TEACHING AND LEARNING AT UCT:

A REPORT ON THE 2010 ACADEMIC YEAR

CHED AND INSTITUTIONAL PLANNING DEPARTMENT OCTOBER 2011

UNIVERSITY OF CAPE TOWN

TEACHING AND LEARNING REPORT FOR THE ACADEMIC YEAR 2010

1. Introduction

This report is intended to give a snapshot of teaching and learning at UCT in 2010. By its nature, teaching is a transient, and often very private, undertaking. This is unlike research, where outputs tend to be in the public domain, commonly reflect quite directly what it is that has been achieved and how it was undertaken, and show clearly the contribution to knowledge. Teaching activities, on the other hand, are very indirectly manifested through proxies such as student marks and student course evaluations. Because of this, reporting on 'teaching and learning' in a relatively large, comprehensive institution is a daunting task.

Following extensive consultation with Deans and relevant committees, it was decided to structure the 2010 report in two main parts. The first part aims to enable readers to gain a quick idea of some of the challenges and successes in the teaching and learning arena, and the second to provide a much more detailed record in the form of appendices containing comprehensive information on the main teaching and learning related structures at UCT: the faculties, CHED, the IPD, space and infrastructure, the main teaching and learning committees. It is believed that this approach will provide a comprehensive record for 2010, while remaining a reasonable length.

In recent years, questions have been raised about how UCT assures itself in respect of quality in teaching and learning. The issue of quality is thus central to the report: is what we do 'good'? How do we know? And why is it often so difficult to tell?

2. Assessing Quality in Teaching and Learning

Annexure 1 sets out in some detail national and institutional approaches to evaluating quality, and assesses to what extent these approaches are effective[1]. The discussion below draws on this paper.

In trying to enhance and assess quality at a national level, the Higher Education Quality Committee (HEQC) has put in place various interconnected mechanisms. These include institutional audits, programme accreditation, the establishment of the Higher Education Quality Framework (HEQF), and standards setting. These are discussed in some detail in Annexure 1: salient quality challenges or issues relating to UCT's interaction with these mechanisms are very briefly summarised here.

- Institutional audits. In 2005, UCT underwent a 'quality audit', conducted by the HEQC, which focused on assessing institutional mechanisms and processes to assure quality rather than itself assessing quality. The report from the audit panel was generally favourable. However, some reservations about the highly devolved nature of UCT's academic governance model were expressed. In the view of the audit panel, this had resulted in different approaches and arrangements to ensuring quality at the institution, and to the support and development of quality teaching. In turn, these differences had resulted in varying standards in respect of teaching and student support. The main recommendations of the panel, accepted by UCT, focused on strengthening the governance of teaching and learning.

[1] Favish, J. (2011). Assessing the quality of learning and teaching at the University of Cape Town.

- Programme accreditation. UCT has been successful to date in gaining accreditation for all its submitted proposals, and its Education and MBA programmes, which underwent reviews as part of national processes, received several commendations.
- Establishment of the Higher Education Quality Framework. The alignment of all programmes offered by higher education institutions will be finalised by 2014. This process has highlighted several anomalies and differences of approach within and between faculties.
- Standards setting. The Council on Higher Education, although responsible for generating, setting, and ensuring standards in respect of all higher education institutions, in still in the very early, consultative, stages of undertaking these responsibilities. Given the key focus, internationally, on assessing the quality of learning outcomes against clearly defined and agreed standards, it is of concern that the South African national quality assurance system lacks a framework for standards setting, and specific standards for programme types (with the exception of those used by many professional bodies). This means that we have no recognised way to assess or compare learning outcomes nationally – and also no agreed national basis on which to assert the quality of what we do as an individual institution.

At the institutional level, UCT adopted a revised mission and strategic plan in 2009, which sets the high-level criteria against which quality needs to be defined. The mission committed the institution to providing a high quality educational experience for students and staff, and to the production of socially responsive, competent and knowledgeable graduates. However, it has proved difficult to develop reliable and comprehensive mechanisms for assessing the extent to which these and other institutional aims have been realised.

The main instruments developed by UCT to assist in ensuring and assessing quality in teaching and learning are departmental reviews, external examiners for every course, the Teaching and Learning Charter, student feedback systems, the institution's performance management system, and surveys (in particular, exit surveys of graduates, and employers).

Some of the challenges in this regard are discussed below.

In the introductory paragraph of UCT's mission statement, it is asserted that UCT aims "...to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice". This aspiration provides a clear illustration of the challenges in assessing quality. Few would doubt that our qualifications are recognised nationally and internationally, but few would be as confident about whether all our graduates are indeed imbued with 'engaged citizenship' values or that values of 'social justice' underpin our curricula. They might – but do we know? Would this be true for all our graduates? Indeed, are we sure of what we mean when we use the terms 'engaged citizenship' and 'social justice'?

Annexure 1 lists a number of commitments made in the foundation statement underpinning UCT's mission and strategic plan. The Strategic Plan, in addition, sets out several attributes and competencies. At this stage, however, it is difficult to make assertions about whether or not these have been attained, as the ways in which departments assess their attainment vary greatly, and are not in any case always framed in ways that align to those articulated in the institutional mission. The use of external examiners, for example, commonly viewed as one of the ways in which quality is monitored, seldom extends to comments on overall quality, particularly of the kinds of attributes and competencies listed in the annexure. Because it is so difficult to extrapolate from what are often content-driven examinations to overarching graduate qualities, and because learning outcomes used for assessment are often not made explicit, it is becoming increasingly common internationally to introduce measures such as capstone integrative summative assessment projects. These, which are commonly undertaken at the end of the undergraduate years, are used to assess a range of high level capabilities developed through both formal and non-formal curricula activities. International trends in relation to this criterion include offering broader curricula, and encouraging or requiring students to take courses across broad disciplinary lines. In this regard, and with the exception of several initiatives, UCT still tends to operate in faculty silos, and there is relatively little in the way of

institutionally recognised programmes that extend the formal curriculum. One such initiative, launched in 2010, was the UCT Global Citizenship: Leading for Social Justice (GC-LSJ) programme, which drew 116 students from across the institution. As a non-credit bearing course, however, its sustainability remains an issue, and its impact limited.

Professional bodies that accredit UCT qualifications do take cognisance of the attributes viewed as relevant professionally – indeed, on the whole professionally-oriented programmes of study place considerable emphasis on graduate attributes alongside disciplinary knowledge. In addition, the internal reviews of academic departments increasingly encompass international benchmarking, and include international reviewers on the panels – currently Senate is considering widening the guidelines of reviews to include a reflection of the ways in which departmental activities and goals are aligned to the institutional mission and strategic goals.

While the system of departmental reviews is generally viewed to have played an important role in enhancing quality, their value stems in large part from the preparation of self-review portfolios, which frequently surface long-standing and/or new issues. Because of their collegial nature, however, a common perception is that review recommendations are frequently at such a high level that they can appear to lack consequence. The balance between the collegial, constructive, developmental focus of the current system, and a more high-stakes, judgemental approach is obviously a complex one, and highly context-driven. This tension exists also at the national level, where the HEQC is reliant on the willing participation of institutions in the quality audit cycles, and yet attempts to use the audits as major systemic quality improvement instrument.

The issue of student feedback (evaluation) of courses remains one of great variety across faculties, and is an area needing urgent attention. The matter was raised directly in the student submission to the HEQC alongside the institutional self-evaluation portfolio, and has been repeatedly identified as needing attention over the ensuing years. It is acknowledged that one approach is unlikely to suit all disciplines or levels of study. The more important concern – highlighted in the SRC report in Annexure 3 - is the role that student feedback plays in the teaching and learning environment: how its formative potential can be harnessed to best effect, how public the feedback should be (for example, should it be seen at source by the Head of Department, or after the data have been analysed, or simply reported on as the lecturer sees fit), and what role if any it should play in probation, promotion, or performance assessment processes. Another set of concerns, perhaps related to a lack of faith in the utility of the system, arises from the often low level of participation by students in providing feedback and a sometimes quite superficial level of commentary.

The establishment of the now annual Student Quality Forum in 2009 has assisted in strengthening institutional quality promotion and monitory capacity. This collaborative initiative (between the SRC, the IPD and the Department of Student Affairs) provides an important platform for students to share their views, experiences, and expectations about their learning experiences. For the Forum to make the impact it aims to is a challenge, however, given relatively poor attendance to date: this might be addressed with more active and visible support from senior academic staff.

UCT's performance development system includes teaching as a core activity, and the criteria developed to define teaching activities (with increasing responsibilities commensurate with seniority) are used in the performance appraisal cycles and promotions system. The relatively new Academic Staff Development Committee undertook, in 2010, a mapping of the levels and extent of provision of opportunities to develop and improve teaching performance. At this stage such opportunities are not clearly defined along the lines of seniority, partly as a consequence of difficulties inherent in conceptualising teaching career trajectories at other than a very high and general level. Perhaps a greater challenge lies in encouraging take up of the many opportunities that are provided, such as the New Academic Practitioners Programme, the courses and qualifications related to teaching, targeted at staff in their roles as teachers and supervisors, and the many workshops on teaching with technology. Nationally and internationally, participation in such opportunities varies greatly, with UCT's level being on the low-ish side. At some institutions, including many regarded as excellent research-intensive universities, participation in teaching

development initiatives is compulsory or highly incentivised, and teaching generally carries a high status. The development of the proposed Teaching and Learning Strategy (discussed in the concluding remarks), with clearly defined operational priorities, will need to consider carefully how to develop and promote such an institutional climate, as well as effective and attractive opportunities for improving teaching.

The Teaching and Learning Charter, while publicly available in faculty handbooks, has low visibility in the institution, and has seemingly not played a significant role in institutional teaching and learning processes. In 2011, the Charter will be re-developed and may be changed to include a section of student responsibilities and institutional commitments.

Given the above, it is difficult for UCT to state with confidence either that all our graduates are indeed 'effectively empowered' as described above or, for that matter, to estimate how many of them could be so described. Indeed, in the absence of such means as a Teaching and Learning Strategy, it is difficult to understand how such an assessment could be made.

A further lens used by the HEQC and international quality promotion agencies for assessing quality looks at how effectively the institution marshals resources (state subsidies, fees, third stream and research income, staff capacities and competencies) in its teaching and learning processes.

UCT's fees are amongst the highest in the country – to justify this in terms of this perspective on quality, we would need to show that our graduates are amongst the best in the country, and do not simply reflect the fact that our intake is (arguably at least) by far the best qualified on entry. The former is relatively straightforward to demonstrate (graduate employment, employer surveys, professional body feedback, results in professional board examinations, etc.). The latter is less so: to what extent are our achievements the result of well qualified entrants versus an excellent learning and teaching environment? We can point to teaching innovations and effective teaching approaches generally, but cause and effect are very difficult to demonstrate.

What is clear is that, by any standard, the overall achievement rates and levels in South African higher education are unacceptably low. That the situation at UCT is amongst the best in the country is pleasing but not cause for congratulation: as Annexure2[2], shows, teaching and learning outcomes at UCT are uneven and troubling in many respects.

The report details much important information about UCT in 2010, and highlights trends and areas of concern as well as achievement. It covers enrolment profiles, information on academic staffing and student: staff ratios, and information relating to teaching and learning progression issues.

In 2010, enrolment grew in every faculty except Science. South African black, coloured and Indian students made up 43% of total enrolment (an increase of 32% since 2006), with SA white students remaining at 37% in 2010 (the balance being made up of international students). However, first-time entering undergraduate numbers were 7% lower than in 2009 which were unexpectedly high after the 2008 NSC produced greater than expected numbers of students who qualified in terms of points for admission.

Uncertainties and difficulties related to interpretation of NSC results, fluctuations in performance resulting in selection difficulties, and most importantly the inability of the school system to deliver in respect of key subjects such as Mathematics and Physical Science continued to be experienced in 2010. Far-reaching and quite fundamental plans, which address structural, process and content curriculum aspects, have been / are being developed in 2010 and 2011 to address articulation problems between schooling and higher education (as well as developments and changing expectations in disciplines and society more generally). The nature of these plans indicate that the

[2] Hendry, J. (2011). "A High Level Summary of Quantitative Indicators"

somewhat ad hoc, reactive measures taken in 2009 and 2010 were not able to address, effectively, the mismatch between current offerings and the educational preparedness of a sizeable proportion of entering students.

The academic staffing complement grew by 9.3% between 2008 and 2010, slightly lower than the student headcount growth of 10.6% over the same period. It is of interest to note, given commonly held views about the ageing academic staff complement, that increases in absolute numbers of staff were significant only at the lecturer level, and that the proportions of staff at the professorial and associate professorial levels decreased during this period (from 25% to 21%, and 21% to 19%, respectively). 31% of academic staff were 39 years or younger, up from 23% in 2008, and 40% of staff were aged 50 or older, down from 48% in 2008. The impact of this shifting balance between more senior to junior staff on workload and stress amongst academic staff is not known: it is possible, however, that the tendency to give more junior staff lighter teaching loads and mentoring might be contributing to stress levels of senior staff. If this is the case, it might explain, partially at least, the seeming contradiction between the fact that academic staffing levels are rising at almost the same rate as student headcount numbers, and reports of increasing workloads amongst academic and other staff. Another possible reason is that the count in respect of staff might disguise the impact of the SARCHI chairs, which tend to focus more on research than teaching, particularly at the undergraduate level, and some possible inefficiencies in the staffing database system which might result in the inclusion of leave replacements for periods longer than their actual tenure.

UCT's overall graduation rate shows that 25.2% of the total enrolment successfully completed a degree or diploma in 2010. This is very slightly below the Department of Higher Education and Training's benchmark, but this is acknowledged to be a valid measure only in a context of low or no growth in student numbers. For this reason UCT uses cohorts as a unit of analysis. In terms of course success rates, 2010 saw a very small undergraduate increase to 81.4%. Disaggregating these over year levels, it is reported that success rates at the first year level were 81%, at the 200-level 83%, at the 300-level 88% and the 400-level 91%.

However, what graduation rates and course pass rates tend to disguise are performance patterns within courses, particularly in respect of levels of performance, and differentials between groups. These patterns are illustrated by the examples in Annexure 3, which contains quantitative records of various courses, overall and disaggregated by race, with some observations on the data. As can be seen, the main challenges manifested in the courses relate to differentials between groups, and generally low levels of performance. The annexure contains more detailed comments than these summarised here:

- In one first-year level course, 57% of the black students in the course fail, compared with 24% of white students. Only just over one quarter of the black students obtained 55% or more. In general, over a third of the class failed the course.
- In a second-year level course, roughly 80% of the black students achieve 54% or less (40% fail).
- In a third year level whole year course, while failure rates are low, 31% of the class obtains marginal passes (between 50 and 54%) and only 35% obtain 60% or more.
- In a third-year level semester course the failure rate is 40%, and performance is generally in the low ranges.
- Generally, the proportion of students obtaining marginal passes is of concern, particularly at the more senior levels. This is not to suggest that low-level passes are not a concern at first-year level. To some extent this is to be expected as students adjust to the demands of university. Relatively large clusters of passes in this narrow range at more senior levels points to a different kind of challenge in the system, most directly raising questions about the adequacy of preparation in first and second level and about progression to postgraduate study and overall degree completion. At the second-year level the proportion (in this sample of courses) of marginal passes is 20% and at the third- year level 31%, 21% and 24%. Significantly, the numbers of students in these courses are not small (267 in the second-year course, and 153, 167 and 126 respectively in the third-year courses).

In general, responses from faculties included several initiatives which are planned or underway to address the problems identified above.

- The recording of lectures is seen as a very positive development, with no reported drop in lecture attendance. A challenge will be to design learning materials and physical spaces that encourage and facilitate optimal benefit from this new learning opportunity.
- The issue of 'vertical articulation' of curricula (i.e. how courses build on each other, or how a major is constructed, from first to final year) was raised in several faculty responses. In particular, and in light of performance patterns in senior courses, it was recognised that the role and nature of prerequisite courses needs to be examined. This would include both the necessity of such courses – whether they are barriers or essential preparation – and whether senior courses build on, or are disconnected from, prior course/s, and whether the demands of the senior courses entail unrealistically large steps.
- A common theme was the planned greater use of teaching opportunities outside of the regular two semester timetabled periods. Specific initiatives mentioned were to provide summer or winter term versions of core courses, to develop instructional modules to prepare students for supplementary examinations, and generally to consider more flexible approaches to re-examination processes.
- While a few responses suggested raising admissions requirements as a response to addressing performance challenges, most recognised the need to recognise and address the needs of school leavers both now and in the foreseeable future. In particular, the need was expressed for more attention to be paid to identifying students' educational needs on entry though pre- and post- admissions testing and appropriate educational interventions.
- Re-examination of the use of extended curriculum approaches to cater for a possibly greater proportion of students. Generally, there was evidence of increased acceptance and support for large-scale structural changes and faculty-level collaborations and partnerships with the Centre for Higher Education Development.
- Mention was made of more systematic approaches to tutor training and academic course administration processes, thereby increasing efficiency and freeing academic staff time from routine administrative tasks while ensuring the students had an effective combination of large and small (tutorial and laboratory) learning opportunities.
- All faculties mention, in one way or another, initiatives to extend the use of mentors and counsellors, in recognition of the importance of affective factors in student learning.
- The importance of space in the teaching and learning environment was emphasised in several responses. Recently, increased attention here and elsewhere is being paid to the need for developing the physical infrastructure on campuses to more effectively support teaching and learning. The main initiatives and needs identified in the Physical Infrastructure report (Annexure 7) were: the 'Lecture Capture Pilot Project', preparation for which took place in 2010, and installation in 20 lecture venues in 2011 (selected on the basis of a variety of criteria, including staff enthusiasm; and the extension of wireless coverage to all campuses. However, the report emphasises the need to develop spaces that actively promote peer-to-peer learning amongst groups of students, for example by constructing spaces within spaces, providing electronic screens (and whiteboards), and connectivity, and lecture rooms that allow for flexible small group work as well as more traditional lecture approaches.

Performance patterns such as those sketched above are of course not the norm at the institution, and various sources of evidence point to numerous teaching and learning successes. Nevertheless, it remains true that overall, across the institution, the gap between completion rates amongst black and white students is large: 82% of the white 2006 FU cohort – in comparison with 48% of the equivalent black FU cohort - had completed, within 5 years, an undergraduate qualification. In particular, the very high cumulative rates of academic exclusion amongst black students in EBE and Science (46% and 43% respectively) are of great concern.

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. As is clear from the performance patterns and completion rate differentials, however, 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. Such narrow views of the nature of the challenge persist even in the face of unacceptably low completion rates and distorted performance patterns.

The responses from faculties to course performance data such as those presented in Annexure 3, however, show a willingness to deal in a more fundamental way with the challenges. Nevertheless, and as mentioned above, there appears to be little explicit recognition of the need for expanded professional staff development opportunities and take up of these, to provide the needed educational expertise to address learning challenges. Coupled with this is the need to enhance the status of teaching generally in the institution.

What the information in Annexure 3 points to is that there are several 'quality' issues related to teaching and learning at UCT, which make an unequivocal answer to the question - whether state and other resources are being used effectively in teaching and learning processes - difficult. The generally quite high proportions of students (and particularly black students) achieving marginal passes even in senior level courses point to problems at the interface between undergraduate and postgraduate study, as well as to general vertical articulation problems as mentioned above. This begs the questions: who are the students who achieve the kinds of results that make them eligible for postgraduate study, how many are there (are there sufficient to help us achieve our goal of increased pg enrolment), and how well prepared are they for the demands of higher level study?

In relation to postgraduate study at the Master's and Doctoral levels, the most optimistic scenario reveals that the potential completion rates (where those who are still studying are added to the numbers who have completed) are 68% for the 2003, 64% for the 2004, and 69% for the 2005 cohort years – it needs to be borne in mind that 6-7% of the Master's students in Science upgrade to PhD, however. Of the Master's students who graduate, the average time is 2.4 years.

Cohort completion rates vary by faculty, and were highest in the GSB (mostly in excess of 80%) and the Faculty of Law (in excess of 70% for each cohort in most cases).The relatively low completion rates within Health Sciences reflect the large numbers of MMed students (registrars) who did not complete the dissertation component of the master's programme, which had not been required in order to practice as a specialist, and therefore did not graduate. These students appear under the row heading "dropped out" in this analysis.

The potential completion rate for the 2003 doctoral cohort is 71%, and of those who graduate, the average time taken is 5.2 years. This represents a slight lengthening in time taken to graduation compared with 2008 (4.8 years) and 2007 (4.3 years).

In 2011, the matter of overall coordination and direction for post-graduate studies will be re-examined, with the possibility that some form of postgraduate portfolio be established.

3. 2010 Teaching and Learning reports from Faculties

Annexure 4 contains Faculty reports on Teaching & Learning challenges and achievements in 2010. While necessarily brief, they provide interesting information on activities during this period. The very concise summaries below should be read in conjunction with the reports.

Common themes in all the reports concern the need for increased attention to affective factors and the need for mentoring, challenges concerning space – configuration, design and sufficiency, the need to extend support beyond the first year to address throughput challenges, and staff: student ratios.

3.1. Commerce

The faculty has reported a number of achievements and initiatives for 2010. Particularly noteworthy are the following (these are described more fully in Annexure 3):

- The Accounting 'large class initiative', which integrates the outcomes of three related disciplines in the 2nd year BCom (3rd year BBusSc) Accounting programmes. The department was also involved in detailed review of its teaching and learning practices in 2010, including extensive feedback from students, which has resulted in a 'best practices' document for the department's teaching and learning activities.
- A podcasting project in Economics, which involved a group of lecturers for an undergraduate course in game theory filming their lectures, which were especially designed to foreground visual materials. The results of this initiative are very positive, both in terms of the students' engagement and mastery of class material, and class attendance and participation.
- The 'writing initiative' introduced by the Department of Economics, which requires that each student write one paper for each of the five core courses in the undergraduate programme, is bearing fruit in that far less variation in ability in this regard was found beyond the first year level in 2011 compared to 2010.

The Commerce Student Faculty Council notes a number of challenges, including variations in administrative efficiency across departments, and lack of space to study at night during both term and examination times. Several areas of excellence are mentioned: the effective use of Vula, provision of psychological and counselling support, and in general the responsiveness and effectiveness of the Accounting Department come in for praise.

3.2. Engineering and the Built Environment

The faculty launched a major curriculum review initiative, focusing on Engineering programmes (the School of Architecture embarked on a similar initiative in 2009). Substantial work was undertaken on admissions criteria and processes. The faculty continued with its efforts to assist students having to spend an extra year by offering catch-up opportunities in the summer / winter third term periods. The EBE student council raised concerns about tutor provision, particularly in Mathematics courses, and about the wisdom of the semesterisation of mathematics and physics courses. These concerns, amongst others, are being addressed in the wide-ranging curriculum review processes being undertaken in 2011.

3.3. Health Sciences

The report from the Faculty of Health Sciences highlights a particular challenge: the requirement for graduates to serve a period of community service or internship (with very varied levels of supervision) means that they need to be able to function at a high level immediately after they have graduated. Reviews undertaken by the faculty over the last few years have sought to ensure that curricula build in the necessary attributes and competencies.

In 2010, as a result of the extensive review undertaken by the Divisions of Physiotherapy, Occupational Therapy and Communication Sciences & Disorders, multidisciplinary shared learning courses in Disability in Primary Health Care were introduced at second and third levels in all programmes – these focus on developing the skills required to design, implement and evaluate professionally relevant projects so that graduates can be immediately effective. A task team has begun work on the review process in respect of the MBChB.

The Intervention Programmes in the Faculty continue to provide effective opportunities for students whose performance at the end of the first year first semester indicates academic difficulties. With increasing numbers of students entering the programmes (partly as a result of the widening of access to a more diverse group of students,

and growing student numbers), however, the challenge of continuing to offer small-group teaching interactions is serious.

Pressures on space, teaching sites, and group size are raised as issues by the Health Sciences Student Council Academic Officer, who mentions in addition that the faculty is aware of and has or is in the process of addressing these.

3.4.Humanities

The Faculty of Humanities faces particularly daunting challenges largely because of the diversity of its degree offerings. This makes it difficult to ensure that all students experience a supportive and rich learning environment, and the faculty notes in its 2010 report that achieving 'parity in teaching and learning efforts' is a challenge

Particular initiatives in 2010 include:

- the appointment of a full-time Academic Development Officer;
- the expansion of mentorship programmes, with departmentally based academic mentors;
- a review of the Orientation process (this will see, in 2011, expansion and lengthening the orientation programme), and expanded provision of more generalised life skills programmes;
- the opening of a major in Arabic Language and Literature, and re-shaping of the Xhosa major; and
- the development of a faculty-based approach to the persistent problem of plagiarism.

3.5.Law

In interesting issue related to the resourcing of teaching and learning is raised in the Law Faculty's 2010 report. One stream (the LLB) brings in the majority of the faculty's income, but another (the LLM) consumes it. While cross-subsidisation is widely accepted as necessary, it does raise some questions in a context in which the generator of funds – in this case the LLB - faces teaching and learning challenges, both in terms of throughput and demographics, and the' beneficiary' does not. This calls into question the wisdom of the income allocation and support model currently adopted by the Faculty, and is the subject of debate in the Faculty.

Highlights in 2010 included the appointment of a full-time staff member to coordinate the Academic Development programme in Law, the adoption of a revised curriculum for the undergraduate LLB, the appointment of academic mentors for preliminary year students identified through the faculty's early warning system, and increased number of postgraduate graduation numbers.

3.6.Science

2010 saw the first year of the restructured BSc curriculum, where majors have replaced 'specialisations'. During 2010, intensive work was undertaken on developing the second year offerings, and on the design and recognition of new 'linked' majors, the result of collaboration between Science and Commerce (the Business Computing major), and Science and EBE (Computer Engineering).

Both Science and EBE were particularly hard hit in 2010, as in 2009, by the poor levels of preparation particularly in Mathematics of incoming students. This was reflected in considerably larger than usual numbers of students 'decanting' from regular to catch-net Mathematics courses, and to the need for Saturday workshops and additional tutorials.

Other important developments included:

- Changes in calculating admissions scores, in that Maths and Science 'matric' scores were no longer doubled;
- Improved performance in the General Programme for Entry to Programmes in Science (GEPS), due partly to a smaller intake and thus a better prepared cohort, and partly to innovative approaches to curriculum

development in the foundational Biology, Earth and Environmental Sciences course that included extensive collaboration with CHED's Numeracy and Writing Centres; and

- The introduction of the 'Summer Undergraduate Research Experience' (SURE) by staff in Computer Science, designed to introduce undergraduate students to research oriented degrees.

4. Reports from the Centre for Higher Education Development, the Institutional Planning Department, and Physical Space

4.1. The Centre for Higher Education Development (CHED)

CHED was set up in 2000 to provide educational expertise and support to enhance the teaching and learning environment across the institution. Unlike other educational development structures elsewhere, CHED engages in direct teaching at both undergraduate and postgraduate levels, and undertakes research to inform and develop its undertakings. A brief report can be found in Annexure 5, and full reports at www.ched.uct.ac.za.

In 2010, CHED participated in and undertook a number of reviews of its operational divisions and departments.

The Academic Development Programme, CHED's largest department, was reviewed in November 2010. It was commended on the national role played by the ADP in academic development, and its sustained role in leading academic development at UCT. The major recommendations focused on the difficulties ADP has had in impacting on mainstream educational processes, although it was recognised that the Education Development Units (particularly in Commerce and Health Sciences and to some extent in EBE) were increasing playing an important role in this respect. The allocation of resources to academic development work within faculties in agreed, understood and equitable ways also came under the spotlight, and it was agreed that a cross-faculty Advisory Committee needs to be established to build understanding and support. In respect of resources, an important recommendation was that faculties should indicate an AD income and expenditure line in their budget.

The Career Development Programme, now re-named the Careers Service, undertook a self initiated review of its activities in the second half of 2010, as a response to opportunities created by the resignation of several key staff and changes and developments in the field. Major outcomes of the review included a greater emphasis on information and communication technology (including social media) to reach students and provide timely and desired information, the development of faculty-specific relationships and expertise to more effectively meet the needs of students in different contexts, the development of a 'job shop', and development of job specifications for the new Director of the modernised service.

The Centre for Open Learning requested the services of the Director of the Institutional Planning Department to assist it in reconfiguring its structures and operations, and to review its mission and purpose. The main initiatives arising from this review concerned a renewed focus on curriculum development as the central activity driving COL: (Summer School, international programmes, short courses in preparation for re-examinations, and Public & Continuing Education courses where required), and the revitalisation and orientation of the Third Term to assist faculties in their plans to improve throughput. There are pleasing signs of improved income generation from COL, and a new sense of possibility and energy within the unit.

In 2011, the Centre for Educational Technology and the Higher & Adult Education Studies Development Unit (HAESDU) are due for review.

4.2. The Institutional Planning Department

The Institutional Planning Department enhances the responsiveness of academic planning in the university to national and institutional goals and promotes ongoing improvement in teaching and learning through:

- the organisation of reviews of academic departments
- the provision of data to support evidence based planning and monitoring
- building the capacity of students to engage with quality issues related to teaching and learning
- the ongoing review of UCT's quality management systems
- facilitating alignment with national policy requirements
- facilitating debate about the implications of the university's strategic goals for academic planning, and
- providing support for university-wide initiatives designed to improve the quality of teaching and learning
- identifying opportunities for community based education projects for students through UCT Knowledge Coop.

Highlights of 2010 include:

- the organisation of the 2010 Teaching and Learning Symposium in collaboration with CHED with a particular focus on how academic use the notion of graduate attributes in the design of curriculum and the choice of particular kinds of pedagogies and methods of assessment.
- The organisation of a workshop on the First Year Experience which culminated in the establishment of a task team charged with examining ways of improving the quality of the First Year Experience in order to improve student success
- The tracking of successive cohorts of "new" master's and doctoral enrolments in the different faculties until the end of the 2009 academic year with a view to assist with the development of strategies to improve success rates
- The commencement of processes to align UCT's postgraduate qualifications with the requirements of the Higher Education Qualifications Framework
- A significant increase in the number of requests from academics for disaggregated data to inform the development of focused strategies to improve student throughput
- The provision of support for the review of the committees in the academic arena, and
- The organisation of meetings with staff in Quality Assurance Units from the University of Venda, Walter Sisulu University, the University of Botswana, and Makerere University. A formal agreement was signed with the University of Namibia on quality assurance related issues.

4.3. Physical Space

The report from the Physical Planning Unit sets out the main challenges in relation to teaching and learning spaces on campus, such as the utilisation of classrooms, capacity and seating issues, and the security, maintenance and use of audio visual equipment. The concept of capturing of lectures to enable students to view lectures or portions of lectures in their own time was investigated, and the project was ready for pilot implementation in 2011.

New infrastructural development planned or underway in 2010, such as the New Economics Building and the planned new Engineering Building, are making increased use of flexible learning spaces which can be easily reconfigured for formal lecture or group discussions. Increasing attention is being paid to the optimal use of unstructured learning spaces on campus, and it is anticipated that this will be an area of considerable innovation and development in the next few years.

5. Teaching Awards

UCT has three main teaching awards, established to recognise and promote effectiveness and innovation in teaching. In addition, there are several faculty-specific awards.

The institutional awards are the Distinguished Teachers' Award, the CHED award for Collaborative Educational Practice, and the Centre for Educational Technology's Teaching with Technology grants.

In 2010, Distinguished Teachers' Awards were made to Professor Zephne van der Spuy (Obstetrics and Gynaecology), and Associate Professor Roland Eastman (Neurology).

The CHED awards for Collaborative Educational Practice went in 2010 to

- Veronica Mitchell and Professor Athol Kent for their work integrating Human Rights into the MBChHB curriculum, and
- Professor Graham Barr and Dr Leanne Scott for their development of an excel based simulation tool for teaching Statistics to large first year classes

Teaching with Technology Grants were awarded, on a competitive basis, to 26 applicants in 2010, spanning the whole institution.

In addition, there are several faculty-specific awards for outstanding teaching. In the Faculty of Commerce, for example, the Backsberg Sustainability Award went to the Professional Communications Unit's BUS1035S course for its innovative work on promoting environmental literacy and sustainability at the institution.

June 2010 saw the third annual UCT Symposium in Teaching and Learning. This event showcased the winners of the CHED CEP award for 2009 and hosted a faculty based panel presentation on Embedding Graduate Attributes in the curriculum.

The Academic Staff Development Committee formed a task team in 2010 to formulate a project to support teaching development at UCT. A successful funding application was made to the Skills Levy Fund for the following projects to be launched in 2011: a start up grant for teaching for new academics at UCT; a grant for teaching development projects in departments or faculties, and an annual UCT Teaching Conference.

Although undeniably important, the existing awards (institutional and national) for teaching are very limited both in number and type. This is so in absolute terms and is particularly striking when compared to those for research. While it is important that the two should not be seen in competition, any meaningful attempts to raise the status of teaching will depend at least partly on increasing professionalism in this sphere by providing effective opportunities for development and support, and by recognising achievements in significant and consequential ways. Particular attention will need to be paid, in addition, to reducing perceived tensions between research and teaching, particularly in relation to promotion and general performance appraisal procedures.

Debates on the desirability, nature and role of 'academic teaching' posts intensified during 2010, and it is expected that the task team set up to develop proposals on this matter for Senate to consider will complete its work early in 2011.

6. Concluding remarks

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 is well under way. Essentially, it involves proposals for the establishment of a Senate Teaching and Learning Committee, along with a review of the terms of reference of several existing committees (A&PC, SAPC, QAWG, E&AC, Timetable committee, the Language Policy committee, and the various teaching awards committees).

Clearly, however, for an over-arching Teaching and Learning Committee 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. Such a strategy needs to be developed as a matter of urgency in its own right and also to give substance to the high-level direction that will result from the "Shape and Size" initiative that is due to complete its work in 2011.

Teaching and Learning strategies traditionally aim to make explicit beliefs and undertakings related to the quality of teaching and learning, and the value placed on it by the institution. They tend to comprise of:

- A set of strategic objectives
  These set out, in broad outline, what the institution aspires to develop in respect of its graduates, the relationship of teaching to research (for example, does research underpin teaching? Is research into and about teaching actively encouraged and rewarded?), the extent to which diversity, internationalisation, some high-level pointers to students learning experiences (flexible learning, opportunities for small group interactions, enrichment opportunities, incentives and recognition, governance structures, provision of timely and formative feedback), recruitment and development of appropriate staff along with effective staff teaching development opportunities.

- A set of operational priorities
  This crucial component of a Teaching and Learning Strategy is what makes it possible for its progress to be implemented and monitored. It sets out how the objectives are to be achieved. To give just two broad examples:
    - if the objectives state that students should have meaningful opportunities to engage in small group interactions, the operational priorities need to state what this entails and how it can be achieved. For example, while it would be expected that curricula would need to build these in, the priorities would also need to explicate ways in which physical infrastructure would support such learning initiatives (by way of illustration, through designing lecture theatres that are able quickly and effectively to be reconfigured for short bursts of small group work; or designing social spaces in such a way that semi-private groups can form and, with technological support if needed, undertake group work and discussions.
    - if the objectives state that innovative teaching is to be encouraged to enhance student learning, the operational priorities should include ways in which this can be achieved (for example through sufficient well publicised teaching awards, clearly articulated policy on staff qualifications in relation to teaching and the provision of appropriate opportunities for these to be obtained),

So, in conclusion, and returning to the original question on quality: can UCT, in its teaching and learning activities, be described as being 'good'? Is our teaching and learning of high quality? The simple answer is – we don't know. The more complex, and meaningful answer is: yes, in many respects, but until we define more clearly what we as an institution believe high quality teaching and learning to be, and how it can be known, we cannot make high level assertions.

Finally, the question needs to be asked: does it matter if we are not able to answer, in any direct fashion, questions relating to quality in respect of teaching and learning? In other words, is there a risk to the institution in this situation? This is, once again, difficult to answer directly. However, it would seem logical that having clearly defined teaching and learning strategies with agreed indicators where these are possible, attendant timelines and achievement target dates will assist the institution to assess its standing and progress in this regard. Inability to do so must surely constitute a risk, even if the nature of the risk is essentially that of possibly missed opportunities and poorly understood (or somewhat opaque) challenges. That teaching and learning is a challenge for UCT has recently been highlighted by the Times Higher Education World University Rankings analysis, which saw UCT moving up into the 103rd place. However contested and problematic these measures might be, it is of concern to note that while UCT scores relatively highly for its research and citations, it scores only 34.3 (out of a hundred) for teaching. UCT's teaching score is far lower than most other well established public institutions, with (for example) the University of California Los Angeles obtaining 86 and Manchester 59.

The enhanced research reputation and impact of UCT's research is to be welcomed. At the same time, we must aim to strengthen our reputation for high quality teaching and learning. It needs to be recognised, however that the effort to enhance the status and effectiveness of teaching and learning will require focused, energetic, and sustained endeavour.

Nan Yeld

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ANNEXURE 1

ASSESSING THE QUALITY OF TEACHING AND LEARNING AT THE UNIVERSITY OF CAPE TOWN

For the past two years when the Annual Teaching and Learning Reports have been presented to Senate for debate questions have been asked about how the university evaluates the quality of teaching and learning. In setting out a framework for evaluating teaching and learning at UCT the elements of the definition of quality articulated by the Higher Education Quality Committee will be used as a framework for describing the current national and institutional mechanisms used to evaluate and enhance quality of teaching and learning. The national approach to quality assurance is premised on the belief that the primary responsibility for quality assurance rests with higher education institutions themselves. Hence we will also outline and evaluate the current institutional practices used to monitor and improve quality standards with respect to teaching and learning.

Definitions of quality in higher education historically have centred on the following considerations:

- Quality as exceptional: suggesting that quality is only attainable in exceptional circumstances;
- Quality as perfection: where quality is linked to specifications or the absence of defects;
- Quality as fitness for purpose: where quality is defined in relation to a specified purpose or institutional mission;
- Quality as value for money: where quality is defined in relation to an assessment of how well state resources are used; and
- Quality as transformation: where quality is defined in relation to the empowerment of participants in the learning process (Harvey & Green, 1993).

The Council for Higher Education drew on these definitions in developing a framework for Quality Assurance in South Africa as can be seen in the Founding Framework of the Higher Education Quality Committee (HEQC) where quality was defined as:

- Fitness for purpose in relation to a specified mission within a national framework that encompasses differentiation and diversity;
- Value for money judged in relation to the full range of higher education purposes set out in the White Paper. Judgements about the effectiveness and efficiency of provision will include but not be confined to labour market responsiveness and cost recovery.
- Transformation in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth.
- Quality was also located within a fitness of purpose framework based on national goals, priorities and targets (Council on Higher Education (CHE), 9: 2001).

National approach to evaluating quality of teaching and learning

At a national level the following mechanisms for enhancing and assessing quality have been put in place. These form part of an interconnected quality assurance system and are briefly summarised below.

1. Institutional Audits: These focus on an institution's policies, systems, procedures, strategies, resources for the management of the core functions of teaching and learning, research and community engagement as well as academic support services. More specifically, institutional audits seek to assess an institution's capacity for the management of its academic activities in a manner that meets its specified mission, goals and objectives, is responsive to national priorities and needs; is sensitive to issues of efficiency, effectiveness and economies of scale, and enables the development of individual students as well as the country's requirements for social and economic development. As part of the audit process institutions are required to

provide the public with comprehensive information on the manner in which they maintain the quality and standards of their core academic activities, and to demonstrate how they seek to achieve improvements in this regard (CHE, 2007).

The audit of UCT in 2005 found that UCT had traditional mechanisms in place such as external examiners and departmental reviews to assure the quality of teaching and learning and that the management of quality had been strategically inserted into institutional planning, resource allocation and performance monitoring. The panel found further that the system of academic governance at UCT operated within a devolved model in which Heads of department play a pivotal role. However the panel found that the institutional self evaluation portfolio was silent about dedicated high level leadership and oversight of teaching and the articulation of such oversight with the responsibilities of the Deans. The panel noted that a feature of the devolved system was that faculties had different arrangements to assure quality and different approaches to the support and development of quality teaching, differences which in their view had resulted in very different standards with regard to teaching and student support. UCT was encouraged to consider strengthening its arrangements for the teaching and learning function taking into the need for oversight and the roles of the Deans and academic heads of department (HEQC, 2006). The recent allocation of accountability to a Deputy Vice Chancellor for teaching and learning and the proposed establishment of a central Teaching and Learning Committee lays the basis for strengthening the governance of teaching and learning.

2. Programme Accreditation: The objectives of the programme accreditation model include:

- To assure and enhance the quality of higher education programmes by identifying and granting recognition status to programmes that satisfy the HEQC's minimum standards for provision, or demonstrate the potential to do so in a stipulated period of time.
- To protect students from poor quality programmes through accreditation arrangements based on reviews by academic peers (CHE, 2004).

The HEQC has developed a set of programme accreditation criteria which specify minimum standards for academic programmes that are responsive to the objectives of higher education transformation as reflected in various policy and legislative documents that have been published since 1994. Accordingly the criteria cover the rationale and purpose of a programme, the links with the university's mission, the target group for the programme, admissions requirements and selection procedures, the desired exit level outcomes of the programme, the alignment of the specific outcomes of the programme's components with the exit level outcomes and the requirements of the particular qualifications, the structure of the curriculum, methods of assessment, the teaching strategy, methods for tracking student learning and identifying students at risk, available infrastructure, qualifications of staff teaching on the programme and moderation arrangements. The main focus of the HEQC's programme accreditation system is on the evaluation of the new programmes. Decisions to grant accreditation are based on judgements made by academic peers (CHE, 2004). To date UCT has not been denied accreditation for any of the proposals submitted

The HEQC has also introduced a system of national reviews to respond to concerns of various stakeholders about the quality of particular kinds of programmes. To date national reviews of educational and MBA programmes have been conducted. These resulted in the closure of many programmes that did not meet minimum standards or significant improvements in programmes deemed to be below minimum standards set by academic peers UCT's educational and MBA programmes met minimum standards and commendations were received for several aspects of programme management and design.

The programme accreditation system is also being used to facilitate alignment of existing programmes with the requirements of the Higher Education Qualifications Framework (HEQF) gazetted in 2007.

3. The HEQF: The HEQF was approved in October 2007. It established common parameters and criteria for the design of qualifications and facilitates the comparability of qualifications across the system. This is intended to instil public confidence in academic standards of achievements represented by higher education qualifications through ensuring a consistent use of qualification titles and their designators and qualifiers and benchmarking these to level descriptors set for each level of the qualifications framework. (Department of Education, 2007). The purpose of the level descriptors is to "ensure coherence across learning in the allocation of qualifications and particular qualifications to particular levels, and to facilitate the assessment of the international comparability of qualifications and part qualifications" (SAQA: 1, 2010). By 2014 all

programmes offered by higher education institutions in South Africa will need to be aligned to the requirements of the HEQF.

4. Standards: The HEQF incorporates a nested approach to qualifications design. "Within a nested approach to standards setting, qualification specification requires a movement from generic to specific outcomes. The most generic standards are found in the level descriptors. The most specific standards are found in the programmes that lead to the qualifications. Specific standards always meet the requirements of the generic standards within which they are nested or framed. The focus of the HEQF is on the qualification type descriptors – the second layer of a nested approach (Department of Education: 7, 2007). The Council for Higher Education is responsible for the "generation and setting of standards for all higher education qualifications" (Department of Education: 7, 2007). The CHE has begun the process of engaging in consultative discussions regarding its standard setting function. It is anticipated that the framework and the process for developing standards will be finalised in 2011 and that it will take at least three years for the process to be completed (CHE, 2010).

The HEQC's approach to establishing the national quality assurance instruments is in line with international trends regarding the identification and monitoring of minimum standards with respect to teaching and learning viz. the UK Quality Assurance Agency, the Bologna Agreement with respect to European Higher Education qualifications, and the Australian University Quality Agency. However more recently international bodies have begun to place a much strong emphasis on standards for measuring learning outcomes.

The shift towards a stronger focus on assessing the quality of learning outcomes is exemplified by the following international initiatives. At the end of 2008, the Report of the Review into Higher Education in Australia recommended to the Australian Government that there was a need for increased attention to standards and, most pertinently, to the need to assess and compare learning outcomes across universities nationally. In 2008 the Australian Universities' Quality Agency established an expert group to develop ways of measuring and reporting on standards of academic achievement for Australian Higher Education. This process culminated in a decision to establish the Tertiary Education Quality and Standards Agency (TEQSA) in 2011 (Hawke, 2011). In 2006 the Spellings Commission on the Future of Higher Education in the United States of America recommended that accrediting agencies pay more attention to the development of standards (Spellings, 2006). In 2007 a consortium of Colleges and Universities in America launched a project to collectively build campus leadership and capacity to implement meaningful student learning assessment approaches and use assessment results to improve levels of student achievement with a particular focus on learning outcomes (AASCU, 2007). In the United Kingdom, the head of the Quality Assurance Agency (QAA) announced early in 2009 that the QAA would investigate how to make more explicit and comparable statements about achievement standards at various levels of the qualification framework i.e. across disciplines. The QAA has worked with the sector to develop a set of reference points, known as the Academic Infrastructure which provides a set of nationally agreed reference points which give all institutions a shared starting point for setting, describing and assuring the quality and standards of their higher education courses. (QAA, 2009). In 2006 the Organisation of European Community Development (OECD) Ministerial Conference in Athens, launched a project on testing student and university performance globally i.e. the Assessing Higher Education Learning Outcomes Project in response to concerns of OECD Ministers of Education over the absence of mechanisms for assessing and comparing graduate learning within Europe despite the Bologna process (OECD, 2006).

The absence of a standards setting framework in South Africa and specific standards for programme types other than those developed by many professional bodies is a gap in South Africa's national quality assurance system.

Institutional approach to evaluating quality of teaching and learning

Guided by the HEQC's definition of quality a brief description of institutional mechanisms in place to evaluate the quality of teaching and learning is provided below. Where possible these practices will be compared with international experiences and developments.

Fitness for purpose

UCT's revised mission and strategic plan were adopted at the end of 2009. The 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;
- the cultivation of competencies for global citizenship;
- supporting programmes that stimulate the social consciousness of students;
- exposure to the excitement of creating new knowledge;
- offering access to courses outside the conventional curricula;
- guaranteeing internationally competitive qualifications (UCT, 2009).

The founding statement also refers to UCT's research identity and expresses a commitment to ensuring that research informs all our activities including teaching, learning and service to the community and offering a rich array of social, cultural, sporting and leadership opportunities.

The University's Strategic Plan, 2009, contains references to things that should be measured with respect to assessing whether the desired learning opportunities are being provided and the graduate attributes are being attained. These include monitoring whether:

- the students have been provided with opportunities to acquire knowledge of foreign and indigenous languages
- the students have acquired a critical knowledge and understanding of the country's history and the experience of its citizens
- the students have been provided with opportunities to conduct problem-based research and create new knowledge
- our graduates are prepared for a global workplace
- the students have been able to acquire the knowledge and skills for active local and global citizenship and the ability to reflect on the implications of living and working in different social contexts
- the students are competent in using a range of information sources and evaluating the reliability of those sources in the context of an undergraduate curriculum that is up-to-date and, where appropriate, informed by the research of academic staff, and
- the students have a good grasp of ethical issues

Methods of assessment

At this stage it is not possible to provide a comprehensive picture of whether the methods of assessment used by departments are geared to assess the attainment of these kinds of attributes and competences as methods of assessment are not monitored centrally. It is also not possible to determine centrally how many UG students have an opportunity to get involved in problem based research projects. Departments design assessments that reflect the desired outcomes of their own courses or programmes. These may or may not be aligned with the desired generic attributes articulated in UCT's Mission. The assessments are externally moderated but it is not known whether external examiners are being requested to comment on the quality of the curriculum, particularly in relation to evidence of particular kinds of capabilities or attributes listed in the mission, in addition to the marking of assignments and examinations.

Assessment is increasingly being regarded as a key vehicle for assessing the acquisition of high level capabilities. Many universities overseas are now introducing capstone integrative summative assessment projects at the end of the undergraduate programmes to assess the acquisition of a range of high level capabilities which they hope students would have acquired over the duration of their studies through the formal curriculum as well as through a range of non-formal extra curricula activities (Barrie, 2010; Australian National Graduate Attributes Project, 2011).

ePortfolios are also being used widely within the USA for students to monitor their own development in regard to generic capabilities (AAC&U, 2010).

Several departments have obtained accreditation of their programmes by international bodies, which can serve as a proxy for assessing the international comparability of these programmes. In addition several national professional bodies have developed criteria for the accreditation of programmes which take account of international trends and which also reflect similar kinds of attributes e.g. Enigneering Council of South Africa (ECSA). Successful accreditation outcomes from bodies such as ECSA can also serve as a proxy for determining the quality of the learning outcomes in line with a fitness for purpose framework.

International benchmarking forms part of the internal reviews of academic departments, as departments are requested to provide evidence in their self-evaluation portfolios of how they benchmark their courses internationally and nationally. This is supplemented by the use of international reviewers on review panels who are specifically charged with comparing the UCT programmes with those of international institutions. A proposal for expanding the guidelines for academic reviews to include questions relate to alignment with the university's mission and strategic goals has been approved by the Senate Executive Committee but approval by Senate is pending further debate.

Internationally surveys of graduates on exiting universities and several years later are used to evaluate the quality of teaching from the perspective of the students. Surveys are also conducted on employer perceptions of the learning outcomes of graduates.

Questions related to UCT graduates' perceptions of the extent to which the desired attributes listed in the mission have been developed have recently been incorporated into UCT's Graduate Destination Survey questionnaires. Future Teaching and Learning Reports will contain a summary of the findings. These surveys also track labour market absorption rates or future study plans of UCT graduates.

The annual South African Graduate Recruitment Surveys contain information on the universities targeted for recruitment. In 2010 the University of Cape Town was the most highly targeted university as evidence by sponsorships, attendance at careers fairs, presentations made and the organisation of business games or skills sessions (SAGRA, 2010). This may serve as a proxy of the perceptions of employers of the quality of UCT graduates. To date the surveys that have been conducted of employer perceptions of the quality of graduates do not provide data on the universities attended by graduates. The most recent national survey of employers' perceptions of the quality of university graduates revealed significant concerns about the quality of graduates exiting from higher education in relation to more generic capabilities (Griesel & Parker, 2009). A pilot research project on the quality of graduates is being conceptualised by the four institutions in the Western Cape in collaboration with the Provincial Government of the Western Cape and the National Business Initiative.

Value for money

This includes an assessment of whether the resources of the university are used in a way that supports national goals for higher education.

The HEQC has described the national goals with regard to teaching and learning as follows:

"Specific quality-related goals facing the South African higher education sector include increased access and equity opportunities for previously marginalised groups, especially women and black students and staff; greater responsiveness to local, regional and national needs in and through teaching and research; improved institutional efficiencies, leading to increased throughput, retention and graduation rates in academic programmes; increasing the pool of black and women researchers, and the pool of basic and applied knowledge, to enhance understanding and social application" (CHE: 6, 2004).

To enable institutions to assess the performance of their institutions relative to the Minister's targets, and to their own institutional missions the Centre for Higher Education and Transformation developed a set of 20 indicators. Apart from the transformation related indicators, the indicators used by CHET are standard efficiency indicators used by higher education internationally to assess value for money. However as the indicators are purely quantitative, they cannot be used to make judgements on the quality of learning outcomes. Indicators such as FTE student to FTE staff ratios and the number of academic staff with doctoral qualifications can perhaps provide pointers to the quality

of the student experience and the nature of the students' exposure to research. A summary of indicators related to teaching and learning follows:

- student enrolments (by race, gender, qualification type, major field of study)
- success rates
- actual graduates
- graduates as a percentage of headcounts
- FTE student to FTE staff ratios
- expenditure per graduate
- academic staff with doctoral qualifications (CHET, 2011).

UCT reports on performance against these indicators annually in the Teaching and Learning Reports. In recent years comparisons have been made with the performance of other institutions in South Africa in relation to some of the indicators.

Examination of 2009 success rates-calculated by dividing the university's FTE enrolled student total by its FTE degree credit-of UCT, Rhodes University, University of Pretoria, Witwatersrand University, University of Stellenbosch, and the University of the Western Cape reveals that UCT's success rates of 85% were the second highest in this group with Rhodes leading with 87%. An average of 80% was the norm set by the South African Department of Education in 2001 (CHET, 2011).

Given that UCT does not set targets in relation to the indicators it is not possible to evaluate our performance in relation to targets. It is only possible to examine trends with regard to performance. Using some of the indicators listed above the 2009 Teaching and Learning Report highlighted the following concerns with regard to student outputs:

- Only 69% of the 2005 first time entering cohort had completed a degree/diploma by the end of 2009.
- The difference between white (at the upper extreme) and black (at the lower extreme) success rates in 100-level courses increased from 13% in 2008 to 17% in 2009.
- The gap between completion rates amongst white and black students remained large: 82% of the white 2005 first-time entering (FU) cohort in comparison with 52% of the equivalent black FU of 2009.
- There has been a very high cumulative rate of academic exclusion amongst black students entering the EBE and Science Faculties (43% of the 2005 cohorts in each case).
- A marked decrease in the completion rate amongst the BSocSc cohort (71% in comparison with 82% amongst the 2004 cohort).
- The average time to completion amongst the 2009 doctoral graduates was 5.2 years (in comparison with an average of 4.8 years in respect of the 2008 doctoral graduates).

The differential success rates of black and white students and high academic exclusion rates of black students pose a major challenge to UCT in relation to transformation quality related objectives.

The Department of Education set national benchmarks in the National Plan for Higher Education, 2001, for evaluating the performance of each of the institutions (Department of Education, 2001). However several of the department's national benchmarks for evaluating the universities' outputs are not regarded as particularly useful by the sector, such as the graduation rate benchmarks, calculated as a proportion of total headcounts, as these do not reflect the performance of cohorts in the programmes for which they enrolled. They have therefore not been used in this report. Using international quantitative benchmarks for teaching is also problematic because of the diverse teaching contexts across the globe.

Transformation in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth.

The HEQC's conceptualisation of quality has two dimensions. One relates to the wider goals of equity, redress and development which were intrinsic to the political transition from apartheid to democracy and the other relates to

"the field of pedagogy and is rooted in the idea of the relationship between education and qualitative change. It includes the notion that education adds value to the student by enhancing his or her knowledge and skills, drawing on the notion of empowerment" (Singh & Lange: 58, 2010). The implication of the HEQC's definition is that "transformation is a lens with which to assess educational processes" (Singh & Lange: 59, 2010), and not only equity of access and outcomes. Critically the definition suggests that any evaluation of the quality of the curriculum should include an examination of whether the formal curriculum and the overall environment enable students to acquire the knowledge, skills and competencies for individual and socio-economic development (Singh & Lange, 2010).

Currently the institutional audits conducted by the HEQC have a strong focus on transformation issues. Criteria used for programme accreditation also cover transformational aspects of teaching and learning. At an institutional level there is a strong emphasis in the academic reviews on issues related to transformation but mainly in relation to strategies to promote equity of access and success. It is not possible to comment on how effectively the pedagogical and curriculum dimensions of transformation are being focused on in the curriculum, methods of assessment and in requests to external examiners. However the analysis of student performance data suggests that UCT faces significant challenges with regard to ensuring equity of opportunity for all students.

Fitness of purpose

All the current national QA instruments outlined above have been designed to promote alignment between the core processes of teaching and learning, research and community engagement with national priorities.

Evaluation of current national and institutional approaches

The national instruments for measuring and enhancing quality provide minimum standards for programmes, requirements for qualifications and quality management systems. The published literature shows a strong strand of internal critical engagement with some of the key premises, approaches to and consequences of quality assurance particularly with regard to whether the standard suite of quality assurance instruments are adequate for evaluating the quality of teaching and learning, the nature of the student learning and the links with wider social questions (Singh, 2010; Harvey & Newton, 2007).

There is no national mechanism at this stage for determining the quality of learning outcomes of graduates from higher education institutions. Responsibility for determining the quality of learning outcomes rests with the institutions. Internally there is a heavy reliance on a system of peer review involving internal checks and balances and external moderation to assure standards with regard to programme design and the marking of examinations, assignments and dissertations. External examiners are seldom asked to moderate the curriculum itself or comment on the attainment of learning outcomes in relation to the different missions of the universities. Many academics all over the world argue that the system of peer review has worked well over the years and there is no need for any other quality assurance mechanism. This view is countered by Bok who [whilst conceding the traditional role of peer review] argues "that left entirely to their own devices academic communities are no less prone than other professional organisations to slip unconsciously into complacent habits, inward-looking standards of quality, self-serving canons of behaviour. To counter these tendencies there will always be a need to engage the outside world in a lively, continuing debate over the university's responsibilities" (quoted in Salmi:101, 2009***).***

The brief description above of international trends with regard to the measurement of the quality of teaching and learning indicated a growing emphasis on developing clearer standards against which learning outcomes can be measured. Recently there is also evidence of initiatives aimed at making the system of peer review in teaching and learning more robust. For example eight universities in Australia have got together as part of a national project a national 'light touch' peer review project on how to benchmark, moderate and assure the quality of assessment inputs and marking across a wide range of fields of education. The project aims to produce resources to assist universities to implement sustainable, self-regulatory moderation processes for monitoring subject and programme standards (Scott, 2011).

As has been shown above the focus of UCT's Annual Teaching and Learning reports has largely focused on monitoring the performance of students, the equity profile of enrolments and graduates and initiatives that have been put in place to improve success rates. Whilst quantitative indicators enable the institution and the government to track student inputs and outputs and identify areas of concern, they do not provide information on the quality of the learning experience itself or on the quality of the graduates themselves'.

This report has demonstrated that whilst there are various measures in place within UCT to monitor the quality of teaching and learning there is very little evidence of how academics across the institution are reflecting on the quality of their own teaching or the quality of the students' learning experiences. Nor is there much evidence of how the quality of students learning outcomes in relation to the goals reflected in the university's mission or wider social questions are being assessed. This analysis suggests that UCT needs to develop a clearer conceptual framework to guide the monitoring of the quality of teaching and learning at UCT drawing on national and international frameworks.

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ANNEXURE 2

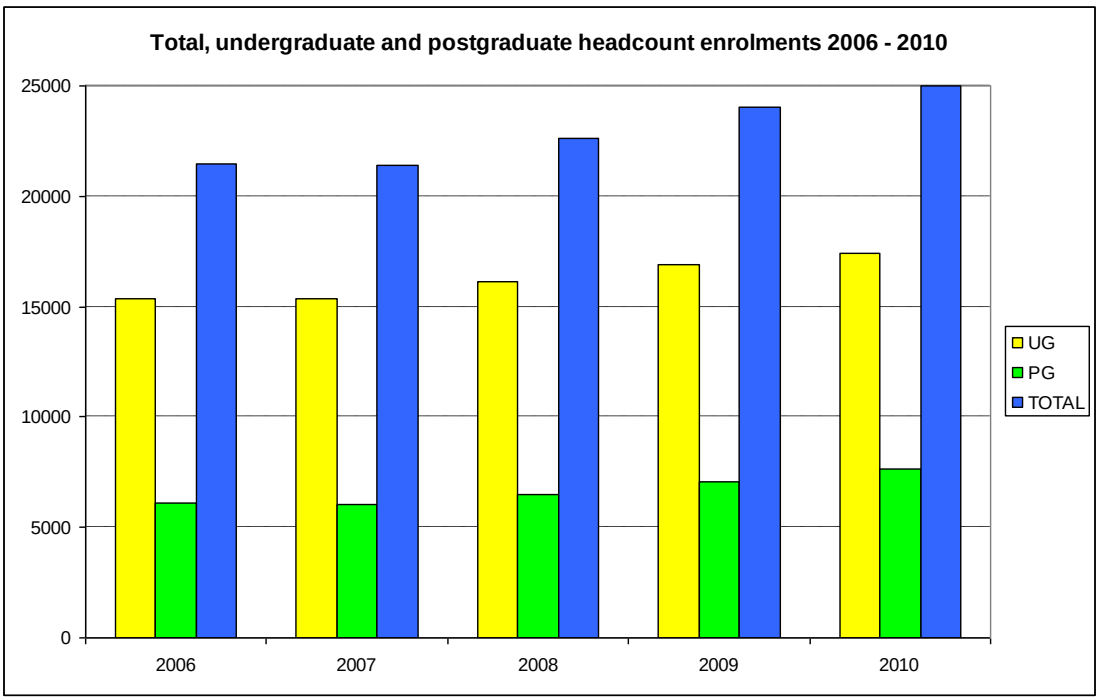
A HIGH LEVEL SUMMARY OF QUANTITATIVE INDICATORS

The following key aspects of teaching and learning at UCT have been extracted from the Appendix of Tables to the 2010 Teaching and Learning Report:

(Please note that 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)

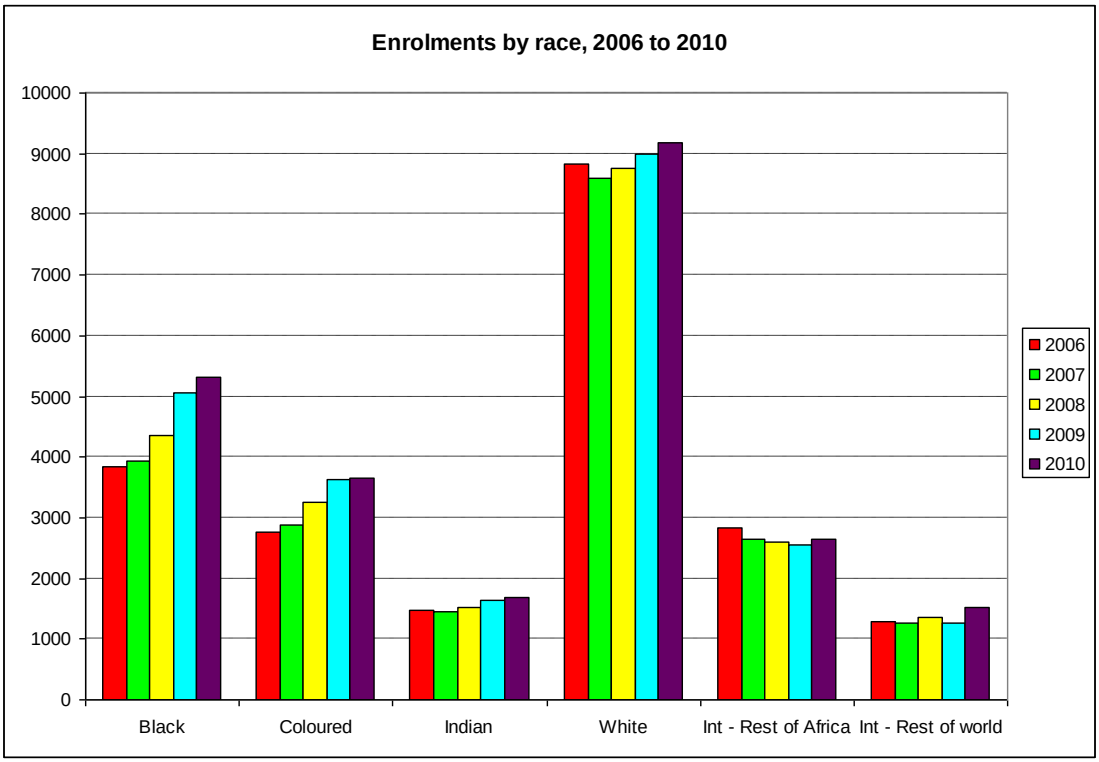
1 Students: Enrolments and Enrolment Profiles (see Tables 1- 8 and Table 14 of the Appendix)

- A total of 25 014 students (17 397 undergraduates and 7 617 postgraduates) enrolled at UCT in 2010. The 2010 enrolment represented a 4,2% increase on the 2009 figure. The average annual growth rate between 2006 and 2010 was 3,9%. The rate of growth in undergraduate enrolments was 3,9% per annum over this period whilst postgraduate enrolments grew at an average rate of 5,7% per annum. The postgraduate proportion of the enrolment (including the postgraduate diploma and honours level) increased from 29,2% to 30,4% of the total enrolment in 2010.



- Humanities remains the largest faculty: 7441 students (30% of the total) were enrolled for Humanities programmes in 2010. The 2010 enrolment in every faculty other than Science was larger than that in 2009.
- At the undergraduate level, the 2006 – 2010 enrolment growth rate in Humanities (8,1% per annum) was the largest and was more than twice that of the second most rapidly growing faculty (EBE, with a 3,3% per annum growth rate). At the postgraduate level, the GSB grew most rapidly (by 14,4% per annum, followed by EBE (9,0% per annum) and Humanities (5,8% per annum).

- UCT's proportional head count enrolment in the SET faculties (EBE, Health Sciences and Science) made up 29% of the total enrolment in 2010. The proportional enrolment within the Business/ Management area was 27% whilst that in Humanities and Law together made up 36% of the total enrolment.
- South African black, coloured and Indian students together made up 43% of the total 2010 enrolment. The proportional enrolment of international students from the rest of Africa remained level at 11% while that from the rest of the world remained increased by 1 percentage point to 6% in 2010. The proportion of South African white students remained static at 37% in 2010.
- At the undergraduate level, the proportion of white enrolments dropped from 40% in 2006 to 34% in 2010. Conversely, the proportion of South African black enrolments increased from 20% to 25% over this period. There was also a 3 percentage point increase in coloured enrolments over the same period. At the postgraduate level SA black, coloured and Indian students made up 32% of the enrolment in 2010. The proportion of international postgraduate students from the rest of Africa dropped by 2 percentage points to 15% in 2010 while the proportion of international postgraduates from the rest of the world dropped by 1 percentage point to 6%.
- The overall number of SA black, coloured and Indian enrolments increased from 8080 in 2006 to 10 657 in 2010, or by 32%.



- The first-time entering undergraduate (FU) intake in 2010 (3605) was 7% lower than in the previous year, where the 2008 NSC results gave rise to an overshoot in the FU intake. A particularly large proportion of the FU intake (72%) had achieved notional A or B matric aggregates (the equivalent proportion amongst the 2009 intake was 67%). The significant proportion amongst this intake (14% of the total) with unknown matric aggregates derives largely students who completed their schooling outside South Africa.
- Enrolments in three-year bachelor's degrees and professional first bachelor's degrees made up 30% and 31% respectively of the 2010 enrolment. Master's enrolments made up the third largest group: there were, in 2010, 3629 masters enrolments or more than 300 more than the 2009 enrolment at this level.
- The most rapid enrolment growth over the 2006 – 2010 period took place at the undergraduate certificate/diploma level (13% per annum). Occasional enrolments grew by 8,9% per annum over this period, enrolments at the postgraduate diploma level by 8,6% per annum and master's enrolments by 6.1% per annum, in comparison with overall growth of 3,9% per annum.
- Masters plus doctoral enrolments made up 19% of the total enrolment at UCT in 2010. This is 1% lower than the target agreed with the Department of Education in 2007.

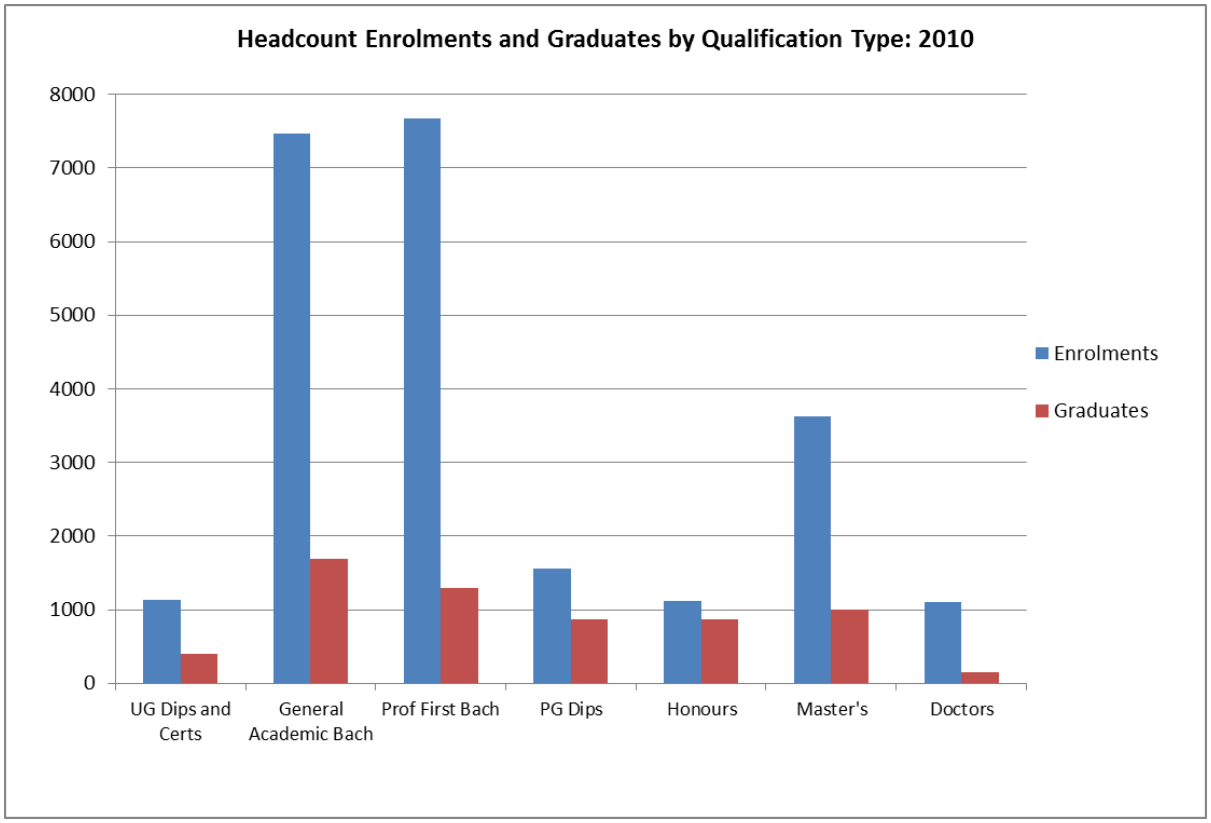
2 Academic staffing and student:staff ratios (permanent and T3 staff only, GOB and soft funded) (see Tables 8 – 11 of the Appendix)

- There were in 2010 **914** (**834** in 2009) permanent or T3, full-time academic staff in the teaching ranks spread across the 6 faculties, the GSB and CHED. UCT's permanent and T3 academic staffing complement thus grew by 9,3% between 2008 and 2010. The growth in academic staffing was only slightly lower than that in student headcount enrolments over the same period (10,6% per annum)
- The proportion of academic staff holding doctoral degrees increased slightly over the 2008 – 2010 period, from 61% to 64%. A further 29% were qualified at the master's level. Over 90% of the academic staff therefore held at least a master's degree.
- The proportions of staff in the various academic ranks have changed somewhat over the last three years: there has been an overall decrease in the proportion of staff ranked at the professorial level (down from 25% in 2008 to 21% in 2005) as well as at the associate professor level (down from 21% in 2008 to 19% in 2010). Conversely the proportion of lecturers increased from 25% of the academic staffing total in 2008 to 30% in 2010. These figures suggest that departing senior academic staff have largely been replaced with more junior staff. Indeed, Table 10 shows that significant increases in absolute numbers of staff were evident only at the lecturer (an additional 48 staff in 2010) and senior lecturer levels (an additional 28 staff in 2010).
- Table 11a depicts the distribution of academic staff by age group and shows that there has been a marked increase in the proportion of staff aged 39 years and below (from 23% of the total in 2008 to 31% of the total in 2010). At the same time, the proportion of staff aged 50 years and higher dropped from 48% in 2008 to 40% in 2010.
- Table 11b, which shows the distribution of academic staff by race (extracted from HEMIS, separating South Africans by race and including all internationals within a single category) shows that there have been small increases in numbers of black, coloured and Indian staff over the last three years but that the proportions of these staff remained constant over the 2008 – 2010 period. White South Africans made up 54% of the academic staff in 2010 (55% in 2008).
- Table 11c shows that although the proportion of female academic staff however increased by 2 percentage points between 2008 and 2010, just over 60% of all academic staff in 2010 were male.

3 Teaching and learning

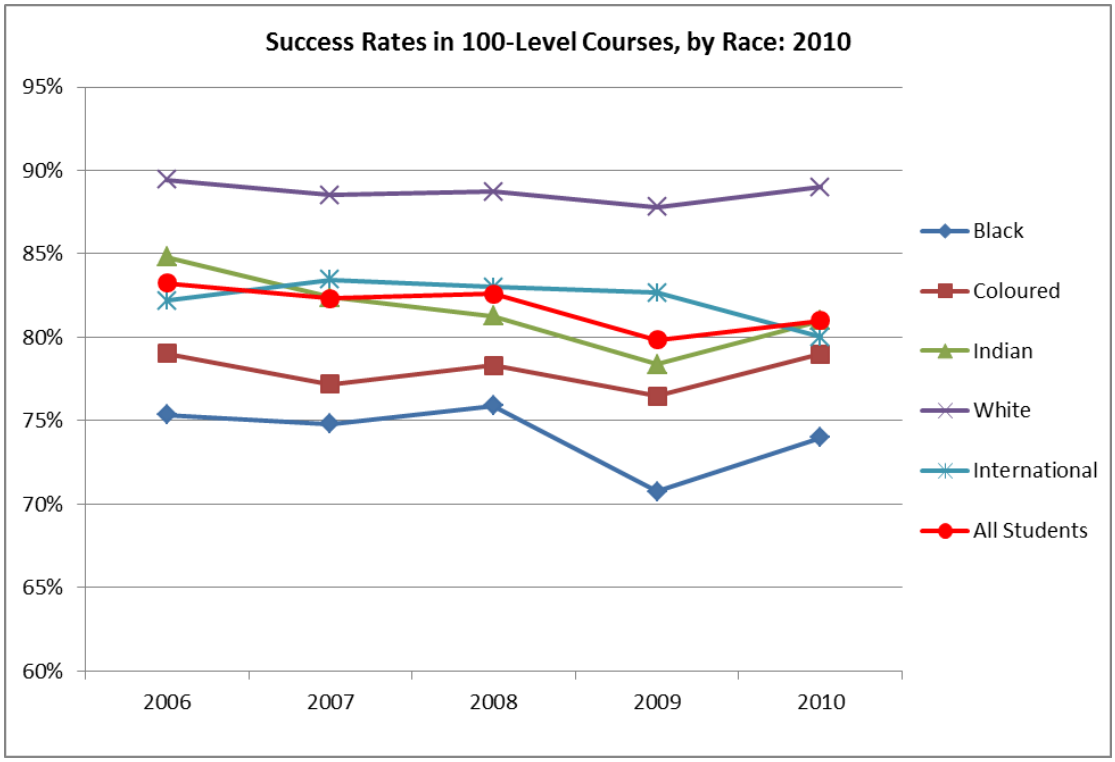
3.1 Graduates and Success Rates (see Tables 15 to 17 of the Appendix)

- 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 in steady state conditions, i.e. when the relationship between the numbers of finalists to the numbers enrolled is constant over time.
- The 2010 HEMIS return to the Department of Higher Education indicates that 6 281 (5 891 in 2009) students, or 25,1% of the total enrolment successfully completed a degree or diploma in 2010; this was slightly below the DHET benchmark of 25,5%. A lower than target graduation rate was expected because there has been a significant increase in enrolments across several qualification types.



3.2 Course Success Rates (see Tables 15 to 17 of the Appendix)

- The overall undergraduate course success rate in 2010 was 84,4% (84,1% in 2009).
- Table 16a shows that in 2010 the overall success rates undergraduate courses at the important 100-level increased by 1 percentage point to 81%. Although there was marked improvement in the success rate in 100-level Science courses (up by 5 percentage points to 75%), EBE experienced a further 2 percentage point decrease to 79% in 100-level success rates. There was also a marked decrease in the average success rate amongst 100-level Law courses, down from 82% in 2009 to 71% in 2010.
- The overall average success rate in 2010 200-level courses dropped to 83% (from 84% in 2009). Once again there was an improvement in the average performance in 200-level Science courses (up from 73% in 2009 to 76% in 2010), but a considerable decrease in the average success rate in 200-level Law courses (down from 83% in 2009 to 75% in 2010).
- Success rates at the 300- level and 400-levels remained level at 88% and 91% respectively in 2010.
- Table 16b reflects a degree of recovery in the success rate in 100- level SET courses in 2010 (up to 78% from 76% in 2009). Conversely the overall success rate in 100-level undergraduate Business/Commerce courses dropped by 2 percentage point to 84% in 2010. The success rate in 200- level courses in business/commerce recovered from 83% in 2009 to 86% in 2010, while there was a 2 percentage point decrease (down to 85%) in the average success rate in Broad Humanities courses at this level.
- Table 16c shows that the success rate in 100- level courses amongst black students increased from 71% in 2009 to 74% in 2010. Similarly, the success rates amongst coloured and Indian students taking 100-level courses each increased by 3 percentage points (to 79% and 81% respectively). The 2010 difference between white (at the upper extreme) and African (at the lower extreme) success rates at the 100-level was 14 percentage points - the same as in 2006 and 2007. At the 200-level has remained level at 17 percentage points over the 2007 – 2010 period.



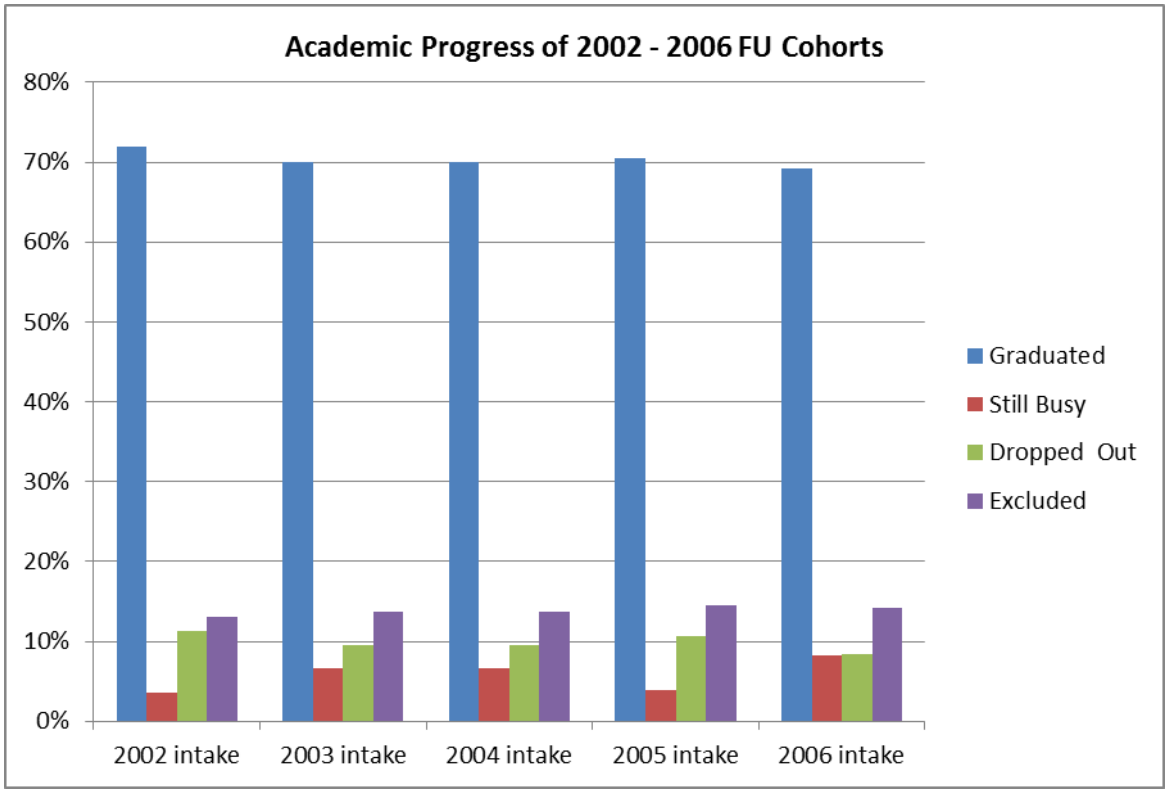
3.3 Academic Standing Code Analysis (see Tables 15 to 17 of the Appendix)

- In 2010, 87% of all undergraduates were "successful" where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirement (in which cases a CONT progress code is given). 12% (13% in 2009 –see Table 17a) failed to meet minimum readmission requirements; roughly two thirds of these (8% of all undergraduates) were given concessions to continue; the proportion excluded on academic grounds was 4% of all undergraduates (5% in 2009).
- While 13% of *all* undergraduate students failed to meet minimum readmission requirements, the proportion failing to do so of
    - Black undergraduates was 19% (21% in 2009)
    - coloured undergraduates was 12%(same as in 2009)
    - Indian undergraduates was 13% (same as in 2009)
    - white undergraduates was 5% (7% in 2009)
- 7% of black undergraduates,5% of international undergraduates, 4% each of coloured and Indian undergraduates and 1% of white undergraduates were excluded on academic grounds.

3.4 Undergraduate Cohort Analysis (see Tables 19 and 20 of the Appendix)

- Analyses of the longitudinal progress of first-time entering students within the 2002 - 2006 entry cohorts showed that 69% of the 2006 FU cohort (in comparison with 71% of the 2005 cohort) had completed a degree/diploma by the end of 2010. The highest completion rates amongst the 2006 FU entrants were observed in the BSocSc cohort (77%), Commerce cohort and the BA cohorts where 76% (in each case) of the entering cohorts had graduated by the end of 2010. Completion within the 2006 BSc FU cohort dropped by 7percentage points (to 58%) in comparison with the 2005 FU cohort. This was due to increases in the cumulative proportion of academic exclusions (up from 21% to 25%) within the cohort, as well as a 4 percentage point increase in the proportion of the cohort (to 9%) still registered as undergraduates after 5 years of study. Within the Law Faculty, the 59% completion rate amongst the 2006 FU cohort was 4% lower than that amongst the 2005 cohort largely because of an increase in the cumulative of the cohort still busy with undergraduate studies.

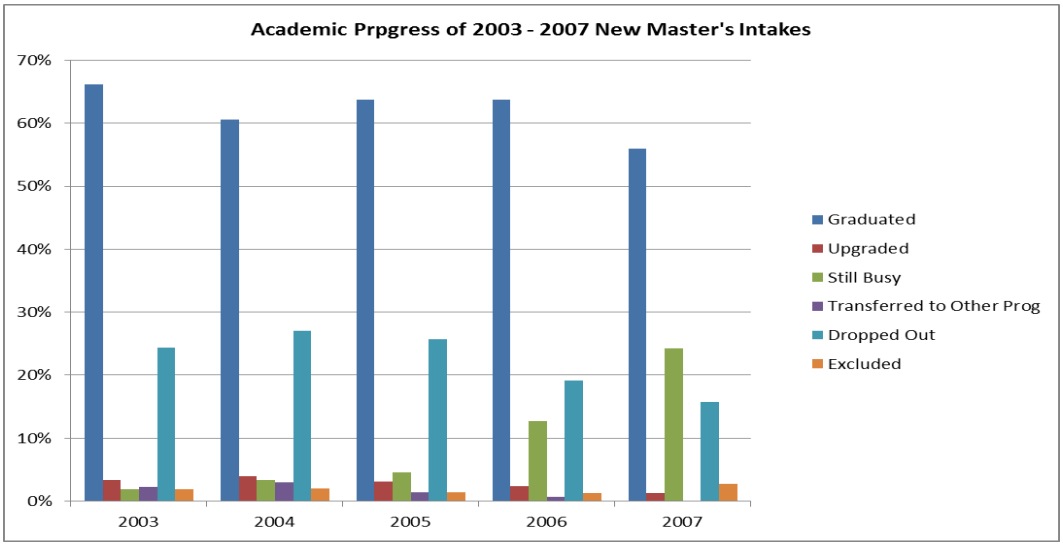
- Cohort completion rates across the 2002 - 2006 entry cohorts varied widely in relation to entry faculty and race. The gap between completion rates amongst white and black students remained large: 82% of the white 2006 FU cohort in comparison with 48% of the equivalent black FU cohort had completed an undergraduate qualification at the time of this analysis. Table 18b shows that there has been some improvement in the rate of drop-out in good academic standing amongst black students (6% of the 2006 cohort left UCT in good academic standing without completing a degree/diploma), that the rate of exclusion on academic grounds (29% of the 2006 entry cohort) has fluctuated across successive cohorts, and a marked increase in the proportion of the 2006 FY cohort still busy with undergraduate studies (up by 10 percentage points to 17%). If one treats those still busy with their studies as potential graduates, the potential completion rate within the 2006 black FU cohort climbs to 65%, 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 (46% of the 2006 EBE cohort and 43% of the Science cohort) remain problematic.
- The completion rate amongst the successive coloured FU cohorts ranged between 59% (in respect of the 2002 cohort) and 66% (in respect of the 2003 and 2005 cohorts). A far smaller proportion of the 2006 coloured cohort (10%, in comparison with 17% of the 2002 cohort) had left UCT in good academic standing and without completing an undergraduate qualification. However the proportion of the 2006 cohort still busy with undergraduate studies after 5 years (8%) was more than twice that amongst the 2002 cohort (3%).It is disturbing to note that the proportions of academic exclusions of coloured students entering EBE and Science in 2006 (34% and 32% respectively) were considerably larger than those amongst the equivalent 2005 FU cohorts (27% and 25% respectively).
- The completion rates amongst the 2004, 2005 and 2006 Indian cohorts were all in the order of 70% - 71%. Amongst the 2006 cohort, there was a 3 percentage point improvement in the cumulative rate of academic exclusion, but this was accompanied by a 4 percentage point increase in the proportion still busy with undergraduate studies.
- The cohort completion rate amongst the 2005 white cohort was 81%, which was 4% higher than that amongst the equivalent 2002 cohort. The improved cohort completion rate reflects improvements in the drop out and academic exclusion rates within successive intakes. The proportion still busy with undergraduate studies however increased, from 2% of the 2002 FU cohort to 4% amongst the 2006 cohort.



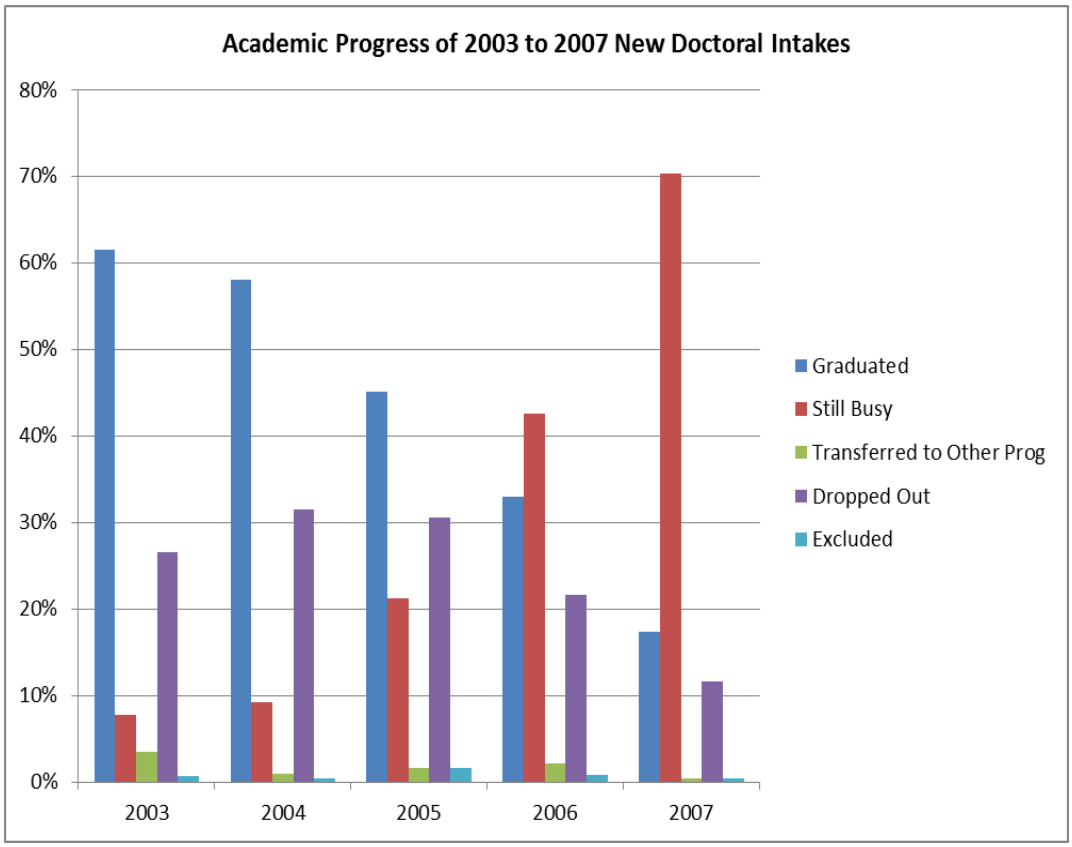
- Longitudinal performance within the extended programmes varied widely by year and by programme: no clear trends emerged in any of these programmes. 38% of the 2006 intake had completed a qualification by the end of 2010, and 14% were still busy with their studies. The potential completion rate within the overall 2006 extended programme cohort is therefore 62%. There had been a progressive decline in the cumulative rates of drop-out in good academic standing amongst students entering extended programmes in the 2002 – 2005 cohorts, but this increased by 6 percentage points to 15% amongst the 2006 cohort.
- Particularly large proportions of the 2006 GEPS (Science) and ASPECT (EBE) cohorts (46% in the case of GEPS and 57% in the case of the very small ASPECT cohort) had been excluded from UCT on academic grounds by the end of 2010. The Science Faculty regards the first year of the GEPS programme as a selection year and anticipates 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).

3.5 Postgraduate (Master's and Doctoral) Cohort Analysis (Appendix tables 21 & 22)

- The 2003 to 2007 new intakes of master's and doctoral students were tracked until the completion of the 2010 academic year. Tables 20 and 21 show the status of the intake of each cohort, by faculty, as at the end of 2010.
- Table 20 shows that 66% of the 2003 master's intake and 61% of the 2004 intake had graduated by the end of 2010. Small proportions of each cohort (2% of the 2003 intake and 3% of the 2004 intake) were still busy with their studies. Cohort completion rates varied by faculty, and were highest in the GSB (mostly in excess of 80%) and the Faculty of Law (in excess of 70% for each cohort in most cases).The relatively low completion rates within Health Sciences reflect the large numbers of MMed students (registrars) who did not complete the dissertation component of the master's programme, which had not been required in order to practice as a specialist, and therefore did not graduate. These students appear under the row heading "dropped out" in this analysis.
- By the end of 2010, 2% of the 2003 master's entry cohort, 3% of the 2004 cohort, 5% of the 2005 cohort, 13% of the 2006 cohort and 24% of the 2007 cohort were still busy with their studies. The potential completion rates amongst the 2003, 2004 and 2005 cohorts were therefore 68%, 64% and 69% respectively.
- Up to 13% of each master's cohort in the Faculty of Science and up to 8% of each master's cohort entering the Health Sciences Faculty had upgraded to doctoral study. Smaller proportions of those beginning master's degrees in the EBE Faculty upgraded to doctoral study. Elsewhere, upgrades were rare.
- Between 26% and 27% of the successive 2003 – 2007 master's entry cohorts had dropped out of their studies by the end of 2010.
- Very small proportions of each cohort – a maximum of 3% of the 2007 intake – had been excluded on academic grounds by the end of the 2010 academic year.



- By the end of 2009, 62% of the 2003 doctoral entry cohort had completed their studies and 8% were still busy. The potential completion rate amongst this cohort is therefore 71%. 27% of this cohort had dropped out of their studies.
- Retention and completion patterns varied widely across the faculties: the problem of drop-out appeared to be a particular problem within the Commerce Faculty. Completion rates within the 2003 doctoral cohort were highest in the Faculty of Science (70%) and Health Sciences and Science (61% in each case).
- The reasons for the high drop-out rates at both the master's and doctoral levels are not understood and therefore require further investigation.



- Table 23 of the Appendix shows that the average time to completion amongst master's graduates has remained dropped very slightly to 2.4 years in 2009. The average time to completion amongst the 2009 doctoral graduates was 5.2 years (in comparison with an average of 4.8 years in respect of the 2008 doctoral graduates and 4.3 years in respect of the 2007 doctoral graduates).

ANNEXURE 3

COURSE PERFORMANCE PATTERNS

On the basis of quantitative data provided by Jane Hendry of the Institutional Planning Department, the task team delegated by the Senate Academic Planning Committee to steer the development of the Teaching and Learning report selected a range of courses. The choice of the courses was influenced by level (first to third year) and discipline, where a spread was obtained.

Each faculty was sent a letter containing details of courses within their purview, with the following request: "We are sure that you have undertaken interventions, and have plans and explanations related to these performance patterns. We would like to ask you to share these with us (and any other issues that arise from these and other courses)".

The 7 courses below are illustrative of those sent to the faculties. They are not named, as the intention is to highlight the kinds of challenges that exist, rather than to identify particular courses.

First year level, second semester course:

	FAIL	50-54	55-59	60-69	70-74	75+	Total
	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	1
Black	56.67%	16.67%	10.00%	11.67%	5.00%	0.00%	60
Chinese	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1
Coloured	44.44%	5.56%	19.44%	25.00%	2.78%	2.78%	36
Indian	63.64%	9.09%	9.09%	9.09%	9.09%	0.00%	11
White	23.98%	14.29%	12.76%	30.10%	11.22%	7.65%	196
Int	45.65%	19.57%	13.04%	15.22%	4.35%	2.17%	46
Non Applicable/Unknown	28.57%	28.57%	0.00%	28.57%	14.29%	0.00%	7
Total	35.75%	14.53%	12.57%	23.74%	8.66%	4.75%	358

The very high failure rate of other than White students is a striking feature of this course. 56.7% of the black students failed, 44.4% of the Coloured students, and nearly two thirds of the Indian students. In contrast, 24% of the White students failed – while low in comparison, this is still a fairly high failure rate. The data show, in addition, that only 26.7% (16) of the 60 black students) obtained 55%+ for the course.

First year level whole year course

	FAIL	50-54	55-59	60-69	70-74	75+	Total
Black	31.08%	28.38%	13.51%	20.27%	2.70%	4.05%	74
Chinese	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	2
Coloured	7.69%	23.08%	0.00%	46.15%	23.08%	0.00%	13
Indian	41.18%	11.76%	0.00%	17.65%	23.53%	5.88%	17
White	6.35%	12.70%	14.29%	19.05%	6.35%	41.27%	63
Int	25.00%	0.00%	10.00%	32.50%	12.50%	20.00%	40
Non Applicable/Unknown	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	2
	21.33%	17.06%	10.90%	24.17%	8.53%	18.01%	211

Overall, over a fifth of this relatively large class (211 students) failed. Nearly a third of the 74 Black students failed (the rate was 41% for Indian students), and over a quarter of Black students obtained marginal passes. In contrast, over 40% of the 63 White students in the class obtained 75% or more, which seems a high proportion in itself, and particularly when compared to the rates of 4% for Black students, 0% for Coloured students, and 6% in respect of Indian students. The results appear to suggest a need for serious curriculum investigation, since such large failure rates and low performance levels for some groups at the first year level must impact heavily on throughput rates.

Second year level first semester course

	FAIL	50-54	55-59	60-69	70-74	75+	Total
Black	38.89%	41.67%	11.11%	5.56%	2.78%	0.00%	36
Coloured	24.00%	24.00%	20.00%	28.00%	4.00%	0.00%	50
Indian	28.57%	21.43%	28.57%	7.14%	7.14%	7.14%	14
White	12.14%	13.57%	18.57%	34.29%	12.86%	8.57%	140
Int	18.52%	14.81%	18.52%	33.33%	11.11%	3.70%	27
Total	19.48%	19.85%	18.35%	27.72%	9.36%	5.24%	267

In this course, approximately one fifth of the students fail, and a fifth obtain marginal passes (between 50 and 54%). Roughly 80% of the black students in the course are divided over these categories, however, with only 17.5% of the black students obtaining over 55%. No Coloured or Black students obtain distinctions. Again, the task team would be interested to know what steps were and/or could be taken to reduce the differentials in respect of failure and generally low performance.

Third year level, whole year course

	FAIL	50-54	55-59	60-69	70-74	75+	Total
	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	2
Black	9.09%	40.00%	32.73%	18.18%	0.00%	0.00%	55
Coloured	3.85%	30.77%	46.15%	19.23%	0.00%	0.00%	26
Indian	0.00%	11.76%	29.41%	58.82%	0.00%	0.00%	17
White	0.00%	21.43%	11.90%	47.62%	9.52%	9.52%	42
Int	18.18%	36.36%	36.36%	9.09%	0.00%	0.00%	11
	5.23%	30.72%	28.76%	30.07%	2.61%	2.61%	153

Although very few students fail this course, nearly a third of the students obtain a marginal pass (with 40% of60% of black students in this category). In fact, 76.9% of Coloured students obtain a third class pass, and 72.7% of black students. This is in striking contrast to the performance level of White students, where a third of the students fall into this category (50 – 59% level pass). There are very few distinctions (2.6%) and these are entirely achieved by white students (no other than white students achieve in the 70-74% range either), which raises the possibility of the course or examination being unrealistically difficult, or of the need for some kind of educational intervention to raise the levels of performance.

Third year level, first semester course

	FAIL	50-54	55-59	60-69	70-74	75+	Total
Black	47.92%	27.08%	10.42%	14.58%	0.00%	0.00%	48
Coloured	44.44%	22.22%	22.22%	11.11%	0.00%	0.00%	9
Indian	38.46%	7.69%	15.38%	23.08%	0.00%	15.38%	13
White	17.95%	17.95%	5.13%	33.33%	0.00%	25.64%	39
Int	48.15%	20.37%	12.96%	14.81%	3.70%	0.00%	54
Non Applicable/Unknown	50.00%	25.00%	0.00%	0.00%	25.00%	0.00%	4

Total	40.12%	20.96%	10.78%	19.16%	1.80%	7.19%	167

The failure rate of 40% in this course is of concern, as is the fact that just under half the black students registered for it fail. Indeed, 74.9% of the black students get 54% or less, and no black students obtain more than 69%. In contrast, a quarter of the white students obtain distinctions (75%+). Overall, the fact that 40% fail, 61% obtain 54% or less, and only just over a quarter of the whole class obtains 60% or more points to some problems that need addressing.

Third year level first semester course

	FAIL	50-54	55-59	60-69	70-74	75+	Total
Black	22.22%	31.11%	13.33%	26.67%	6.67%	0.00%	45
Coloured	10.00%	20.00%	20.00%	40.00%	10.00%	0.00%	10
Indian	37.50%	25.00%	25.00%	0.00%	0.00%	12.50%	8
White	13.33%	16.67%	26.67%	10.00%	13.33%	20.00%	30
Int	38.71%	22.58%	12.90%	22.58%	0.00%	3.23%	31
Non Applicable/Unknown	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2
	25.40%	23.81%	17.46%	20.63%	6.35%	6.35%	126

Overall, nearly a quarter of this class of 126 students obtained marks in a very narrow range (50-54%). This has obvious implications for future successful progression. Since – in addition to this high proportion of marginal passes - a quarter of the class fails, it must be of concern that a third year level course performs so poorly. The performance of Black students is particularly troubling, with nearly a third obtaining marginal passes. The contrast with White student performance is stark: one fifth of White students obtain distinctions, and 13% fail.

Third year level, first semester course:

	FAIL	50-54	55-59	60-69	70-74	75+	
Black	58.33%	14.58%	14.58%	6.25%	4.17%	2.08%	48
Coloured	27.27%	18.18%	9.09%	9.09%	9.09%	27.27%	11
Indian	0.00%	22.22%	11.11%	11.11%	11.11%	44.44%	9
White	12.90%	22.58%	9.68%	12.90%	12.90%	29.03%	31
Int	29.03%	29.03%	3.23%	25.81%	3.23%	9.68%	31
Non Applicable/Unknown	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	2
Total	34.09%	20.45%	10.61%	12.88%	6.82%	15.15%	132

Over a third of this senior level course fails. This raises concerns about the adequacy of preparation in first and second level courses as one would not normally expect such high failure rates in a third year course. It is particularly striking to note that nearly 60% of the 48 Black students fail, with a further 15% obtaining marginal passes.

In general, responses from faculties included several initiatives which are planned or underway to address the problems identified above.

- The recording of lectures is seen as a very positive development, with no reported dropping in lecture attendance. A challenge will be to design learning materials and physical spaces that encourage and facilitate optimum benefit from this new learning opportunity.
- the issue of 'vertical articulation' of curricula (ie how courses build on each other, or how a major is constructed, from first to final year) was raised in several faculty responses. In particular, and in light of performance patterns in senior courses, it was recognised that the role and nature of prerequisite courses needs to be examined. This would include both the necessity of such courses – whether they are barriers or essential preparation – and

whether senior courses build on, or are completely disconnected from, prior course/s, and whether the demands of the senior courses entail unrealistically large steps.

- A common theme was the planned greater use of teaching opportunities outside of the regular two semester timetabled periods. Specific initiatives mentioned were to provide summer or winter term versions of core courses, to develop instructional modules to prepare students for supplementary examinations, and generally to consider more flexible approaches to supplementary examinations.
- While a few responses suggested raising admissions requirements as a response to addressing performance challenges, most recognised the need to recognise and address the needs of school leavers both now and in the foreseeable future. In particular, the need was expressed for more attention to be paid to identifying students' educational needs on entry though pre- and post- admissions testing and appropriate educational interventions.
- Re-examination of the use of extended curriculum approaches to cater for a possibly greater proportion of students. Generally, there was evidence of increased acceptance and support for large-scale structural changes and faculty-level collaborations and partnerships with the Centre for Higher Education Development.
- Mention was made of more systematic approaches to tutor training and academic course administration processes, thereby increasing efficiency and freeing academic staff time from routine administrative tasks while ensuring the students had an effective combination of large and small (tutorial and laboratory) learning opportunities.
- All faculties mention, in one way or another, initiatives to extend the use of mentors and counsellors, in recognition of the importance of affective factors in student learning.
- The importance of space in the teaching and learning environment was emphasised in several responses. Recently, increased attention here and elsewhere is being paid to the need for developing the physical infrastructure on campuses to more effectively support teaching and learning. The main initiatives and needs identified in the Physical Infrastructure report (Annexure E) were the 'Lecture Capture Pilot Project', software for which was installed in 20 lecture venues, selected on the basis of a variety of criteria, including staff enthusiasm; and the extension of wireless coverage to all campuses. However, the report emphasises the need to develop spaces that actively promote peer-to-peer learning amongst groups of students, for example by constructing spaces within spaces, providing electronic screens (and whiteboards), and connectivity, and lecture rooms that allow for flexible small group work as well as more traditional lecture approaches.

Comments were also included about seemingly poor work-ethics of some students, low participation in remedial interventions such as extra tutorials, generally low or poor lecture attendance, and the phenomenon of students being admitted to courses because of programme requirements although they do not meet course-specific admissions requirements.

ANNEXURE 4

REPORTS FROM FACULTIES ON TEACHING & LEARNING RELATED ACTIVITIES IN 2010

Commerce Faculty Teaching and Learning Report

2010

Background: throughput in the Commerce Faculty

Insofar as we can measure it, undergraduate throughput in the Faculty is comparatively high, for both regular full-time entering and AD groups, with 72-76% of AYOS 1 non-transfer students progressing successfully to AYOS 2, and rising proportions of successful progress through subsequent years. AD progression does not seem to be lower than that in the regular B.Com. streams, though B.BusSci. Progression is the highest of all. However, we have not been able to obtain statistics that give us reliable current undergraduate mean or median throughput rates from first-time enrollment to graduation. The Faculty's suite of programmes is designed to maximize scope for cross-degree and cross-strean transfers late into degrees with minimal back-tracking or extra courses. In consequence, completion rates within programmes are highly misleading as indicators of throughput at the aggregated degree level, leading to significant under-estimation.

We believe that two factors primarily account for our relatively good throughput performance: (1) high entrance requirements that exclude poorly prepared students from entry, at least into non-ED streams; and (2) the intensive support for ED students, with extensive development of a cohort culture of support for academic values, provided by our EDU / CHED group. Thus significant improvement in the Faculty's undergraduate throughput rate would, we believe, best be achievable through broadening the proportion of students who receive this support model. This is among the Faculty's strategic goals.

Postgraduate throughput statistics suggest dramatic recent improvement, but this is likely a once-off phenomenon attributable to two factors: (1) recent reductions in some parts of the Faculty, especially Economics, in length and depth expectations around Master's theses, which have Eefectively turned former 18-month degrees into 12-month ones; and (2) a successful push in the Department of Accounting in 2010 to bring students who had been lingering on their research papers through to faster completion. It is among the Faculty's main strategic goals going forward to increase throughput among research-focused postgraduates – especially doctoral students – through the building of research teams to which postgraduates will be attached, and through enhancement of bursary support and research assistantships by means of direct Faculty fund-raising and attraction of a higher volume of external grants. It is also imperative for postgraduate throughput improvement that thesis topics become more explicitly integrated with supervisoes' and research teams' long-run research topic themes. Postgraduate thesis topics should be determined to a greater degree by the agendas of established research teams through which student funding is linked, and less than at present by idiosyncratic student choice.

1. Teaching and Learning Highlights:

A. Commerce Education Group (CEG)

CEG has been on-going since January 2001. The focus is on promoting educational discourse in the faculty; nurturing collaboration and professional collegiality; enhancing a critical reflective capacity in relation to teaching; enhancing an environment that will encourage research in relationship to teaching practice.

Commerce academics (and others who request to be on the mailing list) meet every 2 weeks to present issues that impact on the teaching and learning environment. In 2010, 18 sessions were held with an average attendance of 30. We believe that this forum has been seminal in raising the profile of teaching and learning in the faculty, encouraging academics to study further in this field, as well as raising sensitivity to engaging with a variety of issues that impact on the learning environment.

B. Masters in Higher Education Studies

In 2010 two staff members graduated with a UCT Masters in Higher Education Studies: Ilse Lubbe and Joseph Nodoba. An increasing number of academic staff are choosing to register for individual Higher Education Study courses or for the Masters programme.

C. Accounting large class initiative

This teaching innovation was introduced to address the following challenges:

- integration of outcomes of three related disciplines in the second year BCom (3rd year BBusSc) Accounting programmes, the two largest undergraduate programmes in the Faculty
- the provision of practical exposure in three courses, INF2004F Information Technology in Business. ACC2012W Financial reporting II and ACC2018S Control of Financial Information Systems(CFIS), for classes in excess of 700
- lecturing to a diverse class in terms of maturity, background, interest and ability

This innovation aims to enhance the student experience and achievement of the outcomes in each of the three courses indicated above by producing a tailor made video of a real life manufacturing company incorporating key aspects from each of the courses, supported by a combined workbook to be used in each of the three courses which incorporates student activities within the lecture period and requiring the students to use a computerised accounting package to prepare the accounting records for the manufacturing company. These accounting records are then used as exemplars for the CFIS course

D. Professional Communication Unit (PCU):

PCU/BIC sustainability in business collaboration, initiated in 2010

The PCU Business Communication and Career Development course (BUS4073H) has a modular design and is run over various 'blocks' during the year in conjunction with core diplomas in Entrepreneurial, Marketing, Sport and Tourism Management. The course aims to provide essential communication theory and practice for a professional environment in the areas of oral, written and small group communication. Module 1 is a collaborative teaching initiative between the Professional Communication Unit and Business in Context course (BUS4067F).

The course aims at developing key consulting-related skills and the ability to apply the MAP FOR Crystal Clear Communication to any communication students might prepare. In Module 1 students undertake a live research project in their small groups. This involves identifying a small to medium size company/business and then investigating its sustainability practices in terms of social responsibility (people), environmental sensitivity (planet) and financial accountability (profit). This involves a number of communication practices and products such as writing business correspondence, conducting surveys, attending meetings, negotiating memoranda of understanding, devising research instruments culminating in a professional research report.

The PCU/BIC collaboration has resulted in the establishment of an award for **effective reporting on sustainability in business**, sponsored by *GetSmarter,* an online education group with ties to UCT. This award has been set up to recognize the excellent work done by students and their business partners in reporting on sustainable business practices. PCU, BIC and the sponsors hope this award will inspire action towards more and better environmental practices and corporate citizenship.

E. On the Samsung Mobile Innovation Lab (SMILe) (Information Systems)

A multi-disciplinary student laboratory for exploring creative new uses of mobile technologies and the development of prototype systems by undergraduate and postgraduate students in Information Systems and Computer Science was established through a collaboration with Samsung Electronics. The lab brings the whole range of state-of-the-art technologies to students who do system development as part of their curriculum in a meaningful and exciting paradigm, namely mobile systems. Though some smaller systems will be stand-alone mobile applications (e.g. games or personal productivity apps), the idea is also to develop larger-scale systems to address social development needs.

F. Podcast (Economics) in ECO2007

In 2010, lecturers for an undergraduate course in game theory - ECO2007S - decided to film their lectures and make them available online to students through Vula. The lecturers wanted to see what effect this would have on the students' understanding of the course material and whether there would be a drop in class attendance. To make their lectures suitable for filming, they put together high quality, visually-appealing presentations. The lecturers then used software on their laptop computers to capture the presentations and record their delivery of the lectures. In post production, the software was used to show the presentation while floating a smaller window on top of the presentation of the lecturers teaching the class. This integrated file was then converted to a smaller file format and posted on Vula for students to watch. The student response to this initiative was very positive and the lecturers did not observe a noticeable change in class attendance or participation. If anything, the students who attended lectures were more willing and eager to engage with the class material than in previous years. The most significant effect of this intervention was to increase students' understanding of the class material; the average mark for the course increased from 59% in 2009 to 72% in 2010. In sum, the initiative had a very positive effect on the course and the lecturers intend to film their teaching again in 2011.

G. Actuarial Science Section

This was the first year of the introduction of the South African Actuarial qualification. The universities are being relied upon for the bulk of the educational provision and UCT is one of the key players. The UCT Actuarial Science Section has received the highest level of accreditation from the profession. The profession have also provided substantial funds to boost UCT's teaching capacity. Countries throughout Africa may begin to view UCT as an alternative to working through overseas professional bodies.

H. Marketing Section

MyCiti Integrated Rapid Transport System was introduced as a case study in the Strategic Management Project (2010) for the Postgraduate Diploma in Marketing. Students were challenged to analyze a very significant practical problem and develop a holistic business strategy to present to the City of Cape Town.

I. Organisational Psychology

- Standing quality assurance process for course outline design;
- Quarterly staff development workshops for teaching advancement run by external experts - 2011 focus on improving assessments at both Undergraduate and postgraduate level.
- Continuing with the long standing tutor training programme and working continuously with staff to improve alignment of tutor training with tutorial design and assessment
- Agreed to implement a comprehensive tutor evaluation in 2011.
- Current research is being undertaken within the section's courses on the correlation between class attendance and assessment results

2. Noteworthy curriculum review and planning initiatives

Department of Accounting

Teaching and Learning initiatives - 2010

During 2010 the Department undertook a detailed review of its teaching and learning practices. A questionnaire was completed by course convenors as to the teaching, learning and evaluation methodologies used on their courses. In addition, various groups of students were invited to sessions (facilitated by the members of the department and CHED) where they were asked to reflect on their learning experiences within the department. A document summarising the students' perceptions was produced and distributed to each section within the department. The sections then reflected on the issues raised by students and suggested ways in which their teaching and learning practices could be improved. This resulted in a teaching and learning document that summarises best practice within the department and which will be used as a benchmark for our teaching.

The Department also reviewed its programme that leads to the Chartered Accountant qualification (CA(SA)) in response to the South African Institute of Chartered Accounts' (SAICA) new competency framework. The competency framework identifies and describes the professional competencies (knowledge, skill and attributes) that a CA(SA) should demonstrate at entry point to the profession. It is the department's responsibility to design courses which enable the acquisition, at the stipulated proficiency level, of the competencies required by the framework.

The current offerings were mapped to the outcomes required in terms of SAICA's new competency framework and resulted in the following improvements that will significantly enhance the quality of our graduates. Three new courses have been created. For 2011 there is a new second year level course in Taxation (ACC2023), and we have restructured Financial Management (ACC 3024F) into a second year course Corporate Financial Management (ACC2024F) scaffolding into, for 2012, a capstone course Business Analysis and Governance (ACC4000H). The capstone will integrate, in a new and innovative way, the various sub-disciplines that are required of a CA. Due to workload constraints the existing curriculum has been reduced and students will no longer do Microeconomics 11(ECO 2003) and have been given the option of doing Macroeconomics 11 (ECO 2004) OR Co-operation and Competition (ECO 2007).

Class sizes at both the undergraduate and postgraduate level continued to be large leading to ongoing reflection on how best to address the diverse educational needs of these students.

JumpStart

In the CA stream at UCT, 60% is the minimum mark required to progress from the first-year, second-semester Financial Reporting course (Financial Reporting 1) to the second-year Financial Reporting course (Financial Reporting 11). Students who have attained at least 40% in the first-semester first-year course (Financial Accounting) are permitted to enrol for Financial Reporting 1, but they are particularly vulnerable to not achieving the required minimum to proceed. In previous years, less than 30% of students who got a final mark in the 50s for Financial Accounting got 60% or above for Financial Reporting 1 (compared with progression rates of well over 80% for students who obtained a mark of 60% or above for Financial Accounting). The JumpStart programme was implemented in 2010, specifically aiming at improving the progression of at-risk first-year, second-semester students in the Chartered Accounting stream. The programme involved the allocation of skilled instructors, additional workshops, student mentors and a life skills course.

By contrast with previous years, in 2010, 61% of at-risk students were eligible to progress. 75% of JumpStart participants, compared to 49% of non-JumpStart students, were eligible to progress. For both gender categories, and for all ethnic categories, progression rates for JumpStart students were superior to those for non-JumpStart students, with the most significant improvements being made by female students and White students. The responses to the programme evaluation indicated that students valued the allocation of skilled instructors and the provision of additional workshops above the other components of the intervention. A considerable difference existed between the ways in which Black and White students valued the life skills course, with Black students valuing it much more highly than White students.

School of Economics

Writing initiative

An often-heard comment is that students that graduate through the Faculty of Commerce have excellent analytical and technical skills, but are lacking in the ability to write a coherent report, essay, paper or article. The School of Economics has made a commitment to have each student write one term paper during each of the five core courses in the undergraduate years (ECO1010, 1011, 2003, 2004 and 3020). Previously the assessment of these courses was by means of tests and examinations only. In 2010 the writing initiative was rolled out in a structured way. With the support of the library, the Writing Centre, and conveners and tutors in the School of Economics, all students were required to write a short essay on a specified topic. The roll-out of the initiative was continued in 2011. We found huge variation in the first year students' abilities in essay writing. Some students write excellent essays, while there are some that do not know where to start and where much support is needed. Among second year students the variation in basic knowledge about the academic writing process is significantly reduced, suggesting that students have learnt from the experience of the first year. While it is too early to judge the success of the initiative, and as a School we are still improving on the writing programme, the feedback from the Writing Centre and individual students has generally been very positive. The School is committed to this programme, because we believe that writing ability, together with analytical and technical ability, is a vital characteristic of graduateness.

The Tutorial Programme

Each semester the School of Economics employs roughly 110 tutors who conduct tutorials each week for students studying first, second and third year economics. In almost all cases tutorials are compulsory, and are either one or two hours in duration.

Tutors are employed through a rigorous employment process which tests their presentation skills, their understanding of the material, and their intuitive understanding of what it means to teach. They are required to complete a comprehensive application form as well as conduct a brief 'mock tutorial' in front of a selection panel. In the interview round the panel looks for more than just the ability of the applicant to teach the material, but also their ability to motivate students and add value to their tutorial experience.

The tutor body is diverse and encompasses tutors of many backgrounds. In the first semester of 2011, 61% of the tutor body were male, 33% were African, 15% were coloured, and 49% were white.

Experienced tutors and new tutors alike attend training once a semester which focuses on the practical skills needed in a tutorial, a deeper understanding of the learning process, and methods of maximizing effective learning within a tutorial.

Monitoring is conducted through the student body. Students are encouraged to contact their head tutor if they are unsatisfied during the semester. If necessary, the matter is raised with the tutor coordinator or the course convener. At the end of each semester feedback is gathered from close to 1500 students on the performance of their tutor. This is used to determine who is awarded certain prizes at the end of the semester, and also who is to be hired in the following semester. It therefore forms a substantial part of the monitoring and quality assurance function.

These responses show that less than 4% of students say that the performance of their tutor was less than satisfactory, and that 81% of students report that the performance of their tutor was above average. We record this feedback and measure our current performance against our track record each semester, with positive results so far.

DataFirst's Training Initiatives

DataFirst provides training to African researchers in two areas: data analysis and microdata management.

1. Data Analysis Training
DataFirst in partnership with SALDRU provides training to students and other researchers around the effective analysis of data. This includes a January Summer School course in basic survey analysis using Stata, which has

been run at the university for over ten years. The course, *The analysis of South African household survey data* is also available as an online training course http://www.saldru.uct.ac.za/courses/

While this course has created a basic platform for data analysis it does not deal with the intricacies of survey design and how these have to be handled in order to draw appropriate inferences. For this DataFirst has provided workshops and short courses on topics such as programming using Stata, Maximum Likelihood Estimation, Bootstrapping and Nonparametric econometrics, all using Stata. Other courses run by DataFirst have been an introductory workshop to GIS for social scientists and a workshop on the construction and use of asset indices.

Apart from formal training courses, students receive guidance and support for data analysis from staff in DataFirst's research data centre. This includes assistance in the use of survey analysis software and help with queries around the usability and comparability of the data.

2. Data Management Training
DataFirst provides training to researchers and survey research projects in the preservation and dissemination of data resources.

Information Systems Department
CAPACITi Programme
A strategic partnership aimed at enabling people with non-IT undergraduate degrees to enter the Insurance Sector with key IT skills was signed between the department of Information Systems and the Cape IT Initiative (CITi). The programme aims to create 1000 business analysts and systems analysts to build muscle for the Western Cape's software hub and has the support of the provincial Department of Economic Development and Tourism as well as the insurance industry. Initial funding valued at close to R1,7 million has been provided by the Insurance Sector Education & Training Authority to launch the pilot programme in the department. This was achieved in the form of the Post-graduate Diploma in Business Analysis and Systems Analysis. It is not just about imparting essential skills, but has a particularly strong educational underpinning. The 2011 cohort consists of 39 students but the aspiration is to scale the programme up to well over 100 students within UCT and, potentially, roll it out to other tertiary institutions.

School of Management Studies

There has always been strong demand for a more flexible three year degree. This has resulted in the approval of a BCom (Management Studies) degree in 2010. This is a highly flexible degree with a distinct business branding similar to the Business Science degree, ensuring that the graduates will have a broad range of business skills as well as specialist knowledge in a range of chosen fields. The degree has attracted over 50 registrations in 2011 without any specific advertising.

During 2010 the Finance section within the School did an extensive review of the content and articulation of the Finance programmes. This resulted in the introduction of a BCom(Hons) in Finance and the recurriculation of the two BBusSc Finance programmes into one focussed on Finance and Accounting accredited by SAICA and incorporating the changes mentioned in the Department of Accounting report above, and the other incorporating the option of completing the fourth year in Economics or Finance.

The Organisational Psychology section has made curriculum amendments to BUS5033W , the Masters in Organisational Psychology, responding to recommendations after a review to ensure alignment with the Health Professions Council of South Africa.

3. Assessment practices, external examiner insight
Once again there were a number of positive comments in respect of the design and administration of courses and no negative comments i.r.o. the standard of a course as a whole or the quality and consistency of the marking in general. Where there have been indications of areas requiring improvement in syllabus coverage or nature of assessment in respect of examiners' responses to specific questions the Heads of Departments

concerned have reacted positively and undertaken to liaise with the relevant course convenors and ensure that appropriate action is taken.

The Departments of Information Systems, Management Studies and Economics have several areas where one external examiner examines a suite of related courses either by discipline, e.g. Marketing or by level e.g. Economics Honours. This provides valuable insight and we acknowledge the commitment of such individuals.

A key teaching and learning issue is the articulation between the course outcomes (objectives), the teaching content and methodology, and the subsequent assessment. The Faculty believes that this area should form the core of the requirement for an external examination process to be effective.

Specific responses regarding CHED report:

ACC3023S:

Student performance statistics for this course in 2010 resembled those from 2009. We have examined these statistics in detail and found that when one analyses performance (and more specifically ethnic performance) by programme the following come to light.

- BBus Sci students perform significantly better than their counterparts in other programmes. This is true across all ethnic groups and to be expected.

- White and Indian students do (for the most part) outperform Coloured and Black students in their various programmes. In fact, Indian students quite frequently outperform White students. We would attribute this to a first vs. second language bias. Much of the content in this course is highly applied and situation specific with a high level of comprehension required. This is likely to adversely impact 2nd language English speakers.

- It is clear that the 'stark' ethnic contrast substantially reduced when CB011 (Academic Development [AD] students) is controlled for. These students make up 50% of Black students awarded supplementary exams and account for the majority of the Black students in the 50 - 55% range. Removing the CB011 students results in far less dichotomy in results as Black and Coloured students in main stream programmes significantly outperform their CB011 counterparts, although English second language students still underperform.

It is clear that the students who are struggling in this course are those for whom English is a second language. This is not surprising as Management Accounting requires a high level of comprehension and indentifying relevant versus irrelevant information. This subject has perhaps been neglected in respect of support for the AD cohort where traditionally emphasis has been directed towards support in the Financial Accounting area. Initial discussions are currently taking place between the Department and the EDU to address this issue.

ACC3020W.

This course is a third year Accounting course offered mainly to students who do not obtain the 60% minimum in Financial Accounting II that would allow them to progress to the CA programme course Financial Reporting III (ACC3009W). Thus the majority of students within this course are significantly weaker (and perhaps less motivated) than their counterparts who take ACC3009W. This has been the case for many years and the Department has taken the view that the standard of the course will not be lowered to cater for a weaker cohort of students although various teaching methodologies are discussed in order to increase the motivation for the students in the course..

ECO3024F – International Trade and Finance

This course is an optional course in all programmes. The trade section of the course is taught by a very experienced trade economist, who is also a very good and engaging teacher. The finance section has been taught

by a substantial number of people over the past years. The failure rate for this course has been consistently high over the past years and is generally unrelated to the change in lecturers.

For example, a comparison of the data over the past few years reveals the following results:
In 2010, 157 students were registered for the course, of which 60% passed. The pass rates by race were as follows: 57% of 42 African students (68% in 2009), 56% of 9 Coloured students (93% in 2009), 62% of 13 Indian students (100% in 2009), and 82% of White students (84% in 2009). The overall pass rate of 60% in 2010 reflects a marked drop from 75% in 2009 but is in line with 59% in 2007 and 64% in 2008. In 2010, 27% of students failed outright (17% in 2009) while 13% were awarded supps (8% in 2009). The outright-failure rate in 2010 was significantly higher than all other years except 2008 where it was 26%. The breakdown of grades achieved in 2010 was as follows: Firsts – 8% (6% in 2009), upper seconds – 2% (7% in 2009), lower seconds – 19% (25% in 2009), and thirds – 31% (38% in 2009).

Extreme care must be taken in comparing the results across years. The self selection of students into the courses differed substantially, implying that the results are not necessarily comparable. For example, in 2009 students were advised during registration to only take the course if they had strong analytical abilities (not meaning mathematical).

There are a number of reasons that may explain the relatively high failure rate across many years. Firstly, conceptually the material covered in the course is extremely difficult. Further the material builds on material covered in 2nd and 3rd year (eco3020F) to introduce new concepts that have not been dealt with before.

Secondly, the course focuses on the application of the theory to real world situations. The objective is to teach students to draw on the theory to assess international trade and finance events globally. Students find this enormously challenging as it requires both an in-depth understanding (not just memorizing) of the theory as well as an ability to isolate the key relationships in an often confusing real world situation. In tests, exams and class examples, students are required to apply the concepts to current events. Students find this difficult as they are unable to apply memorized model answers to these situations.

Thirdly, the above two points imply that the material presented, examples covered and discussions in the lecture are integral to the learning process. Yet, lecture attendance is generally poor. One of the main reasons for this is that the lectures are held late in the day (4:00 pm). Since the course is applied, students then often miss out on important issues discussed in class.

The course has evolved substantially over the past few years to deal with the relatively high failure rate:
(A). Compulsory tutorials were introduced four years ago. This year, the number of tutorials was extended from 8 to 10. The tutorial questions focus particularly on the application of the theory to real world situations as we believe that this is the area where students struggle the most.
(B) 4 workshops administered by the head tutor (after consultation with the lecturers on content and focus priorities) are provided to students
(C) A hot-seat was provided in the past, but this was dropped as students did not utilise this opportunity sufficiently. Standard lecturer consultation periods still apply.
(D) The volume of material covered in the course was reduced.
(E) In future, we intend to provide podcasts of the course to allow students to re-visit material covered in the lecture that they do not understand.
However, we also feel that this course identifies a key learning constraint amongst students. In particular, many of the students appear to be very capable of replicating what is taught. However, their deeper conceptual understanding of the material remains weak. This is particularly evident amongst African students - this is revealed by the strong relative performance of the White students and the high proportion of these that obtained First or upper second class passes. We are open to suggestions on how to better structure the course, its content and the teaching approach to deal with this.

4. Faculty awards related to Teaching and Learning:

A. Professional Communication Unit (PCU): Scenario Pedagogy: Backsberg Sustainability Award - 2010

The Green Campus Initiative (GCI) Backsberg Sustainability Awards were set up to recognise work done by staff and students in different spheres to make UCT more sustainable. The Professional Communication Unit (PCU) won the 2010 GCI Award for the work Terri Grant and Claudia Kalil did to promote environmental literacy and sustainability at UCT that year. The pair won in the category "the group who did the most to promote sustainability at the university."

The Professional Communication Unit's BUS1035S course aims to teach theory and practice relating to work contexts in a collaborative manner. To achieve this all learning is embedded in a scenario, that of UCT's environmental management under the UCT Sustainability Plan. Their sources of information, in addition to secondary sources extend to staff, both academic and in management and students, as well as experts outside the university. The students work through the semester on producing an oral and written report on aspects of sustainability at the university; exercises in class have an environmental theme.

In relation to their particular topic students investigated past and present policies and practices at UCT, and alternatives at local and international universities. They recommended improvements at UCT. The scenarios pertaining to the university included among others:

- student attitudes to conservation;
- water usage, management and savings;
- the carbon footprint study;
- air quality management;
- education, communication and recruiting UCT's skills base in terms of media production and human resources in devising sustainability initiatives;
- the Park 'n Ride initiative.

B. Education Development Unit:

Received a particular commendation in the University Academic Development Review for "its proactive approach to academic development and its ability to raise the status of the academic development programme in that faculty".

C. Carnegie Scholarship within the School of Economics

The scholarships are funded by the Carnegie Corporation and form part of a grant established to recruit and support doctoral students who have an intention to remain in academia. The intention is to develop a cohort of trainee academics and thereby contribute to growing the next generation of academics and to strengthen higher education in Africa. The scholarship has currently been awarded to 11 PhD students from across Africa. The scholarships are valued at R140000.

5. Infrastructural challenges that impact on Teaching and learning:

The Faculty strongly supports the formalisation of a Deputy VC with a specific Teaching and learning portfolio.

The following challenges have been identified within the faculty

- A persisting challenge is the widespread use of short term contractors for teaching, since budgets do not allow us to employ the equivalent in permanent staff. This makes the establishment of stability and an enduring teaching ethos difficult.
- The use of multiple choice questions in assessments is driven by the large classes and by staff resource and time constraints, rather than being academically justified.
- We lack ability to restrict students to allocated lecture time slots where lectures are offered in multiple periods. Students have a definite preference for morning lectures and it is not logistically possible to efficiently plan and control their distribution.
- We cannot avoid use of the meridian for teaching and tutorials.

- The role of external examiners should be enhanced to include more than a review of the final assessment and to include pre-scrutiny of the alignment of assessments with course delivery methods and with outcomes.
- The use of tiered venues in tests makes it difficult to ensure the integrity of the process as many students' scripts remain visible to others.
- We must explore ways to maximise the success of the EDU model by identifying the vulnerable aspects of curricula and identifying programme-specific interventions.
- The pressure on junior staff (outside of Economics) to complete PhD's as a priority for promotion and SAPS review leaves them with limited time to attend CHED courses/programmes in teaching and learning.

APPENDIX

Insights/inputs from Commerce Student Faculty Council (CSC):

Report on the Learning and Teaching Environment within the Commerce Faculty

The Faculty acknowledges the time and commitment shown by the CSC in putting this commentary together. The CSC is a member of the APPC and their report will be tabled at the next APPC meeting for detailed discussion and action. We reproduce it here in unedited form.

Areas of improvement and general comments/suggestions:

- There is no uniform standard that governs how administrative issues and procedures are carried out in the various departments.
    - We recognise that each department has its own character however, some departments, like the Accounting department (see sites of excellence), are renowned for its efficiency and dedication to serving students efficiently.
    - Therefore, other departments, especially those that are not as efficient can be easily provided a possible guideline as to how to improve their service.
    - This will aid in creating a set standard of service delivery to students of all departments of commerce.
    - Standardised delivery of services include:
        - Test results turnover
        - Hand-out procedures for handbooks, tutorial sign ups
        - Student query resolution procedures
        - Use of the Vula site efficiently to notify students of last minute changes. Eg. test times and venues
        - Tutorial solutions before exam times

- On that last point, tutorial solutions are not posted up on Vula during the exam preparation period
    - It is understandable that solutions are withheld from students during the term in order to incentivise going to lectures and tutorials
    - However, when it comes to the exams, surely all the solutions should be provided in order for students to study effectively.

- Students have raised concerns that there are no designated after hour work spaces.
    - The library, during term closes early, and students who enjoy working late into the night do not have proper work areas to study after the library closes.
    - This is also a problem during exam time. When students need to study late, the library closes at 23:00 and should students wish to remain on campus to study, there is nowhere to go.
    - Last year there were designated areas and lecture halls that were left open but this year there appeared to be no such areas; or it was not advertised.
    - The open area in the Leslie Social Science building is not conducive for studying alone especially if there are other groups of students working together nearby.

    - The reality is that students (whether it be due to poor time management or just a very unfortunate timetable) have to work late into the evenings. In these cases venues should be available to students to study.
- Presentations and talks informing students in their final or penultimate year of study of the opportunities of a post-graduate degree.
    - It is the opinion of the CSC that there is little consideration on students' behalf to explore the possibility of a post-grad degree.
    - Many students believe that the undergraduate degree is usually the end of their varsity career.
    - Students should be made aware of the academic requirements in order to qualify for a post-grad position.
    - Students should be made aware of any post-grad funding opportunities.
    - If more students are better informed, it could increase their passion to academically excel and apply and strive to be accepted into a post-grad degree.
- Class medals and prizes are not well advertised.
    - Students who receive these accolades are not made an example of for the benefit of the rest of the student body.
    - The class medal system itself is not well advertised.
    - Perhaps if there was a special link on the UCT site which showed all the past winners of their notable achievements could encourage other students to strive for academic excellence.
- A specific issue was raised by the third year BBusSci (FCA and FNC stream) students: The finance hotseats were run during times when the majority of the students had lectures.
    - These lectures had to be attended as these were the only lectures for that day (Company law and taxation 1)
    - The CSC believes this is due to poor scheduling and communication among the department.
    - Departments should check their proposed consultation times and hotseat schedules with the schedules of the students.
- Students doing the commerce law courses (Business law 1 and Business law 2) would like to know why there is no standardisation among tests between the lecturers.
- Students should be made aware of major changes in their degrees.
    - Students in the BBusSci FCA stream were not made aware that they are eligible for the finance honours programme anymore.
    - There is still great confusion surrounding this topic
    - If there are going to be major changes made to students' degrees it should be made known either through a detailed email or through a presentation inviting students to attend

Areas of excellence:

- All departments make use of Vula diligently.
- Departments that upload documents onto the resources tab in Vula makes it an effective way for students to retrieve this document
    - The accounting department is especially efficient at keeping their resources tab up to date.
- Student Development has psychology services for all students
    - This provides students with an opportunity to tackle their mental health issues and gain the necessary tools to deal with these issues properly.
    - This results in a more emotionally equipped student, ready to learn.
- The Accounting department
    - There is a clear schedule outlining which days hotseats will be run
    - The tutors are well informed about the course content
    - The administration is efficient (the process of handing out course notes etc.)
    - The communication between the students and the department is efficient
        - Students are informed well in advance of any documents that need to be collected as well as from where these documents can be collected

These comments do not represent as many Commerce student voices as we had hoped. We were not able to make use of our usual channels in order to collect the opinions of the commerce student body. The CSC was unaware that this report needed our feedback and when we were made aware of this, it was too late to send out a survey to gauge the students' opinions surrounding the learning environment. This was because it was already exam time and the CSC members as well as the rest of the students were occupied with academic commitments. In the future, we will try to compile a more detailed report provided we have sufficient time to prepare one.

ENGINEERING AND THE BUILT ENVIRONMENT

Teaching and Learning (T&L) initiatives in 2010

T&L highlights, achievements, challenges and plans (a high level showcasing)

The engineering programmes went through ECSA accreditation in 2010 and this tended to dominate the teaching/learning space in these programmes for the year. Two programmes received full accreditation (Civil and Mechanical Engineering) and two programmes have received a two year accreditation conditional on addressing deficiencies in their assessment of exit level outcomes (Chemical and Electrical Engineering).

The EBE Maths Working Group had regular engagements with the Mathematics Department about teaching and learning in the first and second year Mathematics courses; likewise for the Physics Working Group. In 2010 fully semesterised versions of both the first year Mathematics and Physics courses were launched so as to allow many more students (who might have failed the first year course) to end the first year with at least half of these courses completed.

The School of Architecture, Planning and Geomatics continues to run a successful annual workshop on Teaching and Learning.

Noteworthy curriculum review and planning initiatives

A Faculty wide curriculum review exercise was launched at the end of 2010, focusing at this stage on the engineering programmes. The School of Architecture had a curriculum review in 2009 and the final phase of implementation is taking place in 2011. The Department of Construction Economics & Management is running a curriculum review exercise concurrently with an Integrated Learning Assessment project.

Substantial energy in 2010 was devoted to a complete rework of the admissions criteria, particularly for the engineering programmes. This was partly necessitated by an overshoot of the intake targets in 2009 but was also prompted by a need to draw in a more diverse group of students across all programmes. Following in-depth analyses of historical applicant pool data, a new system of entrance points was developed which incorporates the National Benchmark test results. The system of giving offers was also reworked, to allow Departments to make a larger number of early conditional offers.

Developments in respect of educationally disadvantaged students

ASPECT continues as a major faculty initiative for meeting the needs of educationally disadvantaged students in the engineering programmes at the intake stage. An increasing number of students transfer into ASPECT during the first year.

Chemical and Civil Engineering continued to run summer term versions of one of their core second year courses, for students who had failed the course and could thereby avoid an extra year.

The School of Architecture continued to run a winter term course for 1st year students who may not have the necessary foundation for the Architecture courses as well as a three day residential design course at another time in the year.

The Faculty continued with the consolidation of its mentoring programme for first year students which is coordinated by the Faculty Student Psychologist, Ms Nazeema Ahmed. Students continue to utilise the individual therapy and group therapy that is available to them in the faculty.

Postgraduates in the Faculty ran a Saturday tutorial programme in 2010 for first year students struggling in Mathematics and Physics.

Insights/inputs from Student Faculty Councils

The undergraduate student council brought up the issue around student to tutor ratio and felt that there were some courses were there were too few tutors. The Maths courses were highlighted.

They also voiced concern around the semesterising of the mathematics and physics courses and if this was really a benefit for the students.

Infrastructural challenges that impact on T&L.

The availability and quality of teaching venues continue to be a major limitation on what we can do in the undergraduate space. For example, Civil Engineering wishes to run 'double periods' to do interactive project work and these are not possible to book during the mornings. During 2010, planning began on up to date teaching venues proposed for the New Engineering Building.

FACULTY OF HEALTH SCIENCES

TEACHING AND LEARNING REPORT 2010

Are our graduates fit for practice?

This is the question the Faculty of Health Sciences has been asking itself for the past year. Students who graduate from the Faculty with clinical degrees are expected either to enter internship or community service immediately on graduation, often with little or no clinical supervision. This means that they have to have a level of clinical maturity and be able to practice more or less independently on graduation. The continuous curricula reviews undertaken in the Health and Rehabilitation and the MBChB programmes over the past few years have had as its purpose ensuring that graduates are able to function effectively, particularly in primary level settings on graduation.

In the MBChB programme a task team, under the leadership of Vanessa Burch and Steve Reid has been appointed to oversee the exercise of review. The team visited all clinical departments to look at key learning outcomes of the course, in particular knowledge (topics), the procedural skills taught (what the student should be able to do at the end of the course); and the attributes the student should acquire (professionalism, ethics etc). The task team also requested departments to indicate the appropriate level of care and sites where this learning should take place.

In the Department of Health and Rehabilitation, the Divisions of Physiotherapy, Occupational Therapy and Communication Sciences and Disorders have each undergone an extensive curriculum review process over the past three years. In 2010, multidisciplinary shared learning courses in Disability in Primary Health care were introduced at second and third year levels in all programmes. The overall learning outcome at second year is to ensure that students are able to devise, implement and evaluate projects in health promotion and disability prevention in communities. At third year level they are expected to devise, implement and evaluate community based rehabilitation programmes in communities.

Assessment

Assessment practices in the Faculty are currently being audited in order to form a comprehensive overview of assessment processes used. Once all the data are collated it will be possible to review practices in individual courses and advise colleagues about current practices and identify areas for modification that could save human resources where appropriate.

Data on assessment practices also are being collected. This is to be analysed for quality assurance purposes related to internal and external moderation of assessments. The analysis is part of a University wide initiative on QA in assessment.

Professional Development of Educators

The Clinician Educator Short Course (CEC) is run by the Faculty's Education Development Unit. The modules on Teaching and Learning, Bed-side Teaching and Assessment were refined in 2010, taking into account course evaluation feedback and to include the integration of Primary Health Care in teaching, learning and assessment. The latter was co-planned and co-delivered with colleagues from the Primary Health Care Directorate. The CEC was attended by 26 teaching staff in the Faculty, of which

- 11 participants completed all 3 modules;
- 12 completed Modules 1 and 2 (Teaching and Learning + Bed-side Teaching); and

- 3 completed the first module.

6 Participants indicated their intention of completing the outstanding modules in 2011.

VULA staff training sessions were offered throughout the year. A total of 40 teaching staff attended at least one of the sessions.

Teach-in for Teachers

The Faculty has an annual "Teach-in for Teachers". The event is aimed at staff development for pre-clinical and clinical teachers and the topic in 2010 was Assessment. The facilitators were Vanessa Burch and Athol Kent from UCT and Debbie Murdoch-Eaton, a guest from Leeds in the UK. The workshop looked at the reasons for assessment, the qualities of good assessments, the underpinning principles of quality testing of competence in the Health Sciences and pros and cons of various modes of assessment available. There was discussion on what new aspects of testing are becoming available, especially electronic possibilities for Multiple Choice Questions and modern types of examinations.

The workshop learnt the importance of using assessment to complement learning objectives. Where these are congruent, the curriculum is supported and the objectives of the Faculty (not just disciplines) are achieved. Through assessment, learning is moved in the direction that the Faculty wishes it to go, for example towards a Primary Health Care approach and the bio-psychosocial model.

Educationally disadvantaged students

In 2002, the Faculty of Health Sciences at the University of Cape Town introduced a supported problem-based learning (PBL) curriculum for its MBChB programme. In line with the University's commitment to widening access and implementing transformation, the Faculty simultaneously established the MBChB Intervention Programme (IP) to support medical students from under-resourced schooling. In 2009, a similar Intervention Programme was implemented for Audiology, Occupational Therapy, Physiotherapy, and Speech-Language Pathology when the first cohort of National Senior Certificate (NSC) learners was admitted from high school. The educational underpinnings and outcomes of this programme have been presented at numerous forums at UCT and elsewhere.

All students meeting entrance criteria enter as a single cohort into Semester 1, with an academic development programme taking the form of the IP to address unsatisfactory performance at the end of Semester 1. Students who fail Semester 1 enter the IP for the duration of one year. After successful completion of the programme, IP students return to Semester 2 to complete their first year of study.

Semester 1 serves as a "diagnostic" semester and the information collected during this period is used to guide learning activities in the IP. Learning difficulties in struggling students are carefully monitored throughout Semester 1 and cognisance is taken of the typical cultural and social difficulties students from diverse backgrounds experience at an academic institution. Monitoring students in Semester 1 is therefore an attempt to gain insight into students' understanding by exploring how cognitive difficulties impact on their performance.

The IP provides students with opportunities to improve their academic performance by shifting their learning approaches into a more academic domain. Learning activities in the IP focus on acknowledging students' diverse backgrounds and on recognising and developing their personal strengths.

The IP facilitates the same processes of developing higher order cognitive skills (problem solving, and critical or diagnostic reasoning) as the mainstream curriculum, as well as focussing on essential basic skills. The programme creates a safe learning environment where students can refine skills and knowledge in order to continue with their studies; it allows for opportunities to identify and address the many reasons for failure to learn effectively; it

promotes more effective learning for subsequent years; and it promotes self-confidence in order to contribute to students' academic and personal growth and development.

Regular formative assessment provides students with feedback on their progress, with on-going summative assessment that determines re-entry into mainstream. The majority of students who have rejoined mainstream report that they are better equipped to deal with academic and personal demands.

The IP is largely designed around small-group teaching in order to effectively intervene to the benefit of the students. With increasing numbers of students entering the IP, the challenge is to continue to provide a programme that is adequately resourced in order to enable students to overcome the effects of under-resourced schooling.

Overall, the programme is still evolving, as it continuously draws on different learning models and learning theories to improve students' learning. The programme is continually being monitored to ensure that it is effective and efficient, and constantly being refined to meet its original objective and purpose. The recent review of the programme, which took place at the end of first cycle of the programme in July 2010, tackled challenges relating to the appropriateness of the model, selection criteria, IP assessment and others concerning how best to be responsive to student needs (academically and non-academically). The number of students that successfully reregistered in the standard curriculum at the end of the first year of implementation is positive and encouraging. The 87% of the 2009 cohort that have successfully migrated back into the mainstream is a significant improvement on access and retention.

A student perspective

Kabelo Musi, a third year MBChB student and HSSC Academic Officer reflects on his experiences in the Faculty:

"Firstly to comment on my experiences, the quality of education I have received during my time at the University of Cape Town has been commendable. The Faculty has made all attempts to develop and improve the level of education received by their students to ensure that they are well equipped for the demands of working within the South African Health Care system.

With that said, there is still room for improvement to be made. In response to call made by the Minister for Higher Education Medical Schools around South Africa have been steadily increasing their student intake. This has translated into larger classes which, unless funded appropriately, threaten the quality of education received by student in the end as there are not tutors, learning venues or developed teaching sites to cater to this increase. This has been one of the biggest concerns raised by students. Groote Schuur, which is our main teaching hospital, now has to cater to all 6 years of medicine with regards to clinical training. This means wards such as the medical wards are often packed to capacity with students. In addition there are also Health and Rehabilitation students who also make use of the teaching platform. With the crux of medical training lying in quality patient contact time, this is a recipe for poorly trained.

Investment needs to be made into developing learning infrastructure and looking into developing more training platforms such as Vredenberg, which can take up the spillover of students.

With regards to the pre-clinical education, this is heavily reliant on the PBL format of learning. Students have expressed mixed feeling about this form of learning with some finding it to be a useful method of learning and others feeling that it doesn't serve their individual learning needs appropriately. Areas such as anatomy, physiology and pathology- the basis of medical education- still need re-evaluated to find ways to better improve the instruction of students in these areas and ensure that it is an interactive and interesting.

The biggest concern we received from Health and Rehabilitation students was the lack of a coordinated administration between the departments that run their courses. The lack of communication meant that there were a

number of inconsistencies with their timetables. There HSSC Academic officer has been working with the departments, and has reported that has been a lot of improvement made within that regards, that has translated to fewer complaints.

In conclusion, the Faculty has made many strides to improve the quality of education and these attempts are visible but to continue to provide world class education, grounded in an Africa context there needs to be a constant review of the infrastructure, curriculum and teaching that happens."

Physical Infrastructure

In the MBChB programme, the teaching model has undergone a transformation and the model in use is an adapted Problem Based Learning (PBL) system, requiring small group facilities for the delivery of teaching. At present the one lecture theatre (280 seater) available will not be able to accommodate the additional numbers as some courses are taken with students from the Health and Rehabilitation programmes (total number 350 students). At any one time during term time the Faculty is short of about 5 small tutorial venues and 1 large flat floor venue for teaching.

The steady increase in the numbers of students means that the venues on Medical Campus and the Old Main Building are no longer adequate for teaching large numbers. Laboratory space (for practical lessons in chemistry, physics, physiology, anatomy and computer laboratories) currently in use is not sufficient for increasing student numbers.

Strategic priorities for 2011

Major planning issues for undergraduate education include:

- Monitoring the impact of our recruitment and admissions policies on redress;
- Evaluating the first year experience with a view to improvement;
- Discuss the increase in student numbers, with a view to the appointment of additional teachers and improvement and expansion of the physical infrastructure;
- Improving throughput;
- Resourcing the intervention programme(s) with appropriate staff and infrastructure, including equipment;
- Revising and Implementing the revitalised undergraduate curriculum in all programmes;
- Regular review of all undergraduate programmes;
- Audit of the progression, development and support systems in the faculty;
- Consolidation and Development of additional teaching sites in urban, peri-urban and rural sites;
- Reviewing the impact of the clinical training grant, and developing innovative strategies to use the grant to improve clinical teaching and training;
- Improving our knowledge of education through investment in staff development and education research; and
- Assessing the competencies of graduating students and their "fitness for practice.

FACULTY OF HUMANITIES

Teaching and Learning Report for 2010

Overview

The Faculty of Humanities faces particular teaching and learning challenges given the diversity of its degree offerings. The general BA and BSocSci degrees, while affording students the maximum choice and flexibility in adapting their curriculum to their interests and aptitudes, are demanding in terms of the detailed curriculum guidance which must be supplied to students. Many of the faculty's structured programmes are also situated in the Performing and Creative Arts, in which the focus on creative talent – music, dance, fine art – sometimes exists in tension with more academic skills, in which highly talented students may thus be underprepared. The breadth of the faculty is also reflected in the number and diversity of its departments which are traditionally somewhat discrete in function; their high degree of teaching autonomy, often entirely outside unifying programme structures, can make it difficult to design and implement coherent teaching and learning strategies across the faculty as a whole. The Deputy Dean's review of lecturer evaluations by students during the course of 2010 reveals a fairly uniform departmental awareness of lecture evaluations as important and instrumental in certain kinds of departmental decision-making, but a striking disparity in practice and response across departments.

ADMISSIONS

Student success in the faculty is inevitably shaped by admissions practices and issues, and there is an extent to which Humanities suffers from a certain kind of perception which modifies applicant choices. Students may be reluctant to take on a Humanities degree for reasons of perceived employability, a reluctance which particularly affects disadvantaged or previously-disadvantaged students who do not have the financial luxury or the family context to support the broad-based rather than vocational education offered in the faculty. The best of the previously-disadvantaged students are more likely to look to Commerce, Engineering or Science rather than Humanities when applying, leaving Humanities as a second-tier choice, and thus slanting our intake towards a lower level of Matric achievement and academic proficiency. The employability fixation does not always serve students well, as the studies required by their chosen careers may not address their actual aptitudes or interests; the trickle of students moving out of Commerce or Engineering and into Humanities in their first year or after exclusion often represents a high calibre of student who does very well in Humanities.

Within the faculty a similar perception issue can be seen to affect student choice of, and success in, certain subjects. Majors such as Psychology and Economics have a high status in student minds, and may be chosen despite a lack of the necessary background in mathematics which is required to keep up with the strong statistical components in these courses. In fact, the under-preparedness in mathematical skills is a particularly strong example of the problem of first-year transition in general: there is an enormous leap from the basic insights expected in Matric to the level of reading, writing and analysis demanded by Humanities disciplines. The transitional shock of first year may particularly undermine student success in courses such as Philosophy, with its uncompromising demand for rigorous thought, as well as in the unyielding requirements of maths and stats.

SUPPORT AND THROUGHPUT

As noted above, the number and autonomy of Humanities departments makes it difficult both to assess and to achieve parity in teaching and learning efforts. The faculty is therefore the site of a wide range of support and awareness of teaching/learning problems, and some courses and departments are more pro-active and mindful than

others. The recent appointment of an Academic Development Officer in the faculty from 2010 has been crucial in exploring and unifying the faculty's approach to student support and success, and Dr. Kathy Luckett's efforts in this regard are continuing into new initiatives in 2011. Her "Proposal on Refining Academic Development Strategies in the Faculty of Humanities", presented to the Undergraduate Education Committee in May 2010, has been particularly instrumental in shaping faculty policy.

Student support in the faculty, particularly at first-year level, has been most obviously developed in the case of departments who have been associated with the Extended Degree Programme courses. The first-year augmented courses in English, Film & Media, Religious Studies and Psychology have been successful in providing additional support to extended degree students and in some cases to underprepared students in the mainstream (e.g. the Bachelor of Social Work students in Psychology). Together with the basic first-year skills courses in Religious Studies and Philosophy, they have raised awareness of student problems in those departments, and laid the groundwork for a broader approach to student support. The reality, of course, is that school under-preparation is not limited to previously disadvantaged students, and the lower levels of the mainstream are also struggling with transition and skills acquisition. Dr. Luckett's appointment is crucial, not just in guiding EDP initiatives but in opening up support to struggling students in the mainstream.

The faculty's mentorship initiatives, which have undergone revision and expansion in 2010, are an integral part of support structures. In 2010 the Fine Art department, in association with Student Wellness and other university structures, has developed an active and energetic peer mentorship programme for their whole first-year intake. This is an extremely useful pilot project as Michaelis's very small student cohort and intensely focused student contact with academics allow the testing of mentorship possibilities on a small scale and in a receptive environment. Dr. Luckett's review of the extended degree programmes in 2010 has also led to expanded mentorship structures, with the creation of academic mentors located in departments; the provision of subject-specific advice and mentoring is a significant development in the faculty, and will adapt particularly well to a mainstream expansion of mentoring options as well as raising departmental consciousness of the student throughput and retention challenges we face.

In first year particularly the Orientation process is crucial to student adaptation and success. A review of the Humanities Orientation process was undertaken in 2010, to examine assumptions and habits in the current structures, and to more coherently and consciously align the programme both with student needs, and with the growing First-Year Experience ethos in the university. As a direct result of this process, in addition to a more focused and streamlined orientation programme, a pilot project in 2011 expands orientation into the first six weeks of term with weekly workshops offering students continuing information in more detail and breadth. Workshops are developed in concert with Wellness and the Writing Centre, with the purpose of addressing student anxieties, giving them insights into academic and administrative issues, developing life skills and pointing them to university services.

The more generalised life skills aspect of student development is increasingly being seen as an essential factor in student success. Psycho-social needs are lagging behind in Humanities structures; the faculty is unusual in the university in that neither of its academic development posts are held by mental health professionals, but by academics whose focus is technical curriculum and EDP issues. Discussions with Wellness in 2010 are aimed at achieving more Faculty-specific mental health support, which will not only be a first referral for curriculum advisors seeing a student in crisis, but will serve to co-ordinate a coherent structure of workshops, facilities and support services which address student anxieties and adjustment issues. Oversight of faculty mentorship programmes, currently done by liaison with Wellness and other structures, is another crucial need.

Faculty discussions over 2010 and into 2011 have revealed that the current focus of support initiatives is on the first year of study. There is a general dearth of continuing support into second year and beyond, when clearly subsequent years of study present their own challenges – both in mentorship areas and in academic support for struggling students who are not achieving senior level skills sufficiently quickly. As an extension of this problem, the lack of curriculum advice facilities for potential postgraduate students was recognised during discussions in 2010, and the

undergraduate advice offered by Dr. Jessica Tiffin was expanded to include potential Honours candidates. While Honours guidance tends to be department-specific, there is a significant gap in the kind of overarching guidance which allows students to compare possible programmes and get a grip on the administrative procedures and structures. Dr. Luckett's recognition of the need for mentorship beyond first year for the best of previously disadvantaged candidates is also an important step towards changing our postgraduate profile as well as undergraduate success rates. The tendency for black, coloured and Indian students to lag behind white students in terms of GPA achievements and eligibility for Honours study, is clearly a significant problem which needs to be addressed with support and academic mentorship.

Curriculum review and planning

Faculty curriculum structures undergo an ongoing process of adaptation and change through the work of the Undergraduate Education Committee and the Graduate Programmes Committee. New undergraduate majors in 2010 are mainly in the School of Languages: while staffing and demand issues resulted in the loss of the German major, 2010 saw the opening of a major in Arabic Language and Literature. Other initiatives addressed the issue of African language options for second-language speakers, and the Xhosa language major was reshaped into two streams, the specialisation in Indigenous African Languages and Literatures, which addresses cultural and linguistic themes, and the Xhosa Communication major aimed at non-Xhosa speakers. The Indigenous African Languages first-year offerings have proved popular with students over the course of 2010, and are revitalising interest in the department.

Undergraduate initiatives formulated in 2010 for 2011 implementation include the establishment of the Social Development major, making use of the academic courses in the Social Work degree, and the discussion of possible expansions to Science majors recognised by the Humanities faculty. The faculty's collaboration with the Confucius Institute has also allowed the establishment of first-year courses in Mandarin Chinese from 2011, with a view to developing a major over the next few years.

The prestigious and demanding Bachelor of Social Science in Politics, Philosophy and Economics (PPE) was reviewed in 2010 and its value affirmed; the Extended degree version of the programme, however, was found to be unfeasibly demanding for underprepared students, and was discontinued. The Bachelor of Music degrees were also reviewed, and their structures have been rationalised and clarified. The Fine Art department's extended Bachelor of Arts in Fine Art programme was developed and approved in 2010; this opens up Fine Art study in 2011 specifically to talented students who are under-prepared in academic terms by their Matric.

Assessment practices

Humanities disciplines offer particular assessment challenges; with the inevitable Humanities focus on essay-writing, assessment must be skills-based as well as knowledge-based and has intensive marking requirements. External examiners are particularly vital in providing an objective overview. External examiner reports on Humanities departments and courses are generally favourable, with recurring comments tending towards problems with information flow to examiners rather than inherent aspects of courses or course assessment. A related problem is in differing departmental approaches to lecture evaluations, which in some cases are still paper-based and present data capture and processing challenges.

An ongoing problem with assessment in the faculty, as it is worldwide, is with student plagiarism. In addition to encouraging the consistent use of the University Court for persistent and blatant plagiarism cases, 2010 saw the Faculty Board formulating a more coherent faculty-based approach to the problem, with a system of reporting involuntary plagiarisers to the Faculty Manager. Such defaulters are then required to attend a faculty-run educational workshop. As with other aspects of faculty teaching and learning, the tendency towards a lack of parity

across departments is of particular concern in the plagiarism issue, as students receive mixed signals, and it is this problem which the new policies seek to address.

Educationally disadvantaged students

It is clear that student success challenges are a feature of the mainstream as well as the Extended Degree Programme, and the need exists for future initiatives to expand into the mainstream. Nonetheless the EDP is an important admissions and support tool in the faculty, and has taken on new energy in 2010 under a dedicated staff member. The previous system of peer mentors or academic mentors depending on EDP stream has given way in 2010 to a more universal system which relies on both peer mentors for both streams, and departmental-based academic advisors with EDP-specific training.

The EDP partially fulfils an admissions function, in allowing a chance for a place to students with insufficient Matric points but whose NBT results show potential, but its support and retention functions are equally important. In addition to the CHED-run foundational language course and general first-year skills courses in Religious Studies and Philosophy, first-year augmented courses are offered by Psychology, English and Media Studies, and are under development in Political Studies and Sociology. These are augmented in the sense of offering additional tutorials, a structure which has worked well in the pilot courses and can now form a template for expansion into other subjects.

The Bachelor of Social Work degree has been highlighted as an area of especial concern during 2010; while it is not served by an extended programme, its lower Matric point requirements, plus its tendency to attract mature students who enter on the basis of RPL qualifications rather than academic achievements, mean that its students have a higher chance of inadequate preparation which leads them to struggle. A partial address to the problem has been made by allowing struggling BSW students in the challenging first-year Psychology course, access into the EDP augmented version.

The ultimate Faculty move towards offering support in the mainstream as well as the EDP is essential not just to address the issue of the struggling lower strata of mainstream students, but to remove the stigma currently attached in student minds to the extended programmes.

Infrastructural challenges

The complexity and flexibility of the Humanities degree offerings leads to particular infrastructural challenges. The 2010 admissions cycle was both improved and at times sabotaged by the new online application process, which is clearly in the pilot stages and which did lead to delays in processing given poor applicant responses to requests for hard copies of certificates, etc. Delays in the processing of application material by Admissions does tend to result in students accepting offers from other universities which are faster and more streamlined with their offer processes. Nonetheless, the online application process is a significant and welcome development which will undoubtedly overcome its teething problems.

The breadth of curriculum choice in the Humanities general degrees offers particular infrastructural problems. While choice is clearly a vital aspect of these degrees, the need to adequately advise students puts an enormous drain on academic input, as academics must be rigorously trained for registration advice, and must devote considerable time to advice during registration and throughout the year. 2009 reforms in the selection and training of advisors have developed well throughout 2010; a principle of requiring academics to serve as advisors for several years in order to build up experience, coupled with expanded training sessions, does seem to be addressing the problems of advice errors. A pilot project at the end of 2010 allowed for an experimental offering of limited online registration in 2011, via PDF files submitted by email, and was very successful. This could further streamline student experiences of registration, which is an ongoing object with the faculty.

The EDP has met with some frustrations in developing early warning systems which allow access to internal course marks to identify struggling students well in advance of the final first semester course mark release. While this issue is being addressed at university level, the necessary systems are a while away from implementation, and an ongoing challenge has been liaison with departments to gather data on EDP students. This process could have significant impact on early warning systems across the faculty, not merely in the EDP.

Faculty of Law

Teaching and learning report 2010/11

Highlights:

- the appointment of Lesley Greenbaum to co-ordinate law's ADP programme.
- Increased number of postgraduate graduands

Challenges

(a) Determining appropriate shape and size
(b) Improving throughput rate
(c) Increase admission of black South Africans

(a) Determining appropriate shape and size

Initial investigations indicate that the major source of the faculty's income is from the LLB stream and the major source of expenditure the LLM stream. The throughput rate and demographics of the LLB stream is less favourable than that of the LLM. The faculty has began a discourse as to how it should best respond to this.

(b) Improving throughput

The throughput rate for the LLM can be improved but compares favourable with other other faculties. The same cannot be said for the LLB. There are three LLB routes:

(i) 4 year undergraduate; (ii) 3 year undergraduate, (preceded by a three year non-law degree); (iii) 2 year undergraduate (preceded by a three year degree in which law is a major).
The throughput rates vary for each route: (iii) being the highest and (i) the lowest. Due to the four year undergraduate being perceived as the quickest and cheapest route (although very few complete in 4 years) the most disadvantaged students frequently opt for this route. Students following route make up the bulk of the ADP stream.

In an effort to improve throughput rate the faculty has began to place an increased emphasis on teaching portfolio's and started a discourse in departments which is directed at enhancing teaching methodology.

Small group teaching has been introduced throughout the LLB degree. It is clear that the whilst the Private Law and Public Law departments carry a significant teaching load, the staff/student ratio in the commercial law department is particularly onerous and it is difficult to see the throughput rate changing without an increase in the staffing.

Since 2009 the faculty has introduced an early warning system for undergraduate law students. A variety of advice and options are offered to students identified at being a risk. Academic mentor drawn from the academic staff are appointed for each preliminary year student who has failed four

or more half courses. The high teaching load carried by most staff had made it impossible for us to extend this support to other years, or to preliminary year students who have failed less than four half courses. (Another major constraints is the limited number of students that the ADP programme is able to accommodate and the absence of a student counsellor in the Kramer building)

Both post and undergraduate student are given support through the faculty's writing centre and seminars on writing and research are conducted by staff members.

(c) increase admission of black students

The faculty since 2009 has used funds raised in the 150 campaign to provide additional scholarships for black South Africans. It has also tried out a number of recruitment strategies and the applicant pool has increased considerably but unfortunately the quality of the applicants remains relatively poor.

Admission criteria have also changed so as to encourage the 2 year LLB (preceded by a 3 year degree with a law major). This will come into effect in 2012.

Curriculum

- The revised curriculum for the undergraduate LLB programme was agreed upon (and approved by Board) at the end of 2010 and will start to be implemented in 2012. In the initial years there will be an overlap between old and new curriculum student s and this requires careful planning.
- The postgraduate LLM programme is under review at present due to the high cost of staffing

Assessment practices

Assessment throughout the faculty is varied. All core courses now have a substantial year mark which combines formative and summarise assessment. Again the high staff/student ratio makes it difficult to give the necessary amount of feedback to students for the purposes of formative assessment and limits the optimal use of continuous assessment. As assessment is key to effective teaching – assessment is also the focus of the developing teaching discourse in departments.

All external examination reports are scrutinised by the Dean and in the very few instances where a weakness has been identified these are discussed with the relevant Head of Department. The vast majority of reports are positive albeit it that they are often lacking in content.

Law Students Council

The students' council have played an important role in orientation and mentoring. They are also responsible for the class representative system and meet with the Dean on a regular basis. To date complaints have been relatively minor and in most instances have been rapidly resolved. The Law Student's Council are equally concerned about the throughput rate and have identified the absence of adequate counselling as a contributing factor.

Infrastructural challenges

The biggest infrastructural challenges is the absence of a dedicated space in which LLM and Phd students can work

Science Faculty

2010 Teaching & Learning Report

2010 was an important year for the Faculty of Science as it marked the first year of the restructured BSc curriculum leading to majors, rather than the previous 'specialisations' within separate over-arching 'programmes'. The latter having been the structure of the BSc degree since 1998. Whereas 32 'specialisations' had been offered within the four programmes, these were reduced to 18 self-standing majors. The latter, designed with less constrained curricula, facilitated more ready completion of double majors and easier incorporation of courses (or majors) from other Faculties, primarily Humanities and Commerce. Students entering the Faculty in 2010 embarked on the first year of this changed curriculum leading to majors.

A second important change that occurred in 2010 was the change to admission criteria where admission point scores (APS) for NSC Maths and Science were for the first time no longer doubled. The quality of the applicant pool was such that the overall APS to gain entry was higher than in previous years, and a conscious decision was made to limit the student intake to GEPS (General Entry to Programmes in Science) to ensure a slightly stronger and smaller class, for more effective teaching. The impact of both these changes was evident in the enjoyment of teaching and performance of GEPS students.

Concern remained with the quality and content of particularly the NSC Mathematics curriculum and examination, but also Physical Science, and the generally high, and misleading, marks obtained in the final exams for these courses and overall. This was particularly evident in the 2009 intake, which was the first intake from the NSC, but was evident also in the 2010 intake. Some accommodation in the first year Mathematics curriculum was introduced in 2010, although not fully successfully. The change to the NSC Mathematics curriculum again impacted heavily on first year Physics courses.

A generous grant from the Vice-Chancellor's Strategic Initiative Fund has allowed our Department of Archaeology to substantially expand its role as the major institution for training archaeologists on the African continent, and in particular to dramatically increase participation of South African students in the Koobi Fora Field School in Kenya. This is the premier field training course for undergraduate and post-graduate students interested in African prehistory and palaeoanthropology, but the costs are prohibitive for South Africans. Through negotiations with the directors of this programme and substantial funding from the Vice-Chancellor's Strategic Initiative Fund, the Science Faculty was able to send students to this field school, and with the available funding will continue to do so in coming years. In addition, funding from the Centre for African Origins is providing opportunities for students from Kenya, Tanzania, Ethiopia and Nigeria to visit South Africa to participate in field and laboratory training courses at UCT, thus contributing to the training of the next generation of archaeologists in these countries.

Another innovative development launched by staff in Computer Science (Suleman, Gain and Kuttel) was the Summer Undergraduate Research Experience (SURE), funded by the VC's Strategic Initiative Fund and aimed at encouraging undergraduate students, especially from disadvantaged backgrounds, to pursue research orientated degrees. In this initiative, second and third year students are invited to attend an all-day workshop, and then select a research project topic for the summer vacation during which they work in close liaison with assigned mentors and staff. Students are invited to submit a poster on their project and either attend the annual South African Computer Science research symposium, or display their posters at the Department's Open Evening.

Curriculum Review and Planning Initiatives

Being the first year of the new major degree structure, only the first year courses were formally in place in 2010, so considerable attention was paid to designing, streamlining and rationalisation of second year (and some third year) offerings to be introduced from 2011. This streamlining and development of new courses leading to the newly defined majors affected largely the Life Sciences, Molecular and Cell Biology and Oceanography. An innovative development was the design and recognition of three new 'linked' majors, through collaboration between the Science Faculty and Faculty of Commerce (Business Computing major) and Faculty of Engineering and the Built Environment (Computer Engineering). These 'linked' majors require that students complete both the parent Computer Science major and the linked major. An in-house 'linked' major in Computer Games & Development was also developed and approved by the Faculty Accreditation Committee.

The Faculty was intimately involved in the design and approval of the new cross-Faculty coursework Masters degree in African Climate and Sustainable Development in 2010. This course involves formal contributions from Law, EBE, Commerce and Science, with optional modules from the same three Faculties plus Humanities, with modules anticipated from Health Sciences. At least initially, the host Faculty will be Science.

Developments with respect to educationally disadvantaged students

The GEPS initiative continued in 2010 with considerable success and with improved student performance in comparison to previous years. In part this is attributed to a better quality of intake (as judged by raised APS entry level in 2010), in part by the smaller class size, and in part from continued curriculum development. In regard to the latter, imaginative effort was put into the foundational Biology, Earth and Environmental Sciences course, with significant returns realised in 2010. The course comprises two components: familiarization with each of the natural science disciplines offered in the Faculty; and development of student academic skills to cope and succeed in the regular stream. Developments with regard to the latter included changing from essay writing exercises to writing of a scientific report (with input from the Writing Centre) which included computer skills component through the use of Excel labs (with input from the Numeracy Centre) using a class dataset. The aim of the class project is to develop specific skills that have been identified as necessary for success in the mainstream courses, but are considered lacking in the cohort. Detailed feedback on first drafts from the Numeracy and Writing Centres provided a mechanism for learning before the final reports were marked. Performance comparison across recent years show that success changed from zero passes amongst GEPS students taking the mainstream BIO and ERT courses in 2006 and 2007, prior to the introduction of this foundational course, to over 55% pass rate in these same courses in 2010.

Performance Evaluation

Student performance in courses offered by the Science Faculty continue to be monitored, the more so given the change to the National Senior Certificate in 2008, and our wish to understand student preparedness for university study. Data provided in this report relate to 2009 student achievements and thus reflects the first year of NSC intake, which was by all accounts an anomalous year, given that the Admission Point Scores that were set were not based on any prior experience, and student enrolment greatly exceeded targets. Interpretation of results must thus be made with caution, and in addition it is generally more appropriate to monitor trends over several years rather consider than single year data. Nevertheless, performance in first year Maths and Physics was particularly poor and caught the Faculty somewhat by surprise. During 2010, steps were taken to address some of the specific gaps in mathematical knowledge and skills of entering students, the Department of Basic Education was formally lobbied by members of the faculty to re-include important components of the Maths curriculum that had been dropped from the school Maths curriculum, and first year interventions were developed for implementation in 2011. Through the

Faculty's CUES initiative, interaction was held with school teachers to better understand the changes to the NSC curriculum and National Curriculum.

In 2010, it was again clear that in broad terms the level of performance of first time entering undergraduates correlates with distribution of NSC points, as does the difference in performance between black and white students. It is noteworthy, that performance of black students on descriptive courses (life, Earth and environmental sciences) where assignments and assessments require written essay-type answers, is generally less than performance of the same group on courses where language skills are not as crucial, such as mathematics, computer science and chemistry. There is also some evidence that the life, Earth and environmental sciences attract black students from the weaker end of the academic spectrum. To address this poor performance, the departments in question have mounted tutorial schemes with strong input from educationalists; a concern is that the students in question do not always make optimum use of the opportunities given for additional help.

Apparently anomalously good performance in some first year Maths courses (e.g. 25% of class with distinctions in MAM1000W) reflects in part the structured decanting of weaker students after 6 weeks on the course to courses that cover the material at a slower pace over two years (e.g. MAM1005H). Corresponding high failure rates in the latter courses reflects in part the reality of the student abilities in these (decant) courses. High failure rates of black students in some senior Maths courses remain of concern. Interventions initiated by the Department of Mathematics and Applied Mathematics include the recording of lectures by video or tablet PC software, and although still too early to judge, the results look promising.

At the degree level, the Faculty continued in 2010 with its intervention strategies such as the mid-year review process and early warning system where first year students at risk are indentified and counselled to make curriculum changes to ensure acceptable progress by year end in terms of progression rules.

Faculty Awards related to Teaching and Learning

Prof Gary Marsden (Department of Computer Science) received the Distinguished Teacher Award in 2010 for his innovative approach to using technology in teaching. He also received the Apple Distinguished Educator Award from the Apple computer company in 2010.

The BSc (Honours) in Computer Science and the BBusSci in Computer Science were accredited by the British Computer Society. The implication that this carries is that it equates the quality of our degrees as equivalent to the UK and European standard, and allows our graduates in these degrees to be accorded the international status of Chartered IT Professionals and as Partial Chartered Scientists (the latter requiring completion of Master or PhD degree to convert to full Chartered Scientist status).

Infrastructural Challenges:

A number of departments found that their teaching initiatives were hampered by shortage of flat-space teaching venues (Physics), suitably large lecture venues (Mathematics & Applied Mathematics; especially for the large service courses offered to EBE and Commerce) and sufficiently large computer teaching laboratories (Statistics). These limitations were exacerbated by the large increase in student numbers in EBE and Commerce, and have not yet been able to be addressed. The issue will be raised during the 2012 budgeting cycle and through the University Size & Shape exercise that is currently underway.

Anton le Roex

Dean: Faculty of Science

STUDENTS' REPRESENTATIVE COUNCIL: 2011

Contribution to the UCT Teaching and Learning Report

Students' Representative Council

University of Cape Town

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Abstract

Through the office of the Chair of Academics, the Students' Representative Council made significant effort that sought to address the challenges students face with regard to Teaching and Learning at the University of Cape Town. These efforts ranged from events, ongoing projects and campaigns in addition to looking into policy and structural amendments which directly affect stakeholders in the Teaching and Learning.

Terms of Reference

The purpose of this report is to highlight the following with regard to Teaching and Learning of the University of Cape Town's Students' Representative Council of 2011:

- The role of the Students' Representative Council
- The challenges of the projects and campaigns of the Students' Representative Council
- Successful projects and campaigns of the Students' Representative Council

1. Introduction

The Teaching and Learning Report is primarily geared toward outlining the trends with regard to student profiles and outputs and academic staffing in fulfilment of the University of Cape Town's accountability obligations through:

- Promoting continuous improvement in teaching practices and improve the quality of the student experience through profiling innovative teaching practices
- Reporting on progress with regard to strategies designed to improve the quality of teaching and learning

This report, seeks to exclusively address the initiatives and involvement of the SRC: 2011 in the Teaching and Learning aspect of the University of Cape Town.

2. The role of the Students' Representative Council in Teaching and Learning

The Student Representative Council (SRC) is the highest decision-making student body in the university, subject to the powers of the Student Assembly. It represents students in terms of the provisions of the Higher Education Act and the Statute of the University of Cape Town. It currently consists of 15 registered students elected annually in a campus-wide election. The SRC holds office from 1 November until 31 October in the following year. It runs various programmes for student development and represents students on important university committees throughout its term.

All efforts related to Teaching and Learning are coordinated from the office of the Chair of Academics per the SRC Constitution. The duties of the Chair of Academics are:

a) Preside in meetings of the Academic Council;
b) Be responsible for all academic matters in the SRC;
c) Liaise with Postgraduate and Undergraduate faculty committees;
d) Ensure the development of an environment conducive to academic excellence;
e) Be responsible for creating or enhancing education initiatives within the university and the surrounding communities.

3. Challenges of the Students' Representative Council: 2011

3.1. Undergraduate Student Orientation

The SRC: 2011 finds the orientation programme to be geared more toward social integration opposed to capacitating students about support structures which are readily accessible when needed. Despite the immense value of extracurricular involvement, most of the concerns presented to the SRC by first year students all stem to students 'no knowing'. The SRC faced immense difficulty in re-capacitating students about the existing support structures available to them. Though a consorted effort was made, students feel that the SRC was unable to deliver the same experience as they had during the orientation.

3.2. Teaching and Learning Charter

The Teaching and Learning charter is aimed at fostering a mutual commitment to teaching and learning at the University. The charter outlines the responsibilities of both academic staff and students with the hope that this will enhance the educational experience and create an environment of excellence. The

SRC faced difficulty in getting the charter revised and approved as a result of the time implications. The formal committee meeting process that deals with the formal amendments to the charter runs longer than a term in office as a formal SRC member. However, after a three year process, the SRC: 2011 was able to approve a draft of the charter subject to endorsement of the Senate.

3.3. First Year Experience

The First-Year Experience (FYE) project forms part of UCT's effort to improve the quality of student learning and the general student experience. The project is likely to contribute positively towards goal five of the strategic plan of the university-enhancing the quality and profile of UCT's graduates.

In 2009, the Senate Academic Planning Committee set up a task team to make recommendations on the purpose and nature of the project. The task team then held meetings, a workshop and a colloquium where other universities were invited to share their experiences with UCT. Subsequent to these consultations a proposal which provided valuable basis for the project was developed by Professor David Gammon and Ms Meadows in 2010.

In 2011, no formal events were hosted as part of the project. The SRC: 2011 found it immensely challenging to continue with this initiative after its endorsement as a part of the university's function.

3.4. Course Evaluations

The current Course Evaluation system has not been favourably received by the broader student body. This is a result of a lack of follow-up and purpose on part of academic staff following the completion of a course evaluation. The SRC: 2011 found concerns being raised by students which were later confirmed to have been raised in previous course outlines which had no follow-up.

4. Successes of the Students' Representative Council: 2011

4.1. The First Year Experience

One of the consequences of the FYE was a noticeable increase in dropout rates for undergraduates in their second year of study. As a result the FYE task team had concluded that every year is a first year and the project should not take the format of the current orientation system. Instead, it ought to be an ongoing year-long programme designed to address the issues at every year of study, spanning from the undergraduate entry level to the postgraduate entry level. The SRC: 2011 was able to contribute to structural developments of this project in preparation for 2012.

4.2. Readmission Support Series

Previously, students who have successful readmission appeals and return to UCT did not get any follow up support. Many of these students have unresolved issues and need to be given some support. The SRC has embarked on a pilot support programme which has taken the form of a series of support workshops. The first of this series was hosted on February 19, 2011.

Key issues around academic exclusion within the university have been addressed namely; finance, housing, social cohesion, adjusting and academia. Furthermore, the SRC has drawn on student leadership through the faculty undergraduate councils to highlight peer support structures that are in place as well as indicate any new projects the respective councils may have internally generated through their academic representatives in an attempt to ensuring a smooth sail after the attendee's successful appeals. Perspectives from CDP, Academics, SWS and students will have been included in the programmes.

These workshops have been running on a termly basis and the SRC has engaged in talks to hand this project over to the UCT to ensure that this project continues & does not impose any strain on future SRCs.

4.3. Early Warning System

The Early Warning System was a goal which previous SRCs had pushed for. The SRC: 2011 can proudly lay claim to a successful endorsement from the senior executive committees in assisting the putting together of a task team and obtain funding from external bodies in developing an online Early Warning System.

This system will take the form of the current student self service platform, PeopleSoft whereby students at risk are identified following the completion of their first class test through a predefined report generating mechanism. This will allow for both students and academic staff to identify and direct students to the relevant support structures where appropriate.

4.4. Collaboration between undergraduate and postgraduate students

The Science faculty hosted a joint event titled, the Science Honours Information Hour. This collaboration was the first of its kind sparked the interest of other councils to do the same.

4.5. Quality Assurance Forum

The Student Quality Forum is a collaborative initiative, under the Student Quality Literacy Project, between the Institutional Planning department, Department of Student Affairs and the Student Representative Council. It was formed in line with the objectives of the Higher Education Quality Committee's Student Participation in Quality Assurance Project. This collaboration was started in 2008 with the aim of facilitating and strengthening the students' role and participation in quality assurance.

Since 2009, the Forum has provided a platform for students, in their capacity as class representatives and members of the SRC, to discuss and report on issues of quality and quality assurance related to their learning environment at UCT**.** The forum gives credence to the view that students, as essential stakeholders in higher education need to play an active role in shaping the quality of their education and learning environments, and that their contribution is valuable**.** Therefore, the forum is aimed at giving students opportunities to share their views, experiences, and expectations on their learning experiences.

The forum also aims to influence the development of strategies to continuously improve the quality of its educational practices and processes. Students get a chance to express themselves in the presence of academics, members of the university executive and senior staff members.

The first forum in 2009 laid the ground for future forums. Its focus was on shaping the students' understanding of quality assurance with regard to the core activities of the universities. The 2010 forum was organised under the theme "enabling academic success". Under this theme students were divided into three commissions, the classroom experience; the Orientation Programme and the postgraduate experience. The Quality Assurance Working Group developed a mechanism to ensuring that the issues discussed in the 2010 forum were taken forward and as such, they were referred to various constituencies where they are receiving consideration.

The 2011 forum took place on Saturday 13 August from 09h00-13h00, Zoo 1, Zoology Building, Upper Campus. The discussions fell under the theme "Promoting diversity through teaching and learning." Three commissions discussed: Global Citizenship, creating an enabling learning environment, and creating an enabling environment for students with disabilities. The keynote address was delivered by Dr Helen McDonald, who is a Lecturer in the Department of Social Anthropology at UCT and Ms Claire Kelly, the Diversity Literacy Co-ordinator & Lecturer at UCT iNCUDISA will provide input on examples of good practices at UCT. We used the Forum to launch a "Student Quality Handbook" which has been prepared by the IPD in collaboration with the DSA and the SRC: 2011. The Handbook has been distributed to all class representatives and members of faculty councils.

ANNEXURE 5

Centre for Higher Education Development

Activities in 2010 and plans for 2011

INTRODUCTION

CHED's vision is to be a cross-faculty unit that contributes to continual improvement in the quality of higher education. Its main strategies for achieving this are through widening access; promoting excellence through equity; developing the curriculum in partnership with faculties; enhancing the competence of graduates by ensuring the provision of key skills and abilities; promoting and supporting the development of the next generation of academics; and enabling systemic improvement through the research-led development of informed policy options.

Since the main aims of CHED are very closely related to those underpinning the University of Cape Town's strategic goals, we have not detailed all of our current undertakings in the plan outlined below, but have rather highlighted particular core supporting strategies, and pointed to some new and/or expanded activities and prioritising that we believe will enable CHED to support the goals over the next five years.

In the interests of clarity, the report is arranged to follow, as far as possible, the goals and associated strategies as set out in the 'long version' of the Strategic Plan for UCT ((2009-2013). It is readily acknowledged, however, that there is a great deal of overlap, and that our categorisation is of necessity somewhat arbitrary.

CHED ACTIVITIES 2010 – 2014

Goal 1: Internationalising UCT with an Afropolitan niche

CHED's current work in this regard includes active participation and leadership in the Partnership for Higher Education in Africa's ambitious project on the use of educational technology to enhance teaching and learning in Africa, and on the mixed-mode, block release postgraduate Diploma programme in Educational Technology which draws students from across Africa. In addition, policy, research and development for such associations as ADEA (the Association for the Development of Education in Africa) and through the auspices of the Council on Higher Education and the European Union has led to some work in other African countries, mainly constrained by our very limited capacity to undertake substantial work. UCT's Summer School, drawing lecturers and participants from a wide range of countries, and the South African Association for Canadian Studies, contribute to the realisation of the internationalisation goal.

CHED's major plans for expansion or new work in this regard include the implementation of the mission of the newly established Confucius Institute (involving an active African network of Confucius Institutes as well as international links); expanding the international 'island programmes' activity in the Centre for Open Learning; and expanding capacity to contribute to converting existing postgraduate courses to 'mixed-mode', block release offerings that can cater for widely dispersed student cohorts. In addition, the CDP, through the Graduate Recruitment Services team, will explore new channels to support international students in facilitating opportunities either in their home country

or where not possible due to economic conditions, alternative models of experience (it should be noted that, should UCT wish to create a niche for themselves as experts in their field on the continent and specifically in emerging markets, consideration will need to be given to what constitutes the skills and profile of graduates working and living in emerging markets.

Goal 2: Transformation of UCT towards non-racialism – redress, diversity, inclusiveness and the recognition of African voices

Demographic change: full diversity of SA represented at UCT

Equity of access is a central element of CHED's mission. Currently, CHED's major strategies in this regard relate to our efforts in admissions and placement testing, our work in supporting Recognition of Prior Learning (RPL) processes, the provision of curriculum flexibility at entry level, and pre-admissions career counselling.

Areas of expansion or growth include the expansion of pre-admissions career counselling and appropriate resources (2011 will see the launch of a pre-admissions video, for example), particularly in respect of students at schools without such capacity, and the provision of career related interventions in programmes that support UCT's objectives such as LEAD, SHAWCO, and the Schools Development Unit activities. In addition, areas of focus include increased efforts in admission testing for academic potential (to widen access), and the effective roll-out of the National Benchmark Tests (NBT) Project to make more effective our placement and diagnostic capabilities. The outcome of the UCT bid to secure a second NBTcontract from HESA, for national implementation of the project, will have an important bearing on CHED's future work in this area and on its funding.

CHED staff are also undertaking increased involvement in Admissions matters, through contributing to the work of the Admissions and Progression Committee and the Admissions Policy Review Task Team on admissions and placement policy, and working with Faculties on programme-specific policy development and implementation.

The ADP Research Project, an extensive study of characteristics of the first cohort of entrants to have followed the new NSC curriculum, is expected to make a valuable contribution to educational development in the extended programmes and the mainstream.

Strengthening student support to improve course success and throughput rates

Extended programmes, which offer alternative entry-level curricula geared to the needs of talented but disadvantaged students, have long been CHED's major strategy aimed at assisting UCT to achieve equity of access and success. Extended programmes in various forms are offered in all Faculties. Substantial funding for this provision (approximately R7 million in 2010) comes from the DHET's foundation grant scheme, which has facilitated growth in extended programmes and freed up funding for use in other initiatives.

In consultation and collaboration with the faculties, it is CHED's aim to strengthen and expand foundational provision within extended programmes. There are significant developments in this area in the Humanities Faculty, facilitated by a recent appointment to the Humanities ADP Coordinator post, which had not been filled for many years. In addition, there has been major growth in the Commerce extended programmes, and an effective doubling in the capacity of the ASPECT programme in EBE is being planned. These developments are linked to the current review of admissions and placement policy, and are explicitly aimed at improving student success and throughput. Efforts will also be made to extend opportunities for developing academic and quantitative literacies both within and beyond foundation provision, through customized courses or integration into existing courses.

It is of interest that UCT's efforts to expand postgraduate enrolment are drawing attention to the need for AD at the lower postgraduate levels, particularly for graduates from other institutions who have difficulty in adjusting to the demands of UCT's programmes. The Extended Honours in the NASSP programme in Astronomy, funded by the DST, is a pioneering effort in this area.

Apart from the various facets of foundational work, CHED is seeking to put increasing effort and resources into mainstream educational development, designed to assist the Faculties in devising and implementing course design and teaching approaches that are effective for the diverse student body. This work, though still at an embryonic stage in most Faculties, is generating interesting and mutually educative staff development activities between CHED and regular departmental staff, in the form of both formal courses and a range of non-formal initiatives. Work in the Clinical Education area in Health Sciences is a good example of the latter. Extending AD beyond first-year courses is another facet; for example, Investec have agreed to fund a new post in Accounting, to be dedicated to post-first-year AD. One strategy to enable and co-ordinate such work is to establish a more comprehensive network of EDU-like structures as joint ventures between a Faculty and CHED, where this is feasible and agreed by all parties.

The contribution of the 'Third Term' to throughput is a vexed area. In the conclusion to a report written to the task team charged with reviewing the TT, it was stated: "… the TT was conceptualised as an important strategic priority for UCT. It is not clear at this stage what the commitment of faculties and the institution as a whole is in this regard, and it could be argued that it is this that needs to be urgently considered before the more practical nuts and bolts issues are addressed." Indications are that the TT has indeed made an important contribution to throughput, and it is believed that the outcome of the task team's review will help to give clarity of future directions in this regard.

The newly established, donor-funded 'Centre for Improving Teaching and Learning' (CITL) in Higher Education, a national project based in CHED, has identified challenges in teaching large classes as its first focus area, with four institutions across the country conducting research and development case studies in different disciplinary areas and contexts.

Inclusiveness: UCT as a place that is 'owned' by all its staff and students

Initiatives currently in place to achieve this goal include the New Academic Practitioners' Programme (NAPP), the Multilingual Education Project and in particular its Masethethe isiXhosa courses, mentoring programmes, the Postgraduate Literacies Project and CHED's Equity Development Programme. Also making a significant contribution to this goal are CHED's many academic staff development initiatives: in this regard, CHED staff (particularly through HAESDU), are making important and increasing contributions.

A major new project in which CHED has a substantial interest is the First-Year Experience project, which is being developed under the auspices of DVC Jo Beall and the SAPC, with strong involvement by the SRC. This project aims to implement a holistic approach to student development at the crucial first-year stage, integrating academic and psycho-social support and promoting productive student engagement with the university as a key means of stimulating learning.

Plans in relation to this goal focus mainly on more effective coordination across CHED, with the aim of providing more effective services and opportunities.

Inclusive curricula and engaging with African voices

CHED's current work in this area includes much that has been outlined above (such as extended curricula, effective selection and admission criteria aimed at widening access and enhancing throughput).

New initiatives include such diverse undertakings as:

- expanding and intensifying work in mainstream curricula (i.e. beyond the extended programmes);

- developing and establishing service learning opportunities for students (and staff);
- recognising, extending and consolidating the experiences and insights of students in volunteer work (see 5.5 below);
- harnessing and developing the potential of information and communication technologies to connect and collaborate with colleagues elsewhere in Africa; and
- expanding the scope and reach of multilingual glossaries designed to support student learning.

Goal 3: Working toward a desired size and shape for UCT

Increasing numbers in the research-oriented postgraduate qualifications

At present, CHED's contribution in this area includes the Postgraduate Literacies Project (Writers' Circles, customised workshops); the Tutor Development Project (providing support for postgraduate students in this role and early induction as academics as well as financial support during postgraduate study); the CHED residential PhD Retreat; the mixed-mode block release Masters in Educational Technology, and the work of the Equity Development Programme. The Postgraduate Literacies Project is seen as a nodal growth point for a range of developmental initiatives focusing on postgraduate teaching and supervising as well as student support. The budget proposals include provision for upgrading a part-time post in this area to full-time, funded by savings in other areas of CHED.

Future planning will focus on consolidating resources and expertise across CHED in the postgraduate development area, and developing and harnessing capacity to contribute to the development and support of flexible learning activities and delivery modes at the post-graduate level.

To support continuing education

CHED's main current initiatives here are the annual Summer School, the activities of the South African Association of Canadian Studies, the Inaugural Lectures programme, and the short courses run by the Public and Continuing Education Division (PACE), all offered by the Centre for Open Learning.

Plans for expansion or new initiatives in the regard include diversifying the range and age of Summer School and PACE participants through (for example) changes in delivery modes and times where feasible, and re-designing the COL to maximise impact. Moving to more flexible and mixed-mode delivery capacity in formal postgraduate programmes would also create opportunities for continuing education particularly for students who cannot afford full-time study.

Goal 4: The development of research at UCT

Increased visibility

Currently, Vula is used quite extensively to support research collaborations. Future plans include an increased focus on the development and support of research environments and e-research tools – during the course of 2011, this is likely to result in requests from CET to ICTS for the use of up to 2 more virtual servers. Another area where CET's work has broadened is that of scholarly communication, which addresses the need to support increased visibility for all UCT's knowledge production via numerous online dimensions. Building on the work CET undertook on the Shuttleworth-funded project 'Opening Scholarship', CET hosts (with the Research Office) the 'Scholarly Communication in Africa' (SCA) programme – a 3-year, IDRC-funded initiative aimed at increasing the contribution of African universities to regional and global knowledge production.

Develop and refine support for emerging researchers

In this respect, CHED's current activities that impact on emerging researchers include the NAPP, mentoring of staff, teaching (and researching) with technology, and the Postgraduate Literacies Project.

At this stage, future plans in this regard focus on improving collaboration within CHED to ensure maximum efficiencies and impact: in order to facilitate this, increased administrative support has been deployed.

Goal 5: Enhancing the quality and profile of UCT's graduates

Identifying distinctive features of the UCT undergraduate curriculum

CHED's current work focuses on integrating academic, quantitative, information and computer literacies into undergraduate curricula, through a combination of integrated and special focus courses. CHED staff are also centrally involved in the investigation into Graduate Attributes that is being led by DVC Jo Beall under the auspices of the SAPC.

Future plans include a renewed focus on mainstream curricula; the phased introduction of service learning courses across faculties, and an increased emphasis on multilingualism and 'internationalisation at home' activities.

Preparing UCT graduates for a global workplace

At this stage, future planning includes the roll-out of activities by the Confucius Institute, which will provide opportunities for students to learn Mandarin and engage with issues relating to China through participating in short courses, public lectures, or modules within formal curricula (short courses begin in the second semester, 2010, with credit-bearing courses in Humanities starting in 2011). Another focus is the development of student competencies in the effective and flexible use of ICTs to engage confidently with global issues.

Providing opportunities for more breadth within the undergraduate curriculum

Currently, CHED staff are actively engaged in the CHE's project on the four-year curriculum, and further engagement will depend on how this unfolds.

Developing a commitment to social justice

CHED is currently involved in activities such as RPL (Recognition of Prior Learning) and curriculum development for service learning through the formal curriculum.

Plans in this regard include the establishment of the 'Social Justice and Community Engaged Teaching and Learning' (SJCETL) project, with 3 interlinked focus areas: critically engaging with student volunteerism; supporting and developing socially-responsive teaching and learning, and policy development on SR. The first two modules of this 'course' begin in August 2010, and it is envisaged that larger scale roll-outs will take place in 2011, following the findings of the 2010 pilots.

Promoting innovative teaching and learning methodologies

The Centre for Educational Technology provides a variety of opportunities for staff to engage with the ways in which ICTs can be harnessed to enhance teaching and learning: for example, it offers grants for development projects, workshops on specific topics, collaborative teaching support, and develops and maintains UCT's major learning platform, Vula. CET also works in close collaboration with several teaching and learning initiatives within and external to CHED: in relation to the CITL mentioned in 2.2 above, for example, there is ongoing development work into the contribution of educational technology to teaching and learning and management issues, related to large classes.

In addition to providing a range of courses focusing on effective teaching, CHED contributes to the development of an institutional culture which values and promotes teaching and learning through active participation in key UCT committees, and by contributing to institutional events (e.g. the UCT Teaching and Learning Report, the UCT Symposium in Teaching and Learning, and the CHED award for Collaborative Educational Practice). CHED also contributes to UCT's quality development systems through supporting the academic review system and developing tools with which to improve feedback systems for teaching and learning – an example here is the course monitoring instrument.

Future plans include reviewing existing criteria and awards processes with the aim of developing a coherent and effective annual awards process.

Goal 6: Expanding and enhancing UCT's contribution to South Africa's development challenges

Goal 6.4 Enhancing UCT's contribution to social reconstruction and development through socially engaged research and teaching

See 5.5 above (establishment of the 'Social Justice and Community Engaged Teaching and Learning' (SJCETL) project.

FINANCIAL IMPLICATIONS OF NEW INITIATIVES

Strategic funds were granted to establish the 'Social Justice and Community Engaged Teaching and Learning' (SJCETL) project. On the whole, however, and as stated in the narrative report accompanying the CHED financial report to 30 June 2010, our "… guiding principle, both in the 2010 forecast and in the 2011 plan, has been to proactively look for ways to cover unplanned expenditure, or expenditure in excess of the set parameters, by matching savings elsewhere; and ensuring that any new activity is supported by additional revenues."

CONCLUDING REMARKS

The aim of this brief document is to provide a picture, a snapshot, of CHED's thinking in relation to the UCT strategic plans and goals. The activities and plans outlined have therefore not been put forward in any detail, and are not fully comprehensive. It is our continuing responsibility to develop fully fleshed plans, with clear timelines and outcomes.

Detailed reports of CHED departments can be found on the CHED website http://www.ched.uct.ac.za/.

ANNEXURE 6

ANNUAL REPORT OF THE CONTRIBUTIONS OF THE INSTITUTIONAL PLANNING DEPARTMENT TO TEACHING AND LEARNING IN 2010

The Institutional Planning Department enhances the responsiveness of academic planning in the university to national and institutional goals and promotes ongoing improvement in teaching and learning through:

- the organisation of reviews of academic departments
- the provision of data to support evidence based planning and monitoring
- building the capacity of students to engage with quality issues related to teaching and learning
- the ongoing review of UCT's quality management systems
- facilitating alignment with national policy requirements
- facilitating debate about the implications of the university's strategic goals for academic planning, and
- providing support for university-wide initiatives designed to improve the quality of teaching and learning
- identifying opportunities for community based education projects for students through UCT Knowledge Coop.

Highlights of 2010 include:

- the organisation of the 2010 Teaching and Learning Symposium in collaboration with CHED with a particular focus on how academic use the notion of graduate attributes in the design of curriculum and the choice of particular kinds of pedagogies and methods of assessment.
- The organisation of a workshop on the First Year Experience which culminated in the establishment of a task team charged with examining ways of improving the quality of the First Year Experience in order to improve student success
- The tracking of successive cohorts of "new" master's and doctoral enrolments in the different faculties until the end of the 2009 academic year with a view to assist with the development of strategies to improve success rates
- The commencement of processes to align UCT's postgraduate qualifications with the requirements of the Higher Education Qualifications Framework
- A significant increase in the number of requests from academics for disaggregated data to inform the development of focused strategies to improve student throughput
- The provision of support for the review of the committees in the academic arena, and
- The organisation of meetings with staff in Quality Assurance Units from the University of Venda, Walter Sisulu University, the University of Botswana, and Makerere University. A formal agreement was signed with the University of Namibia on quality assurance related issues.

1. The Academic Planning Unit

The main activities of the Academic Planning Unit revolve around facilitating institutional processes related to applications for new programmes and servicing the Senate Academic Planning committee (SAPC). This report will therefore focus on work related to these two functions.

1.1 Applications for new programmes

The following qualifications were approved by the Department of Higher Education and Training and accredited by the Higher Education Quality Committee in 2010:

- Postgraduate Diploma in Health Professional Education
- Postgraduate Diploma in Addictions Care
- Postgraduate Diploma in Dermatology Nursing

- Master of Philosophy in Emergency Medicine
- Master of Philosophy in Allergology

1.2 Servicing the work of the Senate Academic Planning Committee

1.2.1 Improving the quality of the student experience

A First Year Experience seminar was held on 31 May. Presentations were made by staff from the Universities of Stellenbosch, Witwatersrand and Johannesburg. Thereafter the SAPC constituted a task team to formulate an approach to establishing a First Year Experience Initiative at UCT. The task team met several times and identified a number of parameters to guide its work viz. the need for an integrated, holistic and evidence based approach that would reflect the particularities of the UCT context. Work to establish the infrastructure for an Early Warning System was initiated. The task team convened a workshop for 22 December to discuss the feasibility of compiling an integrated calendar of activities for first year students. However it was decided that it would be premature to develop the calendar as there was insufficient information of the full range of planned activities and dates at that stage.

1.2.2 Graduate attributes

The SAPC received regular progress reports on the Global Citizenship, Leadership and Social Justice Pilot project from Prof Beall. The pilot programme ran two modules: module 1 was *Global debate, local voices*, and module 2, *Thinking about volunteering: service, boundaries and power*. Both modules ran in the second semester over a period of 11 weeks, and students elected to do either module, or both. They were delivered through a blend of face-to-face and online learning via Vula although Module 1 was designed to be primarily online, and module 2 primarily face-to-face. Recruitment for the programme occurred over three weeks from mid-July to early August. The recruitment target was to have 25-30 students registered for each module. Main recruitment methods included the use of mailing lists, a poster campaign on upper campus, and word of mouth. The expected recruitment target was far exceeded. 115 students registered.

Given the strong emphasis on seeking to develop distinctive attributes amongst UCT Graduates in the revised Mission Statement and the Strategic Goals, and the Evidence of an increasing international focus on the part of many premier universities, university associations, and national funding and Quality Assurance Agencies on assessing and improving the quality of learning outcomes of graduates, the Quality Assurance Working Group(QAWG) believed that it was desirable to re-open the debate on graduate attributes. In formulating an approach for UCT to engage with the new Mission and Strategic Goals QAWG was mindful of the need to be sensitive to the concerns that had previously been raised by most of the faculties about the value of identifying generic graduate attributes. QAWG therefore proposed that the SAPC should facilitate debate on the implications of the strategic goals and the new mission for thinking about the curriculum at UCT by drawing on the experiences of academics on the ground, who were grappling with the challenges of designing curricula that would develop particular kinds of graduate attributes.

The SAPC decided to use the 2010 Teaching and Learning Symposium and the 2009 Teaching and Learning Report for this purpose. The SRC and the Deans were requested to nominate people to write reflective pieces on how they used graduate outcomes to inform the design of their curricula and pedagogy. A task team comprised of members of QAWG selected four presentations for the Symposium. Several additional pieces were chosen for incorporation into the 2009 Teaching and Learning Report. One of the presentations made at the symposium was not included in the report as it was intended as an introduction to other pieces which were ultimately not used in the symposium.

The symposium also included presentations by the recipients of the CHED Collaborative Teaching Award.

The SAPC approved a proposal from QAWG to organise a regional symposium with international participants on graduate attributes and assessing the quality of graduates in collaboration with the other higher education institutions in the region, the provincial government and the National Business Initiative. The symposium was scheduled for March 2011.

1.2.3 Higher Education Qualifications Framework (HEQF)

The SAPC established a task team under the leadership of Professor Jonny Myers to generate proposals for the introduction of a Professional Masters' Programme. The proposal went through several iterations before being approved by Senate in November. Extracts from the proposal were incorporated into UCT's submission to the Council on Higher Education on the proposals for reviewing the architecture of the HEQF compiled by the IPD. The SAPC discussed the review and added a number of areas which it felt should form part of the review.

The SAPC commenced the process of mapping existing UCT Honours, Masters and Postgraduate Diplomas against HEQF requirements and faculties started preparing to align their qualifications with the requirements of the HEQF. .

The IPD organized a workshop on the HEQF in May 2010 for faculty managers and programme conveners

1.2.4 Implications of UCT's strategic goals and new mission for the SAPC

The SAPC held a workshop on 24 August. Ms Favish presented a report on recent international developments with regard to academic planning and quality assurance. The main recommendations emanating from the workshop were:

- The agendas for the SAPC should be streamlined and have more of a strategic focus
- There should be a technical task team to facilitate engagement with more technical issues related to academic planning
- Possibilities for establishing a budget for university wide teaching and learning initiatives should be explored
- A teaching and learning strategy should be developed
- Periodic inputs should be provided to the SAPC on key international developments with regard to academic planning
- the committees that currently deal with issues pertaining to teaching and learning should be streamlined
- An approach should be formulated for deepening the discussions about graduate attributes within the university and enhancing developmental work in this area
- Presentations on international developments with regard to graduate attributes should be made at various structures e.g. faculty boards, meetings of programme conveners and first year course conveners

1.2.5 Teaching awards

The SAPC discussed a proposal to establish Teaching Fellowships. This was referred to the Academic Staff Development committee. The Staff Development Committee approved an amount of R750k for teaching development grants from the University's Skills Levy Fund. This was a significant milestone in helping to incentivise academic staff to improve the quality of teaching

1.2.6 Other matters discussed by the SAPC

- A joint workshop on the proposed restructuring of the UG curriculum was held with the Senate Executive Committee
- A policy of library collections was discussed
- A draft document on credit accumulation and transfer prepared by a Higher Education South Africa task team was discussed
- Revised templates for new streams and qualifications were discussed and submitted to Senate for approval
- 8 applications for new qualifications were considered by the SAPC
- A proposal to review the present Senate structures dealing with teaching and learning was approved by SAPC and a task team commenced working on proposals

2. Institutional Information Unit

The following brief description of the role and functions of the IIU has been provided in order to contextualize the work related to teaching and learning:

The IIU's core function is to provide critical management information in support of decision making at the University. The unit provides annual management information reports such as the Dashboard and the Faculties Report, which feature, among other things, data on student enrolments, profiles, graduations etc. at both the Faculty and Departmental level. The IIU compiles the annual enrolment plan as well as the university's three-year rolling plans and related reports that are sent to the national Department of Higher Education and Training and helps to oversee the university's planning and budgeting process, alongside the Finance Department. It follows a three year cycle of evaluations within which it carries out the annual Graduate Exit Survey and conducts institutional research on identified problems, such as "no-shows" and "drop-outs".

Other core tasks undertaken by the IIU relate more directly to the Teaching and Learning function. In addition to compiling the quantitative data and narrative summary for the annual Teaching and Learning Report itself, these include:

- Providing data, analyses and training for UCT staff and panel members in support of the Academic Reviews
- Continuing to roll-out the HEDA, the web-based MIS that enables the academic sector (amongst others) to explore student performance at a highly nuanced level
- Carrying out postgraduate cohort tracking studies at the masters and doctoral level; and
- Responding to ad hoc requests for student data and analysis, many of which are required in order to support teaching and learning initiatives.

This document provides a high level report on activities undertaken during 2010 relating to the four bullet points above.

2.1 Supporting the Academic Reviews

As was mentioned above, the IIU provides data and analyses in support of the Academic Review process and also provides training for departmental staff compiling their self-review portfolios and for the panelists in engaging with this data.

Only two academic reviews were carried out during 2010. The first of these, Visual and Art History, was a special review carried out to in order to make recommendations in relation to the departmental location of these offerings, and was thus not directly focused on teaching and learning issues.

The second was the academic review of the Academic Development Programme. The IIU provided a great deal of data for this review, and specifically in relation to student profiles and performance on the foundation programmes and courses.

2.2 HEDA Roll-out

HEDA is a web-based Management Information System that provides a range of data elements, cubes and fixed reports that enable users across the university to investigate student profiles and performance. HEDA falls within the ambit of the IIU which aims to expand use across the university thereby improving access to data. Although HEDA essentially "sits" on top of HEMIS (the Higher Education Management System, which is the audited student and staff dataset that is submitted to the Department of Higher Education and Training each year), it also incorporates operational data from PeopleSoft and can be customized significantly to suit individual user needs.

Several HEDA training sessions were conducted during 2010, participants included academic staff as well as administrative staff within the faculties. Training sessions usually last for an hour and are supported by an instruction manual prepared by the IIU and are often aligned with the specific needs of the relevant Faculty or Department.

The Department of Chemical Engineering was specifically trained in the use of the HEDA Student Tracking Module, which was required to inform its curriculum review. This module uses HEMIS data as a base to determine the number of graduates, retention and/or throughput for a particular cohort or 'tracking cluster'.

2.3 Carrying out Postgraduate Cohort Studies

During 2010, the second analysis of the progress of entering postgraduate (masters and doctoral) cohorts was carried out. This work involved tracking successive cohorts of "new" masters and doctoral enrolments in the different faculties until the end of the 2009 academic year. These analyses permit the identification of numbers and proportion of students, by race and gender, who had either upgraded (in the case of master's students), dropped out in good academic standing, were excluded on academic grounds, or graduated by the end of the 2009 academic year. It must be pointed out that longitudinal tracking of senior postgraduate students presents particular challenges because of the flexible registration dates and the more frequent leave of absence (in comparison with undergraduate students). However clear problems emerged in relation to the completion rates amongst both master's and doctoral students and these will be addressed through the Board for Graduate Studies.

2.4 Ad hoc work

The IIU responded to numerous external and internal requests for data and analysis during 2010 (in the order of 250). Most of these requests required student enrolment and profile information, but several dealt with student performance on specific programmes and courses, and these could be construed to be in support of teaching and learning issues in specific areas.

A significant number of requests for analysis of the longitudinal performance of students in particular programmes were also dealt with. Traditionally cohort tables have taken the form of an analysis, by degree (e.g. BSc(Eng)) of the academic progress of first-time entering undergraduate students carried out five years after their initial enrolment at UCT. These analyses were able to provide both an overall and a demographic view of student retention and completion patterns.

During 2010, however, interest appeared to shift towards generating longitudinal analyses on individual programmes rather than at the qualification level, and to tracking cohorts until all entrants had exited the system. Several requests were also dealt with requiring information on the longitudinal progress of students who had completed particular first year courses. Many such analyses were performed for the EBE academic development unit.

Other examples of analyses done in support of teaching and learning include the provision of a database for Actuarial Science enabling the department to compare performances of students by race and gender, data provision for the Summer Term review, download for AARP to assist in tracking student performance in relation to NBT results and the detailed tracking of undergraduate students in Mechanical Enginneering.

3. Quality Assurance Unit

The main functions of the Quality Assurance Unit at UCT are to support quality assurance through managing reviews of academic and support departments, quality promotion, aservicing university-wide quality assurance structures, and helping to monitor and improve the effectiveness of UCT's Quality Management Systems. This report is intended to provide a summary of the unit's activities in 2010, pertaining to the academic reviews, the work of the Quality Assurance Working Group, the student project on quality assurance and strengthening partnerships with African universities.

3.1 Academic Reviews

This section of the report provides a summary of the findings of the academic reviews conducted in August and November 2010. Two academic reviews were conducted of which one was a discretionary review, namely: Visual Art History located in Humanities (discretionary review) and the Academic Development Programme (ADP) located in the Centre for Higher Education Development (CHED). However, this report only focuses on the ADP review as the Visual Art History review was adiscretionary review).

The ADP review report acknowledged the University's role in facilitating a structural arrangement that supports the work of ADP. However the report recommended that:

(a) The University consider supporting a comprehensive and unified approach to teaching and learning via the proposed new University-wide Teaching and Learning Committee which will have an overview role for coordinating all University activities in this area;

(b) The University clarifies the role of ADP with the faculties so they better understand what ADP does and does not do;

(c) For future decisions regarding new developments within ADP and to promote its work that a new Advisory Committee of relevant beneficiaries is re-established.

The report further recognised the growing concern about the failing 'tail' in mainstream programmes; these include students (including increasing numbers of black students) who are either failing or only achieving marginal passes and the need to increase the overall pass rate of all students. In this light, the report recommended that the ADP and University's future planning take into account the resources needed to enhance the success rate and quality of the learning experience of all students. The University leadership was recommended to institute a process to investigate the steps that UCT should be taking to improve student performance in the mainstream. Additionally, the report suggested that the University Executive consider the establishment of a competitive fund to make grants available for curriculum and associated development initiatives, as an incentive to stimulate innovative teaching and learning practices which address improving mainstream student performance.

The review panel commended the ADP:

- For the proactive leadership role it has taken both at UCT and at a national level in the field of academic development;
- The Faculty of Commerce's Academic Development Unit (EDU) was commended for its proactive approach to academic development and its ability to raise the status of the academic development programme in that faculty.
- The University was commended for facilitating a structural arrangement for the work of ADP that both supports the work that ADP does and recognises the importance of the academic status of the personnel in its organisation. ADP was commended for its vision in implementing best practice in its organisational structures.
- For the credibility that its highly qualified and experienced staff enjoy within faculties/departments. Furthermore, they are to be commended for the high level of staff morale within these faculty-based units.
- For successfully securing funding and managing to convert much of their requirements to the general operating budget (GOB), helping to ensure the sustainability of their operation.

3.2 Servicing the work of the Quality Assurance Working Group

3.2.1 Review of the committee structures in the academic arena.

In 2010, the Deputy Vice Chancellor responsible for quality assurance, consulted with all the Deans about the proposal to establish a Teaching and Learning Committee for which there appeared to be broad support. She was concerned about confusion, duplication and the potential for omissions in relation to the work of the Examinations and Assessment Committee, the Timetable Committee, the Quality Assurance Working Group, the Admissions and Progressions Committee and the Senate Academic Planning Committee. She also believed that the creation of a Teaching and Learning Committee would help elevate the status of teaching and learning within the institution. She then established a task team reporting to the Quality Assurance Working Group to generate proposals for restructuring the committees. The task team conducted an analysis of the activities of the committees in the academic arena over a 3 year period. The analysis helped to inform the proposal that will be submitted for approval later in 2011.

3.2.2 Report of the 2010 Student Quality Forum

The aim of the student quality forum is to provide students with a platform to discuss issues related to Quality Assurance, and to empower students to play a stronger role in helping to improve the quality of the teaching and learning at UCT.

The Forum was held on Saturday, 10 April. The theme chosen was “Enabling Academic Success”.

Student leaders from across the student governance were invited, including class representatives. In addition, the forum was attended by Prof Jo Beall, Deputy Vice Chancellor, Ms Moonira Khan, Executive Director: DSA, Prof David Gammon, Deputy Dean of Science, Ms Judy Favish, Director: Institutional Planning Department, Ms Edwina Goliath, Director: Student Development.

Presentations were made by Ms Prem Coopoo, Dean of Students: University of Witwatersrand and Prof Anwar Mall, Head of Surgery, Faculty of Health Sciences at UCT. The former presentation focused on the First Year Experience Programme at the university and the latter presentation focused on the support system available in the Health Sciences Faculty to students, as a best practise model within UCT.

In session two of the Forum students were divided into three commissions, namely: the classroom experience; the Orientation Programme and the postgraduate experience.

In commission one, Prof David Gammon briefly presented on the Teaching and Learning Charter as the base document informing the class room experience;

The participants highlighted the following issues with respect to the Charter:

- The charter is not very accessible to both students and staff
- The need for the charter to speak to a mutual commitment from both staff and students to the learning/ teaching process
- The importance of developing an accountability mechanism for engaging with academics who don’t adhere to the requirements of the Charter

Proposals emanating from Commission One were that:

- Prof Beall would raise the need for the university to develop ways to hold academics accountable for implementing the Teaching and Learning Charter at the Heads of Department Forum
- Student Faculty Councils would each raise within their faculties the need for faculties to extend the use of web-based course evaluations
- The SRC and Student Faculty Councils would seek to set up regular meetings between student leadership and Deans within faculties (these meetings may from time to time include class representatives)
- The SRC and Student Faculty Councils should formulate proposals for strengthening the Teaching and Learning Charter

In Commission two, Ms Shamla Naidoo provided a base document with respect to the current Orientation Programme. The document gave an overview of the current objectives and/or policy consideration driving the programme;

The participants highlighted the following issues with respect to the Orientation Programme:

- Students experience an information overload in the current programme;
- The importance of tapping into the capacity of orientation leaders, possibly developing them into student mentors beyond the current orientation period;
- The urgent need for a post graduate orientation;
- The need for the university to move towards a first year experience which is structured as part of the first year curriculum as opposed to the current limited orientation programme;
- That the IAPO programme needs to be integrated into the Faculty programmes.

The following issues were highlighted with respect to the postgraduate experience:

- The need for more support for international students admitted from countries where English is not the language of instruction

- The lack of sufficient funding support for postgraduate international students The need to revisit the manner in which supervisors are allocated to students
- The need for all faculties to establish post graduate computer laboratories and increased capacity of the Research Commons); and
- The need for a review of the effectiveness of the Memoranda of Understanding between supervisors and students

QAWG ensured that issues discussed at the 2010 Student Quality Forum were taken forward. The working group wrote to Deans requesting them to reflect on their current mechanisms for engaging with faculty councils and to discuss ways of improving channels of communication with them. The communication highlighted concerns about inconsistent use of course evaluations across faculties. QAWG felt that the reports from the deans regarding faculty councils were satisfactory. However the the Academic Staff Development Committee was requested to discuss how staff can be better prepared to manage course evaluations. The Dean of CHED was tasked with ensuring that the Senate Executive Committee continues to review the use of course evaluations. The SRC initiated discussions with students related to the review of the Teaching and Learning Charter. A workshop was convened on the First Year Experience to which speakers from the Universities of Johannesburg and Stellenbosch were invited. This led to the establishment of a task team which was charged with formulating proposals for a university wide First Year Experience Initiative. The Postgraduate and Orientation issues raised at the forum were referred to the Board for Graduate Studies and Orientation Committee respectively where they are receiving consideration.

3.2.3 Other matters addressed by the QAWG

- The review of the Teaching and Learning Charter
- Ideas for strengthening and promoting the IPD's Good practices database
- The Role of QAWG in mitigating Risk in relation to Failure, Throughput and Retention
- The compilation of a Student Quality Handbook which will be launched at the 2011 Student Quality Forum
- Research on student performance
- The planning for the Annual Teaching and Learning Symposium
- Ongoing support for the First Year Experience Project
- Possible revisions of the Academic Review Guidelines, with respect to the role of the students and international panellists

3.3 Promotion of Afropolitanism

The Unit has forged a number of relationships with local and other African universities. In 2010, the Unit hosted the following universities: University of Venda, Walter Sisulu University, University of Botswana, Makerere University and signed a formal agreement with the University of Namibia on quality assurance related issues, which Namibia is beginning to embrace in its higher education sector, as are a number of other countries in the Southern African Development Community (SADC). The MoU fits in well with UCT's Afropolitan ambitions and allows the university to broaden its knowledge of universities in other parts of Africa. These relationships are likely to contribute positively towards goal one of the university's strategic goals- Internationalising UCT via an Afropolitan Niche.

4. The Social Responsiveness Unit

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. For this reason three projects involving student engagement with critical social issues were supported by the Vice Chancellor's Strategic Fund in 2010.

4.1 Technology Deployment for Sustainable Urban Development: Engagements with Informal Economy Catering - A "Foundation for Public Good" project in the EBE Faculty

Funding of R 920 000 was made available from 1 April 2010 to harness energies from within the EBE Faculty and other cognate units at UCT to start imagining, describing and demonstrating development paths for a key sector of the informal economy in African urban settings: street catering. Notably, the UCT chapter of Engineers without Borders (EwB), the first of its kind in South Africa, exposed engineering student volunteers to new terrain via fieldwork and engagements with practitioners.

4.2 Global Citizenship, Leadership and Social Justice Pilot Project

A pilot project was launched with the following objectives:

- To expose students to a broad foundational knowledge on issues relating to global citizenship and social justice that go beyond the immediate requirements of their professional degree or major discipline.
- To promote students awareness of themselves as future citizens of the world with a motivation to work for social justice through involvement in community service/volunteering.

The pilot offered two modules: Global Debates, Local Voices, and Thinking about Volunteering: Service, boundaries and power. Students could elect to do either module, or both. A total of 64 student completed both modules.

Module 1 was constructed around *four themes* lasting two weeks each - Debating Development; War and Peace; Climate Change and Africa in the Globalised world - with an introductory orientation session at the beginning. Each theme comprised a series of 6-7 online learning activities that demanded different kinds of responses, with each one flagged as '(highly) recommended', 'optional;' or 'compulsory'. The module was designed to situate students within their country, continent and world. Students were asked to consider what it means to be part of 'the developing world'; to debate whether wars are ever justified and whether peace is always in the interests of all; to ponder global warming and its effects especially on poor communities, and to examine different notions of knowledge and how they are imbued with power.

Module 2 - Thinking about volunteering: service, boundaries and power - had two components: 15 hours of community-based service, and facilitated learning and reflection. The learning consisted of both classroom-based face-to-face sessions (12 hours) and online in the form of blogs. The service that students were engaged in formed the main text of the module and informed their learning. In this way they were encouraged to think of themselves in the role of 'active citizen' engaged in community service work. The module was divided into *five themes* that addressed various aspects of the students' service work including self and service, contexts of inequality, the ethics and paradigms of service, development and sustaining new insights.

4.3 UCT Knowledge Co-op

A successful bid under the 2009 Vice Chancellor's Strategic Fund made it possible to set up the UCT Knowledge Co-op as a pilot facility in August 2010. Its purpose is to offer external constituencies easy access to the knowledge, skills, resources and professional expertise within the university around problems they experience. Importantly, it also provides a framework for research and student training and learning that is grounded in an engagement with society.

During the first months the focus was on meeting with 22 potential champions of the idea within UCT, in order to map some of the existing relationships with external partners and procedures of engaging with them. The engagement with these external groups produced a list of issues on which they wanted to collaborate with UCT. Where suitable these were submitted to academics across the university, and many were then included in lists of research topics or opportunities for community based education projects offered to students at the start the first semester of 2011. These will be reported in the 2011 report

ANNEXURE 7

Report on Physical Infrastructure - 2010

Teaching and learning space on the campus is broadly categorized as classrooms, laboratories, studios and study space (library and open access computer labs).

The utilization of classrooms is a function of timetabling of classes and placing these classes in appropriately located, sized and equipped venues in the 10-period teaching day. Timetabling is currently done at Faculty level in collaboration with other faculties where there is a high level of service teaching (Science for EBE) and venue allocations are made by the Physical Planning Unit using specialist web-based software (Syllabus Plus).

The utilisation of classrooms, as measured by the product of the frequency of use and the occupancy in use, is not as high as it should be – 48% vs a target of 56% - in the 45-period week. Occupancy, which is a function of the ability to match class size with venue capacity, is at 68% vs a target of 75%.

The factors which limit frequency are:

- The use of classrooms for tests in the late afternoon which neutralises their use for teaching across the campus;
- The underutilisation of classrooms in first period due to the sheer volume of staff and students that must arrive on campus for first period;
- The underutilisation of classrooms on Friday afternoon.

In 2010 23 classes did not have sufficient seats in the venues allocated to them.

As a university we use a small portion of the power of Syllabus Plus which is, at its core, an optimisation tool which can effectively timetable all classes within given parameters. This opportunity needs to be grasped so that the classrooms can be used effectively.

The University also has the capability of making the venue booking service to say Faculties or even departments to plan and book the use of their laboratories and departmental seminar rooms. This should be rolled out as soon as possible.

During 2010 the pool of bookable classrooms increased by 3 venues – two removed and 5 added – a net gain of 234 seats. In 2011 a further 11 new venues will be gained.

In 2012 several additional medium and large flat-floor classrooms will also be made available on the Upper Campus from space vacated by the School of Economics and ICTS.

The problem of multiple lectures to a large number of students enrolled in certain courses was researched in 2010 and the concept of capturing lectures for distribution to registered students was developed not only to ensure that all students registered for a course view the lecture at any location and at any time but to improve learning outcomes by allowing the students to view a lecture or portions of a lecture several times.

Lecture capture is the automated process of capturing, encoding and distributing the audio, VGA (the "presentation") and video streams associated with a lecture.

Some of the additional values of lecture capture include:
- Enables broader learning approaches (independent and self-regulated)

- Promotes peer review
- Supports accessible content
- Encourages reflection

Funding for the pilot project was made available at the end of 2010 as a spin-off of the “one student 1 laptop” funding application and became known as the Lecture Capture Pilot Project.

The lecture capture hardware was made available from the VC's fund to equip 15 - 20 of venues on Upper, Middle and Health Science campuses. After a review of a variety of software and technology stacks Matterhorn, a free, open-source platform to support the management of educational audio and video content, was selected.

The process used to identify the venues for the pilot phase of the project included; nominations by teaching staff, site visits, feasibility assessment (technical, integration with existing infrastructure), seating capacity and cross-faculty use.

Other offshoots from the *1 laptop 1 student* funding application that received funding from the VC’s fund was for increasing wireless coverage at all campuses and increasing the number of Adobe Connect (an online virtual teaching/learning/meeting/conference technology) licences.

During 2010 audio visual equipment continued to be installed in selected classrooms. This selection is based on the record of requests for temporary installation of equipment from lecturers.

An on-going challenge is to keep this equipment secure but accessible to lecturers. Equipment that is permanently secured in many teaching venues can be accessed by way of the swipe card access system whereby the lecturer, using his/her staff card, can unlock the magnetised security box in which various types of audiovisual equipment and/or controls are stored. Where the venue is not fitted with a swipe card access control box the equipment will need to be unlocked by the CFU. In such cases the necessary arrangements for its unlocking (ie pre-booking) have to be made with the CFU by the academic concerned. (Academic staff are required to “register” their staff cards with the Campus Access Control Office).

Another challenge is to ensure that academic staff are familiar with the use to ever-changing technology and the different types of equipment in different venues. More attention should be given to training teaching staff in the use of the different types of audio-visual equipment provided by the university to aid teaching.

Equipment failure does occur and an efficient line of communication to Classroom Facilities Unit staff is necessary for teaching staff to seek assistance. This must receive attention.

A Laboratory Audit Working Group was established in 2010. The initial report focussed on health and safety issues both in terms of equipment and services but also laboratory practices. This audit, which seeks to ensure that laboratories are safe, includes teaching laboratories and the intention is to also improve the student experience. The work of the working group continues into 2011 and a final report is anticipated by the end of April 2010.

The Faulty of Engineering and the Built Environment is engaged in an interesting development of the classroom for the new Engineering Building to be occupied primarily by the Departments of Civil and Chemical Engineering and completed for the 2013 academic year. These are paces that are used for formal instruction and group discussion in a structured and supervised mode and in an open access mode. They will also be used for tests and exams. The increasingly ubiquitous use of laptop computers in this space will undoubtedly change delivery technique and the way students interact in their groups and between groups.

The value of unstructured learning spaces on campus is increasingly being recognised. These are spaces that are inviting, safe and promote peer-to-peer learning amongst groups of students. The new School of Economics Building incorporates such space and it should be incorporated in all new buildings and major renewal projects.

APPENDIX

SECTION 1 : TOTAL, UNDUPLICATED STUDENT ENROLMENTS : 2006-2010

Table 1
Total undergraduate plus postgraduate head count student enrolments: 2006-2010

Faculty	2006	2007	2008	2009	2010	Average annual change
Commerce	5359	5283	5370	5479	5618	1.2%
	25%	*25%*	*24%*	*23%*	*22%*	
GSB	644	728	878	939	952	10.3%
	3%	*3%*	*4%*	*4%*	*4%*	
EBE	3365	3550	3612	3968	4037	4.7%
	16%	*17%*	*16%*	*17%*	*16%*	
Health Sciences	2938	2830	2966	3136	3242	2.5%
	14%	*13%*	*13%*	*13%*	*13%*	
Humanities	5561	5683	6277	6790	7441	7.6%
	26%	*27%*	*28%*	*28%*	*30%*	
Law	969	858	867	945	1062	2.3%
	5%	*4%*	*4%*	*4%*	*4%*	
Science	2618	2487	2638	2755	2662	0.4%
	12%	*12%*	*12%*	*11%*	*11%*	
TOTAL	**21454**	**21419**	**22608**	**24012**	**25014**	**3.9%**
	100%	***100%***	***100%***	***100%***	***100%***	

Percentages should be read down each column

Notes:

1. In a head-count total, students are counted as units even if they are part-time students taking less a full-time curriculum.
2. The 2005 - 2009 head count totals shown were extracted from the HEMIS Sub 3 student tables for each year. Unique, **unduplicated** head counts were extracted using the derived head count enrolment data element 589. Enr unfunded certificate programmes (such as the AIM) were added to these totals.
3. A faculty's head count total is the total of students enrolled for the various degrees, diplomas and certificates

Table 2
Undergraduate student enrolments: 2006-2010

Faculty	2006	2007	2008	2009	2010	Average annual change
Commerce	4341	4265	4249	4258	4291	-0.3%
	28%	*28%*	*26%*	*25%*	*25%*	
GSB	230	311	407	247	242	1.3%
	1%	*2%*	*3%*	*1%*	*1%*	
EBE	2622	2721	2695	3001	2987	3.3%
	17%	*18%*	*17%*	*18%*	*17%*	
Health Sciences	1749	1703	1705	1762	1783	0.5%
	11%	*11%*	*11%*	*10%*	*10%*	
Humanities	4261	4383	4884	5314	5812	8.1%
	28%	*29%*	*30%*	*31%*	*33%*	
Law	457	434	466	465	505	2.5%
	3%	*3%*	*3%*	*3%*	*3%*	
Science	1700	1550	1717	1877	1777	1.1%
	11%	*10%*	*11%*	*11%*	*10%*	
TOTAL	**15360**	**15367**	**16123**	**16924**	**17397**	**3.2%**
	100%	***100%***	***100%***	***100%***	***100%***	

Percentages should be read down each column

Table 3
Postgraduate student enrolments: 2006-2010

Faculty	2006	2007	2008	2009	2010	Average annual change
Commerce	1018	1018	1121	1221	1327	6.9%
	17%	*17%*	*17%*	*17%*	*17%*	
GSB	414	417	471	692	710	14.4%
	7%	*7%*	*7%*	*10%*	*9%*	
EBE	743	829	917	967	1050	9.0%
	12%	*14%*	*14%*	*14%*	*14%*	
Health Sciences	1189	1127	1261	1374	1459	5.2%
	20%	*19%*	*19%*	*19%*	*19%*	
Humanities	1300	1300	1393	1476	1629	5.8%
	21%	*21%*	*21%*	*21%*	*21%*	
Law	512	424	401	480	557	2.1%
	8%	*7%*	*6%*	*7%*	*7%*	
Science	918	937	921	878	885	-0.9%
	15%	*15%*	*14%*	*12%*	*12%*	
TOTAL	**6094**	**6052**	**6485**	**7088**	**7617**	**5.7%**
	100%	***100%***	***100%***	***100%***	***100%***	

Percentages should be read down each column

Table 4

Headcount student enrolments by population group

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

	Black					Coloured					Indian					White					International: Rest of Africa					International: Not from Africa					Total				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	1043	1090	1138	1248	1337	689	666	681	673	669	571	561	581	621	643	2297	2182	2194	2173	2111	546	510	498	499	525	139	136	158	136	158	5359	5283	5370	5479	5618
	19%	*21%*	*21%*	*23%*	*24%*	*13%*	*13%*	*13%*	*12%*	*12%*	*11%*	*11%*	*11%*	*11%*	*11%*	*43%*	*41%*	*41%*	*40%*	*38%*	*10%*	*10%*	*9%*	*9%*	*9%*	*3%*	*3%*	*3%*	*2%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	133	151	132	161	154	84	91	93	144	163	55	58	69	53	75	223	209	326	329	311	81	37	70	105	103	21	10	25	43	55	655	728	878	939	952
	20%	*21%*	*15%*	*17%*	*16%*	*13%*	*13%*	*11%*	*15%*	*17%*	*8%*	*8%*	*8%*	*6%*	*8%*	*34%*	*29%*	*37%*	*35%*	*33%*	*12%*	*5%*	*8%*	*11%*	*11%*	*3%*	*1%*	*3%*	*5%*	*6%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	750	770	851	956	937	332	360	355	408	420	183	209	216	269	278	1270	1385	1383	1485	1514	682	671	645	661	678	101	95	93	87	88	3365	3550	3612	3968	4037
	22%	*22%*	*24%*	*24%*	*23%*	*10%*	*10%*	*10%*	*10%*	*10%*	*5%*	*6%*	*6%*	*7%*	*7%*	*38%*	*39%*	*38%*	*37%*	*38%*	*20%*	*19%*	*18%*	*17%*	*17%*	*3%*	*3%*	*3%*	*2%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	571	558	598	697	762	456	460	496	523	541	285	266	283	297	311	1229	1170	1173	1186	1180	245	242	269	266	262	61	48	51	63	59	2937	2830	2966	3136	3242
	19%	*20%*	*20%*	*22%*	*24%*	*16%*	*16%*	*17%*	*17%*	*17%*	*10%*	*9%*	*10%*	*9%*	*10%*	*42%*	*41%*	*40%*	*38%*	*36%*	*8%*	*9%*	*9%*	*8%*	*8%*	*2%*	*2%*	*2%*	*2%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	747	750	886	1081	1254	815	924	1209	1424	1424	173	180	200	194	205	2387	2325	2397	2507	2686	622	595	551	530	581	713	765	812	727	925	5554	5683	6277	6790	7441
	13%	*13%*	*14%*	*16%*	*17%*	*15%*	*16%*	*19%*	*21%*	*19%*	*3%*	*3%*	*3%*	*3%*	*3%*	*43%*	*41%*	*38%*	*37%*	*36%*	*11%*	*10%*	*9%*	*8%*	*8%*	*13%*	*13%*	*13%*	*11%*	*12%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	96	113	124	157	175	130	111	137	149	164	66	42	41	53	58	382	341	330	346	401	172	150	134	137	140	114	80	79	87	89	967	858	867	945	1062
	10%	*13%*	*14%*	*17%*	*16%*	*13%*	*13%*	*16%*	*16%*	*15%*	*7%*	*5%*	*5%*	*6%*	*5%*	*40%*	*40%*	*38%*	*37%*	*38%*	*18%*	*17%*	*15%*	*14%*	*13%*	*12%*	*9%*	*9%*	*9%*	*8%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	503	492	625	768	704	261	257	281	302	272	137	139	132	143	111	1045	978	965	957	980	484	433	431	359	366	149	132	133	121	142	2617	2487	2638	2755	2662
	19%	*20%*	*24%*	*28%*	*26%*	*10%*	*10%*	*11%*	*11%*	*10%*	*5%*	*6%*	*5%*	*5%*	*4%*	*40%*	*39%*	*37%*	*35%*	*37%*	*18%*	*17%*	*16%*	*13%*	*14%*	*6%*	*5%*	*5%*	*4%*	*5%*	*100%*	*100%*	*100%*	*100%*	*100%*
TOTAL	3843	3924	4354	5068	5323	2767	2869	3252	3623	3653	1470	1455	1522	1630	1681	8833	8590	8768	8984	9183	2832	2638	2598	2557	2655	1298	1266	1351	1264	1516	21454	21419	22608	24012	25014
	18%	*18%*	*19%*	*21%*	*21%*	*13%*	*13%*	*14%*	*15%*	*15%*	*7%*	*7%*	*7%*	*7%*	*7%*	*41%*	*40%*	*39%*	*37%*	*37%*	*13%*	*12%*	*11%*	*11%*	*11%*	*6%*	*6%*	*6%*	*5%*	*6%*	*100%*	*100%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 5

Undergraduate student enrolments by population group

	Black					Coloured					Indian					White					International: Rest of Africa					International: Not from Africa					Total				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
	887	947	962	1058	1149	576	550	539	518	487	499	494	482	520	537	1793	1696	1707	1632	1519	415	383	337	327	351	109	113	129	111	126	4341	4265	4249	4258	4291
Commerce	*20%*	*22%*	*23%*	*25%*	*27%*	*13%*	*13%*	*13%*	*12%*	*11%*	*11%*	*12%*	*11%*	*12%*	*13%*	*41%*	*40%*	*40%*	*38%*	*35%*	*10%*	*9%*	*8%*	*8%*	*8%*	*3%*	*3%*	*3%*	*3%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
	58	77	63	47	46	38	42	56	56	66	17	23	28	10	15	71	66	136	72	52	16			8	31	4			2	2	241	311	407	247	242
GSB	*24%*	*25%*	*15%*	*19%*	*19%*	*16%*	*14%*	*14%*	*23%*	*27%*	*7%*	*7%*	*7%*	*4%*	*6%*	*29%*	*21%*	*33%*	*29%*	*21%*	*7%*	*0%*	*0%*	*3%*	*13%*	*2%*	*0%*	*0%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
	632	653	712	824	796	254	281	275	303	308	139	154	167	216	216	978	1038	979	1064	1052	501	471	442	453	468	77	71	63	59	56	2622	2721	2695	3001	2987
EBE	*24%*	*24%*	*26%*	*27%*	*27%*	*10%*	*10%*	*10%*	*10%*	*10%*	*5%*	*6%*	*6%*	*7%*	*7%*	*37%*	*38%*	*36%*	*35%*	*35%*	*19%*	*17%*	*16%*	*15%*	*16%*	*3%*	*3%*	*2%*	*2%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
	402	424	440	517	563	314	301	325	341	360	190	182	181	173	172	706	669	649	628	594	113	110	93	76	67	6	1	1	1	1	1748	1703	1705	1762	1783
Health Sciences	*23%*	*25%*	*26%*	*29%*	*32%*	*18%*	*18%*	*19%*	*19%*	*20%*	*11%*	*11%*	*11%*	*10%*	*10%*	*40%*	*39%*	*38%*	*36%*	*33%*	*6%*	*6%*	*5%*	*4%*	*4%*	*0%*	*0%*	*0%*	*0%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
	620	608	713	907	1061	629	743	1015	1204	1220	137	145	153	139	140	1764	1710	1751	1851	1928	442	411	377	335	388	581	645	691	604	766	4258	4383	4884	5314	5812
Humanities	*15%*	*14%*	*15%*	*17%*	*18%*	*15%*	*17%*	*21%*	*23%*	*21%*	*3%*	*3%*	*3%*	*3%*	*2%*	*41%*	*39%*	*36%*	*35%*	*33%*	*10%*	*9%*	*8%*	*6%*	*7%*	*14%*	*15%*	*14%*	*11%*	*13%*	*100%*	*100%*	*100%*	*100%*	*100%*
	45	67	84	88	105	55	49	69	64	76	29	23	22	28	23	213	200	198	205	206	82	70	61	49	47	32	20	20	26	35	456	434	466	465	505
Law	*10%*	*15%*	*18%*	*19%*	*21%*	*12%*	*11%*	*15%*	*14%*	*15%*	*6%*	*5%*	*5%*	*6%*	*5%*	*47%*	*46%*	*42%*	*44%*	*41%*	*18%*	*16%*	*13%*	*11%*	*9%*	*7%*	*5%*	*4%*	*6%*	*7%*	*100%*	*100%*	*100%*	*100%*	*100%*
	408	413	537	677	605	192	171	198	216	192	107	93	96	113	78	612	533	541	554	574	268	227	214	192	188	81	69	82	57	79	1699	1550	1717	1877	1777
Science	*24%*	*27%*	*31%*	*36%*	*34%*	*11%*	*11%*	*12%*	*12%*	*11%*	*6%*	*6%*	*6%*	*6%*	*4%*	*36%*	*34%*	*32%*	*30%*	*32%*	*16%*	*15%*	*12%*	*10%*	*11%*	*5%*	*4%*	*5%*	*3%*	*4%*	*100%*	*100%*	*100%*	*100%*	*100%*
TOTAL	3052	3189	3511	4118	4325	2058	2137	2477	2702	2709	1118	1114	1129	1199	1181	6137	5912	5961	6006	5925	1837	1672	1524	1440	1540	890	919	986	860	1065	15365	15367	16123	16924	17397
	20%	*21%*	*22%*	*24%*	*25%*	*13%*	*14%*	*15%*	*16%*	*16%*	*7%*	*7%*	*7%*	*7%*	*7%*	*40%*	*38%*	*37%*	*35%*	*34%*	*12%*	*11%*	*9%*	*9%*	*9%*	*6%*	*6%*	*6%*	*5%*	*6%*	*100%*	*100%*	*100%*	*100%*	*100%*

Table 6
Postgraduate student enrolments by population group

	Black					Coloured					Indian					White					International: Rest of Africa					International: Not from Africa					Total				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	156	143	176	190	188	113	116	142	155	182	72	67	99	101	106	504	486	487	541	592	131	127	161	193	174	30	23	29	43	32	1018	1018	1121	1221	1327
	15%	*14%*	*16%*	*16%*	*14%*	*11%*	*11%*	*13%*	*13%*	*14%*	*7%*	*7%*	*9%*	*8%*	*8%*	*50%*	*48%*	*43%*	*44%*	*45%*	*12%*	*12%*	*12%*	*16%*	*13%*	*3%*	*2%*	*3%*	*4%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	75	74	69	114	108	46	49	37	88	97	38	35	41	43	60	152	143	190	257	259	65	37	70	102	72	17	10	25	47	53	414	417	471	692	710
	18%	*18%*	*15%*	*16%*	*15%*	*11%*	*12%*	*8%*	*13%*	*14%*	*9%*	*8%*	*9%*	*6%*	*8%*	*37%*	*34%*	*40%*	*37%*	*36%*	*12%*	*12%*	*12%*	*15%*	*10%*	*4%*	*2%*	*5%*	*7%*	*7%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	118	117	139	132	141	78	79	80	105	112	44	55	49	53	62	292	347	404	421	462	181	200	203	218	210	24	24	30	41	32	743	829	917	967	1050
	16%	*14%*	*15%*	*14%*	*13%*	*10%*	*10%*	*9%*	*11%*	*11%*	*6%*	*7%*	*5%*	*5%*	*6%*	*39%*	*42%*	*44%*	*44%*	*44%*	*12%*	*12%*	*12%*	*23%*	*20%*	*3%*	*3%*	*3%*	*4%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	169	134	158	180	199	142	159	171	182	181	95	84	102	124	139	523	501	524	558	586	132	132	176	206	195	55	47	50	86	58	1189	1127	1261	1374	1459
	14%	*12%*	*13%*	*13%*	*14%*	*12%*	*14%*	*14%*	*13%*	*12%*	*8%*	*7%*	*8%*	*9%*	*10%*	*44%*	*44%*	*42%*	*41%*	*40%*	*12%*	*12%*	*12%*	*15%*	*13%*	*5%*	*4%*	*4%*	*6%*	*4%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	127	142	173	174	193	186	181	194	220	204	36	35	47	55	65	623	615	646	656	758	180	184	174	211	193	132	120	121	151	159	1296	1300	1393	1476	1629
	10%	*11%*	*12%*	*12%*	*12%*	*14%*	*14%*	*14%*	*15%*	*13%*	*3%*	*3%*	*3%*	*4%*	*4%*	*48%*	*47%*	*46%*	*44%*	*47%*	*12%*	*12%*	*12%*	*14%*	*12%*	*10%*	*9%*	*9%*	*10%*	*10%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	51	46	40	69	70	75	62	68	85	88	37	19	19	25	35	169	141	132	141	195	90	80	73	96	93	82	60	59	65	54	511	424	401	480	557
	10%	*11%*	*10%*	*14%*	*13%*	*15%*	*15%*	*17%*	*18%*	*16%*	*7%*	*4%*	*5%*	*5%*	*6%*	*33%*	*33%*	*33%*	*29%*	*35%*	*12%*	*12%*	*12%*	*20%*	*17%*	*16%*	*14%*	*15%*	*14%*	*10%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	95	79	88	91	99	69	86	83	86	80	30	46	36	30	33	433	445	424	403	406	216	206	217	179	178	68	63	51	81	63	918	937	921	878	885
	10%	*8%*	*10%*	*10%*	*11%*	*8%*	*9%*	*9%*	*10%*	*9%*	*3%*	*5%*	*4%*	*3%*	*4%*	*47%*	*47%*	*46%*	*46%*	*46%*	*12%*	*12%*	*12%*	*20%*	*20%*	*7%*	*7%*	*6%*	*9%*	*7%*	*100%*	*100%*	*100%*	*100%*	*100%*
TOTAL	791	735	843	950	998	709	732	775	921	944	352	341	393	431	500	2696	2678	2807	2977	3258	995	966	1074	1205	1115	408	347	365	514	451	6089	6052	6485	7088	7617
	13%	*12%*	*13%*	*13%*	*13%*	*12%*	*12%*	*12%*	*13%*	*12%*	*6%*	*6%*	*6%*	*6%*	*7%*	*44%*	*44%*	*43%*	*42%*	*43%*	*12%*	*12%*	*12%*	*17%*	*15%*	*7%*	*6%*	*6%*	*7%*	*6%*	*100%*	*100%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Note

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

Table 7

Matric aggregate equivalents of all first-time entering undergraduates

	A aggregate					B aggregate					C aggregate					D aggregate				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	53%	59%	57%	42%	51%	30%	30%	32%	37%	36%	3%	5%	1%	8%	0%	0%	0%	0%	1%	0%
EBE	37%	37%	38%	31%	44%	36%	37%	36%	40%	33%	11%	12%	11%	13%	4%	0%	0%	0%	1%	0%
Health Sciences	55%	54%	62%	43%	54%	32%	33%	23%	35%	30%	10%	8%	10%	18%	13%	0%	0%	0%	0%	0%
Humanities	20%	17%	17%	20%	16%	32%	29%	26%	35%	38%	28%	27%	29%	24%	26%	6%	7%	10%	6%	2%
Law	38%	28%	15%	14%	39%	42%	42%	47%	38%	44%	0%	18%	25%	5%	0%	0%	0%	0%	0%	0%
Science	27%	28%	24%	25%	36%	28%	31%	29%	39%	35%	26%	23%	28%	24%	9%	3%	2%	3%	1%	0%
TOTAL	1287	1290	1374	1160	1318	1116	1107	1158	1454	1273	512	560	633	680	420	82	89	132	85	29
	36%	*37%*	*36%*	*30%*	*37%*	*32%*	*31%*	*30%*	*37%*	*35%*	*15%*	*16%*	*17%*	*18%*	*12%*	*3%*	*3%*	*3%*	*2%*	*1%*

	E aggregate					Not known					Total				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	0%	0%	0%	0%	0%	14%	7%	9%	12%	13%	1022	972	1048	896	989
EBE	0%	0%	0%	0%	0%	17%	15%	15%	14%	18%	580	654	660	810	634
Health Sciences	0%	0%	0%	0%	0%	4%	5%	4%	4%	4%	305	265	287	231	359
Humanities	3%	2%	2%	4%	3%	14%	18%	16%	11%	15%	1043	1106	1147	1209	1183
Law	0%	0%	0%	0%	3%	20%	12%	13%	43%	14%	53	67	79	21	36
Science	1%	0%	0%	0%	0%	16%	16%	17%	11%	21%	525	454	608	717	404
TOTAL	40	27	26	51	45	491	445	506	454	520	3528	3518	3829	3884	3605
	1%	*1%*	*1%*	*1%*	*1%*	*14%*	*13%*	*13%*	*12%*	*14%*	*100%*	*100%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Notes :

1. These are notional aggregates based on the matric scores calculated according to student matric points where:

SC Unweighted points	Aggregate equivalent	NSC Unweighted points	NSC Unweighted points
43 to 48	A	39+	39+
37 to 42	B	33 to 38	33 to 38
31 to 36	C	27 to 32	27 to 32
25 to 30	D	22 to 26	22 to 26
24 and below	E	21 and below	21 and below

It will be necessary to carry out both computations as long as there are significant numbers of first-time entering undergraduates with SC rather than NSC results.

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

Table 8a

Full-time academic staff in each faculty: 2008 - 2010

	Full-time academic staff			% of total full-time academic staff		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	53	50	51	6%	6%	6%
Commerce	101	102	108	12%	12%	12%
GSB	21	21	23	3%	3%	3%
EBE	109	105	125	13%	13%	14%
Health Sciences	135	133	167	16%	16%	18%
Humanities	194	201	206	23%	24%	23%
Law	40	46	49	5%	6%	5%
Science	183	176	185	22%	21%	20%
TOTAL	836	834	914	100%	100%	100%

Percentages should be read down each column

Notes:

1. The different academic staff rankings have not been graded in these calculations: all full-time posts have been given a unit value of 1.
2. Vacant posts have not been included in these calculations.
3. All permanent staff and T3 in the **teaching ranks** have been included in these figures.
4. Both GOB and non-GOB funded staff have been included.
5. Joint medical staff on provincial conditions of service have not been included in these tables.

Table 8b

FTE student to full-time academic staff ratios

	Wt. FTE Enrolled Students			Full-time Academic staff			Ratio FTE Enr Students to FT academic staff		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2007**	**2008**	**2009**
Commerce	5207	4998	5318	101	102	108	51.6	49.0	49.2
GSB	646	812	762	21	21	23	30.8	38.6	33.1
EBE	3250	3513	3591	109	105	125	29.8	33.5	28.7
Health Sciences	2822	3225	3407	135	133	167	20.9	25.6	20.4
Humanities	6190	6701	7158	194	201	206	31.9	33.3	34.7
Law	1696	1843	1892	40	46	49	42.4	40.1	38.6
Science	4057	4469	4366	183	176	185	22.2	25.4	23.6
TOTAL	23868	25562	26495	836	834	914	28.5	30.6	29.0

Note: 1. CHED has been excluded from the detail of this table because it does not enrol students. The full-time academic staff are nevertheless included in the total line.

Table 9

Academic staff by highest formal qualification

	Doctors			Master's			Honours		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	42%	44%	45%	45%	46%	47%	6%	6%	6%
Commerce	29%	26%	33%	42%	43%	45%	15%	14%	10%
GSB	57%	57%	52%	43%	43%	43%	0%	0%	0%
EBE	54%	60%	63%	36%	30%	30%	6%	4%	3%
Health Sciences	59%	61%	63%	33%	32%	31%	3%	3%	0%
Humanities	66%	65%	69%	25%	26%	23%	5%	4%	3%
Law	28%	26%	35%	63%	63%	59%	0%	0%	0%
Science	90%	90%	92%	9%	9%	7%	1%	1%	1%
TOTAL	506	506	584	249	247	262	39	35	27
	61%	*61%*	*64%*	*30%*	*30%*	*29%*	*5%*	*4%*	*3%*

	Below Honours			Unknown			Total		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	4%	2%	2%	4%	2%	0%	53	50	51
Commerce	14%	16%	10%	1%	1%	1%	101	21	108
GSB	0%	0%	4%	0%	0%	0%	21	102	23
EBE	2%	1%	3%	3%	5%	0%	109	105	125
Health Sciences	3%	3%	6%	1%	1%	1%	135	133	167
Humanities	4%	4%	4%	0%	1%	0%	194	201	206
Law	10%	11%	6%	0%	0%	0%	40	46	49
Science	0%	0%	0%	1%	1%	0%	183	176	185
TOTAL	33	35	39	9	11	2	836	834	914
	4%	*4%*	*4%*	*1%*	*1%*	*0%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 10

Academic staff by rank

	Professor			Associate Professor			Senior Lecturer		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	4%	4%	4%	19%	20%	18%	38%	38%	35%
Commerce	15%	12%	11%	21%	21%	17%	31%	30%	33%
GSB	38%	29%	22%	10%	14%	17%	52%	57%	61%
EBE	26%	24%	22%	19%	20%	18%	30%	34%	34%
Health Sciences	33%	32%	26%	20%	17%	17%	23%	24%	29%
Humanities	24%	20%	19%	26%	24%	23%	28%	28%	27%
Law	33%	30%	31%	10%	13%	12%	25%	20%	20%
Science	30%	28%	25%	20%	20%	19%	24%	25%	23%
TOTAL	211	193	190	172	167	170	234	240	268
	25%	23%	21%	21%	20%	19%	29%	29%	29%

	Lecturer			Asst./Junior Lecturer			Total		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	34%	34%	37%	6%	4%	6%	53	50	51
Commerce	33%	36%	37%	1%	1%	2%	101	102	108
GSB	0%	0%	0%	0%	0%	0%	21	21	23
EBE	23%	21%	25%	2%	1%	2%	109	105	125
Health Sciences	23%	26%	27%	1%	2%	1%	135	133	167
Humanities	21%	25%	29%	1%	2%	2%	194	201	206
Law	33%	37%	37%	0%	0%	0%	40	46	49
Science	26%	26%	32%	1%	1%	1%	183	176	185
TOTAL	208	223	271	11	11	15	836	834	914
	25%	27%	30%	1%	1%	2%	100%	100%	100%

Percentages should be read across each row

Table 11a

Academic staff by age group

	<35 years			35-39 years			40-44 years			45-49 years		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	8%	6%	6%	9%	10%	10%	8%	14%	14%	21%	20%	22%
Commerce	17%	22%	27%	21%	22%	21%	17%	17%	15%	13%	12%	11%
GSB	0%	10%	17%	10%	10%	13%	19%	14%	13%	14%	14%	13%
EBE	10%	10%	14%	15%	19%	19%	24%	24%	23%	9%	11%	10%
Health Sciences	4%	6%	9%	12%	11%	13%	12%	13%	16%	21%	22%	22%
Humanities	5%	6%	9%	9%	12%	14%	11%	12%	14%	15%	15%	14%
Law	28%	30%	29%	23%	24%	24%	8%	13%	12%	5%	4%	6%
Science	13%	14%	18%	11%	13%	15%	13%	15%	14%	13%	12%	12%
TOTAL	81	96	134	107	123	146	113	127	142	120	120	129
	10%	*12%*	*15%*	*13%*	*15%*	*16%*	*14%*	*15%*	*16%*	*14%*	*14%*	*14%*

	50-54 years			55+ years			Unknown			Total		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	26%	26%	25%	23%	24%	24%	0%	0%	0%	53	50	51
Commerce	10%	10%	9%	22%	19%	17%	0%	0%	0%	101	102	108
GSB	10%	10%	9%	52%	43%	35%	0%	0%	0%	21	21	23
EBE	14%	10%	10%	29%	25%	23%	0%	0%	0%	109	105	125
Health Sciences	16%	16%	15%	33%	32%	26%	0%	0%	0%	135	133	167
Humanities	18%	17%	17%	42%	36%	33%	0%	0%	0%	194	201	206
Law	10%	7%	10%	25%	22%	18%	0%	0%	0%	40	46	49
Science	15%	15%	15%	33%	31%	26%	0%	0%	0%	183	176	185
TOTAL	128	122	128	275	246	235	0	0	0	836	834	914
	15%	*15%*	*14%*	*33%*	*30%*	*26%*	*0%*	*0%*	*0%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 11b
Academic staff by race

	Black			Coloured			Indian			White		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	6%	6%	6%	17%	16%	14%	4%	4%	4%	55%	60%	59%
Commerce	2%	2%	5%	4%	4%	6%	6%	7%	7%	59%	59%	58%
GSB	10%	10%	9%	10%	10%	9%	10%	14%	17%	38%	29%	22%
EBE	3%	2%	2%	6%	6%	6%	3%	4%	3%	56%	53%	54%
Health Sciences	4%	4%	5%	12%	13%	12%	10%	11%	10%	60%	61%	56%
Humanities	9%	9%	8%	9%	9%	9%	5%	5%	5%	53%	54%	51%
Law	8%	9%	10%	10%	11%	10%	8%	7%	4%	63%	61%	61%
Science	3%	4%	4%	6%	7%	7%	3%	3%	3%	50%	51%	51%
TOTAL	41	43	51	70	72	79	45	49	54	459	459	490
	5%	*5%*	*6%*	*8%*	*9%*	*9%*	*5%*	*6%*	*6%*	*55%*	*55%*	*54%*

	International			Unknown			Total		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
CHED	19%	14%	16%	0%	0%	2%	53	50	51
Commerce	26%	27%	23%	3%	1%	0%	101	102	108
GSB	33%	38%	43%	0%	0%	0%	21	21	23
EBE	30%	34%	33%	3%	1%	2%	109	105	125
Health Sciences	12%	12%	15%	2%	0%	2%	135	133	167
Humanities	20%	22%	25%	4%	0%	2%	194	201	206
Law	13%	13%	12%	0%	0%	2%	40	46	49
Science	36%	34%	34%	2%	1%	1%	183	176	185
TOTAL	202	206	228	19	5	12	836	834	914
	24%	*25%*	*25%*	*2%*	*1%*	*1%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 11c
Academic staff by gender

Faculty	Male			Female			Total		
	2008	**2009**	**2010**	**2008**	**2009**		**2008**	**2009**	**2010**
CHED	42%	44%	43%	58%	56%	57%	53	50	51
Commerce	70%	67%	64%	30%	33%	36%	101	102	108
GSB	76%	71%	65%	24%	29%	35%	21	21	23
EBE	74%	76%	75%	26%	24%	25%	109	105	125
Health Sciences	47%	46%	44%	53%	54%	56%	135	133	167
Humanities	63%	65%	62%	37%	35%	38%	194	201	206
Law	48%	48%	49%	53%	52%	51%	40	46	49
Science	72%	73%	74%	28%	27%	26%	183	176	185
TOTAL	526	527	562	310	307	352	836	834	914
	63%	*63%*	*61%*	*37%*	*37%*	*39%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 12

Average Undergraduate Course Size in FTEs, by Faculty and by Level of Study: 2008 - 2010

	100-Level			200-Level			300-Level			400-Level			All UG Courses		
Faculty	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
Commerce	283.9	318.4	341.0	337.4	397.9	372.3	212.3	201.5	209.2	128.2	105.2	106.5	246.0	250.5	249.8
GSB															
EBE	91.2	115.3	100.7	71.4	81.5	95.0	60.6	57.5	58.1	42.9	49.2	45.3	58.9	65.9	67.6
Health Sciences	96.3	102.5	55.9	55.2	67.8	59.7	63.8	70.7	65.9	63.9	61.4	65.5	73.0	80.0	68.4
Humanities	61.6	75.6	72.5	46.0	53.4	60.0	32.7	31.7	34.9	12.5	28.4	30.7	39.5	45.5	48.6
Law	244.2	220.4	174.0	197.3	211.9	175.9	120.9	115.9	143.6	118.2	106.7	101.1	126.4	126.8	115.1
Science	183.0	227.4	195.9	85.8	99.2	107.1	34.3	32.8	37.2	10.8	32.6	2.2	89.1	112.4	107.2
All Faculties	115.2	138.2	118.8	79.9	87.7	93.5	53.3	53.0	56.1	36.7	41.7	43.8	70.9	77.1	77.3

Table 13

Headcount student enrolments by formal qualification

Faculty	Occasional students					U/grad diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgrad diplomas				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	88	99	114	144	157	0	0	0	0		1637	1611	1610	1659	1734	2558	2562	2536	2476	2407	491	467	553	633	635
	2%	*2%*	*2%*	*3%*	*3%*	*0%*	*0%*	*0%*	*0%*	*0%*	*31%*	*30%*	*30%*	*30%*	*31%*	*48%*	*48%*	*47%*	*45%*	*43%*	*9%*	*9%*	*10%*	*12%*	*11%*
GSB	0	0	0	0		307	311	407	247	242	0	0	0	0		0	0	0	0		209	168	176	355	369
	0%	*0%*	*0%*	*0%*	*0%*	*43%*	*43%*	*46%*	*26%*	*25%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*29%*	*23%*	*20%*	*38%*	*39%*
EBE	41	36	35	49	41	0	0	0	0		572	601	580	628	646	2022	2096	2097	2337	2317	13	10	18	20	22
	1%	*1%*	*1%*	*1%*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*17%*	*17%*	*16%*	*16%*	*16%*	*60%*	*59%*	*58%*	*59%*	*57%*	*0%*	*0%*	*0%*	*1%*	*1%*
Health Sciences	36	18	29	40	21	1	0	0	0		0	2				1735	1698	1705	1747	1776	120	111	125	177	190
	1%	*1%*	*1%*	*1%*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*59%*	*60%*	*57%*	*56%*	*55%*	*4%*	*4%*	*4%*	*6%*	*6%*
Humanities	572	638	740	735	871	385	343	574	805	888	2914	2957	3083	3183	3381	409	456	510	619	697	140	159	169	176	241
	10%	*11%*	*12%*	*11%*	*12%*	*7%*	*6%*	*9%*	*12%*	*12%*	*52%*	*52%*	*49%*	*47%*	*45%*	*7%*	*8%*	*8%*	*9%*	*9%*	*3%*	*3%*	*3%*	*3%*	*3%*
Law	144	121	130	152	161	0	0	0	0		0	0	0	0		429	416	444	440	469	117	60	53	69	78
	15%	*14%*	*15%*	*16%*	*15%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*44%*	*48%*	*51%*	*47%*	*44%*	*12%*	*7%*	*6%*	*7%*	*7%*
Science	71	64	70	67	88	0	0	0	0		1634	1495	1647	1817	1701	0	0	0	0		26	16	19	14	18
	3%	*3%*	*3%*	*2%*	*3%*	*0%*	*0%*	*0%*	*0%*	*0%*	*62%*	*60%*	*62%*	*66%*	*64%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*
TOTAL	952	976	1118	1187	1339	693	423	981	1052	1130	6757	6666	6920	7287	7462	7153	7228	7292	7619	7666	1116	991	1113	1444	1553
	4%	*5%*	*5%*	*5%*	*5%*	*3%*	*2%*	*4%*	*4%*	*5%*	*31%*	*31%*	*31%*	*30%*	*30%*	*33%*	*34%*	*32%*	*32%*	*31%*	*5%*	*5%*	*5%*	*6%*	*6%*

Faculty	Honours					Master's					Doctors					Total				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	256	283	244	236	278	172	165	219	224	286	91	96	94	107	121	5293	5283	5370	5479	5618
	5%	*5%*	*5%*	*4%*	*5%*	*3%*	*3%*	*4%*	*4%*	*5%*	*2%*	*2%*	*2%*	*2%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	0	0	0	0		205	249	295	337	341	0	0	0	0		721	728	878	939	952
	0%	*0%*	*0%*	*0%*	*0%*	*28%*	*34%*	*34%*	*36%*	*36%*	*0%*	*0%*	*0%*	*0%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	65	91	162	144	127	513	568	576	657	733	139	148	144	133	151	3365	3550	3612	3968	4037
	2%	*3%*	*4%*	*4%*	*3%*	*15%*	*16%*	*16%*	*17%*	*18%*	*4%*	*4%*	*4%*	*3%*	*4%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	76	65	68	65	78	770	736	827	871	928	199	200	212	236	249	2937	2830	2966	3136	3242
	3%	*2%*	*2%*	*2%*	*2%*	*26%*	*26%*	*28%*	*28%*	*29%*	*7%*	*7%*	*7%*	*8%*	*8%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	400	377	417	449	465	534	541	557	594	657	200	212	227	229	241	5554	5683	6277	6790	7441
	7%	*7%*	*7%*	*7%*	*6%*	*10%*	*10%*	*9%*	*9%*	*9%*	*4%*	*4%*	*4%*	*3%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	0	0	0	0		247	227	205	241	305	30	34	35	43	49	967	858	867	945	1062
	0%	*0%*	*0%*	*0%*	*0%*	*26%*	*26%*	*24%*	*26%*	*29%*	*3%*	*4%*	*4%*	*5%*	*5%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	170	180	177	168	177	420	420	407	379	379	296	312	318	310	299	2617	2487	2638	2755	2662
	6%	*7%*	*7%*	*6%*	*7%*	*16%*	*17%*	*15%*	*14%*	*14%*	*11%*	*13%*	*12%*	*11%*	*11%*	*100%*	*100%*	*100%*	*100%*	*100%*
TOTAL	967	996	1068	1062	1125	2861	2906	3086	3303	3629	955	1002	1030	1058	1110	21454	21188	22608	24012	25014
	5%	*5%*	*5%*	*4%*	*4%*	*13%*	*14%*	*14%*	*14%*	*15%*	*4%*	*5%*	*5%*	*4%*	*4%*	*100%*	*100%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 14

Total degrees and diplomas awarded

	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgrad diplomas				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce						350	398	387	391	430	474	482	518	442	444	345	359	398	451	416
	0%	0%	0%	0%	0%	26%	27%	25%	26%	27%	35%	33%	34%	30%	28%	25%	25%	26%	30%	26%
GSB	134	77	39	29	110	0	0	0	0		0	0	0	0		83	71	72	180	153
	41%	29%	14%	7%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	27%	26%	46%	35%
EBE	0	0	0	0		131	201	136	158	135	332	369	361	355	342	5	4	2	4	4
	0%	0%	0%	0%	0%	20%	25%	17%	19%	17%	51%	47%	46%	44%	44%	1%	1%	0%	0%	1%
Health Sciences	1	0	0	0		0	1	0	0		324	292	292	282	308	56	53	56	107	102
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	57%	56%	57%	50%	49%	10%	10%	11%	19%	16%
Humanities	154	80	83	301	288	734	806	734	681	809	87	63	75	91	110	82	88	86	107	143
	10%	5%	5%	17%	15%	48%	52%	48%	38%	42%	6%	4%	5%	5%	6%	5%	6%	6%	6%	7%
Law	0	0	0	0		0	0	0	0		123	106	116	97	90	67	22	13	21	34
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	39%	47%	53%	46%	36%	21%	10%	6%	10%	13%
Science	0	0	0	0		372	326	299	314	311	0	0	0	0		14	16	19	14	17
	0%	0%	0%	0%	0%	53%	49%	45%	48%	47%	0%	0%	0%	0%	0%	2%	2%	3%	2%	3%
TOTAL	289	157	122	330	398	1587	1732	1556	1544	1685	1340	1312	1362	1267	1294	652	613	646	884	869
	5%	*2%*	*2%*	*6%*	*6%*	*29%*	*32%*	*28%*	*26%*	*27%*	*24%*	*24%*	*25%*	*22%*	*21%*	*12%*	*11%*	*12%*	*15%*	*14%*

	Honours					Master's					Doctors					Total				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	139	155	138	118	175	51	46	64	65	100	2	11	16	13	21	1381	1451	1521	1480	1586
	10%	11%	9%	8%	11%	4%	3%	4%	4%	6%	0%	1%	1%	1%	1%	100%	100%	100%	100%	100%
GSB	0	0	0	0		111	118	163	179	175	0	0	0	0		308	266	274	388	438
	0%	0%	0%	0%	0%	34%	44%	59%	46%	40%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	50	72	130	127	99	107	128	143	156	172	25	17	20	15	20	650	791	792	815	772
	8%	9%	16%	16%	13%	16%	16%	18%	19%	22%	4%	2%	3%	2%	3%	100%	100%	100%	100%	100%
Health Sciences	61	58	51	49	62	84	85	83	87	118	38	33	31	44	40	564	522	513	569	630
	11%	11%	10%	9%	10%	15%	16%	16%	15%	19%	7%	6%	6%	8%	6%	100%	100%	100%	100%	100%
Humanities	296	311	339	366	364	162	168	169	197	208	29	32	33	38	24	1544	1548	1519	1781	1946
	19%	20%	22%	21%	19%	10%	11%	11%	11%	11%	2%	2%	2%	2%	1%	100%	100%	100%	100%	100%
Law	0	0	0	0		124	94	84	88	124	4	5	4	3	5	318	227	217	209	253
	0%	0%	0%	0%	0%	39%	41%	39%	42%	49%	1%	2%	2%	1%	2%	100%	100%	100%	100%	100%
Science	161	170	170	160	166	123	112	130	96	112	35	44	47	65	50	705	668	665	649	656
	23%	25%	26%	25%	25%	17%	17%	20%	15%	17%	5%	7%	7%	10%	8%	100%	100%	100%	100%	100%
TOTAL	707	766	828	820	866	762	751	836	868	1009	133	142	151	178	160	5470	5473	5501	5891	6281
	13%	*14%*	*15%*	*14%*	*14%*	*14%*	*14%*	*15%*	*15%*	*16%*	*2%*	*3%*	*3%*	*3%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*

Percentages should be read across each row

Table 15
"Graduation Rates" by formal qualification type

	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgrad diplomas				
						NPHE BENCHMARK GRAD. RATE: 25%					NPHE BENCHMARK GRAD. RATE: 20%					NPHE BENCHMARK GRAD. RATE: 60%				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce						21.4%	24.7%	24.0%	23.6%	24.8%	18.5%	18.8%	20.4%	17.9%	18.4%	70.3%	76.9%	72.0%	71.2%	65.5%
GSB	43.6%	24.8%	9.6%	11.7%	45.5%											39.7%	42.3%	40.9%	50.7%	41.5%
EBE						22.9%	33.4%	23.4%	25.2%	20.9%	16.4%	17.6%	17.2%	15.2%	14.8%	38.5%	40.0%	11.1%	20.0%	18.2%
Health Sciences											18.7%	17.2%	17.1%	16.1%	17.3%	46.7%	47.7%	44.8%	60.5%	53.7%
Humanities	40.0%	23.3%	14.5%	37.4%	32.4%	25.2%	27.3%	23.8%	21.4%	23.9%	21.3%	13.8%	14.7%	14.7%	15.8%	58.6%	55.3%	50.9%	60.8%	59.3%
Law											28.7%	25.5%	26.1%	22.0%	19.2%	57.3%	36.7%	24.5%	30.4%	43.6%
Science						22.8%	21.8%	18.2%	17.3%	18.3%						53.8%	100.0%	100.0%	100.0%	94.4%
TOTAL	41.7%	37.1%	12.4%	31.4%	35.2%	23.5%	26.0%	22.5%	21.2%	22.6%	18.7%	18.2%	18.7%	16.6%	16.9%	58.4%	61.9%	58.0%	61.2%	56.0%

	Honours					Master's					Doctors					Total				
	NPHE BENCHMARK GRAD. RATE: 60%					NPHE BENCHMARK GRAD. RATE: 33%					NPHE BENCHMARK GRAD. RATE: 20%					DOE BENCHAMARK FOR UCT: 25,5%				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	54.3%	54.8%	56.6%	50.0%	62.9%	29.7%	27.9%	29.2%	29.0%	35.0%	2.2%	11.5%	17.0%	12.1%	17.4%	26.1%	27.5%	28.3%	27.0%	28.2%
GSB						54.1%	47.4%	55.3%	53.1%	51.3%						42.7%	36.5%	31.2%	41.3%	46.0%
EBE	76.9%	79.1%	80.2%	88.2%	78.0%	20.9%	22.5%	24.8%	23.7%	23.5%	18.0%	11.5%	13.9%	11.3%	13.2%	19.3%	22.3%	21.9%	20.5%	19.1%
Health Sciences	80.3%	89.2%	75.0%	75.4%	79.5%	10.9%	11.5%	10.0%	10.0%	12.7%	19.1%	16.5%	14.6%	18.6%	16.1%	19.2%	18.4%	17.3%	18.1%	19.4%
Humanities	74.0%	82.5%	81.3%	81.5%	78.3%	30.3%	31.1%	30.3%	33.2%	31.7%	14.5%	15.1%	14.5%	16.6%	10.0%	27.8%	27.2%	24.2%	26.2%	26.2%
Law						50.2%	41.4%	41.0%	36.5%	40.7%	13.3%	14.7%	11.4%	7.0%	10.2%	32.9%	26.5%	25.0%	22.1%	23.8%
Science	94.7%	94.4%	96.0%	95.2%	93.8%	29.3%	26.7%	31.9%	25.3%	29.6%	11.8%	14.1%	14.8%	21.0%	16.7%	26.9%	26.9%	25.2%	23.6%	24.6%
TOTAL	73.1%	76.9%	77.5%	77.2%	77.0%	26.6%	25.8%	27.1%	26.3%	27.8%	13.9%	14.2%	14.7%	16.8%	14.4%	25.5%	25.8%	24.3%	24.5%	25.1%

Note: NPHE = National Plan for Higher Education

Table 16a

Summary of undergraduate success rates by Faculty and by course level

Level	100-Level					200-Level					300-Level					400-Level				
Reg Yr	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	87%	87%	84%	84%	86%	84%	82%	88%	86%	86%	86%	88%	87%	85%	87%	94%	97%	98%	98%	95%
EBE	86%	84%	86%	81%	79%	83%	83%	81%	80%	79%	85%	86%	85%	86%	86%	92%	93%	91%	91%	92%
Health Sciences	96%	97%	97%	95%	95%	93%	95%	97%	95%	95%	97%	97%	97%	98%	98%	99%	99%	99%	98%	97%
Humanities	85%	83%	84%	83%	84%	88%	85%	87%	88%	88%	91%	94%	94%	93%	92%	81%	78%	67%	83%	83%
Law	80%	77%	82%	82%	71%	86%	82%	87%	83%	75%	89%	90%	80%	76%	77%	99%	98%	98%	96%	94%
Science	75%	75%	76%	70%	75%	79%	77%	76%	73%	76%	87%	89%	87%	89%	84%	95%	94%	91%	96%	100%
All Faculties	83%	82%	83%	80%	81%	85%	83%	85%	84%	83%	88%	90%	88%	88%	88%	92%	94%	88%	91%	91%

Notes :

1. These success rates are the weighted averages for the undergraduate courses offered by the departments in each faculty, extracted from successive HEMIS submissions
2. Honours students are not included in 400-level courses. Only 400-level courses offered towards professional undergraduate degrees have been included.
3. Courses taken within the GSB have not been included in these calculations.

Table 16b

Summary of undergraduate success rates by CESM group and by course level

Level	100-Level					200-Level					300-Level					400-Level				
Reg Yr	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Business/Commerce	88%	80%	87%	86%	84%	87%	85%	87%	83%	86%	85%	93%	87%	84%	87%	91%	95%	98%	96%	93%
Science/Technology	80%	80%	81%	76%	78%	83%	83%	82%	80%	80%	87%	88%	87%	89%	87%	94%	94%	93%	93%	94%
Education		87%	100%	92%	n.d.	93%		91%	86%	69%	83%		75%		96%	75%	72%	63%	82%	81%
Broad Humanities	84%	84%	83%	82%	83%	85%	83%	87%	87%	85%	90%	91%	91%	89%	89%	95%	98%	98%	98%	95%
Grand Total	83%	82%	83%	80%	81%	85%	83%	85%	84%	83%	88%	90%	88%	88%	88%	92%	94%	88%	91%	91%

Notes :

1. The Business/Commerce CESM group includes CESM 04 courses only
2. The Education CESM group includes CESM 07 courses only
3. The Science/Technology group includes CESM 02,06,08,09,15 and 16 courses until 2009, and CESMs 02, 06, 08, 09, 13, 14 and 15 thereafter
4. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 13 (Law)
5. There were outstanding results for a number of courses in CESM 07 (Education) at the time of this analysis, hence the artificially low pass rate in 200-level courses in this group. 70% of CESM 07 enrolments 100-level courses reflected as "still busy" at the time of this analysis.

Table 16c

Summary of undergraduate success rates by population group and by course level

Level	100-Level					200-Level					300-Level					400-Level				
Reg Yr	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Black	75%	75%	76%	71%	74%	76%	73%	74%	74%	74%	77%	81%	79%	78%	79%	85%	89%	80%	83%	83%
Coloured	79%	77%	78%	76%	79%	81%	80%	82%	82%	81%	85%	89%	89%	88%	88%	92%	88%	76%	89%	88%
Indian	85%	82%	81%	78%	81%	86%	84%	87%	82%	81%	88%	90%	89%	88%	86%	94%	96%	94%	96%	96%
White	89%	89%	89%	88%	89%	90%	90%	92%	90%	90%	93%	94%	94%	93%	93%	97%	97%	97%	98%	97%
International	82%	83%	83%	83%	80%	84%	82%	85%	85%	84%	86%	88%	86%	87%	87%	91%	95%	92%	90%	94%
All Students	83%	82%	83%	80%	81%	85%	83%	85%	84%	83%	88%	90%	88%	88%	88%	92%	94%	88%	91%	91%

Table 17a
Academic progress codes of all undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	824	879	901	849	884	2831	2775	2836	2766	2808	304	237	238	445	338	160	191	118	106	119	2	31	57	44	33	4121	4113	4150	4210	4182
	20%	*21%*	*22%*	*20%*	*21%*	*69%*	*67%*	*68%*	*66%*	*67%*	*7%*	*6%*	*6%*	*11%*	*8%*	*4%*	*5%*	*3%*	*3%*	*3%*	*0%*	*1%*	*1%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	120	77	199	29	97	129	177	0	210	70	0	0	0	0		0	18	6	0	1	0	0	217	10	40	249	272	422	249	208
	48%	*28%*	*47%*	*12%*	*47%*	*52%*	*65%*	*0%*	*84%*	*34%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*7%*	*1%*	*0%*	*0%*	*0%*	*0%*	*51%*	*4%*	*19%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	446	537	498	531	477	1692	1715	1757	1969	2044	124	144	187	262	241	146	157	180	233	159	12	29	54	18	51	2420	2582	2676	3013	2972
	18%	*21%*	*19%*	*18%*	*16%*	*70%*	*66%*	*66%*	*65%*	*69%*	*5%*	*6%*	*7%*	*9%*	*8%*	*6%*	*6%*	*7%*	*8%*	*5%*	*0%*	*1%*	*2%*	*1%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	326	292	294	283	308	1353	1363	1376	1452	1420	13	16	8	8	14	7	20	15	16	15	6	3	15	11	18	1705	1694	1708	1770	1775
	19%	*17%*	*17%*	*16%*	*17%*	*79%*	*80%*	*81%*	*82%*	*80%*	*1%*	*1%*	*0%*	*0%*	*1%*	*0%*	*1%*	*1%*	*1%*	*1%*	*0%*	*0%*	*1%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	976	951	899	1095	1207	2108	2303	2702	2958	3057	369	336	349	372	493	99	123	145	166	109	5	12	105	94	105	3557	3725	4200	4685	4971
	27%	*26%*	*21%*	*23%*	*24%*	*59%*	*62%*	*64%*	*63%*	*61%*	*10%*	*9%*	*8%*	*8%*	*10%*	*3%*	*3%*	*3%*	*4%*	*2%*	*0%*	*0%*	*3%*	*2%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	40	31	117	102	90	127	114	249	269	269	13	14	36	48	48	9	14	26	23	56	4		16	4	8	193	173	444	446	471
	21%	*18%*	*26%*	*23%*	*19%*	*66%*	*66%*	*56%*	*60%*	*57%*	*7%*	*8%*	*8%*	*11%*	*10%*	*5%*	*8%*	*6%*	*5%*	*12%*	*2%*	*0%*	*4%*	*1%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	371	326	299	330	310	1037	997	1093	1192	1145	46	25	45	117	90	134	119	159	216	145			56	2	13	1588	1467	1652	1857	1703
	23%	*22%*	*18%*	*18%*	*18%*	*65%*	*68%*	*66%*	*64%*	*67%*	*3%*	*2%*	*3%*	*6%*	*5%*	*8%*	*8%*	*10%*	*12%*	*9%*	*0%*	*0%*	*3%*	*0%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Total no.	**3103**	**3093**	**3207**	**3219**	**3373**	**9277**	**9444**	**####**	**10816**	**10813**	**869**	**772**	**863**	**1252**	**1224**	**555**	**642**	**649**	**760**	**604**	**29**	**75**	**520**	**183**	**268**	**13833**	**14026**	**15252**	**16230**	**16282**
Total row%	***22%***	***22%***	***21%***	***20%***	***21%***	***67%***	***67%***	***66%***	***67%***	***66%***	***6%***	***6%***	***6%***	***8%***	***8%***	***4%***	***5%***	***4%***	***5%***	***4%***	***0%***	***1%***	***3%***	***1%***	***2%***	***100%***	***100%***	***100%***	***100%***	***100%***

Percentages should be read across each row

Note: The data for these tables was derived from Heritage (2005) and PeopleSoft (2006 - 2009) at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 2, which are HEMIS derived.

Table 17b
Academic progress codes of all Black undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	127	160	151	151	206	570	610	663	686	757	99	81	77	163	127	58	74	57	51	50	1	6	12	7	2	855	931	960	1058	1142
	15%	*17%*	*16%*	*14%*	*18%*	*67%*	*66%*	*69%*	*65%*	*66%*	*12%*	*9%*	*8%*	*15%*	*11%*	*7%*	*8%*	*6%*	*5%*	*4%*	*0%*	*1%*	*1%*	*1%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	26	24	30	3	26	32	43		43	10							7	4		1			36	1	9	58	74	70	47	46
	45%	*32%*	*43%*	*6%*	*57%*	*55%*	*58%*	*0%*	*91%*	*22%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*9%*	*6%*	*0%*	*2%*	*0%*	*0%*	*51%*	*2%*	*20%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	88	99	76	100	89	388	402	443	501	516	46	65	86	104	106	64	74	89	115	76	1	4	17	3	11	587	644	711	823	798
	15%	*15%*	*11%*	*12%*	*11%*	*66%*	*62%*	*62%*	*61%*	*65%*	*8%*	*10%*	*12%*	*13%*	*13%*	*11%*	*11%*	*13%*	*14%*	*10%*	*0%*	*1%*	*2%*	*0%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	54	41	53	64	71	329	361	368	427	461	6	11	6	6	11	3	9	8	10	6	1		5	3	10	393	422	440	510	559
	14%	*10%*	*12%*	*13%*	*13%*	*84%*	*86%*	*84%*	*84%*	*82%*	*2%*	*3%*	*1%*	*1%*	*2%*	*1%*	*2%*	*2%*	*2%*	*1%*	*0%*	*0%*	*1%*	*1%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	151	126	139	129	205	275	323	406	580	602	113	88	113	123	190	36	40	35	55	41	3	1	23	13	20	578	578	716	900	1058
	26%	*22%*	*19%*	*14%*	*19%*	*48%*	*56%*	*57%*	*64%*	*57%*	*20%*	*15%*	*16%*	*14%*	*18%*	*6%*	*7%*	*5%*	*6%*	*4%*	*1%*	*0%*	*3%*	*1%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	3	2	10	8	6	13	24	46	58	57	5	6	12	11	22	5	3	9	9	18			7		3	26	35	84	86	106
	12%	*6%*	*12%*	*9%*	*6%*	*50%*	*69%*	*55%*	*67%*	*54%*	*19%*	*17%*	*14%*	*13%*	*21%*	*19%*	*9%*	*11%*	*10%*	*17%*	*0%*	*0%*	*8%*	*0%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	57	44	40	58	54	257	281	359	426	405	20	16	23	67	52	57	61	93	130	92			17		2	391	402	532	681	605
	15%	*11%*	*8%*	*9%*	*9%*	*66%*	*70%*	*67%*	*63%*	*67%*	*5%*	*4%*	*4%*	*10%*	*9%*	*15%*	*15%*	*17%*	*19%*	*15%*	*0%*	*0%*	*3%*	*0%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
Total no.	**506**	**496**	**499**	**513**	**657**	**1864**	**2044**	**2285**	**2721**	**2808**	**289**	**267**	**317**	**474**	**508**	**223**	**268**	**295**	**370**	**284**	**6**	**11**	**117**	**27**	**57**	**2888**	**3086**	**3513**	**4105**	**4314**
Total row%	***18%***	***16%***	***14%***	***12%***	***15%***	***65%***	***66%***	***65%***	***66%***	***65%***	***10%***	***9%***	***9%***	***12%***	***12%***	***8%***	***9%***	***8%***	***9%***	***7%***	***0%***	***0%***	***3%***	***1%***	***1%***	***100%***	***100%***	***100%***	***100%***	***100%***

Percentages should be read across each row

Table 17c
Academic progress codes of all Coloured undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	81	97	125	117	98	379	357	352	325	311	65	39	36	50	33	29	39	18	14	19		5	4	5	2	554	537	535	511	463
	15%	*18%*	*23%*	*23%*	*21%*	*68%*	*66%*	*66%*	*64%*	*67%*	*12%*	*7%*	*7%*	*10%*	*7%*	*5%*	*7%*	*3%*	*3%*	*4%*	*0%*	*1%*	*1%*	*1%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	19	19	37	3	37	19	18		53	25							1						24		5	38	38	61	56	67
	50%	*50%*	*61%*	*5%*	*55%*	*50%*	*47%*	*0%*	*95%*	*37%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*3%*	*0%*	*0%*	*0%*	*0%*	*0%*	*39%*	*0%*	*7%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	35	48	51	42	53	162	173	176	206	201	10	24	24	30	27	26	19	20	20	15	1	2	4	3	3	234	266	275	301	299
	15%	*18%*	*19%*	*14%*	*18%*	*69%*	*65%*	*64%*	*68%*	*67%*	*4%*	*9%*	*9%*	*10%*	*9%*	*11%*	*7%*	*7%*	*7%*	*5%*	*0%*	*1%*	*1%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	60	51	52	41	57	233	243	266	295	297	5	1	1		1	3	5	3	4	3	4	2	4	3	1	305	302	326	343	359
	20%	*17%*	*16%*	*12%*	*16%*	*76%*	*80%*	*82%*	*86%*	*83%*	*2%*	*0%*	*0%*	*0%*	*0%*	*1%*	*2%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	4	128	160	322	344	14	507	686	706	700	2	101	99	94	118	2	35	50	55	27		1	23	23	16	22	772	1018	1200	1205
	18%	*17%*	*16%*	*27%*	*29%*	*64%*	*66%*	*67%*	*59%*	*58%*	*9%*	*13%*	*10%*	*8%*	*10%*	*9%*	*5%*	*5%*	*5%*	*2%*	*0%*	*0%*	*2%*	*2%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	38	3	10	6	11	117	11	40	41	37	5	4	7	10	9	21	3	7	7	17			5		2	181	21	69	64	76
	21%	*14%*	*14%*	*9%*	*14%*	*65%*	*52%*	*58%*	*64%*	*49%*	*3%*	*19%*	*10%*	*16%*	*12%*	*12%*	*14%*	*10%*	*11%*	*22%*	*0%*	*0%*	*7%*	*0%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	141	25	46	35	34	326	120	117	137	114	85	2	6	14	16	24	13	20	28	18	1		10	1	1	577	160	199	215	183
	24%	*16%*	*23%*	*16%*	*19%*	*56%*	*75%*	*59%*	*64%*	*62%*	*15%*	*1%*	*3%*	*7%*	*9%*	*4%*	*8%*	*10%*	*13%*	*10%*	*0%*	*0%*	*5%*	*0%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Total no.	**378**	**371**	**481**	**566**	**634**	**1250**	**1429**	**1637**	**1763**	**1685**	**172**	**171**	**173**	**198**	**204**	**105**	**115**	**118**	**128**	**99**	**6**	**10**	**74**	**35**	**30**	**1911**	**2096**	**2483**	**2690**	**2652**
Total row%	***20%***	***18%***	***19%***	***21%***	***24%***	***65%***	***68%***	***66%***	***66%***	***64%***	***9%***	***8%***	***7%***	***7%***	***8%***	***5%***	***5%***	***5%***	***5%***	***4%***	***0%***	***0%***	***3%***	***1%***	***1%***	***100%***	***100%***	***100%***	***100%***	***100%***

Percentages should be read across each row

Table 17d
Academic progress codes of all Indian undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	82	105	110	93	99	353	330	329	350	359	30	23	26	55	60	20	21	10	7	14		2	6	8	1	485	481	481	513	533
	17%	*22%*	*23%*	*18%*	*19%*	*73%*	*69%*	*68%*	*68%*	*67%*	*6%*	*5%*	*5%*	*11%*	*11%*	*4%*	*4%*	*2%*	*1%*	*3%*	*0%*	*0%*	*1%*	*2%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	12	5	13	1	7	5	17		9	4													14		4	17	22	27	10	15
	71%	*23%*	*48%*	*10%*	*47%*	*29%*	*77%*	*0%*	*90%*	*27%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*52%*	*0%*	*27%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	23	25	31	29	23	95	93	107	143	153	8	13	15	18	20	7	12	11	26	16		4	1	2	4	133	147	165	218	216
	17%	*17%*	*19%*	*13%*	*11%*	*71%*	*63%*	*65%*	*66%*	*71%*	*6%*	*9%*	*9%*	*8%*	*9%*	*5%*	*8%*	*7%*	*12%*	*7%*	*0%*	*3%*	*1%*	*1%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	32	26	36	30	31	153	152	144	141	138	1	1		2			3	1	1	3			1	1	1	186	182	182	175	173
	17%	*14%*	*20%*	*17%*	*18%*	*82%*	*84%*	*79%*	*81%*	*80%*	*1%*	*1%*	*0%*	*1%*	*0%*	*0%*	*2%*	*1%*	*1%*	*2%*	*0%*	*0%*	*1%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	37	25	38	41	26	71	87	75	73	86	20	17	18	16	20	2	6	12	9	3		1	6	3	5	130	136	149	142	140
	28%	*18%*	*26%*	*29%*	*19%*	*55%*	*64%*	*50%*	*51%*	*61%*	*15%*	*13%*	*12%*	*11%*	*14%*	*2%*	*4%*	*8%*	*6%*	*2%*	*0%*	*1%*	*4%*	*2%*	*4%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	6	3	6	7	5	8	3	12	17	14			2	2	4		2	1	2	2			1		1	14	8	22	28	26
	43%	*38%*	*27%*	*25%*	*19%*	*57%*	*38%*	*55%*	*61%*	*54%*	*0%*	*0%*	*9%*	*7%*	*15%*	*0%*	*25%*	*5%*	*7%*	*8%*	*0%*	*0%*	*5%*	*0%*	*4%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	36	26	17	25	15	58	58	62	65	53	2	3	3	4	5	9	4	8	17	4			4	1	1	105	91	94	112	78
	34%	*29%*	*18%*	*22%*	*19%*	*55%*	*64%*	*66%*	*58%*	*68%*	*2%*	*3%*	*3%*	*4%*	*6%*	*9%*	*4%*	*9%*	*15%*	*5%*	*0%*	*0%*	*4%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Total no.	**228**	**215**	**251**	**226**	**206**	**743**	**740**	**729**	**798**	**807**	**61**	**57**	**64**	**97**	**109**	**38**	**48**	**43**	**62**	**42**	**0**	**7**	**33**	**15**	**17**	**1070**	**1067**	**1120**	**1198**	**1181**
Total row%	***21%***	***20%***	***22%***	***19%***	***17%***	***69%***	***69%***	***65%***	***67%***	***68%***	***6%***	***5%***	***6%***	***8%***	***9%***	***4%***	***4%***	***4%***	***5%***	***4%***	***0%***	***1%***	***3%***	***1%***	***1%***	***100%***	***100%***	***100%***	***100%***	***100%***

Percentages should be read across each row

Table 17e
Academic progress codes of all White undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	441	395	424	377	348	1183	1165	1174	1094	1058	71	56	59	111	77	33	32	19	18	13	1	12	26	18	13	1729	1660	1702	1618	1509
	26%	*24%*	*25%*	*23%*	*23%*	*68%*	*70%*	*69%*	*68%*	*70%*	*4%*	*3%*	*3%*	*7%*	*5%*	*2%*	*2%*	*1%*	*1%*	*1%*	*0%*	*1%*	*2%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	30	14	44	17	16	40	37		56	24							1						86		12	70	52	130	73	52
	43%	*27%*	*34%*	*23%*	*31%*	*57%*	*71%*	*0%*	*77%*	*46%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*2%*	*0%*	*0%*	*0%*	*0%*	*0%*	*66%*	*0%*	*23%*	*100%*	*100%*	*100%*	*100%*	*100%*
EBE	198	229	247	225	216	640	674	656	731	752	21	14	28	58	49	19	28	28	39	18	9	14	20	8	22	887	959	979	1061	1057
	22%	*24%*	*25%*	*21%*	*20%*	*72%*	*70%*	*67%*	*69%*	*71%*	*2%*	*1%*	*3%*	*5%*	*5%*	*2%*	*3%*	*3%*	*4%*	*2%*	*1%*	*1%*	*2%*	*1%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	160	150	130	125	126	535	510	514	500	462					1	1	2	2			1	1	3	3	5	697	663	649	628	594
	23%	*23%*	*20%*	*20%*	*21%*	*77%*	*77%*	*79%*	*80%*	*78%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	497	496	418	434	479	1064	1050	1176	1239	1251	105	83	63	86	94	26	24	33	25	26	1	8	39	45	48	1693	1661	1729	1829	1898
	29%	*30%*	*24%*	*24%*	*25%*	*63%*	*63%*	*68%*	*68%*	*66%*	*6%*	*5%*	*4%*	*5%*	*5%*	*2%*	*1%*	*2%*	*1%*	*1%*	*0%*	*0%*	*2%*	*2%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	12	12	66	70	50	49	47	118	113	131	2		8	17	11	2	3	4	2	8	2		2	2	2	67	62	198	204	202
	18%	*19%*	*33%*	*34%*	*25%*	*73%*	*76%*	*60%*	*55%*	*65%*	*3%*	*0%*	*4%*	*8%*	*5%*	*3%*	*5%*	*2%*	*1%*	*4%*	*3%*	*0%*	*1%*	*1%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	186	153	131	132	146	378	352	367	381	399	3	1	5	18	6	24	11	14	19	13			22		5	591	517	539	550	569
	31%	*30%*	*24%*	*24%*	*26%*	*64%*	*68%*	*68%*	*69%*	*70%*	*1%*	*0%*	*1%*	*3%*	*1%*	*4%*	*2%*	*3%*	*3%*	*2%*	*0%*	*0%*	*4%*	*0%*	*1%*	*100%*	*100%*	*100%*	*100%*	*100%*
Total no.	**1524**	**1449**	**1460**	**1380**	**1381**	**3889**	**3835**	**4005**	**4114**	**4077**	**202**	**154**	**163**	**290**	**238**	**105**	**101**	**100**	**103**	**78**	**14**	**35**	**198**	**76**	**107**	**5734**	**5574**	**5926**	**5963**	**5881**
Total row%	***27%***	***26%***	***25%***	***23%***	***23%***	***68%***	***69%***	***68%***	***69%***	***69%***	***4%***	***3%***	***3%***	***5%***	***4%***	***2%***	***2%***	***2%***	***2%***	***1%***	***0%***	***1%***	***3%***	***1%***	***2%***	***100%***	***100%***	***100%***	***100%***	***100%***

Percentages should be read across each row

Table 17f
Academic progress codes of all International undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Commerce	91	116	82	83	108	304	259	267	254	279	36	34	35	53	37	17	24	10	12	20		6	8	5	13	448	439	402	407	457
	20%	*26%*	*20%*	*20%*	*24%*	*68%*	*59%*	*66%*	*62%*	*61%*	*8%*	*8%*	*9%*	*13%*	*8%*	*4%*	*5%*	*2%*	*3%*	*4%*	*0%*	*1%*	*2%*	*1%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
GSB	16	4	68	2		3	44		20								1						33	7		19	49	101	29	
	84%	*8%*	*67%*	*7%*		*16%*	*90%*	*0%*	*69%*		*0%*	*0%*	*0%*	*0%*		*0%*	*2%*	*0%*	*0%*		*0%*	*0%*	*33%*	*24%*		*100%*	*100%*	*100%*	*100%*	
EBE	100	131	88	119	86	380	349	349	351	397	34	26	34	50	36	26	21	31	33	32	1	5	12	2	11	541	532	514	555	562
	18%	*25%*	*17%*	*21%*	*15%*	*70%*	*66%*	*68%*	*63%*	*71%*	*6%*	*5%*	*7%*	*9%*	*6%*	*5%*	*4%*	*6%*	*6%*	*6%*	*0%*	*1%*	*2%*	*0%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Health Sciences	20	22	23	21	17	91	85	72	65	52		1	1		1		1	1	1	3			2	1		111	109	99	88	73
	18%	*20%*	*23%*	*24%*	*23%*	*82%*	*78%*	*73%*	*74%*	*71%*	*0%*	*1%*	*1%*	*0%*	*1%*	*0%*	*1%*	*1%*	*1%*	*4%*	*0%*	*0%*	*2%*	*1%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
Humanities	136	151	127	122	124	327	288	309	308	330	41	38	36	40	51	11	14	12	13	10		1	12	7	14	515	492	496	490	529
	26%	*31%*	*26%*	*25%*	*23%*	*63%*	*59%*	*62%*	*63%*	*62%*	*8%*	*8%*	*7%*	*8%*	*10%*	*2%*	*3%*	*2%*	*3%*	*2%*	*0%*	*0%*	*2%*	*1%*	*3%*	*100%*	*100%*	*100%*	*100%*	*100%*
Law	15	11	25	9	17	43	29	31	39	27	4	4	7	8	2		3	4	3	10	2		1	2		64	47	68	61	56
	23%	*23%*	*37%*	*15%*	*30%*	*67%*	*62%*	*46%*	*64%*	*48%*	*6%*	*9%*	*10%*	*13%*	*4%*	*0%*	*6%*	*6%*	*5%*	*18%*	*3%*	*0%*	*1%*	*3%*	*0%*	*100%*	*100%*	*100%*	*100%*	*100%*
Science	51	71	62	62	50	205	160	165	164	158	13	3	7	7	8	21	27	22	21	17			3		4	290	261	259	254	237
	18%	*27%*	*24%*	*24%*	*21%*	*71%*	*61%*	*64%*	*65%*	*67%*	*4%*	*1%*	*3%*	*3%*	*3%*	*7%*	*10%*	*8%*	*8%*	*7%*	*0%*	*0%*	*1%*	*0%*	*2%*	*100%*	*100%*	*100%*	*100%*	*100%*
Total no.	**429**	**506**	**475**	**418**	**402**	**1353**	**1214**	**1193**	**1201**	**1243**	**128**	**106**	**120**	**158**	**135**	**75**	**91**	**80**	**83**	**92**	**3**	**12**	**71**	**24**	**42**	**1988**	**1929**	**1939**	**1884**	**1914**
Total row%	***22%***	***26%***	***24%***	***22%***	***21%***	***68%***	***63%***	***62%***	***64%***	***65%***	***6%***	***5%***	***6%***	***8%***	***7%***	***4%***	***5%***	***4%***	***4%***	***5%***	***0%***	***1%***	***4%***	***1%***	***2%***	***100%***	***100%***	***100%***	***100%***	***100%***

Percentages should be read across each row

Table 18a

Five year cohort survival analysis of the 2002, 2003, 2004, 2005 and 2006 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students (SA and International)

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	327	276	287	347	283	782	883	794	787	731	231	263	262	298	229	30	33	37	36	30
	73%	*76%*	*79%*	*76%*	*76%*	*77%*	*76%*	*72%*	*76%*	*76%*	*63%*	*61%*	*60%*	*60%*	*53%*	*65%*	*60%*	*67%*	63%	*59%*
Continuing undergraduate studies	5	7	5	4	14	23	46	84	50	75	21	29	31	26	72	0	3	2	3	6
	1%	*2%*	*1%*	*1%*	*4%*	*2%*	*4%*	*8%*	*5%*	*8%*	*6%*	*7%*	*7%*	*5%*	*17%*	*0%*	5%	4%	5%	*12%*
Dropped out in good academic standing	80	57	53	67	52	125	114	97	89	52	26	27	27	36	18	12	12	7	10	9
	18%	*16%*	*15%*	*15%*	*14%*	*12%*	*10%*	*9%*	*9%*	*5%*	*7%*	*6%*	*6%*	*7%*	*4%*	*26%*	22%	13%	18%	*18%*
Refused readmission on academic grounds	33	22	17	37	22	88	119	127	107	101	90	105	115	135	110	4	7	9	6	6
	7%	*6%*	*5%*	*8%*	*6%*	*9%*	*10%*	*12%*	*10%*	*11%*	*24%*	*24%*	*26%*	*27%*	*26%*	*9%*	13%	16%	11%	*12%*
Total	445	362	362	457	371	1018	1165	1102	1035	959	368	430	435	495	429	46	55	55	57	51
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	100%	*100%*

Status after 5 years	Science					Social Science - BSocSc					Total				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	326	306	327	345	304	409	391	369	340	367	2105	2152	2076	2153	1944
	56%	*64%*	*66%*	*65%*	*58%*	*66%*	*76%*	*82%*	*71%*	*77%*	*72%*	*70%*	*70%*	*71%*	*69%*
Continuing undergraduate studies	29	19	24	26	48	8	8	2	11	18	86	112	148	120	233
	5%	*4%*	*5%*	*5%*	*9%*	*1%*	*2%*	*0%*	*2%*	*4%*	*4%*	*7%*	*7%*	*4%*	*8%*
Dropped out in good academic standing	83	52	41	45	40	117	76	53	76	65	443	338	278	323	236
	14%	*11%*	*8%*	*8%*	*8%*	*19%*	*15%*	*12%*	*16%*	*14%*	*11%*	*10%*	*10%*	*11%*	*8%*
Refused readmission on academic grounds	143	103	107	113	130	85	38	25	46	28	443	394	400	444	397
	25%	*21%*	*21%*	*21%*	*25%*	*14%*	*7%*	*6%*	*10%*	*6%*	*13%*	*14%*	*14%*	*15%*	*14%*
Total	581	481	499	530	522	619	515	449	477	478	3077	3008	2902	3051	2810
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Notes:

1. This table is an analysis of the academic progress of the 2002, 2003, 2004, 2005 and 2006 FU cohorts carried out five years after their initial enrolment at UCT
   In the case of EBE, the 2002 - 2005 analyses were carried out over 6 years. The 2006 cohort will be updated next year with an additional year of data.
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.
3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.
4. Students dropping out in good academic standing are students who had left the University without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.
5. The Commerce intakes include students enrolling for the 3-year BCom and for the 4-year BBusSc
6. The Engineering total is for 4-year degrees only.

7. Percentages are to be read down each column.

Table 18b

Five year cohort survival analysis of the 2002, 2003, 2004, 2005 and 2006 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: SA BLACK students

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	53	26	34	26	23	163	200	173	144	126	77	83	44	70	32	13	11	18	4	4
	70%	*74%*	*77%*	*67%*	*59%*	*68%*	*66%*	*59%*	*64%*	*60%*	*50%*	*49%*	*36%*	*45%*	*25%*	*59%*	46%	64%	50%	40%
Continuing undergraduate studies	0	1	0	0	3	6	18	23	21	32	12	21	14	14	33	0	1	2	0	2
	0%	*3%*	*0%*	*0%*	*8%*	*2%*	*6%*	*8%*	*9%*	*15%*	*8%*	*12%*	*11%*	*9%*	*26%*	*0%*	4%	7%		20%
Dropped out in good academic standing	16	2	7	3	7	35	33	40	14	12	10	6	8	5	3	7	6	3	3	2
	21%	*6%*	*16%*	*8%*	*18%*	*15%*	*11%*	*14%*	*6%*	*6%*	*7%*	*4%*	*7%*	*3%*	*2%*	*32%*	25%	11%	38%	20%
Refused readmission on academic grounds	7	6	3	10	6	37	51	59	46	39	54	57	57	66	59	2	6	5	1	2
	9%	*17%*	*7%*	*26%*	*15%*	*15%*	*17%*	*20%*	*20%*	*19%*	*35%*	*34%*	*46%*	*43%*	*46%*	*9%*	25%	18%	13%	20%
Total	76	35	44	39	39	241	302	295	225	209	153	170	123	155	127	22	24	28	8	10
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	100%	100%

Status after 5 years	Science					Social Science - BSocSc					Total				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	83	68	80	53	52	126	77	84	41	64	467	465	433	338	301
	42%	*50%*	*49%*	*44%*	*36%*	*66%*	*80%*	*76%*	*61%*	*70%*	*62%*	*61%*	*57%*	*55%*	*48%*
Continuing undergraduate studies	12	7	10	6	27	2	2	0	1	8	49	50	49	42	105
	6%	*5%*	*6%*	*5%*	*19%*	*1%*	*2%*	*0%*	*1%*	*9%*	*6%*	*7%*	*6%*	*7%*	*17%*
Dropped out in good academic standing	23	13	12	9	4	30	12	18	10	10	73	72	88	44	38
	12%	*9%*	*7%*	*8%*	*3%*	*16%*	*13%*	*16%*	*15%*	*11%*	*10%*	*9%*	*12%*	*7%*	*6%*
Refused readmission on academic grounds	80	49	60	52	62	34	5	9	15	10	170	174	193	190	178
	40%	*36%*	*37%*	*43%*	*43%*	*18%*	*5%*	*8%*	*22%*	*11%*	*22%*	*23%*	*25%*	*31%*	*29%*
Total	198	137	162	120	145	192	96	111	67	92	759	764	763	614	622
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Table 18c

Five year cohort survival analysis of the 2002, 2003, 2004, 2005 and 2006 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: SA COLOURED students

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	32	35	34	38	42	91	103	105	101	105	22	30	22	28	19	3	5	3	3	4
	55%	*73%*	*69%*	*86%*	*71%*	*70%*	*66%*	*63%*	*67%*	*78%*	*56%*	*52%*	*49%*	*62%*	*38%*	*60%*	*83%*	*50%*	60%	44%
Continuing undergraduate studies	1	1	1	0	2	3	11	23	11	9	5	6	4	2	11	0	1	0	0	1
	2%	*2%*	*2%*	*0%*	*3%*	*2%*	*7%*	*14%*	*7%*	*7%*	*13%*	*10%*	*9%*	*4%*	*22%*	*0%*	*17%*	*0%*	0%	11%
Dropped out in good academic standing	15	11	8	2	6	18	16	15	15	5	2	4	2	3	3	1	0	1	1	3
	26%	*23%*	*16%*	*5%*	*10%*	*14%*	*10%*	*9%*	*10%*	*4%*	*5%*	*7%*	*4%*	*7%*	*6%*	*20%*	*0%*	*17%*	20%	33%
Refused readmission on academic grounds	10	1	6	4	9	18	27	25	23	15	10	18	17	12	17	1	0	2	1	1
	17%	*2%*	*12%*	*9%*	*15%*	*14%*	*17%*	*15%*	*15%*	*11%*	*26%*	*31%*	*38%*	*27%*	*34%*	*20%*	0%	33%	20%	11%
Total	58	48	49	44	59	130	157	168	150	134	39	58	45	45	50	5	6	6	5	9
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	100%	100%

Status after 5 years	Science					Social Science - BSocSc					Total				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	37	41	34	32	35	70	75	54	51	74	255	289	252	244	279
	47%	*55%*	*51%*	*60%*	*51%*	*58%*	*77%*	*76%*	*65%*	*69%*	*59%*	*66%*	*62%*	*66%*	*65%*
Continuing undergraduate studies	1	3	3	4	5	1	0	1	6	5	11	22	32	23	33
	1%	*4%*	*4%*	*8%*	*7%*	*1%*	*0%*	*1%*	*8%*	*5%*	*3%*	*5%*	*8%*	*6%*	*8%*
Dropped out in good academic standing	15	12	8	4	6	24	8	8	7	20	75	51	42	33	43
	19%	*16%*	*12%*	*8%*	*9%*	*20%*	*8%*	*11%*	*9%*	*19%*	*17%*	*12%*	*10%*	*9%*	*10%*
Refused readmission on academic grounds	25	18	22	13	22	26	13	8	13	8	90	77	80	66	72
	32%	*24%*	*33%*	*25%*	*32%*	*21%*	*13%*	*11%*	*17%*	*7%*	*21%*	*18%*	*20%*	*18%*	*17%*
Total	78	74	67	53	68	121	97	71	78	107	431	440	406	368	427
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Table 18d

Five year cohort survival analysis of the 2002, 2003, 2004, 2005 and 2006 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties:SA INDIAN students

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	14	10	16	9	13	72	106	110	94	84	26	29	12	24	13	2	6	1	0	16
	82%	*77%*	*76%*	*64%*	*81%*	*76%*	*77%*	*73%*	*84%*	*72%*	*60%*	*71%*	*63%*	*53%*	*48%*	*100%*	*100%*	*100%*	*0%*	*80%*
Continuing undergraduate studies	0	0	1	0	0	3	4	10	3	10	1	0	0	3	4	0	0	0	0	2
	0%	*0%*	*5%*	*0%*	*0%*	*3%*	*3%*	*7%*	*3%*	*9%*	*2%*	*0%*	*0%*	*7%*	*15%*	*0%*	*0%*	*0%*	*0%*	*10%*
Dropped out in good academic standing	2	0	3	0	3	10	10	9	8	11	4	3	2	4	2	0	0	0	0	1
	12%	*0%*	*14%*	*0%*	*19%*	*11%*	*7%*	*6%*	*7%*	*9%*	*9%*	*7%*	*11%*	*9%*	*7%*	*0%*	*0%*	*0%*	*0%*	*5%*
Refused readmission on academic grounds	1	3	1	5	0	10	17	22	7	11	12	9	5	14	8	0	0	0	1	1
	6%	*23%*	*5%*	*36%*	*0%*	*11%*	*12%*	*15%*	*6%*	*9%*	*28%*	*22%*	*26%*	*31%*	*30%*	*0%*	0%	0%	*0%*	*5%*
Total	17	13	21	14	16	95	137	151	112	116	43	41	19	45	27	2	6	1	1	20
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Status after 5 years	Science					Social Science - BSocSc					Total				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	31	30	31	24	12	14	13	20	15	17	159	194	190	166	155
	60%	*57%*	*62%*	*69%*	*50%*	*58%*	*76%*	*83%*	*58%*	*89%*	*68%*	*73%*	*71%*	*71%*	*70%*
Continuing undergraduate studies	0	2	3	1	2	3	1	0	3	0	7	7	14	10	18
	0%	*4%*	*6%*	*3%*	*8%*	*13%*	*6%*	*0%*	*12%*	*0%*	*3%*	*3%*	*5%*	*4%*	*8%*
Dropped out in good academic standing	10	7	5	2	2	3	0	3	5	1	29	20	22	19	20
	19%	*13%*	*10%*	*6%*	*8%*	*13%*	*0%*	*13%*	*19%*	*5%*	*12%*	*7%*	*8%*	*8%*	*9%*
Refused readmission on academic grounds	11	14	11	7	8	4	3	1	3	1	38	46	40	37	29
	21%	*26%*	*22%*	*20%*	*33%*	*17%*	*18%*	*4%*	*12%*	*5%*	*16%*	*17%*	*15%*	*16%*	*13%*
Total	52	53	50	35	24	24	17	24	26	19	233	267	266	233	222
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Table 18e

Five year cohort survival analysis of the 2002, 2003, 2004, 2005 and 2006 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties:SA WHITE students

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	228	204	202	222	159	454	473	400	342	326	106	120	111	109	107	12	11	15	14	16
	78%	*77%*	*82%*	*80%*	*79%*	*83%*	*84%*	*84%*	*86%*	*86%*	*80%*	*75%*	*76%*	*85%*	*79%*	*71%*	*58%*	*75%*	*78%*	*80%*
Continuing undergraduate studies	3	5	3	2	8	11	13	25	9	12	3	2	9	0	14	0	1	0	1	2
	1%	*2%*	*1%*	*1%*	*4%*	*2%*	*2%*	*5%*	*2%*	*3%*	*2%*	*1%*	*6%*	*0%*	*10%*	*0%*	*5%*	*0%*	*6%*	*10%*
Dropped out in good academic standing	47	44	35	43	29	60	54	33	25	18	10	14	7	10	6	4	6	3	1	1
	16%	*17%*	*14%*	*15%*	*14%*	*11%*	*10%*	*7%*	*6%*	*5%*	*8%*	*9%*	*5%*	*8%*	*4%*	*24%*	*32%*	*15%*	*6%*	*5%*
Refused readmission on academic grounds	15	12	7	10	6	23	24	21	19	21	14	21	19	9	9	1	1	2	2	1
	5%	*5%*	*3%*	*4%*	*3%*	*4%*	*4%*	*4%*	*5%*	*6%*	*11%*	*13%*	*13%*	*7%*	*7%*	*6%*	5%	10%	*11%*	*5%*
Total	293	266	247	279	202	548	564	479	396	377	133	160	146	128	136	17	19	20	18	20
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Status after 5 years	Science					Social Science - BSocSc					Total				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	173	167	174	135	136	199	223	207	154	127	1172	1198	1109	976	871
	69%	*77%*	*83%*	*84%*	*76%*	*71%*	*74%*	*87%*	*74%*	*81%*	*77%*	*79%*	*83%*	*82%*	*81%*
Continuing undergraduate studies	16	7	7	8	9	2	5	1	16	3	35	33	45	36	48
	6%	*3%*	*3%*	*5%*	*5%*	*1%*	*2%*	*0%*	*8%*	*2%*	*2%*	*2%*	*3%*	*3%*	*4%*
Dropped out in good academic standing	35	20	15	10	21	60	55	24	27	19	216	193	117	116	94
	14%	*9%*	*7%*	*6%*	*12%*	*21%*	*18%*	*10%*	*13%*	*12%*	*14%*	*13%*	*9%*	*10%*	*9%*
Refused readmission on academic grounds	27	21	13	8	14	20	17	7	9	7	100	96	69	57	58
	11%	*10%*	*6%*	*5%*	*8%*	*7%*	*6%*	*3%*	*4%*	*4%*	*7%*	*6%*	*5%*	*5%*	*5%*
Total	251	216	209	161	180	281	301	239	207	156	1523	1526	1340	1189	1071
	100%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Table 19

Five year cohort survival analysis of the 2002, 2003, 2004, 2005 and 2006 intakes of first-time entering extended programme undergraduates five years after initial enrolment in 5 large faculties: ALL students

Status after 5 years	Commerce -BCom					Commerce (BBusSc)					Engineering - BSc(Eng)				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	26 *54%*	22 *39%*	36 *39%*	64 57%	57 54%	19 *61%*	27 *52%*	24 *34%*	35 *56%*	37 41%	33 *49%*	24 *30%*	17 *21%*	21 *29%*	5 7%
Continuing undergraduate studies	3 *6%*	4 *7%*	19 *21%*	4 4%	13 12%	3 *10%*	5 *10%*	16 *23%*	11 *18%*	10 11%	8 *12%*	11 *14%*	19 *23%*	5 *7%*	17 24%
Dropped out in good academic standing	11 *23%*	11 *20%*	10 *11%*	11 10%	14 13%	5 *16%*	5 *10%*	11 *16%*	7 *11%*	18 20%	3 *4%*	3 *4%*	4 *5%*	5 *7%*	9 13%
Refused readmission on academic grounds	8 *17%*	19 *34%*	27 *29%*	33 29%	21 20%	4 *13%*	15 *29%*	19 *27%*	9 *15%*	25 28%	23 *34%*	41 *52%*	42 *51%*	41 *57%*	41 57%
Total	48 *100%*	56 *100%*	92 *100%*	112 100%	105 100%	31 *100%*	52 *100%*	70 *100%*	62 *100%*	90 100%	67 *100%*	79 *100%*	82 *100%*	72 *100%*	72 100%

Status after 5 years	Science					Social Science - Quant and Non-Quant Extended					Total				
	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake	2002 intake	2003 intake	2004 intake	2005 intake	2006 intake
Completed undergraduate bachelors' degree (graduated)	49 *34%*	42 *36%*	41 *37%*	43 *37%*	42 27%			24 *63%*	14 *47%*	56 58%	127 *44%*	115 *38%*	142 *36%*	177 *45%*	197 38%
Continuing undergraduate studies	8 *6%*	5 *4%*	7 *6%*	11 *9%*	24 15%			0 *0%*	5 *17%*	7 7%	22 *8%*	25 *8%*	61 *15%*	36 *9%*	71 14%
Dropped out in good academic standing	25 *17%*	13 *11%*	6 *5%*	10 *9%*	18 12%			10 *26%*	2 *7%*	19 20%	44 *15%*	32 *11%*	41 *10%*	35 *9%*	78 15%
Refused readmission on academic grounds	62 *43%*	57 *49%*	58 *52%*	52 *45%*	72 46%			4 *11%*	9 *30%*	15 15%	97 *33%*	132 *43%*	150 *38%*	144 *37%*	174 33%
Total	144 *100%*	117 *100%*	112 *100%*	116 *100%*	156 100%	0	0	38 *100%*	30 *100%*	97 100%	290 *100%*	304 *100%*	394 *100%*	392 *100%*	520 100%

Table 20

Progress of 2003, 2004, 2005, 2006 and 2007 intakes of master's students as at 2010

Status	Commerce					GSB					EBE					Health Sciences				
at end of 2009	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake
Graduated No	40	36	84	44	43	129	127	96	109	148	106	84	127	113	126	48	77	70	69	40
%	*74%*	*64%*	*78%*	*58%*	*60%*	*82%*	*74%*	*91%*	*91%*	*89%*	*66%*	*58%*	*63%*	*58%*	*55%*	*31%*	*31%*	*31%*	*33%*	*19%*
Upgraded No	0	1	0	2	0	0	0	0	0	0	6	5	7	5	3	12	20	11	8	0
%	*0%*	*2%*	*0%*	*3%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*4%*	*3%*	*3%*	*3%*	*1%*	*8%*	*8%*	*5%*	*4%*	*0%*
Still Busy No	1	1	0	12	8	0	0	0	0	1	4	5	4	28	58	12	27	43	79	131
%	*2%*	*2%*	*0%*	*16%*	*11%*	*0%*	*0%*	*0%*	*0%*	*1%*	*3%*	*3%*	*2%*	*14%*	*25%*	*8%*	*11%*	*19%*	*38%*	*63%*
Transferred to Other Prog No	1	0	3	2	0	0	0	0	0	0	8	2	4	3	0	9	17	3	0	0
%	*2%*	*0%*	*3%*	*3%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*5%*	*1%*	*2%*	*2%*	*0%*	*6%*	*7%*	*1%*	*0%*	*0%*
Dropped Out No	11	15	20	16	20	29	43	7	11	9	29	43	57	38	35	74	108	101	54	37
%	*20%*	*27%*	*19%*	*21%*	*28%*	*18%*	*25%*	*7%*	*9%*	*5%*	*18%*	*30%*	*28%*	*19%*	*15%*	*47%*	*43%*	*44%*	*26%*	*18%*
Excluded No	1	3	1	0	1	0	1	2	0	8	7	5	4	8	6	2	0	0	0	0
%	*2%*	*5%*	*1%*	*0%*	*1%*	*0%*	*1%*	*2%*	*0%*	*5%*	*4%*	*3%*	*2%*	*4%*	*3%*	*1%*	*0%*	*0%*	*0%*	*0%*
Total No	54	56	108	76	72	158	171	105	120	166	160	144	203	195	228	157	249	228	210	208
%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Percentages are to be read down each column

Status	Humanities					Law					Science					Total				
at end of 2009	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake
Graduated No	138	172	144	173	141	96	99	82	89	80	121	101	101	121	83	678	696	704	718	661
%	*70%*	*69%*	*70%*	*76%*	*63%*	*74%*	*76%*	*79%*	*81%*	*67%*	*72%*	*69%*	*67%*	*64%*	*50%*	*66%*	*61%*	*64%*	*64%*	*56%*
Upgraded No	0	0	0	1	1	0	0	0	0	0	16	19	17	11	11	34	45	35	27	15
%	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*9%*	*13%*	*11%*	*6%*	*7%*	*3%*	*4%*	*3%*	*2%*	*1%*
Still Busy No	2	2	2	12	44	0	2	0	1	10	1	2	2	11	35	20	39	51	143	287
%	*1%*	*1%*	*1%*	*5%*	*20%*	*0%*	*2%*	*0%*	*1%*	*8%*	*1%*	*1%*	*1%*	*6%*	*21%*	*2%*	*3%*	*5%*	*13%*	*24%*
Transferred to Other Prog No	3	11	2	0	0	1	3	2	0	1	1	1	1	2	0	23	34	15	7	1
%	*2%*	*4%*	*1%*	*0%*	*0%*	*1%*	*2%*	*2%*	*0%*	*1%*	*1%*	*1%*	*1%*	*1%*	*0%*	*2%*	*3%*	*1%*	*1%*	*0%*
Dropped Out No	50	58	52	37	29	29	22	18	20	24	28	22	29	40	32	250	311	284	216	186
%	*25%*	*23%*	*25%*	*16%*	*13%*	*22%*	*17%*	*17%*	*18%*	*20%*	*17%*	*15%*	*19%*	*21%*	*19%*	*24%*	*27%*	*26%*	*19%*	*16%*
Excluded No	5	8	6	4	9	3	4	2	0	4	2	2	1	3	4	20	23	16	15	32
%	*3%*	*3%*	*3%*	*2%*	*4%*	*2%*	*3%*	*2%*	*0%*	*3%*	*1%*	*1%*	*1%*	*2%*	*2%*	*2%*	*2%*	*1%*	*1%*	*3%*
Total No	198	251	206	227	224	129	130	104	110	119	169	147	151	188	165	1025	1148	1105	1126	1182
%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Progress of the 2003, 2004, 2005, 2006 and 2007 intakes of doctoral students as at 2010

Status at end of 2009	Commerce					GSB					EBE					Health Sciences				
	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake
Graduated No	1	12	9	5	2						11	24	12	8	4	21	23	27	26	12
%	*20%*	*50%*	*31%*	*19%*	*9%*						*55%*	*59%*	*50%*	*24%*	*10%*	*58%*	*51%*	*63%*	*49%*	24%
Still Busy No	1	2	3	9	20						1	4	6	14	25	6	8	9	19	33
%	*20%*	*8%*	*10%*	*33%*	*87%*						*5%*	*10%*	*25%*	*41%*	*63%*	*17%*	*18%*	*21%*	*36%*	67%
Transferred to Other Prog No	0	0	1	1	0						0	0	0	0	1	2	1	0	1	0
%	*0%*	*0%*	*3%*	*4%*	*0%*						*0%*	*0%*	*0%*	*0%*	*3%*	*6%*	*2%*	*0%*	*2%*	0%
Dropped Out No	3	10	16	12	1						8	13	6	12	10	7	13	7	7	4
%	*60%*	*42%*	*55%*	*44%*	*4%*						*40%*	*32%*	*25%*	*35%*	*25%*	*19%*	*29%*	*16%*	*13%*	8%
Excluded No	0	0	0	0	0						0	0	0	0	0	0	0	0	0	0
%	*0%*	*0%*	*0%*	*0%*	*0%*						*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	0%
Total No	5	24	29	27	23						20	41	24	34	40	36	45	43	53	49
%	*100%*	*100%*	*100%*	*100%*	*100%*						*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	100%

Percentages are to be read down each column

Status at end of 2009	Humanities					Law					Science					Total				
	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake	2003 intake	2004 intake	2005 intake	2006 intake	2007 intake
Graduated No	22	33	9	10	11	2	5	3	3	1	31	36	27	27	12	88	133	87	79	42
%	*61%*	*63%*	*30%*	*24%*	*22%*	*100%*	*63%*	*30%*	*50%*	*9%*	*70%*	*61%*	*47%*	*35%*	*17%*	*62%*	*58%*	*45%*	*33%*	*17%*
Still Busy No	2	3	11	23	32	0	0	4	1	8	1	4	8	36	52	11	21	41	102	170
%	*6%*	*6%*	*37%*	*55%*	*65%*	*0%*	*0%*	*40%*	*17%*	*73%*	*2%*	*7%*	*14%*	*46%*	*74%*	*8%*	*9%*	*21%*	*43%*	*70%*
Transferred to Other Prog No	1	1	0	3	0	0	0	0	0	0	2	0	2	0	0	5	2	3	5	1
%	*3%*	*2%*	*0%*	*7%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*5%*	*0%*	*4%*	*0%*	*0%*	*3%*	*1%*	*2%*	*2%*	*0%*
Dropped Out No	10	15	10	6	5	0	3	3	2	2	10	18	17	13	6	38	72	59	52	28
%	*28%*	*29%*	*33%*	*14%*	*10%*	*0%*	*38%*	*30%*	*33%*	*18%*	*23%*	*31%*	*30%*	*17%*	*9%*	*27%*	*31%*	*31%*	*22%*	*12%*
Excluded No	1	0	0	0	1	0	0	0	0	0	0	1	3	2	0	1	1	3	2	1
%	*3%*	*0%*	*0%*	*0%*	*2%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*2%*	*5%*	*3%*	*0%*	*1%*	*0%*	*2%*	*1%*	*0%*
Total No	36	52	30	42	49	2	8	10	6	11	44	59	57	78	70	143	229	193	240	242
%	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Table 22

Average Time to Completion Amongst Masters and Doctoral Graduates

Year	2006				2007				2008				2009				2010			
Level	Master's		Doctorates		Master's		Doctorates		Master's		Doctorates		Master's		Doctorates		Master's		Doctorates	
Faculty	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates	Ave time to degree	No. of Graduates
Commerce	2.8	51	2.5	2	2.3	47	3.6	11	2.3	64	4.4	16	2.2	65	4.3	13	2.0	100	4.2	21
GSB	1.6	111			1.7	117			1.5	163			1.7	179			1.6	175		
EBE	3.1	107	4.4	25	3.0	128	4.1	17	2.9	143	4.6	20	3.8	87	4.5	44	2.5	172	4.9	20
Health Sciences	3.8	84	4.7	38	3.7	85	4.0	33	3.7	83	4.5	31	2.5	156	4.7	15	3.8	118	4.4	40
Humanities	2.7	162	6.2	29	2.6	168	4.8	32	2.8	169	4.9	33	2.4	197	6.2	38	2.5	208	5.5	24
Law	2.1	124	8.0	4	1.7	94	3.4	5	1.7	84	3.8	4	1.9	88	5.3	3	1.6	123	3.0	5
Science	2.8	123	4.5	35	2.7	112	4.6	44	2.7	130	5.4	47	2.6	96	5.3	65	2.7	112	4.6	50
Total	2.6	762	5.0	133	2.5	751	4.3	142	2.5	836	4.8	151	2.4	868	5.2	178	2.4	1008	4.6	160