

TEACHING AND LEARNING REPORT 2012



CONTENTS

Introduction	4
1. University-wide initiatives designed to improve the quality of teaching and learning	6
2. Assessment of the impact of the DHET Grants	9
2.1 Foundation Grant	9
2.2 Teaching Development Grant	10
3. Research-enriched teaching at Undergraduate (UG) Level	12
3.1 Eco3009F – Resource Economics	13
3.2 Learning through research for undergraduate students in the Faculty of Health Sciences	19
3.3 Undergraduate Research-Led Teaching: Women and Law, Faculty of Law	25
3.4 Research-enriched teaching at Undergraduate level: The SURE Programme	29
3.5 INF3011F & UCT’s Carbon Footprint	33
3.6 SOC3007/27 Social Research Methods SOC3007F/SOC3027F	39
Annexure 1: A High Level Summary of Quantitative Indicators	43
1.1 Students	43
1.2 Academic staffing and student:staff ratios	46
1.3 Teaching and learning	47
Annexure 2: Faculty Reports	55
2.1 Health Sciences	55
2.2 Commerce Teaching and Learning Working Group Annual Report: 2012	66
2.3 Law	70
2.4 Humanities Teaching and Learning Interventions	76
2.5 Science	80
2.6 EBE	83
Annexure 3: The Centre for Higher Education Development [CHED] Progress Report - 2012	84
The Academic Development Programme (ADP)	85
The Centre for Educational Technology (CET)	87
The Higher and Adult Education Studies Unit (Haesdu)	88
The Careers Service (CS)	90
The Centre for Open Learning (Col)	90

The OpenUCT Initiative (OUI)	91
The First Year Experience (FYE) Project	92
The Multilingual Education Project (MEP)	93
Annexure 4: Progress Report from the Institutional Planning Department	94
Contributions of the Quality Assurance Committee (QAC) to improving the teaching and learning environment	94
Academic Planning	95
Surveys	96
Annexure 5: Academic Review Reports	97
Annexure 6: Physical Infrastructure	103
Classroom Renewal Project	103
Enabling flexible learning through ICTs / Student laptop project	104
My Space @ UCT	104
Annexure 7: Report from the SRC	105
Annexure 8: Report on the Teaching and Learning Awards	107
8.1. Report of the Distinguished Teachers Award	107
8.2. National Excellence in Teaching Awards	108
Appendix One: Feedback from students on Eco3009F – Resource Economics	109
Appendix Two: Publications that arose from Student Research Projects	112
Appendix Three: Feedback from students on INF3011F & UCT’s Carbon Footprint	113
Appendix Four: Feedback from students on SOC3007/27 Social Research Methods SOC3007F/SOC3027F	115
Appendix Five: Plan of Action for the Teaching and Learning Committee.	117

Introduction

According to UCT’s mission statement, the university aspires to “provide a superior quality educational experience for undergraduate and postgraduate students” (UCT Mission statement). UCT’s dedication to this mission is reflected in the attention to teaching and learning evidenced in departmental and faculty-wide initiatives, and in the commitment of individual academics. The focus of this introduction is not on these substantial achievements, which are attested to elsewhere in the report, but rather on providing a critical assessment of whether we have both the will and capacity – at institutional, faculty and department level – to achieve our teaching and learning mission and, more particularly, the goals we have set for ourselves in this regard.

In an institution as complex and diverse as UCT there will inevitably be multiple and contesting views of the progress we have made in achieving our teaching and learning goals. The point of view presented here is an institution-wide one and the framework is that of the Senate Teaching and Learning Action Plan. This introduction will have achieved its purpose, at least in part, if it generates debate on whether we are making progress in achieving these goals.

It is important at the outset to clarify what is meant by ‘quality’. UCT’s Mission commits the university to producing graduates “whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice” (UCT, 2009). The Foundation Statement underpinning the mission commits the university to providing a superior quality educational experience for undergraduate and postgraduate students through, amongst other things:

- Stimulating the love of life-long learning
- Cultivating competencies for global citizenship
- Supporting programmes that stimulate the social consciousness of students
- Exposing students to the excitement of creating new knowledge
- Offering access to courses outside the conventional curricula
- Guaranteeing internationally competitive qualifications

UCT’s six approved goals contain a number of strategies aimed at improving the quality of the educational experience of undergraduate and postgraduate students.

The *Size and Shape of UCT in 2020* report concluded that taking into consideration both national needs and the mission of the university, with respect to teaching and learning, the most important contribution that UCT can make over the next decade is to improve the **quality and equity of outcomes**, and increase the **number of its graduates**. In the context of the Size and Shape report and the UCT Mission ‘quality’ refers to the depth and breadth of our students’ educational experience, for example, their mastery of core knowledge and skills, their exposure to ‘ways of thinking’ outside the major, as well as the acquisition of appropriate graduate attributes. ‘Equity of outcomes’ refers to representivity in the graduating class as well as closing the gap in the persistent racially-differentiated performance patterns. ‘Increasing the numbers’ is UCT’s commitment to meeting the country’s need for highly skilled graduates. Specifically the Size and Shape report sets the goal of achieving cohort completion rates of at least 75% in all undergraduate programmes (that is, at least 75% of the undergraduates who start at UCT leave UCT with a qualification). This remains our vision for 2020¹.

¹ Some of the Size and Shape report proposals may need to be reviewed in light of changes in the HE landscape. To our knowledge the proposals for ‘quality and equity of outcomes and increased numbers’ is not up for debate.

While 2012 may be too early to assess whether we are achieving this goal, we can review the extent to which we have made progress towards a more enabling environment for teaching and learning, as well as progress on specific strategies which will make it possible for us to achieve our goal of “quality and equity of outcomes and increase in the number of graduates.”

The 2012 HEMIS return to the Department of Higher Education indicates that 6, 884 (6, 584 in 2011) students, or 26,4% of the total enrolment, successfully completed a degree or diploma in 2012. A record total of 198 doctoral students completed their degrees in 2012. Academic performance at UCT nevertheless remains strikingly differentiated along racial lines.

The overall undergraduate course success rate at UCT (85,7%) is amongst the highest in the country. However, the 2012 difference between white (at the upper extreme) and African (at the lower extreme) success rates at the crucial 1000 course level was 12 percentage points, only 1 percentage point lower than in 2011. At the 2000-level this differential has dropped only slightly over the last five years to the current level of 15 percentage points. The course performance differentials between African and white students thus remain unacceptably large. Similarly, an analysis of the 2012 undergraduate academic standing codes by race showed that 17% of African students, but only 4% of white students, were categorised as “unsuccessful”, having either been academically excluded or requiring a faculty or Senate concession in order to continue with their studies.

The differentials in performance at the course level and within the academic year manifest in the considerable gap in cohort completions between African and white students: 80% of the white 2008 FU cohort in comparison with 52% of the equivalent black FU cohort had completed an undergraduate qualification within five years of initial registration at UCT. Although there has been some improvement in the rate of dropout in good academic standing amongst black students across the 2004 – 2008 entry cohorts, the rate of exclusion on academic grounds *increased* by 6 percentage points (from 25% of the 2004 FU cohort to 31% of the 2008 FU cohort). Similarly, the growth of enrolments in extended programmes has given rise to a marked increase in the proportion of successive black FU cohorts still busy with undergraduate studies (6% of the 2004 cohort in comparison with 11% of the 2008 cohort) after five years. On a positive note, those still registered should be considered to be potential graduates and thus the potential completion rate amongst the black 2008 FU cohort is 63%.

At the postgraduate level, analyses of entering Master’s enrolments showed that 56% of the 2006 and 2007 cohorts had completed their studies by the end of 2012. Markedly higher proportions of the 2005 and 2009 cohorts (64% and 65% respectively) had completed their degrees by this time. The rate of dropout in good academic standing varied by faculty and by entry year, but a particularly large proportion of the 2008 entry cohort (21%) had left the university without completing their Master’s studies. By the end of 2012, 45% of the 2005 Doctoral entry cohort had completed their studies and 21% were still registered. The potential completion rate amongst this cohort is therefore 66%. 31% of this cohort had dropped out of their studies. The reasons for the high dropout rates at both the Master’s and Doctoral levels are not understood and therefore require further investigation.

While there have been significant advances in 2012, there are a number of matters we need to attend to if we are to achieve our Size and Shape Vision 2020 goals of “quality and equity of outcomes, and increased number of graduates”. We do not yet have an institutional Teaching and Learning Strategy for achieving our goal (or what the Action Plan refers to as “a comprehensive approach and broad strategies for improving throughput”). This needs to be prioritized. Once in place, this strategy will provide a context for assessing whether our governance, leadership structures, resources, and rewards systems are working optimally towards the achievement of improving throughputs. For example, with respect to governance and structures, further attention needs to be given to:

- The relationship and alignment between the Senate central committee and its sub-committees. While many of the sub-committees must focus on ‘nuts and bolts’ issues, some of their work needs to be more strategic
- The relationship and alignment between the Senate committee structure and the faculty teaching & learning committees. It would be instructive to assess whether the agendas of the central committee and the faculties are mutually supportive in the achievement of agreed-up institutional goals
- The relationship between CHED, the central committee and the Faculties. The Lange review has the potential to strengthen CHED’s contribution to institutionally agreed goals

In addition to governance and structure, another priority is the extent to which ring-fenced resources such as the DHET Teaching Development Grants can be targeted towards achieving the overall strategy.

In the final assessment, the 2012 achievements suggest that we are moving in the right direction but that in order to achieve the Size and Shape Vision 2020 goal there is much work to be done in aligning all the features of our enhanced teaching and learning environment towards the achievement of this goal.

1. University-wide initiatives designed to improve the quality of teaching and learning

The long awaited Teaching and Learning Committee held its first meeting at the beginning of 2012. Soon thereafter a workshop was held which helped inform the development of an Action Plan to guide the work of the Committee.

The Action Plan was framed by a commitment to:

1. Provide a safe and effective learning environment
2. Improve student success
3. Create an enabling environment to promote teaching excellence
4. Move towards the attainment of our longer term vision for the quality of UCT’s graduates
5. Hence the focus areas were designed to address these four areas with a particularly strong focus on creating an enabling environment for promoting teaching excellence. These focus areas are: Strengthen governance and structures of Teaching and Learning at central and faculty levels
6. Strengthen the leadership capacity for Teaching and Learning
7. Develop a Teaching and Learning Strategy
8. Provide leadership in developing a comprehensive approach to improving throughput
9. Contribute to improving throughput by supporting the provision of foundations in the undergraduate degrees
10. Contribute to improving throughput by supporting the transition from school to University
11. Improve the physical teaching environment
12. Create an enabling environment for improving teaching and learning
13. Increase the resource-base for teaching development & innovation
14. Strengthen research enriched teaching
15. Promote innovation in teaching and learning
16. Improve communication about teaching and learning
17. Develop a framework for evaluating the quality of teaching and learning at UCT.

Each focus area is broken down into short-term (by end of 2012), medium-term (by end of 2013) and long-term (2014-2016) objectives with specified responsibilities. A detailed report on progress against each of the 2012 objectives was presented to the Teaching and Learning Committee at the end of 2012 (See Appendix Four).

The overall assessment is that in 2012 there has been substantial progress in building an increasingly supportive institutional infrastructure for teaching and learning.

Evidence for this can be found in the following:

- The establishment of the Senate Teaching and Learning Committee accountable for teaching and learning 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 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. (The previous version only set out commitments for staff)
- The establishment of a CHED Teaching and Learning Committee to facilitate coordinated support for the work of the Teaching and Learning Committee
- The review of the CHED conducted Dr Lis Lange

A close look at the 2012 achievements reveals examples where a convergence of good governance and structures, able leadership, clear strategy, and strong institution-wide support have resulted in strategies to improve equity of outcomes.. One such institution-wide initiative is the rolling out of the First-Year Experience (FYE) Project (focus area 6.1 and 6.2). The FYE 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 an emerging Teaching and Learning Strategy for UCT. It has been conceptualized as part of the institution's plan to improve undergraduate completion rates by 2020. While the project is only half way through its two-year planning phase, there are promising signs of the potential contribution that FYE can make in supporting the transition from school to university and ultimately, in contribution to higher retention rates.

The faculty reports all contain information on other strategies that have been put in place to help improve student success. These include efforts to improve the quality of tutorials, mentoring schemes, changes to the curriculum, restructuring and or expansion of ADP programmes, better placement of students, and the use of online technology in various ways to support learning.

Another institution-wide initiative where there has been significant progress is the improvement of the physical teaching environment (focus area 7). In the course of 2012, a decision was made to embark on a major renewal of classroom facilities, including physical infrastructure, equipment and the configuration of teaching walls. Following a formal review that included audits, interviews and electronic surveys to determine the needs and preferences of academics across campus, the Classroom Renewal Project (CRP) was established on 01 November 2012 with a view to upgrading all centrally-bookable classrooms at UCT over the next 3 to 5 years in line with new standards developed by the project. A further recommendation was made to move the Classroom Facilities Unit (CFU) from Properties & Services to ICTS and a draft proposal and costing for a future support staffing structure

was developed. Some of the enabling factors here are again strong leadership, a clear strategy, expert input, faculty input, a commitment to resourcing etc.

Several pilot initiatives were launched to extend the use of ICTs to support teaching, for example the use of laptops in Chemical Engineering and Physics, and the development of blended learning technologies to support learning and teaching. Access to wi-fi across campus also facilitated a decision to identify underutilized spaces as potential areas where students can sit and work. Following lengthy consultation with the users of buildings on all campuses, more than 28 locations were identified as part of the initial phase of the MySpace@UCT project and prototype furnishings, appropriate to the character of different building, were developed for installation in the course of 2013.

Through the Lange Review, the recognition of CHED as a professional resource that can and should play a major role in assisting the institution both in terms of co-ordinating its institutional teaching and learning strategy and in providing professional services through teaching, research, evaluation and development work was confirmed.

There are other institution-wide initiatives where progress has been slow. Such initiatives include developing a process to ensure that service courses are responsive to the needs of the recipient programmes (focus area 5.1) and the request to faculties to investigate causes and explanations for 'high-risk' courses (focus area 5.2). While there is much data on these courses thanks to the services of the Institutional Planning Department (IPD), the Alternative Admissions Research Project (AARP) and individual efforts in the faculties, the interpretation of the data and the design and implementation of curriculum solutions requires further attention. Depending on the solutions there is the need for resources and specialized educational expertise. The 'high-risk' course initiative (including service courses) requires leadership at institution, faculty and departmental level, structures (in the case of service courses cross-faculty structures may be required), clear strategy to inform prioritization of problem courses, dedicated educational expertise, and commitment from all levels, most importantly, academic course conveners. Progress in regard to this objective appears to have been uneven across the University. Several faculties have clearly put in place interventions to address high-risk courses.

Another objective which has struggled to gain traction in 2012 is a cluster of objectives around curriculum, for example, identifying 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 (focus area 11.1), and conducting an audit of capstone and research projects in the final undergraduate year (focus area 10.1). The reasons for this are not clear, but curriculum reform is notoriously complex. While UCT's mission statement identifies a clear set of attributes which we say we value in our graduates – we do not know whether and how these aspirations are being translated into curricula across the university, although we are aware of many really innovative examples of curriculum reform and practices designed to build particular kinds of graduate attributes. There are some notable exceptions in faculties such as Health Sciences and EBE where the faculties have reported on faculty-wide or departmental initiatives designed to nurture particular kinds of graduate attributes.

As a contribution to developing a clearer picture of practices on the ground, the Teaching and Learning Committee decided to include examples of courses where undergraduate students are afforded opportunities to get involved in research projects. These case studies provide illustrative examples of the multiple ways in which academics seek to expose students to the excitement of generating new knowledge.

2. Assessment of the impact of the DHET Grants

2.1 Foundation Grant

The Foundation Grant was established by the Department of Higher Education and Training (DHET) in 2004 to provide funding for the foundation courses that are an integral element of Extended Curriculum Programmes (commonly called extended programmes), which are now offered across the higher education sector. Extended programmes and their antecedents have long represented a central means of widening opportunities for access and success in South Africa, through providing additional time and entry-level courses that enable talented students from disadvantaged educational backgrounds to build sound foundations for advanced study. Foundation courses require intensive teaching, the full costs of which are not covered by regular teaching subsidy; the Foundation Grant is designed to fill this 'subsidy gap' and thus make foundational provision financially sustainable.

Nationally, the annual value of the Foundation Grant has grown significantly, to over R200 million at present. More than R1 billion has been allocated since the inception of the grant. It is only sufficient to cover foundational provision for about 15% of the student intake, but it has nevertheless stimulated and funded the introduction of extended programmes in virtually all South African universities and universities of technology. The grant was originally provided in three-year cycles, which unfortunately resulted in foundation teaching staff being appointed on short-term contracts in many institutions. However, in a key policy shift, the DHET has recently demonstrated its view of foundational provision as a long-term element of the system by replacing the three-year grant period with a recurrent funding model. By facilitating the permanent appointment of foundation teaching staff, this new approach is expected to carry major advantages for the development of specialised teaching expertise in the institutions.

The funding is prospective and formula-driven, based on extended programme enrolments agreed with the DHET. The university reports annually on foundation student performance.

The value of UCT's grant in 2012 was R8, 869 million. Health Sciences, Humanities and Law meet the costs of their extended programmes themselves, so the grant amounts generated by these programmes are transferred to the faculty. The programmes in Commerce, Engineering and Science are taught by Academic Development Programme (ADP) staff, so the balance of the grant is retained by the ADP to meet these costs. In accordance with a longstanding agreement, the ADP is required to build up a reserve fund equivalent to about one year of extended programme costs, so any unspent balance (arising from alternative funding becoming available for some foundation posts) is transferred to this reserve. All the approved extended programmes were offered in 2012, at a total cost exceeding the grant amount. UCT thus met its financial obligations.

However, the approved enrolment targets were not met except in the Commerce and MBChB extended programmes. There are various reasons for this but the main ones have arisen from admissions practices (in some cases affected by the unpredictability of take-up rates) and a technical matter related to difficulties in flagging late-joining foundation students in HEMIS. The latter problem is being attended to by IPD, HEMIS and ADP staff. Under-enrolment could affect the number of funded foundation places allocated to UCT in future.

Table 1: Approved funding allocations for 2010, 2011 and 2012

STATE FUNDED FOUNDATION PROGRAMME	Foundation student head			Unweighted			Weighted total of			FUNDING ALLOCATION		
	count intake			FTE foundation			FTE foundation					
	into first year			students			enrolments			(Rand thousands)		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
BSc	150	150	150	114.0	114.0	114.0	228.0	228.0	228.0	2052	2234	2394
BSc (Eng)	120	120	120	75.6	75.6	75.6	147.6	147.6	147.6	1328	1446	1550
BCom	120	120	150	97.5	97.5	121.9	146.3	146.3	182.8	1316	1433	1920
BA	40	50	60	25.0	31.3	37.5	25.0	31.3	37.5	225	306	394
B Social Science	60	70	75	31.6	36.9	39.5	31.6	36.9	39.5	284	361	415
LLB	25	30	30	17.5	21.0	21.0	17.5	21.0	21.0	158	206	221
MBChB	30	30	30	15.4	15.4	15.4	30.8	30.8	30.8	277	301	323
B BusSc	90	90	90	72.1	72.0	72.0	119.0	118.8	118.8	1071	1164	1247
BSc Physiotherapy	30	30	30	13.8	13.8	13.8	25.5	25.5	25.5	230	250	268
BSc Audiology and Speech & Language	3	6	6	1.6	3.1	3.1	1.6	3.1	3.1	14	31	33
BSc Occupational Therapy	12	12	12	5.5	5.5	5.5	9.9	9.9	9.9	89	97	104
TOTAL	680	708	753	469.5	486.0	519.3	782.6	799.0	844.5	7044	7829	8869

2.2 Teaching Development Grant

In 2011, for the first time, UCT was invited by the Department of Higher Education and Training to apply for Teaching Development Grant funds. In the past, the university had not been eligible for such funding, which was targeted only at institutions with very low graduation rates.

Five proposals were developed and submitted in April 2011, all aiming to improve graduation rates. Two of the initiatives were directly student-facing, with one focusing on undergraduate throughput and the other on postgraduate. The remaining three aimed to enhance the effectiveness of teaching, as a means of ensuring enhanced throughput and appropriate graduate attributes.

The university was informed late in September 2011 that the proposals had been successful. This late notification inevitably meant that not all the projects could be completed by the end of 2011. As can be seen by the brief reports below, this was, with one exception, achieved in 2012.

Improving undergraduate throughput rates

This project aimed to make it possible for students on financial aid to register for courses in the third term in 2011. The funds were used to cover accommodation and fee costs. Fifty three students were assisted in this way, and 41 (77%) passed, thereby shortening their time to graduation. This can be regarded as evidence of significant impact or benefit not only to the institution but to the individual students. An application for further funding for this purpose was put forward for 2013/2014 but was unsuccessful as the DHET criteria focused for that cycle on teaching and learning quality issues. Financial aid and many other students continue therefore to struggle to afford the costs of vacation accommodation. For this reason future Third Term course design efforts will focus on development blended and/or online versions of the courses which will bring down costs and widen participation.

Improving postgraduate throughput rates

A major issue that has been identified in the broad postgraduate area is that of slow throughput or high dropout rates particularly in relation to Master's degrees. The problem seems to be located in the extended writing required in the dissertation, for both research and course-work students. For students in the quantitative disciplines, their undergraduate years have usually provided insufficient opportunity for writing substantial texts: for students in social science and humanities disciplines, difficulties are experienced in writing about and using quantitative data. The project thus aimed to establish and evaluate the utility of a five-day intensive Research Literacies short course aimed at UCT registered Honours and Master's candidates.

Using a mediated writing task, the course steered students from expressing an initial interest in a research topic, through exploring research questions and articulating an argument. The target audience was those students who are transitioning from undergraduate to postgraduate studies (especially into programmes with a research component), from the workplace, or from different universities and disciplines. In the pilot course, 75% of those participating were over 30 years of age, 45% were currently registered at UCT (many of whom were UCT staff) while the remainder were considering registering for postgraduate studies and 50% last studied five or more years ago. There was a range of disciplinary fields present in the class, which enriched the experience, with topics belonging to the Health Sciences, Engineering, Science, Commerce and Humanities. The first course filled to capacity with a waiting list, after a few weeks of internal advertising.

For 2013, the Navigating Literacies course will be offered for the second time, as will another 're-entry' course, 'Scientific Writing', aimed at postgraduate students. Both of these initiatives have received VC strategic funds.

Teaching Development Grant funding was also obtained for three categories of award aimed at incentivising effective and innovative teaching and learning approaches and curricula.

Collaborative Educational Practice (CEP) Award

Three awards were made in this category in mid-2012, recognising and promoting collaborative approaches to enhancing the teaching and learning environment. The successful teams were from Commerce (Accounting), Science (Statistical Sciences) and Health Sciences (EDU).

UCT Teaching Grants

This funding was made available for application to a maximum of R30, 000 during the first half of 2012. Seventeen applications, received from across the institution, were supported. Several of the applications involved the purchase of materials (models) and equipment (tablets) to support innovation in classroom teaching. In addition, projects to develop online or web-based teaching resources were supported as were opportunities to attend specialised courses and to present at workshops and conferences.

Teaching sabbaticals (leave replacement funds)

This grant was intended to provide funding to cover leave replacement costs for staff intending to take Study and Research Leave for the purpose of broadening their teaching experience or educational expertise, or to devote time to tackling an identified curriculum challenge. Take up of this opportunity has been disappointing, as at that stage the nature of the award was not well understood. It is worth noting that this has been turned around in 2013, with the full 2013/2014 award of R860,000 being allocated to support teaching leave replacement costs to free staff to devote time to curriculum development initiatives.

3. Research-enriched teaching at Undergraduate (UG) Level

In 2012 the Quality Assurance Committee (QAC) launched an initiative to promote good practices in teaching and learning related to areas that advance particular attributes of UCT's Mission and Foundation Statement. Goal 4 in UCT's Strategic Plan states that "As a research-led university, research must inform our teaching. All UCT students must experience the importance of creating new knowledge by virtue of the fact that their teachers infuse their courses with the results of their research. We must multiply the incentives for research to be fed into all levels of teaching and for encouraging research by all students. In this regard it is important to revisit the documents on the linkage between research and teaching that have been developed in UCT in the recent past, in order to develop a comprehensive strategy for integrating research into teaching" (UCT 2009).

The QAC decided to launch the 'good practices' initiative with a focus on research opportunities in undergraduate teaching to contribute to the debate about linkages between research and teaching.

Deans were requested to nominate a particular course that exemplifies good practice within the theme of 'research-enriched teaching at an undergraduate level', for example, by providing undergraduate students with the opportunity to carry out a research project. The Institutional Planning Department (IPD) provided a small grant to enable the nominees to write brief descriptions of the research projects covering the following areas:

- Staff involved
- Name of Course(s)
- Rationale of the research project
- Description of the research project with particular focus on the innovative features of the initiative
- Links with UCT's desired graduate attributes
- Results/findings/feedback from students
- Reflections on the initiative

The cases illustrate that research-enriched teaching at an undergraduate level takes multiple forms.

The methods used in building research skills include:

- Pairing up students with co-authors of their choice who then help the students to formulate individual research questions
- Getting students to contribute to conference papers
- Getting students in groups, or individually, to undertake a literature review and conduct a survey or laboratory-based study
- Getting students to produce independent research papers of 6-8,000 words to present in seminars and getting them to produce papers to reflect on the previous week's seminar.
- Conducting research on real world problems
- Placing undergraduate students in research units during the holidays to gain exposure to the research in their disciplines
- Students receive training and then devise individual research projects
- Postgraduate students act as supervisors to the undergraduate participants

3.1 Eco3009F – Resource Economics²

Staff involved

Beatrice Conradie with support from

- Three tutors
- Maureen Chiware (Economics librarian)
- Writing Centre consultants
- The course administrator

Rationale for the research project

Economic analysis can tackle a wide range of social problems. A good economist knows which theory /analytical framework to bring to which question, knows both the theoretical solution to it and why this solution may not work in the real world, and knows what a second best solution to the problem might be. The best economists can communicate clearly about these things to specialist and non-specialist audiences alike. Since Eco3009F is an optional course and the Department already offers a well-rounded graduate sequence in resource and environmental economics, I decided to devote the third-year slot to building these skills using the relatively narrow theme of water scarcity. We study water scarcity because it is a problem that is both relevant to my students and one they understand well enough to practice application on it, but almost any other theme would work equally well for this purpose as long as students know something about the theme.

I incorporate research into my third-year teaching because it is a way to equip students to work as researchers or business analysts, but I also believe that research-based teaching can deliver a far broader range of the desirable graduate attributes than just job readiness. Finally, I share the view that the interest, excitement and passion, which undergraduate research produces in students is essential to renew my teaching (Neumann, 1992; Robertson and Blackler, 2006).

Description of the research project with emphasis on the innovations

My model is simple: I get all students to pair up with co-authors of their choice. Co-authors draw on their own experience and networks to formulate individual research questions within the broad fields of environmental and resource economics. I work with students to ensure that questions are suitable for the time frame and their level of skills and, as far as possible that they have some prior knowledge of the project that they tackle. Individual consultation is supplemented with taught research and writing input and scaffolded by the Writing Centre with support from the Library. After three weeks each co-author submits a 400-word draft which contributes 5% to the final mark. I expect students to have made a good start on their analyses when they submit their drafts. These drafts are graded and returned with written comments within a week. At that point I encourage the pair to decide on a first author who will have the primary responsibility for producing the final paper. Students then have another four weeks to write 3,000 words, to be jointly submitted for 30% of the final mark. In the last week before the final deadline I offer more one-on-one consultation where papers got into difficulty through no fault of the students'. In all of this, I try to make the research process as authentic as possible (Kloser et al., 2011).

² Contributed by Beatrice Conradie

The goal of publication

I would argue that the main innovation of the Eco3009F research project is that third-year students are doing research at all. I formulate the research project as a conference paper, since I consider it an appropriate first goal for publication.

We have successfully published on several occasions. For example, in 2008 Julian Grieve presented his analysis of the viability of the South African biofuels industry at the annual conference of the *Agricultural Economics Association of South Africa* in Windhoek. In 2011 Jacques Joubert presented his collaboration with Juran Keen, a visiting student from Germany, on the viability of wind turbines for Western Cape farms at the *Economics Association of South Africa's* conference in Stellenbosch. In 2012 Amelia Midgley presented an updated version of her 2011 Eco3009F paper at the *Fynbos Forum conference* in Cape St Francis. We also had two posters accepted in 2012. Sofia Monteiro and Melissa Newham's analysis of the viability demand management for household refuse in Cape Town was presented at *Fynbos Forum* and Lucia Valsasina and Niqui Melis' analysis of the potential contribution of the South African dairy industry to green electricity generation was presented at the *Agricultural Economics Association of South Africa's* conference in Bloemfontein.

In each case substantial reworking of the student project was required, which was done during the June exam (for no extra marks) and presented some time during the second semester. Although I publish jointly with students, they keep control of the process and conduct the actual presentations at the conferences. Each year there have been more projects that had the potential to be submitted to conferences, but since the additional work required to get them submitted competes directly with my own research, and students drift off to their own pursuits at the end of the semester, I usually taken on only one or two in a year. This is a shame, because, we have, thus far, always been successful with our conference submissions.

Unique and context-appropriate topics

According to Kloser et al. (2011) students should work on a varied but finite number of research projects. I believe that students should be free to choose whatever they want to work on. The disadvantage of this open-ended mentoring and assessment is more time consuming, but the commitment that I get out of students and the lack of plagiarism problems make it worthwhile for me.

In terms of research topics, family businesses and immediate community experiences are popular sources of case studies as diverse as irrigation responses to droughts (2006, 2012, 2013), the environmental impact of brick making (2011) and the livelihoods of sidewalk recyclers (2012). Personal interest is fertile ground, providing questions on the viability of labour intensive fire management (2012), wasteful use of natural resources on golf courses (2011, 2013) and the impact of fishing regulations (2010, 2013). Parents' contacts are useful but risky. Recent studies include property development and wetland restoration (2013), greening of shopping centres (2012), wildlife control at airports (2013) and water supply to the mining industry (2011). The greatest risk is that a parent hands a student a feasibility report to which the student usually struggles to add value. A final source of projects comes from NGOs and government. For example, in 2011 *Flower Valley Conservation Trust* asked for an update of a financial analysis I did for them in 2009. Also in 2011, Land Care requested a cost benefit analysis of an irrigation project in Genadendal and this year we collaborated with *UCT's Knowledge Co-op* for the first time, studying residential retrofitting for the NGO SEED.

Although all three third-party projects have so far delivered reasonable results, there is a real risk of raising expectations about deliverables which are just unrealistic for third-year students. For this reason I prefer not to work with third parties on undergraduate research.

Inadequate schooling poses serious challenges for certain students when faced with critical inquiry learning (Kapp, 2004). I have found that helping these students, in particular to formulate questions from their own contexts, harnesses the multiple capitals with which they arrive at UCT, to more than make up for their academic shortfalls (Pym and Kapp, 2013). For example, in 2008 a student from the rural Eastern Cape described how her family and community would fall back on pre-development practices when state-provided dams and tanks ran dry. Although the project was written in almost unreadable English, I had to pass it, because it communicated so clearly about a world about which I knew nothing. In 2012 I had a similar experience, when two young women surveying the nature of the contract between backyard dwellers and landlords in the townships of Cape Town, educated me that a shack was not a generic term for informal dwellings, but a specific type of construction.

Not only does non-scientific familiarity facilitate scientific inquiry for marginal students, but when these students get the feedback that they have succeeded with their research endeavour, it usually gives them the voice to become the experts on their communities in class discussions. I will never forget the faces of the semester- abroad students when last year's township expert described how she linked up to the grid by running an ordinary household electrical extension cord under the train tracks to her friend's shack. Often I am completely humbled by my ignorance, not only of my students' lives but also about how to proceed to make this a useful experience for all involved.

Pair work with a definite first author

For me the most important practical benefit of pair work is that it keeps my workload under control, but the benefits of students sharing responsibility, inspiring and helping each other, and learning about the give and take of working together cannot be disputed either. None of this is particularly innovative. What is innovative is that I encourage the pair to appoint a first author, in the sense in which we use first authorship in research. I do it mainly for two reasons: to afford more marginal students a longer 'silent learning' phase, and to improve the quality of the writing. In addition, this arrangement sets up some distance between the first and second author, which allows the second author to make more critical input. The latter is particularly important where a first author gets too close to his or her project. I have witnessed on several occasions how second authors would then step in and do an excellent dispassionate analysis which the first author would never have been able to do. I occasionally have to deal with ownership issues while topics are still being decided on, but authorship switches are usually uncontested. When asked to rate their co-authors' contributions at the end of this semester, less than 7% of students rated their co-authors as being uninvolved in the process, while 60% indicated their co-authors' contributions to have been excellent.

Links with UCT's desired graduate attributes

UCT's mission statement presents our version of Barrie's (2006) controversial shopping list. There is some debate as to whether these attributes should be delivered more generically or whether they belong in a particular course (Green et al., 2009). The classification in Figure 1 is not absolute, but is useful for illustrating Eco3009F's contribution to UCT's desired attribute list.

Graduate attributes

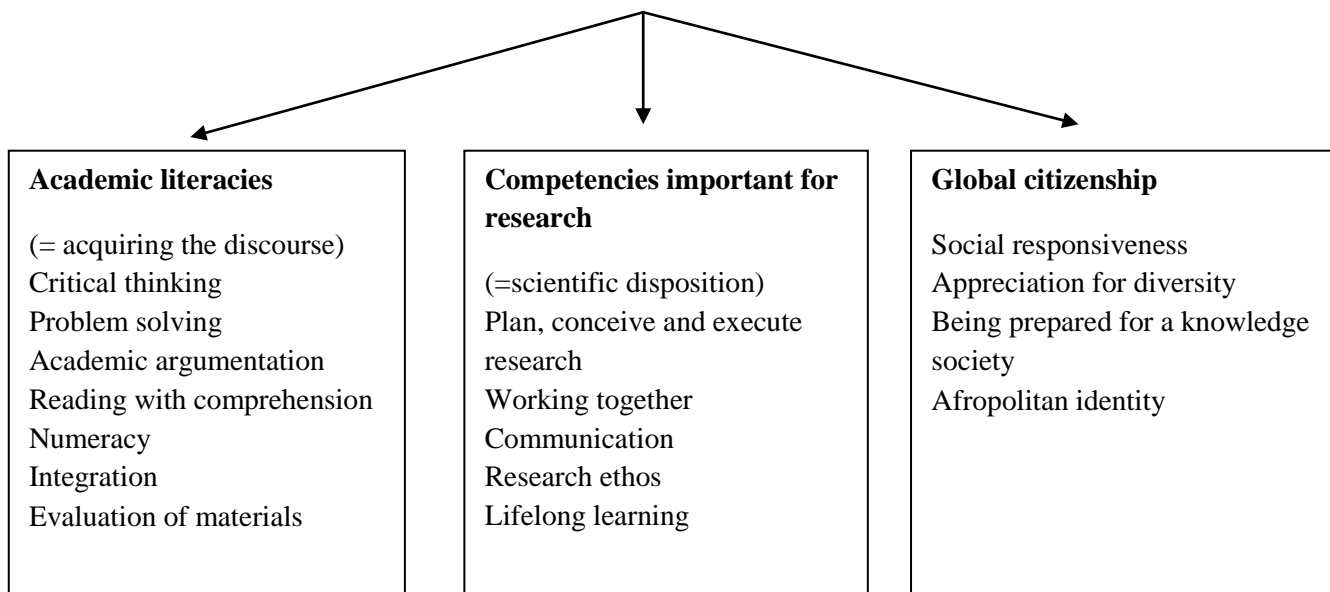


Figure 1: A classification of UCT's desired graduate attributes

Academic literacy is about acquiring the discourse and being able to apply theory and analytical processes in the real world (Green et al., 2009). Under this heading I would classify skills such as the ability to read with comprehension, evaluate sources; integrate materials, as well as academic argumentation, numeracy, problem solving and critical thinking. These things clearly belong inside multiple courses, although some of the student feedback below suggests that it is unusual to find markers of academic literacy in undergraduate courses at UCT. Within Eco3009F academic literacy is as much a part of the non-research component as it is of the research project.

According to Brew (2003) we bring research into teaching by drawing students into the research community of practice. To do so, students must acquire a scientific disposition (Elsen et al., 2009) including a love of lifelong learning, a research ethos (Griffiths, 2004) the ability to work together, and to conceive, plan and execute research which make a difference. The Eco3009F research project is this induction into the community of practice of economic research.

I consider the attributes under global citizenship to be much broader than any particular course, and therefore not particularly my responsibility to teach. However, students are encouraged to venture into the real world for their research questions, including on social responsiveness questions, if they are that way inclined. In addition, everyone is exposed to some of the important issues of the day such as the implications of climate change for Cape Town and how market failures affect the poor and the environment.

Results/findings/feedback from students

Table 1: Student feedback about the research process (n=45)

How difficult did you find the following aspects of the research process:	Frequency				
	Quite difficult	Difficult	Unsure	Easy	Quite easy
	Formulating a research question	0.09	0.38	0.06	0.38
Finding the relevant literature	–	0.26	0.17	0.45	0.09
Formulating an argument	0.04	0.30	0.09	0.51	0.02
Finding the correct register	0.02	0.15	0.17	0.55	0.06
Formulating an introduction	0.02	0.04	0.04	0.68	0.17
Formulating a conclusion	0.06	0.23	0.15	0.45	0.06
Finding time to conduct the research		0.43	0.11	0.40	0.02
Working within the small word limit	0.09	0.38	0.09	0.32	0.09
Referencing	0.02	0.15	0.02	0.55	0.21

The information in Table 1 is derived from a 2013 classroom survey conducted directly after the research project had been submitted. Students received a structured questionnaire which asked them to agree or disagree about a number of statements regarding their term papers. According to students the most difficult aspects of the research project are formulating a research question, formulating an academic argument, finding time to do the research and working within the very restrictive word limit of 3,000 words. However, it is important to note that Table 1 reveals a highly bimodal distribution of attitudes. For example, 47% of students reported formulating a research question to be difficult or quite difficult, while 42% found it easy or quite easy. For me the take home message from Table 1 that it is important to formally teach all these elements of research and that one size would not fit all in support. It certainly indicates too, that we are not wasting our time with student research. (See *Appendix One* for detailed feedback from the students).

Reflections on the initiative

It is obvious to me that research adds value to undergraduate education. Like the Boyer Commission (1998) I subscribe to the view that all students have the right to be taught this way. I wish I had the time and creativity to find a perfect project for every student in my class and to mentor each of them through the entire process to the point of publication because I know of nothing else in teaching and learning that is as productive. This is great news for UCT as it means that the university ought to find little resistance from staff when it wants to embark on this path.

Elsen et al. (2009) provided a very useful overview of how to curriculate undergraduate research by building gradually over three years. Their model is adapted from Healey(2005), who set out a two-dimensional classification scheme of research-based teaching along a content-process and an active-passive learning continuum. The refinements suggested by Elsen et al. (2009) involve the active-passive learning scale with a scale measuring how new/ publishable a student research contribution is. For them the ultimate goal with student research is (p79):

“Research-based teaching: A course or curriculum is focused on students undertaking authentic research activities contributing to insights which are new to the field”

However, the vagueness of how research-led teaching delivers the desired graduate attributes leads to what Green et al. (2009) identified as the espousment-enactment- experience gap in higher education. They argue that the main reasons why teaching for graduate attributes is not taken seriously is that teaching is under-resourced and undervalued compared to research while at the same time held accountable to student evaluations. It is highly unlikely that teachers will embark on this path knowing that it will be much more demanding of their management time and with the likelihood it may scare students away. The size of Eco3009F and the high level of churn in enrolment that I experience in the beginning of every year are evidence enough that my approach scares students away. The remaining flaws in the course, for example that I do not ensure that every student has a perfect research topic, that all of them get the opportunity to collect primary data or do meaningful analysis of secondary data, are testament to the fact that I face trade-offs between teaching research and doing my own. I teach in this way because I find it meaningful to do so, but only up to the point where I can afford the luxury of doing so.

We must be very careful about attempting to roll out university-wide research-based teaching for all the reasons outlined in Green et al. (2009). Firstly, it is enormously resource intensive of the kind of resources that are scarce (academic time!). You need someone who is very committed to teaching and research (perhaps to the point of insanity...), who is prepared to work in an interdisciplinary and eclectic manner, and who can see beyond “the core curriculum”. Secondly, the amount of personal contact on which this model relies is not viable in the typical Commerce undergraduate course. Thirdly, tutors have done too little research themselves at this point to mentor research effectively and therefore offer limited relief to teachers of undergraduate research in large classes. For this reason I consider it pointless to attempt research-based teaching in a first-year course that has 1,000 students. This is not to say that first-year courses cannot begin to develop explicit building blocks for research, but it would be incorrect to describe such efforts as research-based teaching. On the other hand, if it is done well, the building block method could allow us to achieve the ideal of research-based teaching by collaborating across years. Fourthly, one good experience is arguably better than several half-hearted attempts which stretch all teachers in this way. Fifthly, and following on from the previous point, distributing the effort of service departments across fewer rather than more opportunities, will improve the service available from these departments at a given cost. We must investigate alternatives, for example to equip lectures to embed some of these services in the core of their curriculum, but in other cases an additional outlay will be unavoidable, for example as in setting up a dedicated unit for processing ethics clearance applications in a manner appropriate for a semester course. Sixthly, even if we can find enough mentors with the requisite interdisciplinary skills to set up many intimate research groups for every undergraduate student to serve a least one apprenticeship, I am not convinced that this will necessarily be beneficial as such a strategy might divide departments rather than integrate them. Of course, none of these objections mean that we should not try.

Acknowledgment

I would like to thank my colleagues in CHED and the Commerce Education Group for many years of mentoring, in particular June Pym and Moragh Paxton who never hesitated to provide support and inspiration when I had doubts about my own teaching. None of these institutions and individuals should of course be blamed for my poor practice or ignorance of the scholarship of teaching.

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3.2 Learning through research for undergraduate students in the Faculty of Health Sciences³

The graduate profiles of the undergraduate programmes in the Health Sciences Faculty state that the aim of all the undergraduate programmes is to produce competent health professionals equipped with the knowledge and skills to enter the health care field with confidence. All our undergraduate programmes promote communication skills, teamwork, professional values, research skills and competent clinical practice. The educational approach aims to equip students with critical thinking and lifelong learning skills.

³ Contributors: Gonda Perez, Virginia Zweigenthal, Harsha Kathard, Roshan Galvaan And Arie Katz.

This is emphasised in the graduate profiles that graduates should be able to:

- To conduct research into the nature and management of the conditions in relation to the relevant profession
- To assess community needs and collaborate with other sectors in addressing these needs

This comprehensive approach is encapsulated in the principles of Primary Health Care (PHC), the lead theme of the Faculty. All undergraduate students are expected to learn about research, learn about evidence-based practice, do at least one research project and to apply the research to practice. In order to meet its graduate profiles, the Faculty has structured the undergraduate curricula to incorporate several opportunities for students to acquire the research skills they require.

This is reflected in:

- The Special Study Module (SSM)
- The Intercalated BSc (Med) Honour.
- The Public Health Epidemiology Project
- Health and Rehabilitation research projects
- The Annual Undergraduate Research Day

Special Study Module

This is a four week period of supervised study in the second year of the MBChB programme designed to complement the core curriculum and broaden the learning experience. The SSM provides students with the principles and practice of scientific method and research practice. They develop skills in literature appraisal and scientific writing.

Each student selects a research module from a list of modules offered by different departments and research groups. SSMs cover a wide range of topics including basic medical sciences, pathology, clinical science, behavioural science, epidemiology and community health. Students work individually or in small groups and the module may take the form of literature review, data interpretation, a survey or a laboratory-based study. Assessment is based on a written report submitted at the end of four weeks. Here below are the comments of a student:

“With encountering such a programme, students have the opportunity to experience education within another setting; creating an awareness of the diverse future prospects of medical practitioners. Personally the research project helped me attain and develop logical thinking and a systematic way of thinking, together with a deeper understanding on a key aspect (ACE) in medicine. This has improved my clinical reasoning and thinking as well as broadened my medical knowledge. The research project also benefited me as I interacted with people on various levels of academia, allowing me the opportunity to learn, both academically and practically, from a wide range of people and resources”.

Intercalated BSc (Med) Honours

In the MBChB programme students, who are interested in research, have the option of taking an additional course entitled Molecular Medicine during their third year of studies and then undertake a BSc (Med) Hons as a “year out” The Molecular Medicine course provides the students with fundamental knowledge of the molecular basis of disease, molecular biology and biochemistry and provides the students with laboratory research skills. The Honours Programme is a research intense

programme. Each student works independently on a research project in a laboratory of their supervisor. This gives the students theoretical and practical knowledge and research skills in the areas of Human Genetics, Infectious Diseases and Immunology, Cell Biology, Physiology, Medical Biochemistry and Bioinformatics. After completing the programme the students graduate with a BSc (Med) Hons and return to the fourth year of the MBChB programme. At the end of the MBChB programme they graduate with both an MBChB degree and a BSc (Med) Hons. About four students have taken this option to date. Some comments from the students below:

“I have found this year to be very intellectually challenging and rewarding, and it has been a nice change from medicine, being allowed the freedom to read broadly and with more personal choice over what you choose to study.”

“I feel that this year has greatly broadened my understanding of the basic sciences (and neuroscience in particular), and I've been able to integrate this new knowledge into my existing medical framework.”

“Thus far the year of BSc(Med)Hons has been a good experience. It has certainly allowed for a lot of learning and has been challenging in very different ways. It has been wonderful to be part of an environment that is so conducive to learning.”

Public Health Epidemiology Project

In the fourth year MBChB Public Health and Primary Health Care eight-week compulsory block, students undertake a population orientated quantitative research project. This is a group project. Students are given a problem that is identified by community stakeholders with whom the Faculty has long standing relationships. In any one block we have eight student groups, each undertaking a unique research project. Stakeholders are community-based organisations such as Health Committees, Non-Governmental Organisations (NGOs), and health service facilities and providers. Students are placed in geographical settings mostly in the Cape Town metropolitan area – Mitchells Plain, Langa, Bonteheuwel and Khayelitsha, as well as with NGOs - the Cancer Association of South Africa (CANSA) and Hospice Palliative Care Association (HPCA). Our growing partnership with the Saldahna Bay health sub-district has facilitated student projects in rural towns.

The aim of the course is to engage students in team work, to promote critical self-reflection, develop planning and problem-solving skills, develop research and communication skills. The overarching principle for the projects is that placements are to be mutually beneficial to students and community.

Students, working in groups of four to six, undertake research that exposes them to health services and community health issues and settings, and their findings are translated into a health promotion intervention that also involves project stakeholders.

The project exposes and trains students in the research process and they are required to undertake all processes of research. These are the development of a protocol (research proposal), fieldwork, data analysis, reporting of results – both oral and written. Reporting focuses on both scientific writing and translation of findings for lay and community audiences. Through discussion of research findings with stakeholders viable health promotion activities are agreed upon, which students then undertake in the last weeks of their placement. These activities are grounded in an approach that exposes students to sustainable, appropriate interventions that are grounded in theoretical models of behaviour and social change.

The course consists of classroom teaching that trains students in research methods, including the conduct of a relevant literature review on the research topic, and research ethics. Students apply public health learning from their earlier years particularly in epidemiology and data analysis. The course is an example of the spiral of learning where earlier theoretical foundations are deepened and applied to real life problems. Prior learning is briefly refreshed and new material required for the design and conduct of their research is taught.

The timeframes for the research are very short, and the research protocol, together with the literature review and the piloting of the research instrument is completed within 10 days. The four days of fieldwork are conducted after two weeks and reporting of findings after four weeks. The remaining three weeks of the block are focused on health promotion activities. Interventions include the development of materials such as assessment tools, workshops, posters and, advocacy in the form of presentations to senior health managers, radio presentations and through social media.

Staff support for the project is intensive with a University employed site facilitator who engages with stakeholders and negotiates possible research projects. The site facilitator assists students to negotiate and conduct the research particularly with community surveys. Where necessary community escorts support students' fieldwork, and assist with translation. Each student group is allocated a supervisor, with research experience, who meets students at least six times and guides the group through the research process.

The quality of research is of a high standard and all are encouraged to showcase their work at the annual Faculty Undergraduate Research Day. Through the Public Health Research Project, students undertake research that is both socially responsive as well as being a unique opportunity in the undergraduate curriculum, to experience all the phases of academic, rigorous research. The impact of these research projects on both student learning and community stakeholders has been researched¹. It is captured by one student as a:

“Really awesome experience. I really feel that because my placement was so well designed and we had such motivated facilitators...I really learnt a lot about myself and about how public health actually works...”

and a stakeholder who reported:

“I know the benefits it holds not only for the facility, but for the individuals working in the facility, it complements the services that we run, empowers the community, and I feel that it should continue...”

The topics that students have researched in various communities reflect current, important public health and service issues. Although there is limited time for these projects, both students and stakeholders gain from the engagement and in many instances the impact is long lasting. Materials produced by students have been adapted by stakeholders for widespread dissemination and follow-up studies from student interventions have also been conducted.

Health and Rehabilitation Research Projects

In the Health and Rehabilitation programmes each student in the third and fourth years is provided with skills and conceptual knowledge to conduct research. Students are taught how to ask questions, do a research programme and then feed the results of the research back into practice. The research projects undertaken by the students are generally socially responsive and involve communities. The

research ideas are generated in the clinical courses and students are afforded the opportunity of seeing the practical outcomes of their research – completing the link between teaching and research. A practical example of this is the “Facing Up” project in the final year of the Occupational Therapy programme.

Students placed at Facing Up frame their practice drawing on theory taught in the Occupational Therapy Foundations course and draw on the research skills taught in the Research and Practice management course to inform their practice. During their practice learning placements, they design and initiate targeted interventions in the form of occupation-based campaigns with primary school learners. Successful campaigns are informed by action research completed during their placements.

Occupational Therapy student, Dene Benjamin, initiated her ‘Where is the Love?’ campaign based on her research into the needs of grade 7 learners while she was placed at Facing Up in Lavender Hill. During her initial research, Benjamin identified that interpersonal violence and disrespect was prevalent amongst grade seven learners. She noted that this negatively influenced the classroom milieu. In response she conceptualized a campaign aimed at reducing interpersonal violence in the classroom through facilitating mutual respect between learners and with educators and to minimize aggressive discipline strategies. Recognising that Lavender Hill was often portrayed as violent in the media, the campaign aimed to represent more positive messages about Lavender Hill in order to encourage more such interactions. The timing of her campaign was during February, a month that the learners associated with Valentine’s Day and love – providing a well-situated platform for reflecting on the love and care present in their school community.

Her initial phase of the campaign, involved a participatory action research project with the learners. Eighteen learners participated in a photo-voice research project seeking out examples that challenged the stereotype of interpersonal violence and showcasing caring and compassion. The learners captured photos illustrating examples of caring – such as learners sharing their bread with each other, respect (giving way for teachers to walk through passages), friendship (helping each other with school tasks) and community spirit. Through this they were able to represent issues in their community, capturing the interaction between peers in the classroom and in the community. Based on these examples, further reflection occurred through discussion about how to promote more such interactions and how to deal with the contextual factors that hindered such behaviours. Life-skills sessions focusing on conflict resolution and teamwork were facilitated.

The student then, in partnership with learners organized a public photo exhibition in Lavender Hill. This provided opportunities for further dialogue with peers, educators, parents and community members. Learners hosted the event and engaged in conversations with patrons about the possibilities for promoting more respect and compassion. Educators reported that the project raised awareness in and increased sensitivity between learners regarding how they related to their peers and educators. Community members and educators voiced their appreciation of the recognition given to the positive aspects of Lavender Hill. This message was spread widely through an article that appeared in a local newspaper. The classroom milieu was positively impacted through this campaign in that the learners were more tolerant and patient with one another. Educators used this as a basis to explore different methods of discipline that could effectively be used with the class.

Through this experience, Benjamin was able to integrate her research skills into her practice. In doing so, her practice was enhanced and she could engage directly with local matters. This approach enabled her to effectively overcome the learning gap between theory and practice.

She was also able to meet the following course outcomes:

- **AHS 4119W: Research and Practice management:**
Demonstrate basic knowledge, skills and attitudes required for rigorous and ethical occupational therapy research
- **AHS 4120W: Foundations for Occupational Therapy Practice II:**
Demonstrate basic knowledge of influences that shape the world of work, play, learning and development as informed by contextually relevant theoretical underpinnings
- **AHS 4121W: Occupational Therapy Practice and Service Learning**
 - Identify instances of occupational injustice in practice
 - Apply knowledge about advocacy for equalisation of opportunities (promotion of inclusive environments) in collaboration with relevant stakeholders and in accordance with relevant policy frameworks or legislation.
 - Plan and implement a community-based occupational therapy programme or project using a developmental approach to practice
 - Apply occupation-based methods that support social action

Undergraduate Research Day

Annually the Faculty hosts an Undergraduate Education Research Day. Entrants from all the undergraduate programmes as well as individual research projects are considered eligible to enter. The day is designed to showcase student research that has taken place by students over the past year. The day is intended to promote the importance of research amongst undergraduate students and to 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.

In 2012, 12 studies were presented in oral presentations and a record number of 14 posters were showcased. These were selected from the 34 entries by a scientific panel made up by senior staff members in the Faculty.

Judges for the day were drawn from clinical, basic science, health and rehabilitation and public health academics. Prizes were awarded for the best three oral presentations and poster presentations. The panel also selected presentations from each of basic sciences, clinical research and community research for the Pfizer National Research Symposium held in Durban on 23 October hosted by the University of KwaZulu-Natal. Three presenters were flown up to Durban for the occasion and Shannagh Hare, a UCT student was awarded the prize in laboratory sciences research for her research entitled "TBX3 regulates the cell cycle inhibitor P21^{ot}" that was done as part of her work for her BSc (Hons) degree.

Reflection on undergraduate Research in the Faculty

Research plays a very important part of the teaching and learning in the Faculty of Health Sciences and the manner in which research is taught is directly related to the graduate outcomes the Faculty would like to achieve.

An essential part of this profile is the ability for all health professional to be able to work in teams. All the formal research projects in the Faculty are structured around teams. The students are given the opportunity to become members of research teams, doing meaningful research, which in many cases results in socially responsive projects that involve local communities. Students learn skills which enable them to be evidence-based practitioners and critical thinkers – able to apply their own and others research to their daily practice of their professions.

Students are encouraged to work with their supervisors to disseminate and publish their research. By contributing to a paper, the students not only improve their own CVs but also learn that research is not completed until the results are disseminated. In the Department of Health and Rehabilitation Sciences students have contributed to at least 14 papers in the last ten years, many of which were in international journals. Through these publications, students are introduced to the international community of health practitioners and come to realise that they do not practice in isolation but are part of a global network of health professionals who are passionate about the same concerns as they are. They realize that the generation of knowledge is rewarding and recognised by others as important.

Students are given the opportunity of presenting their research publicly through the Undergraduate Research Day. In order to earn the opportunity of presenting their research on that day, they are expected to produce abstracts of a high standard. The best abstracts are chosen by a panel of senior members of staff for presentation on the day. The Undergraduate Research Day meets the standards of any international scientific conference and students very easily meet and surpass that standard.

Conclusion

Knowledge in the health sciences is constantly growing and new discoveries are being made, which assist health professionals in the quest to deliver quality health services, health promotion and disease prevention to all communities. It is vital that health professionals are lifelong learners to ensure that they constantly keep in touch with new developments, that their practice is evidence-led and that they are able to conduct research into conditions that they find in individuals and communities and prepare adequate responses to these.

The approach we have in the Health Sciences Faculty is innovative as we manage to link teaching and learning with research and having an outcome that is socially responsive and whose application benefits not only individual students but also the community in which they learn – paying back the community in a small way for being their teachers. Students learn that research is vital for their practice and provides them with scientifically proven skills to be able to conduct their own research once in practice.

Through this approach to research the Faculty addresses several of the outcomes we wish our graduates to attain – the ability to work in teams and respecting the value each member of the team brings, the ability to enquire, research and apply evidence to the practice of health care, to be lifelong learners and critical thinkers and to be able to demonstrate a respect for human rights and a commitment to social justice.

Refer to *Appendix Two* for a list of publications that arose from student research projects.

3.3 Undergraduate Research-Led Teaching: Women and Law, Faculty of Law ⁴

Staff Involved

The course is convened by Associate Professor Dee Smythe. The methodology workshop is co-convened with Dr Kelley Moulton. A/Prof Smythe also draws on a range of experts, including researchers from the Centre for Law and Society (CLS), depending on students' research interests. In the case of the project described below, Monica De Souza and Diane Jefthas, both researchers at CLS, were particularly involved.

⁴ Contributed by Dee Smythe

Name of course

Women and Law [PBL4605F]

Rationale of the research project

In the final year of their law studies LLB students must sign up for a Research Seminar. For this course they produce an independent research paper of 6-8,000 words. The general format is between six and eight seminars in the first semester, to orientate students to the subject area in question, after which they work relatively independently, submitting in October. I convene the Seminar on Women and Law. It is a kind of rebellious course. Almost inevitably students enter it with strong views about identity, gender and feminism. Quite often, they feel that these issues have been marginalised in their legal training. Most have actively chosen to do the course, pushing back at employers who they think, rightly or wrongly, will raise eyebrows at this “wasted credit”. It is generally oversubscribed and I never turn anyone away.

I have no set syllabus for the course. Its content is determined by the interests of the students who participate in the course that year. At the first class students agree on issues they want to cover and together we construct a programme of learning around those interests. There are some constraints: I require a seminar on feminist legal theory and a research methodology workshop. I also require a public presentation of their work. This year, for example, the class will host a Symposium on Women & Law during Women’s Month. In the last couple of years we have covered aspects of women in the legal profession, violence against women, culture and equality in the context of Muslim personal law and African customary law, women in the workplace and the transformative potential (or not) of legal education. I will focus further on the last topic in the section below.

Students write weekly response papers, in which they reflect on the previous week’s seminar, their readings for the week and their research progress. One reason for this requirement is that I want them to do the readings, but the main purpose of the response papers is to encourage them into the habit of reflecting, rather than summarising, and to get them writing. It is also an important opportunity to debrief, sometimes on the personal feelings evoked by difficult conversations about topics like violence against women and sometimes on the frustration of the research process. I regularly reintroduce issues raised in the reflection papers into the seminar. Students write a very brief research proposal, focused on the question that interests them, why it matters, and how they propose to answer it. These proposals form the basis of a full day methodology workshop, where we focus on the basics of how to ask a researchable question, how to decide on the best way to answer it, and how to interpret findings. The course has been structured to ensure maximum support for the writing process, by requiring students to workshop their research questions, methods and draft papers, and to review and comment on each other’s papers. I encourage students to form research groups, where their interests overlap, and strongly support collaboration in everything but the writing of the paper.

Description of the research project (particular focus on innovation)

Each year the topic of legal education comes up as a central concern in the Women and Law class, with students pointing out the perceived bias of our Faculty towards commercial practice and an institutional culture that they say tends to alienate black students and links to gender, race and class disparities in student performance. In 2012, after reading studies of women’s experiences at Harvard Law School (Working Group on Student Experiences, 2004; Neufeld, 2005) and UC Davies (Celestial et al, 2005), a group of students decided that they wanted to do research on this issue, and so organised themselves into a “research group”, which met more or less bi-weekly throughout the year (in addition to the scheduled seminars). Other students worked on Muslim marriage reform (in one case, drawing very interestingly on the student’s own experience of marriage classes, which she was attending at the same time), the sale of women’s eggs in South Africa via fertility agencies (which included interviews with these agencies) and various aspects of sexual offences, including the criminalisation of

consensual sexual activities between adolescents (collaborating with the Women’s Legal Centre, which was intervening in litigation on the issue).

From the student proposals, it became clear that while the questions about the institutional culture of the Faculty and student experiences were quite divergent, all could be usefully addressed in some way through a survey of the current LLB students and from anonymised student academic performance data. No survey of this kind had been previously done in a South African law school. We considered and discarded, for various ethical and practical reasons, proposals for in-class observation of student participation, focus groups with staff and students, individual interviews with staff members and interviews with alumni.

After receiving permission from the Dean of Law, who was very supportive of the initiative, the group wrote an application to the Faculty’s Research Ethics Committee and obtained permission to access students from the Dean of Students. Students worked over a number of weeks with Dr Kelley Moul, Monica De Souza and myself to refine their own questions (around 12 questions each, along with a range of demographic questions), which were compiled into an online survey.

An invitation to participate in the survey was sent to each of the 478 students registered in the Law Faculty through Vula. The invitation read:

A group of UCT Law Students and Faculty is interested in understanding your experiences as students. We hope that your views will contribute to a conversation about how law is taught and learned at UCT.

We would like you to take an anonymous online survey which will take about 30 minutes to complete. We will ask you about what it’s like to be a student in the UCT Law Faculty, your career goals and the way that you see your early career playing out. At the end of the survey you can choose to enter your email address into a separate database to win a PRIZE for participating. There is one prize per year (Prelim, Intermediate and Final Year), so you have a good chance of winning! This is your opportunity to have your say! To take the survey click on the link below.

Students were taken to an anonymous survey collector (created on SurveyMonkey.com) by clicking the link in the invitation email. The survey was also advertised extensively in the Faculty through posters and classroom visits by students involved in the project. We kept the survey open from 24 July – 08 August 2012. The survey was very long, consisting of 166 questions that comprised mostly closed-ended questions (with some open-text “Other” fields), and a small number of qualitative open-ended questions that allowed students to enter text. It assessed students’ demographic characteristics, their experiences in law school, career goals, activities such as internships, their academic and career confidence levels and their satisfaction with their law school experience.

Links with UCT’s desired graduate attributes

The Law Faculty Student Experience Survey links directly to UCT’s strategic goal of transformation, born out of student interest in the extent to which gains have been made in breaking down stereotypes and in achieving greater parity of access, participation and outcomes. In this way, it also engages with the university’s commitment to “making the university a place that is experienced by all its staff and students as being inclusive and nurturing” (*Strategic Plan for the University of Cape Town 2010-2014*). At the same time, the Women and Law course challenges students to critically confront some of their own assumptions and stereotypes, in the context of our history – and law’s place in that history. In constructing the survey, for example, students had to think about the implications of using apartheid race classifications, resulting in difficult conversations about where these classifications

came from and their contemporary meaning. The course brings research into teaching, exposes students to the contested nature of knowledge and provides them with an opportunity to engage with law in its social context. In a globalised workplace, lawyers increasingly need to be able to use empirical evidence to unpack complex legal and policy questions, and to support their positions in the courtroom and business environment. This is an important skill with which all law students should graduate. More importantly, they should understand how they can use those skills to advance social justice – and whether this is an attribute that we are inculcating is a question the survey tackled head on.

Results/findings/feedback from students

Two hundred and forty seven students participated in the survey – a participation rate of 51%. The sample included 63% female and 37% male students, which closely resembles the gender makeup of the student body as a whole (61% female students and 39% male students). Students in the sample self-identified as 48% White, 19% Black South African, 11% Black (Other African), 9% Coloured, 11% Indian, and 3% Other. These proportions also closely resemble the reported racial breakdown of the law student body as a whole, reported as 46% White, 25% Black, 13% Coloured, 7% Indian, and 9% Other/not applicable.

Students used the basic SurveyMonkey functionality to generate descriptive statistics and basic cross tabs. Six of them wrote up their findings in papers focused on student transitions from public high schools to UCT (fraught), gendered perceptions of legal and analytical abilities (women think that on average they perform worse than they do; men think they perform better than they actually do), whether teaching of law at UCT could be said to embrace a “transformative pedagogy” (students feel encouraged to think critically, to participate in socially responsive activities and to engage with students who are different from them, but are very reluctant to participate in class, largely because they feel inadequate and fear ridicule from both teachers and classmates), what motivates students to study law (“intellectual stimulation and training” ranked number one for men and women) and whether male and female students had different career aspirations (the majority of men and women wanted to work in a large law firm, but only women saw having children as a major barrier to achieving this goal, while men were more concerned that their race would be a barrier), the social and economic consequences for students of failing a year (34.2% of Black South African students said they would have to leave the university, against 1.9% of white students), and to what extent they were graduating from the Faculty feeling worthy and competent (mostly yes).

We have been further analysing the data, with the help of two of the students, who are now tutoring in the Faculty. The full report has gone to the Deputy Dean for Undergraduate Studies in the Faculty and will be presented to the Faculty Board in due course. The findings will be published in a jointly authored article.

Students indicated that they felt deeply connected to the project, as their continued interest in the data also suggests. One student wrote: “It is rare that a course completely changes one's perspective of the world, and I can honestly say that this course has done that for me”. Another summed up the general feeling, when she wrote “I had fun:)”.

Reflections on the initiative

For research-led teaching to be effective you must engage with what interests students or engage them with what interests you. I teach a Master's course on sexual offences, which has my research at its heart. In that course, I am “the expert”. In my Women and Law class I am a facilitator. My aim is to introduce students gently to the process of producing knowledge – and to get them excited about it. I think that works best when you go with what interests them. This means taking students from the

questions they are already asking, turning those into “research questions” and showing them how their questions and opinions connect to a theoretical context and other scholarly debates. I hope that they leave the course able to stand back from and critically explore their intuitive understandings and to place them within the discourses of feminist legal theory and methodology. In other words, I want them to understand that the conversations *they* have, and the questions *they* ask, whether implicitly or explicitly, form part of a larger conversation. I want them to know that this “conversation” can be a resource for them not only in writing their research papers, but in making sense of the world and in checking in on the logic of the positions they take. In essence, I hope to encourage rigor – to stretch them beyond glib assumptions and easy rhetoric. I want to know that students are able to write more complex, thoughtful and challenging papers by virtue of participating in the seminar. It requires an enormous investment of time and energy to pull it off – with the Law Faculty Student Experience Survey being the most demanding of any of the projects we’ve tackled this far. Every year there is a moment when I wonder what I’ve gotten myself into. But as the year progresses and students become immersed in their research, we become partners in the process, and by the end of the year I am always really excited about the quality of this group of law graduates.

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3.4 Research-enriched teaching at Undergraduate level: The SURE Programme⁵

Name of initiative

This programme is called the Summer Undergraduate Research Experience (SURE), and has been run in the Department of Computer Science at UCT during the November-February summer vacations since 2009.

Staff involved

The SURE programme is exclusively run by staff in the Computer Science Department with the assistance of postgraduate students. It was founded by A/Prof Hussein Suleman in 2009, and also includes A/Prof James Gain and A/Prof Michelle Kuttel. They collectively run the initial training workshop. They then devise individual research projects and act as supervisors to the undergraduate participants.

Postgraduate students assist in the capacity of organisers, mentors and supervisors, interacting with the undergraduate participants on a more regular basis both in terms of the logistics and content of the research projects. Administrative staff in the Department assist with logistics for events and travel and manage the financial aspects of the project.

⁵ Contributors: Hussein Suleman, James Gain and Michelle Kuttel

Rationale of the research project

The SURE programme was proposed to expose undergraduate students who show potential, especially previously disadvantaged students, to research and innovation in Computer Science.

Historically, students in Computer Science were not exposed to any significant research opportunities during their undergraduate degrees, and were only introduced to the concepts and process of research in the fourth (Honours) year. While the undergraduate degree does incorporate elements of research, the focus is on training for a career in the commercial computing industry. Students therefore often leave academia before they have had the opportunity to learn about and participate in research. Those that are interested in academic research often move to disciplines that focus more on this aspect in the undergraduate degree than the Computer Science Department does. This led to a reduced interest in the postgraduate programmes, especially among the black and female demographic groups, which have low representation among the Master's and Doctoral students in the Department.

The SURE programme is designed to give students who show increased potential the opportunity early in their academic careers to take part in their own research and learn the skills necessary for postgraduate study. The goal is to develop a research culture that inspires creativity and critical thinking. The programme also helps to alleviate misconceptions about the nature of postgraduate study that may discourage students from designated groups from choosing to pursue postgraduate studies.

Description of the research project with particular focus on the innovative features of the initiative

The SURE programme is limited to a small set of students (7-13) each year. The programme is announced to students via Vula and in classes, and they are asked to fill in a survey as their application. The student participants are selected based on the quality of their applications and if their answers reflect a level of maturity and independent critical thinking that is deemed to be at the right level to conduct research.

The students are then invited to a workshop at the beginning of the November-February vacation to meet other participants, their postgraduate mentors and the project supervisors. Here they are given an intensive introduction to academic research. The students are given a list of projects that they are required to choose from, each of which falls under the area of expertise of one of the supervisors. Students are required to submit a project proposal before beginning their work on the actual research, which often includes the development and evaluation of an experimental software system. The final report on this research is due at the end of the vacation. Students can contact their postgraduate mentors for assistance whenever it is required, and the mentors monitor their mentees to make sure that the students are coping with their projects.

In the latter part of that year, the SURE students are given the opportunity to attend the annual research conference of the South African Institute for Computer Scientists and Information Technologists (SAICSIT). This is an international conference that showcases innovative research, and gives the students exposure to the end products of original research as well as a broader view of research areas than that of UCT as a single institution.

The SURE programme aims to develop the research postgraduates of the future. In doing so, it is also developing mentors for future SURE students. The programme therefore does not stop at teaching undergraduates the key research skills, but also helps postgraduate students to learn leadership and teaching skills. This is important for them, as it promotes the skills required for a future in academia after postgraduate study. The programme is therefore innovative in attempting to address the whole pipeline of academic training, by beginning at an earlier stage.

There have been many attempts at fostering enthusiasm about Computer Science, including the participation of students in programming competitions and the extra-curricular activities organized by the Department and the students. SURE differs from all of these because it focuses on research instead of undergraduate teaching. This research orientation defines a pathway for continued study where other activities naturally end after three to four years.

Finally, SURE is innovative also because it addresses the difficult issue of the research culture of the Department. Computer Science is often viewed locally as a practical/professional discipline, rather than one where constant innovation results from research. SURE attempts to change this underlying perception in the Department by touching the lives of undergraduate students early in their careers. Besides the participants in the programme, many other students notice the programme because it is widely advertised and publicized. Students who apply but are not selected, students who are friends of those on the programme, and various other groups of students take note of the SURE programme as a regular departmental activity – one that is about research. In the ideal case, all students will appreciate the nature of research and have appropriate opportunities for personal development. SURE provides both the stop-gap solution in the short-term and the development of a culture that will realize the long-term vision.

Links with UCT's desired graduate attributes

UCT's strategic plan forecasts the interventions the university aims to make in order to further develop UCT and its graduates over the current five to ten-year period. The SURE programme links with this plan quite extensively by focusing on the following elements:

Developing research

UCT's goal regarding the teaching done at the institution is that it must be "research-led", meaning that the quality of the research must be excellent and that it must inform everything that the university does.

The SURE programme aims to create a more research-oriented culture among the undergraduate students, in order to promote their continuation into research in the future. The aim is to supplement UCT's active research-led teaching techniques by directly involving students in the research, thereby allowing them to exercise their own creativity while actively learning and developing research skills. This exposure early on in their careers will ensure that the students are better prepared for research at Honours, Master's and Doctoral levels, and can therefore produce work of a higher quality.

Transformation towards non-racialism

UCT aims to have a more balanced and representative demographic among the student and staff bodies. In Computer Science, especially at the postgraduate level, the class is not representative of national/regional demographics. Very few Black and female students apply for postgraduate study in the Computer Science Department. The SURE programme aims to address this early in the students' careers, in order to expose these designated groups to research and equip them with the skills required to pursue it in the future. It is hoped that such students will increasingly consider this career path as a possibility.

Enhancing graduate attributes by internationalising the student experience

The strategic plan aims to improve UCT's graduate attributes by equipping the students with knowledge and understanding of local and global contexts and problems.

The SURE programme comprises projects that address innovative ideas in the Computer Science field, each addressing a need either in the local or global sphere. The projects have dealt with issues such as 3D graph drawing, new e-learning concepts and graphical representations of chemical compounds.

SURE promotes the understanding of its projects in an African and global context, and is designed to improve students' critical thinking and communication skills.

Results/findings/feedback from students

A survey was conducted to get feedback from the undergraduate students taking part in the programme and their Master's supervisors.

The following questions were asked:

- In which year did you take part? [2009-2010, 2010-2011, 2011-2012 or 2012-2013]
- Please comment on your experiences in taking part in the programme
- What did you think about the goals and execution of the programme?
- Should we continue to pursue undergraduate research programmes such as this one (not necessarily in the same format)? [yes or no]
- How would you suggest we modify the SURE programme to improve it?

Eighteen responses were received from previous participants, ranging across all four years that SURE has taken place. The responses were very positive, with all respondents saying that they enjoyed the programme and thought the goals of the programme were good and necessary. All agreed that they had learnt from SURE and that such a programme should be continued in the future. However, most of the respondents felt that the execution lacked the right amount of continuous engagement and supervision. They felt that as novice researchers they struggled to achieve their goals on their own. A few suggested that this could also be a reason why some projects were not completed.

In the suggestions for improvement, most respondents said that the process should be monitored and supervised more closely. Other suggestions were to increase the initial advertising to students and to incorporate a presentation element. These suggestions are already being addressed in a redesign of the programme for 2013 and beyond, with more intensive and closely-supervised engagement with students, probably through an in-residence programme rather than the previous model.

Reflections on the initiative

The SURE programme is now completing its fourth year, with the fourth set of students planning their trip to SAICSIT during the second semester.

In terms of evaluating the programme based on its initial goals, we can begin to analyse whether or not the SURE programme had a direct impact on its students by whether or not they pursued a postgraduate degree, or any career involving research. More importantly, the impact on the research culture of the Department and opportunities for undergraduate students needs to be considered. Both of these can only be evaluated on a long-term basis.

On a year-by-year basis, however, we have found the SURE programme to be very successful. We have had a few successful projects, where students have actively contributed to papers and posters submitted to local and international research conferences. The responses from students in the programme over these years have been very positive. Most feel that they benefited from the exposure to research, and some even mentioned that it inspired an interest in pursuing research in the future. More than anything else, inspiration alone justifies such a programme.

The clear benefits suggest that the programme should continue in the short term, with continuous improvements based on feedback from participants. However, it is also necessary to expand the programme to more staff and students, and make it independent of external funding. Integration with the teaching mission and the Faculty in general are also being considered: should this be additional

work or a standard for-credit course offered within the Faculty? Whatever is pursued, it must be in the interests of the development of an ideal future cohort of researchers in South Africa.

3.5 INF3011F & UCT’s Carbon Footprint⁶

The Department of Information Systems in the Faculty of Commerce has become the “Go To” department for students who want to make a real difference during their studies. A prime example of this is the sustainability focus that has been incorporated into the team project of the third year IT Management course (INF3011F) for the past three years. This project forms a main deliverable of the course and every year it has a slightly different theme and focus.

In addition, it provides the Department with unique opportunities to explore how Green Information Systems (Green IS) can effectively be integrated into the curriculum, by means of an approach which empowers students through direct exposure to challenging problems of the real-world, in this case, sustainability and in particular measuring and mitigating UCT’s carbon footprint in the 2013 instance of the project.

This project further also embodies the confluence of three faculties: Science (represented by students majoring in Information Systems and Computer Science), Commerce (where the research and lecturing elements are nurtured) and Engineering (where UCT’s carbon footprint expertise is housed). Key stakeholders of the wider UCT community who were involved in this exciting research-led teaching project are listed in Table 1.

Table 1: Key staff involved

Staff Name	Department	Role
Gwamaka Mwalemba	IS Department	Course Convener & Project Co-ordinator
Sandra Rippon	Balance Design	Sustainability Consultant – advisory
Anthony Dane	Energy Research Centre	Researcher/Consultant - advisory
John Critien	Properties and Services	Executive Director
Sakkie Janse Van Rensburg	ICTS	Executive Director
Andre Theys	Properties & Services	Head Engineering Services – data provider
Fahmza Jaffar	Properties and Services	Finance Manager – data provider
Duke Metcalf	Properties and Service	Estates Manager– data provider
Charl Souma	ICTS	Consultant –data provider
Bruce Jansen	Properties and Services	Traffic Manager – data provider

⁶ Contributors: Gwamaka Mwalemba, Sandra Rippon, Anthony Dane, John Critien, Sakkie Janse Van Rensburg, Andre Theys, Fahmza Jaffar, Duke Metcalf, Charl Souma, Bruce Jansen, Kyle Roberts, Carol Paulse, Nigel Haupt, Rayner Canning, Brett Roden, Jean-Paul van Belle, Elsje Scott , Carolyn McGibbon

Kyle Roberts	Commerce IT	Director – technical support
Carol Paulse	Finance Department	Manager – data provider
Nigel Haupt	Properties and Services	Head: Physical Planning Unit-data provider
Rayner Canning	GSB Finance Department	Finance Manager – data provider
Brett Roden	Properties and Services	Environmental Risk Officer-data provider
Prof Jean-Paul van Belle	IS Department	Director of CITANDA
Dr Elsje Scott	IS Department	Researcher/Project Co-Founder
Carolyn McGibbon	IS Department	Researcher/Project Co-Founder

Rationale behind the Research Project

The World Economic Forum has argued that the issue of environmental sustainability, in particular reduction of Greenhouse Gas (GHG) emissions, is amongst the key challenges facing our society today.

Inspired by the recent signing of the International Sustainable Campus Network (ISCN) charter by the Vice-Chancellor, Dr Max Price, the purpose of this project was to advance the discourse on achieving sustainable campus operations through integrating sustainability into both research and teaching.

This research-led project thus explores the issues around incorporating sustainability into the undergraduate Information Systems (IS) curriculum, particularly that of the Information Systems and Computer Science major, with the 2013 focus on researching and exploring university practices and their contributions to the university's carbon emissions. Every year the chosen project is informed by research on how to best expose students to real world challenges to empower students through direct exposure to real-world problems. It is expected that the outcome and experiences from the project will also inform the theory on how to effectively incorporate sustainability issues into the IS curriculum. In a more practical way, it therefore enabled students in 2013 to become involved in measuring UCT's carbon footprint and make recommendations on how best to reduce its footprint.

It is the fusion of the three key university activities (research, teaching and operations) that makes this ongoing and evolving Green IS project unique, interesting, important and challenging.

Project Description

The project, as the main deliverable of the course, is designed to facilitate application and implementation of the theoretical parts of the IT Management course (INF3011F) by introducing students to important aspects of managing projects and people in a real-life ICT/Business Project environment using a team-based approach. Apart from challenging students to be creative and innovative, the project also equips students with crucial problem-solving skills, and endeavours to improve technical document writing skills. Through the project, students are made aware that successful project management requires both a sound plan (developed using Project Management tools and techniques) and strong people management in order to see the plan through its end. In a broad

sense, the project involves gathering required information, analysing the problem and recommending solutions.

The 2013 task focused on the process of calculating the university’s Carbon Footprint. Deliverables included interaction with various stakeholders via emails, as well as face to face interviews. It also involved doing background research on the overall theme of the project (Carbon Emissions & Calculating the Carbon

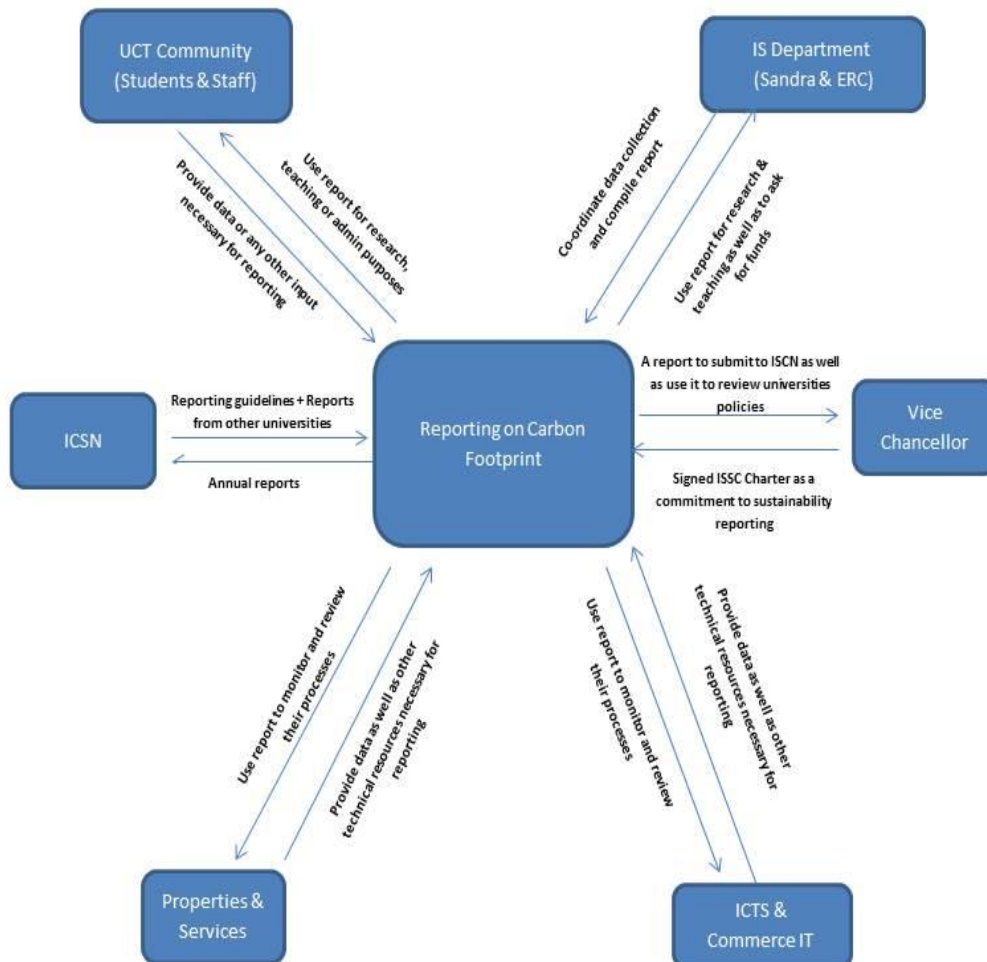


Figure 1: Context diagram showing stakeholders involved in the project

Footprint), as well as collecting and analysing relevant operational data. Finally, a solution comprised of Carbon Emissions Calculations, Data Models and Key Recommendations was provided in a professionally written project report, which was presented to a panel of markers.

The final reports submitted by students were reviewed by Sandra Rippon and audited by Anthony Dane’s team in the Faculty of Engineering and the Built Environment. It is also expected that a compilation of all relevant recommendation will be sent to various departments for further consideration and possible implementation.

In addition, there is an ongoing effort directed towards a reflective practice, documenting and, whenever possible, publishing the experiences and the learning that came from this project. This is important because the project allows the 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.

Table 2: A summary of the 2013 Project Objectives, Activities and Deliverables

Activity	Details
<i>Name of the intervention</i>	Towards a Smarter Campus: Reporting and Monitoring of the Carbon Footprint at UCT.
<i>The perceived problem or opportunity</i>	The role of universities in the past included not only being factories of knowledge but also acting as agents of social change and incubators of innovation. By signing of the Talloires Declaration in 1990, as well as the International University Sustainability Network/Global Charter (in 2012), UCT has recognised that it has a critical role to play in creating a sustainable future by establishing sustainable development in research and curricula, as well as University's operations.
<i>Why is it a problem or opportunity?</i>	ISCN requires UCT to monitor and report on sustainability issues on an annual basis. However, initial attempts to collect data have encountered significant challenges. As it stands, UCT lacks the transparency and capacity necessary for it to effectively report on its carbon footprint. This lack of transparency and capacity also prevents the university from being able to reliably understand its impact to the environment as well as monitor the impacts/success of any of its many initiatives.
<i>What is the nature of the intervention?</i>	Gather available data, model it and present it in a format that will make it useful in assessing the university's current carbon footprint. Calculate the university's carbon footprint for the year 2012. Compile a set of recommendations to improve the quality and quantity of the data to be collected in subsequent years.
<i>What will be the result of the intervention?</i>	Data on University's carbon footprint necessary to produce ISCN report. Recommendations on how to improve the process of collecting and reporting on University's Carbon footprint. More visibility on the impacts of university on the environment, a step towards a <i>smarter UCT</i> .
<i>Stakeholders</i>	Property and Services, IS Department, Vice Chancellor, UCT Community(Staff & Students), ISCN, future generations
<i>Time frame</i>	3 months

<i>Project Allocations</i>	In 2013, the class of 23 students was divided into 5 teams, with each team being allocated one (or several) - project categories. These categories were used as boundaries for carbon emission data collection and data analysis and included: Electricity, Water, Liquefied Petroleum Gas, Students and Staff Commuting, Vehicle Fleet, Official Flights, Paper Consumption as well as Solid Waste.
<i>Deliverables</i>	Over the course of the project, students were required to submit several deliverables to demonstrate their progress. These included a Project Charter (1%), Macro-Business Case (1%), Full Business Case (4%), Final Project Report Document (15%) as well as a Presentation of the Final Report (10%).

Graduate Attributes

An essential aim of the project is to take students through the processes that produce graduates who are sufficiently prepared for professional practice when they enter the marketplace. This includes the ability to work from the sort of broad foundational knowledge that they have acquired over the course of their undergraduate study (including any number of project management tools and concepts) in a specific, concrete circumstance. In this way, the project functions as a 'capstone course', improving students' 'employability' and career literacy, opening up their career paths, since they acquire a better understanding of project phenomena, which includes project management, people management and the implementation of a project. The project is transformative, in that it serves to bridge the two pillars of theory and practice as it uses reflective learning to assist the students in negotiating experiences and the experiential learning that are involved in this sort of project-based learning.

As a university, more than other tertiary educational institutions, we foster in our graduates personal qualities such as intellectual autonomy and ethical and professional habits of mind. These were developed by the project's inclusion of, for example, reflective practices which ideally "integrate a range of cognitive and non-conceptual elements that make up our experience and consciousness" (Jordi, 2010, p. 2 & 10), allowing us to create coherence in the complex environment of a capstone course and aid the development of mature and well-rounded, reflexive practitioners. The project also cultivates spaces for double loop learning, which goes beyond basic problem solving towards a critical reflection on existing behaviour patterns, as well as for creative, innovative and lateral thinking. This demands of them critical, analytical and inquiry-orientated habits of mind, as is put into practice by the various processes of the project including, amongst others, the development of a business case; interviewing & collection of required information; the essential framing and defining of the problem and finally each stage on the journey from problem solving to analysis to synthesis and recommendations.

At the same time, a university graduate is expected to have mastered appropriate academic skills and capabilities, especially in terms of writing and other forms of communication, quantitative literacy, information literacy and other 'new literacies'. This project promotes technical writing skills through the preparation of a business case, while it also develops a reflective practice through using specific readings chosen to create a vocabulary for articulation and contextualisation of various experiences of team dynamics and learning.

At UCT in particular, we expect of our students an understanding of and capacity for responsible local and global citizenship – this project creates an acute awareness of these issues and provides the opportunity for our students to realise themselves as global activists for environmentalism. The project

also serves as an experience in ‘service learning’ and other ties in with other forms of social responsibility as it functions as a service delivery for UCT itself – it is a ‘close to home’ exercise of giving back to the broader UCT community.

In the same vein, we expect our graduates to have an international outlook, with a special emphasis on knowledge of the African continent, so that our graduates are able to bring a contemporary African focus to their future professional work. This project develops that by looking at a global issue (sustainability) within the South African context (UCT). We also encourage a basic competence in other languages – especially in indigenous South African languages and major languages spoken in other parts of Africa – and an appreciation of cultural diversity. This sort of appreciation of cultural diversity is a by-product of the multi-cultural team dynamic (in 2013 we had students from the Netherlands, Tanzania, Zimbabwe and South Africa), as different background and different communication styles create shared experiences, through developing an understanding of the different ‘parsing patterns’ of one’s group members – ‘parsing patterns’ here referring to how one breaks down a message into smaller, more understandable units by using body language, tone etc.

All of these factors, are essential in causing the transcendence of a student, thus producing an IS practitioner to the University of Cape Town’s standard of graduates. The project becomes an agent to develop each of these in some way or another.

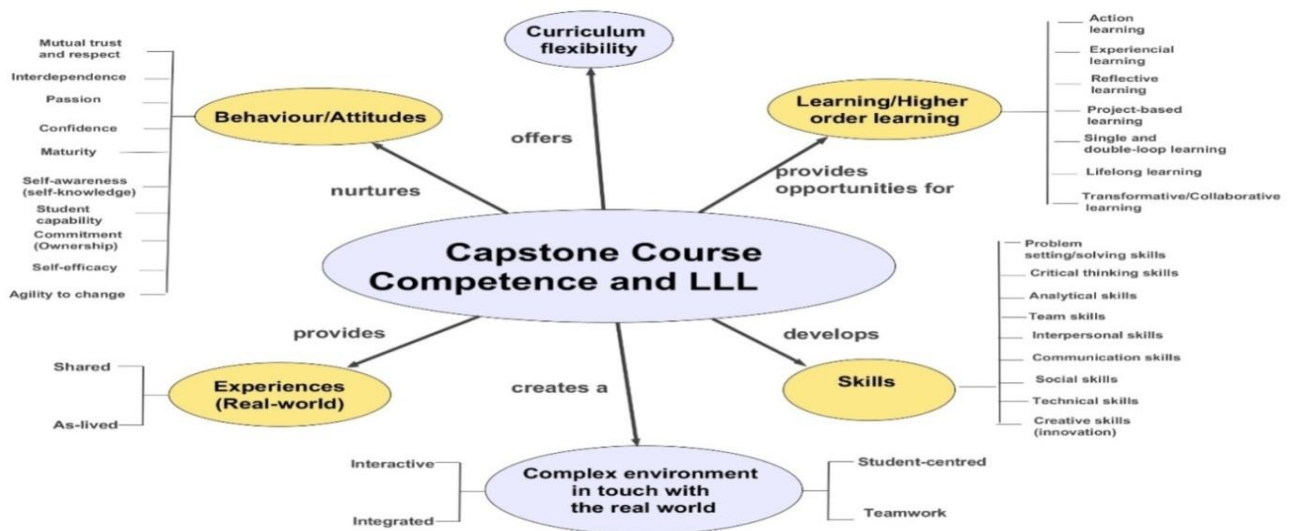


Figure 2: Intended outcomes embedded in the integrated environment of the third year of the IS major

Feedback from students

During and at the end of the semester, students are urged to reflect on their personal development during the course – for many this included the softer skills of team work, group learning, network cultivation and communication skills that UCT considers essential in its graduates. The reflective exercise is essential not only in allowing students to become reflexive learners who engage in their experience, it also provides useful insights to project co-ordinators and researches necessary to improve future projects.

A sample of excerpts from the 2013 student cohort is contained in *Appendix Three*.

Reflective Summary

This research-led collaboration between researchers and teachers as well as students and administrative staff has evolved since 2011, bringing with it richness and a deep involvement (emotional and cognitive) leading to a very rewarding experience. It was a meaning-making activity where we consciously searched to be creative and innovative and to make a contribution – what we could deliver. It adhered to the knowledge experience cycle – we gathered knowledge, creating a theory-practice cycle. As we were gaining knowledge to inform the practice in each cycle, we gained experience that generated a theoretical understanding to guide our practice for the following year. This iterative process is cyclical and, over the years, it has helped to build understanding as it forces us to think laterally and creatively, always challenging us and stimulating innovative practices.

Activities like these cannot be done in isolation – it is the collaboration between research and teaching entities, as well as the interaction between academic and non-academic units where each informs the other.

Each year, the teaching component evolves to give students a more and more meaningful practical experience and, each year it leads to research papers.

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3.6 SOC3007/27 Social Research Methods SOC3007F/SOC3027F⁷

Staff involved

Associate Professor David Cooper, Professor Owen Crankshaw, Dr Jacques de Wet and Dr. Elena Moore

Rationale of the research project

Social research methods courses are often limited to learning about research methods and do not entail applying this knowledge to a research project. The research project tried to address this divide by integrating theory with practice through the inclusion of a specifically designed project. For the purpose of this report, I will define the research project for SOC3007/27 course as the combination of ‘workshop assignments and a research proposal.’⁸ The research project was considered an important way of integrating the theory and practice of social research methods. Applied tutorials on social research methods followed weekly lectures on social research methods. As such, tutorials and lectures were integrated explicitly. It was thought that students would benefit from adopting theoretical and practical insights taught in the lectures to their own research project. While the lectures provided an overview of the overall research process, including a range of methods that can be employed to collect data and the variety of approaches to the analysis of data, the research workshops dealt with

⁷ Contributors: David Cooper, Owen Crankshaw, Jacques de Wet and Elena Moore

⁸ The course consists of two components: (1) lectures on research methods and statistics and (2) tutorials, which are designed to build on lecture material by developing students understanding and skills when evaluating, designing and conducting social research specific to a research question.

substantive and methodological issues related to more specific research questions and studies. The research project was a process which would provide students with the tools for a critical appreciation of how research is done and with what assumptions.

In particular, the research project focused on a number of practical exercises related to a specific research topic. The practical exercises provided the students with an opportunity of undertaking the different sequence and steps in the research process which could assist them in writing their research proposal. The practical exercises covered a mixture of qualitative and quantitative exercises and they did not favour or undermine either approach. The assignments improved methodological awareness and skills that assisted students in the design of their own research proposal. Students were exposed to a number of research techniques and the research project required students to conduct some pilot work. Although the pilot study was conducted on a small scale, the students gained important technical and experiential value in undertaking the pilot study. The structured assignments and testing of research instruments were also intended to inform the research proposal.

The practical exercises, which provided practical examples and illustrations of the teaching points from each lecture were examined through weekly assignments. Students were required to submit weekly assignments and they received feedback on each assignment. The feedback and discussion of the research design was an integral part of the student's learning. Students benefited from this 'intermediary' tutorial where aspects of the research process were explained in more detail and linked to their specific research topics and questions. Tutors, in their role in supervising this process, provided greater support to the students.

Description of the research project with particular focus on the innovative features of the initiative

The research project for Soc3007/27 was structured into a series of research methods task-intensive exercises followed by a research proposal. The lecture structure was configured to link to the practical component of the research methods course. Students were required to select one research topic from two options. The first option focused on first-time fathers' experience of care while the second option examined young people's experience of work. The students attended the weekly two-hour tutorials, completed the weekly assignments and designed a research proposal based on their chosen topic.⁹ Students were allowed to personalise the research question by re-formulating the research question. For example, one student who had chosen to examine first-time fathers' experience of care opted to focus on how first-time fathers disciplined their children. This student demonstrated through the literature that corporal punishment was an ever-present feature of parenting in South Africa (compared to other countries) and the student proposed to explore how first-time fathers understood and practiced disciplining their children. Another student who opted to write up a research proposal on young people's experience of work, proposed to conduct a study which would explore the experiences of work for college drop-outs who return to college some years later.

Undertaking a research project can be a bit challenging if you've never taken a research methods class before. Students may be unsure about where to start, what to do and the sequence of different steps involved in the research journey. Therefore we designed the research project in a specific way that would help students get a good overview of the research process. The research project we designed had two essential components. Firstly, through a series of assignments, the research project considered a wide range of research issues, approaches and techniques. This part of the research project provided

⁹ Students were assessed through an exam (30%), continuous assessment of workshop exercises (40%) and a research proposal (30%).

students with the knowledge, skill and understanding of the different steps and processes in the research journey. The second part of the research project required students to write up a research proposal. This component challenged students to build upon the assignments and required students to bring together different aspects of the assignments into a complete proposal. The two parts of the research project were designed to ensure that firstly students were examined on each step of the research process and secondly it was hoped that students were examined on their ability to put link their assignments and the lessons learned from their assignments into use by writing up a research proposal.

The tutorials were focussed on a set of practical exercises which were linked to their substantive research topic. The exercises included a short literature review, sample design, a semi-structured interview, thematic analysis of qualitative data, construction of a short pre-coded questionnaire, and quantitative data analysis, which led to the writing up a final research proposal. The exercises covered different stages of the research journey and could be linked together to make up a research proposal. Tutorial exercises were standardised across the eight tutorial groups. This allowed convenors to follow lecture material more closely and provided better support for their tutorials. It was expected that a more structured approach to tutorials and tutorial instruction would enhance the quality of tutorials and supervision overall. The structured approach to tutorials also supported the tutors (PhD students and second-year Master's students) in their preparation for tutorials. The lecturers held briefing sessions with the tutors to assist tutor's preparation for the tutorial. These sessions were held one week prior to the tutorial to ensure enough preparation time for the tutorial. The lecturers also provided model answers for the tutors but these model answers were not distributed to the students. After each tutorial the tutors had the opportunity of discussing the tutorial and lecturers obtained weekly feedback on each tutorial. In addition to a two-hour tutor briefing, tutors also approached the lecturer directly for additional information or assistance with the tutorial material.

Links with UCT's desired graduate attributes

The research project provided students with an understanding of how to formulate a research question or design a research study. In particular, students learned how to match formulated research problems and questions with appropriate selection and sampling procedures and appraise these procedures for how they affect quantitative and qualitative data generation and analysis. The project develops research competencies required of contemporary graduates. The broad coverage of multiple methods, planning and implementing assists graduates to develop a breadth of competencies particularly necessary for further postgraduate research.

Students are exposed to a series of data collection techniques (survey design/sampling, in-depth interviewing) and are equipped with an understanding of both qualitative and quantitative data collection methods and the differences between these methods. The inclusion of a pilot study develops technical and experiential value for the students who gain exposure to the field, albeit on a very small-scale. Students are expected to critically reflect on methodological and practical issues in designing, conducting and writing up a research proposal. The skills developed in the process will assist students by improving their ability to critically analyse their own and others' proposals and completed studies. The research project will assist the students by developing the capacity for critical, comparative thinking.

The research project also equips students with essential writing skills, most specifically, knowledge and understanding of how to review literature on a selected topic and write a literature review. A research proposal needs to be persuasive. In writing up a proposal, students develop the skill in writing

to convince the reader of the argument, project, idea or venture. The research project, as an exercise, will develop effective communication and written skills required of graduates.

The project attempts to engage students in a process of critical reflection. Students should be able to reflect on the personal and conceptual assumptions that they bring to their research project. They can project and identify possible ethical issues associated with their research and discuss how they expect to handle such challenges. If UCT's mission is to produce the next generation of academics and researchers, recruiting from its own undergraduate pool is an importance source of researchers. By the end of this third year course, UCT graduates, who have passed soc3007/27, should have a greater understanding of the methodological issues involved in designing and conducting research and interpreting their findings.

Results/findings/feedback from students

A qualitative review of the research course, most specifically the research project, was undertaken. Ten students were sent four simple open-ended questions. Students were asked to respond to the questions and return their responses via email. The questions were purposefully left broad as the research team wanted to find out how the students experienced the research project either in isolation *or* in relation to the lectures. Students were asked what they enjoyed most and least about the course. They were also asked what they would change about the course and finally they were asked how they would advise next year's students who are taking the course. (See *Appendix Four* for details of student feedback).

Reflections on the initiative

1. The course was labour-intensive: The level of work required by all parties (teaching staff, tutors, students, administrators) was too demanding.
2. Tutors complained about the amount of time they spent tutoring on this course. –The tutors had been assigned to work nine hours per week however they were unable to cover their workload in nine hours of work per week.
3. The structure created more administrative work
4. 'A diluted experience' (transmission of curiosity about methods) : the teaching staff on the course are interested in research methods. They have research experience, they have experience teaching methods and they have an enthusiasm for exploring and interrogating methodological approaches and methods. However the lecturers are removed from the student's practical exercises and research proposals. The tutors, who have a closer relationship to the students and are better placed for discussing methodological issues, are less consumed by methods and less likely to transmit this 'curiosity' about methods (not true for all tutors of course). It is difficult to transmit this deep passion and enthusiasm for research methods. Whilst the Academic Convenor in particular enjoyed designing the course and exercises, she experienced considerable frustration in being removed from discussing these exercises with the students directly.
5. The blind leading the blind: Writing up and designing a research proposal is a very challenging task at any level. Although the tutors (Master's and PhD students) have undertaken research methods courses, many of them are relatively ill-equipped to lead such discussions and guide the students. It is thus not surprising that some students encounter difficulties in making the link between the research question, the literature review, sampling, data collection methods and analysis as this task is very difficult and many of our postgraduate students struggle to do this successfully. If we obtain the necessary funding and financial support, we hope to only hire PhD students as tutors in future years.

Annexure 1: A High Level Summary of Quantitative Indicators

The following key aspects of teaching and learning at UCT have been extracted from the Appendix of Tables to the 2012 Teaching and Learning Report:

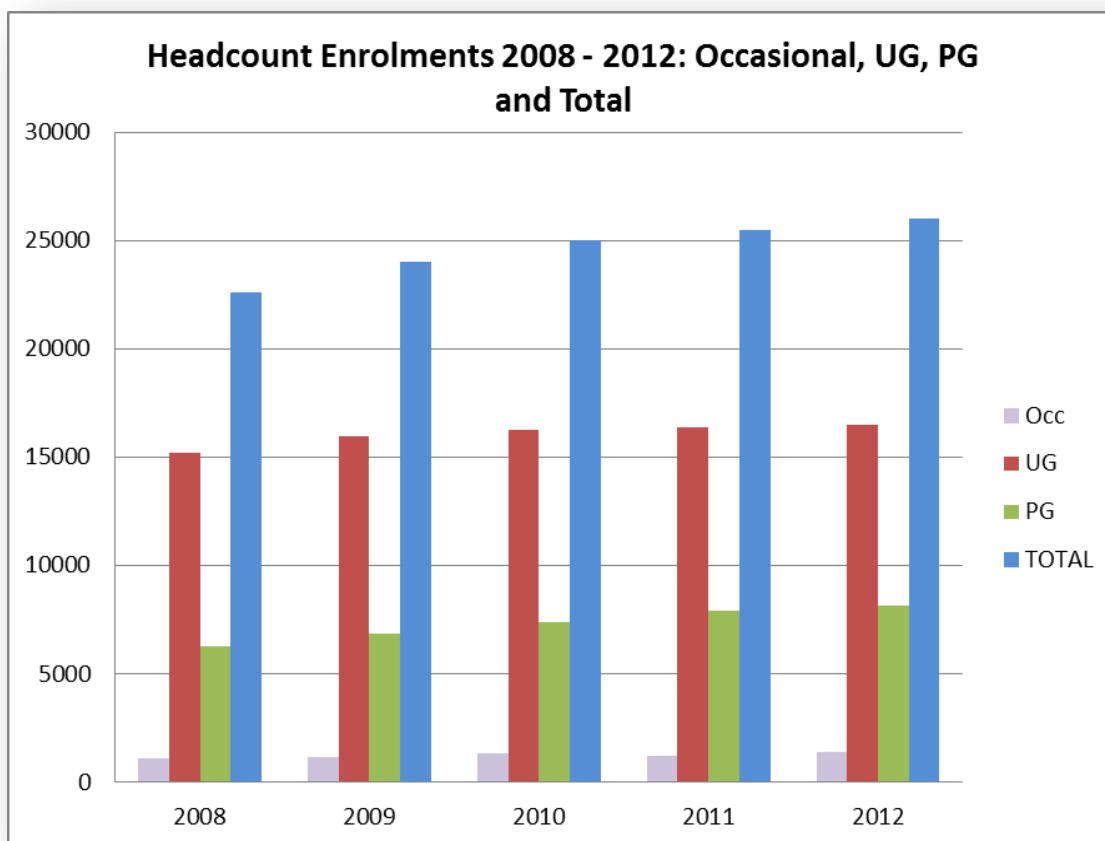
Please note:

- *South African students have been grouped according to self-classified race – black, coloured, Indian and white – whereas international students have been reflected as those from the rest of Africa, and those from the rest of the world.*
- *A comprehensive set of departmental level indicators is available from the IPD as a supplement to the faculty level indicators presented here.*

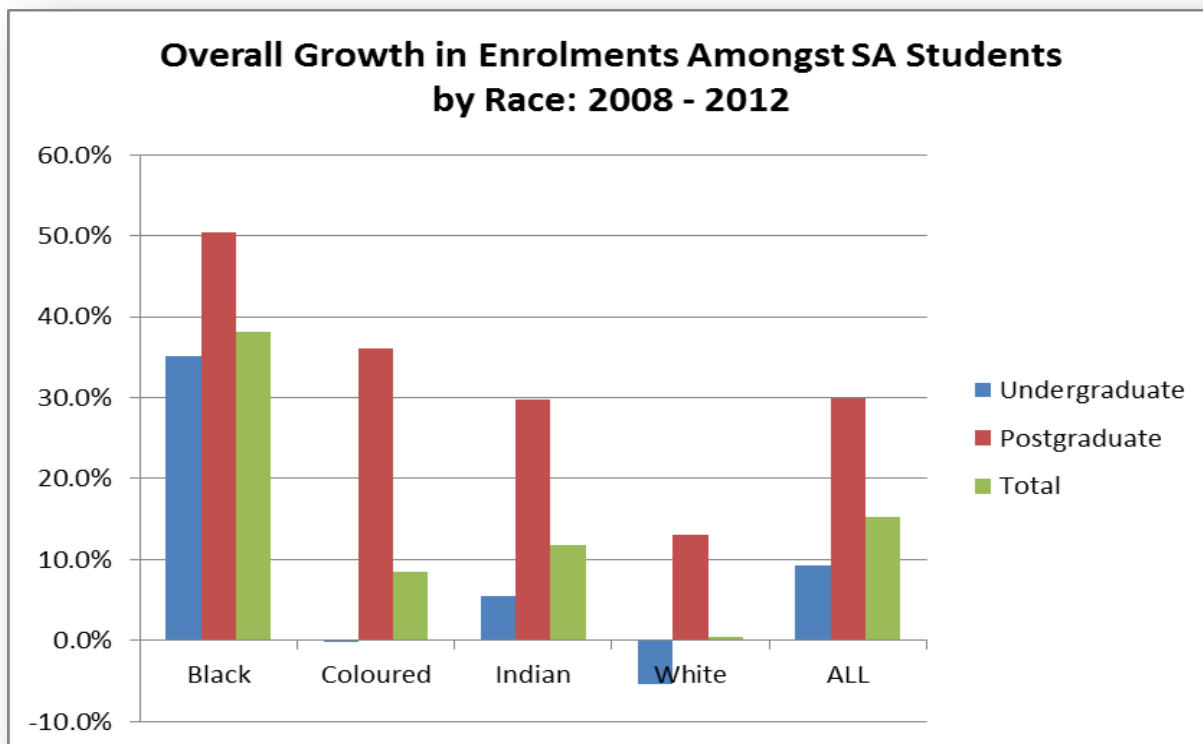
1.1 Students

1.1.1 Enrolments and Enrolment Profiles (see Tables 1- 6 and Table 12 of the Appendix)

- A total of 26,505 students (17,622 undergraduates and 8,428 postgraduates) enrolled at UCT in 2012. The 2012 enrolment represented a 2% increase on the 2011 figure. The average annual growth rate between 2008 and 2012 was 3,6%, i.e. somewhat lower than that for the previous five-year period (4,5% p.a.). The rate of growth in undergraduate enrolments was 2,2% per annum over this period whilst postgraduate enrolments grew at an average rate of 6,8% per annum. The postgraduate proportion of the enrolment (including the Postgraduate Diploma and Honours levels) remained level at 32% of the total enrolment in 2012.
- In all faculties other than Humanities, the 2012 undergraduate enrolment was larger than the 2011 figure. Humanities nevertheless remains the largest faculty with 7,282 students. The second largest faculty, Commerce, had 6,031 registered students in 2012.
- At the undergraduate level, the 2008 – 2012 enrolment growth rates in EBE (3,6% per annum) and Humanities (3,4% per annum) were markedly higher than the average annual growth at this level. Only the GSB showed a negative growth rate (-11,8% p.a.) over this period.
- At the postgraduate level, the GSB grew most rapidly (by 12,7% per annum over the 2008 – 2012 period). Postgraduate enrolments in Law and Health Sciences also grew at rates well in excess of the average at this level (by 10,8% and 9,1% per annum respectively) followed by Health Sciences (10,8% per annum) and Commerce (10,6% per annum).
- As was the case in 2011, UCT's proportional head count enrolment in the SET faculties (EBE, Health Sciences and Science) made up 41% of the total enrolment in 2012. The proportional enrolment within the Business/ Management area was 27% whilst that in Humanities and Law together made up 32% of the total enrolment.



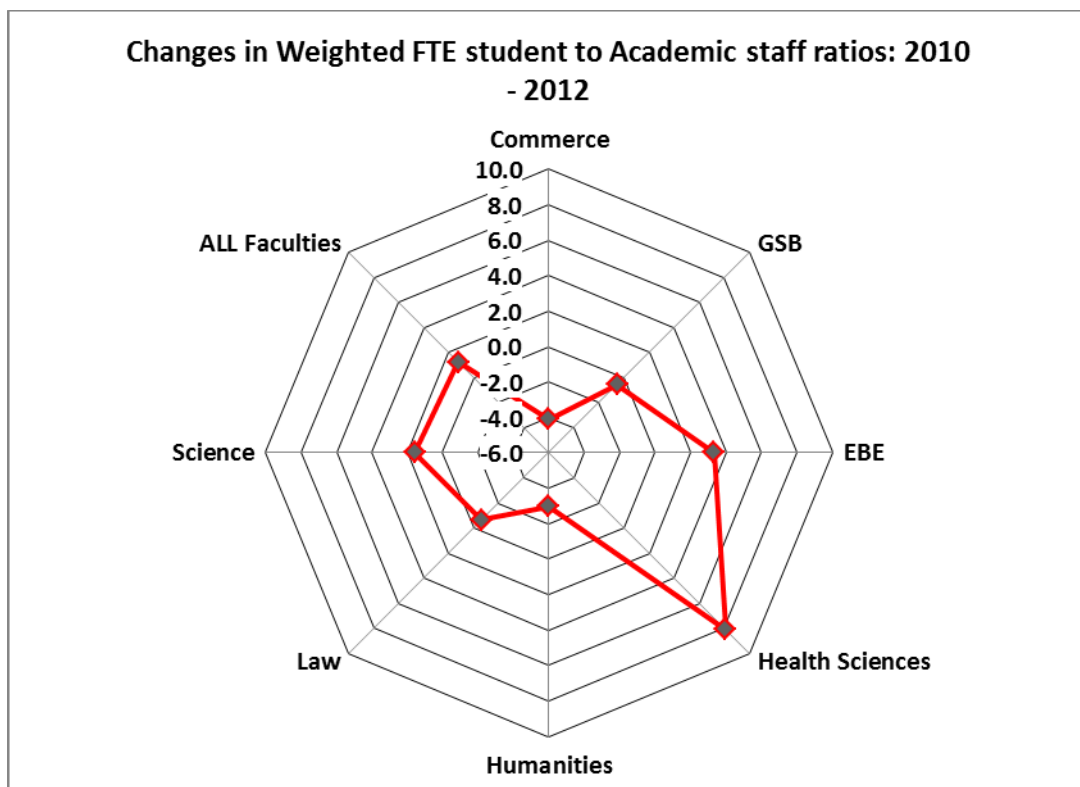
- South African black, coloured and Indian students together made up 43% of the total 2012 enrolment (44% in 2011). The proportional enrolments of international students from the rest of Africa and the rest of the world remained level at 11% and 6% respectively. The white South African proportion dropped by 1 percentage point to 34% in 2012.
- At the undergraduate level, the proportion of white enrolments dropped from 37% in 2008 to 32% in 2012. During the same period, the proportion of South African black enrolments increased from 22% to 27%.
- At the postgraduate level the proportion of South African black, coloured and Indian students increased by 1 percentage point to 34% of the total enrolment in 2012. The proportion of international postgraduate students from the rest of Africa dropped by 1 percentage point to 15% in 2012 while the proportion of international postgraduates from the rest of the world increased by a further 3 percentage points to make up 7% of the postgraduate total.
- The overall number of SA black, coloured and Indian enrolments increased from 9,128 in 2008 to 11,243 in 2013, or by 23%. Growth in actual enrolments, by qualification level and by race, over the 2008 – 2012 period is shown below.



- The first-time entering undergraduate (FU) intake in 2012 (3,850) was slightly smaller than the target of 3,949. A large proportion of the FU intake (67%) had achieved notional A or B matric aggregates (70% in 2011). The significant proportion amongst this intake (13% of the total) with unknown matric aggregates derives largely from students who completed their schooling outside South Africa.
- As was the case in 2011, enrolments in three-year Bachelor's degrees and professional first Bachelor's degrees each made up 30% of the 2012 enrolment. Master's enrolments made up 15% of the total in 2012: enrolments at this level have increased by 7,4% per annum since 2007. The proportion of Doctoral enrolments remained level at 5% of the total, but growth at this level (4,6% per annum since 2008) has been in excess of the overall institutional average annual growth rate (3,6%p.a.). The most rapid growth rate (11,8% per annum) took place at the Postgraduate Diploma level.
- Master's and Doctoral enrolments together made up just over 20% of the total enrolment in 2012. This fraction equals the institutional target agreed with the Department of Higher Education and Training in 2007.

1.2 Academic staffing and student:staff ratios (permanent and T3 staff only, GOB and soft funded) (see Tables 8 – 11 of the Appendix)

- There were, in 2012, 934 (897 in 2011) permanent or T3, full-time academic staff in the teaching ranks spread across the six faculties, the GSB and CHED. UCT’s permanent and T3 academic staffing complement thus grew by 5,7% between 2010 and 2012. The growth in academic staffing is therefore slightly higher than that in student headcount enrolments over the same period (4,1% overall).
- Academic staffing increased at an average annual rate of 2,8% per annum between 2010 and 2012. During this period, weighted FTE enrolments increased at a slightly higher rate (4,8%) per annum. However, as a result of differential growth rates in staffing and FTE enrolments across the faculties, some experienced an improvement in the weighted FTE to academic staff ratio (notably Commerce and Humanities) whilst in other cases the weighted FTE: academic staff ratio became less favourable (notably Health Sciences and EBE).



- The proportion of academic staff holding Doctoral degrees increased markedly over the 2010 – 2012 period, from 64% to 69%. A further 26% were qualified at the Master’s level in 2012. 95% of the academic staff therefore held either a Doctoral degree or a Master’s degree by 2012.
- The proportions of staff in the various academic ranks have changed somewhat over the last three years. Table 10 shows that the largest proportional increase in academic staff took place at the professorial level (from 21% to 24% of the academic staff total). This was complemented by a 5 percentage point decrease in the proportion of staff appointed at the lecturer level.
- Table 11b, which shows the distribution of academic staff by race (as reflected in HEMIS HR, separating South Africans by race and including all internationals within a single category) shows that the proportions of academic staff by race have remained quite constant over the 2010 – 2012 period. It is of interest to note that international academic staff make up the second largest

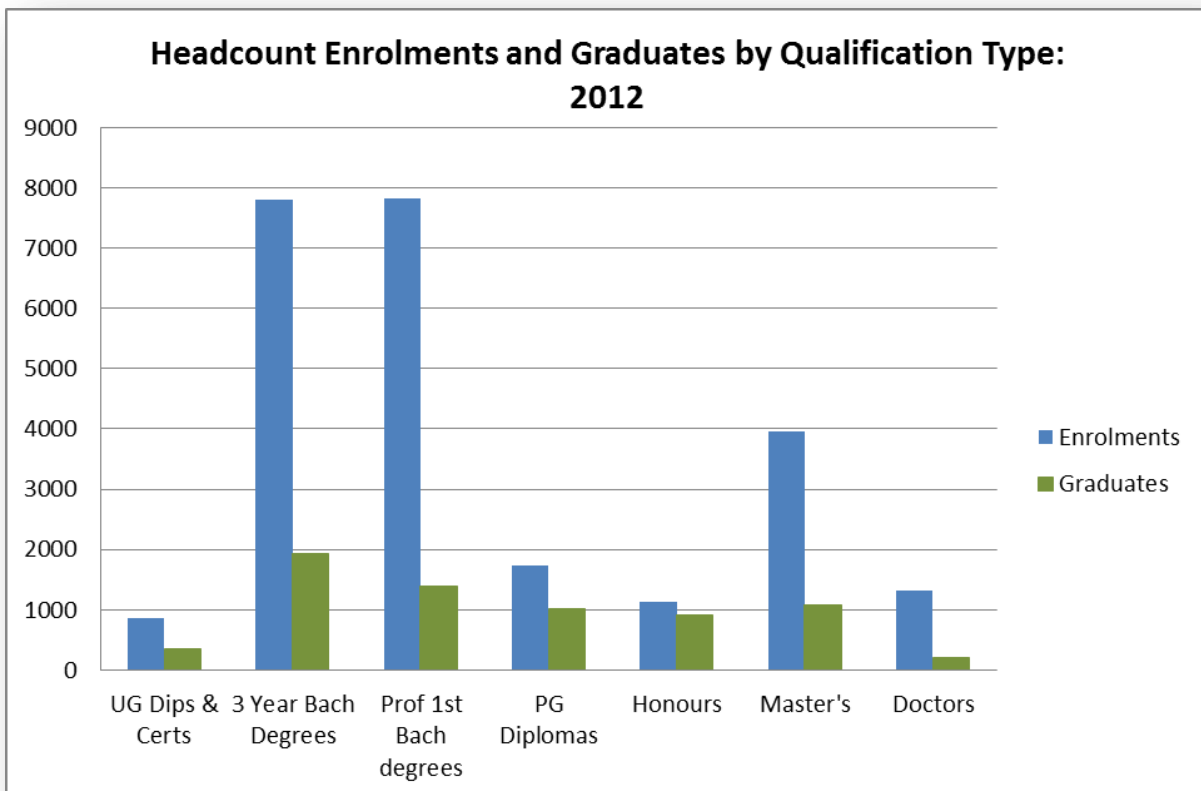
proportion (26% of all academic staff) after white South Africans (53% of all academic staff reported in these tables).

- Table 11c shows that although the proportion of female academic staff increased by 1 percentage point to 40% in 2012, in the EBE Faculty, GSB and Faculty of Science however, 65% of all permanent and T3 academic staff were male.

1.3 Teaching and learning

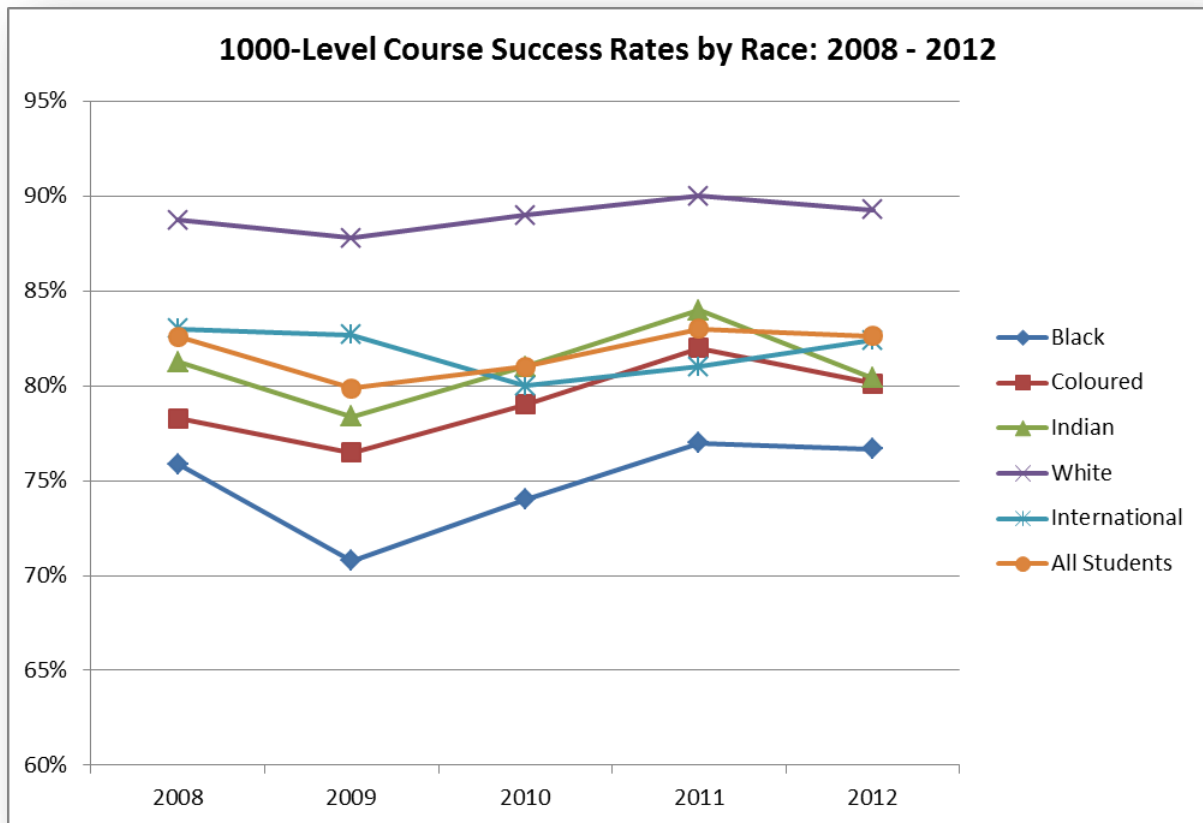
1.3.1 Graduates and Success Rates (see Tables 13 to 16 of the Appendix)

- The “graduation rate” is an index used for benchmarking purposes by the Department of Higher Education (DHET); it is defined as the ratio of the number of graduates for a given qualification in the reporting year to the number of students registered in that year for that qualification. It is valid as a measure of success only for qualifications begun and completed in the reporting year, and as a measure of relative success under steady state conditions, i.e. when the relationship between the number of finalists to the number enrolled is constant over time.
- The 2012 HEMIS return to the Department of Higher Education indicates that 6,884 (6,584 in 2011) students, or 26,4% of the total enrolment, successfully completed a degree or diploma in 2012; this was slightly above the DHET benchmark of 25,5% set for UCT.
- A record total of 198 doctoral students completed their degrees in 2012.
- The number of students completing Postgraduate Diplomas increased by 57% between 2008 and 2012, reflecting the 56% increase in enrolments at this level over the same period.



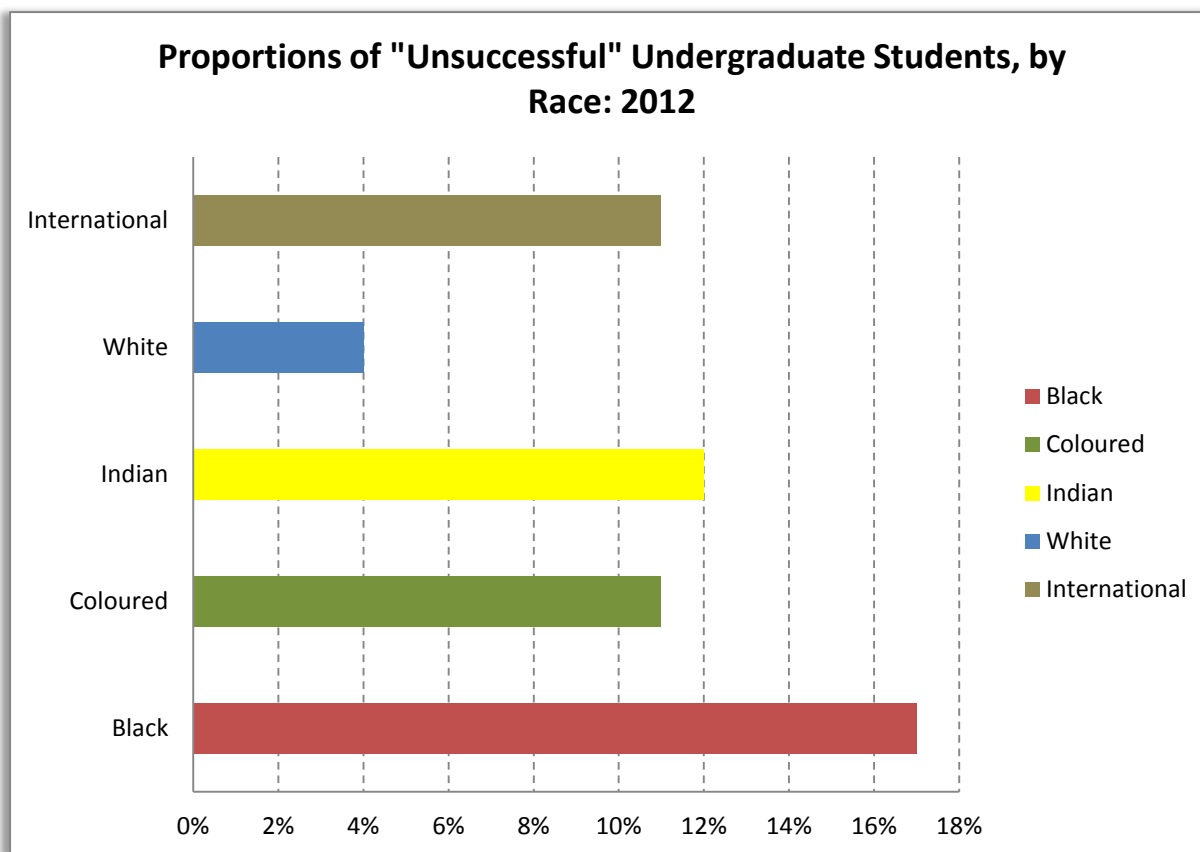
1.3.2 Course Success Rates (see Table 15 of the Appendix)

- The overall undergraduate course success rate in 2012 was 85,72% (85,1% in 2011).
- Table 15a shows that in 2011 the overall success rates in undergraduate courses at the important 1000-level remained static at 83%. There were, however, marked improvements in the success rates in Law courses and EBE courses at this level (up by 3 percentage points in each case). Conversely the success rate in 1000-level courses in Commerce dropped by 3 percentage points to 84%.
- The overall average success rate in 2012 2000-level courses remained level at 84%. There were slight (1 percentage point) improvements in success rates at this level in Health Sciences and Law courses.
- Success rates at the 3000-level increased by 1 percentage point to 89%. The success rate in 4000-level courses recovered to 93%, having dipped to 87% in 2011. The improvement was largely due to marked increases in Health Sciences (up 10 percentage points) and Commerce courses (up 3 percentage points) at this level.
- Table 15b shows that success levels in 1000-level SET courses (81% in 2012) improved somewhat, but remained however remained lower than those in the Broad Humanities (85%) and Business/Commerce (83%). Marked increase in the success rates in Commerce and Education courses (up by 5 percentage points in each case) gave rise to the overall increase success rates in courses at this level.
- Table 15c shows that the success rate in 1000- level courses amongst black students remained level at 77%). There was a 4 percentage point decrease in the 1000-level success rate amongst Indian students and a 2 percentage point decrease amongst coloured students at this level. The 2012 difference between white (at the upper extreme) and African (at the lower extreme) success rates at the 1000-level was 12 percentage points, 1 percentage point lower than in 2011. At the 2000-level this differential dropped by 2 percentage points to 15 percent points over the 2008 – 2012 period.



1.3.3 Academic Standing Code Analysis (see Table 16 of the Appendix)

- In 2012, 88% of all undergraduates were “successful” where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirements (in which cases a CONT progress code is given).
- 10% of all undergraduates failed to meet minimum readmission requirements. 7% of all undergraduates were granted faculty or Senate concessions to continue with their studies, and 3% were academically excluded.
- The proportions of “unsuccessful students” (those either academically excluded or receiving a Faculty or Senate concession to re-register) varied widely by race:

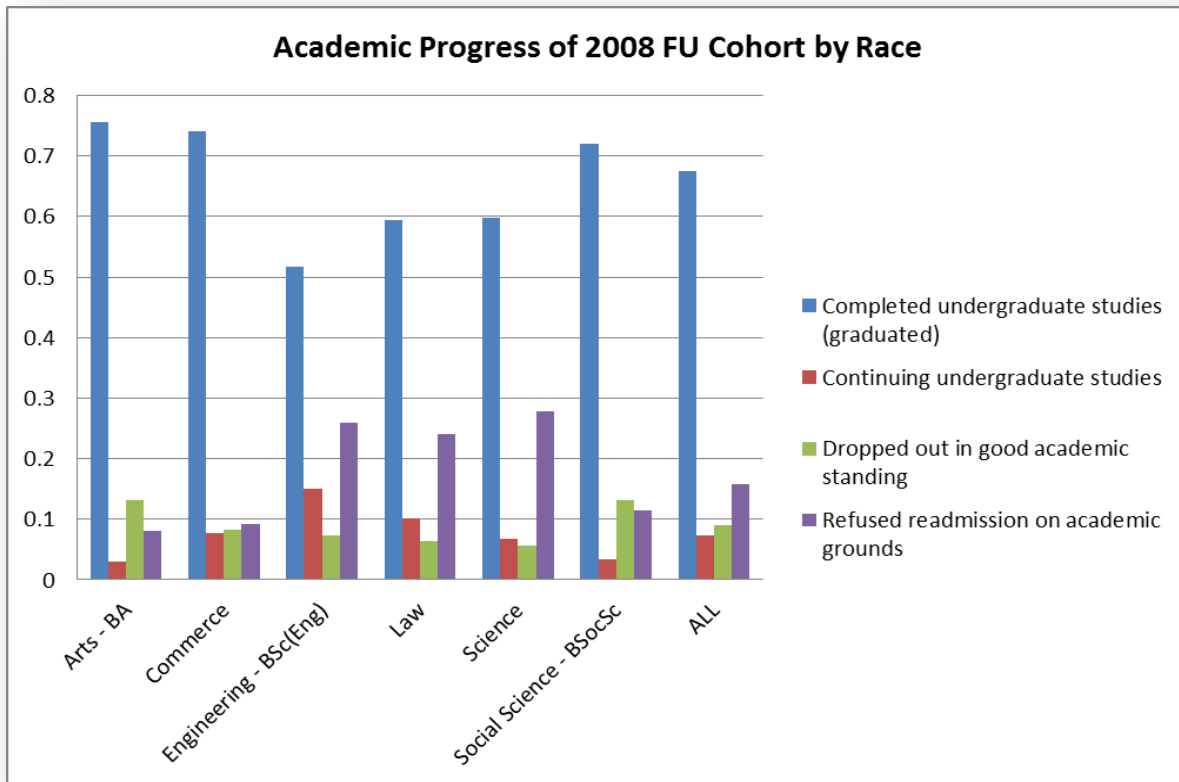


- 6% of black undergraduates, 4% of Indian undergraduates, 4% of international undergraduates, 3% of coloured undergraduates, and 1% of white undergraduates were excluded on academic grounds at the end of 2012. The relatively high rate of academic exclusion amongst black undergraduates was the resultant of the 12% and 9% rates of academic exclusion amongst black Science and EBE undergraduates respectively. These exclusion rates were nevertheless lower than those seen in 2011 amongst black students in Science and EBE (15% and 11% respectively).

1.3.4 Undergraduate Cohort Analysis (see Tables 17 and 18 of the Appendix)

- Analyses of the longitudinal progress of first-time entering students within the 2004 - 2008 entry cohorts showed that 68% of the 2008 FU cohort (in comparison with 69% of the 2007 cohort) had completed a degree/diploma by the end of 2012. The highest completion rates amongst the 2008 FU entrants were observed in the BA and Commerce (BCom plus BBusSc) (76% and 74% respectively). The completion rate within the 2008 BSc FU cohort remained level at 60%, and there was a marked improvement in the completion rate within the undergraduate LLB (up 10 percentage points to 59%) largely due to a decrease in the proportion of students dropping out in good academic standing.
- The completion rate amongst FU BSocSc entrants has dropped from 82% (amongst the 2004 entry cohort) to 72% amongst the 2008 entry cohort (i.e. by 10 percentage points). This is the result of a doubling in the proportion of FU entrants excluded on academic grounds (up to 12% of the 2008 cohort) and an increase in the proportion of students still busy with their undergraduate studies five years after initial entry into the programme.

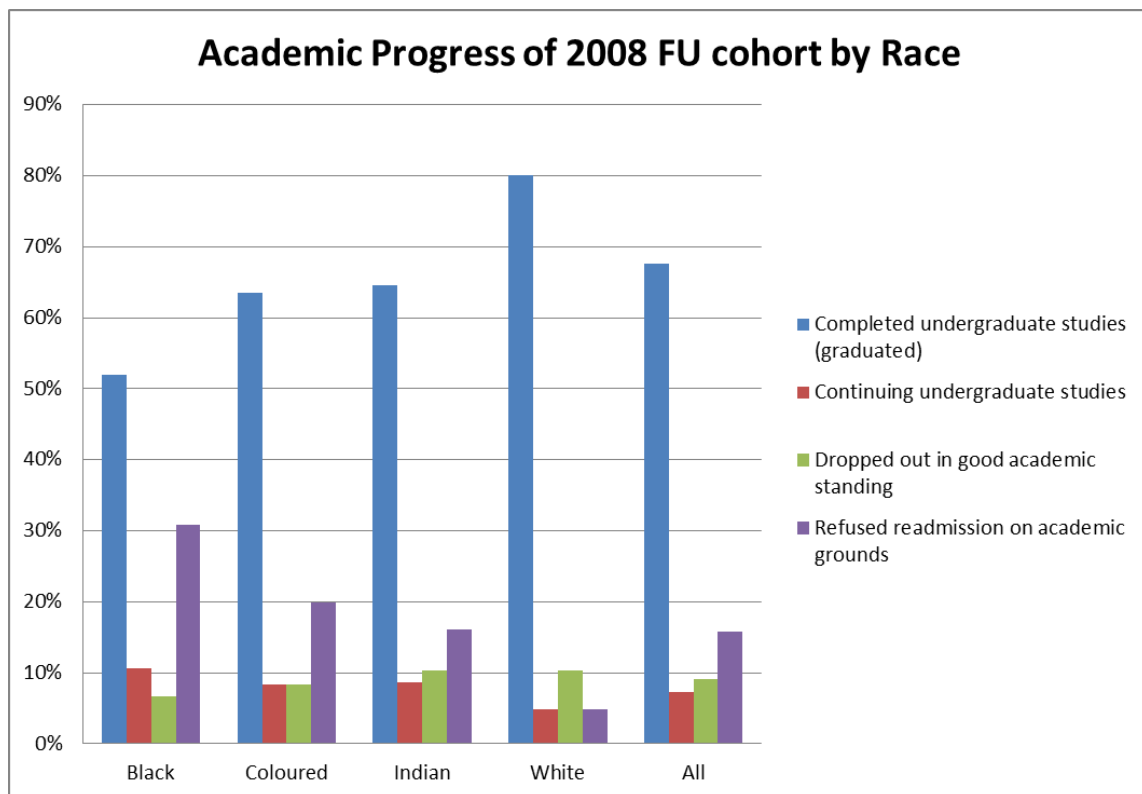
- The cumulative rates of academic exclusion remain particularly high amongst Science and EBE FU students (28% and 25% respectively).



- Cohort completion rates across the 2004 - 2008 entry cohorts varied widely in relation to entry faculty as well as by race. The gap between completion rates amongst white and black students remained large: 80% of the white 2007 FU cohort in comparison with 52% of the equivalent black FU cohort had completed an undergraduate qualification at the time of this analysis.
- Table 17b shows that there has been some improvement in the rate of dropout in good academic standing amongst black students across the 2004 – 2008 entry cohorts, the rate of exclusion on academic grounds by 6 percentage points (from 25% of the 2004 FU cohort to 31% of the 2008 FU cohort). Similarly, there has been a marked increase in the proportion of successive black FU cohorts still busy with undergraduate studies (6% of the 2004 cohort in comparison with 11% of the 2008 cohort). If those still busy with their studies are considered to be potential graduates, the potential completion rate within the 2008 black FU cohort climbs to 63%, and that amongst the equivalent white cohort rises to 85%. The very high cumulative rates of academic exclusion amongst black students entering the EBE and Science Faculties (43% of the 2008 cohort in each case) remain problematic.
- 64% of the 2008 FU coloured cohort had completed a qualification by the end of 2012. A further 8% of this group were still busy with undergraduate studies after five years, bringing the potential completion rate with this cohort to 73%. The rate of academic exclusion amongst this group increased by 2 percentage points to 20%, which is the same as the exclusion rate amongst the 2004 FU cohort.
- The completion rates amongst the 2008 Indian cohort dropped to 65% (in comparison with 68% amongst the 2007 cohort). The 3 percentage point decrease resulted from increases in the rate of

drop out in good academic standing (up 2 percentage points to 10%) and in the proportion still busy with their undergraduate studies (up 1 percentage point to 9%). The potential completion rate amongst this cohort (including those still registered) is therefore 74%.

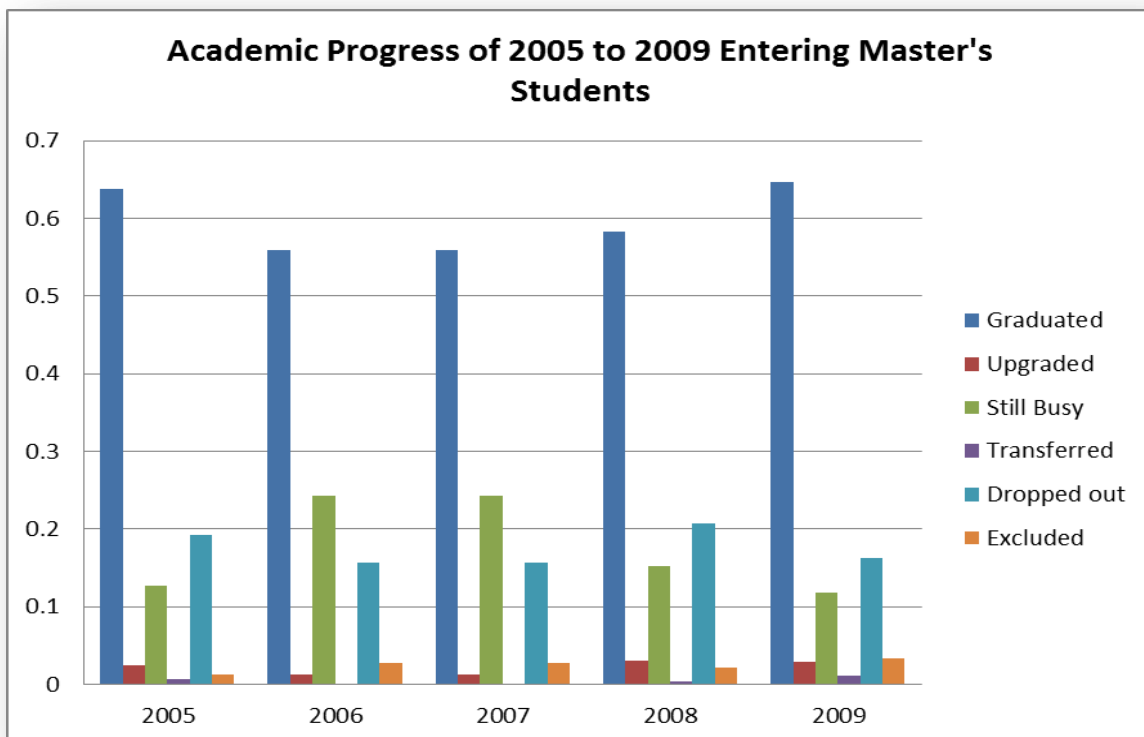
- The cohort completion rate amongst the 2007 white cohort dropped by 1 percentage point to 80%. This was the result of a 1 percentage point increase in those dropping out in good academic standing. 5% of this group were still busy with their studies at the end of 2012, and thus the potential completion rate amongst this group is 85%.



- Longitudinal performance within the extended programmes varied widely by year and by programme: no clear trends emerged in any of these programmes. 41% of the 2008 intake had completed a qualification by the end of 2012, and 12% were still busy with their studies. The potential completion rate within the overall 2007 extended programme cohort is therefore 53% (in comparison with 56% of the equivalent 2007 cohort).
- Relatively small proportions of students entering the extended programmes tend to drop out in good academic standing (only 5% of the 2007 Fu cohort and 7% of the equivalent 2008 cohort). The proportions excluded on academic grounds are conversely very large and apparently increasing: 41% of the 2008 entry cohort (in comparison with 39% of the 2007 FU cohort) had been excluded on academic grounds by the end of 2012.
- Particularly large proportions of the 2008 GEPS (Science) and ASPECT (EBE) cohorts (52% in the case of GEPS and 51% in the case of the ASPECT cohort) had been excluded from UCT on academic grounds by the end of 2012. The Science Faculty has regarded the first year of the GEPS programme as a selection year, anticipating a high attrition rate given that it admits students with matric points well below the normal cut-off (in this range of matric points there is very poor correlation with performance at UCT).

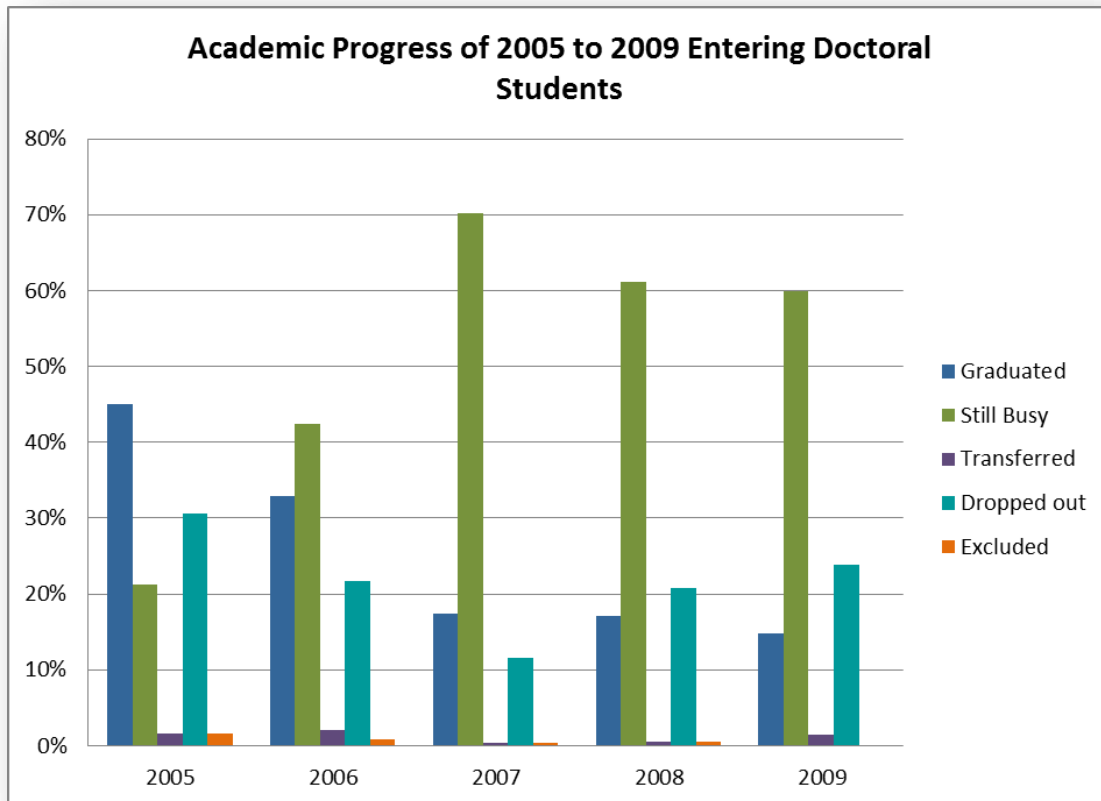
1.3.5 Postgraduate (Master's and Doctoral) Cohort Analysis (see Tables 19 and 20 of the Appendix)

- Table 19 summarises the academic progress of the 2005 to 2009 entering master's cohorts, by faculty, until the 2011 – 2012 transition.
- 56% of the 2006 and 2007 cohorts had completed their studies by this time. Markedly higher proportions of the 2005 and 2009 cohorts (64% and 65% respectively) had completed their degrees.
- It is of interest to note that more than 12% of each cohort was still busy with their Master's studies by the end of 2011.
- Very small proportions (a maximum of 3%) had been excluded on academic grounds. Similarly, the rate of upgrade to doctoral study was comparatively small, but was more common in the Science, Health Sciences and EBE faculties that elsewhere: within the 2008 entry cohort, 2% of the EBE entrants, 9% of the Health Sciences entrants and 10% of the Science entrants had upgraded to doctoral studies by the end of 2013. Elsewhere, upgrades were rare.
- The rate of drop-out in good academic standing varied by faculty and by entry year, but a particularly large proportion of the 2008 entry cohort (21%) had left the university without completing their Master's studies.



- By the end of 2012, 45% of the 2005 Doctoral entry cohort had completed their studies and 21% were still registered. The potential completion rate amongst this cohort is therefore 66%. 31% of this cohort had dropped out of their studies.
- Retention and completion patterns varied widely across the faculties: the problem of dropout appeared to be a particular problem amongst Commerce students. Completion rates within the 2005 doctoral cohort were highest in the faculties of EBE (77%) Health Sciences 68% and Science 63%.

- The reasons for the high dropout rates at both the Master's and Doctoral levels are not understood and therefore require further investigation.



Annexure 2: Faculty Reports

2.1 Health Sciences

Introduction

The Faculty Undergraduate Education Committee (FUEC) had another productive year in 2012. Much of the year was spent looking at ways to improve the teaching and learning experience for students and staff. The Committee adopted “Assessment” as its area of focus for the year because there have been some interesting challenges with regard to assessments and in particular online assessments that needed to be addressed urgently.

Another challenge has been finding an appropriate Teaching Platform for all our clinical programmes. The Faculty hopes that with the signing of the Multi-Lateral Agreement (MLA) with the Western Cape Government (WCG) and regular meetings of the Health Platform Committee, the Faculty will be able to establish a teaching platform that provides students with the experience in all clinical settings that will adequately prepare them for internship and community service.

The increased numbers of students in all programmes have presented challenges of space. The Faculty introduced video conferencing between adjoining lecture venues to accommodate the additional students, as no single lecture theatre can accommodate the numbers of students.

Highlights

Occupational Therapy

A major highlight for the Division of Occupational Therapy was the 100% pass rate for the final-year class which has been elusive for the past few years. This year also saw the roll-out of the new curriculum reach its final phase. External Examiner reports were all positive, complementing the new curriculum for being occupation-centred and contextually relevant with a strong evidence-based foundation, pointing students to the South African policy framework in order for graduates to strengthen policy implementation.

Communication Sciences and Disorders

The Speech-Language Pathology programme also registered a 100% pass rate. All of the final year students in the Audiology programme passed all of their audiology courses. However, two of the students could not graduate with their cohort because they were still carrying Psychology courses from third year. Those two students will graduate in June 2013.

The Division also hosted two successful courses that attracted international audiences. These were the South African Vestibular Assessment and Rehabilitation Course (held during February 2012) and the Public Health Planning for Hearing Impairment Course (held during November 2012). The latter course was organized in collaboration with the London School of Hygiene and Tropical Medicine.

Physiotherapy

The Division boasted six distinctions in the final-year class. The fourth-year class performed well in their research. One research group won the 2nd prize for a poster presentation at the Faculty undergraduate research day, and two other groups won 1st and 3rd place respectively at the Western Cape inter-varsity research day. The Division has been able to maintain valuable collaborative links with the University of Malawi and the Health Institute of Kigali through the Vice-Chancellor’s Fund.

Clinical Platform

Expansion of the clinical teaching platform

The signing of the Multi-Lateral Agreement (MLA) with the government of the Western Cape means that discussions with the Department of Health (DoH) about the possibility of incorporating the Eden District (George Hospital and associated district hospitals: Oudtshoorn, Mossel Bay, Knysna and Beaufort West) into UCT's clinical teaching platform will be able to go ahead in 2013.

Saldanha Bay Sub-District

The Saldanha Bay Sub-District was consolidated in 2012 as a fully functional rural, multi-disciplinary teaching site. Final-year Audiology, Family Medicine, Physiotherapy and Speech and Language Therapy students were joined in 2012 by final-year Occupational Therapy and fourth-year medical students doing their Public Health-Health Promotion block. In addition, two medical students undertook a voluntary two-week pilot of Vredenburg Hospital as a potential site for the fourth-year Obstetrics block.

On-site teaching and clinical supervision were during 2012, the primary responsibility of the full-time Senior Family Physician employed by UCT, a Clinical Educator from the Division of Communication Sciences and Disorders who spent one day a week in Vredenburg, local therapists employed by UCT on a sessional basis and, in the case of the Physiotherapy students, partly also by the Physiotherapist based at Vredenburg Hospital.

Administrative and logical support and coordination are provided by a full-time Site Coordinator in the sub-district who supports and keeps an eye on the students, helps to coordinate their programme including transportation, provides logistical and administrative support to the clinicians who teach and supervise our students, and looks after and the student resource centre.

UCT's house (mini-residence) is now able to accommodate – at a squeeze – 15 to 17 students. A 7-seater vehicle is dedicated to the Vredenburg site and is used to provide the bulk of the students' transport both between Cape Town and Vredenburg as well as within the sub-district. UCT's video conferencing facility based in Vredenburg Hospital was put to good use during 2012.

UCT refurbished and equipped a room made available as a mini rehabilitation centre in the Saldanha Bay Clinic. Students have been running a rehab service at this clinic since early in 2012. In addition, UCT has renovated and extended a derelict building attached to the Hanna Coetzee Clinic in Louwville for use as a clinical student learning centre comprising two consultation rooms and a multi-purpose rehab room.

Upgrading of teaching facilities

Facilities for teaching at primary-level sites continue to be improved. This year saw the opening of a new student resource centre at Mitchell's Plain Community Health Centre (CHC). In addition work was started on the relocation and substantial upgrading of the student resource centre at Lentegour Hospital.

Student occupational health and safety

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. To give effect to the latter, the Faculty has undertaken to provide N95 respirator masks to all students where- and whenever they need them in the clinical settings where they are placed. The Faculty has further undertaken to provide every student with at least one mask fit-testing during their undergraduate career. The Faculty also invited a group “TB Proof” to the Faculty to address students at registration in 2013 to assist students to understand the risks and to better protect themselves.

Progression of Students

Table 1: Graduations 2012

Degree	Black	Coloured	Indian	White	Total
Audiology	5	3	1	2	11
Speech	2	4	1	17	24
OT	4	8	5	23	40
Physio	4	10	1	25	40
MBChB	70	28	22	64	184
Total	85	53	30	131	299

Table 2: Race Profile of students registered in 2012

Degree	Black	Coloured	Indian	White	Other	Total
OT	51	43	12	98	6	210
Physio	84	14	9	83	2	228
Speech	19	19	8	77	5	128
Audiology	59	15	9	9	4	96
MBChB	534	228	146	290	31	1229
Total	747	355	184	557	48	1891

Table 3: Gender Profile of students registered in 2012

Degree	Female	Male	Total
OT	192	18	210
Physio	172	56	228
Speech	124	4	128
Audiology	67	29	96
MBChB	785	444	1229
Total	1340	551	1891

Intervention Programme (IP)

MBChB

At the end of the IP2 in 2012, 86% of students successfully entered mainstream MBChB (37 of 43 students). Of these 92% achieved a pass at the end of mainstream semester two (S2) in 2012. Most encouraging was that the mark distribution of IP students at the end of their mainstream S2 reflected the spread of marks for the whole class. 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 mainstream. A number of encouraging remarks have been made at the examination board meeting and with external examiners regarding the quality of the work submitted as well as psychological and behavioural improvements seen in many of the IP students on their return to mainstream. The new IP cohort arriving in 2012 consisted of 33 students. This lower number may be a reflection of the additional support provided by the physics and chemistry pilot support project.

Health and Rehabilitation

The Health and Rehabilitation Intervention Programme is a complex programme as it offers academic support to students for four professional programmes namely Audiology; Speech Language Pathology; Occupational Therapy and Physiotherapy. It is consistently evolving to improve the quality of student learning. The programme offers profession specific and core courses in foundational teaching, academic development and creative activities. The programme offers eight courses, one for each of the disciplines named above as well as foundational courses in Socio-Linguistics Psychology, Human Biology and Bio- Sciences, which includes Chemistry.

The Health and Rehabilitation Intervention Programme (now in its fourth year) has made considerable progress and established itself as a relevant structure that promotes the transformation agenda of the Department. The average pass rate in the IP course over the period has been 91.9 %, and 87% of the students who have since re-joined the standard curriculum.

Former IP students have teamed up and started a support network on Facebook in an attempt to de-stigmatised IP and encourage new students entering the programme.

Early Warning System

The Faculty has perfected 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.

MBChB

In 2012 an early warning system (EWS) was utilised to identify those students at risk of entering the IP. This system utilised a combination of the NBT maths mark and the Chemistry and physics entry test marks, as these were shown to correlate with failure in the first semester. Students identified as at risk of failing were provided with extra tutorial support sessions for chemistry and physics once a week. This group achieved a pass rate of 70% at the end of the semester. The EWS is being evaluated and refined in 2013.

Occupational Therapy

Test Boards have played a pivotal role in occupational therapy as part of the early warning System.

Physiotherapy

Internal test boards have been used as an early warning system. Students who are identified as at risk for failing receive extra support and tutorials from the academic staff. Students have greatly benefitted from the additional support in the Anatomy and Physiology as well as Biosciences. The HPCSA report noted the staff constraints in the Department of Human Biology as a possible factor that may affect the success of the intervention.

Communication Sciences and Disorders

Internal test boards and the Faculty test boards played a pivotal role in identifying students who needed academic support during 2012. Academic support structures were also put in place following last year's poor students' performance in the Research Methods (PSY 2006S) course. The structures put in place following students' poor performance in this course have proved to be very useful (all of the students passed this course in 2012).

Student Development and Support (SDS)

The restructuring of SDS programmes and relocation of some programmes outside SDS in 2011 provided the opportunity to formalise and fine-tune SDS processes in 2012.

Over the years the collaboration between SDS and Course Convenors and Year Convenors has greatly improved and enables the Faculty to provide adequate academic and non-academic support for students. In 2012 this collaboration was further re-enforced at an SDS workshop for all MBChB Programme Course Convenors and Year Convenors. The aim was to discuss student issues and inform academic staff members about what SDS provides. This was particularly important because several current Course Convenors and Year Convenors had only been recently appointed.

The collaboration between SDS and Student Wellness Services to provide counselling services on the Health Sciences Campus continues to thrive. Because the same clinical psychologist provided the service in 2012, we gained a better insight into the needs of students, their utilisation of the counselling services on the Health Sciences Campus and how to provide an improved service.

First Year Experience initiatives

Orientation

Enrolment into first-year degree programmes increased in 2012 and this put significant pressure on staff and resources in the Faculty. Despite the logistical challenges of having to move Registration and Orientation to GSH lecture theatres and other venues across the campus, both processes went smoothly. This was in large part due to the excellent support of the Undergraduate team, Orientation Leaders and student Mentors.

Mentor Programme

Mentors met their first-year student mentees for the first time during Orientation by working collaboratively with Balancing Act facilitators. Mentors went through ongoing 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. Seventy-six per cent of first-year student mentees who completed the mentor evaluation reported that they found the Mentor Programme useful. Maintaining contact through the year was a challenge reported by both mentors and mentees. A positive initiative was the increase in student representation on the Mentor Programme Planning Committee.

UCT - First Year Experience

The University-wide First Year Experience (FYE) initiative was formalised under the chair of DVC Professor Crain Soudien and leadership of Professor Rochelle Kapp. Lorna Olckers and Geney Gunston were asked to represent the Health Sciences Faculty at these 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 referred to as the Transition programme.

Transition Programme

Interested and committed staff and students from within the Faculty volunteered to participate in the design and implementation of the Transition Programme. Bi-weekly workshops were arranged for first-year students with topics covering academic, social and emotional issues relevant to the challenges of adjusting to the demands of University and specifically Health Sciences studies. Collaboration with HSSC representatives resulted in two student support evenings under the initiative of HSSC, that were well-attended and well-received by students. The bi-weekly workshops proved to be more challenging with attendance fluctuating. Recommendations for 2013 are that the workshops should be run at times that are formally timetabled and during teaching hours. Topics should also be revisited and evaluated to establish the value of the workshop experiences.

Conference Attendance

In July 2012, the Chair of the Faculty of Health Sciences First Year Experience Initiatives and the Portfolio Manager for Undergraduate Student Development and Support attended the 25th International Conference on the First-Year Experience in Vancouver, Canada. It was a great opportunity to network with colleagues from other institutions and countries who share a common interest.

The Faculty of Health Sciences FYE study presented both at the Vancouver conference and the UCT Conference on Teaching and Learning was well received.

Staff Development

Postgraduate Diploma in HPE

The Postgraduate Diploma in Health Professional Education was implemented for the first time in 2012. Seventeen students registered and 15 passed within the minimum period. One was granted medical deferment and another withdrew halfway through the year for medical reasons.

As the Education Development Unit (EDU) is a service Unit, the course codes were carried by the School of Public Health and Family Medicine. Responsibility for all aspects of the Programme, including finance and staffing, lay within the EDU. Course evaluations were positive.

The blended learning design of the programme required that all EDU staff work across their 'specialisations'. An important result has been the deepening of collaboration between the IT Education and academic staff members of the EDU as design and implementation was refined during implementation and particularly during the review of the programme in December 2012. E-Learning and integration of PHC principles, in collaboration with the PHC Directorate, will be further strengthened in the learning and assessment activities of the 2013 cycle.

Problem-based Learning (PBL) Facilitator Training

The EDU continued the convening and leading of PBL facilitator training for the MBChB Programme in 2012. A two-day training session for semesters' four and five, and two and a half days for semesters' one and two facilitators were held in January. A total of 17 facilitators benefitted. In addition, a three-hour refresher workshop was held in August for all facilitators, based on the findings of the 2011 monitoring and evaluation project coordinated and implemented by the EDU. A group of 39 Facilitators attended. The project continued in 2012, entailing the monitoring of 25 facilitators from semesters two to five.

Clinical Educators Short Course

The 18-week course comprising three modules was attended by 26 participants who attained Certificates of Completion. Two Participants completed two of the three modules and one completed one of three modules. Health and Rehabilitation Professions dominated with 25 participants, two from Medicine, one from Family Medicine and one from Psychiatry and Mental Health.

New Academic Orientation Programme (NAOP)

Based on the needs assessment conducted by the EDU across all departments in the Faculty, the following sessions were delivered:

- Conducting effective classroom tutorials
- Effective presentations; how to get the most out of Powerpoint
- Giving constructive feedback
- Assessment of students
- Effective bedside teaching & learning
- E-learning and teaching
- Working with students in groups
- Dealing with diversity and difference

A total of 38 people participated in the NAOP: 18 in the first programme (February to March), nine in the second (July to August), and 11 in the third (the short programme in the ICH from September to October). Most participants attended all the sessions, while several attended most. When people did not attend they generally apologized, saying that they were held up by work.

Not only new appointees but some more senior clinicians attended. Participants came from several disciplines, but most were doctors. All the ICH participants were doctors.

It is important to note that this programme does not seek to replace NAPP but to augment it with Faculty-specific orientation, particularly in relation to the new philosophy and approaches to curriculum development. In addition, clinicians who are joint appointees of Faculty and WCG require a more applied version that fits within their working hours.

Assessment as Educational Development Lead Theme

The EDU, in collaboration with the Chair of the Faculty Assessment Committee, organised workshops that were designed to support clinicians and lecturers with evidence of best practice assessment methods used in the Faculty. The approach was participatory, encouraging discussion and critical reflection on own practices. A total of nine workshops (quantitative and qualitative methodologies) were held throughout the year and 202 staff participated from a range of disciplines/professions across the Faculty. Participation levels declined towards the end of the year due to teaching, clinical and examination schedules. Every effort will be made in 2013 to accommodate staff schedules.

Writing Workshops

The EDU facilitated and convened, in collaboration with Research and Development, two Writing Workshops to support staff engaged in writing up educational research for publication and theses. Workshops were held off-campus over a two-day period. One of the workshops entailed a further half-day, several weeks later. A total of 12 staff participated.

Workshops on Improving Teaching, Learning and Assessment in Health and Rehabilitation Professions

The EDU continued to coordinate and implement the professional development of Health and Rehabilitation Intervention Programme lecturers and clinical educators. Two workshops were held over the year.

Communication Sciences and Disorders

The Division embarked on a very exciting initiative at the beginning of June 2012. Individuals were identified and earmarked for staff development positions. One individual was appointed in a 5/8th Lecturer position (on secondment) while the other individual was appointed at Clinical educator position (5/8th contract position). Individuals appointed against these positions are outstanding junior members of staff who exhibited great potential for careers in academia and they are both individuals from historically disadvantaged backgrounds.

Assessment

The Faculty faced several challenges with regard to the functioning of the Assessment Committee as well as in various areas of assessment. As a result, membership of the Committee was changed to include representatives from all disciplines, who are formally and individually mandated by their respective Heads of Department. New Terms of Reference will be drafted in 2013 and presented to the Faculty Undergraduate Education Committee for approval. A FHS Assessment Policy is being drafted, which fits within the guidelines of the UCT Examinations Policy but clarifies specific areas relevant to the Faculty's assessment needs and challenges. This includes a mechanism to give and receive formal feedback from students.

In response to a student complaint regarding oral examinations, an in-depth survey of the assessment practices was done for all the undergraduate courses in the Faculty. As a consequence, significant changes were made to the way oral assessment may be done in Health Sciences.

With regard to online examinations, the leaking of a past Multiple Choice Question paper to a third year MBChB class alerted the Faculty to weaknesses in the security of the exams. Several ways in which students are able to access exams illegally were identified, and software will be acquired in 2013 to provide the necessary security. As part of the Faculty's 2012 Educational Development theme, 12 discipline-specific workshops were held to develop MCQ-writing skills of especially the clinical examiners, and all courses will be encouraged to compile new questions for their banks.

Occupational Therapy

For the first time in the Division's history, two isiXhosa speaking students treating patients with whom they share the same mother-tongue were able to conduct their final year clinical exams which were video-recorded in isiXhosa. Translated transcripts were prepared for examiners. This enabled effective communication between student clinicians and their clients, signalling the Division's commitment to promote equitable access to health as a transformation agenda.

HPCSA Inspections

Occupational Therapy

The Division of Occupational Therapy hosted HPCSA evaluators from the 15th to the 19th of October. Since this week was prior to the final year examination week, the evaluators asked that they first receive external examiner reports before they conclude their report. The suggested date for the report is March 2013.

Communication Sciences and Disorders

The Division had its five-year HPCSA evaluation inspection this year and we are happy to report that the evaluators recommended that both the Speech Therapy and Audiology programmes be accredited for a further five-year period.

Physiotherapy

A positive report was obtained from the inspection undertaken in October 2011. The panel raised concerns with the following:

Clinical: Students are sent to facilities that did not employ a physiotherapist - this being a problem with the number of physiotherapy posts on the clinical platform. A further concern was the fact that not all students had the opportunity to rotate through a rural site.

Academic Courses: The administration of Clinical Sciences and student perceptions of the Intervention Programme were raised.

Research

First Year Experience (FYE) project

The aim of the FYE project is to document current experiences of all first-year FHS students including the different sub-groups (*i.e.* 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 have been collected from the 2010-2012 first-year cohorts.

From the analysis of the 2010 & 2011 data, positive and challenging student experiences were identified. Key challenges included homesickness, the difficulty of taking responsibility for

themselves, coping with stresses related to being at university, managing study time well and understanding learning requirements at university. Approximately half the respondents were dissatisfied with their level of academic performance; one-third felt their results did not reflect the amount of work they put in. These 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 has been and will in future be used to further improve the quality of the first year experience. In 2012, the design of the pilot First-Year Transition Programme (see Section V above) was partly informed by results of this project. The 2012 results still have to be analysed and compared to those of 2010 and 2011.

Community Service Research

A new research project was initiated to look at the experiences of UCT rehabilitation graduates while in community service to find out whether the intentions behind the introduction of community service are being met and whether the curricula for rehabilitation professionals needs to be amended to address gaps between the skills and attributes of the graduates and the realities that they face in the South African Health system. Ethical approval has been obtained and the instrument is in the process of being refined.

Professional Standards Committee

The role of the Professional Standards Committee (PSC) includes promoting awareness of professional standards among staff and students, and support for those who speak out about unprofessional behaviour. The PSC held 6 meetings in 2012. Key issues discussed were:

Promoting a culture of professionalism

Feedback from students reveals that the prevalence of unprofessional behaviour in the health services is still unacceptably high, and yet few feel free to report these incidents for fear of victimization. Some encouraging developments to create a better culture of professionalism include improved teaching in the Clinical Skills course; reflective sessions in the obstetrics blocks on abuse in the workplace; and initiatives by the O&G Department to invite student feedback and to engage with staff in MOUs where abuse of women patients is often reported.

“Digital professionalism”

The appropriate and ethical use of information technology and social media in clinical learning is an issue of emerging importance in the Faculty and worldwide. The PSC has been briefed on the E-Learning and E-Teaching Policy which makes provision for the establishment of an Advisory Committee. Ideas for promoting “digital professionalism” include curriculum integration across the years, the involvement of library staff, and a Faculty seminar and panel discussion on the Ethical Use of Information Technology in Clinical Learning. These ideas will be translated into action in 2013.

Illegal student access to exam papers

This has been an issue for some years; reasons include re-issuing of previous exam papers without modification; inadequate online security; and inadequate invigilation of online exams. ICTS has taken measures to improve security, but full compliance with the exam policy also needs to be enforced within departments. The broader issue is reviewing the form and validity of assessments that are currently heavily weighted towards the final block exams, which could be taken up by the Assessment Committee.

The PSC will present some recommendations to the Faculty Board in 2013 to address some of the following questions that have arisen through the work of the PSC:

- How can we as a Faculty become more aware of the subtle and insidious types of systematic abuse suffered by students, patients, family members, and communities?
- How can we help to prevent future abuse and professional violations?
- How can we reaffirm professionalism in the constrained service environment where our students learn?
- How can students be more effectively empowered to uphold professional standards and speak out against abuse?
- How can we acknowledge examples of excellent professional behaviour?

MBChB Student Electives

Medical students in their fifth year undertake a four-week PHC elective. This can be either clinical work at any public or private healthcare facility in the SADC region, or clinical research anywhere in the world, subject to prior approval. Students are required to organize their own electives, and are assessed on the basis of their reflective reports and a brief assessment by their on-site elective supervisors. If doing a clinical elective, the student's report must include a description of their clinical activities and their reflections on the application of the principles of the Primary Health Care (PHC) Approach in the health care setting.

Most students describe their electives as excellent opportunities to develop their clinical competencies, strengthen their problem-solving skills, deepen their understanding of and confidence in themselves as health professionals, develop empathy with their patients, and to experience the inequities of health care and the relevance of the PHC Approach in the South African setting. Some comments from the 2012 elective reports are typical of the majority:

I really got the feeling of how it would feel like to be a community service doctor as I was able to firstly experience all the different aspects of the hospital professionally. I was able to work in most wards and definitely got the general feel of the hospital. I learnt that working in a rural hospital is not all 'doom and gloom' and that it is a great opportunity to make a difference in a community that is in great need of doctors. (PB2012)

I came away from my month elective with the most incredible confidence. I was challenged to work as a self-sufficient health professional. 'think on my feet' with regards to solving more complicated clinical scenarios, make management decisions autonomously and commit to the holistic care of my own patients. I found my elective particularly beneficial because there were no unnecessary log books to carry around, and no enormous load of pressing documents to get signed and complete.. I felt empowered by this.. [it] gave me a freedom which enhanced my learning experience (NW2012)

My experience fulfilled all my learning objectives I originally set out and more. I was able to practise clinical skills that if not for this elective I would not have had the opportunity to do this year, and was able to do so repeatedly, allowing me to grow my confidence in these procedures as well as obtaining invaluable advice and tips from the experienced staff at the hospital (JF2012).

I feel that the elective rewarded me with more than I expected. I had expected to work in a rural hospital where resources were sparse. However, Vredenburg is a well-resourced hospital and a well-managed facility. I feel that I have achieved most of my objectives. These included practical experience in terms of examination skills, clinical reasoning and bed side procedures (KT2012).

It can be concluded from the student reports and the evaluations received from the elective supervisors that the PHC electives are valuable and valid learning experiences which deserve continued support from the Faculty.

Conclusion

Many of the issues raised in 2012 will continue to be challenges in 2013:

- Increasing student numbers and the challenge to find adequate space for them to be taught in
- An appropriate clinical platform for the teaching of all our clinical students
- Finding a solution to the problems of assessment, particularly on-line assessments
- Admissions policies that continue to assist us with changing the profile of our students to better reflect the demographics of our country

The MBChB programme will be inspected by the HPCSA in 2014 and much of 2013 will be spent preparing for that accreditation visit.

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2.2 Commerce Teaching and Learning Working Group Annual Report: 2012

Introduction and Remit

The remit of the Commerce Teaching and Learning Working Group is to align the Faculty's teaching and learning goals with those of the university's Teaching and Learning Committee. This includes creating an enabling environment for improving teaching and learning, addressing barriers to improving throughout, strengthening research enriched teaching and promoting innovation in teaching and learning.

Projects

Peer review (tag teaching) and staff mentoring

One tag team was established in the College of Accounting to work with a mediator. Two staff members in the College of Accounting and one in Economics were mentored.

First year experience

An extended orientation programme was run weekly throughout the first semester and a dedicated Vula site was created for first-year students.

Early Warning System

This was piloted for the first-year cohort. At risk students were identified via mid-term grades and the ramifications thereof addressed via the Vula site, ongoing orientation sessions, and visits to tutors, hotseats or student advisors.

Data compilation and analysis

A number of objectives were identified including the following:

- Identify ways in which data can be used to make decisions regarding curriculum design within courses and programmes
- Standardise the reporting of statistics across the Faculty
- Obtain data from IPD to trace the 2009 intake into the Faculty “through the system”

Education Development Unit: curriculum design and articulation

The current BCom extended (Academic Development) programme was reviewed in collaboration with the College of Accounting with the aim of addressing content, scaffolding, workload, enhancement of contextual aspects and identifying critical transitional points in the programme.

Ongoing tutor training pilot

The pilot involved first-year Educational Development Unit (EDU) tutors in Financial Accounting, Mathematics and Economics and provided for six one-hour input sessions over six weeks on various topics, a system of peer review and staff review. The ultimate aim is to replace the extant model of tutor training provision once only at the beginning of a semester with one which provides ongoing input to and support for tutors.

Items considered

The following items were referred to the Teaching and Learning Working Group for consideration by the Commerce Faculty Board and/or the Dean’s Advisory Committee

Proposal to increase the duration of each teaching semester from 60 to 65 days

The Faculty Board agreed that the consolidation period could be extended without shortening the current exam period but were not convinced of the benefits thereof. The Teaching and Learning Working Group unanimously agreed that students would benefit from more reflection, time on task, feedback and consolidation and that additional time for learning, integration and reflection would lead to a more productive learning experience and ultimately impact positively on throughput rates and the quality of the graduate.

Computer and digital literacy: assessment of and provision for

In 2013 The Centre for Educational Technology (CET) will no longer conduct the annual Computer Literacy assessment tests during orientation. The Teaching and Learning Working Group decided that, given UCT’s digital environment, there is a need for the university to provide first-year students with a bridge into this environment and to equip them with the necessary computer skills.

The timing of and notice for supplementary examinations

In terms of the broader issues, supplementary examinations without educational support or intervention could be considered educationally unsound, but the practical difficulty of implementing

and monitoring such interventions was acknowledged. Questions were raised about the pass rates in supplementary examinations and the need to check the data regarding this.

The Academic Staff Development Committee's (ASDC) Teaching Career Trajectory

The Teaching and Learning Working Group considered the questions posed by the ASDC. The importance of teaching and the need to give attention to this was acknowledged. In addition to a detailed response to the ASDC's questions, the following general points were noted:

- The term "The Teaching Career Trajectory" should be more explicit to avoid the potential misinterpretation that this is applicable exclusively to those on teaching only appointments
- It would be helpful to provide an explanation of "new/inexperienced" lecturing staff; does this imply new/inexperienced in the context of lecturing at UCT or new/inexperienced per se?
- The model does not make allowance for the varying contexts that pertain in different faculties across the university
- More time should have been allowed for consideration of this model, given the importance thereof
- To avoid the creation of further silos, it seems appropriate for the Academic Staff Development Committee to be part of the university's Teaching and Learning Committee

Academic Development (AD) Position Paper on improving throughput

The purpose was not to discuss the document in detail but to identify how aspects thereof could be taken forward in the Faculty in 2013. The AD Position Paper affirms Commerce EDU practices and, where possible in terms of resources, the aim should be to mainstream these practices. With regard to future curriculum structure it could be envisaged that a planned 4 year degree BCom programme will eventually become the norm.

Data: Commerce high risk courses

As part of the data focus on the 2009 cohort CA stream, at risk courses within this programme will be identified and strategies will be developed to tackle this going forward.

Completed Matters

Projects

Education Development Unit: curriculum design and articulation

The first phase of this project was completed with the design of two new Financial Reporting courses ACC2113W and ACC2114W as a recommended alternative for *at risk* students and as a structured curriculum path for the EDU students following the four-year route. The courses will be introduced in 2013 and 2014 respectively. The same examination as that for the one year ACC2012W course will be written at the end of the two years.

Items considered

Proposal to increase the duration of each teaching semester from 60 to 65 days

The Teaching and Learning Working Group recommended that additional semester time is educationally sound, identified the benefits thereof and suggested possible models for the implementation and structured use of the additional time. The Teaching and Learning Working Group

response was also submitted to the UCT Teaching and Learning Committee and the UCT Examination Assessment Committee.

The timing of and notice for supplementary examinations

Undergraduate supplementary examinations should not be offered during the June or November examination periods. The period for SUPPS/DEs should be in both the course outline and the Faculty handbook ONLY if outside the scheduled period.

The Academic Staff Development Committee's Teaching Career Trajectory

A detailed Teaching and Learning Working Group response to the ASDC's questions was sent to Marshall Engle on the 1 October.

Additional Broad Initiatives

Pervasive Skills

Financial Reporting 2

To try to enhance student understanding of basic group accounting principles, a tutorial for Financial Reporting 2 (ACC201W) students was designed whereby they created their own video. Students were allocated to groups of about five students each, and they were required to answer a number of questions that addressed the basic principles of group accounting in their video. Students were graded according to the clarity of their explanations and the correct application of the principles and, to a lesser degree, on the creativity and professionalism of their videos. The project seems to have been successful in enhancing the students' understanding of these basic principles, and will be repeated and enhanced in 2013.

Language

To improve academic literary skills, workshops were provided on academic essay writing and referencing in Evidence Based Management (BUS1036); and lectures in Financial Reporting 11 (ACC2012W) on effective and coherent writing in response to theory questions.

Blended learning models

Plans were developed to embark on online/blended learning models for BUS1036 and BUS4050 in 2013.

Throughput

Actuarial Science: The re-curriculation of the Actuarial Science programme was undertaken. This involved ensuring closer alignment to the actuarial profession's normative education requirements, improved workload development in each academic year, a strengthening of computing skills and a complete redesign of the first-year Actuarial Science course. The redesign of the first-year course aimed to improve coherence between learning material, teaching and assessment and to better integrate mathematical material with real-world (South African specific) applications. The course has been designed with a high level of language sensitivity, with learning outcomes made far more explicit.

Statistics: The decision was taken to offer STA2020 in both semesters from 2013 (identified as a factor affecting BBusSc throughput).

Organisational Psychology:

Undergraduate: the curriculum was redesigned with revision to the content and the scaffolding of courses. New content was introduced in Introduction to Psychology (BUS 1007S) in the second semester of 2012. The new second year curriculum will be introduced in 2013. A new third-year course in research methods will be introduced in 2014.

Postgraduate: The Master's in Organisational Psychology was reconfigured as two offerings – Master's in Organisational Psychology (academic and research orientated) and MPhil in People Management (more practice orientated for students with work experience). The revised and new Master's' programmes will be offered in 2013.

Economics: In the first-year economics courses ECO1010F and ECO1011S, the School of Economics writing coordinator, in conjunction with the course convenors and the Writing Centre, offered three workshops to students to assist them during the academic essay writing process. Weekly voluntary revision workshops were also offered in ECO1011S.

Creating a Learning Community

There was focused use in all courses of Vula as an interactive space to connect students with each other and their learning.

The work of mainstreaming AD practices in the Commerce Faculty will be ongoing.

Data: Commerce *high risk* courses

The data compilation, analysis and subsequent development of teaching and learning strategies will be ongoing work.

2.3 Law

Introduction

There has been a slow but steady change in the composition of registered students in the Law Faculty over the past several years. Although the *ratio* of undergraduate versus Master's and Doctoral students remained steady, the student body has slowly become more racially representative of the population of South Africa at large. The increased diversity in the classroom provides exciting opportunities in the field of teaching and learning. It has also persuaded the Faculty to reflect more systematically on its teaching and assessment practices in an effort to improve the throughput rate in the LLB degree.

Table 1: Racial profile of registered students

	White	Black	N/A	Coloured	Indian	Total
LLB	214	100	67	64	32	477
PGDip	25	22	9	18	4	78
Master's	113	37	106	41	14	311
PhD	18	5	28	5	2	58
Occasional	48	17	71	58	24	218
TOTAL	418	181	281	185	76	1142

The following table provides information about the number of graduates in the undergraduate and the post graduate programmes.

Table 2: Number of graduates per programme

LLB	113
PGDip	27
Master's	105
PhD	8
TOTAL	253

The Law Faculty is in the process of phasing in a new undergraduate LLB curriculum, which presents its own challenges, including the requirement to double teach the same course to students from different year groups, the challenges of finding venues for the various courses being taught twice over, and challenges about how to fit new tutorial sessions into the congested time table.

It is important to note that although it is a relatively small Faculty in terms of student numbers, the Faculty offers a large number of undergraduate courses (51 compulsory and optional courses) as well as postgraduate courses (56 courses in various sub-disciplines) to a diverse number of students who come to their studies via very different routes. Students registered for the undergraduate LLB degree can be either recent high school graduates who are taking LLB as a first degree; UCT students registered in other Faculties who combine Law studies with a Humanities or Commerce degree; and students who had completed an undergraduate degree and are doing their LLB as a second degree. Some students are also admitted as part of an Academic Development Programme (ADP) and are required to attend intensive ADP classes linked to specific undergraduate courses offered in the Preliminary Year of study (but not in later years). Often these students, who are at different stages in their academic development and in their lives, sit in the same undergraduate classes. This presents a challenge to lecturers teaching in the LLB degree.

Student attitudes towards teaching and learning practices in the Faculty

As part of a student led research project, the Faculty surveyed students about their backgrounds as well as about their experiences with teaching and learning practices in the Law Faculty. These results show that, from the perspective of law students, there is some room for improvement as far as teaching and learning practices in the Faculty is concerned. When asked how satisfied students are *overall* with how law lecturers assess their academic work, almost half of the students indicated that they are not entirely satisfied with how this is done – as the following table illustrates:

Table 3: Student satisfaction with how law lecturers assess their academic work

Category	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	No data
Black (SA)	3	11	17	8	5
Black (other)	-	12	12	1	1
Coloured	2	6	9	4	2
Indian	1	11	10	2	1
White	13	58	30	7	5

Students who were surveyed identified many factors which contributed to them failing a Law course, including the difficulty of the work, a congested exam time table and the failure of students to attend the lectures. The following table provides some data on the number of students who claimed that “Lecturers are Inadequate”. Of the 221 students who conducted the survey the following number of students indicated that they believe they failed a Law course because of the inadequacy of the lectures.

Table 4: Lectures are inadequate

“Lectures are inadequate”										
Category	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9	Rank 10
Black (SA)	1	2	2	5	2	5	3	8	10	6
Black (other)	-	1	-	-	2	2	2	3	13	2
Coloured	2	1	2	3	2	-	2	2	5	3
Indian	-	2	2	6	3	2	2	4	5	1
White	-	5	6	3	7	11	10	17	48	6

The results of the student survey is therefore mixed. While it indicates that the majority of students believe that lecturers by and large do an excellent job in teaching and assessing students, a significant proportion of students indicated that although not the most important reason, inadequate teaching might have contributed – along with many other factors – to their failing a specific Law course.

The teaching and learning strategy of the Faculty of Law in 2012 was aimed at beginning to address these real or perceived problems.

Strengthen governance & structures of Teaching and Learning

The Law Faculty has no committee structure exclusively dedicated to teaching and learning, but the Academic Planning Committee (APC), chaired by the Deputy Dean for the LLB (who also serves on the Senate Teaching and Learning Committee), attends to Teaching and Learning questions related to undergraduate students while the School for Advanced Legal Studies (SALS) committee, chaired by the Deputy Dean for Graduate Studies, attends to Teaching and Learning questions relating to postgraduate students. The Teaching and Learning Working Group continued to support the APC in its work, by focusing more directly on Teaching and Learning questions. The Law Faculty representative dealing with the First Year Experience also serves on the APC and a regular slot has been created to allow her to provide feedback to the APC and to allow APC to engage specifically with teaching and learning challenges affecting first-year students.

Strengthen the leadership capacity for Teaching and Learning

In 2012 the Deputy Dean for LLB studies worked in close co-operation with the Academic Development specialist in the Law Faculty as well as the Teaching and Learning working Group in an effort to improve theoretical and practical knowledge about teaching and learning challenges in the

Faculty among members of the APC and more broadly among lecturers. The Dean also provided advice and assistance to help build the capacity of the Office of the Deputy Dean to take a leadership role in promoting the importance of Teaching and Learning in the Faculty and to address challenges relating to Teaching and Learning in the Faculty.

Increase the resource-base for teaching development & innovation

In 2012, the Law Faculty, with the assistance of its Academic Development specialist, took further steps to restructure and improve the ADP, linking the ADP assistance more closely with the content of the work taught in individual courses by ensuring the close involvement of the relevant course co-ordinators. Steps were also taken to ensure that these programmes are more structured and that the programmes in the various courses supplement and support each other. Lecturers involved in the ADP programme were required to produce written reports on ADP courses, providing feedback to course co-ordinators about the ADP programme and creating a data-base on which future ADP lecturers will be able to rely.

Address barriers to improving throughput

In 2012 the Law Faculty continued to seek ways of enhancing and supporting courses with a high failure rate. Three particular courses were initially identified, namely Constitutional Law and Property Law (offered in the Prelim year) and Law of Delict (offered in the intermediate year). Heads of Departments met with course convenors and other lecturers involved in these courses to identify the problems and agree on solutions. The cross-cutting problems identified were the following:

- Many students struggled with the requirement of reading a large number of texts (especially prescribed court judgments) and extracting the important legal principles from the cases
- Many students struggled with using these abstract legal principles and applying these principles to practical examples
- Many students generally struggled with constructing coherent legal arguments in a written form
- The tutorial programme that forms part of these courses has, for some reason, not been as effective as envisaged

To deal with these challenges, it was decided to direct more teaching resources at these courses. The Faculty applied for a grant from the Department of Higher Education (through the University) and the bulk of the grant that was eventually awarded was for the appointment of Doctoral students to serve as “super tutors” for these courses. It was decided that from 2013, these “super tutors” would assist with identifying students at risk and providing both personal support and mentoring to these students and also to provide larger workshops aimed at addressing the problems identified above. Unfortunately there are no statistics available yet at the time of writing about the effectiveness of these programmes.

Improve the physical teaching environment

The upgrading of audio and video recording equipment in large teaching venues in the Kramer Law Building in 2012 provided the impetus for a larger number of lecturers to record their lectures. Recordings of lectures are then placed on Vula where students can watch the lectures on their computers. This led to several lecturers starting to make use of the recording of lectures in 2012. Students in these courses (including Constitutional Law and Foundations of South African Law) now have access to lecture recordings on Vula.

Create an enabling environment for improving teaching and learning

The Law Faculty rules for promotion were changed and now places more emphasis on the need of academic staff to excel in Teaching and Learning in order to qualify for ad hominem promotion and this new system was first applied in 2011 and again applied in 2012. The following criteria are used:

Teaching & Learning

A good teacher uses communication skills, innovative thinking, research and/or developments in the field to contribute effectively to student learning, as a teacher of undergraduates, a teacher of postgraduates, and/or a supervisor of postgraduate research projects. Evidence of effective teaching could include: strong student evaluations, favourable external examiners' reports; the number and range of research projects supervised at senior undergraduate, Honours, Master's and Doctoral level; effective learning materials; use of innovative teaching methods; participation in curriculum and/or programme design; involvement in the development of new course materials; the use of teaching material by other teachers; invitation to serve as an external examiner at other institutions; being nominated for or receiving the UCT Distinguished Teacher Award or any other teaching award.

Academic staff are expected to undertake an appropriate teaching load as determined by Faculty and Department. Staff are expected to meet the Teaching and Learning Charter, and using a teaching portfolio as evidence, demonstrate effectiveness as a teacher, reflecting on and responding to lecturing evaluations by both students and external examiners. At higher ranks there is an increased expectation of effective postgraduate teaching and supervision, where opportunity exists. See, however, above (I Research) for flexibility of scoring between Teaching and Research categories in special circumstances (possibly regarding heavy service-course teaching).

	Points	TEACHING & LEARNING
	90-100	Consistently excellent LLB/undergraduate teaching evaluations from students, external examiners and peers and/or an outstanding reputation for teaching at LLM level and/or leading role in academic initiatives. Leader in initiatives to disseminate scholarly or professional knowledge to groups beyond UCT. Plays a leadership role in the development of undergraduate and/or postgraduate teaching and curricula. Invitations to lecture at other universities. Wide experience as external examiner or as an examiner of Master's and Doctoral theses. Well established reputation among staff and students for excellence in all aspects of teaching, including curriculum development, reflecting research and professional activities in teaching and success in master's and Doctoral supervision.
	80-89	Very good LLB or undergraduate teaching evaluations as indicated above and/or a very good reputation for teaching at LLM level. Plays a major role in undergraduate and/or postgraduate teaching and supervision. Known by staff and students as a dedicated and effective teacher, including post-LLB supervision. Active in initiatives to disseminate scholarly or professional knowledge to the profession and other groups beyond the campus
SASP Professor	70-79	Effective teacher in Faculty, including (where appropriate) at post-LLB level, with consistently good

		<i>teaching evaluations. Demonstrates effectiveness as a supervisor of postgraduate students. Demonstrates leadership in curriculum development and design</i>
<i>SASP Associate Professor</i>	<i>60-69</i>	<i>Effective teacher in Faculty, including (where appropriate) at post-LLB level, with consistently good teaching evaluations. Demonstrates effectiveness as a supervisor of postgraduate students and/or contributes actively to academic development initiatives.</i>
<i>SASP Senior Lecturer</i>	<i>50-59</i>	<i>Effective teacher in Faculty. Contributes actively to academic development initiatives.</i>
<i>SASP Lecturer</i>	<i>40-49</i>	<i>Effective teacher in Faculty.</i>
<i>SASP Entry-level Lecturer</i>	<i>20-39</i>	<i>New staff member (e.g. entry level appointment as lecturer) starting out on a teaching career with little experience but demonstrating enthusiasm and a willingness to learn, OR, for established members of academic staff, teaching evaluations are not enthusiastic or barely satisfactory, and/or seldom contributes to academic development activities. Clearly room for improvement of his/her teaching performance. Not known in the University as a teacher.</i>
	<i>1-19</i>	<i>Teaching evaluations are not good and/or no contribution to academic development activities. His/her teaching is not satisfactory. Largely ineffective as a teacher by temperament or general inadequacy. Does minimum teaching required by contract.</i>
	<i>0</i>	<i>Totally inadequate and ineffective as a teacher of undergraduate and postgraduate students.</i>

Staff members applying for promotion are required to furnish a reflective teaching portfolio with their application for ad-hominem promotion.

Professionalise teaching

All new academic staff appointed in the Law Faculty are encouraged by Head of Departments and the Dean to attend the New Academic Practitioners Programme (NAPP), offered by CHED, and in 2011 all newly appointed lecturers and senior lecturers attended this course.

Strengthen research enriched teaching

There is nothing exceptional to report under this heading.

Promote innovation in teaching and learning

In 2012, the Law Faculty organised a one-day workshop aimed at reflecting on teaching and assessment practices in the Faculty, at sharing ideas about best practice and at dealing with some of the challenges associated with teaching large classes, of especially LLB students. Approximately 80% of lecturing staff attended the workshop. Speakers from CHED, from other Faculties at UCT and from

the Law Faculty presented ideas and findings to those assembled. The Workshop gave new impetus to the work of the Teaching and Learning Working Group.

2.4 Humanities Teaching and Learning Interventions

The 2012 report highlights three areas: interventions in the educational development arena; a faculty investigation into the undergraduate academic experience in selected Humanities departments; and the successful efforts of the Michaelis School of Fine Art to improve the throughput and retention of its students.

Educational development interventions:

Background

Teaching models in the Humanities Faculty, which straddles a wide variety of disciplines, vary extensively in character, ranging from one-on-one teaching in music and art through modestly-sized language classes to the large lecture classes of psychology, sociology and politics. The problem the popular majors face is that of massification, where first year classes can reach up to 750 students. While this is typically mitigated by a system of weekly small-group tutorials, one effect of this massification has been the homogenization and impersonalisation of the teaching-learning relationship. Under these conditions it is difficult for academic staff to address adequately the diverse nature of the South African undergraduate class. However, relative to national figures, graduation rates in the Humanities Faculty are good; but the Faculty is currently struggling to turn around the poor performance of its “failing tail” of approximately 400 students (see Table 17e of Appendix Tables of cohorts).

In addition, the Faculty is concerned with the poor passes generally achieved by black South African students, which constrains its growth of postgraduate enrolments.

Given UCT’s targets to increase its graduation rate by 22% and its postgraduate enrolments by 8% by 2020, and to improve the quality and equity of its graduate outcomes (The Size and Shape of UCT in 2020, Report to Senate, 16/11/2011, p.5), the Faculty of Humanities is determined to turn around the scenario described above through a strategy that it believes will improve the quality of its first and second year teaching, particularly for first generation students and those from educationally disadvantaged backgrounds.

In 2011, the Faculty submitted a proposal to establish an Education Development Unit. As a result of this proposal, Humanities was awarded four posts (two lecturers and two PASS posts) which made it possible to establish a Humanities Education Development Unit (HUM EDU). This has enabled the Faculty to launch a number of initiatives linked to its Extended Degrees (ED).

Mentorship Programme:

From its origin in the Psychology Department, this was expanded in 2012 to cater for all first year ED students and in 2014 the goal is to roll this out to all first-year students who request a mentor. The Faculty now has a full-time Student Development Officer to run the programme, with support from the Student Wellness Centre.

Foundation Year:

In consultation with first-year course convenors and in close collaboration with CHED’s Numeracy Centre and Language Development Group, the process of revising the foundation course offerings for

the Humanities Extended BA and Extended BSocSci was begun. In 2012 two new courses “Working with Texts in the Humanities” and “Working with Concepts in the Social Sciences” were developed (partly based on the original ‘Texts in Context’ and Critical Thinking in the Social Sciences’ foundation courses) and have run for the first time in 2013. From 2014, a third new course, “Working with Numbers in the Humanities” will be offered to all Extended Degree students wanting to major in the Social Sciences. The aim of this revised foundational curriculum is to provide a flexible suite of courses that can be put together to match students’ needs and majors and to build solid foundations in academic, digital and quantitative literacy. The new courses have been designed to engage with texts and tasks that are typical of first-year courses, so that students will be well-prepared to tackle their majors.

Plus Tuts:

The idea of running ‘Plus Tuts’ for students needing extra academic support originated in the Philosophy Department many years ago. In 2012 the Faculty encouraged all Departments offering large first-year courses to adopt this model. It was taken up in Psychology, Politics, History, Sociology in 2012 (and Film & Media and English Language and Literature in 2013), and continues in Philosophy. ED Tutors are appointed by Departments, paid by the Faculty (with help from a DoHET Teaching Development Grant), report to Heads of Departments and are supervised by relevant course convenors. Their job descriptions are tailored to fit the needs of the Department and course(s) concerned. They receive training from the Humanities EDU, assisted by CHED. A key area of training has been around how to teach referencing and deal with plagiarism. To this end the HUM EDU has published a Humanities Reference Guide which is now up-dated annually and made available to all first-- year students. The design of augmented tutorials for ‘at risk’ students is particularly demanding because it involves making the conventions of academic literacy and disciplinary discourses explicit through clear explanations, demonstrations, opportunities for practice and detailed feedback on written work. This work requires collaboration by teams of people with both educational and disciplinary expertise. Many ED Tutors (or more senior ED Teaching Assistants) also assist course convenors with managing tutorials and VULA sites, training tutors, running marking workshops, etc.

In 2013 it is hoped that the Plus Tut project will be expanded to augment large/ challenging second-year courses. The Faculty believes that this additional support given **within the context of the disciplines** is crucial to the academic success of the target group of students.

In the long-term it is hoped that decent short-term contracts can be offered to ED Teaching Assistants in all large Departments in the Faculty, so that they can accumulate experience and expertise. This should provide opportunities for PhD students and post-docs in the Humanities to gain work experience in higher education, some expertise in higher education teaching and curriculum development, participation in the life of an academic department and exposure to the nature of academic work. This could help prepare Humanities postgraduate students for full-time academic posts in the future.

Faculty investigation into the undergraduate academic experience in selected Humanities departments:

A senior working group, including the Dean, Deputy Dean for Undergraduate Affairs, the Faculty Manager, Faculty Student Development Officer and Faculty Academic Development Coordinator, conducted a set of extended interviews in 2012 with teaching staff from selected departments to gain a fuller understanding of certain key aspects of the academic experience of undergraduate students.

Six departments were chosen from within the arts/social science cluster- Political Studies, Sociology, Film and Media, English Language and Literature, Historical Studies and Psychology. Five departments were selected because they offer the largest majors (in terms of student enrolments) in the faculty, while Historical Studies was included for the purposes of comparison.

The team was interested in three clusters of issues: those relating to curriculum design, those relating to support for students in making the transition from school to university, and those relating to more general forms of student support.

Prior to this investigation the faculty had not engaged in a faculty-wide conversation about curriculum design since the end of the programme initiative in the early 2000s and the reconstitution of the BA and B SocSc undergraduate degrees around majors and electives. Most departments engaged though in curriculum renewal on a regular basis, and changes to majors, programmes and courses were scrutinised carefully by the faculty's undergraduate education committee (UEC) in the course of its annual deliberations. Part of the rationale for the 2012 investigation was to get a clearer sense of the issues which departments took into account in undertaking curriculum reform, and the structure of the different majors on offer.

One of the effects of semesterisation and the turn to programmes was to loosen the authority of the department as a collective over the design of curriculum. Whereas previously, prior to semesterisation, the three whole-year courses which comprised the major were largely the responsibility of the department as a whole, and to which all members potentially contributed, semesterisation devolved this authority to individual course convenors. The programme era in our faculty resulted in a proliferation of elective courses in some departments, to boost student numbers (and to defend posts).

We were interested in the effects of decentralised control over the curriculum. Specifically, we were interested in the way in which majors are currently structured, particularly the degree of choice permitted from amongst possible course components of the major.

We were also interested in the degree to which the department as a whole, engaged in curriculum design; articulated clearly the rationale for the choice of content, readings, modes of assessment etc; the extent to which there was a shared view of the capabilities which the department hoped to inculcate in graduates after three years of study, and how explicitly this was supported.

Finally, we were interested in the extent to which the department (or individual course convenors within them) gave attention to the need to address the needs of a diverse student body – to support those from disadvantaged backgrounds, while extending those with exceptional talent.

A sampling of the findings:

- Considerable progress had been made in recent years with the structuring of the majors. In general, the panel saw a tightening up of the degree of choice in the degree, and the development of vertical sequences from first to third year. Historical Studies provided a detailed account of building conceptually from first through to third year through the major. Research methods formed the spine of the Psychology major, and each year built on the year before. Film and Media discussed the blending of critical theoretical engagements with the practicalities of production. The structure of the Sociology major had developed over time and followed a tighter sequence now than a decade ago. The aim was to build sequence in research methodology through from first-year to Masters.
- There was significant unevenness in departmental engagement with issues surrounding provision for first year students. Some departments indicated that the issue of the first-year transition (in the identification of problems, structuring of tutorials, sequencing of content, design of assessment) was a departmental concern, discussed at staff meetings and at annual

departmental “post mortems”. This was not generally the case, however. In one department, tutors are expected to pick up problems students may have with writing early on and refer to Writing Centre or EDP additional classes. In another, first-year courses have a single convenor, so awareness of transition issues is not high outside of first-year course structures and are not generally discussed in staff meetings.

- In all of the discussions held with departments, considerable emphasis was placed on tutorials in the education of students, with far less discussion of lectures or the structuring of content.
- Departments varied in the extent to which the issue of gifted students was a concern. Initiatives to stretch very talented students include: essay prizes and informal reading groups; opportunity in the third year of study to produce an original piece of research; access to elective seminars; and a departmental in-house journal which publishes outstanding student essays.
- Regarding Tutor training and development, most departments made use of faculty-organised tutor training workshops, which they augmented at departmental level. Departmental specific initiatives included the following: a full day orientation at the beginning of each semester, followed by weekly meetings with graduate tutors; a tutors workshop VULA site which allows for sharing teaching materials, collaboration and course administration; and a tutor memorandum of understanding clarifying roles, expectations and responsibilities
- There were variable assessment requirements across the different majors and departments, but it was common practice across all departments for tutors to mark assignments on most if not all courses, with or without the provision of a rubric designed by the lecturers. All marking by tutors was moderated by convenors, and all tutors are involved in marking workshops.
- All colleagues were asked about the key capabilities which they were attempting to develop over the course of a major. The following emerged from the discussions with the six departments: in English, the ability to read widely and critically and to approach the art of writing as a constant practice; in Film and Media, writing skills for the media and a good mix of creative and critical skills; in Historical Studies, the understanding of historical forces and how they operate and interact, and broad appreciation of how the present is shaped by the past; and in Sociology, the ability to engage in critical analysis as well as application to key societal challenges.
- Consultation periods were offered in all departments but the use of these periods by students had dwindled over the years. Instead students made greater use of direct approaches to staff via email, texting, VULA chat rooms and the social media.

Michaelis School of Fine Art initiatives to improve the throughput and retention of its students

Over the past five years, throughput and retention at the Michaelis School of Fine Art has increased dramatically. As example there are currently 62 third-year students, from a first-year class of 65 in 2011. Much of this can be attributed to the efforts of Jean Brundrit, Kurt Campbell and Jane Alexander. Their combined efforts developing the mentorship programme for first-year students, the Odyssey project (a series of life-skills workshops that focus on academic adjustment to university), securing the weekly availability of Student Wellness counselling on campus and monitoring the early warning system has resulted in a low failure and attrition rate. When students do fail they return to complete courses the following year rather than leaving the programme as would have happened in the past. Fabian Saptouw as first-year and Foundation course convener runs additional tutorials for students who need academic assistance and is a student advisor for this year. This has also helped students adjust to the heavy workload and intense requirements of the course. We typically experience our highest attrition rate in the first and second years. Once students reach their third year of study they are likely to complete the course.

The Extended Degree programme in Fine Art is designed to accommodate those students who do not have the minimum points necessary to enter the BAFA programme, but who show tremendous potential. The curriculum is based on the BAFA degree, but spread over five years and with the addition of the academic support course, Language in the Performing Arts (DOH1005F) and additional tutorial support in the first and second year of study.

2.5 Science

The Science Faculty Teaching and Learning Committee's activities were concentrated in four main areas in 2012, namely: Learning Centres, Lecturer Evaluation, Postgraduate Throughput and Teaching Technologies. In addition, significant preparation took place in the Faculty for the new Extended Science Degree Program to be introduced in 2013. This new program streams students into a three or four-year undergraduate degree based on a placement test in individual subjects administered after five weeks of teaching. The results of this initiative will be reported on in 2014.

Learning Centres

We investigated the establishment of learning centres as avenues for peer learning in the Science Faculty and how such centres might operate in a dynamic academic environment at the University of Cape Town.

Main activities:

- Meetings – three meetings were held to explore and clarify the idea of learning centres following a seminar by Professor Ronald Bieniek from Missouri University of Science & Technology. Discussions were also held with Karen Wallace (UWC) who had visited Professor Bieniek. The purpose of the discussions was to explore collaboration with UWC on learning centre initiatives
- Visit – A pre-condition for rolling out learning centres is to train/coach the teaching staff to be conversant with the philosophy and pedagogy of learning centres. With the financial assistance of the Dean of Science, a member of the committee who was on a Fellowship in the United States, Riashna Sithaldeen, was sent to Missouri University of Science & Technology to gain first-hand experience of learning centres
- Proposal – The committee drew up a proposal for piloting learning centres with the view to use Maths and Physics as sites for the pilot study in 2013

The idea of learning centres is new to the Science Faculty, and UCT as a whole, but presents opportunities for new spaces of learning that should be grasped and supported.

Lecturer Evaluation

Our goal here was to review the current usage and value of the official Science Faculty lecturer evaluation form and to identify perceived problems relating to its use in practice.

The committee identified the following broad questions that required investigation:

- Are the questions in the current form robust and appropriate, and is the online (Vula) automated return system successful (e.g., How many departments still use paper-based returns and why)

- What do departments do with the evaluations of both the lecturers and the courses (e.g., are they looked at by the HOD in the context of other feedback such as comments by the external examiner; are they accessible; are they confidential; what could be done to improve the rate of returns using suitable non-academic incentives)
- How does the *ad hominem* promotion process use the student feedback (e.g., what weighting is given to it in the overall evaluation process)?

These three questions were addressed in the following ways, with work continuing in 2013:

- A questionnaire has been compiled to cover the various questions raised in bullets one and two above. The questionnaire has been reviewed and is ready to be disseminated to the various departments via the Teaching and Learning Committee representatives who will be responsible for completing these in collaboration with their departmental HOD and colleagues
- The members of the subcommittee will collate the responses into a consolidated report (in 2013) and they will be used in implementing solutions to issues arising from the critique
- Prof Midgley (as a member of the *ad hom* promotions committee) has reported on the use of the current evaluation data in promotion. This information is available for use in Faculty Board discussions where this question originally arose.

Postgraduate Throughput

We have been attempting to obtain an accurate estimate of the absolute minimum rand amount required annually for rent, food and transport for our postgraduate students in order to gauge whether current NRF (and other) postgraduate bursaries are sufficient for this purpose. Twenty-one postgraduate students from MCB were willing to provide this information, which is summarised in the table below. No importance was attached to the current status of the student i.e. Honours, Master's or Doctoral as it was judged that excluding fees, costs on an annual basis would be equivalent between these individuals.

Table 1: Minimum amount (in Rands) required annually for rent, food and transport for postgraduate students

	Rent (annual)	Food (annual)	Transport (annual)	Total
Mean ± SD	39,848 ± 8,974	22,185 ± 6,257	9,126 ± 4,008	69,857 ± 14,530
Median	38,400	21,600	9,300	70,800

While there is some degree of variation between individual students cost estimates, most notably with transport (a number of students indicated that they use the free UCT shuttle service), both mean and median values suggest a minimum of R70,000 is required per annum solely to cover rent, food and transport costs. These estimates exclude fees (R34,000 for Honours, R17,200 for Master's and R12,280 for Doctoral in 2012) and medical. NRF bursary values for 2013 are shown below for comparison.

Table 2: Amount (in Rands) of NRF bursary values

	Free-standing	DST innovation Scarce skills SABI
Honours	20,000	35,000
Master's	40,000	60,000
Doctoral	60,000	90,000

It is apparent that all students receiving only a free-standing bursary from the NRF would suffer a significant financial shortfall. Taking into account the lower bursary values for Honours and MSc students, coupled with the higher fees charged by UCT, it appears that the largest financial shortfalls may be suffered by students at these stages of their postgraduate studies at UCT:

Table 3: Amount (in Rands) of estimated shortfall

	Living costs	Fees	Value of NRF Free standing bursary	Shortfall (assuming bursary sole source of financial support)
Honours	59,000*	34,000	20,000	-73,000
Master's	70,800	17,200	40,000	-48,000
Doctoral	70,800	12,800	60,000	-23,080

* calculation based on students spending period Feb 1 – November 30th at UCT (10 months)

Teaching Technologies

Two projects relating to teaching with technology were undertaken in 2012: the organization of a Critical Conversation on teaching technology and a survey for the Faculty on the student IT skills requirements for each department:

Critical Conversations

The critical conversation series serves to highlight controversial and topical issues around the way in which the Faculty undertakes teaching. The 2012 Critical Conversation, held on August 2nd, drew together speakers with an interest in the way in which technology was employed to enhance teaching, and asked whether there was still a place for chalk-and-talk as an instruction methodology or whether one should, as a matter of course, utilise newer technologies.

Faculty Digital Literacy Survey

The Centre for Education technology (CET) is in the process of redesigning their Digital Literacy offerings for UCT. As part of this process, the CET approached the Science Faculty concerning the needs of the students in terms of Digital Literacy. Since Digital Literacy will play a key part in the

Faculty's new First Year Experience programme, the sub-committee was requested to work with the CET to establish what requirements each department had with regards to IT skills for their students, and how these could be serviced. To this end, the committee drew up a set of questions that could be sent on to each department. The survey results were collated and presented to the CET Digital Literacy team. The key skills that all departments required were:

- Basic computer literacy
- Training in Vula and the usage of UCT's IT infrastructure and services
- Instruction on security, 'Digital Etiquette' - so students understood how to behave on the internet - and clear instruction on what constituted plagiarism etc.

There was some interest in application training, but this was generally at more senior years. Most departments wished these skills to be available by the end of year two.

2.6 EBE

EBE has a robust committee structure for ensuring the management and ongoing improvement of its undergraduate programmes. The Undergraduate Planning and Administration Committee (UGPAC) comprising programme conveners and other key academics works under the leadership of the Deputy Dean for Undergraduate Education and exercises oversight in the day to day running of the programmes. It is also the formal body for approving any changes to courses or programmes. The Academic Development Committee (ADC) is the main body in the Faculty charged with academic development, aiming at improving teaching and learning in the undergraduate programmes, with a particular focus on the needs of students from disadvantaged backgrounds. Thus the ADC is more focused on innovations and especially on supporting initiatives to improve student success and throughput. The ADC is chaired by the Assistant Dean for AD and comprises ASPECT staff, all Academic Development Lecturers, the Faculty Student Psychologist, and representatives from each of the departments. A subcommittee of the ADC is the First Year Committee (FYC) which specifically focuses on AD issues in the first-year space.

The EBE Faculty has a well-established suite of initiatives that are aiming at improving student learning and success. Many of these are focused towards first year students and are managed by the FYC. These include:

- The Orientation Programme – building on the UCT wide programme, EBE has built a tailored offering for its students, using resources in the Faculty and drawing in departments to design activities to welcome and orient students
- The Mentoring Programme – in each programme in EBE first years are assigned to senior students who act as mentors and meet regularly with them to encourage and advise them. The mentors are trained by the Faculty Psychologist and the Academic Development Lecturers (ADLs) in each department liaise with the mentors in an ongoing way
- The Saturday Tutoring Programme – the EBE postgraduate students offer a programme on Saturday mornings to assist first-year students in Mathematics and Physics.

During 2012, two new initiatives were piloted in EBE:

Early Warning System (EWS)

The EBE Faculty piloted the EWS across both first and second-year courses in most programmes. This initiative flags students who are performing poorly during the semester and allows academic staff to invite students for counselling and academic advice. Significant challenges were experienced both

in data upload and management as well as capacity in the departments to counsel students. Nonetheless, this first year of the pilot showed the significant potential benefits of this initiative and thus it was decided to continue into 2013.

Vacation Bootcamps

The EBE Faculty does not offer supplementary examinations. However, in 2012 a modified form of re-examination was offered in two pilot third-year courses in chemical engineering. A condition for students to take the re-examination was that they had to attend a three-week intensive period of tutoring and revision of the course material. This initiative was very well received and showed significant improvements in student understanding. Thus it was decided in 2013 to aim to expand this initiative into other course areas.

Other significant activities in 2012 concerned a number of issues that the Faculty Psychologist had become aware of. Most importantly with regard to student throughput was the concern that students had differential access to acquiring deferred examination (DE) status depending on their family backgrounds. Significant work in this regard led to greater clarity on the DE system and a Faculty support system for vulnerable students in this regard.

In the area of curriculum renewal, in 2012 the Faculty focused on first-year Mathematics and Physics, working closely with these Departments to propose new courses to better address the challenges faced by first-year students. These proposals were finalised early in 2013 for implementation in 2014. The Faculty has been pleased to already note significant improvements in student success in first-year mathematics, following a rework of the teaching of the existing course.

With regard to throughput, the ADC also continued with a large scale project to systematise the collection of student success data via IPD – including now not only cohort throughput data but also analysis of intake data and correlation with admission criteria and success. These analyses also linked to those conducted by the Admissions Task Team, with a view to obtaining further input on potential improvements to the admissions requirements and the way in which they incorporate the NBT results.

Finally, the Faculty submitted to the DHET two proposals for work to support improving student throughput and was delighted to receive funding for projects that commenced in 2013.

Annexure 3: The Centre for Higher Education Development [CHED] Progress Report - 2012

CHED's central mission is very largely based on UCT's Strategic 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 2012. For example, it does not cover the considerable under- and postgraduate teaching conducted by CHED (in extended programmes, Honours programmes, Advanced Certificates, Diplomas, 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 teaching and learning quality and ensure equity across the institution.

In late 2012, Dr Lis Lange, previously head of the Higher Education Quality Committee, was commissioned by the Vice-Chancellor to conduct a review of CHED. The review was undertaken in light of the changed Teaching & Learning (T&L) context at UCT, with the appointment of a DVC

Teaching & Learning and the establishment of a set of committees to drive and serve the T&L agenda, and the ending of the current Dean's term of office in June 2013.

Essentially, the review affirmed the academic nature of CHED and its leadership by a Dean. It emphasised the need for CHED to be closely aligned to the strategic goals of the institution, and recommended some relatively minor structural changes that would, it argued, bring about a sharper focus on these goals.

In addition, the review report identified a number of contextual features that in the view of Dr Lange constitute risks and challenges for the institution in respect of its teaching and learning responsibilities. These include the high degree of devolution, and the tension this sets up for centralized 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; and a view of educational progression that quite rigidly demarcates undergraduate and postgraduate levels, thus contributing to weak articulation and throughput between these.

For a unit like CHED, such features have had several consequences. For example, development efforts and collaborations have been highly faculty-specific, with uneven resource allocation and take-up over the years. The lack of an overall Teaching and Learning framework and the devolved nature of academic governance has encouraged an opportunistic approach, both to the identification and ways of addressing challenges that arise, and to a tendency to work with willing and interested individuals rather than systems. This has in many cases been extremely effective, but the changing context for teaching and learning now means that CHED is able and required to plan and work differently. This will in turn pose its own challenges, and require the re-alignment of priorities for CHED, and for the institution itself.

The recommendations will be taken forward during 2013. This brief report, focusing on activities in 2012, is arranged along current organisational lines.

The Academic Development Programme (ADP)

Educational Development Units (EDUs)

In earlier years, the work of the EDUs was in the main limited to first year teaching and learning challenges. The remit of these structures has increasingly shifted to including the more senior undergraduate years as well, and to supporting 'mainstream' educational initiatives.

Some of the most notable achievement and/or features of the work undertaken by the EDUs¹⁰ in 2012 are as follows.

The Commerce 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

¹⁰ It should be noted that it is increasingly difficult to isolate the work of ADP EDU staff from that of other colleagues in CHED, including other units within the ADP itself, since collaboration is extensive as a result of the multi-faceted nature of educational challenges.

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 vulnerable students in the mainstream course (ACC2012W).

EBE: Increased flexibility has been afforded by the semesterising of ASPECT mathematics and physics courses – for example, students can repeat the first semester versions in the second semester, thus avoiding possible exclusion and building a strong foundation of knowledge and skills. Mathematics has long been identified as a problem for ASPECT students in their transition from first to second year (particularly those with marks in the 50s for first year mathematics). To address this problem in 2013, ASPECT staff will be teaching the first semester course of the second-year mathematics sequence, although the assessment of the ‘new’ course will be the same as that in the mainstream course. It is possible that it will be taught as a repeat course in the second semester, which would increase options for students for whom difficulties with mathematics might otherwise considerably lengthen time to completion.

At the end of 2012, the ADP in Humanities officially became an Educational Development Unit (EDU), underscoring the importance of such work. In 2012, the findings of a comprehensive evaluation of foundation courses were used to develop new courses. Augmented courses have been developed in Psychology and Politics (PSY Plus and POL plus), and from 2013 the EDU will be running two revised DOH Foundation Courses: “Working with Texts in the Humanities” and “Working with Concepts in the Social Sciences”.

2012 was the last year of the GEPS programme in Science in its present form, though its component courses will assume greater significance in the Faculty, which has embarked on an ambitious initiative to improve throughput. The plan involves admitting all new students to a common first six weeks, after which they will be directed into a three- or four-year programme on the basis of individual assessment. This development, in which the Science ADP has been centrally involved, represents an exciting departure, with potentially wide implications for curriculum reform in the Faculty.

In Health Sciences, 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.

In Law, the extended programme has facilitated the introduction of several curriculum adjustments – for example, the course ‘Succession’ was moved into the second year of the postgraduate extended curriculum, relieving the excessive load of the first year: in 2013 another course will move from the second to the third year of the same curriculum. The significance of these moves is that they iron out unevennesses in load across years, and position the courses at a more appropriate level of study for students in general.

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, whose assistance is provided to all students.

Examples of progress in 2012 include:

- The restructuring of the Humanities EDP which has resulted in the Numeracy Centre introducing a repeat of its first semester ‘Quantitative Literacy for Humanities’ course in the second semester
- Both the NC and the LDG are collaborating with the Science EDP in the Foundations in Biological, Earth and Environmental Sciences course (AGE1003H), developing quantitative academic literacy skills
- The LDG is taking a lead 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, LDG staff will be closely involved with the development of a Language Plan for the institution, to bring about – with the Multilingual Education Project - effective implementation of the institutional Language Policy.

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 Centre for Educational Technology (CET)

CET made significant progress in 2012 across all portfolios. Unfortunately, and despite a concerted and widespread recruitment effort in 2011, a new Director was not identified for the Centre (the vacancy had arisen following the resignation of the previous Director to head the OpenUCT initiative). 2013 will see a refocusing of the role and a new recruitment process.

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 also launched the lecture recording project and contributed to the restructuring of teaching venue equipment and support services through the Classroom Renewal Project – in this regard, CET developed and ran an online Teaching Venues Survey to gather academic input on the issues and needs.

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.

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.

Online education captured the public imagination in a big way in 2012 with the sudden prominence of Massively Open Online Courses (MOOCS) offered through providers such as Coursera. While

discussion on the implications for UCT has begun, a clear strategy for UCT in relation to MOOCS and online education in general has yet to emerge.

The Higher and Adult Education Studies Unit (Haesdu)

The Global Citizenship Award

This initiative is now in its third year. 2012 saw considerable reconceptualisation of the Global Citizenship (GC) programme as a 'UCT Global Citizenship Award' in which students can participate flexibly throughout their UCT career. The impetus behind the new design was threefold: the need for institutionalisation and curriculum- embeddedness, the provision of a more in-depth and sustained programme of learning and action, and financial sustainability.

In 2012, UCT students could register for one, two or all of three components, which together make up the Award:

- 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)

All three components ran in 2012 and while there were some teething problems with the design, the shape of the programme began to come to life. Students identified with the GC 'brand' and most students involved in GC participated in at least two components of the programme, and some even in three. This represents a shift from the pilot years when most students participated in only one short course. Approximately 150 students registered on the system for at least one aspect of the GC programme. Overall, there were about 40 students doing the core course *and* the workshop series, and 11 students doing all three components.

2012 also saw a new vision for the GC programme that included moving towards financial sustainability and engaging the institution more formally. From 2013, the EBE Faculty is offering an 18 unit credit-bearing course linked to the GC programme which will not only embed the programme in the formal curriculum but will also offer the GC programme an income stream via student fees. This is a model that could, if successful and appropriate, be adopted by other faculties. The Law Faculty is considering linking their graduation community service requirement from 2013 to the GC programme in various ways. GC Staff have also consolidated an important partnership with the CHED Careers Service which believes strongly in the importance of students seeing the value of the GC programme as part of their career planning from early in their degrees.

In 2013, the Award programme will focus particularly on further development and monitoring of the EBE credit-bearing course, and on taking the 'eCitizenship' initiative forward through developing an online portal for students to claim the Award on completion.

Contributing to the professionalization 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 Learning and Teaching in Higher Education (LTHE) Module

There have been ongoing discussions about the future of the LTHE module, and it is intended that from 2014, a more flexible blended delivery model will be implemented.

The New Academic Practitioners' Programme - NAPP

In semester two, NAPP was presented using a slightly different approach, based on the idea of a teaching challenge, conceptualised as a Teaching Project (TP) for individuals or groups, which formed an important focus and thread for a holistic journey and experience for new academics at UCT as they became socialised into the university's ways of being. Building on the reflective practitioner model of pedagogic practice, NAPP participants worked on these projects over the semester with guidance and support from the NAPP team. Teaching Development Grants were offered to those who had successfully completed NAPP as means of supporting these projects further.

An interesting extension of the face to face contact sessions found form in Teaching Observation (TO) opportunities offered to current and past NAPP participants. NAPP facilitators were invited to observe and engage in a critical dialogue using the TO as basis. Detailed TO reports were sent to those who made use of this service who in turn commented on the usefulness of having the lens of the informed observer in helping them shape and fine tune their teaching practice further. This practice will be extended in 2013 by encouraging more academics to invite peers and/or NAPP facilitators into their teaching spaces.

Planned improvements and innovations for NAPP 2013 include lengthening the residential retreat; strengthening the teaching project dimension of NAPP and the development of the Teaching Portfolio as evidence-based reflection on teaching and learning practices; facilitating a deeper engagement with the Research Office to address the teaching–research balance at UCT; incorporating ADAPT as a platform to engage with transformation challenges; and widening the technology-enhanced teaching and learning aspect of NAPP where appropriate.

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, one on 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 17 UCT staff, spread across all faculties have taken part in the programme.

Teaching and Learning Conference 2012

In 2012, the number of attendees at the Teaching and Learning conference dropped to 155 from 186 in 2011, perhaps because in 2012 the conference was held earlier than it had been in 2011. The evaluation included a question about the suitability of the day and an additional short survey was sent to all participants, and planning for 2013 will be based on an analysis of the responses. The number of parallel sessions increased from three to three, and 41 papers were delivered, compared to 34 in 2011.

Supporting part-time teaching staff

During 2012, with the aim of providing opportunities for the professional development of teaching to adjunct and fixed-term contract academic staff and postgraduate students engaged in teaching, DHET funding for a two-year contract post was sought and awarded. A post to take this work forward will be filled in 2013. Responsibilities of this initiative will 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 will also support efforts to strengthen several CHED projects aimed at supporting postgraduate student and post docs who have teaching responsibilities.

The HOD Development Programme

In the past, HAESDU has contributed a workshop on managing teaching and learning to this programme. However, in 2012 the overall programme, administered by the Staff Learning Centre in HR, was suspended due to lack of interest.

The Careers Service (CS)

In line with the recommendations of the recommendations of the 2011 review of the Careers Service (then the Career Development Programme), progress continued to be made with increasing the reach of the service through development and expansion of online resources and services, and with embedding relevant knowledge and skills within curricula.

During 2012, considerable progress was made in moving material from offline to online space, and in 2013 the newly purchased SRM system will be used as a repository for increased access and storage.

The expansion of ‘quick queries’ advice appointments led to a wider student reach. A total of 1,425 students were assisted in this way, and 205 students accessed longer individual advice and CV review appointments. A very successful job search workshop was held in Obz Square residence. Nine very successful ‘Careers Fairs’, involving 115 companies were held.

Two publications were produced: the ‘*Careers Service Guide*’, relevant to students across all years of study, and ‘*Looking forward: a guide to studying further*’, aimed at school-leavers. The vexed issue of pre-admissions counselling (how to realistically increase provision in this regard, and how to reach beyond the local context) gained some prominence with data showing that a large proportion of UCT students who were failing reported not being satisfied with their choice of study programme. After a presentation at the Teaching and Learning Committee in late 2012, funds were applied for and granted from the Vice Chancellor’s strategic funds, and this will allow the piloting of an expanded pre-admissions service.

Significant strides were made in developing information and opportunities for UCT’s international students. In 2011, a trip by the Deputy Director to Ghana to participate in the Association of Commonwealth University Graduate Employment Network was undertaken, and this was extended in 2012 by a visit by the Director and Deputy Director to East Africa to meet with employers and alumni in Kenya, Tanzania and Uganda. One tangible result of these visits has been the production of country guides on opportunities for our students.

Following the Lange review report in November 2012 which reinforced the strategic planning of the CS, 2013 will see an intensification of efforts to embed Careers awareness and knowledge in curricula at all levels.

The Centre for Open Learning (Col)

The Centre for Open Learning was established to make the university’s intellectual resources available to a wider range of participants, to develop innovative and effective ways of using ‘third term’ teaching and learning time (i.e. evenings and the student vacations) mainly to assist throughput and facilitate a wider choice of courses, and where possible, to generate third-stream income.

Summer School

In 2012, Summer School was run in the Kramer Building on Middle Campus for the first time in 12 years. The 2012 programme received excellent evaluations. The format of the usual single lecture lunchtime lectures, double lectures on Saturdays and five-lecture courses was expanded to include two- and three- lecture courses, which was positively received by the participants as it allows for

greater choice and the possibility of taking less expensive options for those that are not able to afford many courses, in particular the more expensive five lecture courses. A total of 2,983 students registered for Summer School and there were 7,830 course enrolments – which represented an increase on the previous year, although it remained within the average range. Podcasts of selected courses were made and published on OpenUCT for the first time, contributing to UCT's open access initiative.

The Third Term (TT)

The aim of 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 retaken 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. The 2011 and 2012 Winter Term sessions have attracted a wider range of courses, mostly from Humanities and Law, and therefore greater student numbers.

An obstacle to one of the Third Term's prime objectives, supporting access and success, is the difficulty in accessing funding for students on Financial Aid. The Financial Aid offices are supportive, and COL sought funding opportunities elsewhere, but these have fallen away in 2012 (in 2011 funds were granted by the Department of Education and Training).

In 2012 nine different courses were presented in each of the Winter and Summer Terms (a total of 18 different courses) with a total enrolment of 931 students, and a gross fee income of R4 253 460.00.

Re-entry courses for postgraduate students

Broader student-facing projects that have been run or are planned as cross-CHED projects are the two collaborations with the Postgraduate Studies initiative group in Language Development:

- the Navigating Research Literacies (run twice, one in 2012, the next course scheduled for February 2013, thus far on seed funding)
- the proposed Science Writing course (May 2013)

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.

The OpenUCT Initiative (OUI)

The key objectives of the OpenUCT Initiative are to make freely available online as many as possible of UCT's research, teaching and community-focused scholarly resources; and engage with the openness agenda, both at UCT and in higher education more generally, from the perspective of the global south.

In addition, secondary objectives are to identify and exploit opportunities created by the open scholarship environment, broaden UCT's scholarly community, especially supporting the university's Afropolitan agenda, increase the visibility and discoverability of UCT's scholarly resources, and create practical and strategic coherence across existing and emerging open initiatives at UCT.

In 2012, the OUI worked closely with eight academics from the African Climate and Development Initiative (ACDI) in a pilot project on content curation. Much of the work involved in this project involved legal assessments and negotiations with publishers, and valuable insights and experience were gained on the requirements for effective curation. Other projects with the ACDI included an assessment of the online presence of several ACDI staff. This highlighted considerable variation in the kinds and the extent of the information presented on academics' webpages, and led to the production of a 'Guide to Academics' Online Presence', made available, naturally, online.

The OUI provided legal advice and training for individuals, departments and groups at UCT and externally on copyright issues and related IP issues. Grants were provided to support academics to develop open educational resources (49 to date). A customised DSpace repository was built, and the project website was developed and launched. A customised DSpace repository was built, and the project website was **commissioned** and launched.

From early 2013, it is envisaged that the OUI will move into UCT Libraries, although strong links will remain with CHED, and especially CET.

The First Year Experience (FYE) Project

The 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 four 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.

Using these objectives as a guiding framework, the FYE project embarked on extensive, university-wide consultations and worked alongside faculties, and departments within DSA, the Library and CHED. The aim was to build on existing interventions wherever possible, but to work across the traditional boundaries of faculty and support structures. This work 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.

Working in this way has facilitated a rich conversation and collaboration, enabling the project to share information, resources and best practices, thereby avoiding unnecessary and wasteful duplication. It has also enabled the project to assess which interventions are best resourced centrally, and what kinds are best located and resourced from within faculties with support from DSA, the library and CHED. Importantly, it has facilitated the integration of support work into curricula. While a great deal can be done centrally, because the faculties have individual needs based on disciplinary differences and faculty cultures, FYE will take a different form in each faculty. However, the aim is to ensure that the work is informed by institution-wide policies and structures so that all students have excellent support structures and access to resources.

The success of the FYE will rest in large part on the extent to which it aligns with the Faculties' own teaching and learning strategies and assists the Faculties to achieve their goals for an improved teaching and learning environment for all students. The relevant support services such as CHED, DSA and the library will need to work closely with faculties to provide the necessary support and to monitor

and evaluate interventions. It is envisaged that a small, central co-ordinating structure will be needed in order to facilitate system-wide processes such as the Early Assessment system; to identify and articulate problems with first-year provision in key committees; to facilitate integration across traditional silos and to act as a resource to faculties in developing appropriate support structures and online media for all students. It is further envisaged that FYE work will in general, make active use of student interns and senior students to ensure that the work is responsive, as well as provide appropriate developmental opportunities for senior students.

The Multilingual Education Project (MEP)

MEP was established in 2005 to give effect to the University Language Policy. 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 (isiXhosa and Afrikaans), and addressing areas of institutional culture relating to language (e.g. signage, the language/s used in official stationery, the names of buildings, etc.).

Promoting access to Xhosa: Graca Machel, Clarinus, and Obz Square

Basic isiXhosa Communicative courses were offered to students in three residences, with 30 students registered. The courses offered to students during the meridian period attracted a total of 88 registered students. It seems that offering the course twice a week for six weeks during the meridian slot is more effective than using an evening period and having a longer duration with only one class per week.

The isiXhosa Communicative courses continue to be popular with staff, with over a thousand staff having registered for a course since 2006.

The isiXhosa for Law course was successfully piloted in 2011. The teaching of this course is to be undertaken by staff from the African Language section of the School of Languages and Literatures, but did not happen in 2012 because of resource issue. The Faculty of Humanities has approved the course as one of the electives to be offered in the Faculty of Law. In 2012 the Department of Psychology requested the piloting of isiXhosa for Psychology in 2012, targeted at Honours and Master's students, and this was undertaken.

Promoting access to Afrikaans

A course in Afrikaans for Law was piloted in the first semester, targeted at students who learned Afrikaans at secondary school but are non-native speakers of Afrikaans. The course will be available to LLB students as an elective, along the lines of the isiXhosa for Law course.

Promoting access to English

Two main kinds of provision have been developed: English academic literacy courses for first-year courses, and English Writing Development courses for staff. Both of these activities are run under the aegis of the Language Development Group of the ADP, as outlined above. Work is currently underway on extending language-related interventions to other levels of the curriculum in a more systematic way.

Multilingual Concept Literacy Glossaries

Three pilot glossaries have been developed: for Statistics and Mathematics, Economics, and Law. The first two have been translated from English into all the other ten official SA languages. During 2012 editing continued and the Law glossary wordlist of about 3,600 terms, and the writing of definitions, has been completed – these now need translating and uploading onto Vula.

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.

UCT's newly established Senate Teaching and Learning Committee is already making a significant difference to the work of CHED, providing as it does not only direction to our work, but a means whereby CHED can ensure that major issues and needs in the Teaching and Learning area can be brought to institutional attention. In 2012, CHED established a mirror committee – the CHED Teaching and Learning Committee, to help with the internal prioritisation and resourcing of our work. These two developments, along with the intensive discussions and proposals arising from the Lange review, will position CHED well to make effective contributions in the future.

Annexure 4: Progress Report from the Institutional Planning Department

Contributions of the Quality Assurance Committee (QAC) to improving the teaching and learning environment

As part of the review of all the committees in the academic cluster the Terms of Reference of the old Quality Assurance Working Group were also reviewed. Senate approved a proposal to upgrade the status of the Working Group to a full Senate Committee at the end of 2011. The new QAC was launched in 2012. Its main brief is to ensure that effective Quality Assurance Policies and Quality Management Systems are in place throughout the institution. To this end the Committee requested presentations on the Quality Management Systems in place in relation to the management of research, teaching and learning and social responsiveness. The Committee then identified areas for improvement. These areas included: finalising the review of the Teaching and Learning Charter; revising the Guidelines for Academic Reviews to establish a procedures for integrating external reviews into the university wide system, and maximising the benefits of having international reviewers on panels as part of benchmarking procedures through requesting them to write separate brief reports; and initiating discussions about ways of strengthening external moderation procedures. These discussions are still continuing.

QAC also initiated discussions regarding the student feedback system. A concern articulated by students in this regard was the apparent lack of progress in dealing with course evaluations in a more concerted and consistent fashion in the university. QAC held discussions with the Deans on how to develop a system for monitoring how course evaluations are used to improve the quality of teaching and learning. At the Deans' suggestion, QAC then developed a policy that Senate approved in November 2012.

In terms of the revised guidelines for academic reviews, where a programme undergoes regular external accreditation review, in order to lighten the evaluation load on staff, HoDs may choose to apply to the QAC for exemption from external reviews. In making an assessment of the application the QAC will solicit the view of the Dean on the extent of the congruence between the external and UCT's review criteria.

QAC considered two applications for exemption from internal review process in 2012 from Engineering and the Built Environment.

In 2012 QAC accepted the application from the School of Architecture for exemption from internal reviews of the Master's in City and Regional Planning and Landscape Architecture. The School is expected to submit a report to SEC on how it is planning to engage with the recommendations made by the external body.

The Department of Chemical Engineering also submitted an application for exemption on the grounds of the similarity between the criteria used the Engineering Council of South Africa and those of UCT. The Department was asked to submit a report on the equity profiles of students and staffing, and an assessment of the management of the Department using the suggested evaluative questions in the Guidelines for Academic Reviews to enable an informed decision of the application for exemption in order to determine whether an exemption would be granted or not.

Academic Planning

Programme approvals

The Institutional Planning Department provides professional support for the work of the Programme Approvals and Accreditation Committee

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 UCT's qualifications and programmes, with national policies.

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

- Master of Philosophy in Advanced Hepatology and Transplantation
- Master of Philosophy in Advanced Paediatric Forensic Pathology
- Master of Philosophy in Clinical Pharmacology
- Master of Philosophy in Paediatric Gastroenterology
- Master of Philosophy in Clinical Paediatric Surgery
- Master of Philosophy in Trauma Surgery
- Master of Philosophy in Paediatric Rheumatology
- Higher Certificate in Disability Practice
- Master of Philosophy in People Management
- Postgraduate Diploma in Library and Information Studies

HEQF Alignment exercise

One hundred and fifteen of UCT's Category A Qualifications were returned by the Council for Higher Education (CHE) for corrections. Sixty five of these corrections were regarded as invalid by UCT as the information had been captured correctly. Most of the other corrections related to system errors on the part of the CHE. Where necessary, corrections were made and the qualifications were resubmitted.

HEQF Review

A summary of issues raised by public providers and the recommendations drawn up by the Council on Higher Education for the review of the HEQF, based on public comment, was distributed to the Committee in September 2012 and comments were invited. The IPD compiled a submission on the proposed changes.

Standards Development

A CHE document summarising submissions and responses regarding the Framework for Qualification Standards was distributed to PAAC members in August 2012. The IPD and CHED collaborated to produce a submission on the proposed Framework.

Synchronisation of the information sources for UCT's qualifications

The IPD and Office of the Deputy Registrar conducted an exercise of synchronising the information sources for UCT's qualifications viz. the Programme and Qualification Mix (PQM), Handbook 2, the Faculty Handbooks, and the Faculty list that is sent to applicants. Changes were made where there was lack of alignment. It was also reported that a new approach was adopted, in Handbook 2, where qualifications that exist on the PQM but are not currently on offer are indicated accordingly. It was decided between the IPD and the Deputy Registrar's office that this exercise will be repeated annually.

Surveys

The IPD conducts a series of regular surveys as part of its cycle of evaluation. Some of these, such as the Graduate Exit Survey, are conducted annually and others, such as the New Undergraduate Survey and No Show Applicant survey, are conducted every second year. In addition, the IPD responds to requests from various sectors within the university to conduct 'special surveys', such as the Doctoral Survey (reported on here).

UCT Doctoral survey 2011

In October and November 2011, the IPD conducted a Doctoral Survey hosted on Vula, aimed at collecting information from the 1282 registered Doctoral Candidates based on their experiences and perceptions of studying at UCT. Specific areas of interest in the questionnaire dealt with supervision, professional development and scholarly interaction. A report on the findings was presented to the Board for Graduate Studies on 10 May 2012 and was well received.

In total 248 respondents or 19% of the 1282 registered Doctoral students completed the survey. The main findings are summarised below:

- Approximately two out of five respondents said they came to UCT for the opportunity to work with a specific supervisor or project.
- Nearly a third said they came to UCT because of UCT's academic reputation.
- 86% of respondents noted satisfaction with the quality of services available.
- Just over two-thirds of respondents said they were satisfied with the quality of their Doctoral research experience.

2011 New Undergraduate Survey

In 2011 the IPD conducted the New Undergraduate Survey which forms part of the Department's cycle of evaluation. The main purpose of this survey was to understand the importance of the various factors influencing the decision of new undergraduate students to register at UCT and to get feedback on the quality of services provided to UG students. A report on findings related to the remit of the Teaching and Learning Committee was presented in 2012. As a result of the discussions a task group was mandated to generate proposals for improving pre- admissions counselling and the accessibility of information related to student support services.

The Committee highlighted the following issues for further attention:

- The high numbers of students who felt they were doing the wrong programme
- The high number of students who did not know where to go for advice or support if they were struggling academically or emotionally

In reflecting on the reasons for this the Committee felt:

- This may be a sign of the times as many people take time to find their real interests and passions
- Students may be doing courses that they perceive are more likely to enable them to get well paid employment
- Many of the students who were not satisfied may not be doing their first choice programmes. Many people are not necessarily aware of the need to research study options. UCT may not be providing sufficient resources related to career development or curriculum advice

As a result of the discussions a task group was mandated to generate proposals for improving pre-admissions advice and the accessibility of information related to student support services.

Graduate Destination Survey

In September 2012 the four universities in the Western Cape launched an investigation into the 'pathways' which constituted the transition of the 2010 graduate cohort from higher education into work and social life. The final report will be released in 2012. The Director of the IPD chaired the Project Steering Group. Ms Jane Hendry from the IPD and Mr David Casey from Career Services also served on the Steering Committee.

Annexure 5: Academic Review Reports

Introduction

This section provides a summary of the findings of the academic reviews conducted between August and October 2012. Four academic reviews were conducted: Department of Medicine, School of Management Studies (SMS), Department of Drama and the Department of Archaeology. This report will only deal with three reports as the Department of Archaeology report is in the process of being finalised.

The main purpose of this report is to highlight positive elements and challenges identified by the reviewers in relation to the core functions of the university namely: Teaching and Learning, Research, and Social Engagement. Transformation will be included in the analysis since it forms a critical component of the teaching and learning environment. The report will also look at the role of international reviewers and the impact that they have had on the reviews. A key point emerging from the reports is a high level of satisfaction with the quality of teaching provision by departments reviewed.

Academic Reviews

Teaching and Learning

Department of Medicine

The Department of Medicine was commended by the review panel for its strengths in the field of education, the energy that it has put into undergraduate curriculum development and the stability of throughput rates during a period of transformation and transition. The panel commended the Department for setting clear objectives to train graduates 'fit for purpose' in South Africa and linking clinical education to Primary Health Care (PHC) principles. The Department has a well-established infrastructure for, and commitment to, postgraduate clinical training of registrars (including supernumerary registrars from other parts of Africa), and has put in place strategies for improving research productivity, for example, providing registrars more 'protected time' to attend courses and central teaching sessions, or work on their Master of Medicine (MMed) dissertations.

School of Management Studies

The Review Panel commended the School on its commitment to evaluating the effectiveness of, and improving teaching and learning across all sections, whether formally, through courses attended, or informally by, for example, sharing experiences with colleagues at the Commerce Education Group forum.

The Actuarial Science section was commended for being open to mentorship of staff through the involvement of the Centre for Higher Education (CHED), and particularly for providing vulnerable students with support through the introduction of an Academic Development stream into the section.

The Organisational Psychology section, which has worked closely with Associate Professor June Pym in relation to staff development, was commended for its commitment to teaching and learning. Interviewees testified to the commitment of the leadership in the section to improve teaching practice through a sustained approach to the development of staff and tutors.

The School has seen an increase in postgraduate numbers from historical low levels. There are two clear constraints on the expansion of postgraduate teaching; one is the traditional emphasis on undergraduate teaching and the large number of UG students in the School, and the second is the limited number of senior staff (professorial rank) and staff with PhD qualifications.

Supervisory capacity is a major constraint. Master's students expressed a concern that with very little experience, they were expected to supervise Honours students.

Also, some Master's students reported that supervisors are often unavailable and argued that the one-year Master's programme in Organisational Psychology should be extended to two years to accommodate students (especially part-time students).

Given that supervision capacity is a major constraint, it was pleasing to see that there was a significant emphasis on more staff completing PhDs. It is also helpful that the use of supervisory panels is becoming the norm in Commerce and that first time supervisors are required to co-supervise with more experienced staff. It was also pleasing that the School has made extensive use of training courses for young researchers and supervisors.

While funding does not appear to be a constraint, the School was encouraged to make more use of National Research Foundation (NRF) postgraduate funding in their recruitment drives.

Students who were interviewed commented positively about their experiences. In particular the Postgraduate Diplomas were extremely well received by students. A feature of these courses is their applied nature, both in terms of content and also projects undertaken.

The lack of physical space for postgraduates has been a problem. Action taken includes the recent establishment of a new PhD laboratory. Even so, postgraduate students do not appear to be well catered for compared to the facilities provided in other departments and faculties.

Department of Drama

The general high standard of teaching as well as the dedication and commitment from all categories of staff were commended by the Panel. While several staff are recipients of the Distinguished Teacher Award it appears that the mark of commitment and quality stretches across all staff. There were also a number of remarks about the care and concern shown by staff towards students, particularly undergraduates. It is this dedication that the panel believes is primarily responsible for the positive reputation enjoyed by the Department.

The very high quality of student productions, sustained over many years, and across different years of seniority was commended. The panel noted the positive feedback received about the quality of the Drama Department's graduates, locally, nationally and internationally; contributing substantially to the name and reputation of Drama at UCT. The Department is clearly recognised as a major contributor to the "industry" of theatre, film and television.

The panel commended the work by the Director of The Little Theatre to create and bring into being the Intimate Theatre, as well as work from the Mechanicals to bring professional theatre to campus, allowing some students an opportunity to participate in high-quality productions.

The panel was impressed by the excellent trans-disciplinary programme of activities organised by the Gordon Institute for the Performing and Creative Arts (GIPCA) headed by current Director Professor Jay Pather, who has been seconded from the Department to GIPCA. The panel believed that this offers new opportunities for creative thinking, performance and research.

Research

Department of Medicine

Under Professor Mayosi's leadership there has been a dramatic reversal of the decline in research output. Over the past six years publication output has more than doubled; with many publications in international journals of the highest quality, and striking success in obtaining peer-reviewed grant support both from national and international funding organisations. The review committee was impressed by the excitement and energy with which research is viewed within the Department. The senior trainees appreciate the excellent mentorship opportunities and the courses in clinical research methods and statistics that are of a high quality.

Much of the research within the Department of Medicine is done in 10 research centres or institutes, several of which are world class in their focus areas. These institutes have a varying degree of autonomy within the Department and Faculty, which can be regarded as a current strength but also a potential weakness.

The research output of the divisions within the Department of Medicine is however very variable. Some divisions are small and clinically extremely busy and find it difficult to conduct high quality research. The panel recommended that the Department should consider how scarce research resources can be allocated in way that will enable smaller division to recruit junior Faculty and nurture them to become well trained clinician scientists. The Department was also encouraged to give consideration to the career development of the junior clinical scientists currently being trained, and make every effort to ensure that the highly successful institutes within the Department remain an integral part of the Departmental structure and provide continuing support and collaborative opportunities for other researchers in Medicine.

The Panel recommended that the Faculty allocates resources to prepare successful younger researchers for leadership positions. This is particularly important because many of the successful researchers and academic leaders in the Department are advanced in their professional career and some are close to retirement.

The University was encouraged to support the development of the UCT Clinical Scholars Programme, to help develop the careers of talented and motivated students as academic physicians.

School of Management Studies

Research output in the School has increased at a steady rate over the last few years and the Panel noted a growing emphasis on research and developing a research culture. The Panel commended the School

on their research productivity. The 41 staff produced 50 papers, which is a highly respectable output per capita. It is even more commendable given the fact that there are relatively few staff at the professorial level in the School.

However the Panel was concerned about unevenness in output across the various sections and research units. The unevenness in research output may be due to teaching loads, administrative duties or a lack of research support. The Panel recommended that other staff need to be encouraged and supported in their research efforts.

The strategic vision of the Faculty includes increasing research output and postgraduate research development. The School supports this vision and is highly supportive of the university's efforts to increase research outputs. The establishment of new research units is evidence of this. In this regard, the Faculty and the School were commended for initiatives to expand the number of active research units within the School. Units such as the African Collaboration for Quantitative Finance and Risk Research (ACQuFRR), the Development Unit for new Enterprise (DUNE) and Practice and Research of Occupational Health Psychology (PROPHA) have great promise, not only in terms of research output but also in integrating growing numbers of postgraduates and younger staff into research teams.

The panel was pleased that significant use is being made of university support measures such as the Emerging Researcher Programme. School staff are also making much greater use of University Research Committee (URC) funding as reflected in an increase from zero in 2005 to R263, 000 in 2011. An interesting initiative is the establishment of a Section Discretionary Fund into which surpluses from short courses are channelled to provide support for research.

Applied research was commendable and the Panel viewed DVDs on this impressive work. Further research contacts with the community and professional world should be encouraged.

Department of Drama

The Panel noted that the Department has made valiant efforts over recent years to increase postgraduate visibility. The panel commended the Department for the relatively recent attention and focus on research and postgraduate output. Two of the senior staff, Gay Morris and Mark Fleishman recently obtained PhD degrees, and that has helped to facilitate a climate of support for postgrad degrees and research. Other staff now plan research trajectories. Use of the UCT Research office programmes has been helpful.

Transformation

In keeping with UCT's commitment to institutional transformation, one of the purposes of academic reviews is to verify the extent to which UCT's teaching and learning practices serve the interests of those students from disadvantaged backgrounds.

Department of Medicine

The Department of Medicine review panel commended the Department for the stability of throughput figures during a period of transformation and transition.

School of Management Studies

Transformation of the School of Management Studies was one of the issues the Review panel was tasked with investigating. In the Self-Evaluation Report, the Head of School identified transformation as an area that requires attention and this was echoed in some of the Section Heads' reports and/or in the interviews conducted. Thus, there is awareness within the School, that transformation is a weak point. The Head of School and Section Heads identified a number of challenges associated with the implementation of transformation, specifically transformation in relation to race. These include the difficulties in attracting top calibre academic staff given that there are very few black South Africans

on the staff of the School. Women are, however, strongly represented in leadership positions and all Section Heads are currently female.

The School has also had difficulties in retaining and/or attracting black postgraduate students and Business Science students (four-year degree students). The problems with student transformation in particular, were attributed to a lack of funding opportunities for post graduate/four-year degree students.

In contrast, the Actuarial Science degree had a high representation of black students, which belies the notion that academically strong black students are difficult to attract. The relative success in student transformation in this section was attributed to the high status and attractiveness of the degree (and associated profession) and the availability of funding opportunities. The Review Panel thus recognises the complexities associated with transformation within the South African higher education sector and the challenges, which are not unique to the School under review.

Against this background, the panel proposed the following:

- There needs to be greater foregrounding of transformation within the School. As mentioned above, the problems with transformation have been self-identified and acknowledged but there appears to be relatively little engagement in seeking solutions
- Staff members need to engage more fully with what transformation means within the School, and how that corresponds to the broader university community understanding of transformation. This may be a useful starting point for a conversation about the positioning of transformation within the School
- Interviews with members of the Transformation Committee revealed no current problems in relation to transformation and diversity within the School, but there was some reticence evident in these discussions. Previous problems had been addressed successfully by the Faculty Transformation Officer but since her retrenchment, there appears to be a vacuum in relation to championing transformation in the School. This may be a role the School could consider establishing internally

Department of Drama

In the area of transformation, the Department has clearly made an effort and the Performers' Diploma comprises mainly black African students. The positive work regarding transformation and the diversity evidenced among the student body was commended by the panel. This is facilitated by, but not entirely due to, the diploma offering. Bilingual streams also contribute to student diversity.

Governance and Management

Department of Medicine

The HOD maintains an open door policy for all members of staff. The Panel commended the HOD for his outstanding and effective leadership. Every member of staff interviewed considered him supportive and accessible. The Department has a good working relationship with the Provincial Department of Health. The panel was impressed that the HOD considered that it was now time to move on to the next phase of rebuilding the Department by adjusting the management structure so that it was less directly dependent on him.

Based on the interviews and the information provided, the panel recommended the establishment of Medicine Council to advise and assist the HOD.

School of Management Studies

The Panel did not observe any serious flaws that might pose immediate risks to the University.

The panel often heard positive comments about collegiality and the enabling culture being a binding force within the School. In all of the Panel's discussions with staff, it found, without exception, a deep and abiding commitment to the University, together with openness and a willingness to confront sometimes thorny issues for the greater good!

The Review Panel was requested by interviewees to comment on the structure of the School as there are concerns that it operates as a kind of 'mini faculty', with fairly autonomous Section Heads who, unusually at UCT, receive additional salary allowances. They effectively act as the heads of small departments, albeit with more limited responsibilities. The Panel did not recommend any changes to the structure and noted the efforts to create more of a common identity for the School, but the panel accepted that there is little point encouraging this artificially.

The panel noted especially the passion and engagement of the staff when doing their work and interacting with students, the excellent facilities and the efficient leadership of the School.

The administration appears to work well and the interviewed staff were enthusiastic and motivated. Effort goes into staff induction and the School's methods have been adopted elsewhere in the university.

There is very extensive use made of contract staffing. This has advantages and disadvantages. Over reliance on contract staffing creates problems but at the same time allows for some flexibility. Most importantly, contract staff can be a source of applied knowledge as they bring real world expertise and contacts with the profession, which UCT would be unable to retain on a permanent basis. The contract staff who were interviewed, valued the relationship and clearly had much to offer. But they also expressed concerns about the lack of a career path and their vulnerability at times of financial stringency, as is currently the case. Given the difficulties of attracting and retaining academic staff who are in high demand in the business sector, it is likely that contract staff will continue to play an important role. This relationship needs therefore to be optimised. The Panel recommended that the School should seek to ensure that this is maintained even during times of financial difficulty. There may also be more that can be made out of these links with the business sector – for instance, research opportunities and funding.

Another feature of parts of the School is the youthfulness of the staff cohort and the limited number of senior staff. For example, the Marketing Section has no staff at the level of professor or associate professor.

It was also quite striking that the Section Heads were all comparatively junior (senior lecturer level). While they are clearly a dynamic group, providing outstanding leadership, it does again raise the question of the lack of senior staff in several sections of the School.

Department of Drama

The overwhelming message presented to the panel over two days and from all kinds of respondents, staff and students, was highly positive regarding the Drama Department as a whole. The greatest and most consistent praise, from all levels of students, female and male, black and white, younger and older, past and present, was for the excellent teaching, inspiration, dedication and commitment from academic staff. Most of this praise is directed at the undergraduate work of the Department.

Role and Impact of International Reviewers

UCT is committed to the use of international panel in the academic reviews to improve institutional performance. The outstanding profile and participation of the international members has certainly enhanced the prospect for reform in the offering of both undergraduate and postgraduate programmes. Their involvement is designed to facilitate international benchmarking. The international panellists are requested to provide a brief separate report containing a high-level assessment of the Department in relation to their own international experience.

In 2012, three of the panels included international reviewers namely: Department of Medicine and the School of Management Studies. These were: Prof Moses Kanya, Head: Medicine Department, Makerere University, Uganda; Prof Paul O'Byrne, Head: Medicine Department, McMaster University, Canada; Prof Russell Abratt, Huizenga School of Business, Nova South-eastern University, USA; and Professor Brian Singleton, Head of Drama, Trinity College, Dublin.

All the international panel members provided invaluable input to the reviews which helped to frame the commendations and recommendation made by the review panels.

Improvement Plans

The improvement plans are essential vehicles to monitor the extent to which departments respond to the findings by reviewers. It needs to be noted that the analysis for improvements does not form part of this report as no improvement plans have been received to date.

Annexure 6: Physical Infrastructure

Classroom Renewal Project

Background

The use of ICTs in education is growing rapidly, having moved on from overhead projectors to networkable devices such as document cameras, data projectors, computers, laptops and tablets. The advent of lecture recording, podcasts, online interactive chat sessions, and MOOCs (Massive Open Online Course), to name but a few technologies, all signal a rapid evolution in the educational technologies landscape.

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

This resulted in a formal review that included audits, interviews and electronic surveys to uncover academics' equipment usage and preferences. A recommendation was made to move the Classroom Facilities Unit (CFU) from Properties & Services to ICTS 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 01 November 2012. The project will upgrade all centrally-bookable

classrooms at UCT over the next three to 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.

Work completed

The following was achieved before the start of the 2013 academic year:

- The CFU moved from P&S to ICTS in November 2012 and the team was renamed Classroom Support Services (CSS)
- Thirty five classrooms were improved during the December/ January vacation period. This included some recording installations, audio upgrades, improvements to physical facilities and the installation of swipe-card-access security boxes
- A telephonic helpdesk was established and the onsite support capacity was boosted. Support hours have been extended
- An online database of classrooms was created, which includes user documentation and reference material
for users. Printed materials and informational posters were also installed in all classrooms
- Lecterns, security and AV/IT equipment was agreed by CFASC and PIC.

A formal restructure is underway in ICTS to implement an improved support

Enabling flexible learning through ICTs / Student laptop project

The project to enable flexible learning through ICTs, includes: all students having a laptop, making the UCT campus wireless, testing application virtualisation systems that would make software available for specific time periods over the network, launching ICT support services specifically for students, and equipping lecture venues with lecture recording technology.

During 2012, making UCT a wireless campus was completed. Following a tender process, an IT shop opened on Upper Campus. The rollout of lecture recording technology continued. ICTS launched support services for students on Facebook and Twitter.

In April 2012, SEC considered a proposal for taking the project forward. SEC asked ICTS to run a pilot in 2013 to better understand, research and report on the impact on university finances, the influence on teaching and learning, and the impact on infrastructure and support services. Preparation and planning work was done during 2012 to gear up for the pilot. Laptop ownership was made mandatory in 2013 for first-year students in Chemical Engineering, Physics, and Law and second-year students in Architecture. Financial Aid students were provided with National Student Laptop Initiative computers. To prepare, charging stations were installed, training and orientation programmes were developed and wireless infrastructure was densified in the relevant classrooms.

The success of the pilot will be monitored in the course of 2013. Depending on the outcome of focused engagement with both lecturers and students by the Centre for Educational Technology, a decision will be made on whether or not to extend the project.

My Space @ UCT

The initiative for this project originated during a routine campus walk-about during October 2012 when underutilized spaces within buildings were identified as potential areas where students can conveniently sit and work. Our students spend an enormous amount of time on campus every day and, while waiting around between lectures, they are often unable to find suitable places to sit, engage with fellow students, and work informally. With minimal physical intervention, the provision of

comfortable seating, adequate lighting and cross campus WI-FI, these underutilized areas could become learning space.

After a process of lengthy consultation with the users of buildings across campus, more than 28 locations have been identified as part of the initial phase of the project and prototype furnishings, appropriate to the character of different building, have been developed. It is anticipated that all the sites identified within the first phase of the project will be furnished appropriately in the second semester of 2013. This campus wide roll-out will be completed in the first half of 2014.

Annexure 7: Report from the SRC

Class representatives elections

The faculty councils worked tirelessly to coordinate Class representative elections – a mammoth task for any council of 12 people to oversee over 100 courses on average in each faculty's election. Inadequate support of this initiative from the academic community has been prevalent for many years and continues to be a challenge for student councils. Every faculty council, who are tasked with officiating elections in a democratic, transparent, non-intimidating and efficient manner, struggled to get support from lecturers (with the exception of the EBESC, and HSSC). Each one of these principles was repeatedly violated countless times, and student leaders had to bear the brunt of rude lecturers asking why they had to elect class representatives. I appeal to Deans, HOD's and academic staff to be included in the process of establishing why class representatives are important, and to use the new Teaching and Learning Charter as the document by which both lecturers and students can be held to account for the role they play in allowing class representative system to function. Additionally, where elections have taken place, it is my strong recommendation that class representatives be given permission to the course Vula tab so that they would be able to communicate effectively with the class. Whilst my comments may appear stern, I would like to thank and commend those departments that did attempt to make this critical link in student governance between class and teacher a reality in 2012.

People involved:

Faculty Academic Chairs
Deans, HOD's, Lecturers
SRC UG Academic Chair

Class representatives' workshops

The role of Class Reps and improving the overall functioning of the system was a core focus area for the Undergraduate Academic sub-council as highlighted in our report to student assembly (March 2012). Instead of a combined workshop for all faculty class representatives, I piloted a system where each Faculty Academic Chair would run separate workshops specific to their niche. This experienced a slow start in the first semester and faculty councils experienced challenges, but I am happy that they grew in the process and handled the process very well in second semester. I spoke at the workshops, on the significance of leadership at this level, and assisted where necessary in ensuring things went smoothly. The DSA also offered a lot of support to this initiative. I felt that it was also important to push us to work on introducing student departmental representatives in each faculty. This has taken off (in 2012) and by-laws for these roles are now present in every faculty council in accordance with what works for their structure.

People involved:

SRC Undergraduate Academic Chair (the role of the Class Reps)
DSA (Department of Student Affairs)

UASC (SRC Undergraduate Academic Sub-Council – Faculty Council Chairs) Academic Chairs (skills capacitating, how to be an effective class rep)

Class representative policies/campaigns

Class Representatives By-Laws

The creation of Class Rep By-Laws was an attempt by the SRC Academic Chair, to get faculty councils to work on policy, and strengthen their future contribution to the student governance structure. Such by-laws were intended to assist faculty councils in practically knowing how to work on policy writing, in addition to facilitating the introduction of student departmental representatives into the student governance framework. It is my hope that such a turn towards contributing to policy development within the institution would be a new role that faculty councils play in future at a more robust level than has been present in previous years. By-Laws were complete in the year, and are available from Ms Christine Immenga (DSA) and faculty councils if anyone faculty wishes to view them.

People involved:

UASC

Faculty Council Academic Chairs

SRC Undergraduate Academic Chair

DSA Ms. Christine Immenga

Academic Activism Campaign

The Class Representatives were part of the annual SRC *Academic Activism Campaign*, whose theme was “1 in 3 = failed degree, will you graduate at UCT?” This campaign was an attempt to make students aware of the challenges of exclusion, and break the stigma that it happens to a few students. During the week, several workshops were held by many stakeholders including: faculty councils, UCT Library, The Writing Centre, UCT Career Service Centre, UASC, and the office of the Deputy Registrar to educate students about how to avoid exclusion. I would like to thank all involved for their contribution to this week. It was a largely successful campaign.

Conclusion

Many strides were made by this arm of the student governance framework in 2012. While much still needs to be done, especially in fostering a more positive relationship between teachers and student representatives in the classroom, I would like to thank all the faculty managers and student support staff for their support throughout the year to these student leaders and myself. In addition, I found the Deans to be most welcoming to assist when dealing with intimidation of student leaders by lecturers when such incidents occurred and could be tracked. Thank you and I hope such a collegial relationship would be maintained.

Annexure 8: Report on the Teaching and Learning Awards

8.1. Report of the Distinguished Teachers Award

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.

Five submissions were received for 2012, with two being new nominations.

2012 Awardees

After considering the five candidates for the award, the Committee unanimously came to the decision to bestow the award on the following candidates:

Professor John Higgins

Department: English Language and Literature

Professor John Higgins has been within the employ of the University of Cape Town since 1986. He has taught extensively on both undergraduate and postgraduate courses. Highlights in his teaching career include the introduction of more theoretically aware courses on issues in linguistics, theory and literary analysis; the introduction of interdisciplinary critical literacy courses, and his contributions to an active research culture in his Department. His teaching philosophy is simply to bring out the best in every student he teaches, and while he is grounded in his discipline, his pedagogical approach attempts to develop appropriate reading and writing practices via his employing a typical three-dimensional strategy of textual analysis informed by theory, and located historically. The Committee noted that he was a highly skilled and flexible teacher who had an impact on many students.

Dr Jeremy Wanderer

Department: Philosophy

Dr Jeremy Wanderer has taught and stood as programme convenor of a number of undergraduate and postgraduate courses in the Department of Philosophy at the University of Cape Town from 2001 until 2012, and he has taught modules in the Faculty of Commerce and School of Education. His area of expertise is Epistemology. He describes his conception of his teaching in one undergraduate course, as an active process of engagement with students; requiring active reflection on his part, and development of the course. Dr Wanderer was noted as a reflective practitioner who catered for diverse students and received a lot of support in his student evaluations.

Dr Zenda Woodman

Department: Molecular and Cellular Biology

Dr Zenda Woodman began her teaching career at the University of Cape Town as a postdoctoral fellow in 2005, and has been a lecturer in the Department of Molecular and Cellular Biology since 2009. Her specialisation is Biochemistry. She feels that she is constantly learning new ways to teach, and constantly strives to develop and maintain an atmosphere of support and encouragement in her class via the use of humour and reward and getting to know each student. The DTA Committee felt

there was congruence between Dr Woodman's teaching philosophy, excellent student evaluations, and letters of recommendation.

8.2 National Excellence in Teaching and Learning Awards

The 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 three applications for the award for 2012. A total of 38 nominations were received from across South Africa, and Prof Gary Marsden of the Department of Computer Science was selected as one of the five awardees.

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 Marsden, the Awards Committee noted that Prof Marsden's teaching and learning philosophy is aligned to his teaching and assessment methods, his approach of orientating students to learning outcomes is an effective one, his teaching adapts to both undergraduate and postgraduate levels, he displays evidence of effective and innovative teaching, and his teaching has had an impact beyond the university.

Professor Bette Davidowitz of the Chemistry Department and the Academic Development Programme in the Centre for Higher Education Development, and **Dr Susan Levine** of the Department of Social Anthropology, are two of the nine academics to receive commendation awards. HELTASA congratulated both of them on their coherent and inspiring philosophies, which demonstrated up-to-date knowledge of teaching and learning. Their passion for their respective disciplines and their ability to make their subject matter relevant to students was also highlighted.

All of these 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.

Appendix One: Feedback from students on Eco3009F – Resource Economics

I offer the following ten items of student feedback as evidence that Eco3009F delivers desired graduate attributes. Not all students necessarily identify the research project as instrumental for them to acquire gradueness, but then again our standardised student evaluation forms are not designed with this expectation in mind. It is quite common for feedback to mention that Eco3009F is challenging, but students usually also signal that they consider the extra effort worthwhile. Student 1 in particular mentions the transferability of skills to other contexts. Student 5 talks about critical thinking, problem solving and real world application. Student 4 and student 8 a new confidence to go on to graduate studies.

Student 1 – Rating = 90%

I want to give 100% but I can't justify that fully. Beatrice is an excellent lecturer, encourages participation and pushes us to properly engage with the material and think properly about the opinions asserted in each of the journals. The way she structures the course is a way of preparing us for further studies which is important as other courses seem to mostly spoon feed us the work and make it very easy to do well with mini[m]al effort whereas Beatrice does not babysit and sets a high standard from the get go. The way she pushes us to look at the material we're learning also greatly helps how we engage with the work in our other courses. Easily the best lecturer I have had since high school.

Student 2 – Rating = 90%

It is the most informative and relevant course I have done in my 4 years in UCT. It is sufficiently challenging but very enjoyable.

Student 3 – Rating = 95%

Beatrice expects a lot from us but she gave more. She was always prepared and has an excellent knowledge of her field.

Student 4 – Rating = 100%

This was the best course I have done at university. It was incredibly stimulating material that allowed me to gain an appreciation of applied economics. Completely vindicated my decision to take Economics Honours.

Student 5 – Rating = 90%

Very interesting, deals with real world problems and inspires critical thinking about finding real solutions.

Student 6 – Rating = 90%

It was an engaging and interesting course. It has taught me a lot, in terms of content and of skills.

The following two evaluations from a student enrolled for the course in 2012 specifically talks about the usefulness of the research component.

Student 7 from 2012

I thoroughly enjoyed ECO3009F. It differed from other economics courses in that we learnt how to apply economic theory to an important and global problem, that of water scarcity. The readings were

challenging, but after going through the methodology in lectures I was able to understand the material, which was incredibly rewarding.

Another challenging aspect of the course was writing an original research paper with a co-author. I enjoyed the process of coming up with a research proposal and following through with research and results. I also found the amount of time and support that was offered to all students in the process of writing their research papers very generous; Beatrice's enthusiasm and advice added to the success of the project.

Student 8 from 2012

I am a mature student currently enrolled in ECO3009F, which I am taking towards completing an economics major. Taught through rigorous analysis of academic papers and case studies, Natural Resource Economics (ECO3009F) is the first economics course of seven I have taken at UCT which explores the application of a range of economic theory in real life scenarios in both the local and international context. Establishing this link between theory and practice has been incredibly challenging, and has vastly improved my understanding of the mechanics of economics in practice, focussed specifically on environmental/resource-based problems.

The course also fosters an understanding of the bigger picture problem, by tying together application of demand theory, supply theory and pricing of natural resources in the context of pressing current trends (population growth, climate change etc.) and I was impressed by how well it complemented the ECO3020F core course. I particularly enjoyed the format of the classes, as the course was taught in such a way as to almost require student participation, making the lectures engaging and quite gruelling; a stark contrast from the over-subscribed and mechanical core courses. Given the heavily theoretical nature of the other economics courses I've taken at UCT, I really feel that this course presents a strong case for similar inclusion of real-world application in core economics courses. It also exposes students to kind of work demanded of Master's' and doctorate-level research, and I feel I have gained significant insight into deconstructing academic papers and analysing the economic constructs that underlie research of this nature. I also found the research project component of the course very gratifying, as it forced me to consider the 'economic questions' underlying a subject of great interest to me (being fire suppression), and I appreciated the encouragement we received to explore topics about which we were passionate, versus the standard case of conducting research into those topics prescribed by the department. I think courses, like this, which challenge students academically, while also narrowing the gap between the textbook and the real world are fundamental to holistic tertiary education. Overall a very challenging, but equally rewarding course.

Student 9 – end of semester thank you note

Dear Beatrice Without fluff or eloquence (I'll save that for the exam) I just want to say thank you for this semester. Natural resource is the most different course I've ever taken at UCT and I feel like I learnt more than in any other as well. Thank you for pushing us with the project, and for taking an individual interest in us every lecture; You are what the eco's department lacks so desperately. I feel privileged to have you know my name. It's been fun and I'll never, ever forget this course. I hope our exam answers do not disappoint too much. Kind regards Alexandra Perry

Student 10 – 2013 in an email reply to a message congratulating the student on her exceptional exam performance

Good afternoon Beatrice. I'm so excited I could jump through the roof! You have no idea how much this email means to me. I'm still in disbelief, and trying to take it in. We worked so hard for the exam and I'm so glad to see that it was not in vain. I fantasized about something like this, that you would phone me while I'm back in Joburg to congratulate me for how I did in the exam but I never believed that it would happen. It was just a way of keeping the motivation up. I am in thorough awe and so grateful to you for pushing us so much and for your brilliance inspiring us to keep pushing. Have a wonderful day Beatrice, and thank you so much for your lovely email. You are out of this world!

The two are not only different because they are personal, but because both refer to the tension between being pushed and being known. I feel strongly that it is in this personal relationship where the best learning can happen. However, there is a significant cohort in my class who feel that Eco3009F is unnecessarily difficult, that I abuse my power and that being known disadvantages them. For example:

Student 11 – anonymous response from 2012

This course needs major attention!! It is very far out of line to the rest of the department subjects. There should be clearer indication of the difference in this course and structure to all other commerce subject before students enrol. Nearly half the class regrets taking the subjects and almost all students are finding this subject their most concerning. Also there is very little means of assessment that prepare one for the exams. All in all, clearly very little thought has been put into this course and I see this course either falling away when Beatrice retires or the course changing drastically. Also, there are no tutors or anyone to speak to about the course content other than the 1 lecturer. How is this possible? It seems unfair that other lecturers have to go through such high compliances, whereas Beatrice has full ownership of her course.

Student 12 – Rating = 50%

The most challenging course I have ever done in my life.

Student 13 – Rating = 40%

I do not know why Beatrice makes this course so hard. No slides, no hotseat and half-hearted tutors.

Student 14 – Rating = 50%

I didn't like that student numbers weren't used, as I felt this removed anonymity and allowed bias to enter the marking process. I also felt there weren't enough resources made available to students. I also didn't like that the lecturer was the course convenor and the marker. Too autocratic.

Clearly the last four feedback items are as relevant as the previous ten. I find it very difficult to respond to this kind of feedback as making the course easier is not an option for me. To make it easier will undermine the very pedagogy that produce the positive outcomes listed in responses 1 to 10. In the past my response has been to keep making incremental improvements. For example, tutors were introduced in 2013 as a direct result of the vitriolic feedback given by student 11. Evidently some students still feel that this is not yet enough and particularly that they are not safe in the personalised community of practice I set up in my classroom. My response to them would be that we have an external examination system to guaranteed good practice in teaching and learning, but we may need to work out an arrangement whereby disgruntled students can nominate their entire assessment package to be externalised.

Appendix Two: Publications that arose from Student Research Projects

Communication Sciences and Disorders:

Pascoe, M., Maphalala, Z., Ebrahim, A., Hime, D., Mdladla, B., Mohamed, N. & Skinner, M. (2010). Children with speech difficulties: An exploratory survey of clinical practice in the Western Cape. *SAJCD*, 57

Ramma, L & Ibekwe, T. (2012) Efficacy of utilizing patient self-report of auditory complaints to monitor aminoglycosides ototoxicity in a group of adults with drug-resistant TB. *The International Journal of Tuberculosis and Lung Disease*, 16(2), 283.

Norman, V., Singh S. A., Hittler, T., Jones, N., Kenny, N., Mann, R., McFarlane, S., & Moeng, A. (2011). Indications, medical conditions, and services related to gastrostomy placement in infants and children at a tertiary hospital in South Africa. *SA Journal of Child Health*, 5(3), 86-89.

Rogers, Christine; de Wet, Jacques; Gina, Ayanda; Louw, Ladine; Makhoba, Musa; Tacon, Lee (2011). The translation of the Vertigo Symptom Scale into Afrikaans: A pilot study. *South African Journal of Communications Disorder*;58 (6)

Physiotherapy

Alston F, Britz C, Du Preez, Mthmbu S, Pavon C , Pells, N, Sarembock, Hughes J, Jelsma J. (2009) An investigation into the inter-rater reliability of ultrasound imaging of abdominal muscles in adults. *Journal of Community and Health Sciences*. 2009 4:2:1-12

Amosun S, Burgess, Groeneveldt L Hodgson T, (2007): Are elderly pedestrians allowed enough time at pedestrian crossings in Cape Town, South Africa? *Physiotherapy Theory and Practice*, Vol. 23, No. 6 , Pages 325-332

Jelsma J, Brauer N, Hahn C, Snoek A, Sykes I : A pilot study to investigate the use of the ICF in documenting levels of function and disability in people living with HIV. *South African Journal of Physiotherapy*. 62;1:7-13. 2006

Jelsma J, Coppez P, Jehosofat T, Lenders C, Millet Clay S, Voights A and the KIDSCREEN Group. The validity of the Child Friendly version of the EQ-5D when used with high school English speaking children in South Africa – preliminary results. In Badia, X (Editor) *Proceedings of the 23rd EuroQol Group Scientific Meeting Barcelona, Spain - September 14-15th 2006*. Barcelona, IMS Health. 277-296

Jelsma J, Ferguson G. The determinants of health related quality of live in a diverse community in Cape Town. *Bulletin of the World Health Organization*. 82:206-212. 2004.

Losinsky L, Levi T, Saffey K, Jelsma J: An investigation into the physical accessibility to wheelchair bound students of an Institution of Higher Education in South Africa. *Disability and Rehabilitation*. 25:7:305-308. 2003

Papers which utilised the data from student projects, often combined with additional data funded by research projects:

Jelsma J, A comparison of the EQ-5D and the EQ-5D-Y Health Related Quality of Life instruments in South African children. *International Journal of Rehabilitation Research* Jun;33(2):172-7 2010.

Jelsma J, Ramma L .How do children at special schools and their parents perceive their Health Related Quality of Life compared to their peers? *Health and Quality of Life Outcomes* 2010, **8**:72doi:10.1186/1477-7525-8-72

Maart S, Jelsma J: The sexual behaviour of physically disabled adolescents. *Disability and Rehabilitation*. 2010;32(6):438-43.

Parker, R. Jelsma, J The prevalence and functional impact of musculoskeletal conditions amongst clients of a primary health care facility in an under-resourced area of Cape Town. *BMC Musculoskeletal Disorders*, 2010, 11:2 (4 January, 2010).

Occupational Therapy

Sonday A, Anderson K, Flack C, Fisher C, Greenhough J, Kendal R and Shadwell C (2012). School Based Occupational Therapists: An Exploration into their role in a Cape Metropole Full Service School. *South African Journal of Occupational Therapy*, Vol. 42. No 1.pp 2-6

Fane T, Ramugondo E, Leshoele M and Coker T (2010). The Experience of beading by women living with HIV/AIDS within the “Kidzpositive Family Fund” Non-Profit Organization. *South African Journal of Occupational Therapy*. 40 (2), pp. 5-10

Eidelman T, Gouws V, Howe C, Kulber T, Kumm J, Schoenfeld L and Duncan M (2010). Women surviving chronic poverty and psychiatric disability. *South African Journal of Occupational Therapy*. Vol 40(3): 4-8.

Bross H, Ramugondo E, Taylor C and Sinclair C (2008). Children need others: Triggers for playfulness in pre-schoolers with multiple disabilities living within an informal settlement. *South African Journal of Occupational Therapy*. 39 (2), pp. 1-5

Glass R, Sevitz B, Wink S, Williamson S and Duncan M (2006). The occupational needs of homeless people at a place of renewal in the Cape Metropole. *South African Journal of Occupational Therapy*, Volume 36, Number 1, June, p11-14.

Rubenstein L and Galvaan R (2006). Occupational Therapy on Track: Focusing on the client’s context. *South African Journal of Occupational Therapy*.

Mapham K, Lawless N, Abbas M, Ross-Thompson N and Duncan M (2004). The play and leisure profiles of children in Lavender Hill. *South African Journal of Occupational Therapy*, 34(2), 7-12.

Luger R, Sherry K, Vilikazi B, Wonnacott H and Galvaan R (2003). A struggle for identity: domestic workers, ubuntu and “time-off” occupations. *South African Journal of Occupational Therapy*, vol 33 (2) pp11-14.

Appendix Three: Feedback from students on INF3011F & UCT’s Carbon Footprint

Ellen

Throughout this project I have experienced the three levels of listening which are following, detach and the fluent (Cockburn, 2002). I think at beginning of the project I was more of a follower mainly because at that stage of the project I was still not clear on the objectives and requirements of the project. I basically looked for a procedure that works and just followed it, in this case meant letting one of our group member do all the work and I wasn’t really that much devoted to the project. I moved to the detach stage after our horrible presentation and that’s when I realised that team work does produce best results, that is when I started to get involved and also have an opinion on setting task within the group. After the detach stage it was really easy to move to the fluent stage because at that stage I understood the desired end effects and simply made my way to the end.

The reflective learning module was a whole new different aspect compared to any other modules I have ever done. I am not used to reflecting on my actions and behaviour so it was kind of interesting to walk down that road. One tends to discover a lot of different traits that they didn't even know they had, for example I have learnt that I am most comfortable when I have a leader, I am more or less in the middle between being the follower and also being the leader. I didn't know that I used to apply defensive reasoning a lot until I started to reflect and evaluate myself before actually shifting the blame. This module gave me a perspective on how to view different situations in everyday's life. It helped our team to move forward and to also be able to work in harmony with each other. It taught me the importance of viewing and respecting other people's opinions and to realise that different people bring different hats to the table. That having team members with different ideas is not as bad as it seems. I've realised that diversity brings the best results.

Bing

As a semester abroad student you have a very different experience than your fellow students at your host university have. This effect is even larger when you have to engage in group work. In order to get more experience out of my semester abroad I chose to do a course in which teamwork is a central theme.

During the project you get to know your team members which in turn means you get to know more about yourself. It also means that every time you work with someone you do not know, you gain knowledge on how to cooperate with others. As academic students you have the feeling you are eager and open to learn from your experiences. Being open to feedback is not easy and requires you to let your guard down and be open to it. These are topics as discussed by (Argyris, 1991) on how to teach smart people how to learn. Experiencing an open and honest way of giving feedback on each other's work and behaviour gave me confidence in having this attitude in the future. This will enable me to learn more from my experiences in teamwork and will also enable me to give constructive feedback to team members in the future.

Nathan

The management of projects and of the human resources utilised throughout a project have always been of interest to me. It is one of those fields where the theoretical information is directly applied to real life situations, often intuitively. By reflecting on the process undertaken throughout the execution of our carbon footprinting project, it is clear that certain theories directly correlate to my experiences as an individual as well as the group.

A proposed model for the development within groups is that of forming, norming, storming and finally performing (Tuckman, 1965). Taking a small group from an orientation stage to one of single--entity performance by the individuals in the group overcoming their differences.

It was an interesting moment reaching the performing stage as a team, as there was this transition where we could all depend on each other and know the expected outcome.

It was very interesting to see these theoretical concepts out there in the wild. It shows how there is a fantastic reach for research in the realm of project management as it goes well beyond business process and corporate objectives. Working in teams on interesting projects offers huge room for growth through the development of interpersonal relationships as well as internal emotional development.

It shows how the human factor, when treated correctly within a project, can reap huge rewards through the employment of a set of not too complicated techniques. As a reflection process it has definitely opened my eyes up to both the quality of project management information as well as the learning opportunities through reflection.

Appendix Four: Feedback from students on SOC3007/27 Social Research Methods SOC3007F/SOC3027F

The students found the exercises challenging but very informative. It gave them insight into a different aspect of sociology, mainly how research can be designed as one student reported:

'The challenge of research design and coming up with your own research topics was really interesting and, I think, a very important part of sociology.'

It also gave them a better understanding of the lecture material and it provided them with an opportunity to ask questions and receive feedback on their individual proposals:

I also enjoyed the tutorials, they were very helpful in understanding the course work and lectures, it was also a platform where we could air our views and have them heard by someone. we also as students received feedback and I loved that. All lecturers regardless of whether their section was nice or not were very approachable, after lectures and during consultations, I really liked this as it helped a lot.

The inclusion of practical exercises in the lectures and tutorials was informative as one student remarked:

The section on qualitative research, the lectures encompassed both theory and practical application which helped during the tutorial/workshop section when we had to work on the practical components of our research proposal."

The practical skills developed in conducting and analysing qualitative data was also an important and enjoyable part of the course:

What I enjoyed most about the course was learning how to do qualitative research, use qualitative methods, design an interview schedule to obtain in-depth data. I enjoyed learning how to analyse interview transcripts more so how to perform qualitative interviews myself...

Two of the students also commented on how they enjoyed the way statistics was taught and included in the exercises:

I enjoyed was the statistics section, Initially I was a science major but I failed stats and maths, this course or the person who lectured stats made it more comprehensible for people who thought stats was hard or did not have a maths background.

Some students however were dissatisfied with the quality of the tutors:

My tutor did not always seem to know what was happening and a lot of the 2 hours was spent with him simply going over definitions of terms like “specific research question” which was definitely not interesting or productive. There were also a number of instances (not only in the stats) where he was unable to properly answer questions and also seemed unsure of how what we were doing fitted in to the overall scheme of the course.

Another student stated a similar complaint and offered a possible remedy:

tutors were not always clued up as to what was expected of them or their students. There should be regular communication - from all lecturers on Vula (having lecturers present in the Vula chat room can be extremely useful!).

This suggestion is something that could be included in the lecturer’s responsibilities, perhaps reading the chat room discussions two to three times per week would assist with difficulties that students are encountering. While this may have been an isolated incident it highlights the importance of hiring postgraduate students who are equipped with the necessary experience. Students compared their results with students in other tutorial groups and they felt that there was too little moderation or standardisation across tutorial groups

The students offered other useful ways in improving the course, in particular they argued that they needed more time to prepare for the exercises and offered practical ways of doing this:

Make all the tutorials available at the beginning of the term so that for things like the interview or questionnaire students have more time to find participants and conduct interviews that are authentic.

Students who spoke to the lecturers directly overcame difficulties they were having with the material and students felt that this was beneficial:

Speak directly to the lectures who set the assignments about and questions. Go to as many lectures as possible and if you are confused asked for links between the material covered in class and the readings.

Appendix Five: Plan of Action for the Teaching and Learning Committee.

PREAMBLE

UCT's revised mission and strategic plan were adopted at the end of 2009. This new mission committed the university to producing graduates "whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice" (UCT, 2009). The foundation statement underpinning the mission committed the university to providing a superior quality educational experience for undergraduate and postgraduate students through, amongst other things:

- stimulating the love of life-long learning;
- cultivating competencies for global citizenship;
- supporting programmes that stimulate the social consciousness of students;
- exposing students to the excitement of creating new knowledge;
- offering access to courses outside the conventional curricula; and
- guaranteeing internationally competitive qualifications (UCT, 2009).

UCT's six approved goals contain a number of strategies aimed at improving the quality and profile of UCT's graduates. References to desired graduate attributes articulated in the strategic plan are highlighted in italics in the extracts from the strategic goals reproduced below.

Internationalising Graduate Attributes

UCT will seek to ensure that its *graduates have the competencies to study in an electronic and global age, that they have the capacity for critical comparative thinking, and that they acquire effective cross-cultural communication skills*. These will be introduced through methodologies and modalities used in the normal course of delivering the curriculum. We will promote the teaching of foreign languages, and where demand indicates, develop courses in languages spoken on the continent and of relevance to Africa, Asia and Latin America. UCT aims to increase study abroad opportunities for its postgraduate students *so that they experience other ways of life and are exposed to new knowledge systems and perspectives*.

Providing inclusive curricula and engagement with African voices

Transformation in a university context must also touch the substance of what we learn, teach and research. *Students in post-apartheid SA must have a critical knowledge and understanding of the country's history and the experience of its citizens*. The implications of this history must be made relevant to their fields of study and future work. *Students should gain an understanding of how ways of thinking and bodies of knowledge They should engage with debates on the extent to which, in some disciplines, the hegemony of Eurocentric approaches to knowledge, history, value systems and belief systems may have influenced or undermined African world views and perspectives*. Research and teaching should give more space and acknowledgement to African voices, and particularly African intellectuals, who should merit the same critical engagement as those from the west.

Bringing research into teaching

To be a research-led university, our research must inform our teaching. *All UCT students must experience the importance of creating new knowledge by virtue of the fact that their teachers infuse their courses with the results of their research.* We must multiply the incentives for research to be fed into all levels of teaching and for encouraging research by all students. In this regard it is important to revisit the documents on the linkage between research and teaching that have been developed in UCT in the recent past, in order to develop a comprehensive strategy for integrating research into teaching.

Preparing UCT graduates for a global workplace

Universities are ever more networked internationally while their graduates are increasingly mobile. *UCT has to ensure its graduates are well prepared for that future.*

Providing opportunities for more breadth within our undergraduate curriculum

Currently there is a misconception that the general academic bachelor's degree is a three-year degree. Analysis of cohort success rates indicates that the majority of students are not graduating within three years. There is also a concern that it is not possible to provide sufficient breadth within the structure of the three-year degree because we have to deal with diversity in educational background as well as provide disciplinary foundations for further study. As a result, we are struggling to find time in the undergraduate curriculum to: accommodate opportunities for *students to develop skills for active local and global citizenship; acquire a better knowledge of the African continent so that our graduates are able to bring a contemporary African focus to their future professional work; gain basic competence in other languages, especially in indigenous South African languages and major languages spoken in other parts of Africa; and have more time for problem-based research projects.* We will consider different models for three- and four-year bachelor degrees in order to formulate a clear set of proposals for submitting to the Department of Education. In the meantime, in order to improve on the breadth of the undergraduate learning experience, the university will encourage students to do subjects outside their chosen disciplinary/professional field where the curriculum allows for this. We will explore how to offer more flexible programmes such as summer schools, vacation-based service learning, additional courses in normal curriculum, parallel additional enrichment or honours programme.

Ensuring graduates are critical thinkers and stimulating interest in postgraduate research

If UCT's mission is to produce the next generation of academics, recruiting from its own undergraduate pool is an important source of researchers. *UCT graduates should have an understanding of the contested nature of knowledge in their disciplines, be competent in using a range of information sources and evaluating the reliability of those sources and in the context of an undergraduate curriculum that is up-to-date and, where appropriate, informed by the research of academic staff.* We should explore the opportunities of allowing students in certain programmes to undertake or assist with research projects, or even to offer an elective research paper in lieu of a semester course.

Promoting democracy, respect for human rights and commitment to social justice

UCT believes that opportunities for student engagement with external constituencies, afforded by service-learning programmes, can be important vehicles for inter-disciplinary learning, enhancing the breadth and diversity of the students' educational experience and producing *graduate citizens capable of reflecting on the implications of living and working in different social contexts*. We will expand opportunities for students to get involved in community-based projects in which community engagement, a focus on social justice issues and students' learning are integrated into the formal teaching and learning process. We will explore the feasibility of establishing a social justice and community-engaged teaching and learning project in CHED to provide staff development for service learning initiatives. UCT will develop an appropriate reward and recognition system as part of promoting student leadership and student volunteerism initiatives that benefit internal and external communities.

These strategic goals and the vision for the size and shape for the university in 2020 have framed the Plan of Action of the Teaching and Learning Committee.

At the end of 2011 Senate and Council approved a vision for the university in 2020 which:

- Maintains first-year enrolments largely at current levels;
- Enrols just in excess of 28, 000 students, with a substantial increase in the numbers of graduates, and improvements in times to completion;
- Has achieved cohort completion rates of at least 75% in all undergraduate programmes (that is, at least 75% of the undergraduates who start at UCT leave UCT with a qualification);
- Has provided for substantial growth at the postgraduate level (especially the professional and research masters, and doctoral programmes) to a 2020 proportion of 39% of total enrolments, in contrast to the current proportion of 32%;
- Has provided for substantial growth in research endeavours, as measured for example through the numbers of postgraduate students, research-related chairs, establishment and growth of research units and other such hubs, increases in numbers and quality of publications, and in research income;
- Has provided for addressing the current backlog and projected needs of physical space and infrastructure for teaching and learning, student study, social interaction and recreation, and library space; and
- Has identified the financial requirements necessary to realise the vision.

CURRENT UCT CONTEXT

According to the Size and Shape Vision 2020 document, any plans for growth would have to take into account *retention and progression rates and times to completion* which, while extremely variable across courses and years of study, remain persistently unsatisfactory in many areas.

Staff-student ratios are under pressure. The growths in class sizes, and the necessity to undertake double teaching due to lecture hall constraints, have led in many instances to increased undergraduate teaching loads. In addition, there is greater pressure on small-group learning opportunities, with increased tutorial sizes being reported as widespread. Staffing numbers have increased, but at a lower rate than that of enrolments.

Particularly lacking in relation to *the student experience* are flexible and effective teaching spaces, suited to purpose; technologically equipped multi-purpose social-learning spaces of the kind that suit contemporary undergraduate student learning styles and that characterise many good quality universities across the world; postgraduate student space; and sports facilities, which compare very poorly with those of many other universities in South Africa.

To be *a research-led university* UCT needs to increase the absolute number and proportion of postgraduate research students. In addition, conditions should be such as to ensure the capacity for substantial growth in research activity.

The context sketched above, and the mission of the university, collectively inform the focus and direction of the size and shape planning exercise, namely that the most important contributions that UCT can make over the next decade are:

- To improve the *quality and equity of outcomes*, and increase the *number of its graduates*
- To consolidate and enhance its reputation as *a research-led institution*, and to work towards becoming a research-intensive institution with significant implications for improving the quality of undergraduate teaching in order to expand the pool of people eligible for postgraduate studies.

A major focus of the model presented for adoption, is on improving student performance as well as enhancing the quality of the overall undergraduate experience (UCT, 2011).

At UCT, extended programmes have been the main approach adopted to address the ‘articulation gap’ between schooling and higher education. Such programmes have been established in all six faculties, taking different forms and with varying levels of faculty support and ownership. However analysis of performance patterns and completion rate differentials, suggests that focusing attention on the very junior years of the undergraduate curriculum has at best been only a partial solution. As one of the most selective institutions in the country, UCT has tended to view the educational challenge facing the country not as the majority phenomenon it undoubtedly is, but as a minority issue. One of the

consequences of this view is that the required structural curriculum changes that need to be developed and implemented have been restricted to the first year in the main, and have left large phases of the curriculum untouched.

In 2010, it was resolved by the Senate Academic Planning Committee that there was a need to streamline, modernise and restructure the institutional governance model for overseeing the teaching enterprise, and this process was concluded in 2011 and resulted in the establishment inter alia of a central Teaching and Learning Committee (T & LC) with links to faculty based teaching and learning structures. For an overarching T & LC to be effective, there needs to be an institutional Teaching and Learning Strategy that would encompass all aspects of teaching and learning, focusing on the undergraduate, honours levels, together with postgraduate diplomas and course-work Master's programmes and sets operational priorities for giving effect to the teaching and learning strategy (UCT, 2011).

The T&LC has developed a Plan of Action to guide its work over the next 3 years. In terms of this plan the priorities of the Committee are to:

1. Strengthen governance & structures of T & L at central and faculty levels.
2. Build the leadership capacity for T & L
3. Develop a Teaching and Learning Strategy
4. Provide leadership in developing a comprehensive approach to improving throughput
5. Contribute to improving throughput by supporting the provision of foundation programmes in the undergraduate degrees
6. Contribute to improving throughput by supporting the transition from school to University
7. Improve the physical teaching environment
8. Create an enabling environment for improving teaching and learning
9. Increase the resource-base for teaching development and innovation
10. Strengthen research enriched teaching
11. Promote innovation in teaching and learning
12. Improve communication about teaching and learning at UCT

References

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UCT, 2011: Teaching and Learning at UCT: A report on the 2010 academic year, Institutional Planning Department and CHED

UCT, 2009: The Strategic Plan for the University of Cape Town 2010 – 2014

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
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	A meeting was held with the Deputy Deans to discuss faculty-based structures. New structures have been established in Science, Humanities and Commerce. The Teaching and Learning Committee has recommended that the Chairs of faculty based structures who are not on the central committee should be co-opted to facilitate effective communication between the various structures.

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
	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	CHED has established a Teaching and Learning Committee. At its first meeting the Committee discussed the focus areas outlined in the Action Plan for which responsibility has been allocated to CHED (among others). The Committee discussed ways of ensuring the responsibilities allocated to CHED are taken forward.
	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	
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	Some faculties asked for budget relief for Deputy Deans responsible for Teaching and Learning. This will be addressed by the Medium Term Budget Assessment Team.

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
		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	
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	A draft document prepared by Prof Scott was presented at the first meeting of the Teaching and Learning Committee. A/Prof Yeld and A/Prof Luckett will prepare a document to take the discussions further.
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)	A position paper has been prepared by the ADP unit in CHED, a presentation was done for the SLG and CHED staff have held discussions with Law and EBE. CHED is awaiting invitations from other faculties to discuss the paper.

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
		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)	
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.
	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. The task team met on 22 October and recommended that a letter be written to the Deans outlining suggestions for engaging with the Teaching and

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
					Learning Committee around ‘high risk’ courses. CHED has offered to work alongside faculties once they have identified courses to focus on, in a research- led way.
	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	There will be several papers in the 2012 Teaching and Learning Conference on teaching large classes. A/Prof Jawitz will be able to provide a report on the Mellon funded project early in 2013. The Committee recommended that A/Prof Jawitz produce a document that can be widely disseminated within the institution.
	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	Was briefly discussed in the Teaching and Learning Committee on 23 August and is on the agenda of the meeting of 27 September.

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
6. Contribute to improving throughput by supporting the transition from school to University	6.1 Support the roll out of the First-Year Experience Project	6.1 Unlock barriers with regard to efforts of the FYE project to introduce interventions to address barriers identified e.g. computer and information literacy training and timetabling issues	6.1 Provide input on the long term direction of FYE	Rochelle Kapp, FYE Steering Committee, T&LC	Ongoing.
	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.
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	Completed

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
7.2 Establish the classroom support sub-committee and identify other possible gaps				DVC, ED Property and Services, ICTS	The Classroom facilities task team has been established. However Prof Klopper felt that the brief of the task team was too narrow as it should also be looking at design and technology issues. She convened a meeting with the physical planner, the Registrar, the Deputy Registrar, members of the Timetable sub-committee, staff from ICTS and CET to discuss widening the terms of reference of the Classroom Facilities sub-committee to encompass issues related to technology and design etc. The Registrar will be providing advice on whether a formal proposal needs to be taken to the SEC on this.
	7.3 Budget for immediate interventions	7.3 Plan for ensuring ongoing improvements and maintenance of classrooms		DVC, ED Property and Services, ICTS	

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
			7.4 Adopt a curriculum led approach to physical planning	DVC, Dir Physical Planning	
	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	Proposals for 5 pilot projects have been incorporated into the 2013 CAPEX Budget. These involve refurbishing space in Lesley Social Science, Beatie, John Day, Molecular Cell Biology and Groote Schuur
		7.6 Improve the quality of library support for UG students		ED LIB	The Libraries now provide 24 hours study areas. They are planning for a Library Learning Commons in the Teaching and Learning Building commissioned for 2014
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. A/Prof Yeld has prepared a report on how the criteria related to teaching are being used by the faculties. This report demonstrates that

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
					the criteria are taken very seriously. In her view it was not possible for staff to get promotions without meeting the criteria related to teaching.
	8.2 Finalise the teaching and learning charter	8.2 Monitor adherence to the teaching and learning charter		DVC, Deans, HoDs	A revised document was sent to Faculty Boards, the University Student Advisory Committee and the Student Assembly for approval after the meeting of 23 August.
		8.3 Plan for extending use of ICTS to support teaching and learning		Dean CHED, DVC, ED ICTS, ED LIB	Pilot laptop projects will be taking place next year in Law, Chemical Engineering, Architecture and Physics.
		8.4 Strengthen the recognition and reward systems		DVC	
	8.5 Investigate the difficulties within the tutoring system and the management of tutors across faculties	8.5 Develop tutor training and management models including resourcing implications and minimum requirements	8.5 Implement appropriate tutor training and management models across the institution and ensure that every first-year course has an element of tutoring/small-group teaching with an	HODs, CHED, UG Academic Chair SRC	Several applications for funding from the Teaching Development Grant address this. The CHED Teaching and Learning Committee plans to apply its mind to this. The Committee has commissioned various pieces of work. They

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
			appropriate teacher-student ratio		plan to present a report to the central Teaching and Learning Committee by June 2013. The CHED committee will also consider possible synergies with the DHET proposals related to tutoring.
9. Increase the resource-base for teaching development & 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	Not done but the Teaching Awards Sub-Committee is being constituted.
	9.2 Encourage applications for the grants from the staff development committee for teaching development and innovation	9.2 Encourage applications for the grants from the staff development committee for teaching development and innovation	9.2 Ensure adequate resources for promoting teaching development an innovation		Done
10. Strengthen research enriched teaching	10.1 Conduct audit of capstone and research projects in final UG year of 3 year bachelor's and 4 th year of 4 year professional bachelor's degree	10.1 Establish research internships for UG students		IPD, Research Office	A/Prof Perez and Ms Favish will prepare a proposal for conducting an audit and present this to the Committee early in 2013.

Focus Area	Short Term end 2012	Medium Term – end 2013	Long Term- 2014/16	Responsibility	Progress Report November 2012
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	Various faculty and institution wide initiatives are taking place, but we don't have an institutional picture of the scale of these activities or an institutional approach to expanding opportunities. This will be addressed by the proposal to be prepared by A/Prof Perez and Ms Favish
		11.2 Develop strategies for promoting pedagogical innovation	11.2 Develop strategies for promoting pedagogical innovation	Dean CHED	
	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	A/Prof Yeld's report will be sent to the Monday Paper as the basis for an article.
13. Develop a framework for evaluating the quality of teaching and learning at UCT.	13.1 Develop a position paper				A discussion paper was prepared in 2011. A/Prof Yeld and A/Prof Luckett will refer to this paper in preparing their discussion paper on a Teaching and Learning Strategy.

¹Naidu CS, Zweigenthal V, Irlam J, London L, Keikelame J, An Evaluation of University of Cape Town Medical students' community placements in South Africa. *Afr J Prim Health Care Fam Med.* 2012;4(1), Art. #448, 7 pages. <http://dx.doi.org/10.4102/phcfm.v4i1.448>