the point where they are able to re-join the mainstream medical programme. Student feedback on the academic development techniques utilised in IP confirms it is providing them with the more advanced cognitive and learning skills required on returning to the mainstream. The new IP cohort arriving in 2013 consisted of 27 students. The lower number may be due to the support offered in the mainstream and the fact that only students from disadvantaged educational backgrounds are being required to enter IP.

In Year Two of the MBChB programme, additional teaching in Anatomical Pathology in the form of tutorials was introduced for all students in the first few weeks of Semester Three (totalling approximately 15 hours per student). This was done in response to the perception of inadequate grounding of some students in the discipline. An evaluation of the changes is not yet complete but anecdotally students appear better prepared for the problem-oriented learning tutorials than in the past.

Health and Rehabilitation

The IP has evolved over the past five years, and it was reviewed at the end of the first three years. In 2013, twelve of the 25 students from the first cohort of IP students who returned into the mainstream of their programmes progressed into the final year of their respective studies.

Along the way, three of the 25 students withdrew their registrations in the department on return to the mainstream. All the remaining 22 students progressed into the second year, but only 12 progressed into third year and into fourth year. A detailed analysis of the experience in second year is ongoing. Ten out of 12 students (83%) who were in the first cohort of IP successfully completed the undergraduate programmes and graduated with degrees in Audiology (1), Occupational Therapy (1) and Physiotherapy (8).

Augmented academic support tutorials for first years

One of the outcomes of the ongoing Health and Rehabilitation intervention programme review process was to explore how best to provide academic support to students at all levels of undergraduate studies and not only those in the intervention programme. It was decided to provide a system of augmented support for first-year students from the onset of their studies as opposed to waiting for results of the June examinations. A support strategy in the form of additional tutorials for first-year at risk students was developed to explore the possibility of reducing the number of students who would need intervention. The cohort of "risk students" is based on National Benchmark Test scores. Students who obtain below 60% in either Academic Literacy or Quantitative Literacy and below 50% for Maths would be required to attend additional tutorials.

Postgraduate support initiatives

The Health Professions Council of South Africa (HPCSA), the body that regulates the health professions in South Africa, requires all specialist trainees to complete a 60 credit research project as part of their training programme. This rule was implemented in 2011, and since the MMed degree is typically four years long, we anticipated that approximately 120 MMed research projects would require supervision at the master's level for 2014, with similar numbers required annually thereafter (considering that we have approximately 580 MMed students registered in the faculty). This is a new requirement, and to support the new supervisors in their task, we developed a clinical research supervisors training programme. This programme was presented a number of times in 2013, was well received, and will be presented as the need arises in 2014.

7.   Number of students excluded

MBChB   8
Audiology   5
Total   13

8. Courses where 10% or more students failed

Course Code	Course Description	Programme	Pass		Fail	
			No.	%	No	%
AHS1035F	Human Occupation and Development	OT	54	90%	6	10%
AHS1045S	Basis of Hearing and Balance	Audiology	23	72%	9	28%
HUB1019F	Anatomy and Physiology IA	OT Physio	111	89%	14	11%
HUB1022F	Biosciences IA	Physio	44	70%	19	30%
HUB1023S	Integrated Health Systems IA	MBChB	192	88%	25	12%
HUB2023W	Biosciences II	Physio	50	89%	6	11%
LAB2000S	Integrated Health Systems IB	MBChB	192	88%	25	12%
LAB3009H	Integrated Health Systems II	MBChB	187	89%	23	11%

9.   Early Warning System

The Faculty has worked hard to try to perfect a system whereby students with academic difficulties are identified early and interventions are put in place to assist such students. This process is via the regular Test Boards. Students are also flagged as they progress into subsequent years at the Examination Boards. Flagged students are observed and, if necessary, given additional support.

In 2013 the early warning system (EWS), developed to identify those students at risk of entering the IP, was strengthened. Students identified as at risk of failing were provided with weekly extra tutorial support sessions for chemistry and physics. This group achieved a pass rate of 72% at the end of the semester. The refined identification tool selected 69% of the students who entered IP in 2013, an improvement from 35% in 2012.

In the postgraduate programmes, an EWS was implemented that required action at the departmental examination and faculty examination committees. PhD and MSc students exceeding five and four registrations respectively were sent letters informing them that their programme requirements should be met by the end of 2014. Twenty one students received their first FEC letter in 2013, seven received their second FEC letter, and five received their third FEC letter (which required an approval from the Dean) for 2013. The EWS also identified 17 MMed students who required additional support in their programme.

II.   Student development and support (SDS)

First-Year Experience initiatives

1.   Orientation

Enrolment into first-year degree programmes continued to increase in 2013 and this meant significant pressure on staff and resources in the Faculty. As in 2012, Registration and Orientation were accommodated across GSH lecture theatres and other venues. The process went smoothly and evaluations showed evidence of a positive experience. This was in large part due to the excellent support of the Undergraduate team, Orientation Leaders and Student Mentors.

In addition, a workshop on Open Education Resources (OER) was presented to the first-year students on the use of OER – which material they can freely use and when they possibly would infringe copyright.

2.   UCT - First-Year Experience

Lorna Olckers and Geney Gunston represented the Health Sciences Faculty at UCT First-Year Experience meetings where common issues were shared and discussed. A major initiative was the establishment of extended orientation programmes across faculties. In Health Sciences, this was initially referred to as the Transition Programme. In 2013, the name changed from Transition Programme to "FYE Talks/Workshops" to better align with the university-wide initiative. During 2013, workshops were run at times that were formally timetabled for all FHS students, during teaching hours. Interested and committed staff and students from within the Faculty and the Department of Student Affairs participated in the design and implementation of the workshop programme. The format and topics were adapted based on feedback from the 2012 Transitions Programme and the FYE project. Workshops covered academic, social and emotional issues relevant to adjustment to the demands of University and specifically Health Sciences studies.

3.   Mentor Programme

The goal is for every first-year student in the Faculty to have a Mentor who is a second or third year student studying for the same degree programme as their mentees. In 2013, Mentors were encouraged to take more responsibility for their Mentees and the initial contact was made in Orientation through the Balancing Act workshops. Mentors elected representatives who played an active role in the Mentor Programme Planning Committee and the end-of-year Mentor Function.

Mentors went through on-going training and preparation for their role in the Faculty by attending evening sessions and two Saturday workshops with Ms Dollie and Ms Lee-Shong from Student Wellness. Eighty-seven per cent of first-year student mentees who completed the mentor evaluation at the end of semester 1 reported that they found their Mentor helpful. Maintaining contact through the year was a challenge as reported by both mentors and mentees.

III.   Assessment

Assessment continued as the lead theme for Educational Development in the Faculty in 2013, with several faculty and departmental workshops being offered (see section VI.5 for more information).

The use of multiple choice questions (MCQ) dominated as an assessment focus in the faculty, with an emphasis on item quality and assessment security, while the implementation of guidelines oral assessment was also emphasised. A report on the use of multiple choice questions was tabled at the Faculty Teaching and Learning Committee and the Heads of Department Meeting. This included guidelines on the reuse of MCQs and numerous other proposals to enhance the quality of MCQ-based assessment.

The Assessment Committee was reconstituted for 2013 in line with proposals made in 2012, with membership changed to include representatives mandated by their respective Heads of Department. In the process of finalising the Terms of Reference of the Committee, the mandate of the Committee was expanded to include postgraduate assessment. As a result, representatives from postgraduate groupings (PGDip's; Hons; Master's by coursework and dissertation) were nominated to the Committee by the Postgraduate ExCo. In CSD the curriculum continues to evolve and students have learnt to engage with their learning in a different manner. They learn to be independent learners who are capable of critically engaging with their courses. A recent survey of second, third and fourth year students in both of our programmes showed that the vast majority enjoy the case-based take-home exam format and can see the relevance of this in their application of knowledge to clinical cases. Feedback from students also suggested that there was a need to balance case-based take-home examination with in-class examination. November 2013 examinations therefore involved a mix of MCQs in a traditional exam setting as well our usual take-home examination format.

IV.   HPCSA Inspections

The planning for the inspection of the MBChB programme in August 2014 commenced at the end of the year with the collection of documentation required by the Medical and Dental Board's Undergraduate Committee.

V.   Research

1.   First-year Experience (FYE) project

The FYE project continues to document the experiences of first-year FHS students from all programmes of study, including the different sub-groups (ie with respect to gender, home location, home area, home language, school resourcing, parental education, family monthly income, term-time accommodation, and average academic performance at UCT); identify adjustment challenges and recommend improvements to both academic and support programmes.   Ethical approval was received to gather data from the students.   Data has been collected from the 2010-2013 first-year cohorts.

Key challenges included homesickness, the difficulty of taking responsibility for themselves, coping with stresses related to being at university and managing study time well. The results identified aspects of adjustment that were generally successful, those that generally challenged students, and those that were especially challenging for particular sub-groups of students. This information continues to be used to improve the quality of the First-Year Experience, eg in the design of the FYE Workshop Programme.

2.   Faculty Health Education Research Day

Research and innovation in education were celebrated at the fifth Annual Health Education Research Day. Seventeen papers were presented on topics ranging from whether physiotherapy students in the clinical setting learn more effectively in a small group from peers or from a clinical educator, to the career paths of Public Health Medicine specialists in South Africa, the development and piloting of low resource airway simulation models in Tanzania and how interns and medical officers learn neonatal care and Orthopaedics.
Dr Geney Gunston's presentation on "Generic learning skills in academically-at-risk medical students: development programme bridges the gap" walked away with top honours. The research showed how the intervention programme for medical students has been able to close the generic learning skills gap for academically-at-risk students lacking these skills on entry to medical school.

3.   Undergraduate Research Day

The Faculty of Health Sciences held the seventh Undergraduate Research Day on Thursday 10 October 2013, and a record 12 oral presentations and 25 poster presentations were presented.

The day showcases student research over the past year, either as self-initiated research or part of the course work for Health and Rehabilitation science students or from MBChB from years two to six.

The day promotes the importance of research amongst undergraduate students and is designed engender an enthusiasm for enquiry and formal research. This fits in well with UCT's ethos of being a research-led university and the faculty's intention of producing professionals who are lifelong learners.

The presentations were selected from the 44 entries by a scientific panel drawn from senior staff members in the Faculty. This is up by 29% from entries in 2012. Judges for the day were drawn from clinical, basic science, health and rehabilitation and public health senior academics. The visiting judge for the day was Emeritus Professor Janet Seggie, now the editor of the South African Medical Journal. Prizes were awarded for the best three oral presentations and poster presentations.

Report prepared with the assistance of:
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Associate Professor Gonda Perez
Deputy Dean: Undergraduate Education

1.2 Faculty of Engineering and the Built Environment (EBE)

There is ongoing focus within EBE on improving students' success across all levels – particularly in light of requirements to meet specific targets agreed to with the DHET for infrastructural funding received – as well as the institutional targets laid out in the Size and Shape 2020 report. There have been numerous initiatives across departments to help improve success rates – not the least of which is a collective focus by departments to restructure their curricula based on sound pedagogic principles. For example, Chemical Engineering has focussed on using a new curriculum to help support students' success across all years, and in 2013 the first-year curriculum was rolled out. Changes introduced include a focus on sustainability/environmental issues, project work and the mastery of basic concepts; supported by tutored supplementary examinations that are offered in both winter and summer terms as appropriate. However, a key concern for departments across the faculty remains the ongoing difficulty of developing workable routes for ASPECT students as they move from an extended programme into the mainstream.

One of the key initiatives for 2013 was a focus on tutored supplementary examinations (also known as "bootcamps"). The number of courses participating in this extended pilot continues to grow (and now includes service courses) and the results suggest that a more widespread adoption within the faculty should be considered. Using a similar approach, the School of Architecture, Planning and Geomatics hold a "winter school" that provides an opportunity for students who require additional focussed attention to receive this support.

Departments within EBE have a robust system of tutoring that is supported by funding from a DHET Teaching Development Grant. Tutors go through extensive training and are encouraged to attend lectures as well. Having tutors attend lectures has not only enhanced the undergraduate programmes through the tutors being better prepared but has also had the benefit of improving postgraduate students' grasp of fundamental material. Some departments also provide a focussed one-on-one tutoring programme which evidence suggests has had a real impact on student success. Furthermore, Chemical Engineering has implemented a mentored Assistant Lecturer programme to assist not only with workload within the department but also to give potential academics of the future a solid foundation from which to develop.

EBE has focussed on students' experience of their first year for a number of years and UCT's FYE initiative has supported and enhanced an already well-developed approach. Academic Development Lecturers (ADLs) play an important role in these initiatives and the fact that they are embedded within departments ensures that the nuanced requirements of students within particular programmes are well met. We also have a faculty-based clinical psychologist who continues to play an important role in counselling students who are struggling to transition into university life. Key initiatives include first-year students' participation in structured residential camps that take place outside of formal teaching time, where students get to know one another, and where they develop a better understanding of their fields of study. Mentorship is another area across departments that is well developed and a key intervention to ensure that students successfully make the transition into and are successful in their first year. One of the key aspects of this programme is the breaking down of boundaries between the first years and senior students at the start of the academic year. Various extra-mural activities are used to cement relationships between students and include activities such as a beach sports day and bowling evening. An important FYE initiative, the Early Assessment Review, is not providing the level of information that it could. There appear to be administrative hurdles that result in some course marks not being available by the required deadline. This results in these data not being available to help identify students in need or contributing to important academic decisions that are required early in the academic year – such as placement of students on extended programmes, curriculum load adjustments, etc.

The success of our postgraduate cohort is increasingly a focus within the faculty. The postgraduate operation in the Faculty Office has had to deal with a number of new staff this year and this has hampered the smooth administration of postgraduate matters. At the same time, however, there has been significant work that has gone into polishing the "memorandum of understanding" that is agreed to between supervisors and students. This agreement has gone a long way to formalising the relationship between the parties and ensuring that each side fulfils their obligations as agreed to. At an undergraduate level, EBE has focussed on ensuring better alignment between the registration and student advising system to not only spread the load across all academics but more importantly, to ensure that students get consistent academic advice throughout the year. The problems associated with multiple concessions per student as well as the oftentimes ad hoc nature of the departmental process of approval, has been addressed through the introduction of a new concession form that requires a structured approach to signoff by a student, course convenor, academic advisor, HoD, and finally the Deputy Dean Undergraduate Education.

A number of initiatives are taking place throughout EBE both at faculty and departmental level that focus on raising the profile of teaching and learning in the faculty in general. One of these initiatives is a very successful teaching retreat run for the first time in July. Jeff Jawitz from CHED facilitated a workshop over the course of two days at Mont Fleur outside Stellenbosch where academics had the opportunity to reflect on their own teaching practice. Another initiative includes placing teaching and learning as a standing item in departmental meetings, thus ensuring that important undergraduate issues can be raised and acted on without delay.

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Deputy Dean: Undergradute Education

1.3 Faculty of Law

1.   Highlights & challenges of 2013

A significant process in 2013 was an institutional Review of the undergraduate programme which took place on 10-12 September, with Associate Professor Tessa Minter as Chair. The Review commended the faculty for:

The degree of critical reflection evident in the identification of barriers and other challenges facing students, and in the variety of interventions designed to address these. The latter include the changes made to the curriculum in 2010, the establishment of the Teaching and Learning Working Group, the more extensive tutorial system and super TRAs, the early warning system, the book project etc.

(a)   The degree of critical reflection evident in the identification of barriers and other challenges facing students, and in the variety of interventions designed to address these. The latter include the changes made to the curriculum in 2010, the establishment of the Teaching and Learning Working Group, the more extensive tutorial system and super TRAs, the early warning system, the book project etc.

(b)   The introduction of an excellent Academic Development Programme (ADP) to support those candidates who would otherwise find difficulty in achieving success.

(c)   The high quality of graduates from this faculty as evidenced in pass and throughput rates and in the input received from employers interviewed in the review.

(d)   The embedding of the generic academic graduate attributes into the curriculum via standard means, including the IAPs and Moots, as well as the variety of interventions mentioned above and the implicit demands of the lecturers. The inculcation of a work ethic was evident in our interviews with the students and reinforced by the employers.

(e)   The degree to which lecturers' own research is integrated in the LLB curriculum.

(f)   The awareness demonstrated by the faculty management of the challenges related to transformation in this faculty.

The Review committee made several recommendations concerning: further support for weaker students; exploring staff development opportunities; uniform preparation of tutors; the introduction of different teaching streams for the different student groupings in the LLB; the continuation of transformation workshops; a student satisfaction survey; more formal collaboration with CHED colleagues and other university structures; quality assurance mechanisms should be viewed as integral to the development of the scholarship of teaching and learning.

These recommendations were taken as the challenges for the faculty in 2014.

2.   Initiatives to enhance the First-Year Experience

A comprehensive three-day orientation programme was again held in 2013. This is a student-led intervention, with numerous staff speaking on academic, social, and support aspects of UCT student life. Students were alerted to opportunities for social responsibility and community service in, for example, the UCT law clinic, rag or in the activities of SLSJ (Students for Law and Social Justice).

During 2013 'Skills for Success' workshops continued for the first quarter after orientation to introduce students to skills such as note-taking, case summaries, time management, dealing with stress etc.
The Law Students Council / Staff Mentoring Programme was established for all first-year students, with the aim of providing a safe space for new students to ask questions and seek guidance.

3.   Initiatives implemented to address undergraduate & postgraduate throughput

3.1.   Undergraduate throughput:

During 2013 particular attention was paid to identifying students who were at risk, using an early warning system, and then providing supplementary tuition and mentoring. Three lecturers saw students three times in the second semester with their 'logbooks', to discuss and monitor their progress.

Two 'super 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 appointed to support students in the Property Law course, identified as a course impeding graduation.
The 'at risk' students began their academic support programme with their mentors early in April, after they had been identified via the Early Assessment Report. Besides being mentored the students attended weekly support tutorials. After the June tests, additional students who had failed four half-courses were required to meet their course convenors to discuss their test scripts. Thereafter they were allocated to a subject-specific group, attached to a 'super tutor' in the courses of Foundations of South African Law, Constitutional Law, and Property.

The Preliminary Year Academic Support System (PASS) was not an optional programme, but required students to meet regularly with the 'super tutors' to encourage reflection on their academic progress. Weekly tutorials were held covering generic study skills and content-based interactive exercises. The tutorials were well received by the students according to an evaluation conducted in focus groups.

As part of the two-tier LSC / Staff mentoring programme, student mentors for first-year students met with a staff mentor over lunch once a month to share and debrief on first-year issues. This proved to be an excellent way of providing an immediate response to staff to feedback from new students A training workshop with follow-up meetings for tutors was held in 2013. Some tutors had attended the generic tutor development workshop on upper campus but complained that it was not directly appropriate. As a consequence the faculty put in place measures to provide law-specific training for them.

Outside of these ADP initiatives was a focus on writing skills. Writing tutors at the faculty Writing Centre received specialised training to better equip them in assisting weaker students with their assignments.
As the Faculty of Law teaches several large-class service courses, attention was also given to ways in which traditional teaching methodology could be supplemented. Online tutorials were developed, tested and implemented in Business Law 1, in this way allowing students to voluntarily consolidate their learning.

3.2.   Postgraduate throughput

The faculty reacted favourably to the HEQSF's provision of a Professional Master's programme. All the study programmes in the Commercial Law department have a professional orientation (Dispute Resolution, Intellectual Property Law, International Trade Law, Labour Law, Shipping Law, Tax Law and Commercial Law). The HEQSF's understanding of why students are attracted to these programmes is borne out in the experience of the faculty: they are mainly drawn from the workplace and seek a specific specialisation. The students do not seek an academic future but desire a body of substantive law taught at LLM level.

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 Professional Master's is seen as an opportunity to meet the different interests involved. Because a Master's degree is associated with a developed research capacity, 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.

Application was made and approval granted to the faculty to introduce seven Professional Master's degrees from 2014. In this way throughput will hopefully be promoted.

For students in the LLM by research and the LLM by coursework programmes, workshops were again held in 2013 to build research skills.

4.   Initiatives in your faculty which you feel serve to raise the status of teaching

The creation of the Teaching and Learning Committee in 2013 – growing out of an informal group of interested staff – was a strong signal of the priority given to this area of responsibility. Lunchtime workshops were scheduled, and the faculty's annual Teaching and Learning Workshop was held on 21 May 2013, with a programme with such topics as 'Who are our students? How do we adapt our teaching to their profile, experiences and needs?'; 'Identifying students at risk and intervening'; 'Internet-based teaching models'; and 'Using Vula as an effective teaching tool in transformative pedagogy'.

5.   Initiatives to address the need to improve the quality of passes

Tutorials are the main way in which the faculty aims to improve a student's marks – by small-group interaction and additional materials which promote a clearer understanding of the lecture material. There is evidence of interesting innovation to promote active learning. In one course a test is held on materials still to be covered in lectures, ensuring that all students commence that section's lectures with background reading already completed. In another course in-class work in pairs during the lecture allows students to quickly apply principles to a factual situation, checking with a peer that there is mutual understanding of how a legal principle applies in practice.

6.   Initiatives to improve the quality of teaching

During 2013 attention was given to the course and lecturer evaluation system by students as a way for lecturers to improve their teaching. Frustration with the low take-up rate of the on-line Vula evaluation (roughly 25%) has led to an informal faculty practice of mid-course in-class evaluation to ensure more meaningful feedback. Lecturers are obliged to post steps to students on Vula that will be taken in response to negative comments in the evaluations.

1.4 Faculty of Humanities

Introduction: Highlight of 2013 and ongoing challenges

The Faculty of Humanities has an extraordinary history of fine teaching and of close engagement with the learning process. This was demonstrated once again in 2013 when three out of the four university Distinguished Teachers Awards went to members of the Humanities Faculty. Many other members of the faculty have either won the award or been nominated in the past. Despite this striking commitment to the learning enterprise, teaching and teachers are under increasing stress: there is a widespread perception, justified or not, that teaching takes a poor second place to research in determining individual promotions; there are the strains of teaching on a mass scale with some popular courses numbering many hundreds of students; and there are the heavy administrative burdens that teachers routinely carry.

Initiatives to enhance the First-Year Experience (FYE)

The continuing deterioration of the preparation provided by the National Senior Certificate has made support of first-year students an increasingly high priority. FYE provision in Humanities has benefitted materially from the central University project, which has provided resources, sharing of best practice with other faculties and strong guiding principles. The long-standing faculty Orientation programme has been revised over the last few years towards a tighter focus on student needs and experience, with particular emphasis on student information overload. The university FYE contributed to improved online information-distribution to first-year students with the FYE Vula sites in 2013. Interventions with at-risk first-year students continued into their second year in 2013 using the FYE-initiated Early Assessment Report mechanism, and enabled interaction with students failing multiple courses and referral to appropriate support services. In addition, work within the faculty's Education Development Unit provides augmented course support particularly in first-year courses. The appointment of a Student Development Officer (a clinical social worker) in 2013 was an important innovation in improving access to psychosocial support for students generally, but particularly with reference to the expanding mentorship programme, which aims to provide mentor support to all first-year students within the next few years.

Initiatives in the education development area

1. The Establishment of the Humanities Education Development Unit

In 2013, the Humanities Faculty was in a position to launch a fully functioning EDU resourced by the Faculty. At the end of 2012, four new posts were created with seed-funding from the Vice-Chancellor's Strategic Fund: two lecturer posts, one administrative assistant and one student development officer. This enabled the formation of a HUM EDU and the re-design of a more coherent curriculum for the Extended Degrees, which hitherto had been carried by willing individuals in Departments. In addition, the post of the SDO has strengthened the peer mentoring programme and counselling services offered to Humanities undergraduate students (see JT's piece).

Overall, the Humanities Extended Degrees cater for about 600 students p.a., with an annual intake of about 200 first years. ED students are provided with orientation, curriculum advice, a peer mentor (for their first year) and, since 2013, a faculty Student Development Officer whom they can see for counselling and referral.

2. A New Curriculum for the Extended Degrees:

In 2013 the Humanities Education Development Unit re-designed the curriculum of the Extended Degrees so that they became eligible for Foundation Grant subsidy. A curriculum review with all staff involved in the ED Programme was undertaken. The foundation offerings were streamlined and improved and this was accompanied by the launch of a new course titled 'Numbers in the Humanities' run by CHED's Numeracy Centre.

3. The Plus Tut Project

In 2013 the EDU institutionalised the Plus Tut Project (officially called 'augmenting courses'), in both first-year and second-year courses of the general Humanities degrees. The Through-put Task Team (see below) identified the end of second year as the key drop-out point in the Humanities degrees. The augmentation of courses involves two hours of additional teaching input that provides students with opportunities to work on key course texts and to produce their own texts under guidance. The project involves working with course convenors to develop the curriculum for the augmenting courses and employing ED teaching assistants supported by ED tutors to run them.

These teaching assistants and tutors are required to attend compulsory language and pedagogic training sessions where they learn how to make explicit the methods of enquiry and discursive conventions of their disciplines. Their training includes the use of digital literacies and how to facilitate learning-centred teaching.

As far as possible, the Plus Tuts are open to mainstream 'at risk' students; it is hoped that this intervention will contribute to improving throughput rates. In addition, faculty rules have been amended to encourage students on a three-year plan, who fail three or more courses in their t first semester of first year, to move into the four-year plan. This was implemented for the first time in 2013. Figures to date show that those who do take the 'decanting' option fare far better than those who do not. Currently about 50 students p.a. are taking the decant option.

The Plus Tuts are based on a cascade model of intervention, where in in a very large Faculty, with a strong postgraduate cohort, the aim is to use disciplinary expertise as effectively and efficiently as possible. The intention is that each level of actors in the academic system is developed, mentored and resourced to develop the cohort below, so that in time, as each cohort moves up to the next level of academic expertise, they in turn will be equipped and motivated to take on the role of assisting those below them. For example, course convenors mentor the ED TAs, who in turn mentor the ED Tutors who in turn mentor the ED students. This long-term strategy speaks to the nature of the Humanities disciplines (requiring a long process of induction via apprenticeship) and to the critical need to develop the next generation of South African academics in the Humanities.

4. Tutor Training:

Extensive tutor training programmes are run by the faculty's EDU. These included twice- yearly training programmes offered to all new tutors in the faculty (c 200); training for ED TAs and ED Tutors (c 50 per semester) and training of Writing Hub Consultants (c 50 per semester).

5. Departmental Writing Hubs:

In 2013 the HUM EDU piloted the idea of discipline-specific Writing Hubs located in Departments. These are run by ED Tutors who are trained by the Writing Centre and the HUM EDU to provide on-line consultations on students' written work. The idea is to complement rather than compete with CHED's Writing Centre by focusing on disciplinary content and immediate tasks demanded by specific courses, as opposed to more specialised writing interventions.

Initiatives to address undergraduate throughput

The Faculty constituted a task team in 2013 to conduct research into the issues constraining student throughput. Four different sets of initial analysis were undertaken: these included rates of progression; completion rates; success rates and predictors of success. This initial analysis was restricted to the principal degree qualification offered in the faculty, namely the BA/BSocSci degree. Below, a few of the findings are summarised:

- On investigation into the performance of first-time entering BA/BSocSci students (mainstream and extended) from 2010-2012, it was found that NSC scores above 72% are relatively good predictors of success for first-year students in the mainstream degrees, but NSC scores below this mark must be used very cautiously as predictors of success. A 'Proficient' Academic Literacy score in the National Benchmark Test (NBT) is a good predictor of success for the mainstream degree but less so for the extended degree; students who had scored as 'intermediate' on the NBT performed relatively poorly on both the mainstream and extended degrees. English Home Language (HL) scores above 70% in the NSC are a good predictor of success in the mainstream degree, but good English HL scores are a less reliable predictor of success on the extended degree.

- Investigation of the average throughput rates for every year of study for the BA/BSocSci degree from 2010 – 2012 revealed that throughput rates at second year are much lower than at first year in the mainstream degree. This data suggested that interventions by way of Plus Tuts in the second year needed to be increased for second-year students. This has been duly implemented.

The research has continued into 2014 and this has included meetings with departments to discuss courses identified as 'high risk' in terms of student throughput.

Post-graduate teaching and learning

The ongoing challenges:

For many years, the Faculty has attempted to mount inter- and trans-disciplinary postgraduate programme specialisations. Most have involved one or more core courses which are themselves inter- or trans-disciplinary. Such courses have proved difficult to sustain beyond the initial few years during which enthusiastic lecturers teach, as it were, 'for free' on the course. Unsustainability is because: (i) unless a course carries the same ORG code as that of the ORG unit with which a particular lecturer is associated, that lecturer's ORG Unit may not recognise their contributions to the course as part of their workload; and (ii) income streams linked to a course are directed towards only the ORG unit for which the course is coded. Recent attempts to structure such a course as a package of smaller, separately coded co-requisite courses have raised objections about the threat of such a model to course coherence and about the challenges associated with a multiplicity of potentially discipline-distinct assessments. The problem derives from an academic, human resources and financial administrative model that privileges disciplinary departments whilst undermining interdisciplinary teaching. This is a substantive challenge both within the Faculty and, even more so, for courses drawing on personnel from more than one Faculty. Given the University's intense encouragement for moves towards inter- and trans-disciplinary teaching and research, there is an urgent need to provide an efficient and simple administrative structure to accommodate such work.

Postgraduate Throughput initiatives:

1. The University's policy that dissertation and thesis students may be permitted to re-register repeatedly as long as they have demonstrated 'satisfactory progress' has undermined efforts to ensure rapid throughput through degree programmes which include dissertations or theses. The fact that many students have to earn from being employed whilst ostensibly registering full-time for postgrad study also militates against rapid throughput. The latter is difficult to address without substantial budgetary rethinking – something that is not readily undertaken by the Faculty alone. The Faculty of Humanities has attempted to address the former through being able to keep a close check on student progress in relation to their Memorandum of Understandings signed at the start of each year; and had hoped that it would by now have been possible for those to be completed online.

That has not happened, and only a partial online procedure has been introduced – one that has in fact made the process even more cumbersome than what had been the case previously. The Faculty is considering requiring more detailed progress reports from dissertation and thesis students, but there is supervisor resistance to that idea.

2. The Faculty has, for some time now soon after midyear, been approaching relatively high-scoring final year undergraduates and honours students to consider registering respectively for honours and master's programmes. This is in an effort to improve throughput across qualifications – and in that respect it overlaps to some extent with recruitment processes.

1.5 The Faculty of Science (SCI)

The year 2013 was a significant one for the Science Faculty, as it saw the implementation at undergraduate level of a new approach to dealing with the ongoing challenges of increasing throughput and success rates in courses and the degrees as a whole, a revision of approaches to teaching and learning, and enhancement of the quality and levels of support to students.

The new initiatives followed a review of undergraduate teaching interventions and strategies, commissioned by the Dean, Professor Anton le Roex, in which the Faculty took a long, hard look at its performance over the past decade or so. The considerable successes of Academic Development programmes like GEPS (General Entry for Programmes in Sciences) were noted: this programme in particular has consistently provided opportunity and support for cohorts of students from educationally disadvantaged backgrounds, enabling them to enter the Science Faculty and make the transition to regular programmes, often with marked success. Initiatives like this have indeed set bench-marks within UCT and across the higher education sector, and yet seemed to have reached a steady-state in success rates, with a worrying number of students failing or dropping out. The picture in the mainstream programme was also cause for concern, and the conclusion reached was that a radical change was needed. A proposal emerged built around the objective to significantly improve the number of Science graduates delivered by the Faculty each year, by (a) reducing the intake to the Faculty by about 100 students, or 18%, thereby ensuring that class numbers remained within the capacity of teachers and resources in the Faculty, (b) significantly enhancing the level of academic and general support for students, and (c) instituting a key change in the selection processes for fast/slow streams, whereby instead of a cohort being selected up-front, on the basis of matric or NBT performance; for participation in an extended programme, all first-year students would be initially placed in the same programme, and a set of tests conducted at the end of the fourth week to assess the desirability of transferring to an extended programme. This programme was approved by the Faculty in mid-2012, and it is important to note that it came with the challenge, explicitly stated and accepted by academics in the Faculty, to grasp these new realities and renew their commitment to effective teaching, and to reviewing if necessary what they offered in their courses.

The implementation of the programme was to be managed through the appointment of an Assistant Dean (Associate Professor David Gammon, Department of Chemistry) and a new Student Development Officer (psychologist, Bhavani Krishna) who would assist with planning interventions dealing with psycho-social aspects of student life.

The programme duly unfolded smoothly in 2013. As a lead-up to the first programme selection process, we were fortunate to host Professor Saundra McGuire of Louisiana State University, USA, as the Dean's Visitor: she addressed sessions for both staff and students, and provided timely and inspiring insights from her own work across the USA dealing with empowering and motivating students to adopt new learning strategies and to take responsibility for their learning. In April, a first cohort of some 80 students was invited to transfer to the Extended Degree Programme, and to register for a set of first-year half-courses paced over the year. From the start of the year emphasis was placed on the student "making the right choices" and reaching a point where they could realistically assess the optimum pace of their studies. The orientation programme was revised to incorporate these emphases and provide the information on which to base their choices. A programme of "extended orientation" or "ongoing support" was instituted under direction of the Assistant Dean and Student Development Officer: EDP students have been required to attend these, while sessions are also available for students in the mainstream. Our cohort of CHED-associated Academic Development lecturers have provided key input in the planning and co-ordination of the new courses, and in thinking through the management of the EDP group: they include Dr Dale Taylor (Physics), Associate Professor Bette Davidowitz (Chemistry), Gary Stewart (Computer Science), Dr Roisin Kelly (Biological Sciences), Dr Bob Osano (Mathematics) and Dr Riashna Sithaldeen (Archaeology), with oversight from Associate Professor Prof Saalih Allie (Physics and ADP). Effective use has been made of the new procedures for recording mid-year progress on the PeopleSoft system, with a full mid-year review now taking place under direction of the Assistant Dean and Deputy Dean, to help students assess their progress and make adjustments to their course loads if necessary. In addition, funding obtained through the Dean and through the DHET has made possible the appointment of senior tutors and a cohort of mentors, senior science students who mentor small groups of first-year students and monitor their life and progress at UCT.

Three further interventions added different dimensions: a Science Winter School was run for the first time in the last week of the July vacation. It was conceived in response to the observation that many first-year Science students have not had extensive exposure to Science or scientific role models in their home and school backgrounds, and it was felt that provision of such an experience would serve to interest and motivate these students, and enable them to more effectively establish their own directions and goals. The week was attended by some 40 students, and was a resounding success, with a combination of lectures, interactive sessions and excursions within the university and the region providing new motivation and stimulation to the students. The second intervention was the holding of a "First Year Science Lecturers' Forum" in early December 2013. This was attended by about 40 lecturers, who considered a range of aspects of teaching first-year students, from methods which work or don't work, to key changes required in the teaching-learning process in the sciences. We also had valuable input from post-graduate students who have been actively involved as tutors, who provided insights from their own undergraduate experiences and from what they are seeing "on the ground". This was an important initiative in encouraging reflection on teaching practices and sharing instances of good practice. The third intervention during 2013 was the drawing together of a small group of about 15 academics in the Faculty, as the Science Teaching with Technology User Group, convened by the Assistant Dean. Discussions were held about the exploration and/or implementation of new digital technologies, and, with funding from the DHET, selected lecturers were provided with the equipment which would allow them to record and distribute their lectures, or to enhance their modes of teaching. This was a low-key but effective initiative, designed to encourage and support lecturers who are hesitant about developing their lecturing skills, or inhibited through lack of necessary resources.

A number of formal and informal indicators suggest a level of success of these initiatives, not the least of which is the extent to which students transferring to the EDP group have recognised this as the most important decision they have taken, and have seen results to bear this out. However, we feel that the success can only be meaningfully assessed in the second, third and fourth year of the initiative, and will reserve judgement until then. However, preliminary reports have been presented to the Faculty Board and the Dean's Advisory Committee, and aspects of the approach have been debated at the Commerce Education Group.

The Science Teaching & Learning Committee, under chairmanship of Associate Professor James Gain, has continued to monitor key issues in the Faculty. A particular emphasis during 2013 was to develop analytical tools to identify and track "courses impeding graduation" - courses where pass rates are low and performance in these courses has a marked effect on graduation rates. Some statistical tools have been developed, but more importantly, the investigation has served to mobilise departments to address issues in their courses. So, for example, courses in Chemistry, Physics and Statistics have been substantially revised and attention focussed on optimising the semesterisation of courses, revising the curriculum, alignment of in-course and final assessments and optimising teaching approaches.

At the post-graduate level, progress has been made in putting in place efficient mechanisms for tracking and assessing annual progress, and placing students who are over-reaching the normal time-spans for post-graduate degrees under probationary conditions for completion of their studies. The Science Faculty has piloted an online end-of-year reporting procedure which allows supervisors and HODs to easily and effectively track the progress of students, identify those who have not made requisite progress and to intervene appropriately to re-focus their efforts.

1.6 The Faculty of Commerce (COM)

Comment on the highlights of 2013 and on-going challenges.

The Educational Development Unit (EDU) is tasked with the responsibility for leading critical innovations and improvements in teaching and learning in the Faculty. An exciting 2013 moment for EDU specifically, and the Faculty generally, was the launch of the internationally published book Surfacing Possibilities: What it means to work with first-generation higher education students. Under the editorship of Associate Professors June Pym, the Commerce Director of EDU, and Moragh Paxton (CHED, Language Development.it focuses on the challenges faced by first-generation undergraduates who come from a diversity of linguistic, social, and cultural backgrounds and have often experienced disadvantage.

The Commerce Education Group (CEG) has a sustained history since 2001, and continues to provide the forum for discussions and reflection on the teaching and learning environment. Attendance at CEG sessions has increased with a diversity of perspectives and range of presentations, and attracts increasing interest among staff from other faculties.

In 2013, the Commerce Faculty launched the first blended-learning versions of two traditional face-to-face courses, namely the first-year course Evidence-based Management (EBM), and the fourth-year course Strategic Thinking.

Jacques Rousseau and Dale Williams, the respective course convenors, partnered with GetSmarter to offer their courses in blended mode, using online lecture videos, live video streams, chatrooms and other education technologies, backed by GetSmarter's 'high touch' student support model.

These two pilots were tremendously successful, with no noticeable negative impact on student performance, and more importantly, some suggestion that at-risk students in many cases benefit from the blended model, through the opportunity it offers them to repeat-view lectures as often as they like. One data point is by no means conclusive, but in EBM, performance of some EDU streams improved on the blended model by comparison to 2012 figures.

Student reception of both the blended pilots was enthusiastic, and the respective course convenors have taken lessons learnt in 2013 forward in planning for 2014, when the courses return to being offered on the Vula platform, still in blended mode.

Commerce staff are increasingly participating in formal teaching and learning fora. There were a number of staff from the Faculty at the UCT 2013 Teaching & Learning Conference: Paul Maughan on "Launching a capstone course for undergraduates studying towards becoming chartered accountants", Leigh Neethling on " The largest of them all: Understanding the relationship between attendance and performance in Microeconomics 1", a joint presentation by Alison Meadows and Associate Professor Kevin Johnston entitled "Where have all the flowers gone", Jacques Ophoff on "Programming for All: enhancing the digital fluency of students" and Elsje Scott on "From chaos to crafted quality."

A definite highlight is acknowledging the success of our staff in their teaching endeavours. Paul Maughan was awarded a Distinguished Teaching Award. Associate Professor Beatrice Conradie was acknowledged for her research-led teaching and Messrs Nodoba, Hendry and their team were awarded a UCT Collaborative Educational Practice teaching award.

The focus of our teaching is the development of student learning, and we are proud to celebrate with those whose achievements are publicly acknowledged by awards and distinctions. We are grateful to the members of the teaching staff who provide crucial support and often the logistics behind the efforts that garner such awards. Of note in 2013 are the UCT students who shone in the Young Economist of the Year competition with four of our teams in the top 10 during our first year of participation. A UCT team of third year Business Science students was shortlisted for the national finals of the CIMA Global Business Challenge in Johannesburg and impressed the judges with their sharp analytical skills. Finally, a multidisciplinary team from Commerce and Science won the national Pernod Ricard's International Business Game. Students from ECO1011S competed against Stellenbosch University in Die Burger Young Economist of the Year competition. Four UCT teams placed in the top 10 and one won second place. Forthis competition, students used skills acquired during the course to forecast a number of key economic variables throughout the semester. Each forecast required a short motivation demonstrating students' understanding of the work as the content was delivered.

Four special challenges are associated with teaching very large numbers of students, as we do in undergraduate Commerce degrees:

1. Venue bookings and scheduling to accommodate the learning pedagogy of large class lectures suitable for active learning and provision of sufficient small-group tutorial systems is an ongoing challenge.
2. Managing the teaching/research tension, especially where the demands of teaching groups of 1 400 students from more diversified and less prepared schooling backgrounds is far greater than in previous years.
3. The focus on continuous assessment and testing to ensure that students participate in the learning process raises concerns over surface learning tendencies and the impact on student behaviour during test periods eg missing lectures and tutorials for cramming.
4. The academic year has been shortened just at a time when more students appear to need more time for reflection and consolidation.

Initiatives to enhance the First-Year Experience

The FYE in Commerce consists of a range of activities and systems designed to ensure that all first-year students have the best possible foundation for their studies at UCT. We aim to create an environment where all students can flourish academically and personally.

- Orientation is designed to give students a warm welcome and the essential information they need to be successful in the early weeks.
- In 2013 all students were required to undergo Digital Literacy training to ensure they could use Vula and PeopleSoft
- Ongoing orientation consisted of a range of lunchtime workshops, sessions and lectures that ran throughout the first semester and were designed to give students the support and information they needed as the semester unfolded and they faced new challenges. Unfortunately most of these sessions were extremely poorly attended, largely because first-year students have so little available time, and many said they were just "too busy". Many students also had compulsory tutorials during this time.
The first-year curriculum needs to be examined to ensure that students are not being unnecessarily overloaded.
- The FYE Vula site is a very active site where students can access a range of resources and chat to each other and to the staff. The site has been intensively utilised, and its patterns of use have demonstrated that students have a wide range of needs. The site provides them with access to a responsive, supportive and engaged community of students, academics and key PASS staff members.

- The Early Assessment Report (EAR) assists students to track their progress, access resources and tap into support structures specifically set up to facilitate the transition to university-level studies. Collaborating with the central FYE structures, the Commerce Faculty used the FYE Vula site to regularly communicate with students on a variety of topics that were deemed relevant to the transitional phase they were experiencing. Students who were identified as 'at risk' engaged with student advisors regarding their performance and where necessary, were advised of and directed to appropriate support structures. A continuing stumbling block to ensuring the successful implementation of the EAR is the timing of first class tests and the release of results to students.

Initiatives that have been implemented to address undergraduate & postgraduate throughput

The formation of the Commerce Faculty's Across Africa initiative promises to make premium-quality postgraduate and advanced diplomas, as well as master's degrees, available to students throughout Africa.

The results of marketing campaigns run in 2013 for the blended-mode postgraduate diploma, as well as short courses and the advanced diploma, revealed strong demand from working professionals looking to study part-time, and the Faculty therefore believes that its primary market might, in time, consist largely of people who are already part of the workforce, and who therefore benefit from the online education model's provision of broad access and flexible delivery model.

It is further argued that education products designed for working professionals should have a different pedagogy than those designed for a school-leaver. Group work, tutorials and assessments could/should be designed with the learner's context in mind. The school-leaver context is different from the working professionals' context, and therefore should adopt differing pedagogies.

Across Africa, a joint venture between Commerce and GetSmarter, will utilise – and ultimately inspire – best practice in blended education, thereby contributing to significantly improve postgraduate throughput.
As the Faculty develops and markets new offerings in the Across Africa stable, it is envisaged that the numbers (in postgraduate and advanced diplomas alone) will grow from 400 in 2015 to 925 by 2020.

A key initiative to accelerate throughput for the Accounting programmes, which enrol the most students in the Faculty, is the introduction of the two-year version of Financial Reporting II (ACC2012W). The new courses are ACC2113W, introduced in 2013, and ACC2114W, introduced in 2014. This is not a simple dividing of the syllabus into two parts, but rather is based on enhancement of the syllabus to build in a range of additional skills, concepts and context, the discourse of accounting, revision of core foundational skills and more interactive learning that exploits the scope offered by the additional time for teaching case studies. A formal review by the Institute of Monitoring and Evaluation has been initiated.

In 2013 the College of Accounting received funding from FASSET to assist transformation of accounting graduates and the accounting profession. A model has been designed to:

- improve throughput of 'at risk' students in the undergraduate accounting programmes (targeting equity students in the mainstream but also opening it up to all other students) Saturday morning workshops focus on reading, writing and exam technique linked to conceptual issues that students generally struggle with.
- empower students by developing professional and leadership skills through a mentoring programme and Friday workshops focused on life skills eg stress management.
- monitor performance (attendance at workshops, tutorials, performance in tests, etc) and appropriate follow up.

The School of Economics instituted experiments aimed at improving student throughput in their third-year core courses, ECO3020F and ECO3021S. In both courses, different cumulative streams of material were taught concurrently, instead of in sequential modules, to allow students more time for consolidation. The conclusion was that this put undue stress on too many students who reported suffering from cognitive overload in trying to learn more than one body of material at a time. There was also an experiment with a new tutorial system in ECO3009F, but this proved to be unsustainable due to an insufficient supply of tutors able to add value. In collaboration with CHED staff, structured training for essay markers and tutors was introduced and linked to specific courses, and all courses included essay-writing workshops. In ECO5073S, weekly seminar discussions were preceded by movies and YouTube lectures by global experts.

In collaboration with the Careers Service, EDU has designed a new compulsory course for all EDU first-year students, Career Discovery. This will appear on students' transcripts and is intended to provide support for informed decisions regarding students' degree choice and establish the development of appropriate graduate attributes.

Initiatives which serve to raise the status of teaching

Across Africa, and the blended mode versions of EBM and Strategic Thinking, raise the status of teaching by allowing us to think of teaching in new and interesting ways. Recording lectures for students to view later – or live streaming lectures – present challenges and opportunities that the Faculty has not engaged with to any significant extent in previous years.
Since piloting EBM and Strategic Thinking, both Jacques Rousseau and Dale Williams have frequently engaged with individual staff members and departments that are considering a partial or full move online, and shared their experiences with those parties.

A change of delivery model is a substantial undertaking, usually requiring a complete reconceptualisation of the elements and flow of a course. Even if one ultimately chooses not to engage with the possibilities offered by online education, merely entertaining the possibility in a serious way forces one to think about how a course could be improved. In a general sense, then, Across Africa has a direct effect in raising the status of teaching, by asking everyone to reflect on how they could do it better.

The continued participation in the CTIL large class teaching project funded by the Andrew Mellon Foundation involves many discussion around a key challenge in the Faculty. In 2013 this involved the development of the third prototype case study to simulate the production process in a company, with accompanying source documents to be used across a number of courses.
The Commerce Education Group definitely raises the status of teaching. The interest from both the leadership of the Faculty, as well as substantial growing interest in attending and presenting attest to this.

The Commerce Teaching and Learning Working Group new staff mentoring and tag-teaching project has increased take-up as well as generated improvement in student feedback regarding their learning experience.
The projects focus on supporting new academics, as well as providing a collaborative, reflective space for all teaching staff to think about their teaching practice.

Initiatives to improve the quality of passes, particularly in the third years of majors

The structure of the Commerce undergraduate curriculum is such that there are many planned exit routes at the second and third year level and therefore students are encouraged to graduate in areas in which they have displayed ability rather than remaining in programmes for which there appears to be little chance of success. In addition the focus in Commerce is on instilling graduate attributes in the foundation years, and in the accounting programme having pre-requisites greater than 50% to continue to the subsequent years, to assist students in identifying their most likely path to graduation before final year.

Examples of initiatives to improve the quality of teaching
An identified concern within the diversified student body is the need for context and real life examples with which they can identify. This need is being addressed by the Department of Information Systems. They were selected as the top ERP (Enterprise Resource Planning) teaching Department in Africa and received funding for their Enterprise Systems Education For Africa (ESEFA) project. The ESEFA project has developed an African case study and related curriculum content to teach enterprise systems. This case study and curriculum is being used at UCT and lecturers in nine other African countries are also being trained via a capacity building and 'train-the-trainer' initiative. Another example is that the Department of Information Systems has a sustainability focus – the linkage of people, technology and processes to achieve sustainability objectives, known as Green IS. This has been incorporated into the team projects of the third year IT Management course (INF3011F) for the past four years. Inspired by the recent signing of the International Sustainable Campus Network (ISCN) charter by the Vice-Chancellor, the purpose of the project and subsequently the course is to advance the discourse on achieving sustainable campus operations for measuring UCT's carbon footprint through integrating sustainability into research, learning and teaching.

In addition, there is an on-going effort directed towards a reflective practice, documenting and, whenever possible, publishing the experiences and the learnings that come from this project. This is important because the project allows students to transcend and it represents a unique attempt to combine (and positively impact) the university's teaching, research and operations, as well as to incorporate sustainability into the Information Systems undergraduate and postgraduate curriculum.

The students' work has been incorporated in UCT's official annual Carbon Footprint Report 2013.

The mentoring and tag-teaching project (see above) has made significant inroads in improving the quality of the teaching and learning environment.

1.7 Graduate School of Business (GSB)

Comment on the highlights of 2013 and on-going challenges.

A definite highlight of the year 2013 has been the award of the AACSB accreditation, which represents one of the highest achievements for an educational institution that awards business degrees. Through this accreditation, UCT GSB has not only met specific standards of excellence, but has also made a commitment to ongoing improvement to ensure that the institution will continue to deliver high quality education to its students. How the process of preparing and achieving this highly recognised accreditation has positively impacted on the learning and teaching at the GSB, will be described further below in the two parts: Executive Education offerings and Open Academic Programmes.

Open Academic Programmes

In preparing the report for the AACSB accreditation, a reflection of the programme goals of all open academic GSB offerings (MBA, EMBA, MCom in Development Finance, PDBA, AIM) took place which resulted in more clearly stated Learning Outcomes, broken down into various Learning Objectives supporting each of the Programme Learning Goals. This redefinition process allowed many constructive discussions amongst faculty members. Subsequent to this redefinition process and the achievement of the accreditation, each of the courses offered on the MBA and MCom Development Finance programme were closely aligned during 2013, using a consistency matrix that related each course learning outcome with the overarching programme goals. Through this process of laying out the assurance of learning for each course it has become more transparent to our students how each assessment (summative or formative) supports the achievement of each of the courses' learning outcomes and consequently the programme goals. Other academic offerings of the GSB, namely the EMBA and the Postgraduate Diplomas, will undergo the same explicit definition during the academic year of 2014.

Another achievement during the academic year 2013 is that the teaching faculty of the GSB has made significant steps in the further integration of key themes of the GSB's vision into their teaching. These are to be a relevant business school in the world, and particularly in emerging market economies with an emphasis on Values Based Leadership concepts, Social Innovation and Entrepreneurship action learning projects.

This shift in focus has disseminated across the school and found its way into the courses on the open academic programmes. Courses that use the 'Case Study Method' of instruction as part of the course pedagogy, have incorporated up-to-date cases from emerging economies and specifically from South Africa. After students have been exposed to the context of management, which includes an even more focussed lens on emerging market economies since 2013, they then apply and develop their talent for diagnosis and prescription on management problems that are faced by organisations operating in emerging markets with these case studies. One of the elective courses on the MBA called 'Business Development in Emerging Markets' is a key example amongst others how the GSB is preparing their students to be confident leaders and managers in the context of emerging markets.

Being confronted with some of the realities that emerging markets offer right outside the doorsteps of the GSB, opportunities for learning are presented. The elective course, Social Innovation Lab, which was first launched in 2012 together with the Bertha Centre at the GSB, has received a further upgrade in 2013 and taps into the potential of new and sustainable approaches to doing business within these realities. By understanding the conditions that characterise emerging markets and finding new ways to address them, the GSB contributes as a business school to developing relevant and sustainable approaches in the public and private sectors. The innovative approach of the Social Innovation Laboratory, which offers the option of a full immersion into the field of Social Innovation together with other courses on the MBA programme - such as Sustainable Enterprise, Social Entrepreneurship, Organisational Development for Social Innovation, Emerging Enterprise Consulting and a Research Report in this field - bring the vision of the school alive in many practical ways. During 2013 the Social Innovation Lab expanded the action-learning component in which students are exposed to business realities of enterprises that operate at the base of the pyramid in the Greater Cape Town area and are better equipped conceptually and creatively to become 'social innovators' themselves.

A major change implemented in 2013 was a switch from hardcopy learning material and textbooks to electronic study material. Students did not receive any physical course packs and hardcover textbooks at the start of the programme, but rather received access to all learning material using an online e-book library, EBL e-books via the GSB library. Electronic journal articles and cases were uploaded on the Learning Management site called Instructor. (Note: the GSB changed from 'Instructor' to Vula in 2014).

Those students that hadn't been exposed to studying with electronic academic material and those that were not used to software tools, such as electronic notes, electronic highlighting and online learning, felt challenged by this new exposure. The classical approach to learning and engagement with study material, which they knew from the past, couldn't be applied and thus those students had to learn how to engage with electronic material in a new and effective way. The student learning support coordinator was instrumental in guiding students by giving individual and group support sessions. A hurdle which some students, however, didn't easily overcome despite the additional support, was online access to the e-book library. Many students on the AIM and PDBA programme did not have high-speed internet available at home in order to access the online library without spending extra money on wireless internet connections. Those students needed to plan their study time around internet access, for example at work or at the GSB, which posed a challenge for some. As a consequence, the GSB is currently exploring alternative e-book options which can be accessed offline using a similar model to EBL.

Initiatives to enhance the First-Year Experience

The GSB is pioneering new and effective approaches to teaching in all of its programmes. A crosscutting theme of these developments is to enhance not only students' knowledge and cognitive abilities, but also to expose them to experiences that broaden their vision and sense of themselves within society.

- Orientation: In the MBA and PDBA program, a good example of this commitment is the two-day immersion, which is focused on building a high performance team culture. Students spend time at a dedicated facility, where they are challenged with a broad array of individual and team exercises. This allows for syndicate groups to bond strongly in a short space of time, thus facilitating the ensuing teamwork during core courses. During the Orientation week, time is set aside for individual and group reflection, to enable students to reflect on their purpose, generate commitment, and consider their role in organisations and broader society.

- Academic-Toolkit: During the Orientation week, students undergo a compulsory series of skill-enhancing sessions that focus on academic writing, communication skills 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 of each programme. This includes sessions on plagiarism, how to use turn-it-in and, offered for the first time in 2013, small syndicate groups, - they have in-depth sessions on how to use the Mendeley tool. 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, the Learning Support Coordinator and Library staff. A close contact relationship is established right from the start and students do not hesitate to contact the various support staff that come from Library staff and Learning Support.

- Academic writing consultant: A closer 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. This additional service has been well accepted and focusses on 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, Instructor, Citrix and GSB live.

Initiatives that have been implemented to address postgraduate throughput

Our faculty members, the Learning Support Coordinator and the Directors of programmes are all available to students outside lecturing times. Academic faculty are available for one-on-one support and their office hours are provided to students at the beginning of each term. Though students are encouraged to be responsible adult learners, the GSB takes cognisance of those returning to higher education after some time or who may be entering the higher education environment for the first time. Therefore, there is additional support via the Learning Support Coordinator, who may assist students with: How to utilise research resources, how to structure assignments, interpretation of the task or how to deal with barriers to learning. The Learning Support Coordinator tracks students' academic progress throughout the year, identifying and alerting lecturers and the programme 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.

Ongoing further development of our Learning Support Coordinator is critical in enhancing the service to our students and in 2013 a commitment has been made for one of the Coordinators to enrol on a postgraduate diploma course with a focus on Learning and Teaching in Higher Education at the UCT School of Education.

A first time participation in the J**ohn Molson International Case Study Competition** in January 2013:
The John Molson International Case Competition (http://mbacasecomp.com) is the largest and longest standing case competition worldwide. Since 1981, 36 business schools from .about 15 countries and four or five continents compete annually at this prestigious event, often referred to as the "Global MBA Olympics". Under the leadership of a coach and GSB senior lecturer Johannes Schüler, the UCT GSB very successfully participated in 2013 (second position overall in points) and in 2014 (first prize in case writing competition – flagship case) and is currently preparing for the 2015 participation. The JMICC is typically notoriously oversubscribed and it is a privilege to have been invited to participate.

A clear priority of UCT's participation at the JMICC has been to allow as many students as students to participate in this inclusive, valuable learning experience. The preparation phase thus provides access to 16 GSB MBA students that are being extensively trained in case analysis and initially compete at a GSB internal case competition before the selection of the final team of four. The preparation typically covers around 24 business cases spanning a wide array of problem types, industries and geographic regions. Students participate voluntarily and outside the prescribed curriculum. The students' commitment was outstanding in 2013, shifting preparation time into early morning hours (5-8am) to accommodate all busy schedules. The effect of the participation in this initiative was an accelerated integration of learning that took place during the MBA programme, which culminates in the final competition and adds incredible value to the learning journey.

Examples of initiatives to improve the quality of teaching

Initiated by two faculty members, Dr Linda Ronnie and Mr Barry Standish, a workshop for all lecturing faculty was offered in the first term of 2013 to explore successful teaching practices and insights. The main topics covered centred around the design of a course, the use of appropriate teaching methods, the effective use of pre-assignments before the start of a course and good time management. This workshop was much appreciated, especially amongst the new faculty members.

1.   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 demand.

During 2013 the Executive Education and the Customised Academic Learning departments merged. Recommended by the Equis accreditation board, the intention was to house all customised programmes, short courses as well as academic courses under one umbrella. This facilitated the sharing of best practice methods between the teams to enhance the participants' learning experience.

Our **accredited customised qualifications**, PGDip in Management Practice and AIM in Management Practice, focus on context, theory and practice to close the gap between theory and practice, leading to effective implementation, underpinned by a systems thinking framework. During last year we saw some stronger collaboration between the Exec Ed and our corporate clients to bridge the gap between theory and practice. Some of our 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 we still face 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. One-day workshops and mentoring programmes for line managers are being 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.

Our **open enrolment short courses** are interactive courses, ideal for the new generation of leaders wanting to engage with the challenges of doing business in emerging markets. They cover a broad spectrum of interests, from general management issues to industry-specific programmes to suit every taste.

On an annual basis the GSB assesses the needs of business and skill sets required and presents short courses tailored to meeting the needs and challenges of business and employees and particularly the challenges of an emerging economy. We have continued over the past year to build relationships with industry experts who enrich the learning experience of our participants on our short course offerings by teaching on our courses. The latest industry case studies are also being drawn into the delivery of these courses. Organisations can also tailor courses for their employees through our **non-accredited partnership programmes** or credit-bearing short courses and qualifications. These are co-created with organisations and informed by more than 20 years of research and practice at the UCT GSB that has produced a number of key insights into how adults learn.

In 2013, we found that we had more requests for on-site delivery of our customised programmes, many of which have been delivered outside South Africa's borders. These on-site offerings offer a new client and audience a taste of our customised (and therefore highly relevant) experience whilst not far from home, allowing a far more cost-effective alternative for the client as well as full immersion in the client environment of the GSB teaching faculty. As the GSB programmes are designed to address unique challenges in specific organisations, they offer clients the opportunity for authentic development, enabling them to make their organisations more viable and to deliver exceptional value to stakeholders.

Lastly, UCT GSB Executive Education was put on the world map again by being ranked 64th by the Financial Times for our customised programme offerings. Entering into 2014 we continue to strive to deliver excellent learning for our corporate clients.

The Academic Development Programme (ADP)

The Centre for Educational Technology (CET)

The Higher and Adult Education Studies and Development Unit (HAESDU)

The Careers Service (CS)

The Centre for Open Learning (COL)

The First-Year Experience (FYE) Project

The Multilingualism Education Project (MEP)

2.1 The Academic Development Programme (ADP)

CHED's central mission is very largely based on Goal Five: 'Enhancing the quality and profile of UCT's graduates', and the activities outlined below should be read in this light. This report does not represent a comprehensive overview of CHED's activities, but highlights some achievements and progress made in 2013. For example, it does not cover the considerable under-and post-graduate teaching conducted by CHED (in extended programmes, in Master's in Higher Education Studies and Educational Technology, and the growing amount of postgraduate supervision undertaken by CHED staff). Rather, the report focuses on those activities that aim to enhance equity of access and outcomes as well as quality of the teaching and learning experience.

The latter part of 2013 saw the start of various restructuring changes and preparation in CHED which followed the Lange Review (November 2012), which had affirmed the academic nature of CHED and its leadership by a Dean and recommended expansion of CHED's role at UCT and the need for CHED to align itself more closely to the goals of the university.

Significant changes, or preparatory work towards such changes, which were approved by Senate in 2013 were:

- the move of the Adult Learning Group to the School of Education(effective 1 August 2013)
- the merger and reconfiguration of Higher and Adult Education Studies and Development Unit (HAESDU) and the Centre for Educational Technology (CET) as the Centre for Innovation in Learning and Teaching (CILT) (effective 1 January 2014)
- the establishment of the Alternative Admissions Research Project (AARP) as an independent unit in CHED (no longer in ADP) under the name Centre for Educational Testing for Access and Placement (CETAP) (effective 1 January 2014)
- the move of the Confucius Institute and International Island programmes to International Academic Programmes Office (IAPO) (effective 1 January 2014)
- the return of the Third Term offerings from the Centre of Open Learning (COL) to the faculties (in 2014)
- the move of two members of COL to HAESDU.

CHED's new Dean, Associate Professor Suellen Shay, took office on 1 September and provided the leadership for the changes to take effect at the beginning of 2014.

2.1   The Academic Development Programme (ADP)

The end of 2013 saw the retirement of ADP's long-time Director, Professor Ian Scott. After an unsuccessful attempt to recruit a new Director, an interim ADP Co-ordinator was appointed in a joint leadership arrangement with the Dean until a renewed recruitment and selection effort was started to fill the substantive post.

Educational Development Units (EDUs)

The Educational Development Units (EDUs) have continued to expand their role in supporting mainstream educational initiatives in the faculties while at the same time retaining its focus on effective foundational teaching and learning.

Some of the most notable achievement and/or features of the work undertaken by the EDUs in 2013 are:

The Commerce EDU (COM EDU) continues to enjoy a high degree of student (and staff) acceptance and support. Recent developments include the diversification of course offerings so that students in economics and mathematics are able to be placed on either an augmented semester course (taught by ADP staff) or an extended course according to their level of preparedness, and greater articulation – and therefore transfer possibilities - between regular and extended or augmented options. Another development concerns the transition from first to second year Accounting, which has proved to be a major stumbling block for ADP students. To address this problem, the existing Financial Accounting 2012W has been changed to two courses (ACC2113W and ACC2114W) which will enable the development of required skills. It is envisaged that in future these courses will also be available to academically 'at risk' students in the mainstream course (ACC2012W). The COM EDU book "Surfacing Possibilities: What it Means to Work with First-Generation Higher Education Students" edited by June Pym and Moragh Paxton with 10 authors, nine of whom were from the EDU, was published at the end of 2013.

Student numbers in the Academic Support Programme for Engineering in Cape Town (ASPECT) in the Faculty of Engineering and the Built Environment (EBE) fluctuate from year to year and in 2013 fell to the lowest they have ever been. This trend is largely as a result of the unpredictability in NSC results and first-year student performance in Mathematics and Physics, which makes placement decisions difficult and also the inconsistency among departments in the numbers of students to be placed in ASPECT.

This year, for the first time, ASPECT staff addressed the difficulties that ASPECT students have in second year by offering courses in Physics and in Vector Calculus to ASPECT students at second year level. This not only supports ASPECT students who are finding second year challenging but it is important for staff development because it gives ASPECT staff opportunities to grow and expand their interests.

The key activity in the Humanities EDU (HUM EDU) in 2013 was to redesign the curriculum for the Extended Degrees in order to qualify for Foundation Grant subsidy. In order to achieve this, the HUM EDU undertook curriculum review with all involved in the Extended Degree (ED) Programmes. As a result, foundation offerings were streamlined and all ED students will take at least two foundation courses and all Plus Tuts that are available in their majors. The end of first year and more particularly, end of second year, have been identified as key drop-out points in the Humanities degrees. To address this in 2013, the Plus Tuts Project which augments (two hours of additional teaching) core first-year courses in the six largest departments in the faculty was implemented. In addition, Plus Tuts in Politics were complemented by a Writing HUB where ED tutors trained by the Writing Centre are available to give one-on-one writing consultations. The HUM EDU put in a large bid to the Teaching Development Grant to cover the cost of additional teaching which is required by the Foundation Grant. "Talking about Teaching seminars" were continued in 2013 and toward the end of the year a HUM Teaching and Learning Working Group was set up by the Faculty with EDU staff involved. The HUM EDU embarked on a research project in 2013 to evaluate the effectiveness and impact of EDU interventions (particularly Plus Tuts). In 2014 these will be correlated with performance data for these students. The concept behind the interventions in the HUM EDU is a 'cascade model' that in a very large faculty, with a strong postgraduate cohort, aims to use disciplinary expertise as effectively and efficiently as possible. The intention is that each level of actors in the academic system is developed, mentored and resourced to develop the cohort below them, so that in time, as each cohort moves up to the next level of academic expertise, they in turn will be equipped and motivated to take on the role of assisting those below them.

A most notable issue for 2013 was undoubtedly the introduction of the new undergraduate Science Extended Degree Programme (SEDP). The SEDP replaced the 13-year-old General Entry to Programmes in Science (GEPS) that was created in 1999 as part of the creation of the now-defunct Programmes approach to the BSc degree. The SEDP can be regarded as a variation of the broad category of Science Foundation Programmes that started at UCT in 1986. The key aspect in which the SEDP differs from all previous models of such programmes is that students are not placed onto an Extended Programme at the time of admission.

Instead all students who are selected by the faculty start out in the same mainstream courses irrespective of matric results. Based on their performance after four weeks in each of the four first-year courses, students who were assessed not to be coping are strongly advised to enter the extended versions of the courses (Mathematics, Chemistry, Physics, Computer Science, Biology or Earth Science) that start in week seven to form the basis of the SEDP.

In Health Sciences (FHS), the Intervention Programmes (faculty initiatives strongly supported by CHED) have grown considerably, perhaps because of the increasing diversity of the intake and the changing content of school curricula. The FHS EDU, in the context of the very academically talented intake, the relatively extended duration of the curriculum and manageable student numbers, has adopted the approach of facilitating curriculum restructuring as a key contribution to educational transformation. In addition to consideration of academically under-prepared students, curricula and courses are reviewed regularly to ensure best educational practice in the discipline, and multi-professional and skilled curriculum design teams are drawn from across the faculty and CHED. An important development has been the widening and deepening of e-learning development work arising from much closer collaboration between the IT Education and Curriculum Development staff within the unit. The blended learning Postgraduate Diploma in Health Professional Education offered by the unit, which had a 100% pass rate in 2013, has been an important vehicle for promoting the collaboration.

The success rate of Law ADP (LADP) students who have entered the mainstream class after two years of ADP is improving steadily. In 2013, additional funding received from the DHET foundational grants has been applied for the first time to extend the LADP support to students in their third year, in a difficult course, the Law of Property. A wider challenge facing the Law Faculty has been to address the issue of LLB throughput rates for all students in the four-year undergraduate LLB degree. In the Faculty Review for the period under review, it was reported that the success rate of students qualifying in the minimum time for the four-year degree has improved from 24% in 2007 to 50% in 2009, which represents an upward trajectory that is very positive. This reflects the increasing attention that is being paid to improving teaching and learning, and thus to improve throughput rates in the faculty.

The 'Literacies'

The Language Development Group (LDG) and Numeracy Centre (NC) work alongside the faculty-based ADP units, as well as increasingly with other departments and initiatives within CHED more broadly, to provide specialist expertise. Both the LDG and the NC offer formal courses in addition to working alongside academic staff to insert appropriate learning materials and opportunities. The LDG hosts the Writing Centre (WC), whose assistance is provided to all students.

The LDG had a very successful year in 2013, maintaining its core Teaching and Learning activities while expanding its involvement in undergraduate interventions and launching new developments in the postgraduate area. A few highlights of the year have been:

- Senate accepted the far-reaching UCT Language Policy Implementation Plan (developed by staff in LDG and the Multilingualism Education Project (MEP) which promises to be a 'road map' for language development interventions at the University.
- the LDG obtained important representation and presence in key CHED structures (the CHED and several Faculty Teaching and Learning committees)
- a successful new Write Science short course was offered to postgraduate students in collaboration with the Centre for Open Learning. This course offers a 'blueprint' for further interventions at postgraduate level.
- the LDG has assisted the Humanities EDU in launching two new foundation courses. After a process of design and review, it was decided that the LDG's flagship course, Language in the Humanities, will become the only foundational Humanities first-year course to be offered in the first semester of 2014. Digital literacies will be integrated for the first time into the course in 2014
- the LDG continues its leading role in the writing-related language needs of postgraduate students, collaborating both with CHED's Equity Development Programme and the Centre for Open Learning in the development and provision of 're-entry' postgraduate courses, writing in the Sciences, and a number of other initiatives.

In 2013, the Writing Centre organised a number of new initiatives such as a poetry jam, a seven-week creative writing workshop, Pub Quizz and participated in the Fundza Literacy project and the SRC Dream Project in 2013 to try to reach out to students in different ways, and to link the Writing Centre with popular culture and student movements on campus. One of the big changes for this year has been the implementation of an online booking system and database.

During 2013, the Numeracy Centre delivered four coded semester courses (430 registrations), two in the Law faculty and two in Humanities. The pass rate for all students who participated in coded courses was 85%. In addition they offered six substantial interventions in the Health Sciences and Science Faculties as well as computer-based tutorials to 12 separate cohorts of students, reaching altogether about 2 300 students.

Student Selection and Placement

The Alternative Admissions Research Project (AARP) continued to play an important role in entry-level student assessment – for admissions and placement purposes – nationally as well as at UCT, primarily through the National Benchmark Tests (NBT) project. The AARP took forward plans to establish the unit as a separate unit in CHED (independent from the ADP), renamed as the Centre for Educational Testing for Access and Placement (CETAP), effective after the end of 2013.

Moving AARP's logistics staff into one location served to consolidate its operational work. A new website for the NBT project was launched and several registration problems experienced in 2012 were ironed out. A significant achievement was that AARP managed to secure funding from Standard Bank to carry out research in using NBT diagnostic information to inform teaching and learning at five universities in 2014 ("the teaching and learning project") and also for developing a more comprehensive communications strategy at a national level. In addition it also received funding to subsidise the test fees to candidates.

In terms of test development, the project successfully carried out test assembly, test review, item review and item development workshops in 2013, using modern test theories. These workshops and theories assure the quality of NBT tests for the 2015 intake cycle. Approximately 60 000 candidates wrote the NBTs and more than 300 000 reports of scores were provided to institutions and organisations.

2.2   The Centre for Educational Technology (CET)

CET made significant progress in 2013 across all portfolios despite resourcing challenges. The Learning Technologies team supported ever-increasing use of Vula and other services, such as Opencast Matterhorn for Lecture Recording, Turnitin, CompAssess, Adobe Connect and UCT OpenContent. The unit continued its work on the lecture recording project and the total number of users accessing lecture recordings increased by 63% in 2013 from 2012. The unit also contributed to the restructuring of teaching venue equipment and support services through the Classroom Renewal Project. The Staff Development and Curriculum Projects team delivered an extensive programme of seminars and workshops, managed the annual innovation grant programme (in 2012 the Mellon Foundation was granted $285,000 for a further round of such grants until 2015, with a focus on Humanities projects), continued to develop the sharing of teaching resources through the UCT OpenContent repository, played a key role in organising the second annual Teaching and Learning conference, and supported the pilot ePortfolio project in three departments in EBE. By the end of 2013, nine of the 16 funded projects were completed.

The 'Enabling Flexible Learning through ICTs Project', also known as the Student Laptop Project, aims to expand the range of teaching and learning possibilities that arise when there is universal ownership of laptops / tablets by students. CET has appointed a part-time researcher for 2013 to conduct evaluation and applied research to inform further developments. In 2013, six new students were awarded Mellon scholarships. Of the 2013 group, six Mellon students continued to Part 2 of the Master's. In 2013, two students graduated with their MPhil and four Mellon students with their PGDip.

2013 was the final year of the Carnegie-funded Postgraduate Fellowship Programme, involving 10 interns over a four-year period. Of these, four interns went on to work in areas of educational technology and two others to academic pursuits.

The Research on Open Educational Resources for Development (ROER4D) project is a three-year, two million Canadian dollar, IDRC-funded international project spanning Latin America, Sub-Saharan Africa, Central, South and South-East Asia. The project addresses the research question: In what ways, and under what circumstances can the adoption of OER address the increasing demand for accessible, relevant, high-quality and affordable post-secondary education in the Global South?

Online education continued to dominate the debate in 2013 with Massively Open Online Courses (MOOCs) becoming more prominent. The debate around the implications for UCT continued and a clear strategy for UCT in relation to MOOCs and online education in general has yet to emerge.

In the latter part of 2013, CET and HAESDU finalised plans to merge into the Centre for Innovation in Learning and Teaching (CILT) on 1 January 2014 and to re-organise into three new divisions: Learning Technologies, Curriculum and Course Design and Staff Development.

2.3 The Higher and Adult Education Studies Development Unit (HAESDU)

The Higher and Adult Education Studies Development Unit (HAESDU) began 2013 with serious engagement with the structural changes arising from the CHED Review in 2012. The outcome of this process resulted in three major developments, namely,

- the transfer of the HAESDU colleagues working on Adult Learning to the School of Education
- the transfer of two members of COL to HAESDU, and
- the preparation for the merger of the remaining staff in HAESDU with those in CET to form the new Centre for Innovation in Learning and Teaching (CILT).

The Global Citizenship Award

In 2013, UCT's Global Citizenship programme ('GC') ran all three of the programme components:

- The GC workshop series: global debates, local voices
- The GC short (core) course: service, citizenship and social justice
- Voluntary community service (60 hours of self-organised community service)

The students came from all faculties and years of study, although second to fourth years and early post-grads are in the majority. 2013 saw the highest number of students completing at least one component of the programme since the programme's inception in 2010, with five students claiming the GC 'Award' recognition by completing all three components. There were more applications in 2013 than in previous years, and a number of students partially completed a course.

Table 1: Student numbers GC Programme 2013

Programme component	No. of applications (approx.)	Fully completed	Partial completions
Workshop series (GC1)	100 (accepted 90)	49	31
Short course (GC2)	110 (accepted 80)	60	20
Volunteering (GC3)	40 (no limit to applications)	6	(students can complete this course over a number of years)
Total	**250**	**115**	

2013 saw the pilot of the EBE credit-bearing course END 1019S Social Infrastructures. This GC programme-linked 18 unit credit-bearing course was developed via a partnership between EBE and CHED. It is open to students across all faculties and attracted 33 registered students across all years and from all disciplines within the faculty. One Commerce student registered. The course proved very successful and students' comments were on the whole very favourable.

Contributing to the professionalisation of academic staff at UCT with respect to their role as educators and managers of teaching and learning

Within CHED, HAESDU (the Higher and Adult Education Studies Development Unit) is the unit formally charged with responsibility for professional staff development. However, in practice, this is undertaken by a very wide range of staff across CHED, working with academic staff on curriculum design and delivery.

The brief report on HAESDU's activities in relation to professional staff development is arranged as follows:

- the Learning and Teaching in Higher Education (LTHE) Module
- the New Academic Practitioners' Programme (NAPP)
- the Short Course on Teaching (TSCOT)
- Teaching and Learning Conference 2013
- supporting part-time teaching staff
- supporting tutorial systems development

The Learning and Teaching in Higher Education (LTHE) Module

The LTHE module continued to attract a small by steady group of UCT staff, some part-time. This professional development opportunity remains a key part of HAESDU's strategy in providing UCT academic staff with access to the necessary theoretical tools with which to reflect on and improve their teaching practice.

Table 2: LTHE enrolment by institution and faculty in 2013 and since 2001:

Year	REG	UCT STAFF								UCT total	Non UCT*	WD
		COM	EBE	HS	HUM	LAW	SC	CHED	Other			
2013	11			4				3	1	8	3	
TOTAL 2001 - 2013	124	10	16	30	4	1	1	6	3	71	43	10

*significant enrolments from CPUT, TSIBA, and CA (Connect)

The New Academic Practitioners' Programme (NAPP)

Since 2004 NAPP has provided a safe space for about 300 new academics to find their feet at UCT (Table 3) and it continues to develop its conceptual and contextual depth as a holistic and integrated programme of professional induction for new lecturers.

Important to HAESDU is to develop in new academics an ethos of theorised and mindful practice and to this end we invite NAPP participants to identify a teaching project (TP) for the semester which they use to hone their skills in their actual teaching contexts. These projects are located in key areas such as assessment practice, educational technology, teaching design, etc. An unexpected outcome of the Teaching Project intervention was the organisation of a CHED-wide Critical Dialogue seminar on the issue of 'Accents in the Classroom'. The issue of 'accents' was identified as a challenge especially for new black academics, who elected to explore this topic as their teaching project. This innovation to NAPP was hosted in Semester 1 and led by ex-NAPP participants together with two expert panellists on accents. While these academics emerged from the 2012 cohort, the 2013 NAPP cohort formed the audience for this seminar which was well received and where several pertinent issues were raised and debated. The intention is to grow this area as a potential post-NAPP event in 2014.

Table 3: NAPP participation by faculty in 2013 and since 2004

Year	COM	EBE	HS	HUM	LAW	SC	CHED	TOTAL
2013	7	5	11	8	0	5	2	38
TOTAL 2004 - 2013	56	41	63	50	17	59	18	303

The Short Course on Teaching (TSCOT)

This small group consultancy model of professional development was first introduced in 2008. Using a mixture of weekly meetings, oneon-one consultations, peer observation and teaching observations, this non-formal programme involves participants working together over a semester with HAESDU staff to address an aspect of their teaching practice that they wish to interrogate and improve. To date 29 UCT staff, spread across all faculties, have taken part in the programme. While the number of participants is low, the intervention itself is a powerful one which arguably brings about lasting change. In the first semester of 2013 a TSCOT group of four colleagues in Psychology worked on their challenges with teaching race as content in their courses. In the second semester one TSCOT group of five colleagues worked collectively to support each other in developing their classroom practice.

Table 4: TSCOT participation by faculty in 2013 and since 2008

Year	COM	EBE	HS	HUM	LAW	SC	CHED	TOTAL
2013	3		3	4		2		12
TOTAL 2008 - 2013	5	3	6	6	3	6		29

*In 2010 one in HS did not complete

Teaching and Learning Conference 2013

The UCT Teaching and Learning Conference 2013, held on 21 October, took as its theme the slogan Teach.Engage.Learn. The number of attendees increased to 250 (up from 155 in 2012 and 186 in 2011). The programme included 60 presentations from all faculties and a concluding panel discussion on the hotly debated issue of online learning.

Supporting part-time teaching staff

Using DHET-awarded funding, in 2013, HAESDU appointed a two-year part-time lecturer to provide opportunities for the professional development of teaching for 1) ad hoc staff, 2) short-term contract academic staff, and 3) post-graduate students engaged in teaching. Responsibilities of this initiative include auditing the number of adjunct and part-time contract staff who teach at UCT, and the design and development of appropriate teaching development opportunities in close consultation with the EDU-type structures in each faculty. The incumbent also supports efforts to strengthen several CHED projects aimed at supporting postgraduate student and post docs who have teaching responsibilities.

Supporting tutorial systems development

In response to a request from the Senate Teaching & Learning Committee (T&LC), HAESDU, through the CHED T&LC, convened a Tutoring Systems Development task team to scope existing faculty-based models of tutoring systems focussing on identifying structural constraints and enablements, including conditions of service and resourcing; systems of selection and professional development; curriculum and pedagogical concerns. The aim of the task team is to make proposals for CHED's role in the long term development of tutoring systems.

The task team reported favourably on the way in which tutorials are managed in the faculties but commented on the unevenness across departments and unhappiness about the systems of remuneration in some places. The team recommends that CHED through its EDU units helps to strengthen in faculty capacity to provide tutor training and support. The task team will report back to the first CHED T&LC in 2014.

2.4   The Careers Service (CS)

The past academic year saw the Careers Service (CS) staff develop and deliver an expanded range of activities designed to promote students' engagement on campus and enhance students' graduate attributes and skills, allowing UCT students to compete globally for opportunities.

The work of the CS breaks down into main spheres: Firstly, services traditionally associated with the CS such as Careers Fairs (attending employers have vacancies), career development workshops and one-to-one career consultations; and secondly, partnerships with academic staff that have introduced credit-bearing personal and career development into the academic curriculum. During the 2013 academic year pilot modules were delivered to Post Graduate Diploma in Education (PGDE) students and Library and Information Studies Centre (LISC) students to help students in personal and professional development planning.

The Customer Relations Management (CRM) system purchased in 2012 resulted in the CS having full integration with student details which has changed the way the unit works and increased attendance at all events during 2013. The CRM feeds will be one of two planned services available for students to interact with as an offering within the UCT Mobile App initiative, again showing the CS's openness to be included in pilot projects that will have impact on the University going forward.

Growing the number of companies recruiting from UCT and the number of job vacancies amongst Small Medium and Micro Enterprises (SMMEs) and Civil Society Organisations is more important than ever and to enhance opportunities for UCT students, colleagues continue to develop a broader range of local, national and global employer contacts. Our employer database of active recruiters has increased from 250 to 680 during 2013. As a result our Careers Fairs and advertised vacancies have grown with further enhancements planned for 2014.

2013 was a busy year for the Careers Advisory Service. New team members, intensive training and professional development initiatives, strengthening of networks with faculties and student bodies, presentation of careers work in the curriculum, the rolling out of a careers programme with employer partners, and the use of new technologies in our work are just some of the things that have kept the careers advisors busy, challenged, excited and growing in their careers during 2013.

The MyCareer system allowed students to book appointments online. A total of 1 253 careers consultations were booked online from March 2013 to November 2013.

The CS was awarded Best Careers Service (for the fifth year in a row) and Best Careers Fair (for the fourth year in a row) by Employer Members of the South African Graduate Recruiters Association.

2.5   The Centre for Open Learning (COL)

The Centre for Open Learning (COL) was established to make the university's intellectual resources available to a wider range of participants and where possible, to generate third stream income. This report speaks only to those activities most directly addressing the 'quality and profile of our graduates' strategic goal – COL's other major activities include the well-known Summer School and public, continuing education courses.

The Third Term (TT)

The aim of the Third Term is to enhance student success through providing a space for students to repeat courses they have failed and which would cost them an extra year if re-taken in the regular semesters, and/or by providing an opportunity for taking a course which students could not fit into their curriculum.
From 2011, both Winter and Summer sessions have been run under the new funding model in which the University 'top slices' 30% of gross fee income (GFI), followed by 7% (of GFI) for the COL's administrative costs, while the remaining 63% of GFI is paid to participating Departments according to student enrolments.

In 2013 nine different courses were presented in the Winter Term and 10 in the Summer Term (a total of 19 different courses) with a total enrolment of 1128 students (up from 931 in 2012).

An outcome of the CHED Review will see the Third Term revert back to the faculties in 2014 and the Public and Continuing Education (PACE) courses discontinued.

London School of Economics-UCT July School

The inaugural joint LSE-UCT July School was held at UCT in 2013. A total of 99 students representing 26 nationalities attended. The July School was the fruition of a joint vision held by the LSE Director and the UCT Vice-Chancellor.

The curriculum structure of the LSE-UCT July School was modelled on the LSE-PKU Summer School and comprised six courses over two weeks followed by a mid-term assignment. A mid-term task and two-hour written examination held on the final afternoon made up the assessment. The School provided an intensive and challenging structure into which a curricula that made best use of location and diversity to explore real issues of development, state and governance, poverty, urbanisation, entrepreneurship, and the forces of globalisation and localisation were designed. The focus was on student engagement with each other and with the content in the African context.

Students who completed the programme received a Certificate of Completion transcript.

Re-entry courses for postgraduate students

COL's mission includes widening access and growing the university's postgraduate enrolments. Broader student-facing projects that have been run or are planned as cross-COL (and cross-CHED) projects are the two collaborations with the Postgraduate Studies initiative group in Language Development, each run once in 2013:

- the Navigating Research Literacies
- the Write Science course.

The Navigating Research Literacies course has generated interest from the new Director of Postgraduate Studies and from the Science Faculty. In addition to the knowledge and capacity built by these courses, it is argued that they contribute to the student experience by building community around the research experience.

Summer School

The annual Summer School is the key and most visible public programme offered by COL. In 2013 Summer School continued to attract a large audience with 3 027 students registered across 54 courses and lectures on offer.

2.6   The First-Year Experience (FYE) Project

The First-Year Experience (FYE) project was established in 2012, as a pilot project tasked with reporting at the end of 2014 on the future shape, scope, and modus operandi of such an initiative. The FYE set out with 4 main objectives:

- to strengthen pre-admissions support and first-year careers advice
- to provide a welcoming and supportive university environment for prospective and new students in all faculties
- to promote a renewed focus on first-year teaching
- to promote an integrated approach to student development, linking initiatives that respond to students' academic, affective, social and material needs.

The work of the FYE has resulted in improvements in key areas and in the following pilot projects in faculties: Early Assessment, dedicated FYE Vula sites, Extended Orientation, and Digital literacy.

While there is still much work to be done, the pilot Early Assessment exercise has already generated much discussion about the relationship between teaching and assessment, and about appropriate forms of assessment. It has strengthened the student advice system by providing explicit guidelines, and has also facilitated early identification of a range of individual academic and psycho-social problems which act as stumbling blocks to students achieving their full potential.

In collaboration with FYE, all faculties ran pilot faculty-specific FYE Vula sites in 2013 and are using the sites as a student support hub, which act as the first port of call for essential information. The sites promote the notion of students being pro-active, asking for help and taking responsibility for their learning.

All faculties now run some form of extended orientation programme. The purpose is to provide pro-active support for students in key academic skills areas (such as writing and information literacy), as well as curriculum and career planning and the management of stress, time, finances etc. They are also intended to provide support (after the Early Assessment results) and to refer students appropriately.

In 2013 a change in the way in which first-year students' computer literacy skills are assessed was introduced. The Centre for Educational Technology (CET), in partnership with the faculties and FYE, has structured their work to focus on identifying, evaluating and supporting the development of a wider range of digital literacy skills in students.

Students now complete a guided self-assessment to help them determine what digital literacy training and experience they need for the courses. In addition to a number of other interventions, CET and ICTS is running "Learn at Lunch" digital literacy sessions.

The Careers Service has developed a specific programme to improve pre-admissions' support and first-year counselling. The Careers Service is also actively working with faculties to integrate faculty-specific careers programmes.

All faculties now have some form of mentoring programme. However, the goal of offering all first-year students a mentor will only be achieved in 2016 because of capacity issues. The Mentoring Working Group has completed its work and proposals will be presented in 2014.

A report on the experiences of first-year tutors was produced by the First-Year Experience Project, using funds from a 2012 DHET Teaching and Learning Grant. The findings will feed into the work of the CHED tutoring systems development task team which will report to the Senate Teaching and Learning Committee in 2014.

2.7   The Multilingualism Education Project (MEP)

The Multilingualism Education Project continued its activities to promote multilingualism in the university as mandated by the University Language Policy and the Language Plan. UCT has adopted a two-pronged approach to address language needs of both students and staff, that is, promoting access to English on the one hand, and access to multilingualism, on the other hand.

The three main areas in which MEP works are: promoting access to effective academic literacy in English for students and staff, promoting access to the other two regional languages (Xhosa and Afrikaans), and addressing areas of institutional culture relating to language (eg. signage, the language/s used in official stationery, the names of buildings, etc.).

Promoting access to Xhosa: students

Registrations for the Basic Xhosa Communication skills course for students in residences dropped from 30 in 2012 to 11 in 2013 and although the courses were advertised in several residences, there was take-up in ObzSquare only. The courses offered to students during the meridian period on Upper Campus attracted an increased number of students, from 88 registrations in 2012 to 100 in 2013.

The Xhosa pilot course for Psychology students was run in the first semester. A total of 29 honours students enrolled for the course, 23 of whom completed. The course was offered at Intermediate level in the second semester but drew only two enrolments and both successfully completed the course.

The Xhosa Communicative courses continue to be popular with staff in 2013 with 88 registrations for these courses offered during the first and second semesters at Beginners and Intermediate levels, but only 50% of participants completed the course. Those who did not complete either did not take the assessment or they did not complete the minimum number of 10 sessions.

Promoting access to Afrikaans: students

In 2013 the Afrikaans course for Law, piloted by MEP with the School of Languages and Literatures (SLL) in 2012, was registered as a credit-bearing course under the responsibility of the SLL in 2013.

Promoting access to English: students and staff

One of the main objectives of UCT's Language Policy and Plan is to provide students and staff with access to English which is the primary medium of communication. Accordingly, two main kinds of provision have been developed: English academic literacy courses for first-year students, and English Writing Development courses for staff. Both of these activities are run under the aegis of the LDG of the ADP. Work is currently underway on extending language-related interventions to other levels of the curriculum in a more systematic way.

Multilingual Concept Literacy Glossaries

During 2013, MEP continued to improve the Online Multilingual Glossaries Hypermedia on Vula. The Vula Hypermedia provides two sites: one for glossaries and another for wikis. The wiki site caters for all the 11 official languages and has spaces created for over 20 disciplines. So far three multilingual concepts literacy glossaries have been developed for Statistics and Mathematics, Economics and Law. The first two glossaries have been translated from English into all the other ten official languages of South Africa. In 2013 work continued on the first two glossaries, the Law glossary wordlist (of about 3600 terms) and the writing of definitions. The next step will be to have the definitions edited by a legal specialist and translated into Xhosa and Afrikaans initially. Doing the same for the other indigenous languages will depend on the available resources. The Mathematics wordlist was also developed.

Once it has been approved by the relevant lecturers, the writing of definitions and the translation will follow.

Multilingual tutor training programme

Since tutors play an important role in Teaching and Learning programmes, MEP offered multilingual awareness and training sessions to tutors and students in the Faculty of Humanities.

Promoting a multilingual environment

MEP has been working on issues relating to signage, logos, the naming of buildings, the UCT website and university communications, but in general progress has been slow.

Associate Professor Suellen Shay
Dean: CHED

Annexure 3: Progress Report from the Office for Postgraduate Studies

Initiatives to strengthen supervision capacity

Academic and professional skills development for postgraduate students

Wrap-around support for MasterCard Foundation students from the rest of Africa

Developing the next generation of university teachers

Progress Report from the Office for Postgraduate Studies

The Office for Postgraduate Studies was established in 2013 with one of its aims to enrich the postgraduate experience for both students and supervisors / teachers.

In addition to the Faculty-specific initiatives, the Office for Postgraduate Studies provides support for all Honours, PG Diploma, Master's and PhD students across all Faculties in order to maximise economies of scale. Given the increase in postgraduate student numbers and the accompanying pressure on supervisors, the Office coordinates a range of academic and professional development opportunities.

Initiatives to strengthen supervision capacity

To expand the supervision capacity as well as provide training to the next generation of academics, two supervision training retreats for 51 postdoctoral fellows was held. A manual, "The Supervision Starter Pack", has been developed and distributed to supervisors and PIs. Different models of supervision are being developed, documented and implemented to address the stretched supervisory capacity at UCT. In addition to the traditional one-on-one model, different models of cohort supervision, group or project supervision, networked or pyramid supervision and supervisory committees have been adopted in Law, Science, Health Sciences, and Commerce Faculties.

Academic and professional skills development for postgraduate students

One of the main tasks for the Office for Postgraduate Studies in 2013 was to set up and consolidate the various opportunities for academic and professional skills development for postgraduate students and postdoc fellows. Drawing on findings from employers about required graduate attributes and on supervisors' and students' needs, a range of seminars, workshops, retreats and Massive Open Online Courses (MOOCs) were drawn up and presented. Over 79 sessions were offered: Office for Postgraduate Studies (31), CHED / Careers Office (10) the Library (38) with records of almost 995 postgraduates signing up.

There were numerous additional sessions (organized by CET, the Research Office, and Faculty-specific libraries) for which there are no immediate data of sign-ups. It is estimated that well over a 1,000 postgraduates in 2013 attended the sessions.

Wrap-around support for MasterCard Foundation students from the rest of Africa

In 2013, UCT wrote a grant proposal to MasterCard Foundation to support 300 students, 60 undergraduates and 240 postgraduates, in 8 cohorts over the next 10 years. The MCF@UCT programme will assist applicants in preparing their research proposals, help with the orientation of new arrivals, provide academic support, conduct leadership training courses and appoint mentors for each of the MasterCard scholars.

Developing the next generation of university teachers

Phase II of the Carnegie Project, "Growing the Next Generation of Academics in Africa" started in 2013 and will end in 2015. The 38 PhD Carnegie scholars and 14 Carnegie Postdoctoral Fellows are hosted in four units and trained for potential employment in academia: Economics (13 PhDs and 1 postdoc); Civil Engineering 4 PhDs and 1 postdoc); Institute for Infectious Diseases (15 PhDs and 9 postdocs); and Molecular and Cell Biology (6 PhDs and 3 postdocs). An orientation for all the Carnegie fellows, supervisors, mentors and administrators was held in April 2013, and a full research day for IDM and MCB Carnegie scholars in October 2013. In addition to research training, Carnegie scholars are mentored in university teaching and tutoring, lab management and assist with supervision.

Dr Nelleke Bak
Director, Postgraduate Studies

Annexure 4: Progress report from the Institutional Planning Department (IPD)

Academic Planning

Academic Reviews Report

4.1   Academic Planning

1.   Introduction and Remit

The remit of the Programme Accreditation and Approvals Committee (PAAC) includes evaluation of proposals for new qualifications in order to make recommendations to Senate, the evaluation of proposed new streams to determine whether they are indeed streams, and to monitor the alignment of UCTs qualifications and programmes, with national policies.

There were five scheduled meetings for the year, three of which were held. Nine Chair's Circulars were published. Two workshops were held, one on the HEQSF and one on the Professional Master's qualification type.

2.   Items considered in 2013

New qualifications

The committee approved and recommended for Senate approval the following applications for new qualifications subject to the corrections recommended:

- Advanced Certificate in Senior Phase Teaching
- Postgraduate Certificate in FET Teaching
- Postgraduate Certificate in Foundation Phase Teaching
- Postgraduate Certificate in Intermediate Phase Teaching
- Postgraduate Certificate in Senior Phase and FET Teaching
- Postgraduate Diploma in Educational Technology
- Master of Laws in Commercial Law
- Master of Laws in International Trade Law
- Master of Laws in Labour Law
- Master of Laws in Shipping Law
- Master of Laws in Dispute Resolution
- Master of Laws in Intellectual Property Law
- Master of Laws in Tax Law
- Advanced Diploma in Business Project Management
- Postgraduate Diploma in Public Sector Accounting
- Advanced Diploma in Accounting
- Bachelor of City Planning Honours
- Master of City & Regional Planning
- Postgraduate Diploma in Clinical Paediatric Haematology and Oncology

- Postgraduate Diploma in Neonatology
- Postgraduate Diploma in Clinical Paediatric Cardiology
- Postgraduate Diploma in Clinical Paediatric Diabetes
- Postgraduate Diploma in Clinical Paediatric Electrophysiology and Epilepsy
- Postgraduate Diploma in Clinical Paediatric Gastroenterology
- Postgraduate Diploma in Clinical Developmental Paediatrics
- Postgraduate Diploma in Clinical Emergency Medicine
- Postgraduate Diploma in Clinical Paediatric Critical Care
- Postgraduate Diploma in Clinical Paediatric Physiotherapy
- Postgraduate Diploma in Clinical Paediatric Rheumatology
- Postgraduate Diploma in Clinical Paediatric Pulmonology
- Postgraduate Diploma in Clinical Paediatric Nephrology

The Committee recommended that the proposed new qualification, the Higher Certificate in Entrepreneurial Development, proceed to SEC for consideration.

New Streams

The committee approved and recommended for Senate approval the following applications for new streams subject to the corrections recommended:

- Master of Science in Engineering specialising in Geotechnical Engineering
- Master of Philosophy specialising in Sustainable Mineral Resource Development
- Master of Philosophy specialising in Space Studies
- Bachelor of Science Honours specialising in Nuclear Power
- Master of Engineering specialising in Nuclear Power
- Master of Philosophy specialising in Nuclear Power
- Master of Laws specialising in Private Law and Human Rights
- Master of Philosophy specialising in Private Law and Human Rights
- Master of Laws specialising in Criminology, Law and Society
- Master of Philosophy specialising in Criminology, Law and Society
- Diploma in Music Performance specialising in Opera
- Bachelor of Arts specialising in Music Education (African Music)
- Bachelor of Arts specialising in Music Education (Jazz Music)
- Bachelor of Arts specialising in Music Education (Western Classical)
- Bachelor of Arts specialising in Film and Media Production (Digital Media and Informatics)
- Bachelor of Arts Honours specialising in Economic History
- Master of Arts specialising in Economic History

The proposal for a Postgraduate Diploma in Law specialising in Private Law and Human Rights was not approved as it was proposed at an NQF 9 while UCT has an NQF 8 Postgraduate Diploma in Law. The Faculty of Law advised that the stream would be amended to an NQF 8.

The Committee also considered a proposal to offer a new stream in Comparative Law in Africa in the medium of French. The Committee made a number of recommendations on the proposal including that it should be considered by SEC as it is a deviation from approved Senate policy.

The HEQS-F and Professional Master's Qualification type

IPD convened a special workshop for the PAAC on 4 March, to highlight the major changes to the HEQSF, including new qualification types and progression routes.

At the meeting of 27 March, the Committee discussed a concern about the conceptualisation of the new Professional Master's qualification type. The Committee resolved to convene another workshop in order to facilitate a conceptual discussion about the standards, purposes, and outcomes of the two NQF 9 qualifications.

The IPD and CHED, with the assistance of Emeritus Professor Jonny Meyers and Associate Professor Elrena van der Spuy, convened a Special PAAC workshop held on 25 April. The workshop was well received and a set of guidelines on research projects for Professional Master's was developed and submitted to the Board for Graduate Studies for approval.

The Chair advised that another workshop should be scheduled. IPD is awaiting Agenda items so that the planning of this workshop may take place.

Amendment of the internal Application for the Approval of New Academic Qualification Template

PAAC resolved to replace the term 'programme' in the template with the term 'qualification'. IPD revised the template.

HEQF Alignment

There were no changes to the applications that UCT had made for its Category A qualifications and the CHE were notified by IPD of any errors.

Subsequent to a workshop on the nomenclature for Doctoral Qualifications all UCT's Category A Doctoral qualification submissions remained unchanged, except for the Doctor of Medicine (MD002) which the Faculty advised will be taken through internal approval processes in order to align to the CHE Doctoral nomenclature proposal. Thus the qualification has been moved to a Category C.

UCT awaits communication from the CHE regarding their consultation with SAQA and DHET about the finalisation of the Category A process, and the registration of qualifications that do not bear a SAQA ID.

The PAAC was also advised, as per the communication from the CHE, the Category B alignment would commence in October 2013.

New Course Template

The Office of the Deputy Registrar sought the approval of the revised. PAAC recommended minor changes and that the form should be tabled at the Adult Learning Sub-Committee in September 2013.

Short Course Policy

The Committee approved the revised UCT Policy on Continuing Education courses in November 2013.

Amanda Barratt
IPD

4.2   Academic Reviews Report

Introduction

This document contains a summary of findings of Academic Reviews conducted between June and September 2013. The six academic reviews, across four faculties, which took place were for the:

- Department of Information Systems
- Department of Historical Studies
- Faculty of Law with a focus on the LLB programme
- Department of Clinical Lab Sciences
- South African College of Music, and
- Michaelis School of Fine Art.

The report intends to highlight positive elements as well as challenges, as identified by review panels in relation to the areas of Teaching and Learning, Transformation, Social Responsiveness and Governance. On the whole, review panellists were impressed with the quality of teaching across departments. A number of review panellists raised concerns in relation to issues of transformation.

Department of Information Systems

Teaching and Learning

The panel's overall impression was that a vibrant and growing suite of postgraduate programmes which articulate well, and cater for a range of student demands, is offered. The panel commended the Department for its approach in adopting and expanding its plans in relation to online learning. Furthermore, it was commended for paying serious consideration to pedagogical issues that the online learning platform lends itself to and for prioritising these ahead of financial considerations.

At the time of the review, the department was exploring the possibility of increasing online provision of courses. The panel believed that it was important to continue to devote time to the consideration of pedagogic issues implicit in this shift. The panel further suggested that the department examine the workload model and quality assurance practices in relation to online instruction.

From a postgraduate perspective, the panel recommended that the department revisit the suite of offerings, paying particular thought to the introduction of a Professional Master's degree.

Social Responsiveness

A wide range of social responsiveness and outreach activities are apparent and the panel made special mention of the enthusiasm of postgraduate students, who felt that their involvement in these projects had a profound impact on their lives.

Governance and management

The general perception was that the Department has a positive image particularly in respect of the reputation of its postgraduate work and relationships with external clients. It was reported by the panel that, based on a sample of interviewees that included postgraduate students, the perception of poor communication within the Department might have been indicative of the absence of an effective student feedback mechanism. It was, however, pointed out that the Department had standard feedback mechanisms, which include class representatives and anonymous Vula student evaluations. It was felt that new administrative staff had created a hospitable first port of call, and almost all academic staff were readily available for meetings with students.

Department of Historical Studies

Teaching and Learning

The panel reported that the Department had received consistently high praise from students about the quality of undergraduate and postgraduate teaching during interviews. They were commended for the achievement of six staff members, who had won the university's Distinguished Teacher Award- this was indicative of the dedication and skill related to teaching within the Department. The panel further reported that the Economic History major, in particular, received enthusiastic praise from students. This section of the Department was commended for the significant revitalisation of the major, and for inspiring rapidly increasing cohorts of undergraduate students, with a mere two staff members.

The panel reported that one of the most striking features of the interviews was the enthusiasm among students for the subject and their teachers.

Given the interest in historical questions across the faculty, the panel recommended that the department fruitfully consider intellectual and institutional linkages with cognate departments – such as jointly hosted seminars and symposia, collaborative teaching, as well as co-supervision of graduate students. The panel expressed their support for the HOD's call for a review of the undergraduate and postgraduate history curriculum. While a degree of intellectual pluralism is desirable, there is scope for greater coherence around the intellectual spine of the history major. This should include consideration of core research skill, when and how to introduce students to historiographical and theoretical texts as well as the sorts of courses that would boost the department's profile and niche in South African and African history.

Transformation

The panel expressed concern about the fact that in the history major, there was an under-representation of black students compared to cognate majors (such as Sociology and Politics) in other departments within the Faculty. It appeared that there was a great enthusiasm and willingness on the part of undergraduate students, including black students, to support the Department and subject's cause. The panel suggested that the Department tap into the student willingness as a means and opportunity for joint problem-solving on demographic challenges with which they are faced, and also to capitalise on the energy levels by publicising itself as a highly relevant site of undergraduate study.

Social Responsiveness

Despite the critical nature of the Departmental self-review in relation to its record of social responsiveness, the interviews revealed a more positive outlook. It was evident that a number of staff were actively involved in the public domain by way of lectures, radio or television interviews or working with NGOs.

Governance and management

The HOD was commended for his efforts in bringing together a somewhat disparate department. It was also felt that new administrative staff had created a hospitable first port of call, and almost all academic staff were readily available for meetings with students.

Recommendation to the University

The panel wished to draw to the attention of the university's senior research managers, the department's competitive disadvantage in respect of postgraduate funding. It was felt that in the case of universities such as Stellenbosch, University of Pretoria and the University of Johannesburg offering funding in tandem with places for graduate study, UCT's commitment to growing postgraduate student numbers should go hand-in-hand with a concerted focus on the funding issue.

Law Faculty LLB

Teaching and Learning

Based on pass and throughput rates as well as interviews with employers, the panel commended the Faculty for its high quality of students. The panel further commended the Faculty for the extent to which lecturers' own research was integrated into the LLB curriculum. From interviews with both staff and students, it was evident that wide-ranging research conducted by academics had indeed shaped and informed teaching in the undergraduate programme. The attention given to teaching and learning issues by many staff members was commended, and in particular the establishment of the Teaching and Learning Working Group and its work.

The panel suggested the introduction of new teaching streams for the different student groupings in the LLB, particularly for those in the three-year postgraduate stream. It was also recommended that quality assurance mechanisms be viewed as integral to the development of the scholarship of teaching and learning and that these be discussed in the Teaching and Learning Working Group.

In relation to staff development opportunities, it was suggested that three areas be considered, in particular: the notion of "developmental teaching" to ensure greater levels of student success, the assessment policy and methods used so as to provide sufficiently detailed and timeous feedback to students, and the use of course evaluations. It was felt that the Faculty should explore these possibilities together with colleagues of CHED. While the ADP was commended, it was recommended that more formal collaboration with CHED and other university structures be considered to ensure sustainability and that the Faculty consider spreading the current support over the whole programme.

Transformation

The panel sensed that there is resistance to dealing with sensitivities in relation to transformation. Also, in relation to the Transformation Forum itself, members had not yet at the time of the review developed a shared vision or strategy for transformation. The concern was that the Forum, therefore, was unable to support transformation developments within the Faculty.

Recommendations to the University

The panel recommended that the University give further attention to:

- the possibility of providing uniform tutor training
- the possibility of providing staff development programmes beyond the NAPP, and
- reviewing the ADAPT programme provided by the Transformation Office.

Department of Clinical Laboratory Sciences

Teaching and Learning

The panel was hugely impressed by the Pathology museum and digitisation programme which has huge potential for use in teaching. The quality of Pathology teaching to undergraduates was commended, and students interviewed spoke highly of the quality of course notes and content for Chemical Pathology, in particular. The increase in Anatomical Pathology teaching was strongly commended by students.

The panel identified challenges with Pathology teaching at undergraduate level in relation to the timing and amount of material covered and urged the Department to explore the possibility of distributing the course load more evenly across the years of study.

Transformation

The panel was concerned that no mention was made of Transformation in the Department's Self-review portfolio. During the interview with the HoD, it was stated that the Department was aware of the need for a greater focus on the issue. It was reported that transformation of the undergraduate student body had progressed well, and to an extent, so had the postgraduate body.

Social Responsiveness

Whilst this had not been explored extensively by the panel, it was evident that the Department was involved in a range of social responsiveness activities, at all levels. The panel was satisfied that the Divisions, Units and staff in general seemed to be engaged in outreach, social interaction and health and research policy issues.

Governance and management

The panel suggested that the possibility of appointing a dedicated HoD of Pathology be explored as a matter of urgency and that serious thought ought to be given to the delineation of responsibilities of the Director of IIDMM and the HoD.

South African College of Music

Teaching and Learning

The College was commended for the richness and width of its curriculum. The panel believed that the provision of a suite of diverse and attractive offerings, including the niche area of Music Technology, provided students with a broad range of attractive choices and opportunities and enabled them to create a unique programme of study.

Student appreciation for the degree of collegiality and student-centredness in the College was expressed during interviews. It was reported that students felt respected and many said that lecturers often went the extra mile to assist them, even on weekends.

The panel also commended the noteworthy achievements of graduates of the College, both nationally and internationally.

The panel recommended that the SACM set up a committee, including representatives of all sections, to meet regularly to consider common teaching and curriculum challenges and to co-ordinate and plan common arrangements where appropriate. It was also recommended that the Department initiates discussion with the School of Languages and Literatures and explore ways of reducing the strain on students in the language-for-musicians courses. The panel recommended that the SACM, in collaboration with the Humanities ADP staff, re-think and re-design its problematic foundation offering.

Transformation

The College was commended for the invaluable contribution made by it opera section, led by Professor Kamal Khan, to the university's transformation project. On the whole, the panel was impressed with the diversity of the student body across all demographic groups and also with the sense of community spirit expressed by staff and students alike.

The Foundation programme, initially designed to provide access to students who show talent in music, but who had not had adequate previous formal training, has enabled access to UCT for a number of students who would otherwise not have gained access. The panel commended the College for making this significant commitment to transformation. These sentiments were echoed by students who were in the programme at the time, and were interviewed by the panel.

The staff equity profile, however, does not paint as positive a picture and the College recognised that the equity profile of academic staff calls for transformation. Furthermore, the university system, as interpreted by the College, is that new appointments are only permitted when staff resign or retire; this is an added impediment to the advancement of transformation. The College expressed their desire for latitude to make strategic appointments, for the purpose of transformation, of suitable young candidates, independent of staff attrition. They were particularly keen to target outstanding students who were themselves a product of the College, and an already-published young black scholar had already been earmarked as a potential candidate who might fit such a profile. The College's motivation for flexibility in this regard was strongly supported by the panel in the light of the manifest and imperative need for transformation of the College's staff equity profile.

Social Responsiveness

The College, by its own admission, was aware that social responsiveness was not an area of strength. The panel acknowledged that efforts had been made previously, but these had borne little fruit. The panel nevertheless strongly urged the College to re-engage in this area.

Recommendations to the University

The panel made the following recommendations with regard to infrastructure:

- that the university continue to fully support the ongoing efforts of the College to create a teaching and research space of a uniformly high standard
- that the university fund the renovation of C-Sharp Cottage as a matter of urgency
- that the university support the efforts of the College to raise funding to resolve the sound isolation issue in the new building
- that the university give serious attention to the provision of consultancy fees for the investigation of the viability of creating an additional recital space on the roof of the new building.

Governance and Management

The panel recommended that a stronger collaborative relationship was needed between the SACM and the Faculty administration and suggested that the identification and creation of mechanisms to promote closer liaison and coordination would be beneficial in an understanding of the complexity of the College's registration rules.

Michaelis School of Fine Art

Teaching and Learning

On the whole, the School was described by the panel as thriving, professional and consolidating a distinct decade of growth and gain. The School was commended for staff and graduates who produce work of the highest standard and are recognised as leaders both nationally and internationally, winning awards, fellowships and published scholarly consideration. The panel believed that Michaelis continued to produce artists of integrity and repute. Michaelis was commended for the wide and thorough education in the creative, practical, conceptual and scholarly components of the discipline offered in the Bachelor of Arts in Fine Art curriculum. The Foundations of Art course was widely singled out for its stimulus and value, and received the highest praise from students, who spoke of the dedication and engagement of younger lecturers and tutors and in particular, of the galvanic dedication of the convenor.
Student interviewees in the Master of Fine Arts programme expressed appreciation for the support and dedication of academic and technical staff to their projects, with particular praise for the library staff. The panel believed that the Master of Fine Arts remains an outstanding qualification in its field.

Transformation

The School recognised difficulties in attracting students from formerly or currently disadvantaged backgrounds. The panel acknowledged an attempt to address issues of transformation by restructuring its application portfolio requirements in order to broaden access to include applicants from disadvantaged backgrounds. The panel recommended that a more intense scrutiny of opportunities to enhance the application of black students be undertaken, possibly to encompass targeted school liaison, the services of an 'application counsellor', personal follow-up of designated applicants, liaison with the EDU of the Faculty and with the Faculty office in charge of applications and offers. Indeed as previously mentioned, Michaelis continues to produce artists of a high calibre and in particular, a disproportionately high percentage of such artists from among its black graduates.

Social Responsiveness

The panel commended Michaelis for instituting and maintaining an exceptional programme of social responsibility for its own community of students. The School has initiated a food security scheme and staff are personally involved in the welfare of students to a very unusual degree. The panel acknowledged the School's engagement with communities through several projects, from Masiphumelele to Clanwilliam, in art workshops, street festivals and school visits.

Governance

It was clear from interviews that the Dean's own role in the life of the School ought to be celebrated, and that the efforts of the Faculty officers who deal, and have dealt with it, ought to be acknowledged.

Recommendation to the University

The panel recommends the University's aggressive support of the School's social responsiveness initiatives (a) because they are up and running under the direction of an (unusually) engaged academic staff, (b) because the School's isolation from the mainstream of the University might compound material and psychodynamic stresses for students, and (c) because the scale of Michaelis makes it an excellent laboratory for such initiatives.

Improvement Plans

The final two Improvements Plans have served before the SEC, at a meeting held on the 04 August 2014. In most cases departments have engaged positively with issues raised by the review panels in the spirit of continuous improvement.

Annexure 5: Report of the Senate Teaching and Learning Committee 2013

Meetings

Items considered in 2013

1.   Introduction & remit

The Senate Teaching and Learning Committee 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.

2. Meetings

There were seven meetings and two workshops held in 2013. One Chair's Circular was published.

Membership changes:

The following members were co-opted as Assessor members:

Associate Professor James Gain (Science Teaching and Learning Committee Chair)
Ms Jane Hendry (Chief Information Officer: Institutional Planning)
Associate Professor Rochelle Kapp (Coordinator of the First-Year Experience Project)
Associate Professor Kathy Luckett (Faculty of Humanities Teaching and Learning Committee Co-Chair)
Associate Professor June Pym (Faculty of Commerce Teaching and Learning Committee Chair)
Dr Jessica Tiffin (Faculty of Humanities Teaching and Learning Committee Co-Chair)

3. Items considered in 2013

UCT'S Language Policy and Language Implementation Plan
The Committee considered the Language Policy and Language
Implementation Plan drafted by the Language Development Group in CHED.
Significant changes in the Policy signal UCT's commitment to promoting
the scholarship of all South African languages and strategies for promoting
scholarship in African languages.

The Language Implementation Plan sets out the integration of Academic
Literacy and English with multilingualism, details the English plus approach
taken in the Policy, and sets out a more formal way of working with faculties,
EDUs, the library and Computer Education Technology.

The Committee supported both the Policy and Plan.

Teaching and Learning Strategy and a Teaching Development Plan

In line with the DHET's new processes on the management of Teaching
Development Grants, UCT's recently developed Teaching and Learning
Strategy underpinned the university's submission of proposals for grants for
2014/15 – 2016/17, which would form the Teaching Development Plan.

A task team began a consultative process in order to draft a Teaching and
Learning Strategy that would reflect the strategic goals of the university. In
drafting the document, the task team settled on three high-level goals and 10
objectives. It is envisaged that the Strategy will be a working document, to be
revisited in the future, and as a basis for developing teaching and learning
strategies in faculties.

Bids for Teaching Development Grants were selected in accordance with
the Strategy, and collated to formulate a Teaching Development Plan, which
outlined programmes, projects and activities. The Committee constituted a
task team to assist with the task of prioritising applications for the grants from
across the University. Sixty one proposals for Teaching Development Grants
were received for 2013.

The task team agreed on a list of criteria for selection of proposals, which
were applied over a series of meetings and consultation processes and the
Plan was submitted to the DHET on 9 December. A total of 38 proposals were
submitted to the DHET.

The Committee resolved to evaluate the effectiveness of the interventions being funded by the teaching development grants. Requests for funding for evaluations were received from three faculties. The applications for 2014/15 include a proposal for building evaluation capacity within the university.

Preadmissions advice

The Committee considered responses regarding career choices from the 2011 New Undergraduate Survey. The Committee resolved to support the work of Career Services to develop further resources to enable students to make informed career choices.

Extending the teaching year

The Committee considered a proposal to extend the teaching year. It was decided to put the matter aside to focus on other initiatives aimed at improving teaching and learning that require attention.

Group assessments for summative purposes

The Committee considered a policy on the awarding of shared group marks. The policy specified that a 10% cap on the final course mark could originate from a shared group mark, with exceptions where the cap is not appropriate. The Committee resolved that the implementation of the cap is unnecessary and that faculties should be allowed to develop their own policies on a cap. It was noted that quality assurance processes at the faculty level are important in this regard.

Plan of action for the Teaching and Learning Committee

The Committee approved a three-year Plan of Action in 2012. Progress and implementation were regularly reported on and progress is satisfactory. It is envisaged that the Action Plan will be reconsidered in light of the development of a Strategy. The following items from the Action Plan recurred on the Committee's Agenda for 2013:

- Provide leadership in developing a comprehensive approach to improving throughput: the Committee considered the matter of success rates in service courses. CHED preliminary work on Courses Impeding Graduation (CIG) was presented to the Committee and Faculty responses were encouraged.

- Create an enabling environment for improving teaching and learning: The Chair took the Teaching and Learning Charter to the Deans' meeting with a request that it be discussed at DAC meetings. The Charter was also widely distributed in the FYE programme.
  Promote innovation in teaching and learning: A Curriculum Review task team was established under the leadership of Prof Soudien. The Task Team is developing a framework document to guide discussions about the curriculum.

Teaching and Learning Report

The Committee developed a plan for the drafting and focus of the 2012 report on teaching and learning at UCT.
The report focused on progress made in building a supportive institutional infrastructure for teaching and learning, and case studies of courses where undergraduate students are afforded opportunities to get involved in research projects.

Staff climate survey

The Committee considered the results of Phase 1 of the survey, which covered the issue of recognition for teaching viz. teaching rewards. Reviewing information on respondents, it was clear that coloured staff are the most dissatisfied, lecturers are most dissatisfied, and professors are the least dissatisfied. Rewards for teaching were regarded as inadequate compared to rewards for research, where there was little dissatisfaction.
The Committee resolved to understand and address this phenomenon.

Teaching and Learning fellows

The matter is with the Registrar.

FYE plan and report

The First-Year Experience project was put in place as part of UCT's plan to improve undergraduate completion rates by 2020. The Plan and report were supported and forwarded for SEC approval. It was noted that Deans were encouraged to integrate work of the FYE into existing faculty processes.

The Mellon-funded large classes project

In line with the Committee's priority to contribute to improving throughput by supporting the provision of foundations in the undergraduate degrees, Associate Professor Jeff Jawitz provided a report on the Mellon-funded project on large classes and his work in this area.

Online teaching position statement

The Chair convened three workshops to facilitate the development of a position statement on online teaching at UCT. The position statement is still in a draft phase.

Laptop pilot report

The pilot report was received and the recommendation to continue to support the pilots was supported by the Committee. The matter was referred to the RAAG for the recommendation to be considered.

Challenges in the identification of students with specific learning disorders and related disabilities that impact on academic achievement

On the matter of extended time accommodation for students with specific learning disorders the Disability Unit requested funding to improve the battery of tests used to assess students. The Committee resolved that the matter is an academic development and inequality of access issue. The Committee committed to investigating the matter further.

Graduate destination survey

A survey of the destinations of 2010 graduates from the four Western Cape institutions was undertaken in 2012. The Committee convened a workshop on the findings of the survey, on 27 August. Potential institutional research initiatives were identified. The Committee will continue to follow up on possible research initiatives in 2014.

CHE flexible curriculum proposal

All Higher Education institutions were required to respond to the CHE's proposal on a flexible curriculum. The Chair attempted to obtain a response that would be representative of the institution. A university-wide workshop was held on 24 October. It was the intention that the workshop would engage staff and students and encourage a response on the proposal. The Committee prioritised the item at its November meeting. IPD and CHED then collated a response for Senate approval, which included three dominant positions that had emerged in consultation with the UCT community but there were ultimately concerns about issues of implementation and the funding model.

Guidelines for marking of undergraduate exam scripts

The Committee approved a recommendation from the Examinations and Assessment Committee regulating the marking of examination scripts by undergraduate students.

Terms of reference for Sub-Committees

The terms of reference for the Classroom Facilities Advisory Sub-Committee, Adult Learning Sub-Committee and Teaching Awards Sub-Committee were approved.

New Undergraduate Survey

The IPD presented the report of the New Undergraduate Survey conducted early in 2013. The Committee acknowledged that future qualitative analysis of data collected in the Graduate Destination Survey may provide some insight into factors influencing students' decisions to apply to UCT.
The Committee recommended that the survey include an opportunity for students to provide qualitative data. It was also suggested that the Committee engage with the shift in results from the 2012 survey.

Amanda Barratt
IPD

Annexure 6: Assessment of DHET Grants

Foundation Grant 2013/2014

Teaching Development Grant 2012 – March 2014

Annexure 6: Assessment of DHET Grants

6.1 Foundation Grant 2013/2014

The University received a Foundation Grant of R10.232 million from DHET in 2013 which supported foundational provision offered in the Extended Degree Programmes of the Faculties of Health Sciences, Commerce, Law, the Sciences, and Engineering and the Built Environment (while foundational provision in the Faculty of Humanities was not funded in 2013 from the Foundation Grant, DHET funding to Humanities will resume in 2014). These programmes continued to offer access routes to students from disadvantaged educational environments and to optimise their chances of educational success at university.

Student enrolment figures for these programmes were on the whole sound: 435 first-time entering students and an overall total of 647 first-year students were enrolled in foundation courses, against a planned headcount projection of 590 students for 2013 (all figures based on HEMIS data accessed by the Institutional Planning Department at UCT).

The success rate of full-time equivalent first-time entering students was 86% in their foundation courses, compared with a success rate of 82% in their regular mainstream courses. This indicates that foundation courses compared well with regular mainstream courses in terms of standards, and should not be viewed as an 'easy option'.

A total of 28 permanent and seven temporary staff members were involved in offering foundation programmes at UCT in 2013. Staff members were highly qualified: 56% of permanent full-time staff had doctorates and 34% master's degrees, while 59% of temporary staff had doctorates and 22% master's degrees.

The data reported above indicate that UCT is a dedicated provider of foundation programmes that offer students carefully structured opportunities to participate in higher education.

6.2   Teaching Development Grant 2012 – March 2014

UCT received R4,471,618.00 for 2012/2013 and R7,573,382.00 for 2013/14 for 12 and 17 projects respectively, of which 15 spanned the two-year period. This amounted to a total of R12,045,000.00.

As the funding was only received in August of each year it was not possible to spend the allocated amount within the same financial year. At the end of the 2013/14 financial year, an amount of R6,401,284.00 had been spent leaving a balance of R5,643,716.00.

See Table 1 below for details of the spread of projects.

Faculty or PASS Department	Number
CHED	9
Commerce	1
Law	1
EBE	2
Health Sciences	1
Humanities	1
Science	1
DSA	1

The projects can be categorised into projects dealing with Academic Staff Development, curriculum review, tutorial support, institutional research, academic literacy, teaching with technology, mentoring for students, development of online materials, departmental planning and multilingualism.

Highlights from project progress reports

- 96 Plus Tutorial groups were run in large courses with high failure rates in the Humanities Faculty. This included some second-level courses run as pilots. In total, 19 courses were augmented and 1,284 student tutorial places were provided. The Humanities Education Development (ED) Unit has set up a training programme for all ED Tutors (approximately 30 tutors attend regularly) to enhance the quality of the pedagogy and materials developed for the tutorial. These sessions also aim to begin the process of developing the next cohort of academics. In addition, the Faculty of Humanities paid for the employment of 14 ED Teaching Assistants (two per large department, one per small department) to oversee the work of the ED Tutors and to also mentor promising equity students into postgraduate studies.
- The curriculum has been reviewed, and the structural and educational changes required have been approved and implemented for both ACC2113W and ACC2114
- Research was conducted into the tutorial systems currently in place at UCT and a report was presented to the Teaching and Learning Committee in 2014.
- Strengthened tutorial support for students in courses impeding graduation in law.
- Provision of four teaching sabbaticals for staff to work on educational development.
- Appointment of academic development lecturers.
- Face-to-face and online additional tutoring in key courses such as mathematics and several 'bootcamps' have been held for students failing key courses. These consisted of a full week of dedicated lectures and tutorials under trained senior tutors. Bootcamps have proved to be highly successful with pass rates of about 90 % being achieved. Formal external evaluation pointed especially to the value of enhanced tutor preparation and participation during the semester, and also to the bootcamps.
- Employment of research assistants to work with the National Benchmark Tests Project assessment specialists and staff in the Mathematics Department to identify relationships between the diagnostic information obtained from the NBTs, curriculum information and course success and to identify the implications for teaching and learning, and allow academics involved in the teaching of mathematics in the faculties of Commerce, Engineering and Science to design and deliver their courses optimally to accommodate 'gaps' in student preparedness.
- The design, development and piloting of an e-learning platform and associated teaching and assessment materials to support the training of clinicians at remote/off-campus sites.
- Piloting of a mentoring programme using third and fourth year students in Humanities.
- IsiXhosa was introduced in Psychology and a pilot was conducted in Statistics.

Challenges experienced

The delays in the disbursement of the funds make it very difficult to implement the projects because the timing of the funding allocations doesn't coincide with the beginning of the academic year.   Other delays were due to difficulties in recruiting and appointing suitable staff and tutors, longer periods needed to get target audiences on board, and lack of technical skills. Lastly, in many cases the projects are being implemented by staff who are simultaneously involved in mainstream teaching and battle to cope with additional demands. Overall accountability for the management and oversight of the grants in the faculties also needs to be tightened up to ensure that the funds are spent in accordance with approved plans and within agreed time frames. It is hoped, with the appointment of a Project Manager in the Institutional Planning Department and the support provided by the Institute for Monitoring and Evaluation for academic project leaders, that the monitoring systems will improve.

Annexure 7: Disability Service

'In an educational environment already fraught with problems, this cohort of students are falling further and further behind compared to their non-disabled counterparts because those who are employed to teach them have no knowledge of the reading, writing and communication needs of this group of young South Africans.'

Annexure 7: Disability Service

All of us toiling in the arena of social justice long to see our work incorporated in some way into the curriculum, because we believe it informs student learning in vital ways – that graduates entering the world of work and community would be better able to provide services and products with this knowledge. This is no less true of the field of disability. As a result we appreciate that we are given opportunities by various academic departments to make input into the teaching and learning process.

Our Advocacy Co-ordinator, a qualified social worker herself, presents once a year to second-year social work students. Needless to say we would like to see our presence in this course enhanced, which is true of all the courses I will be mentioning, but also many of those into which we have not managed to inch our way!In 2013 we collaborated very successfully with two departments in the Faculty of Engineering and the Built Environment: In June we spent a day with Professor Ian Louw's third-year Architecture students, exposing them to the imperative for designing accessible built infrastructure.In early November we responded to an invitation by Associate Professor Ulrike Rivett, engaging equally fruitfully with second-year Civil Engineering students.

As part of the 2013 Teaching and Learning Conference in November, the Head of Disability Services presented a short paper arguing for the need to institute tailor-made training of teachers of learners who have sensory and communication disabilities. In an educational environment already fraught with problems, this cohort of students are falling further and further behind compared to their non-disabled counterparts because those who are employed to teach them have no knowledge of the reading, writing and communication needs of this group of young South Africans.

Of course, the bulk of the work we do involves supporting in a very direct way access of students with disabilities to the curriculum. In a sense that was the original impetus behind the development of disability support units at various institutions. It attests I believe to the quality of our support that of the 283 exams written in November only 23 were failed and 45 Firsts were achieved.

Reinette Popplestone
Manager

Annexure 8: Building physical infrastructure to support teaching and learning

Classroom Renewal Project

Lecture Recording

Student laptop project

Timetabling Project

MySpace Project

New Engineering Building

8.1 Classroom Renewal Project

Background

In 2012, a formal review of UCT's classroom provision and support was conducted. It included audits, interviews and electronic surveys to uncover academics' equipment usage and preferences. The recommendation to move the Classroom Facilities Unit (CFU) from Properties & Services to ICTS was confirmed and a draft proposal and costing for a future support staffing structure was developed.

Based on the above, a budget was compiled and approved. Accordingly, the Classroom Renewal Project (CRP) was established on 1 November 2012. The project will upgrade all 172 centrally-bookable classrooms at UCT over the next five years in line with new standards which were developed by the project and approved by the Classroom Facilities Advisory Subcommittee (CFASC) and the Project Implementation Committee (PIC) in May 2013.

Progress update

Support improvements

- The CFU moved from P&S to ICTS in November 2012 and the team was renamed Classroom Support Services (CSS).
- A service level agreement was developed and agreed by CFASC and PIC.
- A formal restructure was completed in ICTS to implement an improved support service. Recruitment is underway to fill the last three vacancies.
- A telephonic helpdesk was established and the onsite support capacity was boosted. Support hours have been extended. Support requests are now logged, tracked and reported on. Business processes for support have been set up and documented.
- An online database of classrooms was created which includes user documentation and reference material for users. Printed materials and informational posters were installed in all classrooms.

Classroom improvements

- A new project scope and set of standards for physical facilities, teaching walls, lecterns, security and AV/IT equipment was agreed by CFASC and PIC. Additional funding required to shift from implementing a minimum basic standard to a flexible higher-tech standard was approved.
- An RFP was conducted to select vendors and equipment for classrooms. It was approved by Council.
- Before the start of term 2014, the first 15 large classrooms were renovated to bring them up to the new UCT classroom standard.
  - On the Medical Campus: Anatomy LT3, Falconer, ICH, Jolly LT
  - On Middle Campus: Kramer LT2 & LT3
  - On Upper Campus: Arts 100, Computer Science 302, Leslie Social 2A, Math 304 and 320, Molecular Biology LT1 & LT2, PD Hahn 2 & 3
- 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
  - 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 in 14 classrooms
  - lecture recording in two Middle Campus classrooms, nine Upper Campus classrooms and one Medical Campus classroom
  - Proximity access to all equipment safes for lecturer ease-of-access.
- Teaching wall reconfigurations included:
  - at least two screens and two 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 (A100, M320, M304, ICH LT)
  - new seats (Kramer 3 and ICH) and refurbished seats (M320)
  - refurbished desks (Kramer 3 & M320)
  - new hall lights (M304, M320, Falconer)
  - additions to existing hall lights (MB LT 1, MB LT 2, WA Jolly)
  - painting of teaching walls and the rest of a venue where needed
  - new flooring in teaching areas and in the rest of some classrooms
  - electric plugs at every third student desk (NLC, Kramer 3 and Hahn 2).

Kira Chernotsky
Director: ICTS Customer Services

8.2   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 Matterhorn system is used to schedule, process and distribute the recorded lectures.

The Lecture Recording project is led by CET. ICTS provides server and storage infrastructure, and during 2014 will take over responsibility for venue equipment and some administrative processes.Twenty three venues were equipped for lecture recording in 2013, with a further 11 venues scheduled to be equipped from Nov 2013 to Feb 2014 as a component of the Classroom Renewal Project.

Recording volumes and student usage both increased significantly in 2013, as more venues were equipped and the service became better known. The total number of published recordings increased from 499 in 2012 to 1652 in 2013, while the number of active weekly users increased to 1645.

The Faculty of Science Teaching and Learning Committee (Teaching Technologies subcommittee) surveyed academic staff from 11 Departments about lecture recording. The summary of the survey results shared with CET notes that:

> It is clear that the majority of those who opted to use lecture recording were generally happy with the service and wished to see it extended to other venues. There were several suggestions on how to improve the service and to allow lecturers greater control over the content they created.However, it was also clear that some departments – especially those using chalk-and-talk – did not feel the current setup was a good match, and would need to see significant changes before they adopted the service. There were also concerns raised about the use of copyrighted material in recorded lectures and the amount of extra work removing this would entail. A number of lecturers also felt that lecture recording was not necessarily a good idea, and that it could lead to a decrease in lecture attendance and ultimately less engaging lectures. Interestingly enough, the feedback from those using lecture recording showed no decrease in student attendance.

Preliminary Survey of Uptake and User Experiences with Lecture Recording within the Science Faculty, October 2013.

This broadly reflects the spread of opinions in the 2012 Teaching Venues Survey run by CET, with a majority of academics supporting lecture recording and a minority uncertain or opposed. New technology models to better support recording "chalk-and-talk" lectures are being piloted in 2014.

8.3   Student laptop project

The Laptop Pilot Project was established in 2013 by the University of Cape Town and led by the Information and Communication Technology Services (ICTS), with the involvement of the Centre for Educational Technology (CET), Department of Student Affairs, Properties and Services and participating Faculties and academic staff. The pilot forms part of a wider project to enable flexible learning through ICTs. It involved mandatory one-to-one laptop access for 476 students in four undergraduate courses namely: first-year Chemical Engineering, Physics, Law and second-year Architecture. In order to facilitate ubiquitous laptop ownership across these courses, financial aid students were provided with a laptop by the University. The project aimed to investigate laptop use at a variety of levels, from campus infrastructure and student experience, to the role of laptops in teaching and learning. The research and evaluation component of the study gathered feedback on laptop use from academics and project staff at regular project team meetings, interviews with lecturers and students, observations in lectures and training sessions, focus groups and a student survey.

Initial research questions were framed in relation to effects on teaching and learning:

1.   How did laptops influence teaching?
2.   How did laptops influence learning in and out of the classroom?
3.   How did laptops influence general ICT literacy?
4.   Were the academic objectives or concerns stated by the four courses achieved?
5.   Did students perceive that the laptops added value to their learning experience?

While it is too early in the project to answer all of the research questions, the preliminary research report does offer findings and suggestions for research going forwards. Firstly, it is hard to support claims about the influence of laptops on teaching and learning on a universal basis across courses. However, there are some generalisable benefits which cut across courses. These included the following:

1.   Audio visual resources like podcasts, screencasts and lecture recordings are especially useful for second-language students who may need to revisit material. Such online resources assist lecturers in catering for the diverse needs of their students.
2.   Ubiquitous access to laptops means that lecturers are less dependent on booking computer labs.

3. Laptops transform the traditional dynamics of learning spaces. Lecturers can engage students in new ways in the classroom and students can engage with technology in spaces other than a computer lab (eg architecture studio or a lecture hall) which then transforms the traditional dynamics of that particular learning space. This enables a 'hybrid' teaching and learning space where different activities coexist simultaneously.
4. This 'hybridity' may be a challenge for lecturers and a distraction for fellow students if students are engaged in 'off-task' activities. However once lecturers and students had found new strategies to manage this it became less of an issue
5. Increased mobility and personal ownership were highly valued by students and influenced how they used technology to support their learning ie not being tied down to a computer lab or campus, being able to work on assignments at home, accessing the internet, online resources and using software from a personal device

The integration of technology in teaching (both in lectures and other learning spaces such as labs and studios) and provision of online resources varied across courses. As mentioned, each course had specific objectives they wished to trial or improve among their students:

First Year Physics: Use of e-resources such as books, calculations and simulations using open-source language VPython, computational problem solving as a modelling tool, real-time acquisition of data in teaching labs through apparatus connected to laptops, experimenting with Vula as a 'clicker' response system, lecture capture and casting, out-of-class homework and self-study using digital resources

First Year Law: Use of e-resources such as books, increased ICT literacy, use of podcasts to supplement PowerPoint lectures

First Year Chemical Engineering: Use of e-resources such as books, earlier   and increased use of Excel, Visio and written work, lecture capture and casting,

Second Year Architecture: increase the speed at which the 'technophobe' students become comfortable with technology, particularly for design, increase overall understanding of 3D space and visualisation, improve the presentation of work, especially amongst students who don't draw well

Some course-specific benefits of laptops have been identified, but further research could investigate these in more detail. Among these benefits are:

1. **First Year Physics:** Laptops are an essential part of lab activities in Physics where students need to use programming skills to build simulations or connect laptops to external devices for live data logging as part of their tutorial assignments and projects. Laptops have less value in lectures other than as an input device for participating in student response systems during lectures.

2. **First Year Law:** While laptops have less value in lectures other than for note-taking, the devices are central for managing information in a resource-intensive course. Students take advantage of a wealth of online resources which cater to a diverse range of student needs.

3. **First Year Chemical Engineering:** Laptops are embedded within the curriculum as part of professional development and present in every aspect of the course, except for lectures on technical drawing. Since the laptops were intentionally integrated in this way, students mainly reported benefits in relation to imagined futures in the workplace (ie practicing forms of communication and using software in preparation for work). One of the benefits of laptop use in this course is its approach to incorporating the laptops not just in relation to curricular course content, but initially in relation to professional activities where students are exposed to computer literacy skills and later to more subject-specific digital literacies.

4. **Second Year Architecture:** The integration of laptops in the studio and design course had benefits as to how it transformed the studio space, resembling modern architectural working environments which are both creative and digitally mediated. Longitudinal research is required to prove whether laptops improve students' spatial design skills and 3D literacies, but it is evident that architecture students need to be fluent across design modalities. Owning a personal device is crucial for completing projects and practicing skills which involve the use of specialised software.

It should be noted that these course-specific benefits relate to how laptops were integrated into undergraduate courses at UCT specifically and might not be the case for students and lecturers in other contexts where the integration of laptops and other technologies may take a different form.

Recommendations for the second phase of the project include the following:

1. Narrowing down the research question, including an explicit focus on financial aid students prioritised in budget proposals. Research into the implications of laptops for teaching and learning should continue at a course-specific level, as such research informs technology integration and research-led teaching and learning going forward.
2. Expand on the existing pilot by tracking the cohort of students from 2013 going into second year in addition to researching new students in the four courses in 2014.
3. Align research questions with institutional aims and values to communicate the value of the project to the UCT community. Project findings and reports should continue to be made available at UCT's annual teaching and learning conference.
4. Formulate an action plan detailing necessary requirements for scaling up the project in the longer term in relation to campus infrastructure, academic staff development and support, student training etc.

While laptops do have the potential to enhance student engagement and achievement, there are many factors to consider, especially in a diverse and resource-constrained university context where ubiquitous access to laptops as personal devices is still relatively novel. Our institution presents a unique research opportunity for those studying the emerging uses of educational technologies in developing countries.

8.4   Timetabling Project

A number of change management processes took place in 2013 to ensure the efficient management of the allocation of appropriate venues to teaching activities.

Venue Bookings falls under Properties and Services' Systems Management Department.

These processes involved awareness about the data that was requested and loaded into the scheduling of classes in PeopleSoft and their implications on the smooth running of the first two weeks of teaching in the first and second semester.

Considerable co-operation took place amongst the faculties, Registrar's office, Properties and Services systems management and ICTS to ensure these changes would occur.

A high-level timetable view was also created to highlight possible venue resource constraints that also aided in pre-empting possible bottlenecks in the forecasting and planning of the next years' timetable and respective venues.

The benefits of these changes were experienced in early 2014 where teaching activities had been allocated appropriate venues and communication around venue requests ran smoothly.

8.5   MySpace Project

The MySpace project has created an extra 600 seats, mostly in foyers at lecturing venues, in 23 buildings around campus.

UCT's senior management, spearheaded by our DVC Sandra Klopper, had identified the need to create social spaces across campus. These spaces, with Phase One and Phase Two, completed in 2013, provide peer-to-peer learning spaces for short-term group-work facilities and for a "pause" space because of the longer academic day. The first two phases were completed under Properties and Services' Physical Planning team.The final product went through rigorous testing, says P&S's Physical Planning Project Co-Ordinator Gloria Robinson, who designed the concept and managed the project process.

"We knew the materials we specified for the furniture had to be robust and be able to withstand the wear and tear of daily use. Added to that, we wanted furniture that was pleasing to the eye, seamlessly fitted into the spaces without creating harsh lines, and that was comfortable," she said.

The fixed furniture is seen around campus.

Students have given overwhelming support for the end results with some stating it was not only convenient but a great addition to the Teaching and Learning spaces across campus. For more comment from students see http://www.uct.ac.za/services/properties/haveyoursay/myspace/

8.6   New Engineering Building

One of the University's Capex projects, the R209 million New Engineering Building (NEB), was completed in 2013. The new building houses the Civil Engineering and the Chemical Engineering departments and includes additional laboratories and a number of smaller seminar rooms that allow for increased student numbers in the future.

Chris Briers, Properties and Services' Director of Projects and Capital Works said the building was designed to be energy efficient. "It is a green building which means the use of natural light was important, and hence the use of glass that opens it up into the outside."

The building was designed to allow interaction between users, and you will find this working well in the labs that are opened up with big glass walls or windows, said Briers.

Briers said architects designed a building that aimed to achieve a 4-Star Green rating. Shading devices, high performance glass and insulated cavities of the building limit solar heat gain and roof lights distribute light and naturally ventilate the atrium.

The site is next to the recently completed Chemical Engineering Building and has views towards Devil's Peak and McClear's Beacon as well as views over the Campus and City.

It is also a recent winner of the South African Property Owners Association Award for Innovation Excellence.

Students are impressed by the building, and especially like the glass labs. For more student comment see http://www.uct.ac.za/services/properties/ haveyoursay/neb/

Annexure 9: Report from the Student Representative Council (SRC)

The SRC Report is available upon request.

Annexure 10: Report on the Teaching and Learning Awards

Report on the Distinguished Teachers Award

Report on the HELTASA National Excellence in Teaching Award

CHED Collaborative Educational Practice (CEP) Awards

10.1   Report on the Distinguished Teachers Award

1.   Introduction and remit

The Distinguished Teachers Award (DTA) is an institutional award that rewards outstanding teaching at UCT and acknowledges the recipient's contribution that is in line with promoting 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 detail about his or her approach. The teaching and learning portfolios of the nominees are thoroughly examined to ascertain the versatility and diversity of their teaching, the consistency in excellence, a detailed outline of the nominee's teaching philosophy and coverage of their 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.

2.   Nominations in 2013

Twenty nominations were received for 2013 one of which was rolled over from 2012. Seventeen nominees accepted the nomination – one nominee had been awarded the award in 1987, one withdrew due to a lack of time to prepare, and one withdrew as they were dissatisfied with the terms of reference.

3.   Awardees

After considering the 17 nominations for the award, the Committee came to the decision to bestow the award on the following candidates:

Dr H Twidle
Department: English Language and Literature
Faculty: Humanities

Dr Hedley Twidle has lectured in the Department of English since January 2010. He teaches and supervises students at all levels from first-year undergraduates to PhD. He states 'teaching literature is a fluid and evolving thing: a practice that weaves continually between practical and theoretical, critical and creative, seriousness and lightness, private and public, work and play'.
He is described by his HoD as an energetic, committed and imaginative teacher, and creative and inspiring in curriculum development. He was instrumental in establishing a mentoring programme for first-year tutors, and has had collegial influence and an influence on postgraduate students in the department.
The Committee noted his unique teaching philosophy, strong evaluations and ability to reach students, and felt that being described as the core of the department said much about the impression he has made in his short time in his department.

Dr I Rijsdijk
Department: Film and Media Studies
Faculty: Humanities

Dr Ian-Malcolm Rijsdijk's HoD describes him as having a passion for his work, an inexhaustible pursuit of new avenues into the heart of research projects, an insatiable desire for new knowledge and understanding, and as a generous colleague and teacher.
He states that teaching has made him want to teach more, has made him understand learning better, and has made him think more carefully about how his own research can be effectively communicated to others. His teaching is informed by enrichment and critical engagement. He attempts to make sure that what is available to students in his classes and courses is about more than grades, and regards having the tools to engage critically with the inundation of visual communication that they encounter every day as key to students' intellectual development.
The Committee felt that Dr Rijsdijk is an exemplary, nurturing teacher. He has an excellent CV, an engaging teaching philosophy, positive support letters, and excellent evaluations. His portfolio is outstanding, with his nomination capturing his excellence

and clear congruence between his teaching philosophy and evaluations.

Dr H Macdonald
Department: Social Anthropology
Faculty: Humanities

Dr Helen MacDonald's HoD and Head of School speak of her accessibility to students, her encouragement of students to develop intellectual and imaginative roots and an un-afraid spirit of enquiry, and her skill of generating a sense of inspiration and great respect for her teaching. They also speak to her collegial influence and enriching

curriculum development.

She describes her teaching as her responsibility to give back through helping to prepare young people for careers both in and outside academia, and for life.

She states that her teaching is influenced by two passions — her love of learning and of anthropology, and that she invests in students' lives, by encouraging a love of learning and by supporting them to realise their academic and personal value and worth. To achieve this, she actively works to enable them to learn how to learn, and to do that for themselves, rather than to expect simply to be told how and what to think.

The Committee noted Dr Macdonald's honest, reflective and enlightening teaching philosophy, her clear sense of responsibility to students and the high standards she sets and achieves for students.

Mr P Maughan
Department: College of Accounting
Faculty: Commerce

Paul Maughan has lectured for six years in the College of Accounting. His HoD describes him as having developed into one of the best teachers in the College of Accounting. He states further, that he has a formidable presence, receives outstanding student evaluations and is highly regarded by his peers as a teacher. Mr Maughan was and is a leading voice in the development and delivery of the capstone course, Business Analysis and Governance (BAG), and the HoD attributed the success of the course largely to Mr Maughan's ability to challenge students to deal with the real business world and to encourage them to participate by using a variety of 'experimental' teaching methodologies.

Mr Maughan states that his fundamental insight from attempting to understand teaching is that effective teaching results in deep learning, and that is best achieved through disruption of existing mental models. He states that his values are to be interested and interesting, accepting of diversity of opinion, and always reflect on teaching practice in order to understand the impact his teaching practice has. His objectives are that students develop lifelong habits of obtaining quality information and that students develop multidisciplinary mental models.

The Committee noted his strong support from the Dean and that he is highly regarded by his HoD and colleagues, and highly appreciated by students. It was noted that he is an example of transformational teaching and has played a leading role in the

development of a successful capstone course.

## 4.	Future Matters

In addition to the business of selecting awardees for 2013, the Committee resolved to request a revision to the Terms of Reference of the Distinguished Teachers Award Committee. The revision is that an additional academic member and additional student member have been added to the sub-committee. The request received no objections from its parent Committee.

The Committee also resolved to draft guidelines for nominees for the compilation and submission of portfolios for the award.

Amanda Barratt
IPD

## 10.2	Report on the HELTASA National Excellence in Teaching Award

The CHE-HELTASA National Excellence in Teaching and Learning Award is 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 at generating debate and public awareness about what constitutes teaching excellence.

Institutions were permitted to submit two applications for the award for 2013. A total of 22 applications were received from across South Africa, and Professor Jenni Case of the Department of Chemical Engineering was selected as one of the five awardees in the category "Leader in the field of learning and teaching".

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.

In bestowing the award on Prof Case, the Awards Committee recognises her inspiring teaching and learning philosophy which is closely aligned to her assessment methods. Professor Case is a highly innovative and student-focused practitioner. She is also commended for the wider impact of her work through publications on faculty, institutional and international levels.

Associate Professor Mohamed Paleker of the Private Law Department is one of the six academics to receive commendation awards. HELTASA congratulated Prof Paleker for articulating a coherent teaching philosophy with appropriate alignment of teaching and assessment methods, and for his passion and ability to make the subject matter relevant to students in his discipline.

Both of the awardees are past recipients 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.

10.3 CHED Collaborative Educational Practice (CEP) Awards

This award has been managed by HAESDU for the past few years and funded from skills levy funding. There were three applications for this award and two of them were successful:

- Gaontebale Nodoba, Stuart Hendry and Claudia Kalil for their innovative and collaborative teaching approach in Business in Context and Business Communication in the Commerce Faculty.
- Ilse Lubbe, Tessa Minter, Shelly Herbert, Sumaya West, Lisa Seymour and Sumarie Roodt, for their work in the Large Classes teaching Project in second-year Accounting programme in the Commerce Faculty

Each team was awarded R40 000 in prize money.

Annexure 11: Appendix of Tables

The tables are available upon request.

Annexure 12: Plan of Action for the Teaching and Learning Committee

Focus Area	Short Term - end 2012	Medium Term – end 2013	Long Term - 2014/16	Responsibility	Progress Report February 2014
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 the 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	Annual Reports are now provided to the T&LC. The Committee has resolved that : • The Action Plan and Strategy is the framework, for the T&LC, and that Faculties should consider the

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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	Strategy and prioritise areas of it so that the goals of the Strategy are realised • The T&L conference and annual report 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 a Vula site • The Director of Postgraduate Studies will consider how to involve the Deputy Deans of PG Studies in advancing the goals of the Strategy related to postgraduate education. Some faculties asked for budget relief for Deputy Deans responsible for Teaching and Learning. This was not addressed by the Medium Term Budget Assessment Team. Finance Department has advised that faculties must

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				reallocate resources for this from their existing base. The relief is being addressed in EBE, HUM, SCI, and COM; there is a full-time DD in FHS. This has not yet been addressed in the Law Faculty. The Committee continues to encourage the Faculty to address this.
	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

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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. The TDG proposals also address the issue. The Committee resolved to consider what additional mechanisms 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. A proposal has been submitted for funds from the TDGs for building capacity related to evaluation.
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. To inform this, IPD to prepare a report on student success rates in service courses.	5.1 Collaborate with Faculties and the relevant departments to negotiate alignment between service course provision and the needs of recipient programmes.	5.1 Align staffing resources to strategy.	DVC to convene process; IPD	A report was prepared by Jane Hendry. The Committee has resolved to make this a main item on its Agenda.

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 for 2014	5.2 Align resources	Deans, HODs, Course conveners, IPD	A report prepared by Jane Hendry was presented to the Teaching and Learning Committee on 27 September. A task team was set up to take this process forward. CHED offered to work alongside Faculties once they have identified courses to focus on, in a research-led way. CHED conceptualised these courses as Courses Impeding Graduation (CIG). Jane Hendry has worked individually with some faculties and identified parameters. Faculties have also put resources into working at the level of the data, to identify these courses. The faculties now have to consider how to take this forward beyond the data. The Committee has

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					resolved to make this a main item on its Agenda and all Deputy Deans were requested to provide feedback, if there is any, at upcoming meetings.
	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	Associate Prof Jawitz presented on this in 2013. Some committee members would attend the upcoming seminar in Cape Town in April.
	5.4 Commission report on the possible role of multilingual approaches in facilitating student learning	5.4 Request Language Policy Committee to explore ways of integrating multilingual approaches into mainstream provision and identify barriers to expanding credit-bearing Afrikaans and Xhosa 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 eg 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. An application to fund the Director's post has been submitted 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 that are likely to be required, and develop and provide incentives for staff to incorporate NBT insights and information into first-year curricula (where appropriate)		Rochelle Kapp, FYE Steering Committee, Deputy Deans (T&L)	Progress Report was tabled for noting in the meeting of 23 August. This is a substantive issue on the FYE advisory committee, which will be reporting to the T&LC.

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Objective	Action	Action	Action	Responsible	Status
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 Property and Services, ICTS	Done
	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.

					Done
	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	Library Learning Commons launched.
		7.6 Improve the quality of library support for UG students		ED LIB	
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 teaching and learning 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 systems		DVC	The Teaching Awards sub-committee has been established.

Objective					Progress
9. Increase the resourcebase for teaching development and innovation	9.1 Clarify structures for the dissemination of Teaching Develop Grants	9.1 Administer grants	9.1 Work with DoHET/CHE in developing NRF-equivalent awards for teaching	DVC	The Distinguished Teacher Awards sub-committee has resolved to continue to market the award and has increased nominations for the award. 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 and 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 4th-year of year professional bachelor's degree	10.1 Establish research internships for UG students		IPD, Research Office	Case studies were profiled in the 2012 Teaching and Learning Report, a symposium was held in October 2013 and a task team has been established to take this forward. The Undergraduate Experience Research task team has met and is planning a launch in April of a 'good practices' website and project.

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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 the expansion of opportunities for students to do breadth subjects and interdisciplinary 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 Communications & 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.

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Annexure 13: UCT Teaching and Learning Strategy

Annexure 13: UCT Teaching and Learning Strategy

Introduction

In both its Mission Statement and Strategic Plan 2010-2014, the University of Cape Town (UCT) appropriately recognises 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 cognisant 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 21st 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.

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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 realised. 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 characterised 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 recognises that while the first two goals are potentially in tension with each other and may require tough choices in terms of prioritisation of resources, the third goal is a necessary and enabling condition for the other two.

We propose 10 objectives that will assist UCT to achieve these goals. The objectives signal the university's key priorities for the next three-five years. In relation to each objective we have listed areas of focus or pointers on how to operationalise 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, ie 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 as 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 recognised and rewarded for efforts in improving the quality of teaching and learning:

- recognising, rewarding and incentivising effective teaching and supervision
- recognising, rewarding and incentivising 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 incentivising 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 on-going 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 cycles.