# 2015 Teaching and Learning Report

**29 September 2016**

# Table of Contents

# ACRONYMS

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

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

# UCT 2015 Teaching and Learning Report

## 1. INTRODUCTION

### 1.1 Message from the Vice-Chancellor

This report is a testimony to UCT's commitment to excellence in teaching, alongside its commitment to research. We are particularly proud of UCT's longstanding commitment to both access and success of all of our students with a particular focus on those who have been disadvantaged as a result of on-going inequality in educational provision.

During 2015, UCT continued its multiple interventions focused on renewing the curriculum, improving access and throughput, enhancing the quality of the teaching and learning experience, and supporting online provision.

2015 was also a year in which we witnessed an outpouring of student anger and frustration across the higher education sector as students raised their voices to levels not seen since before 1994. While the most visible targets were colonial symbols and fees, many aspects of teaching and learning also came under fire. There were calls to 'decolonize the curriculum', to remove discriminatory assessment practices and alienating forms of pedagogy. Students have demanded greater accountability on the part of the academic leadership.

The student concerns of 2015 have given added impetus and urgency to the teaching and learning interventions already in place, and, with intense deliberations at every level of the institution – Senate, faculties, departments, residences, student groupings – the university has been grappling with the many challenges that have surfaced across these different forums.

This report includes inputs from across UCT and points directly to how the pace of transformation has been quickened around a range of key issues such as multilingualism, Afrocentric curriculum and staff transformation. It is clear that 2015 was an important year for honing and shaping the agenda for teaching and learning for the foreseeable future.

*Max Price*

## 1.2 Foreword from Deputy Vice-Chancellor: Teaching & Learning

2015 was a momentous year for UCT. The challenges posed by student protesters highlighted a host of issues that had a direct impact on debates and deliberations related to the teaching and learning environment. These included, but were not limited to, the concerns that emerged regarding the roles that race and accent play in the treatment of black students, the urgent need to review curricula and methods of assessment, the lack of feedback on course evaluation results and contradictory perceptions of the university's academic development programmes. Several initiatives were launched to surface these issues through, for example, faculty assemblies and in the meetings of the Senate Teaching and Learning Committee. But many debates were also initiated through extra-governance structures, and the Vice Chancellor agreed to support the formation of the Curriculum Change Work Group (CCWG), which plans to complete university-wide engagements on curriculum reform towards the end of 2017.

It is against this contextual backdrop that the Teaching and Learning report for 2015 has been written. Given the historic and contested events that unfolded following the emergence of the Rhodes Must Fall movement in March 2015, it would not be possible or desirable to produce a coherent narrative of the achievements and challenges of 2015. The report is therefore intentionally multi-vocal and as such contains a variety of contributions and perspectives. Even so, several cross-cutting achievements have emerged. Chief among these are the significant advances in enabling student success which no doubt will be strengthened in the future to ensure conducive conditions for the realisation of this goal. Many of the interventions that have contributed to furthering this aim are summarized below.

Despite these advances, pressing challenges continue to confront UCT's learning environment as welcoming, affirming and inclusive for all students; similar challenges remain for UCT to be an institution that will ultimately support all students toward the successful completion of their degrees. Thus, while we have every reason to celebrate the 78% completion rates of the 2011 undergraduate cohort, it is also clear that we have to pay careful attention to the disparities between the completion rates of white and black students. There remain similarly serious challenges at the postgraduate level. As this report underlines, it is likely that differences in the pedagogical approaches across disciplines and faculties have contributed to this unevenness but also that current examples of pedagogical mediation foregrounding a positive student experience and affirming the student's role in the co-creation of the learning space indicate that the process of change is underway. To be effective in transforming the practices and assumptions that have impeded the successful progress of all students, it is crucial that everyone involved in the teaching and learning environment at UCT commit to this journey in creative and collaborative ways.

The December submission to the Council of Higher Education (CHE) of UCT's follow up report on the first phase of the Quality Enhancement Project (QEP) afforded an opportunity to reflect critically on these and other related issues, such as the importance of strengthening the accountability of the academic leadership at departmental and faculty level with respect to staff development and student throughputs, and the need to foster strategic leadership to ensure that complex educational challenges are addressed proactively. This includes the creation of a discrimination free and inclusive environment aimed at promoting the full, independent and effective participation in all mainstream activities by students with disabilities. Addressing the needs of these students is one example of

UCT's growing commitment to a comprehensive and integrated student-focused approach to teaching and learning.

A decision by the Teaching and Learning Committee to adopt clear reporting guidelines for the 2015 Teaching and Learning report has resulted in cross-faculty reporting on several key challenges: curriculum development, improving access and throughput; faculty initiatives for enhancing teaching; online provision, and monitoring and evaluation. While transformation is central to and embedded in all of these endeavours, the faculty reports all begin by explicitly foregrounding this pressing concern. The report also includes a very useful complimentary assessment of the use and impact of DHET grants and the ways in which various sub-committees supported the work of teaching and learning at UCT, contributing to the smooth delivery of services despite threats to, for example, the successful completion of the end-of-year examinations.

Importantly, the report underscores the commitment of faculties and individual academics to the mainstreaming of innovative solutions for improving throughputs and enhancing the experience of students. This is evidenced in far-reaching efforts to address issues of diversity and inclusivity. Obvious examples include the practice in the Commerce Faculty of ensuring diversity in the appointment of student tutors, and a focus on multilingualism and a scaffolding of language in support of this commitment. In Health Sciences structures have been put in place to build an institutional culture that encourages respect and promotes inclusivity through an acknowledgment of the need to recognise and develop the personal strengths of all students. Similarly, the empowerment of students through various initiatives aimed at promoting agency and ownership of the learning experience attest to a growing understanding of the importance of revisiting and revising long accepted practices and assumptions. Other revisions aimed at expanding the social awareness of students have also been effective. One obvious example is afforded by the fact that The Engineering and Built Environment (EBE) faculty updated their graduate attributes to include sustainability, thereby explicitly foregrounding the impact of engineering activity on the social, industrial and physical environment.

It is both heartening and significant that faculties and departments have in many cases begun to develop appropriately serious responses to the indisputable significance of the faculty assemblies that were mounted in the course of 2015. The example afforded by the Humanities Faculty, where discussions centred in part on the need to develop an Afrocentric curriculum, provides an obvious case in point. In many faculties discussions like these were embedded in and ultimately framed by larger concerns about stigmatisation and potential discrimination, which will require careful, ongoing attention into the future. The ultimate success of commitments to developing solutions that actively promote throughputs will depend in large part on confronting these concerns. Many innovative initiatives aimed at improving student success are already underway, such as the Tutored Reassessment Programme (TRP) in EBE, which affords eligible students with marks typically between 40% and 49% an opportunity to spend between one and two weeks to engage in extensive revision. In 2015 just over three quarters of the students who participated in this intervention successfully passed the TRP, which is offered in courses that have an unusually high failure rate. Similarly, Commerce offered core courses in the winter and summer terms, thereby affording failing students opportunities to catch up and graduate sooner than they would otherwise have done, while in the Science Faculty students were encouraged to attend extended orientation and support sessions that address extra-curricular issues that hamper student progress.

The role of the Academic Development Programme (ADP), in particular, is attested to by the most recent cohort completion data (2011) for EBE, which shows that the drop-out rate for the extended curriculum is 34%. Although this is not good, the closest comparable group is the black mainstream where the drop-out rate is 38%. Thus Extended Curriculum Programme (ECP) students in EBE who come in with lower admissions scores have slightly out-performed their mainstream counterparts. Shifting this drop-out rate closer to that of the white mainstream, which is only 4%, remains a challenge, but data from the Commerce Faculty provides evidence of even greater achievements in terms of students on ECPs outperforming mainstream black students and closing the gap between ECP and white student performance: the drop-out rate for the Commerce ECP (BCom) is 10%, for black mainstream 15%, for white mainstream 3%.

In 2015 serious attention was given to the importance of addressing the impact on throughput rates of courses that impede graduation (CIGs). Many, but not all, of these gateway courses are also first year service courses with large enrolments, and great diversity in the background and ability of the class. Following a detailed investigation two proposals that might result in better pass rates in service courses were identified. These are the development of guidelines for ownership of a course, means of resolving disputes around service courses (intra and cross faculty), incentives and obligations; and service agreements between the departments offering the service course and the programme conveners. This investigation, which looked at the academic records of graduates in the EBE Faculty, the Faculty of Commerce (BCom, Accounting stream) and Health and Rehabilitation Sciences in the Health Sciences Faculty showed that, overall, there was no significant difference between performance in service courses as compared with performance in "core" courses. The study concluded that problematic service courses are circumscribed, and that performance in these courses should be tracked on an annual basis.

In an illuminating report tabled at the Teaching and Learning Committee (*Courses, Combinations and Contexts that impede Graduation),* attention was also drawn to the contextualised nature of issues that contribute to low completion rates. It proposed a complex approach to responding to statistical information on 'high risk' courses (i.e. courses with a pass rate below 80%) and highlighted the need to consider fully the factors that may be at play in these courses before assuming that students are underprepared, or that teaching in such courses needs to be improved, or that 'addressing each course individually would automatically lead to an in improvement in throughput and graduation rates'. When these gateway courses are seen in context, including the typical curriculum combinations in which they are taken, it is apparent that there are 'high risk combinations' in addition to high risk courses'. Multiple factors contribute to a gateway course or combination of courses becoming high risk, and all of these need due consideration when students are given individual curriculum advice at registration.

Different ways of understanding impediments to high throughput rates and meaningful ways of addressing these impediments have also been facilitated by the appointment in April 2015 of a new Data Analyst to assist in developing a central database and to conduct analyses as required. In a related development, a data task team was established in August 2015 to start developing a coherent and more widely accessible data monitoring system to track student performance and progress, and to advise on and track evidence-based educational interventions. This task team, which is committed to devising a comprehensive learning analytics framework for UCT with a view to improving student learning, brings together expertise in performance data gathering and analysis in the Institutional

Planning Department (IPD), Student Administration, some faculty offices and part of the Centre for Higher Education Development (CHED) (ADP, CETAP and CILT). Examples of the data on individual student performance relevant to this initiative include the kind used by the First Year Experience (FYE) Early Assessment System.

The introduction of the First Year Experience (FYE) project is another notable development. Following the appointment of its Director, Dr Danielle Fontaine, in October 2014 with support from the Teaching Development Grant (TDG), considerable work has gone into strengthening engagement with all faculties with a view to identifying common components of the FYE that can be implemented across campus, while at the same time promoting certain unique components that constitute the FYE project in particular faculties. Importantly, though, considerable attention has also been devoted to identifying ways of encouraging students who are keen to proceed with postgraduate studies to develop an interest in research. This included the establishment of an undergraduate electronic journal which is hosted by the Library and which makes UCT undergraduate research accessible to an international readership.

The events of 2015 had a direct impact on the teaching and learning environment, leading to the postponement but ultimately successful conclusion of the end of year examinations. The annual Teaching and Learning Conference was also postponed.  Even so, many initiatives related to the teaching and learning environment were successfully concluded, such as the promotion of a better understanding of needs related to interest in blended and online learning, which led to the setting up of interviews with 71% of UCT heads of departments and some selected colleagues. Conducted under the auspices of The Centre for Innovation in Learning and Teaching (CILT), these interviews revealed that there is widespread recognition that online and blended learning have become an inevitable part of the higher education landscape. Although there are differences of opinion about the desirability of fully online models of education, those interviewed recognised the importance of promoting blended learning at UCT and confirmed that there is already a great deal of activity in this regard, ranging from academics relying on support from existing structures within the university, to forming external partnerships and informal networks.

In a related development, UCT's Massive Open Online Course (MOOC) project highlighted the teaching excellence of the university's academics, and the quality of the support provided by colleagues in CILT. The Disability Studies Programme received a letter of endorsement from the Director General of the Department of Basic Education following the launching of 'Education for All: Disability and Inclusion', while on an independent MOOC review site, 'What is a Mind?' was ranked by participants in the top best courses of 2015.

*Sandra Klopper*

## 2. UCT 2015 QUANTITATIVE INDICATORS

The quantitative section of this report examines UCT student and staff headcounts and profiles, as well as student academic performance from 2011–2015. It provides a quantitative snapshot and in-depth analysis of various categories. Further in-depth analysis of these categories is provided in the more detailed explanations that follow.

**Students by numbers**

UCT's student headcount enrolment increased at a rate of 2.2% per annum to 27 809 students in 2015; the increase was the result of a steady growth at the postgraduate level (including postgraduate Diploma and Honours enrolments). The postgraduate enrolment made up 35% of the total enrolment (30% in 2011). Master's and Doctoral enrolments made up a record 26% of the total enrolment in 2015 (up from 19% in 2011).

**Student Demographics**

South African (SA) Black, Coloured and Indian students together made up 43% of the total 2015 enrolment. 49% of the undergraduate population was comprised of SA Black, Coloured and Indian students (49% in 2011). The proportion of self-declared White undergraduates has dropped from 33% in 2011 to 29% in 2015, at least partly because of the increasing numbers of apparently South African applicants electing not to declare their race: in 2015, there were 1 292 SA undergraduates with undeclared race. The non-declaration of race has had an increasingly adverse impact on our ability to assess our progress towards demographic enrolment targets in recent years.

Postgraduate students showed a nett decrease in the proportion of SA Black, Coloured and Indian students (from 33% in 2011 to 31% in 2015) despite a 10% drop in White enrolments. There was a marked increase in the number of South African students who opted not to declare their race (from 282 in 2011 to 1 376 in 2015, or 14% of the postgraduate enrolment). The proportion of international postgraduate students increased slightly from 21% in 2011 to 23% in 2015.

**Degrees completed**

The data tables show that 7 242 (7 088 in 2014) students successfully completed a degree or diploma in 2015 with a record number of Doctoral graduates (223). There were 1 202 Master's graduates in total (1 214 in 2014). The largest numbers of Doctoral graduates were from the Faculties of Health Sciences and Science (59 and 58 respectively). At the Master's level, the largest numbers of graduates were Graduate School of Business (GSB) and EBE students (236 and 231 respectively).

**Academic Staff by numbers**

The number of permanent, full-time academic staff in the teaching ranks grew by 3.0% per annum between 2011 and 2015. In particular, there was a significant nett increase of 46 teaching staff between 2014 and 2015: the Faculty of Health Sciences gained 12 staff in 2015, Commerce gained 9 and Humanities 6. The ratio of FTE enrolled students to full-time academic staff nevertheless increased slightly (from 30.6 in 2011 to 31.2 in 2015).

There were no marked changes in the proportions of academic staff in the various teaching ranks between 2011 and 2015. There has, however, been a steady increase in the number of staff in the

teaching ranks with Doctoral degrees – from 603 in 2011 to 715 in 2015. In 2015, 71% of all these permanent academic staff held a Doctoral degree and a further 23% held at least a Master's degree.

The table set shows a nett gain of 104 academic staff between 2011 and 2015, amongst whom 51 were international staff (off a base of 219 in 2011), 22 were Coloured staff, 13 were Indian staff and 8 each were Black or White. The number of Black staff peaked at 58 in 2015, from 47 in 2014. In terms of gender, the proportion of female academic staff increased by 4 percentage points between 2011 and 2015 (to 43% of the total).

**Academic Performance**

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

- The overall undergraduate course success rate dropped to 84.1% in 2009 (with the first intake of National Senior Certificate (NSC) completers), but more than recovered to a level of 88.4% in 2015. In particular, the success rate at the crucial 1000-level, which had dropped back to 79.8% in 2009, increased to a level of 85.5% in 2015.

- Academic standing code analysis showed that in 2015, 89% (88% in 2014) of all undergraduates were "successful", where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirements. 9% of all undergraduates failed to meet minimum readmission requirements for readmission at the end of 2015: of these, most (7% of all undergraduates) were awarded concessions to continue. A comparatively large proportion of Black undergraduate students (15%) however failed to meet the minimum readmission requirements in 2015; 11% of these students were granted concessions to continue. The proportion excluded on academic grounds was 2% of all undergraduates (down from 4% in 2011).

- Progress of first-time entering students within the 2011 entry cohorts showed that 71% had completed a degree/diploma by the end of 2014, while 7% of the 2011 entrants were still busy with their undergraduate studies after 5 years. The potential completion rate within the 2011 cohort (78%) is markedly higher than that within the 2009 cohort (71%). This improvement is largely due to a marked decrease in the cumulative rate of academic exclusion within the 2011 cohort (13%) in comparison with the 2009 cohort (20%). There is, unfortunately, no recent national cohort completion data for comparative purposes.

Postgraduate academic performance is indicated by entrants into Master's and Doctoral study over successive years, measuring completion rates, the incidence of upgrades (in the case of Master's students), drop-outs and academic exclusion. In addition, Master's and Doctoral graduates per faculty are totalled against their average times to degree. The data tables show that between 75% and 78% of each Master's cohort, and up to a possible 69% of each Doctoral cohort successfully completed their studies. The average time to degree amongst Master's graduates increased slightly to 2.3 years in 2015 (from 2.0 in 2014) whilst the average time to degree amongst the 2015 Doctoral graduates was 5.2 years, the longest duration over the 2011 to 2015 period.

## 2.1 Students

### i. Enrolments and Enrolment Profiles
*(Tables 1- 7 and Table 12 of Appendix A)*

A total of 27 809 students (17 723 undergraduates and 10 086 postgraduates) enrolled at UCT in 2015. The 2015 enrolment represented a 5% increase on the 2014 figure. The overall growth in enrolments resulted from an 8.3% increase in enrolments at the postgraduate level and only a 3.1% increase in undergraduate enrolments. The increase in the undergraduate enrolment was largely driven by Commerce, with an enrolment of 429 students at the new Advanced Diploma level, and a substantial increase in enrolments in the BBusSc programmes. The average annual growth rate between 2011 and 2015, for all students, was 2.2%. The postgraduate proportion of the enrolment (including the postgraduate Diploma and Honours level enrolments) increased from 30% to 35% of the total enrolment over this period.

It will be noted that Table 2 reflects an undergraduate enrolment of 0 for the GSB in 2015, in comparison with a figure of 148 for 2014. This change reflects the GSB's decision to phase out the Associate in Management (AIM) Programmes. Although there were in fact 20 pipeline students in the AIM programmes in 2015, it was decided to omit them from this analysis so that the figures presented in this report tally with UCT's Higher Education Management Information System (HEMIS) student submission: the AIM programmes were not approved for government funding and those enrolled on them were not deemed to be students in HEMIS terms, and did not reflect in thee HEMIS student returns. In prior years, the AIM enrolment was manually added to the HEMIS extract to produce the figures shown in the Teaching and Learning Report.
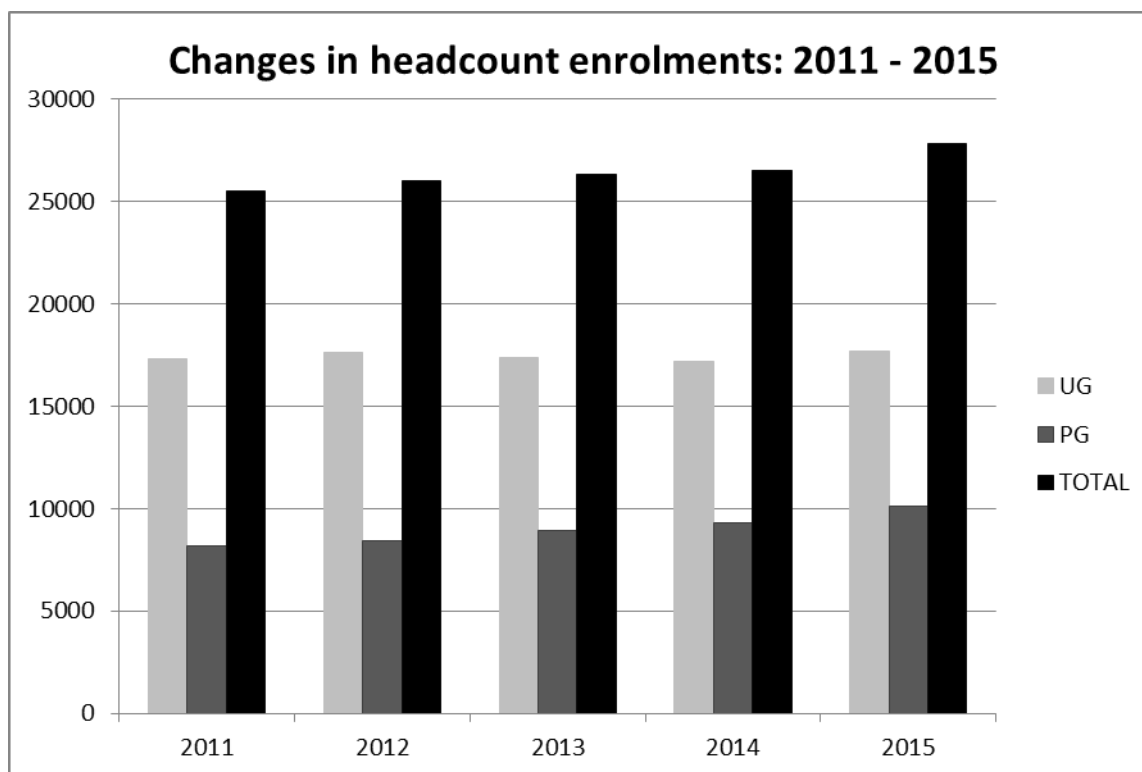


Enrolment growth was uneven across the faculties, with Humanities and Science, experiencing nett decreases in their enrolments between 2011 and 2015. There were however marked

increases in the enrolments in Commerce and Health Sciences. The reason for the Commerce increase has been articulated above. In the case of Health Sciences, there were significant increases in enrolments at the undergraduate level mainly due to an unplanned overshoot in Physiotherapy. In addition there were increases due to the introduction of new postgraduate diplomas, and Master's programmes and a planned increase at Master's and Doctoral levels between 2014 and 2015.

Commerce overtook Humanities to become the largest faculty in 2015: 7 295 students (26% of the institutional total) were enrolled for Commerce programmes, 5 308 at the undergraduate level and 1 987 at the postgraduate level.  Both Humanities and Science experienced decreases in undergraduate enrolments between 2014 and 2015. Humanities was the only faculty to show a decrease in its overall enrolment between 2014 and 2015 (26 fewer students in 2015). The GSB, Commerce and Health Sciences showed marked proportional increases in postgraduate enrolments between 2014 and 2015: 26% in the case of the GSB, and 11% in both Commerce and Health Sciences.

## Postgraduate Enrolments by Faculty: 2011 to 2015



## Total Enrolments by Faculty: 2011 to 2015
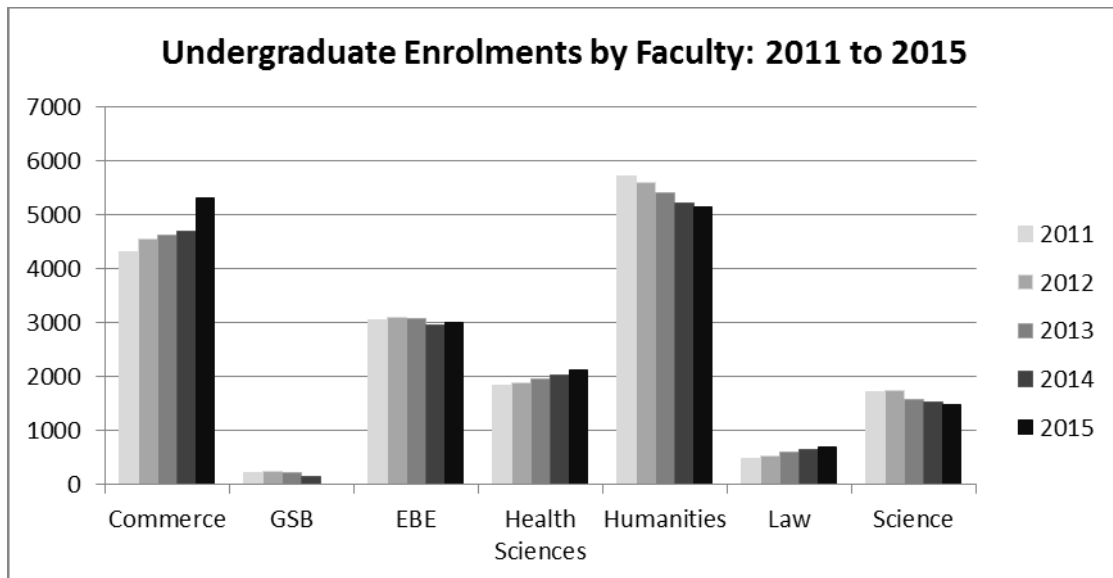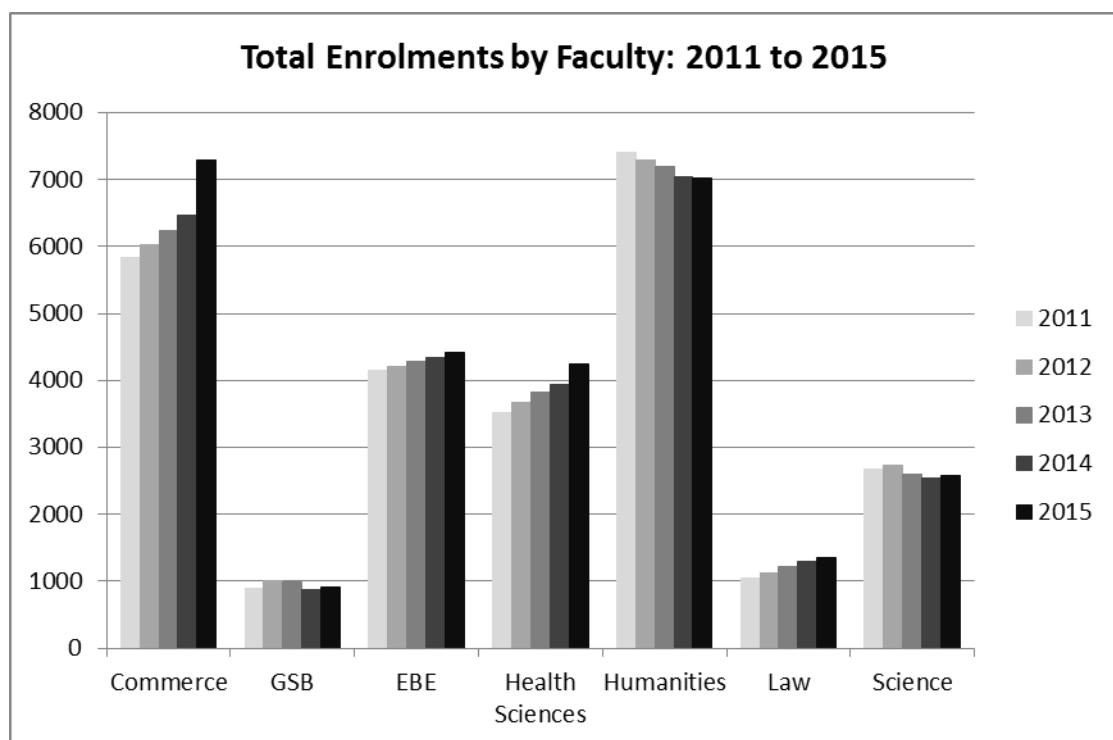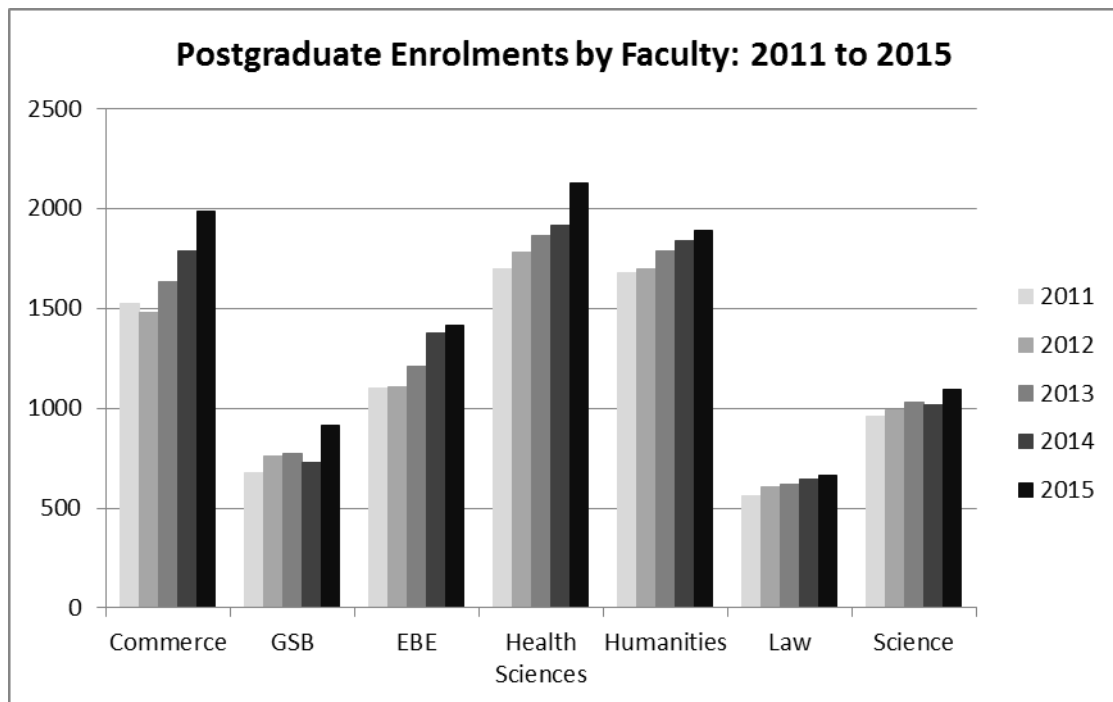


The proportional head count enrolment in UCT's SET faculties (EBE, Health Sciences and Science) dropped slightly to 40% of the total enrolment in 2015. At the same time, the proportional enrolment within the Business/Management area increased to 29.5% in 2015 (from 27.7% in 2014) and the proportional enrolment in the broad Humanities faculties dropped slightly from 31.4% in 2014 to 30.1% in 2015.

Self-declared South African Black, Coloured and Indian students together made up 43% (44% in 2011) of the total 2015 enrolment. During this period, the proportional enrolment of self-declared White South African students dropped from 35% to 29% of the total enrolment. In

2015, 2 937 students (10.6% of the total enrolment) chose not to self-declare their race. 7.6% of all undergraduates and 15.8% of all postgraduates in 2015 chose not to declare their race. The non-declaration of race has had an increasingly adverse impact on our ability to assess our progress towards demographic enrolment targets in recent years.

Table 5 shows that in 2011, White undergraduate enrolments exceeded Black undergraduate enrolments by 1 129 and that by 2015, this differential had dropped to 231. Coloured and Indian undergraduate enrolments increased slightly from 3 807 in 2011 to 3 868 in 2015.

At the postgraduate level, the proportion of White enrolments dropped from 40.1% of the total in 2011, to 30.6% in 2014. Over the same period, the proportion of Black, Coloured and Indian postgraduates dropped by 2 percentage points to 31% of the total. The proportion of international postgraduates increased from 21% in 2011 to 23% in 2015. The absolute numbers of postgraduate students in 2015 were as follows: 1 513 Black, 1 054 Coloured, 548 Indian, 3 084 White, 2 387 international and 1 598 unknown.

**Postgraduate Enrolments by Race: 2011 - 2015**
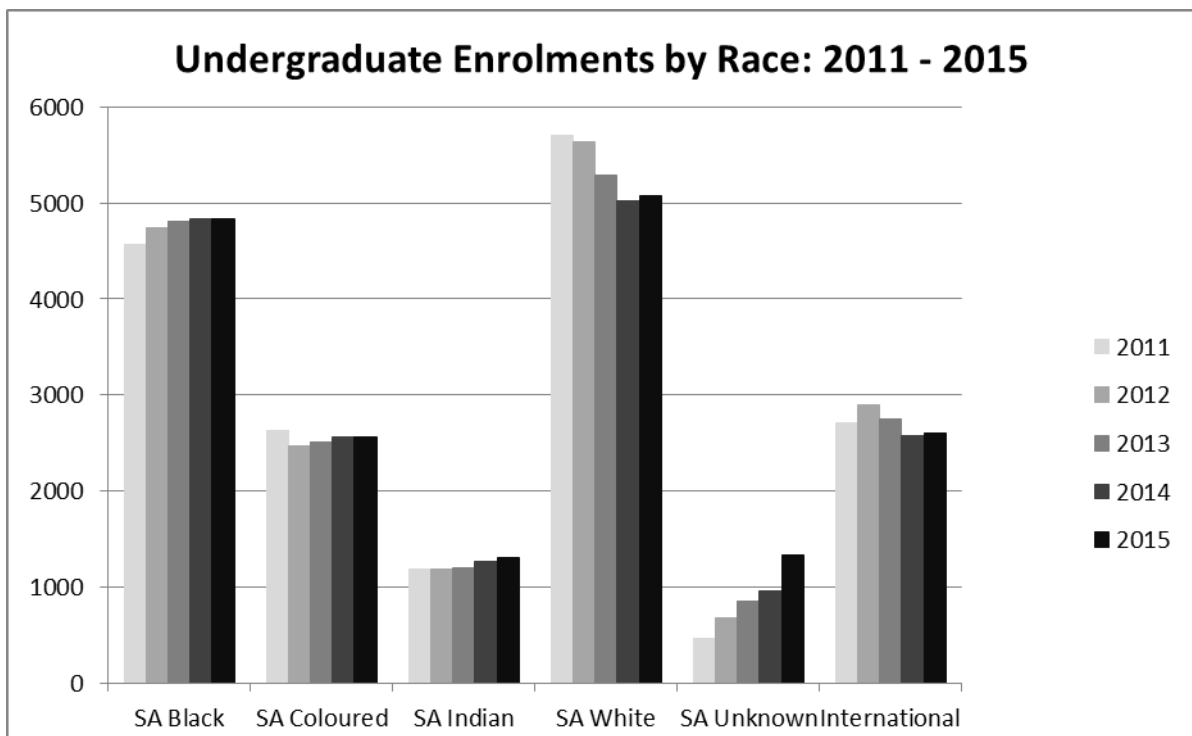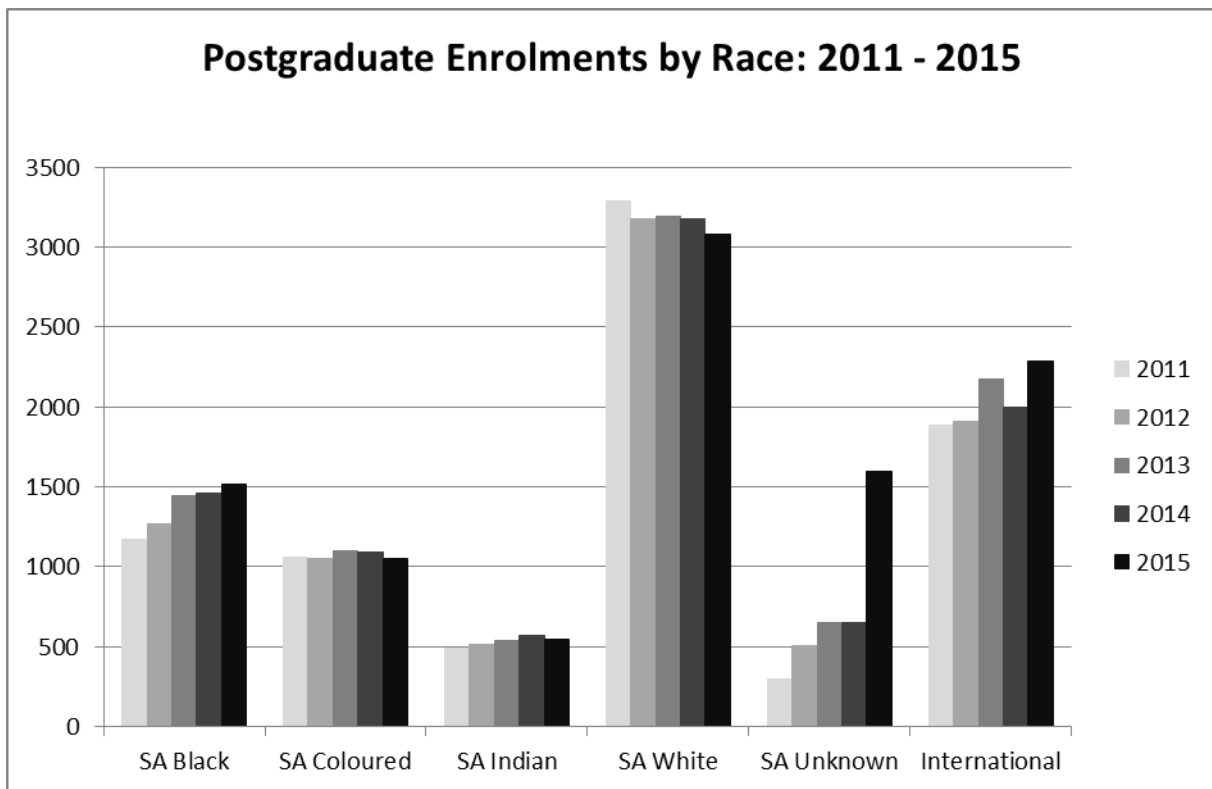


The first-time entering undergraduate (FU) intake in 2015 (4 161) was 7% larger than that in 2014 (3 899) and in excess of the FU target of 4 030. 38% of the 2015 FUs were found to have achieved an NSC aggregate of 80% or more (the equivalent proportion amongst the 2014 intake was 41%, see Table 7). A further 35% (40% in 2010) had achieved an NSC aggregate of 70-79% while 13% had achieved an NSC aggregate below 70%. First-time entering undergraduates with unknown matric aggregates (15% of the 2015 total) are largely those who completed their schooling outside South Africa.

Enrolments in three-year Bachelor's degrees and professional first Bachelor's degrees made up 26% and 31% respectively of the 2015 enrolment (see Table 12). Enrolments in Bachelor's degrees grew at an annual rate of 1% per annum between 2011 and 2015, with 15 823 students enrolled in 2015. Over the same period, enrolments at the postgraduate level grew at a rate of 5.3% per annum. This growth differential gave rise to a decreased proportional enrolment in Bachelor's degrees (down to 57% in 2015 from 60% in 2011). Enrolments in undergraduate diplomas and certificates recovered to 770 in 2015, largely due to the new intake into the two Advanced Diplomas in Commerce. This recovery was also despite the closure of the AIM programmes in the GSB and the continued decline in Humanities enrolments at this level due to the dramatic reduction in enrolments in the Advanced Certificates in Education (down from 616 in 2011 to 175 in 2015).

Doctoral enrolments increased by 12% per annum, Master's enrolments by 7% per annum and honours enrolments by 5% per annum between 2011 and 2015. Enrolments at the postgraduate diploma level recovered to 1 896 in 2015 (from 1 600 in 2014), largely due to the 188 students enrolled for the new distance postgraduate diploma in Commerce (the Postgraduate Diploma in

Management in Marketing). In 2015, Master's plus Doctoral enrolments totalled 6 487, or 23.3% of the total enrolment as compared with 4 739 (18.6% of the total) in 2011.

**Growth in Postgraduate Enrolments by Qualification Type: 2011 - 2015**
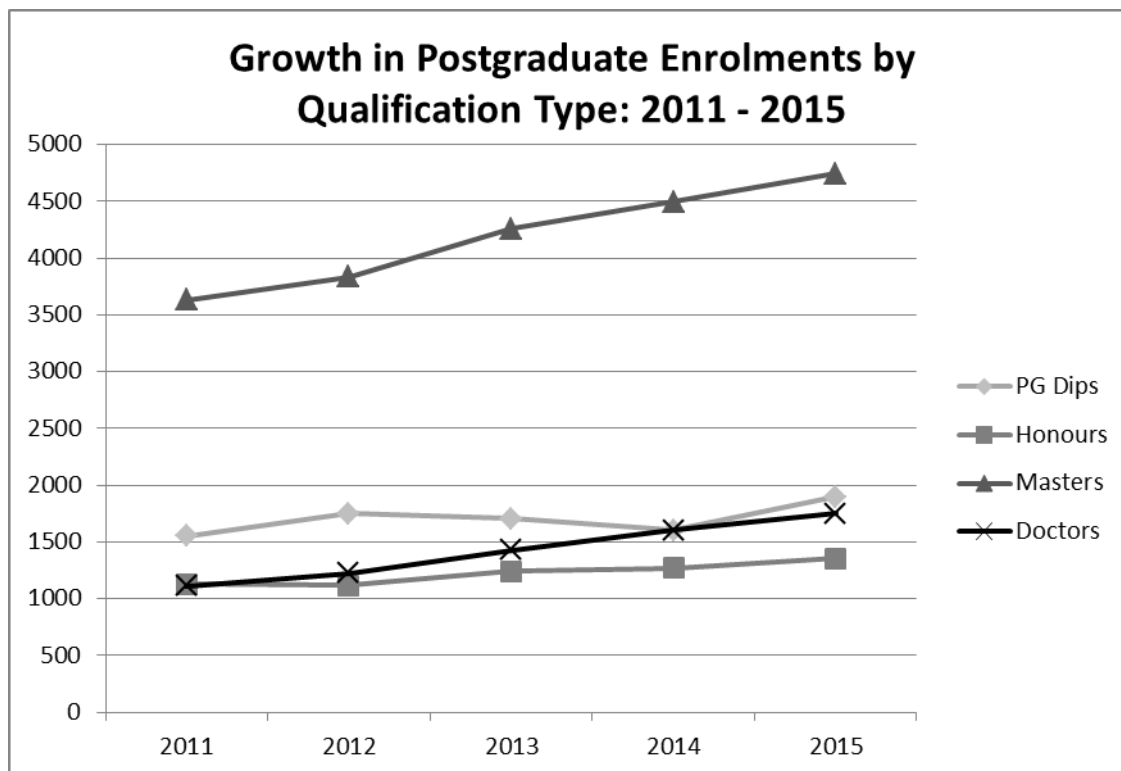


## 2.2 Academic Staffing and Student: Staff Ratios
(Permanent and T3 Staff *in the Teaching Ranks Only*, including Joint Medical Staff on the UCT Payroll) *(See Tables 8 – 11 of Appendix A)*

UCT's permanent (and formerly T3) academic staffing complement grew by 2.8% per annum between 2011 and 2015. The growth in academic staffing more than kept pace with that of student headcounts (2.2% per annum over the same period). It should be noted that the 2011 conversion of contract staff to permanent conditions gave rise to much of the increase in academic staffing seen between 2011 and 2012 (an additional 37 permanent, full-time, academic staff).

In 2015, there were 1 001 (955 in 2014) permanent, full-time academic staff spread across the 6 faculties, the GSB and CHED. 12 of the additional 46 academic staff joined the Faculty of Health Sciences in 2015 and 9 joined the Commerce Faculty. The remaining 35 were spread across the other faculties: only GSB saw a decrease in its staffing complement between 2014 and 2015 (down from 23 to 22). Differential growth in student enrolments and staffing across the faculties gave rise to the following shifts in weighted Full Time Equivalent (FTE) enrolments per academic staff member:

**Weighted FTE Enrolments per Academic Staff Member: 2011 and 2015**

| Faculty | 2011 | 2015 |
|---|---|---|
| Commerce | 53.1 | 56.0 |
| GSB | 41.0 | 55.3 |
| EBE | 30.7 | 31.7 |
| Health Sciences | 26.5 | 28.1 |
| Humanities | 34.5 | 29.2 |
| Law | 26.1 | 38.0 |
| Science | 25.0 | 26.0 |
| All Faculties | 30.6 | 31.2 |
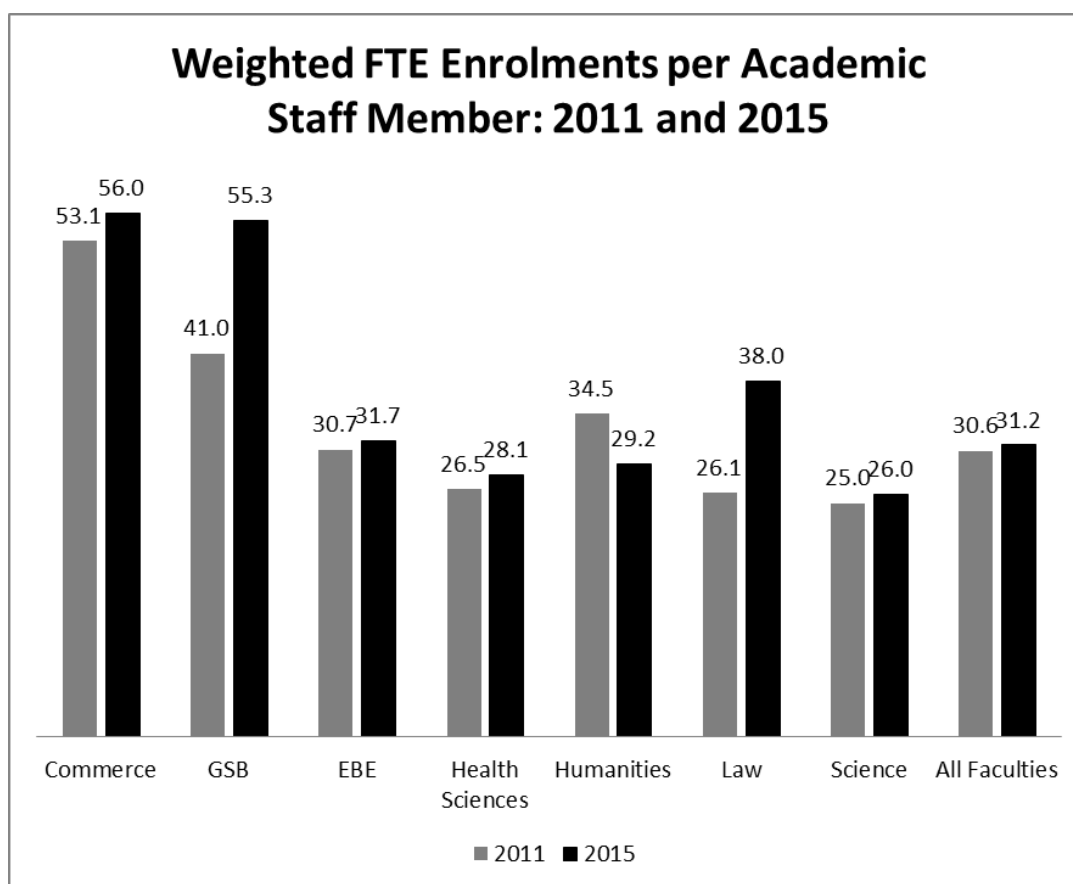
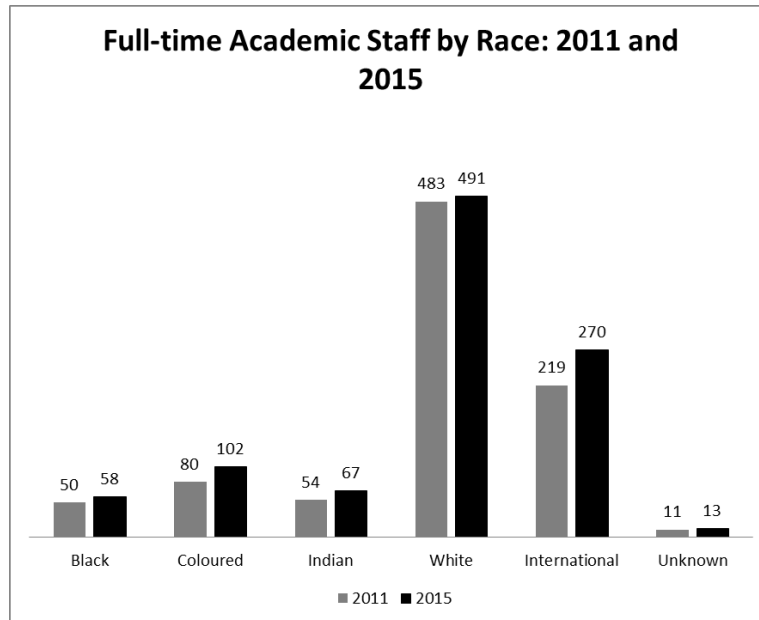There were significant increases in the ratios of weighted FTE students to full-time academic staff in the GSB (up from 41 to 55.3) and Law Faculty (up from 26.1 to 38 in 2015). Smaller increases were apparent in Commerce, EBE and Science. Conversely the Humanities Faculty experienced a decrease of 5.3 weighted FTE students per academic staff member between 2011 and 2015. The overall impact of the shifts in academic staffing and weighted FTE enrolments across the institution was an increase of 0.6 (from 30.6 to 31.2) in the overall weighted FTE student: academic staff ratio.

The proportions of staff in the various academic ranks have remained reasonably constant over the last three years. Professors and Associate Professors together made up 43% of all permanent academic staff in 2015 (45% in 2010). In 2015, 30% of the academic staff were ranked at the senior lecturer level and 26% at the lecturer level (up from 23% in 2014). There was a nett gain of 37 staff ranked at the lecturer level between 2014 and 2015, and it would therefore appear that most (80%) of the new academic staff in 2015 were lecturer level appointments.

Table 11a shows the distribution of academic staff by age group in 5-year bands. In 2015, the 40-44 and 45-49-year age groups were the largest amongst the 5-year bands, each with 17% of all academic staff. Only 22% of academic staff were less than 40 years old. In 2015, 29% of all academic staff were aged 55 years and above.

Table 11b, which shows the distribution of academic staff by race (extracted from HEMIS, separating South Africans by race and including all internationals within a single category)

shows a considerable increase in international staff. As this table and the data in the introduction show, there has been very little progress in the transformation of the demographic profile of academic staff percentage-wise. In terms of demographics, there was a nett gain of 43 SA Black, Coloured and Indian staff, and a nett gain of 51 international academic staff. There was a nett gain of 8 White staff between 2011 and 2015.

**Full-time Academic Staff by Race: 2011 and 2015**

| Race | 2011 | 2015 |
|------|------|------|
| Black | 50 | 58 |
| Coloured | 80 | 102 |
| Indian | 54 | 67 |
| White | 483 | 491 |
| International | 219 | 270 |
| Unknown | 11 | 13 |

In terms of gender, Table 11c shows that the proportion of female academic staff has increased to 43% of the total by the end of 2015 (from 39% in 2011). However, the chart below shows that the gender profile of academic staff varied widely by rank, with male staff dominating the professorial and associate professorial ranks (at 75% and 58% respectively).

**Gender Profile of Permanent Academic Staff by Rank**
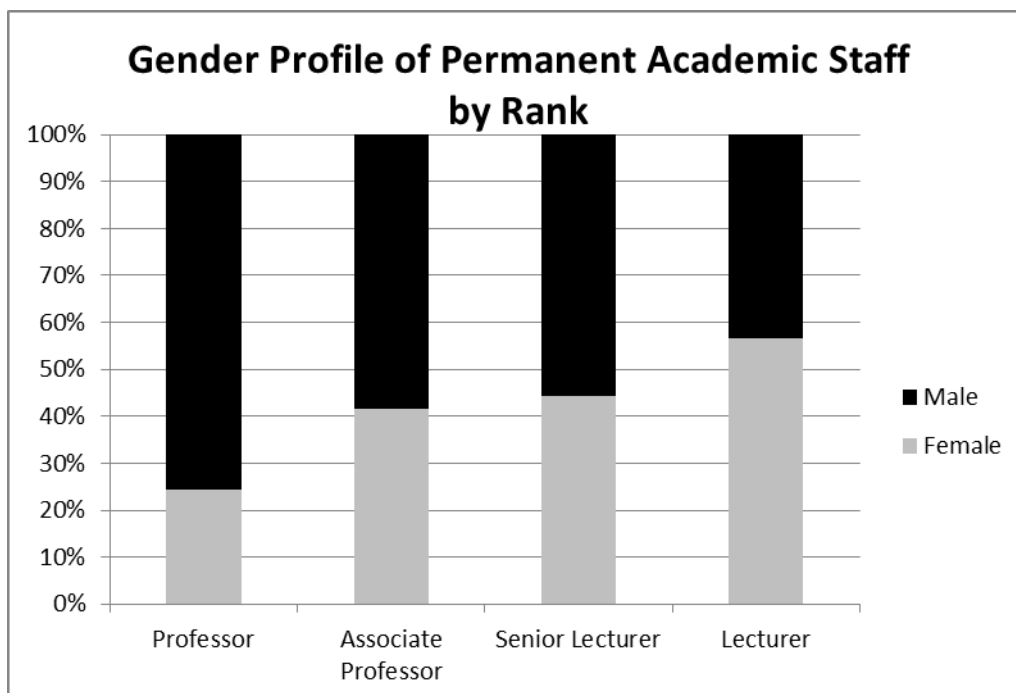
## 2.3 Teaching and Learning

### i. *Graduates and Success Rates*
*(See Tables 13 To 17 of Appendix A)*

The 2015 HEMIS return to the Department of Education indicates that 7 242 (7 088 in 2014) students, successfully completed a degree or diploma in 2015. The 2015 graduates included 1 202 Master's graduates (1 214 in 2014) and a record number of Doctoral graduates (223, in comparison with 204 in 2014). The largest numbers of Doctoral graduates were from the Faculties of Health Sciences and Science (59 and 58 respectively). At the Master's level, the largest numbers of graduates were GSB, EBE and Health Sciences students (236, 201 and 203 respectively).

Three-year Bachelor's graduates made up the largest group in 2015 (1 729 graduates, although this number has dropped from a peak of 1 941 in 2012). The steady increase in professional first Bachelor's graduates, from 1 339 in 2011 to 1 560 in 2015, is also noteworthy.



Changes in Graduates by Qualification Type: 2011 - 2015
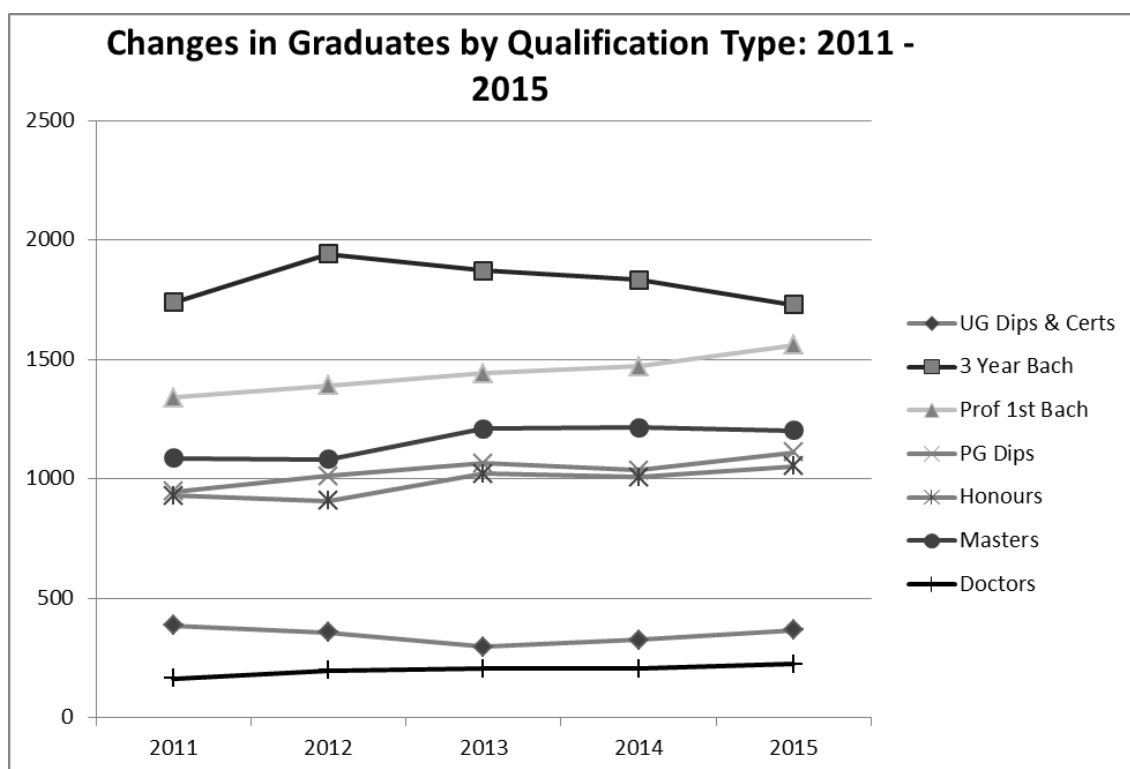
The overall undergraduate course success rate in 2015 grew to 88.4%, from 87.6% in 2014. The Table 15 series shows that the overall 1000-level course success rate increased steadily between 2011 and 2015, from 83% to 86%. The improved success rates were most apparent within the Faculties of EBE, Science and Law (up by 11, 5 and 3 percentage points respectively – see Table 15a). Table 15b shows a particularly marked improvement in 1000-level course levels in the SET group of offerings, from 79% in 2011 to 85% in 2015). Table 15c shows a slight decline in performance at the 1000-level amongst Black students (down 2 percentage points to 79% in 2015), whereas the performance amongst Coloured students at this level continued to improve (up to 83% in 2015). In 2011, the difference in success rates at the 1000-level between White

(at the upper extreme) and Black students (at the lower extreme) was 13%; by 2015 this differential had dropped only slightly to 11%.



**1000-level Course Success rates by Race: 2007 - 2015**
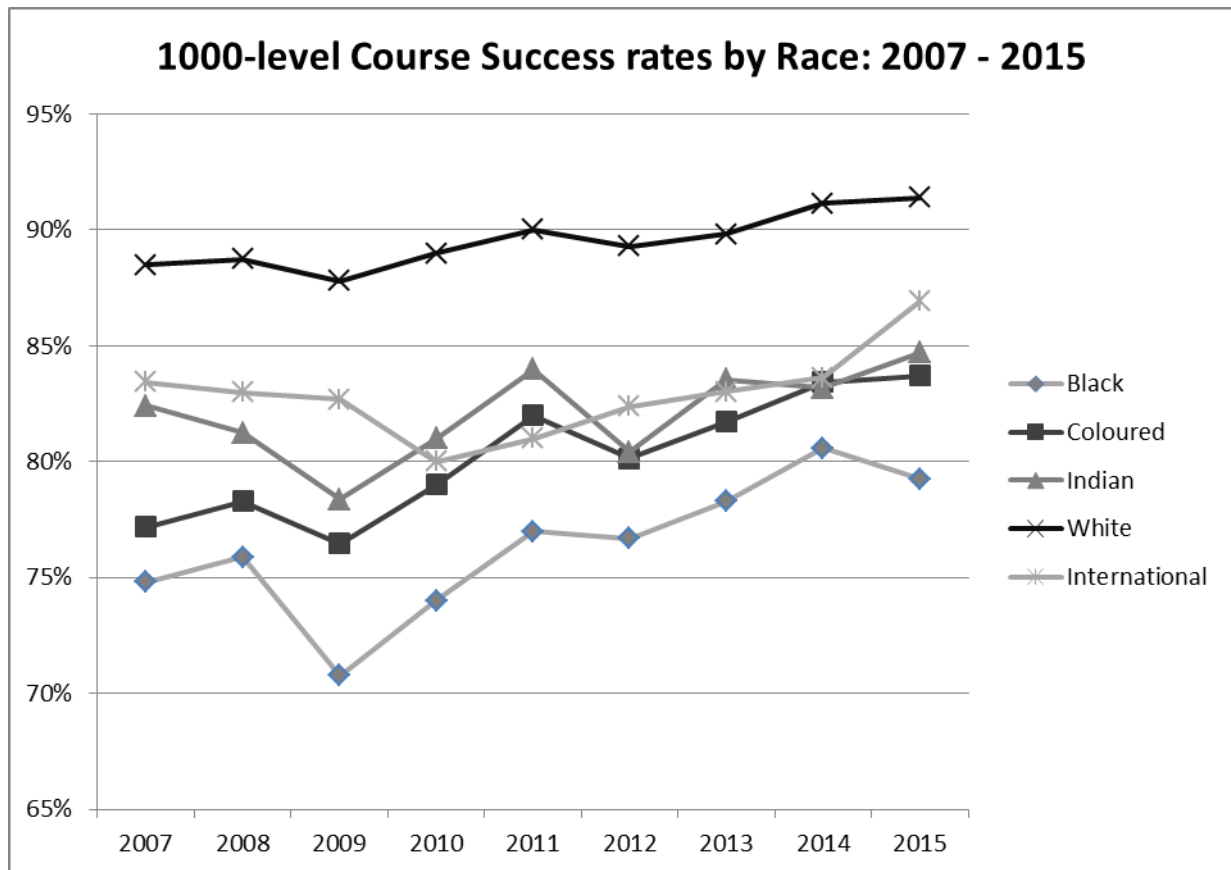
The overall success rate in 2000-level courses increased slightly to 87% in 2015. Table 15a shows that the 2000-level success rate in the Faculties of Science and Law both increased by 7 percentage points between 2011 and 2015 (to 84% and 87% respectively). Table 15c shows that there were marked improvements in 2000-level course success rates amongst Black and Indian students (up by 6 and 4 percentage points respectively) between 2011 and 2015.

The Table 15 series shows marked improvement in success rates at both the 3000- and 4000-levels between 2011 and 2015 (of 3 and 9 percentage points respectively). In both cases the improvements in success rates amongst SA Black students were outstanding: at the 3000- level, the Black student success rate improved by 8 percentage points to 86%, and at the 4000- level, there was a 17 percentage point improvement to a level of 94%. Success rates at the 3000- and 4000-levels improved in all race groups. Differential improvements by race however resulted in the Black/White performance gaps dropping to 10 percentage points (from 15) at the 3000-level and to 4 percentage points (from 18) at the 4000- level. The Table 15 series shows particular improvements in success rates at the 4000-level in the Faculties of Humanities and Health Sciences (up by 17 and 10 percentage points respectively).

## ii. *Undergraduate Academic Progress Code Analysis*
*(See table 16 of Appendix A)*

In 2015, 89% of all undergraduates were 'successful', where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirements (in which case a CONT progress code is awarded). 9% failed to meet minimum readmission requirements for readmission at the end of 2015: of these, most (7% of all undergraduates) were awarded concessions to continue. The final proportion excluded on academic grounds was 2% of all undergraduates (3% in 2011).

Three of the faculties (Commerce, Humanities and EBE) awarded concessions to continue to at least 9% of their undergraduate students at the end of 2015. While 9% of all undergraduate students failed to meet minimum readmission requirements, the proportion failing to do so of
- Black undergraduates was 15% (down from 20% in 2011)
- Coloured undergraduates was 11% (down from 13% in 2011)
- Indian undergraduates was 10% (down from 13% in 2011); and
- White undergraduates was 4% (down from 5% in 2011).

While the proportions of students failing to meet minimum admission requirements decreased across all faculties between 2011 and 2015, the 13 percentage point drop apparent in the Law faculty (from 18% in 2011 to 5% in 2015) is particularly noteworthy and may warrant further exploration.

## iii. *5 Year First-Time Entering Undergraduate Cohort Analysis*
*(See tables 17 and 18 of Appendix A)*

Analyses of the 5-year longitudinal progress of first-time entering students within the 2011 entry cohorts showed that 71% had completed a degree/diploma by the end of 2015, while 7% of the 2011 entrants were still busy with their undergraduate studies after 5 years. The potential completion rate within the 2010 cohort was therefore 79% (in comparison with 71% amongst the 2009 – first post-NSC cohort - and 73% amongst the 2010 cohort). By the end of 2015, 8% of the 2011 FU entrants shown here had dropped out in good academic standing, and a further 13% had been excluded on academic grounds. In comparison, 20% of the 2009 FU cohort had been academically excluded and a further 9% had dropped out without completing a degree/diploma by the end of 2013. The 2010 and 2011 cohorts therefore show considerable improvement in terms of retention and completion in comparison with the 2009 FU cohort.

The relatively low completion rate within the 2009 FU cohort resulted largely from an increase in the proportion of students excluded on academic grounds (up by 3 percentage points to 20% in comparison with the 2008 cohort). It should also be noted that the 2009 intake included large numbers of writers of the first NSC in 2008, where unexpectedly strong performance in subjects such as mathematics may have adversely impacted on admissions decisions in Science and Engineering in particular. Particularly high rates of cumulative academic exclusion were apparent within the 2009 EBE and Science FU cohorts: 30% and 33% respectively. The

academic exclusion rates dropped markedly within the 2010 BSc and BSc(Eng) cohorts (by 11 and 10 percentage points respectively); there was further improvement in the 2011 EBE cohort where the academic exclusion rate dropped a further percentage point to 19%, but in this cohort, the academic exclusion rate among Science FU's climbed to 22%. In the case of the BSc, 2010 was the first year in which the Faculty of Science consciously took in a far smaller FU cohort in an effort to focus on improved retention and completion within the BSc.

As was the case with the academic standing code analysis, the improvement in performance amongst Law students is particularly noteworthy: 71% of the 2011 cohort (in comparison with just 49% of the 2007 entrants) had completed their studies within 5 years of their initial registration. A further 17% of the 2011 entering cohort were still busy with their undergraduate studies after 5 years, so that potential completion within the 2011 cohort was 88% (in comparison with just 55% within the 2007 cohort). It should be noted that not all of the graduates and potential graduates were still registered in the Law faculty in 2015. However, there were substantial decreases in the rates of academic exclusion (down 22 percentage points to 3% of the 2011 cohort) and drop out in good academic standing (down 7 percentage points to 9%, when compared with the 2007 cohort).
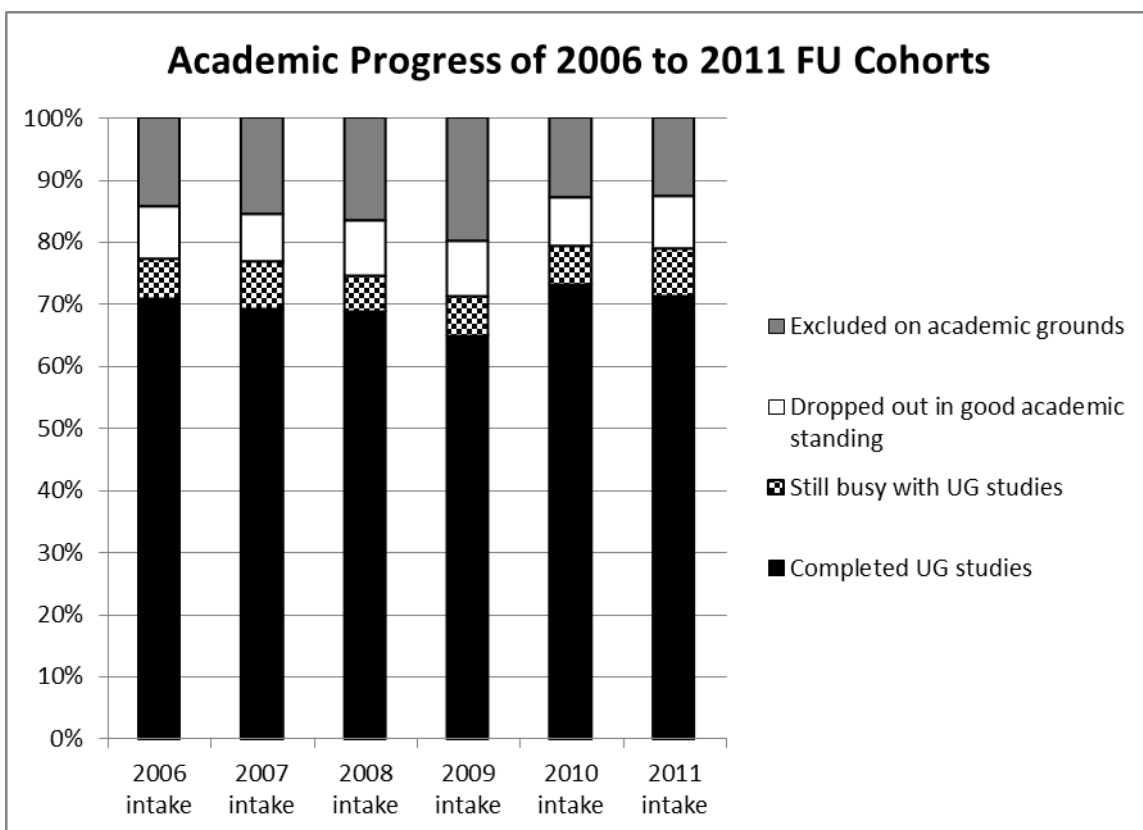


Cohort completion rates across the 2006 - 2011 FU cohorts varied widely in relation to entry faculty and race. The gap between completion rates amongst White and Black students was markedly larger within the 2009 cohort than in prior years: 79% of the White FU cohort (down from 82% of the 2005 cohort) in comparison with 48% of the Black FU intake (down from 54% of the 2005 cohort) had completed a qualification by the end of 2013. Within the 2010 FU cohort, the completion gap between SA Black and White students dropped 28 percentage points due to a 9 percentage point improvement in the completion rate amongst Black entrants, but a

6 percentage point increase in the completion rate amongst White students. In the 2011 cohort, the completion rate among White students stayed level at 85%, but dropped to 54% among Black students. A particularly large proportion of the 2011 Black cohort (13%) were however still busy with their undergraduate studies at the end of 2015, bringing the potential completion rate within the cohort up to 67% (in comparison with 60% within the equivalent 2009 FU cohort). The large number of Black students still busy with undergraduate studies after 5 years relates to a large extent to the frequency of initial placement in extended programmes where the minimum time to degree is a year longer than in the mainstream. The potential completion rate among White 2011 entrants was markedly higher at 88%.
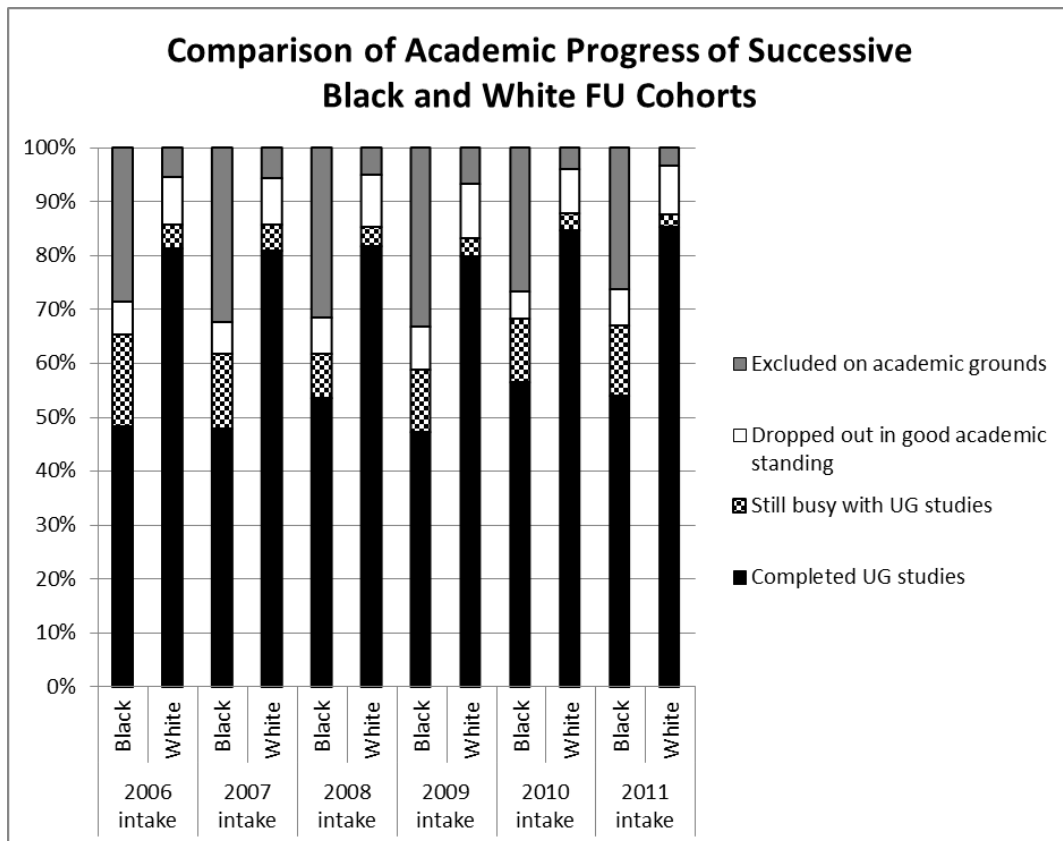


While 71% of all first-time undergraduate students in this analysis had completed their studies within 5 years of initial registration, the proportion doing so of:

- Black undergraduates was 54% (in comparison with 48% of the 2007 FUs)
- Coloured undergraduates was 69% (in comparison with 68% of the 2007 cohort)
- Indian undergraduates was 68% (the same as within the 2007 cohort); and
- White undergraduates was 85% (in comparison with 81% of the FU cohort).

Attrition (academic exclusion plus drop-out in good academic standing) rates within the 2011 FU cohort were as follows:

- 21% of all entrants (in comparison with 24% of the 2007 cohort)
- 33% among Black entrants (in comparison with 38% of the 2007 cohort)
- 20% among Coloured entrants (in comparison with 25% of the 2007 cohort)
- 20% among Indian entrants (in comparison with 24% of the 2007 cohort), and
- 12% among White entrants (in comparison with 15% of the 2007 cohort).

In comparing the completion and drop-out rates of students in the mainstream (Tables 17a-e) with those on extended degree programmes, it must be kept in mind that the extended degree programmes in most cases include a full added year of study, which means that in longitudinal analysis extended degree students in year 5 of their studies should actually be compared to mainstream students in year 4 of their studies. Table 18 shows that similar to the high exclusion rate among Black students in the mainstream, the exclusion rate in the extended degree programmes remained problematic, particularly in the Faculties of Science and EBE, although there has been a marked improvement in more recent intakes: the academic exclusion rate within the 2011 EBE extended cohort was 34% (which is 4 percentage points lower than in the Black mainstream), in comparison with 51% of the 2007 FU intake; the academic exclusion rate within the 2010 Science extended programme intake was 49%, in comparison with 62% of the equivalent 2007 cohort. The overall completion rates within 2011 extended degree programmes (53%) remained comparable with that of Black students in the mainstream (54%). Potential completion within the extended programmes (69%) was slightly higher than within the Black mainstream (67%), which is encouraging given that students on the extended degree programmes enter first year with lower admission point scores than Black mainstream students in some faculties, or they are students who ran into trouble during their first semester of study. It is, however, of concern that without exception, the completion rates within the 2011 extended FU cohorts had dropped quite markedly in comparison with those within the 2010 extended cohorts. This was largely due to increases in the proportions of the 2011 cohorts still busy with their studies after 5 years (up 3 percentage points to 16%, and dropping out in good academic standing (up 4 percentage points to 8%).

iv. ***Postgraduate (Master's and Doctoral) Cohort Analysis***
(*See tables 19 and 20 of Appendix A*)

The 2008 to 2012 new intakes of Master's and Doctoral students were tracked until the completion of the 2015 academic year. Tables 19 and 20 show the status of the intake of each cohort, per faculty, as at the end of 2015.

Table 19 shows that 78% of the 2008 intake, 77% of the 2009 intake, 75% of the 2010 intake and 69% of the 2011 Master's intake had graduated by the end of 2015. 11% of the 2011 intake were still busy with their studies at the end of 2015, so that the potential completion rate within this cohort is 80%. Cohort completion rates varied by faculty, and were highest in the GSB (all in excess of 80%) and the Faculties of Humanities and Commerce (in excess of 70% for each cohort apart from the most recent, 2012 intake).

Up to 15% of each Master's cohort in the Faculty of Science (apart from the most recent, 2012 cohort) and up to 6% of each Master's cohort entering the Faculty of Health Sciences had upgraded to Doctoral study. A particularly large proportion of the 2011 Science intake (15%) had upgraded to Doctoral study by the end of 2015. Smaller proportions of those beginning Master's degrees in the EBE Faculty (2-4%) upgraded to Doctoral study. Elsewhere, upgrades were rare.

It is of concern that the apparent drop-out rates within the 2011 Master's intake had increased in all faculties and that the overall drop-out rate at this level increased by 4 percentage points (to 26%) in comparison with the 2010 cohort. This trend seems to have been reversed in the 2012 intake, where 20% of these students had dropped out of their studies by the end of 2015. Between 1% and 3% of each Master's cohort reflected as having been excluded on academic grounds.

By the end of 2015, 53% of the 2008 Doctoral entry cohort had completed their studies and 15% were still busy 8 years after commencing their studies. The potential completion rate amongst this cohort is therefore 61% (68% within the equivalent 2007 cohort). 28% of this cohort had dropped out of their studies by the end of 2015. Substantial proportions of the subsequent cohorts were still busy with their Doctoral studies at the end of 2015 (20% of the 2009 cohort, 42% of the 2010 cohort and 71% each of the 2011 and 2012 cohorts).

Retention and completion patterns at the Doctoral level varied widely across the faculties. The highest completion rates amongst the 2008 cohort were evident in the Faculties of Health Sciences (87%) and Science (67%). Drop-out appeared to be a particular problem within the Commerce and Humanities faculties where 39% and 35% of the 2008 entry cohorts had dropped out without completing their studies by the end of 2015. The rates of academic exclusion and transfer to other programmes were small to negligible amongst the Doctoral cohorts.

Table 21 confirms that there were slightly fewer Master's graduates in 2015 in comparison with 2014 (1 202 against 2 014), and also that the time to degree amongst graduates had increased from 2 years in 2014 to 2.3 years in 2015. This was primarily due to increases in the time to degree among Commerce and Health Sciences graduates.

Table 21 also shows a 2015 peak in Doctoral completions of 223, against a prior peak of 205 in 2013, but that the average time to completion amongst the 2015 Doctoral graduates had increased 4.9 years in 2015 to 5.2 years in 2015, as a result of slight increases in degree duration in all faculties.


*Jane Hendry and Judy Favish*

# 3. FACULTY REPORTS

## 3.1 Faculty of Commerce

**Transformation overview**

The Faculty of Commerce Education Development Unit (EDU) unit has for many years focused on developing a learning community that is welcoming to all students from whatever economic background, race, language or ethnicity. The transformation focus is actively maximising opportunities in the various learning environments, languages, ways of celebrating, role models etc. to utilize the varying 'capitals' that the students bring to the university and not assimilating to the dominant institutional paradigm.

This focus has resulted in a number of ongoing initiatives in various departments which have continued in the year under review e.g. Learn Accounting videos to facilitate learning accounting related concepts in a number of South African languages, using peer teaching in various SA languages in the Academic Development (AD) accounting courses, the mentorship programme ( both formal and informal from staff, students and professional bodies), the Economics writing Hub, the regular Commerce Education Group (CEG) sessions addressing a number of issues related to interrogating and supporting relevant teaching and learning in the faculty.

Since the recent Rhodes Must Fall and Fees Must Fall campaigns the Commerce Faculty has opened many dialogues and spaces for staff and students to challenge and determine what is meant by transformation within the Faculty, the individual departments and at the individual level. In respect of decolonising the curriculum numerous conversations have been opened for debating the structure, the course content, the teaching and the attitudes of staff and students towards learning and education.

The Faculty has held assemblies in liaison with the VC's transformation advisor. The Faculty Commerce Education Group (CEG) which is open to all staff and students has specifically invited different panels of speakers including the Commerce Students Council, Heads of Departments and current students to debate related issues.

The Faculty of Commerce has a number of ongoing initiatives at the academic and psycho-social level that are continually monitored, evaluated and refined. This has created a spirit of openness and exploration to shifting realities and demands to pre-empt, negotiate and engage with change at the individual, discipline, departmental and faculty level.

i. *Governance & Structures of Teaching & Learning*

The Commerce Faculty structure has matured over time into a blend of the formal and informal structures and activities. Student representatives are invited to both formal and informal structures.

The formal structures include the Education Development Unit (EDU), with A/Prof June Pym as its Director; the EDU houses both the augmented and extended academic development programmes and works with a variety of education initiatives throughout the faculty, such as

tutor training, formative evaluation of students' learning experiences, introducing a range of relevant skills and developing multiple forums that facilitate a supportive and reflective learning environment in the faculty. Other formal structures are the Academic Planning & Practices Committee, the Admissions and Progression Committee and the Faculty Examinations Committee.

Informal structures include the Teaching & Learning Working Group open to any interested academics, the Commerce Education Group (CEG), a fortnightly collegial forum focussed or engaging with a range of teaching and learning related issues and which now has regular attendees from across the University and the departmental forums, such as in the College of Accounting. In 2015, the faculty received a Teaching Development Grant (TDG) to employ a TDG Coordinator, Dr Claire Blackman, to ensure maximum synergy was gained for the various initiatives and grants within the Faculty.

ii.  *Curriculum development*

Discussions were held with the Commerce Student Council and followed by a Faculty Assembly; four representative focus groups on the curriculum were established to discuss the issues raised, including:

- Curriculum structure (with requisite liaison with professional accreditation bodies if necessary).
- Course content is a key area of disciplinary debate, particularly in Economics, which has ongoing discussions at national and an international levels.
- The way the course is taught, its pedagogy and outcomes.
- Student attitudes to learning.

The Academic Development lecturers posed the following questions to their classes:

- What would make UCT more inclusive to you and reflect your identity?
- What symbols would make UCT a more comfortable and accommodating/inclusive space for you, and are there existing symbols that make you feel uncomfortable?
- How and what areas in our curriculum can be enriched to reflect our realities more?
- What areas in our teaching/practice are we doing well in and where should we pay more attention with reference to the transformation conversation at UCT?

It was noted that there was a wealth of responses, which clearly indicates that students need a platform and safe space to talk about these matters.

- **Developing literacies (e.g. academic, digital, quantitative)**
  The Commerce philosophy is to scaffold all literacies throughout the curriculum. To establish a base in digital, numerical and academic literacy, there are specific foundations laid in core first year courses done by all Commerce undergraduate students. A particular focus due to the logistical issues of providing regular feedback on individual pieces of writing in large class sizes over 1 000 was the establishment of a writing hub in Economics and the preparation of a formal report 'Monitoring and Evaluation report of the Undergraduate Writing Program in the School of Economics'.

- **Embedding of graduate attributes**
  The graduate attributes have historically been embedded into the curricula. They are very similar to the pervasive skills and qualities required to maintain accreditation for our professional programmes, which include the majority of our undergraduate students. Other initiatives by the faculty include promoting the Global Citizenship initiative, encouraging extra curricula activities, such as students acting as formal mentors for first year students and offering many opportunities for undergraduates to become trained and monitored tutors. All academic development programmes include two courses designed to give students agency and appreciate the value of education and attaining graduate attributes. The courses are offered at no cost and do not carry credits but are required for graduation. They are Step Up: Personal Management in the Higher Education Context (DOC1001F) and Career Discovery (DOC1002S)

iii. *Improving Access and Throughput*
- **First Year Experience**
  The Faculty of Commerce participates in the university wide FYE Committee but has experienced challenges with the co-ordination of the various initiatives to maximise the impact. The committee representation and roles have been addressed going forward. A continuing success is the first year orientation and digital literacy programme for both mainstream and AD students, which is reinforced through the blended learning first semester first year course, Evidence Based Management (BUS1036). A specialised academic development induction programme has been developed for South African equity students who have a disadvantage factor greater than 1.

- **Early Assessment**
  The faculty has both conceptual and logistical concerns over the effectiveness of evaluation after only six weeks in first year, especially for vulnerable students who are experiencing huge changes in all aspects of their lives and the difficulty in obtaining all the results within the necessary timeframe. However, the faculty continues to be a firm supporter of ongoing evaluation in all its courses and to this end has a standardised template to identify differences in a variety of cohorts. Particular attention is paid to possible reasons for differences in throughput by race and gender.

- **Educational Development Unit (EDU)**
  The EDU in Commerce has 1 200 students. Students choose to be in the programme and the value-added experience outweighs any deficit notion related to the inherent issues involved in a separate programme. Priority is given to disadvantage evidenced in previous schooling, residential addresses and Financial Aid applications. These will be formalised with the new formalised disadvantage weighting in 2016. Increasing throughput and graduation rates, as well as a rapid increase in postgraduate participation manifests the value of the model. A key challenge remains working with mainstream vulnerable students. Although initiatives such as Step Up, mentoring, counselling and the EDU Writing consultants are available to all Commerce students, we are not able to meet the growing demand to be part of the unit.

The EDU has made a huge impact on equity participation, throughput, graduation rate and postgraduate participation. There are opportunities to challenge and change the institutional culture and 'ways of being' regarding celebrations, language, teaching pedagogy and human relationships. Voice, identity and agency are actively nurtured and developed in a variety of fora and ways. Strong leadership with a particular focus on 'giving back' after graduation are encouraged.

- **Courses Impeding Graduation (CIGs)**
  The focus has been on Financial Reporting 2 (ACC2012W). After reformulating this mainstream course, successful students had a much stronger conceptual grounding. However, because of the small participating numbers as well as lengthy repeat options for failures, the course has been replaced with a dedicated EDU Financial Reporting 2 class to begin in 2016, which will be convened and taught by a qualified CA who is an EDU alumnus. She has engaged in a range of teaching, mentoring and support activities in a variety of courses for which she has received outstanding student evaluations.
  This has created opportunities for EDU students to engage in a supportive, caring environment with a conceptually difficult course that is quite a significant shift from Financial Reporting 1. Students' agency is significantly eroded when they feel out of their depth, particularly in a field where they hold little cultural capital. Being in a learning environment that is strongly participative, learning centred and holding the academic and affective aspects of students is already making a significant shift in students' confidence and their academic outcomes.

- **Provision of mentors and tutors**
  - ➢ **Student Mentorship:**
    The Student Development Services and the EDU offered mentoring by senior students to first years in groups of up to five students. The EDU Mentoring programme is compulsory for first years and had 67 mentors and 267 mentees to facilitate the adjustment of first year students. The FYE Mentoring programme, which is voluntary for mainstream students has 79 mentors and 304 mentees. 55 mentees identified through early assessment were allocated to mentors for additional support. The mentors were supervised by twelve academic and PASS staff. The JumpStart programme that is offered to Financial Reporting 1 and ACC2012S, students included a mentoring component.

    The training in leadership development for senior students emphasised skills development, such as communication, facilitation, presentation etc.

  - ➢ **Student Tutor selection and training:**
    Many of the academic departments have a longstanding tradition of providing intensive tutor training, either in the department or through the EDU. Tutors are chosen to depict the demographics of the faculty with an orientation that focuses on multilingualism, scaffolding of language and the richness of diversity.

> **Lecture recording:**
> The Teaching & Learning Working Group recommended a proposal that all undergraduate lectures should be recorded automatically unless a lecturer chooses to opt out. Departments will conduct an analysis of the impact on student attendance at lectures and on the educational process. The Faculty drew on the work of the CHED study on lecture recording and will include student voices from 2016.

> **Third term offerings:**
> To enable students to 'catch up' courses in order to graduate as early as possible, the faculty offers four courses in winter term and three courses in Summer term, which are core to the majority of undergraduate students in the Faculty. There is a concern that the National Student Financial Aid Scheme (NSFAS) students are unable to take advantage of these opportunities for funding reasons unless they can graduate within that year.

*iv.* *Enhancing Teaching*

- **An enabling environment** is provided through the VULA site and Facebook page of the Teaching and Learning Working Group. It is intended to become a facility of all activities and resources related to teaching and learning. Raising the profile of teaching and learning ultimately impacts on the general well-being, confidence and success of the student body, particularly the most vulnerable.

- **Promoting innovation**
  The Commerce Education Group (CEG) met fortnightly to discuss a range of issues related to teaching and learning and transformation. In conjunction with FASSET and Get Smarter, the College of Accounting has produced a series of short concept videos that can be viewed in English and up to three African languages that are accessible to anyone with internet access at http://learnaccounting.uct.ac.za. Innovations in individual courses range from the evaluated use of blogs in first year to many different ways of expanding the incorporation of South African case studies into the curriculum and the textbooks issued by leading educational publishers. The faculty continues to work on a long term process of raising staff consciousness regarding student and learning realities to develop, challenge and improve the existing learning environment. This enables the possibility of shifting throughput and graduation rates (particularly for the most vulnerable students), as well as creating multiple moments for 'voice', agency and leadership.

- **Recognition of Prior Learning (RPL)**
  Since the beginning of 2015, the faculty has introduced a new policy and system of RPL assessment that has proven to be very valuable in objectively assessing Level 7 outcomes largely for admission into the two online programmes: the Advanced Diploma in Business Project Management and the Postgraduate Diploma in Management specialising in Marketing. This assessment is conducted online, consists of two weeks of content with short assignments, followed by a summative essay. It has played a significant role in providing access to these two qualifications for applicants who previously would not have

had the opportunity to study at this level and has resulted in the transformation of the postgraduate student body on these programmes.

- **Lecturer/tutor/marking training**

  It is mandatory for all new permanent lecturers to participate in the New Academic Practitioner Programme (NAPP) and where space allows, the opportunity is offered to contract lecturers. A mentorship programme is offered in most academic departments and a teaching mentorship is offered to incoming and existing academic staff. Staff members who are tutors are included in the tutor training initiatives, and over the last ten years, most of the academic staff employed in the College of Accounting were tutors previously. In order to achieve a number of the required criteria for a valid and fair assessment, in addition to the statistical analysis, a checklist has been provided to ensure that, particularly in large classes, all student marks have integrity and all borderline cases have been reviewed. The increasing challenges and complexity involved in the teaching environment demand support and development of appropriate educational principles relating to the learning and pedagogy.

- **Mentoring and training workshops:**

  The mentoring initiative focuses on supporting new and inexperienced teaching staff within the faculty through teacher observation in lectures/tutorials, workshops on pedagogy and feedback on student evaluations. It is voluntary but where there is buy-in from a head of department (HOD), the mentoring is mandatory for new staff, such as in the College of Accounting. Some of the challenges include recruiting mentors and establishing trust in the mentor/mentee relationship, it is time consuming and requires long term commitment.

  The composition of the student body has become more diverse, in terms of culture, religion, schooling, socio-economics, political influence, structure of family etc., than it has ever been. Along with institutional pressures to increase throughput rates, teaching has become exceptionally challenging and complex. The embedding of diversity into the practice of teaching is key to student success in higher education. Not all staff have this skill set and the mentoring initiative is one place (amongst others) where teacher and skill development is housed.

- **Scholarship of Teaching and Learning**
  - ➢ **Presenters at the 2015 Teaching and Learning Conference:**
    Paul Maughan, A capstone course for accounting students – winner of a Collaborative Educational Practice Award
    Leigh Neethling, The determinants of academic outcomes: A competing risks approach
  - ➢ **Master of Education (MEd) graduates:**
    Paul Maughan
    Billie Enderstein (with distinction)
  - ➢ **2015 TAU Fellow:**
    Associate Professor Ilse Lubbe

*v.* ***Online Provision***
The faculty has engaged with issues around online learning, at a programme level for online students and within individual courses offered online as part of the residential BCom and BBusSc degrees. Over the last four years, the critical thinking foundation course, BUS1036 (Evidence Based Management) has evolved from fully residential, to fully online, on different platforms. The Faculty offered two fully accredited qualifications on the GetSmarter platform for online students: a one-year Advanced Diploma in Business Project Management at HEQF level 7, and the two-year Postgraduate Diploma in Management specialising in Marketing at HEQF level 8. The Advanced Diploma has two intakes per year. The faculty has a wide range of short online courses, which are non-accredited, but offer working professionals and others an opportunity to strengthen and deepen their knowledge in a particular field, and remain abreast of current thinking and trends, in particular, specialised areas. These short courses are constantly being evaluated and updated with four new courses currently in development.

Within the residential undergraduate qualifications, three of the core courses are offered in blended learning format, Evidence Based Management (BUS1036), Introductory Statistics (STA1000), and Information Systems (INF1002). These courses were carefully monitored to evaluate the educational impact on students in subsequent courses and in any variations in throughput by programme or race or gender.

*vi.* ***Monitoring and Evaluation (M&E)***
- **Affective factors**
  All excluded students are monitored with regular engagement. In 2015, there were 84 students on probation. Of these, 31 students were part of the two Readmission Appeal Committee (RAC) groups that were facilitated during the first semester, which covered issues such as self-management & time management, study skills, motivation and goals and an exam preparation workshop, which included academics from different departments. The RAC group provided a support network for students to talk about their challenges of being on probation. Individual sessions were available to students, on request. Given the narratives of vulnerable students, on-going support and monitoring makes a critical difference to enabling students to access the tools, skills and support appropriate to engage with their academic demands.

- **Academic issues**
  As part of the TDG project, a detailed report on evaluation process was commissioned. The main recommendations included an initial administrative feedback from students two weeks into term; formative feedback with questions focused on the learning and not the lecturer, summative feedback should be a requisite part of the course after the final assessment and ongoing methods for immediate feedback on teaching (colour cards, clickers, thumbs up/down, specific questions etc.). This will be piloted in 2016. As a critical aspect of the learning process, M&E enhances inclusion, giving students a sense of voice and meaning in relationship to their experiences and feedback regarding their learning.

*Tessa Minter*

## 3.2 Faculty of Engineering and the Built Environment (EBE)

**Transformation overview**

Following the transformation debate organised by the EBE Student Council in April, the faculty held a Faculty Assembly on 30 July that was attended by more than 100 staff and over 400 students. The Transformation Advisor to the Vice Chancellor (VC) and the Student Representative Council (SRC) president attended as observers. Following the Dean's introductory remarks, an academic spoke on academic development and the Chair of the Student Council spoke about issues of transformation and what the Council had been doing since to engage with these issues. Many of the issues were operational and it became clear that these would need to be addressed before there could be a focus on some of the other issues raised by the introductory speakers. This notwithstanding, an important link was made between the operational issues (feeling alienated and 'not belonging' as a student in a class), and bigger issues of transformation (where alienation will not translate into staying on for postgraduate studies or joining the academic staff).

Three key themes emerged from the conversation, namely:
- Social consciousness – is the curriculum geared to develop types of young minds that can apply themselves in a social and civil context?
- Accountability – who is accountable when complaints are raised and what timelines are acceptable for complaints to be addressed?
- Academic and other support for students – the way lecturers interact with students and the way information is presented. Are we creating an equal and level playing field to enable all students to be successful?

Two working groups were established to take the conversations forward: a Curriculum Change Group and an Academic Development Group that met in September and had representation from all constituencies in the faculty. The Deputy Dean: Undergraduate Education held monthly meetings with the EBESC to facilitate improved communication between the faculty and students.

i. *Curriculum development:*

EBE offers professional undergraduate programmes that are accredited by various professional councils. These councils require that the respective programmes develop a specific set of graduate attributes in their students by graduation. For example, the graduate attributes in engineering were updated to explicitly include 'sustainability' as a graduate attribute that considers the impact of engineering activity on the social, industrial and physical environments. A number of programmes are currently reworking their curricula in making them more responsive to the needs of students and more coherent in their structure and content. This curriculation has drawn extensively on the need to develop specific graduate attributes and on the inclusion of key academic development initiatives to give students the best possible chance of success in their studies. A particular focus in 2015 was that of professional and technical communication skills as a key outcome of undergraduate programmes in EBE. Professional Communication Studies provides support for students near graduation to develop written, spoken and interpersonal professional communication skills. Support for the development of academic literacies at first-year level and at Master's level has

been further strengthened through collaborations between disciplinary experts in EBE departments and staff in the Language Development Group (LDG) and the Academic Support Programme for Engineering in Cape Town (ASPECT) located in CHED. This collaboration involves workshops for students, materials development, tutor support, and in some cases research. It is envisaged that these collaborations will form a springboard to language support at other levels of engineering programmes and to a closer engagement with the multimodal nature of print and digital engineering texts. Engineering students continue to make use of the Writing Centre, with 207 visits in 2015, and the two stand-alone postgraduate writing courses – 'Write Science' and 'Navigating Research Writing', offered by CHED.

## ii. *Improving Access and Throughput*

- **First Year Experience**
  EBE works closely with UCT's FYE programme to provide support to first year students and the Director of FYE has been co-opted onto the EBE First Year Committee to report on issues that concern EBE students. During orientation, EBE hosts an FYE Helpdesk on campus to guide new students.

- **Early Assessment**
  The 'early warning system' (now known as Early Assessment) was developed for faculties to upload mid-semester test marks onto PeopleSoft so that these could be viewed when making decisions on students' performance. EBE has made significant use of these data along with the National Benchmark Test (NBT) and NSC data to help students make decisions regarding whether they decant to the formal academic support programme ASPECT. Of the students that transferred into ASPECT in 2015, the success rate was just over 85% (i.e. passing all ASPECT courses).

- **Educational Development Unit (EDU)**
  EBE does not have a formal EDU where ALL the academic support staff in the faculty work under one management structure. The ASPECT staff, Academic Development lecturers and counsellors currently work well together but not in a centralised fashion. During 2015, there was an extensive discussion about how to integrate all the staff who work in this area formally.

- **Courses Impeding Graduation (CIGs)**
  In first year, CIGs continue primarily to be Service Courses offered by other faculties. Significant effort has gone into ensuring that the graduation rates improve, but having a high failure rate in first year has a marked impact on throughput. The discussion in the Senate Teaching and Learning Committee about the possibility of developing service level agreements to define how service relationships should operate is welcomed.

- **Provision of mentors and tutors**
  In order to assist students in making the transition into university, all first-year students are allocated a student mentor. These are normally enthusiastic older students who volunteer their time and energy to assist first-years, i.e. to 'show them the ropes'. Mentors are trained to meet regularly with their mentees to keep up to date with their progress.

Their role is to focus on the affective factors that might prevent first-years from succeeding, such as managing their finances, making the best use of their time, ensuring healthy group study habits, learning from failure and test/exam preparation. If first-year students require counselling or financial aid, the mentor is available to advise and direct them to the appropriate person or organisation to seek the proper help.

Senior (mostly postgraduate) students are an essential part of the teaching and learning that takes place outside of the lecture halls, in the tutoring space. The idea is that peer tutors are in a good position to provide help to students since they have more recently been through the material and are able to provide empathetic assistance i.e. understand where students are struggling and provide constructive help. Through this support, students are able to better grasp the engineering concepts that are presented in lectures and employ them in appropriate contexts.

- **Postgraduate students**
  EBE has a continuing program of improving access and improving throughput in its postgraduate programmes. In 2015, the faculty developed a strategy that identified constraints hindering uptake of postgraduate studies by South African students from the designated groups. These constraints include socio-economic pressures, limited knowledge of our postgraduate programmes and the high academic requirements for postgraduate studies. To assist in understanding the postgraduate cohort, a process of data analysis of postgraduate students' progress was initiated with the view to understand obstacles to throughput.

iii. *Enhancing Teaching*
- **Rewards and recognition for teaching**
  There are an increasingly large number of academics in the faculty who are actively involved in academic development. Until recently, there was limited place in the *ad hominem* promotion criteria for academic development activities to be reflected and valued. This has been rectified by a reworking of the Teaching category of the Faculty's promotion criteria. The EBE Student Council embarked on a student-driven initiative to recognise a member of the academic staff for good teaching. Nominations were solicited from class representatives with the award slated for presentation during the second semester. With the disruptions that took place toward the end of the year, this award was not made. The Department of Mechanical Engineering also implemented a departmental award for the academic staff member who was acknowledged by students to have made the greatest impact on students during their time at UCT. Nominations with motivations were solicited from senior students, but as with the previous award, this process was not concluded due to the disruptions that took place toward the end of the year.

- **Supervision and research training**
  EBE fosters healthy student-supervisor relationships via MoUs and strong relations with the Postgraduate Student Council. In 2015 student awards were introduced to encourage Master's and PhD students to publish during their degrees. The award is given upon final acceptance of a research paper in a peer-reviewed journal prior to graduation.

- **Tutor training**

  It is important that tutors are trained at the start of the year (or even the semester) to properly facilitate the learning process. It is expected that tutors should have the basics in place for each tutorial session such as ensuring familiarity with the material and preparation to answer tutorial questions. Tutor training specifically focuses on ensuring that the tutors engage with students in a variety of social situations in order to maximize students' benefit from the tutorial session. Tutors are trained to facilitate learning by, for example, starting from where the student is and prompting them to think about the problem rather than simply providing the answers. Tutors are also trained to try to shift unhealthy group work habits.

- **Scholarship of Teaching and Learning**

  Many EBE academics are involved in the activities of the Centre for Research in Engineering Education which has helped to raise the profile of the teaching and learning enterprise significantly over the past few years and encouraged many academics to embrace the idea of the scholarship of teaching and learning.

*iv.* *Online Provision*

  While many academics embrace the inclusion of ICTs in their approach to teaching and learning, there has been no explicit shift as yet to the use of online or blended learning.

*v.* *Monitoring and Evaluation*

  EBE has played a leading role in the development of specific Business Objects reports to enable the collection of appropriate student data for analysis and reporting purposes. In 2015, the full impact of the availability of these reports became apparent to academics in the various departments. Chemical Engineering are currently in the process of rolling out their new curriculum and some Department of Higher Education and Training (DHET) monitoring funding was used to evaluate the impact of their new curriculum structure.

*vi.* *Any other notable Teaching and Learning developments and activities*

  EBE continues to successfully make use of the Tutored Reassessment Programme (TRP), which is a structured intervention that after the end of course examination when a student has a mark typically between 40% and 49%. The TRP has eligible students spending between one and two weeks on campus during the 'vacation' period where they engage in extensive revision of the course through structured tutorial sessions that allow students to engage thoroughly with the material. TRPs are only offered for 'bottleneck' courses that have an unexpectedly high failure rate. In 2015, 24 TRPs were completed with 250 students attending. 76% of students given this additional opportunity were ultimately successful with their respective courses.

*Brandon Collier-Reed*

### 3.3 Faculty of Health Sciences

**Transformation overview**

2015 was a turbulent year for the faculty and the university. In response to the issues raised by the RMF movement, a Faculty Assembly on transformation was hosted on the 15 April 2015 to give staff and students an opportunity to express themselves on issues of transformation. The faculty has acknowledged the slow pace of transformation at UCT. Some of the main issues raised were the high fees, transforming the curricula, prejudice against students during oral assessments because of their colour and their accents, students who look down on Black lecturers; tutors do not know the names of Black students; lack of role models for Black students, stigmatisation in the Intervention Programme, language and the way it is taught. Undergraduate Education put in place structures to deal with these issues such as ways to build an institutional culture that encourages respect and promotes inclusivity, PeopleSoft number to be used for all written assessments and ways for oral assessments to be more objective, all programmes agreed to review their curricula to make them relevant to the health services in South Africa. In response to the #FeesMustFall protests, a review was conducted of the type and number of assessment events in the year (each contributing discipline to decide its own requirements). This information could be used to determine the competency of a student if exams were disrupted in the future.

### i. *Curricula Development*

All students in the faculty take the first year courses, Becoming a Professional (BP) (PPH1001F) and Becoming a Health Professional (BHP) (PPH1002S) which include the development of basic information literacy, digital literacy and academic literacy skills. All BP/BHP outcomes, activities and assessments link closely with library, information technology and academic literacy support activities and skills. Further support include workshops and individual support sessions linked specifically to e-portfolio writing. The faculty's Writing Centre is also used extensively to assist students who are struggling or wish to improve academically.

**MBChB** students identified as being academically at risk, based on entry criteria, have scaffolding embedded in the HUB1006F and HUB1007S courses, which is provided by means of Quantitative Literacy (QL) and Digital Literacy (DL) workshops. Students identified as being at risk of failing Chemistry and Physics are given extra tutorial support.

The second year course, **Culture Psyche & Illness (CPI)** underwent several changes to its curriculum, focussing on preparedness of students to deal with social issues such as gender and racial discrimination, identity and human rights. The changes will be implemented in 2016.

In **Occupational Therapy**, graduate attributes for community service and beyond are enriched through an elective international on-line module in the fourth year curriculum that has been running for two years. It offers undergraduates the opportunity to explore a globalised picture of mental health occupational therapy practice through the use of pedagogy designed to encourage students to think creatively, engage in individual and group problem solving, develop innovative ways to deliver culturally-sensitive services and consider ways and means of extending the reach of the profession. Online learning involves problem solving around video

clips produced by graduate occupational therapists in their community service year or first practice post. Students' verbal feedback on the value of interacting with peers in international educational contexts has been positive.

The call for the decolonisation of the curriculum in 2015 is receiving attention. The curriculum continues to create spaces for productive conversations about students' experiences related to the influence of institutional culture, professional socialisation and their intersectional identities allows students an opportunity to voice their views. These productive conversations occur as timetabled 'Equity and Diversity' groups that are facilitated with each class about four times per year. These spaces allow students and staff to reflect on emerging issues that matter to the class, university and profession in relation to South African society.

## ii. *Improving Access and Throughput*
- **Orientation**
  The focus was on academic, social and emotional adjustment to university with the programme including formal lectures, student lead and small group activities. Additional helpdesks staffed by senior students across the Faculty of Health Sciences (FHS) campus proved helpful to welcome and direct new students.

  93% of students indicated that the Orientation Programme made them feel part of the FHS community, and 96% of student respondents said that all students should go through Orientation. It ran for two weeks prior to the start of the academic year and introduced students to campus-wide support facilities. Students find the small-group activities enjoyable and beneficial in facilitating friendships and networking with other students.

- **Academic Support**
  The Augmented Support Programme (ASP) is aimed at Health and Rehabilitation Department's (DHRS) students in the divisions of Communication Sciences and Disorders, Physiotherapy and Occupational Therapy. The aim of ASP is to facilitate academic success through epistemic and social access by providing academic support to a selected group of students in the form of small group tutorials facilitated by trained tutors.

  At the start of the year, students complete a compulsory Online Competency Test (OCT) to establish their Information Literacy (IL) and Digital Literacy (DL) competencies. Based on these results, students are allocated to different tutorials in the DL programme to suit their needs. In addition, those with little or no digital literacy skills, participate in a 15-hour intensive course during Orientation Week.

  The availability of a Writing Centre in the Faculty has enriched the learning experience of postgraduate students who find the editorial guidance and academic literacy support most helpful. Regular sessions where all Master's candidates can present their progress with dissertations have continued. Registered Doctoral candidates have participated in and presented at shared supervision sessions and in Departmental Doctoral Qualifications

Assurance Committee presentations. This has created a platform for learning from scholarly engagements between candidates.

- **Intervention Programme (DHRS)**
The Intervention Programme (IP) continues to contribute to throughput and the diversity of graduating students. Programmes in the IP focus on acknowledging students' diverse backgrounds and recognising and developing their personal strengths. Learning activities are designed to enhance students' capacity to transfer skills and knowledge between different aspects and components of their studies. Teaching and learning happens mostly in small group tutorials, workshops and practicals. All learning activities are scaffolded and specifically mediated by lecturers and tutors. The graduation list of 2015 indicates that 7% of the overall graduating students in the department had been through IP. At the end of the second semester of IP in 2015, 14 (88%) out 16 students that completed IP programme were readmitted into mainstream curriculum. Out of these 93% achieved a pass at the end of mainstream semester 2 (s2) in 2015. At the start of the new IP session in July 2015 a total of 21 students were placed in IP. In July 2015, ten MBChB students from the 2014 IP intake re-joined mainstream. All ten students successfully passed their first year in November 2015.  In July 12 students from mainstream joined the 2015 IP intake. A review of IPs is under way.

  Additional academic support for 1st year Occupational Therapy and Physiotherapy students in Anatomy and Physiology was introduced into the curriculum. The support is in the form of peer-led tutorials in which senior students in Physiotherapy and Occupational Therapy (3rd and 4th year) and postgraduate students in Anatomy and/or Physiology are responsible for facilitating the learning of study skills required for the subject as well as assisting students with fundamental concepts in Anatomy and Physiology. The intention through these peer-led sessions is to promote an active learning environment, identify common misconceptions which can be addressed early, and promote group work and social inclusion.

- **First Year Experience**
Faculty FYE initiatives include the orientation programme, the mentorship programme and workshops for first year students. Despite increased numbers of students, every first year student was assigned a mentor who went through two intensive workshops and three training sessions to prepare the mentors to best support their mentees. The workshops covered academic, social and emotional issues relevant to adjustment to the demands of University and specifically Health Sciences studies. Attendance was voluntary. Students were supported by staff members who volunteered to assist students individually with various challenges such as managing time and the work-load. Feedback from mentees was positive. Mentors suggested that further time be made available in the first year timetable for mentor-mentee group meetings.

  The curricula alignment project aimed to improve student throughput in MBChB year 1 by promoting student engagement with learning, achieved by enhanced alignment among course outcomes, assessment methods and learning activities. Workshops, followed up

by intensive consultations, were held for staff involved in all first year courses. These have led to a greater appreciation of the nature and role of alignment in instructional design and enhanced outcomes.

- **Early Assessment**
  The Faculty continues to use the Test Board process to identify students with academic difficulties early in the semester. Interventions are then put in place to assist students identified as being academically at risk. Students are also flagged as they progress into subsequent years at the Examination Boards. Flagged students are monitored and, if necessary, given additional support.

- **Tutors**
  The Division of Physiotherapy enrolled more than double its usual intake. The class compromised of majority Black African students (47%), followed by Coloured (37%) and White (35%). The racial composition is reflective of the success of our recruitment strategies to improve access to all. Eleven students (8.7%) from this cohort entered the Intervention Programme. This is significantly lower than in 2014 (19%). The increased tutorial support at first and subsequent years is having a significant impact on the throughput.

  The large cohort has forced us to be innovative and to seek alternative methods of teaching. Open Education Resource Grants were secured to develop videos for practical skills training. A minor Capex funding was approved to purchase TV monitors for installation in practical classrooms.

- **Postgraduate students**
  Many students failed to take the places offered to them for an Honours degree. There was a strong view that these good students accepted places at competing institutions because scholarships were made available to candidates at an early stage of the process. To address this, the FHS offered a number of scholarships available (8 x R46 000) to good South African Black applicants at an early stage. This worked well and all 8 awards were taken up.

iii. *Enhancing Teaching*
  - **Enabling environment**
    The classroom upgrades in some teaching venues have enhanced the teaching and learning experience of increasing class sizes. Not all venues in the faculty requiring renewal were upgraded.

  - **Developing the next generation of academics**
    PhD students and Postdoctoral fellows who were awarded Carnegie Fellowships in the Institute of Infectious Disease and Molecular Medicine (IDM) were allocated mentors, generally senior academics, to provide support in building their academic career. It has been successful and should be expanded.

In the Physiotherapy Division, 2 MPhil students and 1 PhD student received scholarships to complete their degrees. Postgraduate funding is scarce for physiotherapists, which limits recruitment possibilities. International and Sub-Saharan African postgraduates have increased, with 15 registered Doctoral students, the majority being Black African. The residential teaching blocks has seen a significant improvement in the tracking of the progress of students. The first Physiotherapy PhD student graduated in June 2015.

The Research Office (ERP) and the University Research Council (URC) provided grants for research and conference attendance to academic staff. New academics participate in NAPP where they explore different teaching styles to respond to current student learning needs. The co-supervision structure of postgraduate research supervision is creating opportunities for mentoring new academic staff.

The Department of Health Sciences Education (DHSE) aims to facilitate the development of all educators and researchers through workshops, short courses and formal qualifications that are structured to suit a variety of professionals' needs. Attendances at staff development events grew by 4%, with 647 individual attendances in 2015.

The New Appointees Orientation Programme (NAOP) is a continuous professional development (CPD) accredited short course, designed to give an orientation to the various teaching roles to anyone who teaches under-/postgraduate UCT health sciences students. Seven staff completed the four week programme in 2015; another four participated in one or more of the units.

The Teaching, Learning and Assessment online course is a non-credit bearing course with CPD points and aims to provide teaching staff with the opportunity to develop and improve their understanding of, and practical skills in teaching, learning and assessment. The units are specifically designed to take into account the context of busy academics and staff with clinical commitments in tertiary, district or regional hospitals, as well as community health clinics.

**The Post Graduate Diploma in Health Sciences Education aims to** enable educators of Health Sciences students to reflect critically on the theory and practice of teaching, learning, assessment and curriculum development in Primary Health Care-led health systems and curricula. In 2015, the Master's and PhD programmes in Health Sciences Education were advertised as a strategy to grow scholarship in Health Sciences Education.

- **Enabling Environment**
  Simulation-based pedagogy presents a standardised and effective way of training health sciences students while protecting the safety and dignity of patients. Partnering with Dräger Medical, an international company specialising in the development and manufacture of medical equipment, the Clinical Skills Centre of the Department of Health Sciences Education developed a state-of-the-art Simulation Laboratory to support procedural skills and team-based scenario training. The facility is used by multiple disciplines and professions in Health Sciences, with over 1500 students passing through

every year. As a result, Dr Weiss, the Head of the Clinical Skills Centre, was recognised as an Innovator by the Graduate School of Business and Groote Schuur Hospital's Social Innovation in Health Initiative.

- **Promoting Innovation**
  2015 saw the introduction of students to the Eden District as successive groups of final year medical students undertook four week rotations in Family Medicine at Oudtshoorn District Hospital, and Obstetrics and Gynaecology at George Hospital. Both students, clinical and hospital staff gave positive feedback about Eden District service platform. Students reported greater confidence as a result of more hands-on opportunity for learning. A larger scale roll-out is planned for 2016. The Eden District educational platform expands the faculty's clinical training platform to enhance capacity and offers a longitudinal educational experience for senior students at district, rather than tertiary, level. It is likely to be developed into a longitudinal integrated curriculum. The EDU helped to develop the assessment plans for the platform, assisting with staff development and planning research. An MOU was signed with the Western Cape Government (WCG) in terms of the teaching responsibilities of clinical staff. Two research projects were initiated to monitor the process as it unfolds over the next few years

  At Vredenburg, the student experience continues to be a popular and positive one, with the mixing of students from different professional streams adding an important inter-professional aspect to the experience. The relationship with the WCG District Office is excellent, and they appreciate the students' input to the services, particularly in Audiology and Speech Therapy, as well as Occupational Therapy and Physiotherapy. All final year MBChB students apart from those who elected to go to Oudtshoorn, spent a week at Vredenburg during their Family Medicine rotation, and virtually all reported that a week was too short as they appreciated the learning opportunities of a district hospital outside of the metro, often for the first time.

  As the numbers of students increase, so the pressure on the clinical teaching platform requires us to expand the sites and the capacity of existing sites to absorb students. This remains a challenge for the future.

  **Through the MCQ item review project, staff have had discussions** about the generation and use of multiple choice questions. Reports generated at the end of 2014 resulted in several consultations during with several departments undertaking to rewrite their MCQs for 2015.

- **Rewards and recognition for teaching**
  The faculty introduced Awards for Teaching in 2015 with two staff members receiving awards for Early Career (Dr Chivaugn Gordan) and Scholarship in Teaching (Prof Vanessa Burch).

- **Supervision and research Training**
  Since 2011, all MMed students are required by the Health Professionals Council of South Africa (HPCSA) to complete a 60 credit research project for which the faculty has to provide supervision. In 2015, the faculty offered a number of supervisor training courses to staff members who have expressed a desire for these courses.

- **Tutor Training**
  Facilitator Development Team (FDT) is dedicated to building capacity and enhancing problem-based learning (PBL) facilitation skills in year 1 and year 2 of the MBChB programme through quality assurance measures. New facilitators undergo 3–day compulsory training workshops in January and mid-year. They receive a certificate of competence by the DHSE upon completion. The FDT runs two workshops per semester that are geared towards enhancing facilitation skills. The FDT runs a monitoring program that entails observing part of a PBL session and then providing confidential feedback to the facilitator. Time constraints mean that only new facilitators are monitored. Students are requested to submit electronic, *anonymous* evaluations of their facilitators twice per semester. Anonymous evaluations by facilitators have been consistently positive.

- **Scholarship of teaching and learning**
  The 7th annual Health Education Research Day was held on 6 Aug 2015 with the theme "#Rhodes Has Fallen: Now what?" Thirty-four staff attended. Fourteen papers were read and the keynote address was delivered by A/Prof Collet Dandara on the topic of Transformation: Issues in Health Sciences Education.

*iv.* *Online Provision*

The Division of Communication Sciences & Disorders (CSD) uses a range of blended learning activities across all years of the programme. The curriculum encourages students to undertake structured online self-study activities, and innovative assessment methods are used for most courses with students undertaking a mix of online and take-home activities.

In the Occupational Therapy (OT) Division, some staff have received Teaching with Technology grants and are developing resources for the skills lab. They contribute to the Open Access platform through publishing open educational resources for UCT students and occupational therapists and students worldwide. These resources enable blended learning, as they are also used for teaching in classrooms.

The Faculty launched a MOOC "Understanding Clinical Research: Behind the statistics" at the end of 2015. It was developed by Dr Juan Klopper, in the Department of Surgery; the product was launched on the Coursera platform. We propose to use the material as part of a training programme for postgraduate students in the FHS.

The e-learning team advised faculty staff on the inclusion of e-learning in courses and programmes. Advice was provided on and support for mixed-mode, on-line delivery of educational programmes for qualification purposes in a range of departments. A total of

36 E-learning and IT training workshops were organised. 200 people attended. The Teaching Using Technology online course was designed for educators and professionals who would like to integrate technology into their teaching, either within the classroom or when moving from classroom-based to online courses. The aim was to equip participants with knowledge and hands-on experience of a variety of technologies and applications that can improve their teaching methods and flexibility. This six week course introduced technologies and applications that can be used for education.

The faculty recently achieved a milestone with the accreditation of its first purely online postgraduate diploma in 2015. Run by the Desmond Tutu HIV Centre, in partnership with the International Centre for AIDS Care and Treatment Programs (ICAP) at Columbia University and the Faculty, PG Diploma in TB-HIV Management is aimed at equipping doctors and nurses with the necessary life-saving skills to treat HIV and TB infected patients at primary care level. While many healthcare workers are interested in upgrading their skills/furthering their education, this is not always possible because of logistics.

In 2015, the Department of Pathology undertook to develop an interactive electronic learning platform for undergraduate medical teaching. The project is run in conjunction with Edge Learning Media and is currently in its 1st Phase. The content includes online textbooks, lectures, PBL cases and formative quizzes. The multimedia component is rich with animated concept videos, pictures and interactive games.

Orthopaedic Surgery has embraced the use of technology both in undergraduate and postgraduate teaching with 5th years required to produce a video that might be uploaded to the YouTube channel, UCTEACH. In addition, Orthopaedic registrars have shared their consultant-based tutorials with regional specialist trainees streaming this teaching via Adobe connect. Currently registrars from the Eastern Cape, Zimbabwe, Kenya and even Britain participate live via the internet connection.

v. *Monitoring and Evaluation*

Anonymous lecture and lecturer evaluations as well as clinical supervisor and clinician - site evaluations on VULA are used to inform content delivery and practice based education. Regular reviews are done of the feedback to address issues raised and assess the emerging curriculum needs. The Deputy Dean, UG Education meets regularly with class reps to discuss the educational experience of students. This feedback is given to course convenors and where necessary improvements are made.

vi. *Other notable teaching and learning developments and activities*

A/Prof R. Galvaan and Ms L Peters received the 2015 UCT Social Responsiveness Award.The OT Division started a collaboration with the University of Antananarivo in Madagascar to support the launch of an occupational therapy programme in the Faculty of Medicine. Two undergraduate studies supervised by A/Prof Ramugondo and Dr Buchanan respectively were published and members of staff presented papers and posters at a number of international, regional and local conferences.

*Gonda Perez*

### 3.4 Faculty of Humanities

**Transformation overview**

2015's challenging landscape of energetic student activism jolted ongoing transformation debates into high gear. The Rhodes Must Fall and Fees Must Fall movements have a strong component of Humanities students, and the nature of Humanities disciplinary training allows our students to contribute vigorously to ideological dialogues. The Faculty Assembly in early August consolidated many of the issues, which remain high priorities in ongoing discussions at both departmental and faculty level. The Assembly's overall thrust was towards the decolonisation of university culture and learning, and covered topics such as an Afrocentric curriculum, multilingualism, inter-disciplinarity, staff transformation, institutional symbols, the problems of stigma in the extended degrees, and a broader definition of cultural transformation which embraced gender issues and disabilities as well as race. A tangible result of the heightened awareness generated by the student protests was in the renaming of two buildings housing Humanities departments, now AC Jordan and Neville Alexander, and in the Dean's decision to formally review the Extended Degree programmes. The Assembly's debates continue to drive and inform faculty teaching and learning initiatives.

### i. *Curriculum development*

The Faculty's Undergraduate Education Committee (UEC) and Graduate Programmes Committee (GRAPRO) committees are the site of curriculum development on an ongoing basis, although discussions towards the end of 2015 moved towards formalising a Teaching and Learning sub-committee to highlight particular issues, particularly in the light of 2015's calls for transformation. The teaching of referencing/attribution and policing of plagiarism was noted as a point of necessary development.

The Extended Degree Programmes (EDPs) underwent significant curriculum development in 2015, tightening their structures to comply with DHET regulations on foundation provision. Further development foundation components in first-year and some second-year courses has resulted in a count of just under 30 courses offering an augmented learning structure by the start of 2016. The EDU continued its work with the African Studies department on an African Studies major, with a focus on innovative teaching provision and structures as well as the key transformation objective of Africa-specific content.

The multilingualism topic for the 2015 Neville Alexander seminar was indicative of the faculty's increasing awareness of multilingualism debates. The launch of the English Language Centre furthers this awareness, with its focus on second-language teaching aimed not only at foreign students, but on second-language speakers within South Africa; future initiatives may include NBT and application workshops for prospective students.

### ii. *Improving Access and Throughput*
- **First Year Experience**

    First Year Experience principles continued to inform the faculty's student support initiatives in orientation, ongoing orientation, mentorship and monitoring of at-risk students. The establishment of a dedicated student engagement cluster, comprising

curriculum advice, orientation, psycho-social support and recruitment, was an important innovation. Students' experiences of university culture as alienating and elitist make this kind of unified address to student support increasingly vital. FYE initiatives also assist in monitoring throughput: first year courses in the general degrees participate in the Early Assessment Report, although Humanities disciplines offer particular challenges in administering essay assessments within the first six weeks of teaching.

- **Extended Degree Programmes (EDPs)**
  The EDPs were flagged for Dean's review over 2015/2016, and the tenets and structures of the programmes are under scrutiny. Curriculum advice for the extended and mainstream general degrees is now firmly entrenched as a single system, as part of a drive towards decreasing stigma. The Plus Tut and Writing Hub systems continued to expand over 2015, including pilots in new departments: these initiatives attempt to address Matric under-preparation in disadvantaged students by providing additional space to explore course materials. While the flexibility of Humanities programmes does not generate graduation-impeding courses to any notable extent, the expansion of Plus provision into second-year courses does target key courses with which students experience particular difficulty. Analysis of the 2015 course marks for students in Plus courses shows that the performance of ED students on courses hosting Plus tutorials improved noticeably between 2013 and 2013.
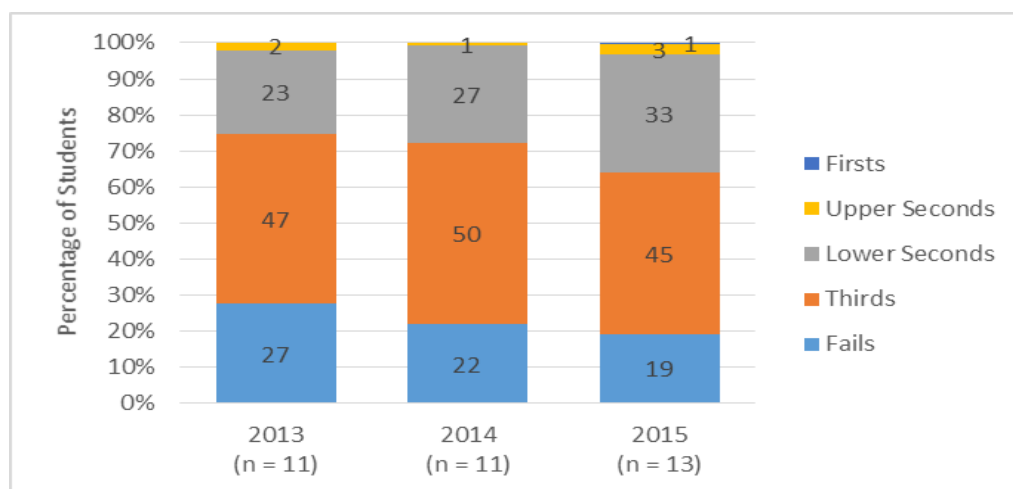


*Performance of ED students on first year courses hosting Plus Tutorials 2013-2015*

The augmenting material generated for Plus tuts is also feeding back into the mainstream courses with innovations and refinements in teaching practice, and the EDU has identified the discrepancy between exam and coursework assessment as a particular area for further study.

- **Mentors and Tutors**
  The Humanities mentorship programme continues to offer peer mentors for all first-year students in the extended degrees; it is also slowly increasing its offerings on an elective basis to students in the mainstream general degrees, and in some PACA programmes. This recognises increasing student alienation from university culture, and the need to address this with students outside the ED. The gradual increase in senior students offering

to act as mentors is an index to the student experience of mentorship as instrumental and positive for mentees, as well as an opportunity for the mentor's own development. Humanities course structures tend to employ only Master's and PhD students as tutors, which embeds teaching further in research, but also leaves mentoring as the only real involvement option for senior undergraduates. Increased co-operation with residences in 2015 has attempted to highlight the peer academic tutoring system as an additional resource for students.

iii. *Enhancing Teaching*
- **Developing the next generation of educators and researchers**
  The disruptions and delays occasioned by student protests in 2015, and the large uptake of deferral options, stressed academic administration severely, but also usefully revealed potential problems in course administration which could be addressed to improve the student experience. This renewed focus on administrative efficiency and quality assurance has led to the formation of new Faculty committees for Academic Co-ordination and for Exams and Assessments, which will explore teaching and learning issues and shape Faculty policy in response.

  The Faculty Board agreed in 2015 to establish a Dean's Award for Teaching Excellence, which will recognise the teaching excellence of new permanent and contract staff. The first recipients of this award were Dr Bodhisattva Kar (Historical Studies), Dr Shose Kessi, (Psychology) and Dr Chris Ouma (English). The Dean's Award will broaden the opportunities for fostering teaching already offered by the Distinguished Teacher's Award, which in 2015 was awarded to two Humanities academics, Dr Azila Reisenberg (Head of Hebrew, School of Languages and Literatures) and Dr Joanne Hardman (School of Education).

- **Tutor training**
  Tutor training in the Faculty is offered centrally by the Education Development Unit, (EDU) which provides both initial training for new tutors, and ongoing sessions for ED tutors and TAs. Both extend across the year depending on need and request. While tutor training practice is uneven across departments, the take-up of centralised training is gradually increasing. Given the under-preparation offered by Matric, tutor training is increasingly a vital factor in student success.

- **Scholarship of Teaching and Learning**
  The engagement of Humanities academics in the scholarship of teaching is seen in their participation in the Teaching and Learning Conference, with particular input coming from the EDU, which uses its comprehensive tracking of its students as a basis for research. Research under 3-year National Research Foundation (NRF) grants on student engagement with a decolonised curriculum, and on the analysis of learning needs, is in its second year in 2015.

iv. *Online Provision*

The EDU's successful experimentation with online writing hubs as an additional form of support for extended degree students has offered a creative use of digital engagement to supplement in-classroom teaching, and offers the dual benefit of developing digital literacies in students who have had limited computer access prior to university. Outside degree structures, Anthropology's "Medicine and the Arts" MOOC, run in conjunction with Health Sciences, attracted over 1 300 participants. The course's focus on historical inequalities in the medical systems of developing countries was an important exploration of transformation issues, and its success is prompting participating academics to revisit their teaching practice in their degree courses.

v. *Monitoring and Evaluation*

In addition to standard faculty monitoring of throughput and comparisons across departments, which will be strengthened by new committee structures, the Faculty uses the Early Assessment Results (EAR) to intervene with at-risk students and direct them towards appropriate support. EAR marks are uploaded by first year general degree courses; Performing and Creative Arts (PACA) departments have small enough student cohorts that monitoring is ongoing via close relationships between students and teaching staff, and no large-scale data manipulation is necessary to isolate struggling students. The EAR has become a useful mechanism for identifying students whose academic success might be improved by relocation into an extended programme, a process which is duplicated by assessment of mid-year results. The increasing mobility of students between mainstream and extended programmes is an important tool in furthering student success, and mirrors the faculty's increased flexibility with admitting students from other faculties who have made the wrong degree choice for their interests and skills.

*Lance van Sittert*

## 3.5 Faculty of Law

### i. *Curriculum development*

Teaching materials were refined after evaluations in 2014 and are now embedded in the foundational first year law course to dovetail with assignments. Extensive written feedback on student work, which scaffolds each assignment, is carefully overseen and moderated by a professional legal writing consultant. The Legal Writing Project will be funded by a TDG grant until the end of 2016.

The student protests in 2015 were a stimulus to curriculum revision and interrogation of decolonisation of the syllabus. Several lecturers found ways to incorporate African jurisprudence. In the courses in Foundations of South African Law and Jurisprudence, modules were incorporated or extended in order to enhance literacy on the relationship among ideology, decolonisation and constitutionalism, with explicit incorporation of the work of postcolonial and decolonial theorists. The final year elective course in Law and Post-apartheid literature took as its overarching theme the question of postcolonial ethical, political and legal inter-subjectivity. The First Year Book Club continued in 2015, with all first year students being given a free copy of Judge Edwin Cameron's book *Justice*; this incentive to read outside the syllabus was enhanced by an opportunity to meet Judge Cameron as well as the integration of one of the themes of the book (HIV-AIDS) into the first year course.

As regards developing digital literacy, during Orientation students entering the first year of the LLB were required to complete a computer literacy self-assessment questionnaire and from this the training needs were assessed and responded to. "Tech buddies" (sponsored through the FYE) who are trained by the Centre for Innovation in Learning and Teaching (CILT), were available to assist students to log on and obtain their UCT access password. All students had a 90-minute demonstration of how to access the UCT intranet, and thereafter support classes are offered to students who still require further support. In addition, Information, and Communication Technology Services (ICTS) provided students with a comprehensive IT guide for Students via their website.

As regards quantitative literacy there was in 2015 a decision to limit the maths course 'Law that Counts' to students in the 4 year LLB programme. Time-table congestion has made it difficult to require BA Law students and those on the graduate LLB to do this course.

### ii. *Improving Access and Throughput*

- **First Year Experience**

  Since 2013, the Law Faculty has participated in the FYE institutional project which aims to promote the success of first-year students and improve student learning and undergraduate throughput rates by 2020. The FYE was established to help students negotiate the transition from school to university and to make use of the many resources available to them to enable them to achieve their full potential. In 2015 a FYE (Law) VULA tab was populated with an impressive array of student support resources, including videos on time management, financial literacy, stress management and multiple FAQs, maps, advice on learning, assessments, an explanation of the Early Assessment Report

and other affective support resources. Announcements relating to being a new student in the Faculty of Law, and regular updates from the central project office throughout the first year were posted.

Students admitted to the Extended Curriculum Programme (ECP) had complained that they were not aware of the ECP structure or why they had been placed in the programme. Since 2015, applicants who were offered a place in the ECP were sent a letter explaining the benefits of such a programme, including an explanation of how the faculty invests significant resources in supporting students who are admitted to Law with lower points than the standard admission criteria. The size of the ECP in Law raises questions of 'stigma' for the small group of students in the programme (25 to 30). The discourse around 'academic development' has been raised as an important concern across the university in the student protests in 2015. The often marginalised position of academic development programmes in higher education has been seen as bolstering perceptions of deficit and remediation. An ECP Review Task Team met in July 2015 to respond to student concerns. The task team consisted of all ECP Law lecturers, student representatives and ECP teachers from other Faculties. A survey instrument was designed and administered in September, to ascertain ECP students' perceptions of the programme. Unfortunately, due to the closure of the university, the response rate was very low, but the concerns will continue to be addressed in 2016.

- **Early Assessment**
  As part of the First Year Experience Project (FYE), all first year students wrote assessments in Foundations of South African Law, Constitutional Law and Law of Property at the end of the first term, to generate an Early Assessment Report (EAR) on the PeopleSoft student management system. At a meeting to review these early results, course convenors allocated those students who had achieved the lowest marks in each course into three groups (thirty students for each subject). Additional weekly tutorials and regular mentoring were provided to these students who were identified to be 'at risk' early in the year in an intervention known as the Preliminary Year Academic Support System (PASS). This academic support intervention was facilitated by three postgraduate students, who were selected from a competitive pool of applicants. They were mentored and closely supervised by A/Prof Lesley Greenbaum, providing regular reports and lesson plans to her for discussion. This programme has been carefully monitored and evaluated during its three-year life-span, for the purposes of reporting to the Department of Higher Education about the use of funds granted through a Teaching Development Grant (TDG).

- **CIGs**
  In 2015 there was close monitoring of courses impeding graduation and, as mentioned above, extra tutorials were made available to at risk students in Property and Constitutional Law.

- **Provision of mentors and tutors**
  For the second year DHET funding was allocated to the provision of scholarships to three post-graduate students to act as PASS tutors and mentors. Critical evaluation and

monitoring was conducted and while the student assessments were positive and enthusiastic, it remains difficult to establish a causative link between the availability of tutors and mentors and academic success. In-house tutor training for academic subject tutors in each of the three departments was provided. Trained student mentors, monitored by the Law Students' Council, are backed up by a second tier of staff mentors which facilitates the feedback of information from students directly to staff members. Writing Centre tutors are trained and provide writing support (academic literacy skills developed).

*iii.* *Enhancing Teaching*
- **Next generation of educators & researchers**
  In 2015 the faculty again arranged a regional Teaching and Learning Conference, involving the law faculties at UWC and Stellenbosch. The aim is to benchmark best practice and provoke thought about legal teaching methodology and ideology. For example, Mr Kershwyn Bassaday presented on the problems with PowerPoint as a teaching aid, and Professor Anton Fagan on 'Do we assess too much?' The next generation of researchers is promoted by means of a faculty award for the best research article by a non-professorial member of staff. Ms Lauren Kohn was awarded the 2015 award, with Ms Salona Lutchman as runner-up.

- **Enabling environment**
  Student protests in 2015 were critical of the learning environment, and student assemblies and smaller meetings were held to allow students to articulate grievances and criticisms. Some of the grievances from the #FeesMustFall movement were responded to at an institutional level. The faculty accommodated the disrupted year with deferred exams in January, as well as February 'supplementary' exams for students who were sick during the January exam session. An initiative of administrative staff was to provide sandwiches for students during exams. Take-home exams were introduced in some LLB courses and many LLM courses, mainly to avoid foreign students having to return in 2016 just to write an exam. A Student Climate Survey and an ECP Survey were conducted in September & October 2015 and data collected will be analysed and form the basis of a staff workshop during 2016.

- **Promoting innovation**
  While it is difficult to cover all innovation across the Faculty, here are examples of different kinds of innovation. Professor Loretta Feris required of her LLM in Environmental Law students to produce a short film and reflection piece on an environmental theme. This project provides practical exposure to environmental law issues and assists in creating environmental awareness as films are published on the website of the Institute of Marine and Environmental Law. Ms Jacqui Yeats incorporated research about concentration spans of adult learners into her Corporation Law classes, breaking the flow with the introduction of learning on topics beyond the syllabus. More work needs to be done to embed into the curriculum critical reflection on the hegemony of Eurocentric approaches to knowledge, history, value systems and belief systems and how this may have influenced or undermined African world views and perspectives. In

African Customary Law such topics are considered and some lecturers are embarking on curriculum re-design, such as in Criminal Procedure and Commercial Transactions.

- **Rewards and recognition for teaching**
  Apart from the university-wide Distinguished Teacher award process, there is no faculty-specific reward and recognition for teachers.

- **Supervision and research training**
  Professor Hugh Corder conducted a staff seminar on supervision, which included research training.

- **Tutor training**
  The PASS tutors and department subject tutors participated in a two-day training workshop, which included discussions on facilitation, mentoring skills and managing diversity, as well as how to provide feedback and assessing students' work. Students in the PASS groups are required in April, after being put into PASS to meet individually with their tutor, to discuss possible factors impacting on their academic performance. Tutors (postgraduate students) who are responsible for most of the small group teaching that takes place in the first year, are given explicit training on being accessible to students and available daily to discuss curriculum and other difficulties.

- **Scholarship of Teaching and Learning**
  The Faculty's Teaching and Learning Committee arranged workshops as well as the regional T & L Conference to highlight aspects of the teaching and learning process.

iv. *Online / Blended offerings*
   Apart from some blended offerings in the Law of Persons and Family (where Dr Amanda Barratt uses podcasts), there were no online or blended initiatives in 2015. Application has been made for accreditation for an online PG Diploma in Compliance Management but this was not considered in 2015.

v. *Monitoring and Evaluation*
   An ongoing issue in the faculty is the ineffectiveness of the VULA online student evaluations because of the low take-up by students. There is an unwillingness to award marks or refuse DP certificates to 'bribe or coerce' participation in the evaluations. To counter this, much greater use was made during 2015 of informal in-class paper-based mid-course evaluations in which students respond to a few open-ended questions.

   As a requirement of DHET funding, extensive monitoring and evaluation was undertaken of the PASS tutorials and the legal writing project. This has given useful insights into perceptions of why courses are failed and whether the remedial tutorials were useful.

*Alan Rycroft*

### 3.6 Faculty of Science

**Transformation overview**

A Faculty Assembly was held in Jameson Hall on 21 September 2015. A wide range of issues were raised and debated by students and staff in the Faculty, including a number of topics raised in the context of teaching & learning. Perhaps the most contentious included comments around the lack of respect for diversity and differing views within the classroom and the need to provide avenues for students or staff to report concerns. These, and other issues raised at the Assembly, have been discussed in various forums across the Faculty, including a DAC workshop. They have been referred to HODs to address within courses and to the relevant Faculty committees to develop appropriate responses.

The Science Faculty continues to contend with improving throughput and the quality of passes while facing a widening gap in preparedness of incoming students, especially in Mathematics and the Physical Sciences. This challenge is being addressed through a number of interventions, ranging from admission and orientation through to peer learning models and a focus on courses perceived as impeding graduation and was reported on in the 2014. In this report, we focus on interventions in a student's first week at UCT, those aimed at improving peer learning in courses and the Faculty's first blended learning course.

### i. *Improving access and throughput*

- **Extended degree programme**

  2015 was the third year of the Science Faculty's new approach to the Extended Degree Programme (EDP). Students are assigned to the EDP after a set of diagnostic tests held after five weeks of teaching in the mainstream courses within the Science Faculty. Students meet individually with student advisors and the Assistant Dean to ensure correct assignment into the EDP. In addition to the extended course offerings within the EDP courses, students are also encouraged to attend extended orientation and support sessions which address considerations beyond academic courses. For example, sessions are held on life and study skills. 2016 will be the first year in which students might be expected to graduate under this new regime. It is thus too early to assess the EDP initiative but data is being collected and a full evaluation is expected to be carried out in 2017.

- **First Year Experience: An assessment of the Science Faculty Orientation Programme**

  Over the past decade or so the Science Faculty has actively engaged in campus-wide debate around access and success in university studies that have, inter alia, led to the recognition of the school-to-university transition as being critical not only to the chances of a student successfully completing a degree, but also to attending to the overall well-being of the student. The university has, in ushering in the First Year Experience recognised the full scope of this. It encompasses everything from the first encounter that the student has with UCT in the application and admission processes, through the arrival, orientation and registration, and on into the first few semesters as the student adjusts to the new realities. When the further context of

educational, cultural and socio-economic disparities is added to the mix, the odds seem for many to be stacked against success.

In discussions about what can be done to assist students in this transition, the limitations of the actual orientation week have often been highlighted. The "orientation programme" has traditionally taken place over just 4 or 5 days, just before term begins, and it's probably true that over the years we have naïvely assumed that we can do it all during this period: introduce campus life in all its complexity, provide information about the choices to be made, academic and otherwise, impart strategies for success or even just survival, and so on. So we have taken to heart that this first encounter with students is really just the beginning of a process, which must extend into the first semester and beyond. But, it is worth reflecting on how we have modified the orientation programme: the recognition of its limitations has actually prompted a re-think and a re-design, to ensure that we maximize the benefit for the students. The programme has evolved into something both recognizable and distinctively different, and feedback from the students has been consistently favourable over the past few years, as we will show below.

In re-examining our approach, we wanted to put together a programme which integrated academic, social and spatial orientation to the faculty and the university. The central concept or adage is 'making the right choices'. From an academic point of view, this is a significant factor, since many of our incoming students are either uninformed about the options available within the sciences, or have entered Science as a second choice, having not been accepted into medicine, engineering or commerce. There are disciplines some students have never heard about, or have only vague notions of, like archaeology, oceanography, applied mathematics or molecular biology, and incoming students generally have little appreciation for the interplay between various disciplines, such as the value of chemistry to an oceanographer, statistics to mammalian biology, or computer science or physics to a molecular biologist. All of this has to be laid out, and students assisted in making choices.

A central and conscious strategy was also to give students, as early as possible, a chance to interact with academics, and to set a tone from day one of a 'faculty with a face', dispelling myths and preconceptions about remote, abrupt academics in favour of a process of induction into a community of scientists who are interesting and interested. Students are divided up at an early stage into smaller groups, who then meet with one or two academics who talk about themselves, their own career and life trajectories, and in an informal way about the options and choices the students have. An enthusiastic group of orientation leaders (OLs), senior undergraduate science students, facilitate these discussions and shepherd the groups through the programme as a whole. These OLs, through the training provided by Department of Student Affairs (DSA) and the Faculty, provide invaluable peer-mentoring, sharing their own knowledge, insights and street-savvy. These information sessions and consultations lead up to formal registration of the students,

with each student receiving one-on-one advice and assistance on curriculum choices.

There are, of course, other components to the programme, such as the early introduction to computer systems at UCT and accessing VULA, the latter in part to allow us to communicate with them via a FYE-Science VULA site. There are also campus tours and introduction to the range services available to them on campus, but a distinctive feature of the programme has been the setting aside of time for orientation to the academic path that lies ahead of them. While this has included sessions on topics like 'what to expect in/of a lecture', the emphasis has been more on introducing the students to the idea of research as central to what happens in the Sciences. This has most successfully been achieved by having current MSc and PhD students from the faculty giving talks on their own research, and how they have reached this point in their studies. These contributions are often quite inspirational, particularly when senior students share that they remember their own bewildered, uncertain start to their studies, and the path by which they have found motivation and focus.

How have the first year students found all of this? We have carefully surveyed the annual cohorts over the past 3-4 years. Our 2015 survey, with a 79% participation rate, showed that a consistent 70-80% of the students rated each component of the programme as good or excellent. While there is not universal praise, and students often do provide insightful critique, students affirmed that it was helpful.

## ii. *Enhanced teaching*
- **Enabling environment**
  The Physics Department has pioneered the use of peer-learning tutorial sessions, involving students working collaboratively through problem sets while standing at a whiteboard. This is an adaptation of a similar approach developed in the USA. Lecturers and tutors are available to assist students when required, but students are encouraged to solve problems as a group, assisting one another. These sessions have replaced other tutorial sessions in some courses. Student surveys indicate a high level of satisfaction with this mode of study.

  Help@Science are voluntary late afternoon study sessions that have been expanded from being primarily offered to EDP students to include all first-year students in selected courses. The programme involves tutors being appointed to assist students with any course material in a number of courses, including Chemistry, Physics and Mathematics. The sessions run from 16h00-18h00 on weekdays in the Science Learning Centre. Students are encouraged to work in groups to help one another, with light-touch guidance from the tutors (who are all postgraduate students).

## iii. *Online and blended learning offerings*
  At the Faculty Board meeting on 4 August 2015, Dr Leanne Scott, Department of Statistical Sciences, presented her experience of developing and offering the first

Science Faculty blended learning course, STA1000F/S that started in the second semester of 2014 and was offered subsequently in both semesters and terms during the 2015.

STA1000F/S is primarily a service course, taken by ca. 1 800 students per year. 70% of students are registered in the Commerce Faculty. The course aims to give students a functional sense of statistics through an introduction to statistical modelling, analysis and use of spreadsheet functions. Students were required to attend five lectures and one large-group tutorial per week. For the department, the requirement was to deliver up to 25 lectures per week (five per day, being taught by different lecturers).

The blended learning model used here involved 'flipping the classroom'. It required students to first engage with the material through online resources before getting help to ensure clarity and check understanding. Students are expected to attend one 90 minute and one 45-minute workshop per week, after spending several hours per week following the online resources. The overall demand on the student's time is the same. Workshops involve tutors and lecturers assisting students, often using whiteboard-type learning (see above). Online forums are managed by tutors, with a separate online discussion forum for each tutorial group. Lecturers monitor the site to manage the Academic Q&A section. There is also a hot seat available at set times for students to seek help with any aspect of the course. New material is placed online every week. This includes video lessons, course notes and references to the textbook and several short quizzes. Students submit assignments at the end of each week. Assessment is made up of assignments, tutorial tests and three class tests before the final examination. Completion of quizzes and assignments is a DP requirement. Through continual monitoring of student progress, the lecturers could devote time to application, interpretation and consolidation of concepts.

Early comparisons of results are pleasing. Historically, this has been regarded as a very difficult course with the pass rate over the preceding 3 years averaging 67%. In 2014 the pass rate was 83% and in 2015 it was 81%. Dr Scott highlighted some particular challenges faced when setting up this blended learning course: Venue/space needs are different from traditional courses and the shortage of flat-floor teaching spaces presented some difficulties.

• Most students make use of computer laboratories to watch the videos and complete the self-learning quizzes and assignments, this requires access to several faculties' computer laboratories and additional training.

• The course administration requires a different skill set to a traditional course.

• The role of tutors is critical and much time and effort is required to ensure that tutors are trained to deal with the demands of teaching in this manner.

• Lecturers are required to monitor the online forums regularly and to engage with students in a different manner to a traditional course.

*Susan Bourne and David Gammon*

### 3.7  Graduate School of Business (GSB)

**Transformation overview**

During 2015, the GSB kicked off the process of researching, reviewing and updating its brand (launched in 2016), as well as its programmes and other offerings, to ensure that these all line up with the overall vision and mission of UCT, as well as the GSB's own vision and mission. The GSB continues to perform well in the perception of the global community: it was ranked as the number one best-value MBA and the 52nd best full-time MBA in the world in 2015 by the Financial Times.

The GSB has been continuously reviewing and improving its transformation initiatives aimed at all students and staff. New programmes and other initiatives fundamentally consider questions around transformation (specifically with a focus on improving access to life-changing educational programmes for women and Black people). The focus for 2015 was to consolidate the structures and forums required for open dialogue and real action on transformation to take place. To this end, the GSB set up a renewed and engaged Transformation Forum (TF), which met several times to hear and discuss transformation-related topics and grievances. One notable revelation is the inaccessibility of the Breakwater Campus to students and staff with physical disabilities, which severely hampers the number of disabled students and staff the GSB can take on; this will be a focus area in 2016.

### i.  *Curriculum development*

The MBA programme was upgraded to a Professional Master's Degree, which required the programme components and content to be overhauled. The course now focuses strongly on innovation, personal and values-based leadership, and the African context and will launch in 2016.

The Postgraduate Diploma in Management Practice offers middle-management level students the opportunity to consolidate their management skills and specialise in a relevant industry or field. It comprises three core courses and a chosen fourth specialisation. In response to market needs, the GSB has introduced two new streams of specialisation in Retail Management and Leadership in Health Care.

- **Improving access and throughput**

    The GSB has several mechanisms for improving access to its programmes:
    Recognition of Prior Learning (RPL): Due to the vocational nature of its programmes, the GSB is able to consider candidates on the majority of our programmes who may not have attained a sufficiently high qualification in the past. The Bertha Centre makes a number of scholarships and bursaries available to deserving candidates who have demonstrated their proficiency in the (social) innovation sphere.

    The Open Academic Programmes Department coordinated the Master of Business Administration (full time and modular), Master of Commerce in Development Finance (MCom) and Postgraduate Diploma in Management Practice (PGDip). The EMBA

(MBA in Executive Management) and the Master of Philosophy specialising in Inclusive Innovation are managed in their own departmental units. All open academic programmes demonstrate a very high throughput rate. For the MBA, the 2015 throughput rate was 95% for modular students and 100% for the full-time cohort (excepting one student who applied for a leave of absence); in the EMBA programme, 98% of students graduated. This is partly due to the robust support system for the MBA class, which includes identifying at-risk students proactively early on, monitoring them, and providing them with the support and supplementary materials they need.

The students who registered for the Master of Philosophy in Inclusive Innovation in 2015 have deferred their submissions to 2016; two have already submitted in January 2016, with the remainder expected before December 2016.

Due to the two-year modular nature of the MCom programme, students registered in 2015 will only complete their studies in 2016. Of the 2014 cohort, 9 students graduated, 6 are under examination and 51 return in 2016 to complete their dissertations.

The GSB, with its focus on students with many years of work experience, has accommodated RPL candidates on its academic programmes successfully for many years. It has been noted by lecturers and programme conveners that those admitted via the RPL route (upon successful RPL assessment) have made meaningful and valuable contributions towards the academic experience for fellow students.

- **Student support**
  Orientation programme and academic toolkit: A dedicated programme coordinator ensures that students are introduced to all systems and support structures at the start of the programme. Students undergo a compulsory series of skill-enhancing sessions that focus on academic writing, communication and case study analysis. Library staff expose students to the on-campus and online library facilities and include sessions on plagiarism and the use of Turn-It-In and Mendeley. A key outcome of these sessions is the establishment of a trusted relationship with the staff members at the school that are available as ongoing support throughout the year.

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

  In collaboration with the Writing Centre at UCT, a writing consultant was available for eight hours per week in 2015, with areas of focus being assignment writing, task analysis, work structures and techniques, coherent writing of final reports and dissertations. Academic staff members at the GSB are available for one-on-one academic content support and their office hours are provided to students at the beginning of each term.

Digital Literacy is enhanced by compulsory sessions for first-year students on relevant IT systems and software programmes such as PeopleSoft, VULA Citrix and GSB Live.

- **Executive Education**

  The GSB Executive Education team continues to develop holistic, multi-disciplinary learning programmes for a suite of corporate and private clients. In 2015, GSB Executive Education has actively pursued several transformation initiatives. The team has focused on making more use of internal faculty (rather than outsourcing delivery to external providers), especially diverse faculty. Externally, there was more active engagement with diverse thought leaders to bring them in as lecturers and guest speakers. This brings new learning perspectives into the classroom, exposure to role models they can relate directly to and motivates young people to achieve more in their country.

  GSB Executive Education courses are public programmes, so the criteria for attendance are based on competence and management level. But while GSB Executive Education does not actively seek them out, racially and gender diverse students are attracted to certain programmes, specifically those on general management skills. These programmes are therefore designed to be accessible to the groups that most need them. Additionally, GSB Executive Education runs a well-attended Women in Leadership programme. GSB Executive Education continues to play on the world stage by being ranked 67th by the Financial Times for its customised programme offerings.

*ii. Enhancing teaching*

The GSB hosted and participated in the week-long African Association of Business Schools Conference, on the theme of 'Teaching for the Advancement of African Excellence: Towards the African Renaissance in Management Education'. The Research Office ran a series of colloquia to develop research competencies in MPhil and PhD students who are required to produce a thesis in addition to providing the standard level of support to all students completing a research assignment.

Other initiatives included a case study workshop for staff and students and a teaching workshop focused on participant-centred learning and case teaching; this programme is particularly impactful for new lecturers and staff development.

Staff members attended the 2015 UCT Teaching and Learning Conference, which was run in March 2015 by the Centre for Innovation in Learning and Teaching (CILT).

- **Rewards and recognition**

  Dr Linda Ronnie and Mariam Cassim, an alumnus of the 2014 MBA class, were awarded first prize in the 2015 Association of African Business Schools (AABS) Emerald Case Writing Competition. This is the second time in a row that the GSB has won this accolade.

  A team of GSB MBA students, under the guidance of senior lecturer Johannes Schüler, won the prestigious 2015 Global Business Challenge in December 2015 for proposing an idea to provide sustainable fish farming to combat Africa's food scarcity crisis. Professor Ted Baker, a GSB esteemed senior teaching fellow, has been selected to fill the new

George F. Farris Chair in Entrepreneurship at Rutgers Business School in the United States.

### iii. *Online provision*

The GSB accelerated its uptake of online learning tools and methodologies in 2015. Although the core experience at the GSB is predicated on intensive, interactive face-to-face teaching, there has been a growing interest in using digital tools to supplement, support and enhance the classroom experience. The lack of a central driver for this initiative has meant that existing tools have not yet been used to their full potential.

In 2015, programmes across the GSB used VULA to deliver readings, announcements, resources and assessments to students (in varying degrees depending on the programme). The MBA classes also made extensive use of the online forums to connect and gain support. The EMBA class uses the Wyzetalk online platform to converse and collaborate.

The GSB made its first foray into online course delivery with three online short courses in partnership with GetSmarter: Values-Based Leadership, Business Innovation and Entrepreneurship for Emerging Markets. While the courses were well received, the niche nature of their offering meant that student numbers were low.

For the majority of the GSB Executive Education programmes, learning materials are delivered though VULA for students to access; all of the daily and overall course evaluations are also conducted online. Students can also post questions on the platform for the course convener to answer.

The Executive Education team ran a number of customised and public programmes that included a blended learning component. It included a customised nine-month programme for First Rand, incorporating a banking simulation that introduced each individual to how a bank works, and then a group banking business simulation that involved analysing reports.

The Programme for Management Development open programme included an online business simulation that ran in the afternoons, focused on decision making in marketing, staffing, finance and more.

### iv. *Monitoring and evaluation*

Lecturer evaluations are conducted regularly – at the end of every course, as well as during and at the end of the programme as a whole. This data is then shared confidentially with the lecturer in order to ensure they are aware of any shortfalls and can enhance their teaching practice effectively. In addition, because of the relatively small size of the student cohort each year, the GSB faculty and staff are in constant close contact with class presidents, course representatives and other students, who feel comfortable in sharing their concerns and feedback.

*Anna Malczyk*

**3.8    Centre for Higher Education Development (CHED)**

The Centre for Higher Education's (CHED's) work supports the Senate-adopted objectives of UCT's Teaching & Learning Strategy. CHED's mission is to promote equity of access, effectiveness of teaching and learning and the enhancement of curriculum, with the twin aims of improving student success and ensuring that UCT's graduates are globally competitive, locally relevant, socially responsive and fully representative of South Africa's diverse population. To achieve this mission, CHED offers specialised educational services and functions and works in partnership with the faculties and PASS departments, as well as CHED's various departments and projects to support the university's teaching and learning objectives.

This report does not represent a comprehensive overview of CHED's activities, but highlights those activities and developments geared towards enhancing equity of access and outcomes as well as the quality of the teaching and learning experience. Where applicable, the report attempts to highlight some of the impact of the protest action during 2015 on the work of CHED and how CHED's work is perceived within the university. CHED's units include: the Academic Development Programme, First Year Experience, Centre for Educational Testing for Access and Placement, Centre for Innovation in Learning and Teaching, Multilingual Education Project, Careers Service, and Centre for Extra-Mural Studies.

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

The ADP functions as an academic department and consists of a central office, six faculty-based and two cross-faculty units. Each unit has its own head who reports to the director of ADP. Associate Professor Ermien van Pletzen was appointed as the new director of ADP in September 2015. By far the majority of the 48 academic staff members in the department are on full academic conditions of service and, apart from managing full teaching loads and the other requirements of an academic position, conduct and publish research in their home disciplines and/or educational research related to teaching and learning in the disciplines.

ADP's units vary in size and structure, depending on the support and developmental requirements identified in particular academic disciplines and on the nature of the partnerships that have developed over the years with the faculties. Several of the ADP units also work in the postgraduate area, supervising postgraduate students and running (or participating in) other interventions facilitating the transition of especially Black South African students into postgraduate studies.

- **UCT's Extended Curriculum Programmes**
  ADP's main vehicle for achieving educational development among undergraduate students continued to be the Extended Curriculum Programmes (ECPs) offered in partnership with all six faculties. In 2015 (as in 2014), ADP offered nine extended curriculum programmes. Student performance on these programmes is discussed under Section 2 (Quantitative Indicators)

  In the wake of student activism in 2015, some of the Extended Curriculum Programmes (ECPs) offered by ADP came under scrutiny. Individually, and in forums such as Faculty Assemblies, some students criticised the ECPs of particularly the Faculties of Humanities, Health Sciences and Law as stigmatising structures that separate poorly defined selections of mainly Black students from the general student body and create the perception that they are academically less prepared or able to succeed than other students. There was a sense that these students were frequently referred to in terms of educational deficit and socio-economic disadvantage. While there was less evidence of such criticism in other faculties, a decision was made to investigate and address the issue across the institution.

  In response, the ECPs of the three most criticised faculties started a review process which will continue into 2016. Immediate measures put in place after student activism in March to give students more opportunities to express themselves and to be heard, for instance by establishing an EDU student council in Humanities, started showing positive results in mitigating ECP students' sense of being stigmatised. However, the sense from ADP staff was that such interventions did not address a broader problem, namely that of ADP's education development work more generally being marginalised and stigmatised in the institution. Tackling the widespread misconceptions that exist about not only ADP students but also ADP staff at the institution will be one of the focus areas of the department in 2016.

  The disruption to class schedules in the final term of the year and deferred October/November exams in 2015 carried heavy consequences for ADP students and staff. This was a time of great uncertainty, distrust, anger and anxiety, but also of solidarity among staff, and of ADP staff with their students. Many ADP teaching staff organised special support sessions to prepare students for exams or to advise them on how to deal with deferment of exams. Managing the unusual timing of exams required much commitment, extra work and sacrifice from both academic and PASS ADP staff.

  Despite these hardships, 2015 was also a time of constructive reflection and renewal for ADP. Events have brought an intensified focus (from outside and within) on ADP's mission and role at the institution, creating a fuller understanding of the further contributions that ADP could make to education development and transformation at UCT. The difficulties have further given ADP the opportunity to reflect on strengths and weaknesses of its delivery of education development, as well as of its structure as a set of decentralised faculty-based and cross-faculty units. Whereas the decentralised structure makes internal and external communication challenging and makes it difficult to identify and coordinate promising education development initiatives across ADP and the faculties,

it on the other hand means that ADP has well-developed structures that function in and across all the faculties, potentially enhancing ADP's influence on shaping teaching and learning at the institution.

- **Highlights, New Developments and Challenges in ADP Units**
  **Humanities EDU** extended support to ECP students in their second year of study by offering a suite of second-tier augmenting courses, called the Plus Tutorials. The size of the programme was 670 students at the end of 2015. The first-year intake was 218, down from 252 in 2014. Over the past few years, the Humanities EDU has developed a flexible, responsive and integrated ECP structure that has paid serious attention to developing innovative and African-centred curricula that could extend throughout the undergraduate curriculum and has the strategic potential to support large scale transformation and far reaching education development at the institution. They also started collaborating with the Centre for African Studies to develop a new major in African Studies**.**

2015 saw the third year of the new **Science ECP,** offered by Science ADP in partnership with the faculty**.** The total number of first-year students registered was 60, down from numbers in 2014. The drop in ECP enrolments should be looked at critically in the context of low throughput rates in the faculty, especially among Black South African students. A positive development is that Science ADP is broadening its activities from providing specialised teaching at the school-first year interface to addressing critical transition points along the entire degree path, for instance in second year Mathematics. The National Astrophysics and Space Science Programme (NASSP) Postgraduate Bridging Programme continued to offer Black students access to postgraduate studies in Astronomy. Seven students enrolled for the Bridging Programme and six of them were accepted for the NASSP honours in 2016.

**ASPECT** in **Engineering and the Built Environment** again resorted to a transfer model similar to that in Science in 2015. ASPECT has therefore (temporarily) lost the one arm of its 'mission' – that of providing access to studying Engineering at UCT to promising students who do not make the faculty's admissions points score. The programme did expand however, in that a significant development during the year was that Geomatics students joined the ASPECT curriculum, creating growth in the programme. This year the initial ASPECT class in April comprised 110 Engineering and Geomatics students, and 136 students after the June intake. A significant development at faculty level was that discussions started on the establishment of something akin to an Education Development Unit in the faculty. A faculty post at the level of deputy dean has been agreed to for a person who will coordinate the ADP activities of the faculty, and further decisions about the formation of an EDU will be reconsidered at a later stage. ADP in CHED has undertaken to assist with the development of a more coherent and far-reaching education development plan for EBE.

A major issue confronting the **Faculty of Health Sciences EDU** in 2015 was starting to negotiate their transition into the newly established Department of Health Sciences Education (DHSE). This entailed the forging of a new organisational structure and new

working relationships with other constituent entities. Addressing the stigma attached to placement in the faculty's Intervention Programmes was one of the issues raised during 2015 that will require focussed attention in 2016. Demand for both instructional design and technical support for the incorporation of eLearning into academic programmes at undergraduate and postgraduate level continued to increase. Supporting increasing student numbers was an ongoing challenge, in keeping with national imperatives to increase the number of graduates in the health professions. In the MBChB programme, one major development in 2015 was the placement of a small group of students on the Eden District educational platform as a pilot to a larger cohort for 2016. The PGDip in Health Professional Education has been growing from strength to strength with a record number of graduates in 2015. MPhil and PhD programmes were initiated and have attracted many applications for 2016. The inaugural Excellence in Teaching Awards that the EDU helped develop has brought welcome recognition to staff who excel in this role.

The **Commerce EDU** had 271 first-year students and a total of 1178 registrations in all years in 2015. The majority of students registered in Commerce EDU met the requirements for mainstream programmes in terms of their matric scores. This meant that the varying curriculum options involving 'normal duration' with first-year augmented-style courses developed by Commerce EDU was proving a very real option for students instead of being registered on the extended four year or five year programmes. An added feature of Commerce EDU's programmes is that they allow students the flexibility to articulate between an augmented-style curriculum and an extended curriculum. The Commerce EDU model continued to provide templates for exploring the possibilities of flexible curricula and a pilot four-year curriculum in Commerce. The financial implications of such a structure needs to be investigated and consolidated in 2016.

The **Law ECP** entered its ninth year in 2015. The fourth cohort of students reached their final year of study in 2015. The number of students enrolled in the first year of the programme increased unexpectedly in 2015 to 35, and in total there were 70 ECP students registered in the Law faculty. It is heartening that two students of the ECP 2011 cohort were selected as writing tutors in the Law Writing Centre in their final year of study, and both have been accepted as Master's students in 2016. The very small size of each ECP cohort spotlights the very personal sense of being treated differently for ECP students. The discourse around extended curriculum provision is in need of attention and the way in which students perceive their placement and potential to succeed in the programme demands urgent consideration. Currently students receive extensive academic and affective support in their first two years, but a continuing challenge is to facilitate their transition into the content heavy third year of the LLB. This has again been raised by the students as an obstacle to their progress.

The two **cross-faculty ADP units**, the **Numeracy Centre** and **Language Development** (LD) continued to reach several thousand students across the faculties with varied and wide reaching interventions. In 2015 the Numeracy Centre offered four coded semester courses (~500 registrations), six substantial interventions in the FHS and courses of computer-based tutorials to ten separate cohorts of students, reaching altogether

approximately 2 350 students. Numeracy Centre staff also delivered sequences of Excel based tutorials to over 2 300 students in ten different courses, and administered seven computer-based assessments.

The Language Development Group (LDG) reached a larger number of undergraduate students than in previous years through formal teaching activities (approximately 2 335). The unit also supported approximately 750 postgraduate students in short courses, as well as course-based and stand-alone workshops (excluding postgraduate consultations in the Writing Centre). The establishment of a Writing Lab in Health Sciences has further strengthened the provision of academic literacy support to students and staff in this faculty. The Lab offered a total of 363 consultations in 2015 and supported 955 students in writing workshops.

The development of digital literacies has become a strategic developmental area for LD, with a significant portion of interventions offered or piloted on online platforms in 2015. The unit has also started working on a MOOC on undergraduate academic writing. These developments have been made possible by close collaboration with CILT. A problem encountered has been that funding for postgraduate online courses has not been sustainable, presenting significant challenges.

*Ermien van Pletzen*


ii. ***The First Year Experience (FYE)***
The First Year Experience (FYE) Project focuses on the promotion of first year success by working alongside faculties and service structures to improve student learning. It has been conceptualised as part of the institution's plan to improve undergraduate completion rates by 2020.

**The project has 4 main objectives:**
➢ Strengthening pre-admissions support and first-year career's advice;
➢ Providing a welcoming and supportive university environment for prospective and new students in all faculties;
➢ Promoting a renewed focus on first year teaching;
➢ Promoting an integrated approach to student development, linking initiatives that respond to students' academic, affective, social and material needs.

By definition, FYE touches every aspect of campus life across all faculties. It provides many opportunities for collaboration on different initiatives and has the potential to greatly influence (in tremendously positive and less positive ways) the work of FYE. On the one hand, FYE should be promoted as an ethos and a way that we (UCT) do things for first year students (and hence needing a level of uniformness across faculties), while on the other hand, recognizing that FYE may appear different in each faculty.

The FYE project is a designated Special Project of the Dean of CHED. It comprises the Director, an FYE lecturer and designated individuals within each faculty who provide oversight and manage the FYE in their respective faculty. The FYE Advisory Board comprises of members from various offices across campus (e.g. Admissions, ICTS, Residence Life and Housing). The Board provides advice to the FYE project and offers feedback on potential new initiatives. At the end of 2015, the Director started working on specific terms of reference for the FYE Advisory Board in part to confirm the roles and responsibilities of the Board, but also to inform a bigger conversation on the purpose of the FYE Advisory Board (in many respects, the FYE Advisory Board no longer fulfils its original function – which was to provide advice to the university about why and how to implement an FYE at UCT). Conversations are currently ongoing about the structure and purpose of the FYE Advisory Board moving forward.

During 2015, there was both consolidation and expansion of work FYE. It has meant an intentional focus on finding ways to work with multiple offices/individuals across campus on various initiatives to benefit all first year students, such as Residence Life and Housing, Disability Services, Admissions, Careers Service, Global Citizenship – to continue to find ways to partner on new and/or existing projects. It has also meant finding ways for the FYE project to work independently on projects and initiatives at a centralised level but for rollout across campus, such as the creation of **UCT Timelines** that aimed to make important information easily accessible to first year students across campus – see below for details.

Since its inception, the FYE project has launched the following pilot projects in faculties:
  ➢ Early Assessment
  ➢ FYE VULA sites
  ➢ Extended Orientation
  ➢ Digital Literacy

- **Early Assessment**
  Five faculties participated in a pilot project in 2012-2013 under the auspices of the FYE Advisory Board. All of them adopted early assessment as part of their method of monitoring student performance during 2014 and 2015. Early Assessment aims to identify students who are battling at an early stage and to engage in proactive referral and intervention. It has the potential to assist departments in reviewing their assessment practices in light of student performance, and to help faculties look at patterns of performance across departments or programmes. The Early Assessment continues to generate much discussion about the relationship between teaching and assessment, and about appropriate forms of assessment. It also continues to strengthen the student advice system by providing explicit guidelines. It has facilitated the early identification of a range of individual academic and psycho-social problems which act as stumbling blocks to students achieving their full potential.

  During 2015 the FYE Director undertook a study to determine whether Early Assessment is something that UCT should be doing and if so, how could we be doing it better and with more intentionality to promote students' success. Indications are that Early

Assessment works well in some faculties where the mandate and function are clear but less so when this is not the case. The report will be tabled at an FYE Advisory Board meeting in 2016

- **FYE VULA sites**
  Each faculty used its specific FYE VULA site as a means of staying in touch with their first year students. These sites were used as a student support hub, acting as the first port of call for essential information. Data shows that the FYE VULA sites do have wide reach across the faculties (see Appendix 1). The majority of students enrolled on each faculty's VULA site visit FYE VULA site. Faculty-specific VULA sites will be used to keep contact with students and for the FYE central office to post important, timely, and helpful resources for all first year students.

- **Extended Orientation**
  For the most part, Extended Orientation has petered out across campus – in large part because of a lack of attendance by students. Increasingly, faculties are looking for ways to incorporate various themes that would traditionally be covered under the umbrella of "extended orientation" into activities and training already being offered by the faculty.

- **Digital Literacies**
  To date, computer literacy has focused narrowly on a set of generic skills required to use a Windows PC, Microsoft Office applications, Internet and email, taught in "once-off" sessions during the Orientation/Registration period. The focus has now been broadened to Digital Literacies as an umbrella framework for a number of complex and integrated sub-disciplines, comprised of skill, knowledge, ethics and creative output in the digital network environment. It includes the notion that students have to become proficient in a range of literacies (computer, information, media, and communication, visual and technology skills) that are integral to disciplinary ways of knowing and reading and writing. In partnership with faculties and FYE, CILT conducts digital literacy training for tutors, orientation leaders and residence mentors, and supports faculties to run extended opt-in programmes covering a range of digital literacy skills. In addition to developing virtual resources to assist students, CILT is also working with specific courses to assist in the integration of digital literacy into course curricula.

In 2015, the FYE project also focused on Professional Development for all tutors at UCT, UCT Timelines and Re-thinking Orientation for 2017 and beyond.

**Professional Development for all Tutors at UCT:** To date there is no centralised offering for the professional development of tutors at UCT. From conversations with many individuals across campus who are involved with tutors and or/tutorials, the need remains for some kind of centralised professional development for all of UCT tutors; specifically, training that does not replace any training that may be happening in departments, but rather to provide something that is independent of content, but still provides tutors with essential skills for the work that they do (e.g., Teaching in a Diverse Classroom; How to host Discussions and/or Dialogues in Class; Understanding Multilingualism). To this end, the FYE Director developed a proposal

for the Professional Development of Tutors at UCT to generate discussion across campus and then be tabled at the Senate T&L Committee in 2016. What is particularly important to note is that in this climate of transformation and change in higher education in South Africa, the focus remains on nurturing the next generation of academic scholars from within the ranks of those students who show an interest in and commitment to academia. Very often, these students are the ones who work as tutors; if we are not offering opportunities for their professional development while tutors, to equip them for their teaching career, then where are tutors going to get this training?

**UCT Timelines:** Many students find the UCT website and faculty handbooks difficult to navigate. To address this, FYE created a series of UCT Timelines that provide students with an at- a-glance version of key dates/ deadlines/milestones that they need to be aware of during their first year. Listed alongside the dates/deadlines/milestones are what they need to have achieved by said point in time as well as further references to additional sources of information that they can consult if need be. To date this initiative has created timelines for each of the faculties, Careers Service, International Academic Programmes Office (IAPO), Admissions, Centre for Educational Testing for Access and Placement (CETAP), Disability Services, and Residence Life and Housing. The Common Timeline focuses on key dates and deadlines for all first year students across campus. The faculty-specific timelines have been posted to the faculty FYE VULA sites. This initiative is growing as more offices on campus have expressed interest. These timelines are providing the scaffolding for a more extensive FYE web space/portal to be developed in 2016, where all timelines will be made available.

**Re-thinking Orientation for 2017 and Beyond:** It seems clear that UCT needs to rethink orientation as it is the time of the year when FY students are busy and overloaded with too much information. During 2015 FYE embarked on a process of Backward Design (based in principles of Course Design) to engage members of the Orientation Coordinating Committee in thinking about the goals and objectives of Orientation in a very intentional way. This process continues in 2016.

**Key challenges for the FYE project**: While the FYE structure of FYE representatives working in faculties does work rather well, it is an ongoing challenge for staff members - who volunteer to take on this role – to commit large amounts of time to the FYE project. To this end, FYE is continually interrogating the current organisational structure, and looking for ways to augment the faculty representation (and hence spread the workload); this includes rethinking the role and structure of the FYE Advisory Board.

During 2015, it became increasingly apparent that the model of FYE at UCT (faculty staff volunteering to be the FYE faculty representative) is not sustainable and should be firmed up in terms of staff appointments. A model that has been proposed and promoted in discussions between the FYE Director and various staff across campus (e.g. ADP Director, FYE Faculty Representatives) – and that has been met with enthusiasm – is the need to have dedicated staff to serve the dual roles of Curriculum Advisors and FYE representatives in each faculty. This staff member would be well-connected across relevant networks of information and people, and hence be able to provide a level of engagement with first year students that could better

serve the FYE project as a whole. Similarly, not independent of the staff challenges, it is challenging running a campus-wide initiative with a severely limited operational budget. While recognizing current austerity measures at UCT specifically, these two challenges will need serious attention and addressing if FYE is truly to become part of the fabric of UCT.

*Danielle Fontaine*


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

The vision of CETAP is to be the centre of opportunity for a diverse learner population, offering leading-edge technology, innovative ideas, and dynamic service to our students, communities and institutions of higher learning. The central roles of CETAP are to promote innovative testing methods to enhance student access and success while reaffirming this commitment for a diverse population and to enhance the preparation of a skilled workforce that will building tomorrows' leaders.

CETAP houses The National Benchmark Test (NBT) project, a Higher Education South Africa (HESA) initiative that came about in 2005 due to the demonstrable inefficiencies in the higher education sector (low throughput, high drop-out, etc.) and the social and financial costs of such widespread failure. Institutions expressed the need for information additional to the school leaving examinations to assist with placement of students in appropriate higher education curricular routes and to assist with curriculum development. This information would also help to address difficulties experienced in identifying students' educational needs, the lack of appropriate curriculum flexibility at entry to meet these needs and concerns about how to interpret the school leaving results given that new school curricula were being phased in.

The four objectives of the NBT project therefore are a) to assess entry level proficiency of students (in academic literacy, quantitative literacy and mathematics); b) to assess the relationship between Higher Education (HE) entry level requirements and school-level exit outcomes; c) to provide a service to HE institutions requiring additional information to assist in admission (selection and placement) of students in appropriate curricular routes (regular, extended, augmented, or any other routes); and d) to assist with curriculum development, particularly in relation to foundation and augmented courses.


### •   **Standard Setting**

In October 2015 the National Benchmark Tests standard setting workshop was held and the benchmark levels for Degree and Diploma and Higher Certificate programmes were re-set. The standards-setting workshops were led by a senior psychometrician from the Educational Testing Service (ETS), Princeton, New Jersey, in collaboration with CETAP staff. The Degree workshop had a total of 38 panellists whereas the Diploma and Higher Certificate workshop had 34. The new benchmarks set in 2015 are displayed against the 2012 values in the tables below:

*Benchmarks for Degree Study*

| Performance Levels | Academic Literacy | | | | Quantitative | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2012 | | 2015 | | 2012 | | 2015 | | 2012 | | 2015 | |
| | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| Proficient | 100 | 64 | 100 | 69 | 100 | 70 | 100 | 71 | 100 | 68 | 100 | 70 |
| Intermediate | 63 | 38 | 68 | 40 | 69 | 38 | 70 | 41 | 67 | 35 | 69 | 36 |
| Basic | 37 | 0 | 39 | 0 | 37 | 0 | 40 | 0 | 34 | 0 | 35 | 0 |
| Scores are reported as a whole number percentage. | | | | | | | | | | | | |

*Benchmarks for Diploma and Higher Certificate e Study*

| Performance Levels | Academic Literacy | | | | Quantitative | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2012 | | 2015 | | 2012 | | 2015 | | 2012 | | 2015 | |
| | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| Proficient | 100 | 64 | 100 | 62 | 100 | 63 | 100 | 67 | 100 | 65 | 100 | 68 |
| Intermediate | 63 | 31 | 61 | 34 | 62 | 34 | 66 | 35 | 64 | 35 | 67 | 36 |
| Basic | 30 | 0 | 33 | 0 | 33 | 0 | 34 | 0 | 34 | 0 | 35 | 0 |
| Scores are reported as a whole number percentage. | | | | | | | | | | | | |

- **Item Review, Item Development, Test Review and Test Assembly**

    The CETAP Research Leads routinely assemble teams from across South Africa to develop and review items, review and assemble tests and set benchmarks. In 2015, four item review, item development, test review and test assembly workshops were held in January and February for the 2016 Intake Cycle. The teams included domain specialists for the National Benchmark Tests of Academic Literacy, Quantitative Literacy and Mathematics and the Test of Academic Potential in Mathematics Comprehension. Some of the items reviewed were used in the 2016 Intake Cycle tests and the newly developed items were either trialled or operationalised in 2015. Content review, bias review and workshop evaluation forms were completed by all who had participated in the workshops.

- **Induction and Software Training**

    To ensure that CETAP continues to be able to produce its own psychometric reports, all Research Leads and the new Statistician were trained in the use of Iteman and Xcalibre software. This forms part of a long term plan to ensure that CETAP does the psychometric work that is currently being out-sourced to Assessments Systems Corporation (ASC). Training in the use of software began in January 2015 and is ongoing.

- **The New Academic Practitioners Programme (NAPP)**

    Two newly appointed Academic Literacy and Quantitative Literacy Research Leads completed their induction into the institution through the NAPP programme at the end of November. The programme was this year modified to accommodate the specialised nature of the academic work in CETAP.

- **Colloquia, conferences, workshops and presentations**

  CETAP staff and associated staff participated in various colloquia and conferences in 2015, including the HELTASA conference, UCT's Teaching and Learning Conference, and the seventh International Conference on Multimodality. Presentations were also made to the USAf Steering Committee of the USAf/National Benchmark Tests Project (NBTP) meeting in Pretoria, the USAf NBT Consultative, Johannesburg and the South African Committee of Medical Deans. In addition, a one day First Year Mathematics Forum Workshop was held in Cape Town for Mathematics lecturers. The Director attended the BRICS University Presidents Forum – Educational Committee in Beijing, China and the Salzburg Seminar, Austria - Uncapped Talent: Can better Testing and Data Accelerate Creativity in Learning & Societies? Staff also attended the Health Sciences Consortium meeting in Johannesburg. Two working research papers have been written and four papers have been published with a fifth one in press.

*Naziema Jappie*

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

CILT is committed to a higher education environment that fosters transformative and reflexive practices in learning and teaching. CILT's work is underpinned by these principles: Sharing of expertise; Knowledge building; Research and evaluation; Collaboration; Experimentation; Creativity; Communication, and A conducive working environment. CILT's work in 2015 was framed by these overarching issues, both of which were international trends, each expressed locally and contextually: the inexorable shift of higher education into a blended provision space and growing inequality in society exacerbated by a funding crisis in the higher education sector. The shift online has meant new types of expertise have come into existence for both academics and students; including learning design, content curation, general digital literacies as part of academic literacies, digital identity management online and so on. All this at a time when funding has been under massive pressure, student fees have remained unchanged, and there is increased competitiveness for grant giving possibilities which have become much more difficult to obtain. This has meant that academic work itself is more casualised and contract –based making capacity development and solid institutional memory very difficult to build up.

New forms of provision have continued to be explored, as MOOCs have become more heterogonous contributing to a broader basket of curriculum provision possibilities online. There has also been an increase in the number and type of private providers offering educational-related services. At the same time, there has been increased pressure on the system in terms of transformation, especially of academics, as well as for a speedier process of decolonising the curriculum. These and questions about forms of extended and flexible provision have continued to receive attention as throughput remains a great concern. Yet these critical conversations have not yet infiltrated the debates and possibilities in the online space.

- **Engagement with Faculties**

  CILT embarked on the process of auditing CILT's relationships with the Faculties to gather data about events, grants, formal teaching and learning technologies. The challenge was to create a non-bureaucratic easy to update process, which we did by developing a magnetised board in the Common Area updated monthly and captured by the department manager. The summary shows 129 engagements across all areas of the University including faculties, the Library, ICTS and Institutional Planning. The data is difficult to gather and any commentary must be nuanced, depending on a range of factors such as the size of the faculty and the depth of the engagement. Despite its challenges and limitations, it is a good start and the idea is to develop something more robust in the year ahead, which can be brought together with other forms of data regarding CILT –faculty relationships.


- **2015 CILT activities**
  - ➢ **Formal Teaching**

    CILT colleagues are involved in a range of formal postgraduate teaching programmes with staff in other faculties that target UCT staff and other academics. These are the PGDip and Master's Programmes in Higher Education Studies (HES, the Learning and Teaching in Higher Education (LTHE) Module, the PGDip and Master's Programmes ICTs in Education. CILT and the School of Education introduced the new professional PGDip in Educational Technology (PGDip Educational Technology) as an accredited full course. It aims to provide potential and practicing educators, corporate trainers, and anyone responsible for e-Learning with an opportunity to understand the effects that any use of emerging technologies have on the practice of learning, and how pedagogies need to be aligned to ensure positive learning outcomes.

  - ➢ **Non-Formal Teaching**

    CILT colleagues were contributors to the Cape Higher Education Consortium (CHEC) Quality Teaching in Higher Education Short-Courses, viz. Assessment in Higher Education and the Emerging Technologies in Higher Education. A one-month Teaching Portfolio Development Course for university academics was co-facilitated with the Cape Peninsula University of Technology (CPUT) to contribute to the enhancement of the teaching and learning practices of academic staff (at their different levels of teaching expertise and in different disciplines and fields) through a meaningful e-portfolio task that would be useful for career advancement purposes. 40 academic staff (coming from different institutions and disciplinary backgrounds) attended the course. Eleven members of CILT ran and/or presented at 36 events within UCT through workshops, seminars etc. both in formal and informal provision. Nine CILT staff contributed to teaching nationally, largely at other South African universities. CILT staff also contributed to teaching through African and international online networks.

- **Staff Development Activities**
  - ➤ **Grants and Awards**
    CILT members participate in several teaching grants and awards as part of their efforts to raise the profile of teaching and provide incentives to innovate and improve practice. These are the UCT Teaching Grants and Awards Sub-Committee, the UCT Collaborative Educational Practice Award and the selection of nominees for the CHE/HELTASA National Excellence in Teaching Awards.

  - ➤ **Teaching with Technology Grants**
    The New Directions Grant Project, funded by the Mellon Foundation, offers small grants to encourage UCT educators to integrate educational technology into their courses. Grants are used to buy in specialist expertise for developing learning resources; to pay for training to enable educators to use educational technology more effectively; and to buy and adapt specialised software needed to support specific teaching strategies or learning objectives. Through offering grants CILT has gained many opportunities to work with educators interested in using educational technology, guide them in scoping projects, assist or put them in touch with people experienced with similar projects and help them publicise, research or share their work. All applicants are encouraged to add their projects to Open UCT.

  - ➤ **UCT Teaching Grants**
    The UCT Teaching Grants are available to support individuals or teams who engage in developing innovations to curricula or courses aimed at improving student learning. CILT staff helped administer the UCT Teaching grants and disburse the funding awarded by the DHET Teaching Development Grants.

  - ➤ **Open Education Resources**
    In 2015, the Library took over management of Open UCT, UCT's Open repository. CILT staff have continued their involvement with Open UCT, collaborating with Library staff in several different ways. Four projects continued in 2015: The Vice Chancellors Strategic fund, the VC Open Educational Resources project provided funding for CILT to support the Library in the form of intensive training, Open Education week advocacy events and Open Education Resources (OER) development grants.

  - ➤ **New Academics Practitioners' Programme (NAPP)**
    NAPP is growing considerably, not only in virtue of the increasing number of people waiting to join the programme but also in terms of its visibility, reach, flexibility and relevance in current times. Transitioning into higher education continues to provide a huge challenge to new academics, notwithstanding the renewed focus at UCT on change and re-curriculation post the #RhodesMustFall movement last year. NAPP is an integrated programme responding to personal and professional development needs of academics around teaching, learning and assessment, technology, research,

management, administration and community outreach. Participants also appreciated the opportunity that NAPP provides for intellectual discussion networking opportunities with a range of facilitators and fellow participants across UCT.

Teaching projects were strengthened this year with more participants using this opportunity to deepen their practice in their classrooms. NAPP participants identified a teaching project (TP) at the start of the semester which they used to hone their skills in their actual teaching contexts. Topics ranged from developing new courses, using feedback mechanisms effectively, creating videos for classroom engagement etc. This space offered academics a chance to broaden their understanding of challenges in the classroom as well as a range of strategies to mediate these challenges through their involvement in the project; and through their sharing, in interdisciplinary ways, with participants across the spectrum in NAPP.

The Critical Dialogue series this year focused on 'decolonising the curriculum' and created a space for debate and raising awareness of the specific transformation challenges in different faculties, signalling that effective teaching and learning are dependent on epistemic as well as social relations which require a vitality that supersedes disciplinary expertise. NAPP alumni were invited to this event and several pertinent issues were raised and debated here, offering a space for new academics to engage with the bigger debates around teaching.

➢ **Staff Development for Non-Permanent Staff Who Teach (NPST)**
A need was identified (and funded through DHET) to improve the quality and effectiveness of teaching and learning at UCT through providing opportunities for the professional development of teaching for three key groups of non-permanent staff - adhoc staff, short-term contract academic staff, and post-graduate students engaged in teaching. In order to improve the development opportunities for these groups, existing projects require additional support, and new projects focussed particularly on the needs of the three identified groups must be initiated. In 2015, an initial report describing the non-permanent staff employed at UCT was completed. It highlighted areas for attention including quality assurance concerns, stronger monitoring systems, the inclusion or exclusion of NPST in department and equity concerns.

*Laura Czerniewicz*

*v.* ***Multilingualism Education Project***

MEP was established in 2005 to ensure the development of communicative, workplace-orientated courses in Afrikaans and Xhosa for staff and students. UCT has adopted a two-pronged approach to address language needs of both students and staff, that is, promoting access to English, on the one hand and promoting the use of multilingualism, on the other hand. Four meetings were held in 2015, which dealt with various matters pertaining to the language policy at UCT.

- **Communication Skills Courses**

    MEP engaged in a range of activities in 2015 that included promoting access to Xhosa for students and staff through Communication Skills courses during meridian and in the residences in the evening during both semesters. In 2015, 214 staff and students completed the meridian 12-week course. Public Xhosa courses aim to generate income. One Xhosa beginner course for the public was offered through the Centre for Extramural Studies during the winter vacation. 5 of the 6 registered students completed the evening course. A database was developed for the Masithethe isiXhosa to capture registrations, marks and completion data. It is useful in analysing course registration information, success rate and other relevant information.

    ➢ **Marketing and publicity**
        In the second semester we developed banners for advertising MEP and the courses. We also used VULA as means of communication and SMSes. The students were given answer books for reference from their manual reading and a few podcasts were developed as supporting learning tool.

    ➢ **Promoting access to Afrikaans students**
        MEP has not as yet piloted a non-formal Afrikaans course. A meeting was held with the Afrikaans Section of School of Languages and Literatures to introduce such a course. We were advised that there are already some courses in the School which can serve this purpose and there is therefore a need to first consider if they are not sufficient for our purpose.

    ➢ **Promoting access to English for students and staff**
        UCT's Language Policy and Plan aims to provide students and staff with access to English by promoting access to English through the provision of English academic literacy courses to first year students, and offering English Writing Development courses to staff. With regard to the provision of access to English academic literacy for students, UCT has a long history of offering these courses through the Academic Development Programme (ADP) and the Writing Centre.

- **Multilingual tutor training programme**

    As tutors play an important role in teaching and learning programmes, MEP offered multilingual awareness and training sessions to tutors and students in Humanities.

- **Machine-Translation Project**

  Beside the development of multilingual glossaries, MEP is involved with the development of a machine translation engine for African languages that may be used for translation between English and African languages and between African languages. This project is being developed in collaboration with the Department of Electrical Engineering and has resulted in the development of two machine-translation engines for African languages with a Graphical User Interface which performs basic translation using Moses which is an open source tool. No progress was made on this project during the year under review because of the lack of capacity and financial resources.

  In terms of promoting a Multilingual Environment in the university, only a few buildings on campus have multilingual signage. In 2015 MEP edited the list of middle management level stationery into the three official languages of the university and have been sent to respective faculties for approval. However, in 2015 there were few buildings such as AC Jordan and Dr Neville Alexander that have been renamed in recognition of their contribution to languages and multilingualism. There has been slow progress in in translating reports from English into Afrikaans and Xhosa and university communication continues to be mainly in English. This is the case for the UCT website too. However, the Monday Paper has published at least two articles on the multilingualism and the Xhosa Communication skills courses in particular.

- **Scholarship in the area of Multilingualism**

  In 2015, the MEP scholarship was awarded to one honours and two Master's students in African Languages. There was no special seminar or conference organised on multilingualism at UCT. The coordinator presented five papers on multilingualism at local and international conferences and two papers have been accepted for publication.

- **Staff Development**

  A/Prof Madiba was granted research and development sabbatical in 2015. He received the UCT Travel Grant and the Oppenheimer Memorial Trust Sabbatical Award for a visit to the UK. He was awarded Visiting Research Fellowships at the University of Birmingham and the University College of London (SOAS). Ms Nolubabalo Tyam completed her Master's Second Language learning.

- **Collaboration with other Institutions/ Government Departments**

  MEP has interacted with all universities in South Africa on the development of the Open Education Resource Term Bank, a collaborative project with the University of Pretoria that is funded by DHET (about R8 million). The Coordinator has facilitated three HESA/ NSF Regional Transformation Workshops which focused on the role of African languages in higher education and facilitated three of the four national workshops.

*Mbulungeni Madiba and Nolubabalo Tyam*

## vi. Careers Services (CS)

UCT Careers Service continued to drive forward its vision, mission and goals despite many internal challenges in the unit and the changing landscape of higher education locally, nationally and internationally. In 2015, Careers Service received a triple award from the South African Graduate Employers Association (SAGEA) for Best Careers Service, Best Careers Expo 3 and Best Work Readiness Programme.

During 2015 the Careers Service made progress in several areas particularly in scaling service offerings to engage students and graduates with its service offerings. UCT PLUS, an initiative offering students the opportunity to have co-curricular activities accredited, was piloted with a planned proposal being submitted to UCT Senate in 2016. An exciting element of this VC-funded project is the video of interviews of employers across sectors, as the unit Africanises careers content that is provided. The Careers Service employer database continues to grow with a broader offering of employers and 2015 also saw the introduction of sector specific expos and the rollout of FLUX as an entrepreneurship experience.

The Careers Service team continues to collaborate widely with industry, employers and alumni to bridge the gap between skills development and graduate recruitment by engaging students in multiple recruitment events, business competitions, hackathons and skills workshops. Embedding career development into the UCT student experience and aligning the department's work to teaching and learning at UCT is a strategy which continues to have success as a collaborative partnership with academic colleagues across faculties and employer links in industry.

Careers Service colleagues continue to work on the many outreach and donor funded projects to advance CHED's mission of student access, success and transition. The Beyond School Careers Programme had weekly careers advisory engagements with 100UP schools transporting learners to the Careers Service offices for course/subject careers advice. Mellon Mays, 100UP+, MasterCard Scholars are three current flagship projects that fall under Careers Service deliverables and engage students in various other ways.

*David Casey*

## vii. Centre for Extramural Studies (EMS)

The mission statement for EMS aims to contribute to the University's social responsiveness through the support of student success and by acting to make academic and knowledge resources of the University accessible to a wider range of participants. It does by this taking into consideration the goals of Afropolitanism and Internationalisation, both in the choice of its courses and presenters in the Summer School and the Extension lecture series.

**2015 Activities**

- **Summer School and Extension lectures**
The annual Summer School is the most visible public programme offered by EMS. Positive evaluations were received for the academic content and accessibility of courses, as well as for the supporting administrative systems, including registration and payment systems in 2015. There were, as there always are, some negative comments about parking facilities, infrastructure (venue and audio visual support) and cafeteria options. Single lunchtime lectures, double lectures on a Saturday and two, three and five lecture options continued to be offered, allowing for greater choice and the option of less expensive courses for those who are not able to afford to attend many courses, in particular the more expensive five lecture courses. A total of 2 425 students registered for Summer School 2015 and there were 8 089 course enrolments. 60 courses and lectures were offered. The lecturers were drawn from current and emeritus UCT staff as well as national and international academics and freelance lecturers. Younger UCT academics were included in the programme, as part of ongoing attempts to give them exposure to a wider student body. Links with faculties and departments to produce high quality courses that explore new research will continue. The Summer School Extra Programme – a free film, lecture and exhibition programme designed around the courses on offer attracted a large audience and was again highly rated by participants.

  EMS is committed to promoting the Summer School to a younger, more diverse audience through its audience development plan. Digital content was expanded to enhance web-based communications and increasing the availability of podcasts of lectures in collaboration with UCT OpenContent. EMS worked with the Communication and Marketing Department to produce an online campaign to provide information on courses and conduct interviews with lecturers and EMS staff members. EMS continued to work with the Department of Alumni and Development (the alumni make up more than 25 per cent of participants) by marketing the programme through Alumni offices abroad and working with the Legacy Society, which is concerned with bequests for the University. In 2015, EMS hosted 11 extension lectures by local and international experts across a range of topics from literature to astronomy. The lectures are popular and are well attended. In association with Fine Music Radio, EMS launched its 'Fine Minds' radio broadcasts in 2015, which showcases the research of leading local and international scholars. All lectures are available as podcasts.

- **London School of Economics (LSE) – UCT July School**
The third LSE-UCT July School (LCJS) was held from 29 June to 10 July. The programme featured seven courses, three led by LSE faculty, one led by UCT faculty and three jointly led by LSE and UCT colleagues. 105 participants from 38 countries participated. 51% were from Africa – 31 from South Africa and 24 from the rest of Africa. Although it is difficult to know exactly why participation rates were down in 2015, anecdotal evidence suggests that the xenophobic violence in early 2015 as well as the Rhodes Must Fall protests deterred especially international students from applying. Also, one of the popular courses was not run in 2015.

- **York University programme**
  The inaugural programme, Post-Apartheid Cape Town: History, Politics, Culture for the University of York was held from 21 July to 4 August. 14 students and three lecturers attended. Through a series of 15 lectures, the programme provides an introduction to the history, politics and culture of the city of Cape Town through the lens of its cultural expressions. Lectures were complemented by excursions to sites of historical and social significance. The evaluations were positive and the University of York will return with a new cohort of students in 2016.

*Medee Rall*

# 4. ASSESSMENT OF THE DHET GRANTS 2015/2016

## 4.1 UCT's Foundation Grant for Extended Curriculum Programmes

In 2015 ADP's main vehicle for achieving educational development among undergraduate students continued to be the Extended Curriculum Programmes (ECPs) offered in partnership with all six the faculties. In 2015 (as in 2014), ADP offered nine extended curriculum programmes. Two new programmes that were launched in the Faculty of Humanities in 2014 extended their provision of foundation courses to students in their second academic year of study in 2015. These programmes received significant earmarked Foundation Grant funding from DHET. UCT received an earmarked Foundation Grant of R18.512 million from DHET and spent a total of R27.444 million in 2015/16. UCT's continued financial contribution signals the importance that it attaches to the provision of extended curriculum programmes.

Headcount enrolment figures for this year remained sound: 734 first-time entering students and an overall total of 754 first-year students were enrolled in foundation courses, against a planned headcount projection of 640 students for 2015. Full time equivalent extended curriculum programme student enrolments in foundation courses were calculated as 362.6 FTEs, which represents an 11% increase over the 326.9 FTEs reported for 2014. The success rate of full time equivalent first-time entering foundation students was 82% in their foundation courses, compared with a success rate of 83% in regular courses related to their foundation courses. The similarity of performance across foundation and regular courses indicates that the foundation courses are at least as demanding as regular courses. We are relieved to report these success rates given the widespread disruption to higher education experienced during 2015, which at UCT led to cessation of classes at the end of the year and deferment of exams to early 2015 for many foundation students. A concern, however, is the high percentage (22%) of foundation students who completed their courses in the marginal range of a 50% to 54% pass mark. This figure has increased by 2 percentage points since 2014 and while the increase in marginal pass rates may be a consequence of disruptions to the academic year, we are aware that this situation requires close monitoring and appropriate intervention.

The number of permanent staff involved in offering foundation courses remained similar over the past two reporting years (42 in 2014 and 41 in 2015), but seven more temporary staff members were involved in 2015 (a total of 24) than in 2014 when there were 17. As in 2014, the high number of temporary staff can again be explained by the augmenting programme model adopted in the Faculty of Humanities. These programmes offer a wide range of augmenting foundation courses across and within academic disciplines, often necessitating the involvement of temporary assistant lecturers who work under the leadership of permanent staff members convening the 'parent' regular courses to which the augmenting courses are attached.

Staff members were highly qualified: 55% of permanent full time equivalent staff had Doctorates (an increase of 3 percentage points compared to 2014) and 34% had Master's degrees. The figures for full time equivalent temporary staff were that 32% had Doctorates and 55% Master's degrees.

*Ermien van Pletzen*

**4.2 Teaching Development Grant (TDG) April 2015/March 2016**

The total allocation of the TDG for 2015/2016 amounted to R12 339 404 and total expenditure amounted to R13 295 449. 39 projects had funding available for implementation purposes. Projects have made major progress-related strides since 2014/2015, including having overcome many obstacles faced during the 2014/2015 grant year. Significant impact-related evidence is emerging largely as a result of the Monitoring & Evaluation system now being fully operational. Many projects are on track to meeting the three-year targets (with certain projects on track to exceed targets) while others have adapted well to implementation-related challenges.

The total allocation of the TDG for Collaborative projects for 2015/16 amounted to R3 166 790 and total expenditure amounted to R3 088 689. The three approved projects had funding available in the 2015/2016 grant year and have made significant progress.

*i.   Curriculum development*

695 academic staff participated in seminars and workshops on the use of technology to support course design and delivery (218 in 2014) - a dramatic improvement on 2014. In addition, 29 academic staff members received one-on-one support in this regard. 61 tutors were trained to help embed digital literacies in curricula.

1 932 Health Sciences students and 108 Health Sciences staff members received training and support in academic literacy via consultation and workshops. 34 customised resources for Health Science writing were developed.

251 staff and student across multiple departments received training in teaching isiXhosa communication. Five tutors were trained in Teaching isiXhosa, 15 tutors in multilingual concept literacy and 300 tutors in residence in multilingualism. IsiXhosa courses were piloted in Philosophy (introduction) via the development of curricula and course manuals.

The Faculty of Humanities ran eight workshops in support of tutorial and curriculum development and also held eight one-on-one consultations to enable departmental buy-in for discipline-specific curriculum development training. The EDU contributed towards the development of materials for new curricula (i.e., a pedagogically enriched, multi-disciplinary programme in African Studies) which will consist of a number of augmented courses. They employed an additional TA for this programme and hope that it will become available to students in 2017. Between 2013 and March 2016, the Faculty employed 14 postgraduate students as ED TAs. Of these 14, five have moved on to other postgraduate and academic work opportunities. Of the current nine TAs, one is pursuing academic opportunities in another country (beginning in June 2016) and the eight other incumbents will remain in their current positions until at least the end of 2016. A new TA will be employed to replace the one who is leaving in June. This shows that the ED TA positions are leading to the development of the next generation of academics.

The Faculty of Law held 12 Legal Writing workshops to support legal reading and writing at the first-year level. The theme of the 2015 Regional Law Teaching and Learning Conference

was 'Transforming Legal Education'. For the purposes of compiling the LLB Review Report in 2016, submissions were received from a significant number of lecturers, describing new innovative approaches to curriculum design, responding to the thrust to decolonise legal education; new interactive methodologies as well as the use of technology (video-clips and students making video-clips) have been implemented.

The Faculty of Commerce also ran multiple interventions to embed academic literacies in the Faculty thereby improving students' success rates in academic writing.

The collaborative project "Translating the Council for Higher Education's flexible curriculum policy into a framework for curriculum design that enables appropriate placement, successful progression and overall enhancement of South African graduates" is making significant progress.

Two sign language interpreters were employed to interpret for 4 deaf students in 2015/16. Sign language services were provided at all lecturers, tutorials and at any other study related interactions – on average 40 hours during teaching time. The interpreters ensured that lecturers understood and co-operated with the interpreting process. Interpreters assisted students with adapting to the UCT environment and ensured their inclusion in extra-curricular activities.

## ii. *Improving Access and Throughput*

- **First Year Experience (FYE)**
  The TDG Programme funds the First-Year Experience Project. FYE focuses on the promotion of first-year success by working alongside faculties and service structures to improve student learning. It is an important part of an emerging Teaching and Learning Strategy for UCT and has been conceptualised as part of the institution's plan to improve undergraduate completion rates by 2020.

  By the end of 2015/2016, a First Year Experience (FYE) representative had been appointed in each faculty, FYE Teaching and Learning Committees have been established in each of the five discipline-based faculties; faculty-based FYE VULA (online) sites have been created as a means of providing online resources and support for first-year students in each faculty, and Orientation Leaders and Tech Buddies have been trained and tasked with staffing FYE Helpdesks during orientation (and for two weeks after the start of classes). In 2015 specifically, 65 Orientation Leaders (who also served as Tech Buddies) were trained.

  During 2015 the FYE office rolled out a series of UCT Timelines. These are timelines created specifically to plot out the important dates and deadlines for first year students across campus. To date, a Common Timeline exists for all students, and then faculty-specific timelines exist for each of the six teaching faculties. As word has spread about this initiative, more offices on campus have reached out to FYE about being involved with this project. This is therefore an ongoing initiative that now sees FYE engaging with various offices, including Disability Services, Admissions, Centre for Educational Testing for Access and Placement, and Student Housing and Residence Life. Moreover,

these timelines are providing the scaffolding for a further series of initiatives (e.g. FYE website/portal) that continues to make relevant and important information available to first year students.

The Faculty of Science held a Science Winter School for first-year students to ensure adequate exposure to the sciences and enhance the students' intrinsic motivation and interest in the sciences, with the intention of reducing drop-out rates.

- **Early Assessment**
  As part of the FYE initiative, an early assessment system has been established to determine (in April) how students are doing academically, and to direct students to additional resources on campus (e.g. The Writing Centre) in areas where a student might need some extra assistance.

- **Education Development Units (EDUs)**
  Many of the achievements outlined in other sections of this report, can be attributed to the efforts of EDUs. The achievements of the Humanities and Commerce EDUs are highlighted in this section.

  The Humanities has organised additional tutorials, Plus Tutorials, within identified courses for students on the Humanities Extended Degrees. The EDU Teaching Assistants (of which there are currently 8) have successfully developed additional tutorial materials for 27 Plus Courses across 8 Departments within the Humanities Faculty (Drama, English Language & Literature, Film & Media, History, Politics, Psychology, Religious Studies, and Sociology). These materials are available to ED Students via the relevant course VULA Sites, and have also been stored on a central VULA Site, for access by Humanities Education Development Unit (EDU) staff and other ED TAs. A preliminary analysis of the final 2015 course marks indicates that: (a) there was, on average, an 81% pass rate for ED students on first year Plus Courses (calculated across 15 courses); and (b) there was, on average, an 89% pass rate for ED students on second year Plus Courses (calculated across 8 courses). In addition, 62% of ED students achieved a pass of at least 55% on the first year Plus Courses, and 75% of ED students achieved a pass of at least 55% on the second year Plus Courses. This result compares favourably to the 2012 average of 20% of ED students achieving above 55%.

  The Commerce EDU trained 18 mentees & 6 mentors in regular group and pair meetings, and class observations. 14 Accounting academic trainees attended lecturer training workshops. 5 stand-alone workshops were developed and facilitated on teaching techniques. A VULA site was developed for teaching resources and notification of teaching activities available on campus and further afield. A draft framework of teaching awards was developed and presented to the Teaching and Learning Working Group.

- **Provision of mentors and tutors**

  6 726 students were provided with tutoring and mentoring support in 2015/2016 (4 399 in 2014/2015). An improvement on 2014/2015 achievements.

  66 Fine Arts students (Humanities) received psycho-social support via trained tutors and mentors. 190 students in EBE passed the courses undertaken during the holiday period that they would otherwise have had to repeat as a result of the boot camp run by the senior tutors. 18 more tutors were trained than the target of 6. This had a positive impact on course pass rates, throughput and tutor development in the Faculty.

- **Postgraduate students**

  The postgraduate office offers an extensive range of workshops, Massive Open Online Courses (MOOCS), seminars and retreats aimed at developing all postgraduate students' academic and professional skills, supporting them in the completion of their studies and preparing them for the workplace. In 2015/2016, 10 MOOCs were run on a range of academic and professional issues which were supported by weekly discussion groups and facilitated by PhD students and postdocs. There were 122 sign-ups. Two one-day PhD retreats for 130 first year PhDs (75 + 55 students) were held. 46 workshops/seminars were also held through the reporting period for which there were a total of 1 414 sign-ups.

  A two-and-a-half-day PhD writing retreat was held with 17 attendees, and a 120-page reference manual supplied to each attendee. A 1-day networking retreat accommodating 77 2nd year PhDs was held in September 2015. A range of academics presented and 10 university-related service providers exhibited. The postgraduate office also developed a course to support PhD applicants to develop strong and 'decision-ready' applications.

*iii.*   *Enhancing Teaching*
- **Developing the next generation of educators and researchers**

  40 academics participated in the New Academic Practitioners Programme (NAPP) aimed at orientating new academics with respect to their role as teachers and educators.

  44 clinical educators in the Faculty of Health Sciences (MBChB and 1st year courses in the Health and Rehabilitation Sciences) received training on skills development in clinical reasoning. Staff training was also undertaken to improve MBChB teaching in the Faculty of Health Sciences.

  Via the Teaching Development Programme in the Faculty of Commerce, 14 Commerce academics attended lecturer training workshops; 5 workshops were held on teaching techniques, and 6 mentors and 18 mentees received teaching development training.

  A number of faculties including EBE, Law and Humanities, have undertaken activities, the results of which are reported on in other sections of this report, that have contributed to the development of the next generation of educators and researchers.

- **Enabling environment**
  18 Engineering and the Built Environment (EBE) academics attended the EBE Faculty retreat focused on building opportunities for systematic and ongoing professional development (teaching and learning), and 11 EBE academics attended the South African Society of Engineering Education (SASEE) workshop focused on the teaching of "Sustainability" in Engineering. The SASSEE "master class" was partially funded by a collaborative grant (Project 1) and had 77 attendees across 13 higher education institutions.

  The annual UCT Teaching and Learning Conference had 37 presenters, representing the teaching and learning work of teaching staff from six faculties. The conference was attended by 160 people. The Regional Law Teaching and Learning Conference was hosted at UCT with a total of 63 participants across 3 Western Cape Law faculties (UCT, University of the Western Cape and Stellenbosch University). The theme was "Transforming Legal Education".

  The Faculty of Humanities piloted a 'Tutors Talking about Teaching' workshop about how to accommodate and engage disabled students within the tutorial context.

- **Rewards and recognition for teaching**
  Four practice awards for promoting collaborative teaching were made.
  Three grants in recognition of promoting innovation and improving the quality of teaching and learning were made.

- **Supervision and research training**
  Seventeen early career UCT academics participated (16 lecturers and 1 research officer) in Postgraduate Supervision Training - a blended 8-week course that addresses pertinent issues relating to supervision in South Africa.

- **Tutor training**
  112 tutors and 305 mentors were trained in 2015/2016. Training was specifically undertaken by the Writing Centre, Faculty of Commerce, Faculty of Engineering and the Built Environment, Faculty of Law, Faculty of Science, Faculty of Humanities and Department of Student Affairs. Tutor training was also undertaken to improve MBChB teaching in the Faculty of Health Sciences. In addition, approximately 1 900 lectures were attended by tutors as part of EBE's enhancing tutor competence programme.

- **Scholarship of Teaching and Learning**
  See Teaching and Learning Conference and Regional Law Teaching and Learning Conference mentioned under Enabling Environment above.

iv. *Online Provision*
  A range of TDG projects made use of online and blended learning mechanisms to achieve their objectives including the training of educators in the use of online mechanisms. This included the use of VULA and other online platforms. The collaborative project "An

investigation into enabling conditions to optimize the use of personal mobile devices (PMDs) in teaching and learning in Higher Education Institutions in South Africa" is making significant progress despite experiencing major implementation challenges. Three pilot projects were run in 2015.  A UCT, UJ and Wits symposium was held in November 2015 to review pilot project findings and plan interventions for 2016.

*v.*   *Monitoring and Evaluation*

The M&E programme/system of the TDG Programme is now fully operational - each of the 38 projects have submitted a workbook and 95% of the M & E quadrants were submitted for the 2015/16 cycle. A meta-evaluation of the full three-year cycle of all 38 of UCT's TDGs will commence in 2016. Each project has benefited from individual consultations with the Project Manager and the Institute of Monitoring & Evaluation (IME) rather than one M&E workshop. Through this process all the TDG project leaders have been supported to enhance their understanding of M&E for TDGs.

*vi.*   *Any other notable Teaching and Learning developments and activities*

**Reporting and monitoring:** The continued appointment of two grant managers ensured the timeous submission of accurate progress reports to DHET and the Teaching and Learning Committee, as well as effective oversight of all CHED TDG grants, TDG M&E and support to the Teaching and Learning Committee with regard to TDGs. A data analyst was also appointed to provide additional capacity.

The MyUCT Award was designed, developed and launched and used to formally recognise extra-curricular activities that contribute to the development of graduate attributes.

The performance of the TDGs is also tracked at programmatic level against specific targets. Many of the achievements against programmatic targets have been incorporated into other sections of this report. Achievements relating to the following targets should also be noted – data provided via HEMIS:

**Target: Improve student success rates** by -4% in Commerce initiatives; improve the pass rate to 85% in Property Law and Constitutional Law; reduce exclusion rates to >5% in Science; in Humanities the course pass rates will be improved so that 75% of the class achieve >55%; improve the class average in third and fourth years of Health and Rehabilitation Sciences to 70% because of this programme.
**Achieved**: Commerce pass rate: 87,7%; Constitutional Law pass rate 82%; Property Law pass rate 77,7%; HUM - 75% of UG class with >=55%; Health & Rehab Sciences third year average 63,5%; Health & Rehab Sciences fourth year average 66,8%; Science academic exclusion rate 4%

**Target: Enhanced first year success rates**
**Achieved**: 87% of all first year undergraduates either completed or met the requirements for standard readmission in 2015. Achievements made in 2014/2015 (87%) sustained.

**Target: Reduced drop-out rates**
**Achieved**: first year drop-out rate = 10.85% (2014: 9.9%); drop-out rate amongst all undergraduates 8.6% (2014: 8.8%).

**Target**: **Improved time to degree for Master's and Doctoral students**
**Achieved**: Average time to degree for Doctoral graduates = 5.24 years; average time to degree for Master's graduates = 2.4 years.

*Judy Favish and Monique Damons*

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

The purpose of the Senate T&LC is to develop and promote strategies for the development of teaching and learning, thus contributing to the University's overall mission. The Committee's focus is on undergraduate and all taught postgraduate programmes. It makes recommendations to Senate and/or other University bodies on matters related to student progression; optimisation of all aspects of language development and multilingualism; measuring the quality of teaching and learning; means of promoting improvements in teaching, curriculum and assessment; ways to enhance and improve students' learning experiences and matters arising from national, institutional and regional challenges, possibilities and policies which have implications for teaching and learning and academic planning. It advises about interventions to improve success for all students, and standards of teaching.

Six meetings were held in 2015. The T&LC is chaired by the DVC: Teaching and Learning and the Chair. The Dean of the Centre for Higher Education Development (CHED) is the Deputy Chair. Mr Sean Abrahams of the Division of Housing and Residence Life was co-opted as an Assessor member in 2015.

### Transformation overview

Transformation became a regular item on the agenda of the T&LC in the second half of 2015. Faculties reported on their transformation initiatives after the Rhodes Must Fall (RMF) campaign. These included Faculty Assemblies, engagement with Student Councils, counteracting the stigma attached to the Extended Degree Programmes (EDPs), employment strategies and issues related to language and curriculum. The Deputy Deans reported to the T&LC on the teaching and learning issues that were raised in their faculty transformation assemblies.

In September, the focus of the T&LC meeting was the Extended Curriculum at UCT. The Director of Academic Development (ADP) presented on UCT's model and pointed out that in order to receive the DHET's funding which constitutes a significant proportion of the ADP budget our extended curriculum needed to be compliant with the DHET foundation provision funding criteria. She proposed that given that the criteria were under revision that UCT contributes to this process.

The issues that were raised were DHET Foundation Grant rules, stigmatisation and 'belonging' in some faculties, placement without engagement, information and choice for students, discourse in the extended curriculum, access without success, implications of the new admission policy, structure of the extended degree, multiple transitions and the perceived disadvantages ED students have when entering the job market. It was agreed that students from all faculties should be consulted and be involved in helping to craft a set of principles for the extended curriculum. It was proposed that a small group should meet to come up with ideas to take the discussion further in the faculties and provide background literature. This group should present their ideas to a larger think tank of students and faculty representatives in 2016.

## 5.1 Curriculum Development

- **Curriculum Change Working Group (CCWG)**

  After the RMF campaign and other events, consultations were held with constituencies that are not part of the formal T&L structures in the University but are engaging with curriculum issues, such as RMF the Black Academic Caucus and the SRC. The university decided to disband the Curriculum Review Task Team (CURTT) as its mandate needed to change. The Director of the Institutional Planning developed a proposal to take the curriculum change issue forward, which was approved by the university executive.

  The proposal aimed to bring together these formal and informal constituencies with people who have much to contribute to lead the process. The Curriculum Change Working Group was set up that included A/Prof Harry Garuba from Humanities, A/Prof Harsha Kathard from Health Sciences, Prof Klopper, A/Prof Elelwani Ramugondo, Dr Kasturi Behari-Leak, Prof Lungisile Ntesebeza, A/Prof Denver Hendricks, Ms Judy Favish, Ms Amanda Barratt and SRC and RMF representatives. Deans were invited to nominate up to three people from their faculties to form part of an extended group (from both formal and non-formal constituencies) that would brainstorm a methodology with the core group and student representatives and facilitate departmental workshops. The extended group would take forward some of the discussions initiated by CURTT, such as issues of breadth, language and a possible core course for all students. The task team discussed some other concerns with the Vice-Chancellor to gain clarity on its Terms of Reference.

## 5.2 Improving Access and Throughput

### i. HEMIS Throughput

The Committee discussed the targets for student intake and registration at enrolment, where the HEMIS date (first Friday in June) determines the actual intake for that year and defines the entry cohort and minimum completion time for each degree in order to qualify for graduation. Students that drop out before this date are not counted and these numbers have important implications for UCT's subsidy income and for meeting enrolment and throughput targets. The EBE faculty, with support from IPD, has developed the use of a tool, called Business Objects (BO) that calculated the throughput of any programme using the DHET rules and HEMIS data. BO allows for drawing reports on students in specific years and programmes, including minimum and maximum times, the faculty in which they graduate and allows for tracking individual students in the system. The Chief Information Officer in IPD agreed to facilitate the use of Business Objects for people in the faculties.

It was proposed that the planning and academic implications of the NSFAS rules, such as registering students for the third term catch up, allowing for changing programmes to facilitate movement to the right place, 50% rule and the non-funding of postgraduate diplomas should be discussed in the Undergraduate Studies Funding committee, as it requires a strategic discussion of the university's options to address these issues.

ii. *Improving Throughput in Service Courses*

This was a recurring item on the T&LC agenda and generated much discussion in meetings. The Institutional Planning Department (IPD) had provided a detailed analysis of performance in four of the earlier identified 38 "problematic" service courses and was hoping to develop predictive models to inform decisions for student placement and advice for these courses. IPD data, which presented a picture of the huge differentials in academic performance between Black and White mainstream students, should be used to address problems in these courses. IPD invited faculties to request analyses of 'problematic' service courses and Deputy Deans were encouraged to share the information with their departments. The Chair of the Service Courses Working Group presented the guideline document that reflected their ideas. As a way forward, he proposed that it was necessary to establish whether Service Courses are a problem and evidence of this had to be provided, followed by a university policy and an agreement between the servicing and receiving departments.

It was agreed that the value of the guideline was that it attempted to depersonalise the issues and address the power dynamic between servicing and serviced departments. It was suggested that the university should consider incentives for teaching these courses as many of them have huge classes and involve first year students. There was support for the guideline as a mechanism for communication between the servicing and receiving departments to avoid it being based on personal relationships. It was agreed that a discussion document, or MOU, was preferred and that both HODs should sign it off before the course starts.

The T&LC approved that Chair's list of the most important things to address that could form the basis of an MOU and it was agreed to present it at the Deans' meeting in 2016. A/Prof Shay said it was important to remind the Deans about the framing of the document as a completion rate issue where some students' progress is impeded due to their performance in the service courses and that many service courses are taught by junior staff.

iii. *Improving throughput in Courses Impeding Graduation (CIGs)*

A/Prof Saalih Allie circulated his draft document titled, *Courses, Combinations and Contexts that Impede Graduation (C3IGs or CubIGs)* to the T&LC that he developed after attending all the faculty presentations at the T&LC meetings. The document provided a contextual framework for interpreting IPD's high risk course data and pointed to the complexities of CIGs and contended that the problem could be with the course, or combinations, or the broader context of the curriculum as a whole. It cites examples in each of the faculties where interesting interventions and strategies, from a teaching and learning perspective, have been implemented and noted the differences in the ways that each faculty had interrogated the data.

To facilitate faculty engagement with the document, it was proposed that faculty specific information should be extracted and presented to faculty academic advisors and at Faculty Board meetings to enhance understanding of the issues across the university. It is

important to link this work with that of the Service Courses Working Group and the Data Analytics Task Team. A/Prof Allie will report back on the faculty discussions in 2016.

### iv. *Data Analytics for improved student learning*

The Data Analytics Task Team (DATT) was established in 2015 comprising colleagues from IPD, CHED and ICTS who have experience of pulling together institutional data into a set of standardised mechanisms for all to benefit from and to be able to customize the data for specific purposes in response to various strategies. The focus of their work is student performance data. DATT convened in August after the Terms of Reference was developed. Technically, UCT has invested much resources into setting up a data warehouse and with the use of Business Objects, had produced substantial work. The DATT Working Group (WG) has been set up to draw on an earlier document by Prof Scott on the type of data system that would work for UCT. This Working Group met in September to discuss inputs from Prof van Zyl (on EBE suite of Business Objects reports), Richard van Huyssteen (PeopleSoft) and Ashraf Conrad (IPD). The Working Group decided that the Business Objects (BO) reports provided excellent tools for examining individual student records (for student advising) and that with certain modifications, will provide a sound basis for data analytics interventions. One of the key challenges is the ways in which BO as a system creates the kinds of questions that need to be answered.

### v. *UCT Quality Enhancement Project (QEP) submission*

UCT submitted a progress report on its previous QEP submission. New team leaders of the four areas collated responses from their teams. The QEP document was discussed at the QEP Coordinating Committee and the Quality Assurance Committee (QAC), which has approved the document. However, after the student protests, the document was changed substantially to include evidence of student input into the process, before it was tabled at the Faculty Board meetings. The final document was tabled at the Senate Executive Committee in December before it was submitted to the CHE on 11 December 2015.

## 5.3 Enhancing Teaching

### i. *Teaching Development Grants (TDGs)*

This is a recurring item on the Committee's agenda with regular updates on progress provided by the Director of the IPD

CHED will host M&E workshops for project leaders in 2016 and conduct a meta-evaluation of all 38 projects during 2016. It was unclear whether the DHET would have another round of funding at the end of March 2017. It was proposed that CHED should host a workshop to showcase some of the findings of the TDGs.

### ii. *QAC Good Practice theme: Tutoring at UCT*

The Quality Assurance Committee (QAC) approved the 2015 Good Practice Theme as the Tutoring System at UCT. The team driving this is working to define ways in which the theme will be showcased throughout the university and proposed that the theme should run for two years in order for it to gain traction throughout the university.

*iii.* *Lecture Recording Feedback*

A presentation on the Lecture Recording Project was made to the T&LC. It was agreed to support the opt-out model where lecturers would be given the option of opting out if they do not want to be recorded. The budget implications for the opt-out model will be ascertained in 2016.

*iv.* *2015 Teaching and Learning Conference*

The Teaching and Learning Conference was scheduled for 22/23 October but did not take place due to the student protests. It was decided to host the conference before the end of March 2016 in order to spend the TDG funds before the end of the 2015/2016 cycle. It was agreed that there should be student participation in the 2016 conference and to hear directly of teaching activities taking place in the faculties.

## 5.4   Online Provision

*i.* *Survey of UCT online teaching practices*

In response to a promise of funding for innovative online and distance provisions, the Chair proposed that a survey be done of all UCT's online teaching practices to gain a sense of what is taking place throughout the university. The focus of the survey will be the perceptions and experiences rather than determining the courses available. Due to resource constraints, CHED colleagues assisted in conducting the survey.

The participation rate of departments was 71%. The purpose of the survey was to inform the online educational policy process through the formation of a task team, which will address issues such as the institutional implications of investing time and resources, centralisation, faculty and institutional platforms, accountability, monitoring and evaluation and the implications for teaching and learning.

- **MOOC Advisory Committee (MAC)**

  UCT launched three MOOCs through the British platform, FutureLearn in February 2015. Funding of R6 million over three years was received from the VC's Strategic Fund.
    1. Medicine and the Arts: Humanising Healthcare
    2. Understanding Clinical Research: Behind the Statistics
    3. What is a mind?

  The MOOC Advisory Committee (MOOC AC) reported that the progress, value and quality of the first two MOOCs were positive. A major challenge is for the MOOCs to become self-funded and to leverage a return on the investment. It was suggested that CHED should facilitate a discussion about the pedagogy of MOOCs and their transferability into mainstream. A second call for expressions of interest went out in September with one of the criteria being collaborations with other South African or African universities.

- **Undergraduate research e-journal**

  Ms Jill Claassen of Open UCT in the Library presented on the open access undergraduate research e-journal, UR@UCT, produced to showcase 'good practice' in undergraduate research. Journal articles have the supervisors as co-authors and this serves to vet the research. The journal includes undergraduate research only, including MBChB (6 years), Law and Engineering (4 years) but excluding Honours, which is considered a postgraduate degree.

**5.5    Other matters:**

- **Biometric data project**

  This project was successfully piloted in the 2015 first semester examinations in a single course (85 students in Mechanical Engineering), and was piloted again in the second semester examinations in three courses, two of which have enrolments over 1 000. This went well with only minor adjustments. The handheld devices that are used for exam attendance may be used in future by some academics for class attendance. One of the challenges that have been identified is that the handheld devices need to be stored and charged in a safe in each of the 52 venues, becoming part of the equipment in the venue.

  To avoid duplication around the installation of safes, the project team worked closely with the Classroom Renewal Project (CRP) team. In venues that were upgraded by the CRP before this pilot started, the safes were not able to accommodate the fingerprint devices. New safes, with power and network connectivity, need to be retrofitted. CAPEX funds will be sought for this. The SRC has given their approval and students did not resist having their fingerprints taken.

*Anthea Metcalfe*

**ANNEXURE 1: 2015 REPORTS OF SUBCOMMITTEES OF THE T&LC**

1. Programme Accreditation and Approval
2. Distinguished Teacher's Award
3. Teaching Awards and Grants
4. Classroom Facilities Advisory
5. Teaching and Examinations Time Table
6. Examinations and Assessment
7. Language Policy Committee
8. Adult Learning Sub-Committee

## 1. Programme Accreditation and Approval Sub-Committee (PAAC)

The remit of the Programme Accreditation and Approval Committee (PAAC) includes evaluation of proposals for new qualifications for recommendation to Senate, the evaluation of proposed new streams and the monitoring of the alignment of UCTs qualifications and programmes with national policies. PAAC held three of its six scheduled meetings and six Chair's Circulars were published. This report recounts new qualifications, new streams and items considered by PAAC in 2015.

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

|  | **Status at end 2015** |
|---|---|
| Master of Laws in Environmental Law | Deferred by HEQC, requested to respond by 31st January |
| Master of Laws in Marine and Environmental Law | Deferred by HEQC, requested to respond by 31st January |
| Postgraduate Diploma in Management in Business Communication | Waiting accreditation outcomes |
| Postgraduate Diploma in Disability Studies [Distance mode] | Waiting accreditation outcomes |
| Postgraduate Diploma in Interdisciplinary Pain Management [Distance mode] | Waiting accreditation outcomes |
| Postgraduate Diploma in Regulatory Compliance Management [Distance mode] | Waiting accreditation outcomes |
| Master of Inclusive Business Innovation | To submit to HEQC in January 2016 |
| Master of Inclusive Business Innovation [Distance mode] | To submit to HEQC in January 2016 |
| Bachelor Honours in Financial Analysis and Portfolio Management [Distance mode] | To submit to HEQC in January 2016 |

| | |
|---|---|
| Postgraduate Diploma in Power Plant Engineering | Submitted for PQM Approval, awaiting confirmation letter |
| Master of Architecture (Professional) | Submitted for PQM Approval, awaiting SACAP support letter and confirmation letter |
| Advanced Diploma in Accounting (Distance mode) | PAAC Circular 06 (31st December 2015) |
| Master of Development Policy Practice | PAAC Circular 06 (31st December 2015) |
| Postgraduate Diploma in Development Policy Practice | PAAC Circular 06 (31st December 2015) |
| Postgraduate Diploma in Public Sector Accounting (Distance mode) | PAAC Circular 06 (31st December 2015) |
| Advanced Diploma in Cosmetic Formulation Science | PAAC Circular 06 (31st December 2015) |

*ii.* ***New Streams in existing qualifications***

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

- Master of Arts *specialising in Dramaturgy*
- Master of Arts *specialising in Global Media*
- Master of Philosophy *specialising in Risk Management of Financial Markets*
- Master of Laws *specialising in International Taxation*
- Bachelor of Commerce Honours *specialising in Public Sector Accounting*

*iii.* ***The HEQS-F Alignment***

- **Category B qualifications**

  UCT submitted 62 Category B qualifications to the HEQC on 14th July 2014. The initial outcomes for the applications for accreditation were received on 18th March 2015. Of the 62 submissions, 21 were accredited and 40 were deferred (the CHE counted one application twice, with the outcome being that it was both accredited and deferred). Two applications required editing and resubmission. Deferred applications and those requiring editing were resubmitted on 28th April[1], with one application being re-categorised to C.

*iv.* ***Academic Planning Workshops***

The Academic Planning Officer and the Centre for Innovation, Learning and Technology convened an academic planning workshop in December 2014, in order to gather information on convenors' experiences of designing new qualifications and to gather data to support the qualification design process in a meaningful way. The discussion focused on process, enablers and hindrances, and suggestions for the improvement or redesign of the process. In reporting on the workshop to PAAC, the PAAC resolved to institute the following in order to facilitate the academic planning process:

- A redesign of the new qualifications template

---

[1] A note that all submitted applications are accredited. By the end of 2015, UCT was still waiting for accreditation outcomes for the two applications that required editing.

- The development of a quick reference guide for new qualifications
- The introduction of 'hands on' academic planning workshops, to be facilitated by the Academic Planning Officer and specialists in CILT

v. *Revised Academic Planning Timelines*

The item was raised by the Vice Chancellor at a HESA EXCO meeting, and the DVC for teaching and Learning at a DVC meeting. The CHE responded to advise that there is no delay in the processes of considering applications for accreditation. The APU has however, attempted to compensate for the delays experienced, by advancing the timelines for new qualification proposals.

vi. *Proposal for Generic Qualifications*

The Academic Planning Unit tabled the following proposal for generic qualifications to the PAAC:

- Where possible, a new programme should be introduced into an existing generic qualification, if the purpose and outcomes of the new programme match those of the new qualification.
- In considering new qualifications, the purpose and outcomes of the proposed qualification should be phrased in a generic manner. This will allow streams to be included in the qualification in the future.

Exceptions:
- Qualifications that are directly linked to professional registration
- Qualifications where there is a change in mode of delivery
- Qualifications aligned to the Minimum Requirements for Teacher Education Qualifications and Minimum Requirements for Programmes leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training

The proposal was endorsed by the PAAC.

vii. *CHE Draft Policy on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education*

The draft Policy was commented on by Faculties. Comment was submitted to SEC and to the CHE in August 2015.

viii. *Proposed Last Enrolment Date for First-Time Entering Students into Programmes that are not aligned with the HEQSF*

The PAAC considered a proposal from the CHE, for a teach-out date of unaligned qualifications, of 31st December 2017. The PAAC resolved that the Institutional response to the CHE should advise that UCT is cautious about supporting the proposed teach out date given the various approval processes required for the respective programmes that require alignment, as the failure or delay in any approval stage, particularly external approval at the DHET and HEQC, may result in the Institution not being able to offer these programmes to first time entering students in 2018.

*ix. **Institutional Position on Proportion of Students Admitted Via RPL***

The PAAC considered the item in the context of the commencement of two accredited distance mode programmes that are being offered in the Faculty of Commerce, which allow for students to be admitted on the basis of RPL. The proportion of students admitted is more than 10%, a cap that is included as a guideline in the Council on Higher Education Programme Accreditation Criteria. The PAAC resolved to commission further research into the performance of RPL students in the distance mode qualifications currently offered under the Across Africa initiative. Data on student performance will be considered at the first meeting of 2016.

*x. **Additional items:***

**Structure of PAAC meetings:** The PAAC resolved that unless there were substantive issues in the consideration of new qualifications and streams, these items would be reserved for approval via Chair's Circulars. Secondly, the PAAC resolved that substantive and cross cutting issues would be reserved for PAAC meetings.

*Amanda Barratt*

## 2. Distinguished Teacher's Award (DTA)

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

**2015 Awards**

The Committee received a total of 43 nominations, including nominations that were rolled over, for 2015. Due to withdrawals of nominations and some nominees decided to roll over their nomination to 2016, the Committee proceeded with 27 nominations. The Committee held five meetings, and arrived at a shortlist of 13. The Committee came to the decision to grant the award to the following four candidates:

- **Dr Joanne Hardman - School of Education**
  Dr Hardman is a teaching and learning theorist who describes her teaching as inextricably linked to her educational research. She is both an outstanding teacher and an influential and inspiring scholar. Dr Hardman, who teaches in a range of undergraduate and postgraduate courses, relies heavily on mediation to assist students to achieve their

potential. The efficacy of her transformative approach to pedagogy is evident in the testimony of her students, who draw attention to her commitment to assisting them to develop their full potential by engaging them in face to face and online environments. She goes far beyond the call of duty in mentoring them and, in doing so, has managed to help some to progress from failing to first class passes. Her keen interest in the development of her students has in some cases also encouraged them to pursue careers as academics. Dr Hardman's letters of recommendation highlight her commitment to innovation, her humanism, her capacity to foster independence, and her genuine respect for and individual attention to students.

- **A/Prof Jacqui Kew - College of Accounting**
  A/Prof Kew is driven by a passion to promote access to financial literacy, particularly by students from disadvantaged backgrounds.  She is committed to laying a strong foundation for student learning with the aim of providing long term benefits for students. A/Prof Kew, who teaches large, heterogeneous classes, is very sensitive to the diversity of her classes. She has responded to the challenge of working with a diverse student body by identifying the individual learning needs of students and designing and implementing learning tools to meet these needs.

  A/Prof Kew's teaching innovation includes developing an effective and comprehensive tutorial system that is described as a cornerstone of accounting undergraduate success. In addition to her development of accounting tutorials, her contribution to the conceptual understanding of accountancy through her introductory undergraduate textbook is described as uniquely valuable to accounting education in South Africa. A/Prof Kew is also the project director and primary driver of the www.learnaccounting.uct.ac.za project. This project has developed a series of concept-based videos, which have been translated into isiXhosa and isiZulu.

- **Dr Azila Reisenberger - School of Languages and Literature**
  The sentiment articulated by a student of Dr Reisenberger, who states that 'she makes Hebrew more than a language – it is an experience', sums up her teaching philosophy. She strives to ensure that Hebrew becomes a life-long passion for her students. She has been successful in transforming her teaching of the language into a vibrant experience through the vitality of her approach. Her 'zest for life' and enthusiasm for her subject permeates into the classroom and it is in her communication with heterogeneous groups of students that she excels, 'providing space for creativity and self-reflexivity' as one of her students attests.  Her ability to accommodate diverse learning backgrounds takes into consideration the individual strengths of learners.  As Dr Reisenberger's practice of converting learning into individual growth demonstrates, her commitment extends beyond the classroom. Her mentorship of students, encouraging them to become academics, and her humanism are frequently evidenced in the testimonies of her students, who celebrate her ability to pass on her love for her subject to them.  There is a clear synergy between her impeccable student evaluations, which frequently cite her enthusiasm and knack for stimulating student learning, and her teaching philosophy.

- **Dr Adam West - Biological Sciences**

  Dr West strives 'to instil in every one of my students, regardless of level, an excitement in scientific knowledge, a curiosity to learn more, a sense of empowerment through mastering difficult skills, and the desire to use their education to make our world a better place'. He has a unique teaching philosophy, using five principles to guide his teaching with the aim of making a lasting difference in how students think, both about themselves and the world around them. Dr West is renowned for his creativity, and for catering to different learning styles. His Fame Lab and smart phone app are frequently mentioned in his recommendations, and attest to his commitment to innovation and full engagement with the needs of his students. He is described as a passionate and engaging teacher who has the ability to hold his students' attention. Referring to his course evaluations, his colleagues note that he repeatedly stands out above his peers. In addition to his undergraduate teaching success, his supervision record includes highly successful postgraduate students. Not only does he attract excellent students but he develops them, allowing them to achieve their potential. Many of his postgraduate students have graduated with first class passes and continue to publish research papers.

*Amanda Barratt*

## 3. Teaching Awards and Grants (TAG)

The purpose of the Teaching Awards and Grants Sub-Committee is to oversee a system of teaching excellence awards and grants in support of UCT's institutional goals with respect to teaching and learning. In 2015 the Sub-Committee considered applications for the UCT Teaching Grant and the UCT Award for Collaborative Educational Practice and was tasked with selecting the nominees to put forward, from UCT, for the HELTASA National Excellence in Teaching and Learning Awards.

i. *Meetings:*

The Committee met 4 times during 2015: 10 March; 8 April; 17 September; 10 December

ii. *UCT Teaching Grant*

Eight applications were received for the 2015 grant and the committee agreed to all eight grants totalling R 177 270. 12.  The Department of Higher Education and Training (DHET) provided R216 905 for these awards resulting in a variance of R39 634.88.

| Title | First name | Surname | Department | Faculty | Project | Amount granted |
|-------|-----------|---------|-----------|---------|---------|----------------|
| Ms | Laura | Heathfield | Division of Forensic Medicine and Toxicology, Dept. of Pathology | Health Sciences | Assisting part time students in the Molecular Forensics module of the MPhil in Biomedical Forensic Science through filming demonstrations of molecular laboratory techniques at UCT, collating various forms of learning materials and transcribing voice recordings of video clips. | R 24 678.12 |
| Assis Prof | Rochelle | Kapp | School of Education | Humanities | The project addresses the need to equip pre-service teachers to integrate digital literacy into their English classes. It aims to develop innovative curricula and pedagogy for integration of digital literacy into the | R 20 000.00 |

| Title | First name | Surname | Department | Faculty | Project | Amount granted |
|---|---|---|---|---|---|---|
| | | | | | PGCE senior phase and FET curriculum for English method students (EDN 3229W). | |
| Dr | Amaal | Abrahams | Human Biology | Health Sciences | The project aims to provide additional academic support to 1st year physiotherapy and occupational therapy students within the anatomy and physiology course through Peer led study sessions, enhancing the current tutorials (including content development) and competency skills development of students and tutors. | R 25 050.00 |
| Assoc Prof | Hussein | Suleman | Department of Computer Science | Science | To address issues of course design, lecturing and assessment to enable the teaching of 'Test-Driven Development' at UCT in the Computer Science degree. | R 25 000.00 |
| Dr | Amrita | Pande | Sociology | Humanities | This project aims to scrutinise specific curriculum spaces in four faculties at UCT, unpacking the exclusions and objectification in our epistemological traditions and teaching practices. | R 25 700.00 |
| Mrs | Fadia | Gamieldien | Occupational Therapy | Health Sciences | Host a series of focus groups and a workshop with occupational therapists in tertiary psychiatric hospitals in the Western Cape to explore and identify what is needed to support continuity of care through community based occupational therapy services. | R 25 000.00 |
| Mrs | Leigh-Ann | Richards | | Health Sciences | Production of 6 videos to demonstrate the core methodologies used in the fields of Community Development Practice and Occupation-based Community Development to bring the complexities of facilitation to life for students in order that they may grasp how these methodologies may be applied in real communities and organisations. | R 24 480.00 |
| Dr | Claire | Blackman | Commerce EDU | Commerce | Production of appropriate worked examples in video form for first year calculus students to provide additional worked examples with detailed explanations about the thinking behind the solution and alternative methods of solving. | R 7 362.00 |
| | | | | | **Total** | **R 177 270.12** |

### iii. *UCT Award for Collaborative Education Practice*

One application was received for the 2015 Award and the committee agreed that it was likely an error and intended for the Teaching Grant. The applicant was given the opportunity to resubmit for the appropriate grant but did not meet the deadline. The call for this award will be moved to earlier in the year for 2016 and more marketing will be undertaken. None of the R119 397 provided by DHET for these awards was disbursed in 2015.

### iv. *HELTASA National Excellence in Teaching and Learning Awards*

The committee nominated Prof Delawir Kahn in the Leadership category and Ms Carolyn McGibbon's team in the Excellent Teacher / Teaching Team category. Ms McGibbon and her team were successful in receiving an award and Prof Kahn received a commendation.

## 4. Classroom Facilities Committee (CFC)

The purposes of the CFC are to monitor the state of classrooms at UCT and provide advice on strategies and plans for the building, upgrading and refurbishment of classrooms and to set design criteria for teaching spaces, including minimum standards for technology provision.

The CFC receives proposals from the Head of the Classroom Support Services (CSS) and consider, develop and prioritise the short term (annual) and long term (3-5 years) strategies and plans for the upgrade and refurbishment of classrooms. It considers and prepares annual budget applications for the building, maintenance, upgrade and refurbishment of the physical infrastructure via the UB&DC and classroom technology and equipment via CSS. It approves and reviews service level agreements and performance against the service level agreements on an annual basis.

Three meetings were held to which relevant workgroup leaders from areas such as P & S, ICTS, and Timetabling were invited.

### Items considered

The Committee agree on the following:

- Provide a new lower standard for AV/IT for medium classrooms. Document cameras would be available from a central pool if needed.
- Classrooms that were to be renovated in both in the midyear and the yearend vacation
- Not to provide the minimum standard in small classrooms (<30 seats) based on usage purpose determined by review of the bookings.
- Reiterated that the key criterion for successful utilisation of classroom facilities requires identification and training of key departmental staff skilled in Venue Booking, Timetabling and space allocation
- To investigate the possibility of the provision of wireless access in classrooms and if necessary to survey lecturing staff in respect of the need for wireless provision.
- To determine a solution to the availability of a P & S project staff member to enable decisions to be taken timeously whilst working on the renovations.

The Committee noted that an ongoing challenge to any project regarding facilities is the timing of renovations due to the multiple activities on campus during the vacations and the need for quiet study time for marking and study by staff. It noted that at the start of the 2016 academic year, 75 (41%) of the 181 centrally-bookable classrooms now boast the full UCT AV/IT classroom standard of which:

- 65 were upgraded with the full AV/IT standard by CRP
- 10 were upgraded by P&S building projects
- 2 lesser AV/IT standards have been piloted by CRP

Other matters included the resolution of noisy air conditioners in teaching venues, installation of chalk and duster holders, where necessary and additional seating in RW James Building.

*Tessa Minter*

## 5. Teaching and Examinations Timetable Committee (TETC)

The Teaching and Examinations Timetable Sub-committee consists of the Deputy Vice-Chancellor responsible for teaching and learning, as well as Deans of Faculties nominees representing University Faculty Timetable Committees, members of Senate, the Registrar's Office, the University Administration, as well as the Student Representative Council. The purpose of the committee is to develop, monitor and review all aspects of the teaching and examination timetables, provide feedback on timetabling matters and policies to the Senate Teaching and Learning Committee, the SEC and CFASC and to address timetable issues referred to it by Senate, Faculty Timetable Committees and Administration.

### Meetings

The Committee held four scheduled meetings in March, May, August and October. The committee welcomed Dr G Venter who took over from A/Prof V Abratt to represent the Science Faculty as well as Dr Richie who represented the Faculty of Humanities whilst Dr Roth was on sabbatical.

### Items Considered in 2015

The following matters were considered by the committee.

i. *Terms of Reference*

The committee amended its Terms of Reference to include the following:
- The committee be given the opportunity to make recommendations to the Space Allocation Committee when needed.
- Where applicable, the word "supervise" be replaced with the word "monitor"
- The PPU representative be changed to the Executive Director or nominee
- The committee is serviced by the Registrar's Secretariat.

The amended Terms of Reference were approved by SEC and published in the UCT PC07.

ii. *Scheduling of Classes on PeopleSoft*

In 2015, many PeopleSoft class scheduling data errors were noted. Departmental data checking process did not pick up many of the capturing errors. It was proposed that single person per faculty being responsible for loading data onto PeopleSoft was not supported due to the added workload which would have to be managed by the identified staff member. The process of PeopleSoft scheduling of classes will be monitored in 2016 and if needed, further actions will be considered.

Additionally, a number of discontinued courses were not removed from the system and sent through venue requests for the 2015 academic year which contributed to incorrect venue allocations. The practice of altering data after the August cut off period was still occurring, which was pointed out as problematic for the Venue Booking Office.

iii. *Scheduling of tests in the afternoon*

Information received from students and CHED indicated that ad hoc afternoon test bookings were made which clashed with student's regular scheduled afternoon activities. The notion of setting tests at 5pm was still present even though there is no administrative tool readily available to assist with avoiding possible clashes when scheduling afternoon tests. The Venue

Booking Office noted that it was increasingly difficult to find available venues in the 6pm to 8pm timeslots, due to the increased number of tests being scheduled in these time periods. This raised the question about possible over-assessment taking place. This question was posed to the Exams and Assessment committee for comment. Further investigations revealed that clashes between afternoon ad-hoc test bookings and student's regular scheduled activities were isolated to a small number of courses and the relevant HoDs were informed in writing.

iv. *Venue Booking Policy*

The committee proposed amendments to the Venue Booking Policy document and it was agreed that preference would now be given to single lecture booking requests over double period booking requests in the morning periods only. Ad hoc bookings by UCT societies and committees would be considered once the booking requests for teaching purposes had been allocated. A table and set of rules outlining the venue booking fees and instances in which booking fee would be reduced or waived has been included. Deposits paid for external bookings would be refunded if the booking was cancelled 30 or more days before the scheduled event, and, depending on costs incurred, negotiated if cancelled less than 30 days before the event.

v. *Impact of Load Shedding on the Testing and Examinations Process*

The committee noted with concern that the process of load shedding had impacted on a number of examinations and tests during the 2015 academic year. The committee was concerned that there were reported instances where standby generators did not switch on during periods of load shedding and thus affected the examination process. As a long term solution, UCT had committed R10 million to deal with load shedding issues and install back-up generating capacity.

*Dirk Findeis*

## 6. Exams and Assessment Committee (EAC)

The remit of the Examinations and Assessment Committee (E&AC) includes developing, monitoring and reviewing all aspects of examinations, assessment and quality assurance policies and procedures, in order to raise and maintain standards.

i. *Meetings*

Meetings were held in March, May, August and October. Sub-committees were formed to discuss the seating capacity for exams and class test and the collation of exam answer books in the venue,

Membership changes: Mrs Alison Meadows replaced A/Prof Tessa Minter as the Commerce Faculty representative. The SRC was not presented in 2015 but new SRC representatives for 2016 were nominated.

*ii.* *Items considered in 2015*

- **Lighting in Jameson Hall**

  The Committee was informed of the bad lighting conditions in the Jameson Hall as the venue was dependant on natural light and asked to consider solutions to improve these conditions. Interim measures were put in place to slightly improve the conditions. This was referred to the Properties and Services Department with a suggestion that a LED specialist is consulted to investigate the options for Jameson Hall and the Sport Centres.

- **Biometric scanners**

  In 2014 the Office of the Registrar initiated a project to use biometrics, more specifically fingerprints, to identify students, and use this information to automatically record student attendance in examinations. A pilot was implemented during the June and November 2015 exams. This went well, concerns were identified and planning for roll out in 2017 is going ahead.

- **Internal Audit and Examinations Office Report**

  Main concerns addressed were as follows:
  - The Student Tribunal's Legal Counsellor informed the Committee that a large contributing factor noted during hearings was related to invigilator and the lax practises during exams. This was addressed with the relevant department Heads.
  - The Examinations Office has issued departmental printing guidelines to all departments and discrepancies within the Examinations Office were addressed with the relevant staff member/s.
  - Power failures were addressed with the Examinations Office and the Properties and Services Division.
  - Student protest during exams were addressed with the Examinations Office and relevant measures put into place.
  - Setting of exam venues was addressed with all relevant Supercare staff and management of the Properties and Services department.
  - There was a slight increase in deferred exam applications, the deferred application letter was also reviewed to be explicit in that the concession was only granted for written component of an exam.

- **Over-assessment during semester**

  The Committee was asked to investigate the effect over-assessment was having on the student life. It appeared that too many tests were set within the 12-week period. After consultation with all Faculty representatives the Committee was satisfied that there is in fact no over-assessment taking place but increase in testing is exacerbated by other reasons, i.e. testing taking place after lectures, shortage of venues, etc.

- **Conditions for class test that contributes to the final mark**

  The Committee was alerted that the exam venues are overcrowded during class tests and asked to provide guidelines for class tests and exams to ensure all security requirements

in venues are met. A suggestion for Saturday testing was referred to the Registrar for the purpose of the 2018 calendar.

- **Collection and reconciliation of multiple exam books**
  The Committee was alerted to a concern that there appeared to be an increase of instances where an exam is answered in multiple books, and when collated, the books and total handed in by the student don't correspond. A sub-committee suggested proposals that will adequately address collation of exam answer books, which were piloted during the June and November 2015 exams.

- **Student marketing study guide to course**
  The Committee was informed of a student who is marketing a 42-page pack consisting of her marked assignments and essays to students and asked to provide guidelines on the practise to be followed on the fraudulent use of assessed work. A/Prof Suellen Shay was asked to do research and provide the Committee with practises followed at other institutions. This will be presented in May 2016.

- **Assessment policy conditions**
  The Committee was informed that not all of the blended qualifications were accredited and was requested to review the current assessment policy and formulate a statement that will address the distance learning component. The Committee approved the proposed statement and this was later approved by Senate.

- **Libraries – owner of the process of making exam papers available to students**
  The Committee was asked for guidance on the process to be followed for making past exam papers available to students. A proposal was submitted to SEC and approved.

- **Turnitin alternative**
  The Committee was informed that GetSmarter was using an alternate software program that does not produce the same results as Turnitin, which was approved by Senate in 2006. The Committee requested that CILT conduct an analysis of the same assessment on both software packages. The results will be presented in 2016.

- **External Examiner Rates**
  The Committee was asked to note that due to budget constraints the External Examiner rates for 2016 would not be increased.  The Committee agreed that the current rates were still in line with what is offered in the current market.

- **Permission to pray during exams**
  The Committee was asked to approve the request that a student be granted permission to perform prayers during exams. The Committee approved this request. It was included in the Examinations Policy Manual.

- **Request for different colour exam books for exams and class test**
  The Committee was alerted to the fact that security was breached when unused exam answer books are left unattended at exam venues and this occurred frequently during class tests and has now resulted in only white books being issued for class test. The Committee was asked to approve that no colour books be issued for class test and that instructions from the Examinations Office be adhered to. The Committee approved this and requested that all communication in this regard coming from the Examinations Officer be endorsed and communicated to all departments.

- **Clarification on the university Plagiarism policy**
  The Committee was informed that in a recent case presented to the Head of a department it was discovered that not all departments follows the plagiarism policy but interprets it per case basis. The Committee approved the updated memorandum of the correct practise placing emphasis on the role of the Head of Department in this regard, this was circulated to all Committee members who will filter down to Faculties and departments.

- **Update of the Examinations Policy manual**
  The Committee was asked to review and approve changes made to the Examinations Policy manual. The changes were approved and submitted to SEC for inclusion in the PC.

- **Online Proctoring**
  The Committee was asked to consider the use of ProctorU, an online invigilation service provider, for the off campus exams. This was approved by the Committee and Senate. A pilot was run during the November 2015 exams. Due to the student protests, the use was extended to all SSA and full degree students who had already left South Africa and needed to sit an exam during the rescheduled exam period. The pilot was successful and an application was sent to Senate for the continued use of ProctorU.

- **The use of student EmpliD instead of the Campus ID**
  The Committee was asked to review the use of students EmpliD instead of their CampusID to anonymize all assessments. The Committee approved this and requested that all new exam answer books are printed with an EMPLID field in the open area and the CAMPUSID in the space that will be closed with the green sticker.

- **Supplementary exams for third term courses**
  The Committee considered the offering of supplementary exams to all third term courses. The Committee referred this item to the Law Faculty for detailed information regarding this request.

- **Central distribution of exam papers**
  The Committee considered the proposal for immediate implementation by the Examinations Office that all exam papers be collected directly from this office by the Chief invigilator or nominee. This would ensure the safety of the exam papers and remove the third party (Supercare) used for distribution to exam venues. The Committee approved a pilot of this proposal for the November 2015 exams and will reconsider based on the

feedback thereof. A proposal for the continued use was made subsequently and was approved by the Committee.

- **Class test on religious holidays**
  The Committee was alerted to a concern expressed regarding the setting of class test on religious holidays and asked to note the difference between the two, showing that while in both cases the student is able to apply for a deferment of a test/exam that counts, the DE Committee only deals with deferments of final exams. Deferments of other tests/exams fall to the department. All members were satisfied with the explanation of the rule.

## 7. Language Policy Committee (LPC)

The purpose of the LPC is:

- To optimise all aspects of language development related to multilingualism at UCT, and to consider annual and medium to longer term plans and policies in this area for approval by Senate;
- To promote informed decisions about the shape, form and focus of programmes and activities designed to promote and achieve a multilingual environment at UCT.

The Terms of Reference are:

(a) To establish the Multilingualism Education Project, based on the Language Plan accepted by Senate and Council in November and December 2003;

(b) To formulate policy proposals on the provision of Xhosa and/or Afrikaans courses for English first language speakers for consideration by Senate;

(c) To monitor and the promote the provision of language support for students for whom English is a second language;

(d) To monitor the provision of appropriate assessment measures for students for whom English is a second language *via* the Examinations and Assessment Committee;

(e) To ensure that UCT's academic policies and practices in relation to the provision of staff and student courses (relevant in terms of the aims of the Language Plan) are aligned with national policy as appropriate and relevant (e.g. as spelled out in the Skills Development Act, HEQC criteria and the Language Policy for Higher Education);

(f) To act as an advisory group to monitor and promote implementation of policies and plans on creating multilingual awareness and a multilingual environment;

(g) To provide informed decisions about the shape, form and focus of specific strategies which arise from these policies;

(h) To monitor and review the implementation of policies and plans which directly and indirectly impact on the development of a multilingual programmes and a multilingual environment.

The LPC monitors the implementation of UCT's language policy and plan. The agenda therefore includes standing items such as: the rolling out of multilingual signage on existing and new buildings, the on-going challenges of providing credit-bearing isiXhosa and Afrikaans courses in professional faculties, and the provision of non-credit bearing conversational isiXhosa courses for staff and students. In addition two specific issues were taken up in 2015:

i.    *Accents Project*

This project arose out of a NAPP symposium (the New Academic Practitioners' Programme) where a number of new staff noted the challenges they experienced around the issue of accent, in particular the way in which they felt 'stigmatised' by their accent in the teaching context. The LPC felt that this issue may be significantly important to warrant further research at UCT. To this end the LPC with the funding assistance from the DVC Transformation's office commissioned a study that consisted of a literature review and interviews of a number of staff in selected departments at UCT. A draft report was tabled at the last meeting of the year which will be taken forward in 2016. The report is available upon request from Nicole Lesch in the CHED Dean's office.

ii.   *Requirements of the post graduate language admissions policy*
UCT's Language Plan includes the following objective:

'Contribute to informed language admissions policy for international, re-entry and RPL postgraduates by developing a suite of tools and processes to assist potential applicants demonstrate language competence'.

It was noted that this is increasingly an important issue given UCTs strategic shift towards growing the number of post graduate students, and increasing internationalisation of student population. The LPC invited expert input to better understand the policy and policy implementation of language requirements at postgraduate level, to consider what should be the role of language in postgraduate admissions, what instruments might be best utilised to determine entry level language competence and how best of support postgraduate students upon admission to increase throughput. This item will be carried forward into 2016.

iii.  *The role of LPC in quickening the pace of transformation at UCT*
At the final meeting of the year the LPC discussed the range of transformation issues that had arisen as a result of the student protests in 2015. There was a strong sense that the committee needed to play a more proactive role in ensuring that the Language policy and plan at UCT were being implemented, especially at the level of the Faculties.

*Suellen Shay*

## 8. Adult Learning Sub-Committee (ASLC)

In 2015, the ALSC focused its work on the following:

i. Review of UCT's RPL Policy
ii. Research on implementation of RPL in each faculty
iii. Continuing attempts to deal with fee payment problems experienced by adult learners
iv. Improving accessibility of information on continuing education provision at UCT

### i. *Review of UCT's RPL Policy*

A task group reviewed and made changes/additions to UCT's RPL policy, originally adopted in 2004. Key changes were clarifying lines of decision-making on RPL within departments and faculties and adding a clause regarding the CHE's guideline that no more than 10% of university admissions should be via RPL. The UCT policy recommends that this guideline should not apply in the case of programmes that are specifically targeted at ongoing professional development of adult learners. The revised policy was intended to go to SEC, but was delayed while waiting for a progress report from the Commerce Faculty on the relatively large number of RPL applicants admitted into two, new PGDips (Management & Marketing). This report has now been received, and demonstrated good progress on the part of participants admitted via RPL.

### ii. *Research on implementation of RPL in each faculty*

The DVC for Learning and Teaching supported a research project on the implementation of RPL at UCT. The research aimed to: obtain estimates – across Faculties and programmes - of how many people have applied for access via RPL, at both undergraduate and postgraduate levels; establish how many of these were accepted into a programme of study; obtain preliminary information on their throughput/success on the programme; the kinds of support put in place and the kinds of barriers to learning experienced. The research demonstrated that although the numbers accepted via RPL are relatively small, and concentrated within particular programmes, nevertheless there are robust procedures in place in each faculty to deal with RPL applicants. A key gap in our knowledge of RPL at UCT is not knowing how the number of applicants compares with the number actually accepted via RPL. The ALSC has resolved to work with the Admissions Office to introduce a means to track RPL applicants via the UCT application form.

### iii. *Continuing attempts to deal with fee payment problems of adult learners*

In early 2015, the Registrar reported that VC Mag had declined to support the ALSC's proposal to waive the late penalty payment for adult learners. During 2014/15, there were ongoing attempts on the part of the ALSC to secure financial support for students registered for PG Diplomas, many of whom are working adults. This qualification falls between undergraduate and postgraduate funding, and does not receive any financial support. The ALSC argued that the PGDips should be seen as an important access route into Master's-level study, but that many potential applicants were lost because of the absence of financial aid.

*iv.* ***Improving accessibility to information on continuing education provision at UCT***

The ALSC received reports of numerous complaints that it is very difficult to access information on continuing education opportunities at UCT. During 2015, significant efforts were made to address this through a pamphlet on FAQs of adult learners; discussion to improve the search ability of the UCT web-site and the Centre for Extramural studies made progress in rolling out a Continuing Education Hub.

Other work engaged in by members of the ALSC during 2015 included the drafting a response to the CHE Policy on RPL, the unavailability of teaching venues for courses outside of the 'normal' timetable, in particular, block release courses and requesting Deans to ensure that each faculty representation on the ALSC.

*Linda Cooper*

**ANNEXURE 2: QUALITY ASSURANCE REPORT ON ACADEMIC REVIEWS**

In 2015 the following departments were reviewed: Geology, Philosophy, Chemistry, Centre for Film and Media Studies and Department of Psychiatry.

**Transformation overview**

Transformation, to varying degrees, remains a challenge for some departments. In some cases, there is much work to be done while grappling with the challenge of attracting more Black students into programmes. In most cases, the staff profile, and therefore the overall experience for Black students, could benefit from having additional Black academic staff. The financial challenge posed by a climate of austerity to an extent could inhibit the pace at which transformation can occur in departments. In almost all cases, it has been encouraging to learn that in 2015 there has certainly been greater willingness from and awareness within departments to tackle transformation challenges at UCT.

1. **Department of Geology:**
   i. *Curriculum development:*
      Formal teaching activities at the undergraduate level appeared to work well and, the enthusiasm and dedication of both well-established and early career academics was clearly identifiable. A main concern was the alignment of assessment practices with the actual learning outcomes and teaching and learning activities in the different courses, with no clear link between these components. There was also little evidence indicating that assessment was used as a tool to shape learning and there seemed to be a general perception amongst students interviewed that the undergraduate degree focused on 'rote learning' and, that the postgraduate level emphasised 'deeper understanding'.

      There was a clear need to consider, as part of the curriculum, an aspect that exposes students to thinking about socially responsible ways of dealing with ownership, history and context of the land that they visit during field trips. Some students also expressed a need for clearer explanation of the aims of tasks assigned during field trips and indicated that they could benefit from improved academic preparedness for such tasks.

   ii. *Enhancing Teaching*
      There was a wide range in the quality and experience in the second and third year practicals where postgraduate students assist as demonstrators in these sessions. It was suggested that the department pay more careful attention to training and preparing these demonstrators more consistently across the entire undergraduate programme. The department was asked to consider appointing a dedicated academic to coordinate the laboratory programme for a particular course.

## 2. Department of Philosophy

### i. *Curriculum development*

The question of whether to include African Philosophy in the undergraduate curriculum was a recurring theme through the review of this department and it was clear that there was a desire to consider its inclusion. The panel supported the idea of including African Philosophy and suggested that in so doing, the department could work towards a more inclusive curriculum and added that it could address some of the challenges facing the department, for example serving the interests of students (who expressed a clear desire for some form of Continental Philosophy) better.

The department appeared to emphasise the offering of service courses and while, in itself, this does not present a concern there was a sense that the department could do more to focus inwardly on its own offering. A growing need was identified within the department to prioritise courses that would grow the discipline, rather than offering courses based largely on demand by other departments.

### ii. *Improving access and throughput*

The poor PhD numbers were of concern and it was suggested that the department pay special attention to ways of growing the number of PhD students in future.

### iii. *Enhancing teaching*

Undergraduate students spoke highly of the quality of the teaching that they had received on the whole. However, it appeared that academic staff could benefit from the establishment of a platform within the department, to collectively share and discuss teaching and learning issues and challenges. The review revealed a clear need to improve the current tutor training system, particularly with the view to managing sensitivities and classroom dynamics and paying careful attention to the student experience in the tutorial sessions.

## 3. Department of Chemistry

### i. *Curriculum development*

The department was commended for its ongoing attention to coherence and content and revision of Chemistry curricula. Feedback from interviewees suggested that students could benefit from the use of tools for recording lectures to aid them in the learning process. It was suggested that the department explore the possibility of (re-) introducing courses (particularly at postgraduate level) that could broaden the research interests within the department, for example Drug Design, Computational Chemistry, Green Chemistry and Nanochemistry.

### ii. *Improving Access and Throughput*

It seemed that more could be done to bolster the size of the Honours student intake and it was suggested that the department look into the possibility doing so.

### iii. *Enhancing Teaching:*

The department was commended for its focus on excellence in teaching and learning.

## 4. Centre for Film and Media Studies

### i. *Curriculum development*

The Centre was commended for the way in which it was able to weave together a large suite of offerings that not only include theoretical and diverse practical options but also, a range of methodologies that include a primarily empirical orientation of Media Studies, to the textual orientation that has seemed to dominate Film and Television Studies. Whilst commendable, it has also been shadowed by a challenge of managing the proliferation of courses as the Centre has grown. It seemed that the Centre was entering a phase that called for greater consolidation and coherence of the current offerings, which prioritises some courses and abandoning others, in an act to maintain well-balanced programmes.

### ii. *Enhancing Teaching*

It was clear from the review that there are a number of dedicate, passionate and enthusiastic staff within the Centre. It was of concern that there seemed to be very little supervision or oversight of tutors, who mentioned that more guidance and support from academic staff would be hugely beneficial – especially when marking assessments. They also indicated a willingness to participate in and contribute to academic discussions, based on their experience in tutorials. Current academic staff teaching loads were also of major concern. It was suggested that existing individual teaching loads be reviewed and, that the Centre consider a model that takes account of a more equitable distribution of teaching.

## 5. Department of Psychiatry

### i. *Curriculum development*

It was recommended that the department consider a closer alignment of the teaching and training with the burden of disease and mental health of the population. It was necessary for such discussions to be held with the Western Cape Government and, to have Faculty support for such an initiative, as a means to consider collaborative opportunities that could affect such alignment. It was also suggested that students be given greater exposure to specialised areas such as child and adolescent intellectual disabilities and psychogeriatric mental health. There also seemed to be room for greater integration of mental health teaching into other areas of the curriculum, for example paediatrics, Obstetrics and Gynaecology and Family Medicine.

### ii. *Improving Access and Throughput*

The number of Black Registrars was of concern and it was suggested that the department explore ways addressing this concern.

### iii. *Enhancing Teaching*

There was a clear need to provide training for clinicians in supervising research of postgraduate students, particularly those concerned with the MMed programmes.

*Lisa Cloete*

**ANNEXURE 3: OFFICE FOR POSTGRADUATE STUDIES (OPGS)**

1. **Improving Access and Throughput**
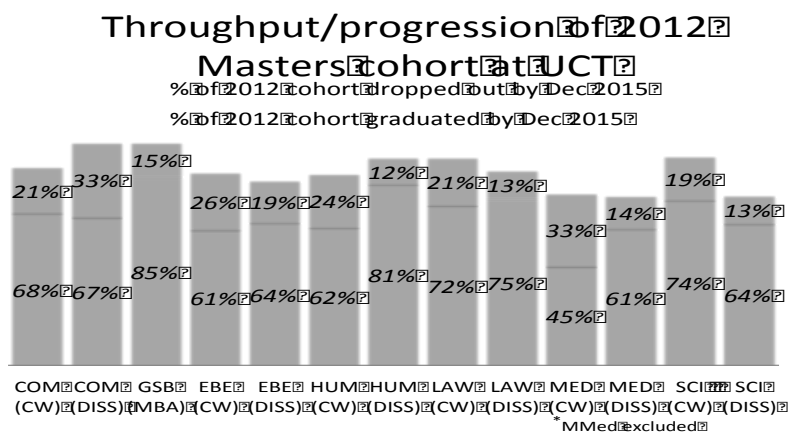   i. *Postgraduate students*

The total number of enrolled postgraduate students – Postgraduate Diplomas, Honours, Master's and PhDs – continued to increase during 2015, from 8 968 (representing a percentage of 34% of 26 505 total student enrolment) to 9691 (representing 35% of 27 763 total student enrolment) (2015 figures unaudited, IPD can confirm or update). The increase was across all categories of postgraduate student. PhD students continue to be a university focus and there was a healthy increase in PhD students from 1 604 in 2014 to 1 736 in 2015, yet it should be noted that faculties report approaching PhD supervision limits and a number of departments and research groupings are considering alternative supervision models for training more PhD students without compromising standards. The OPGS and Researcher Development Office continue to offer, and stress, supervision training through various workshops and programs for postdoctoral fellows and developing/emerging researchers and new academics.

Over the longer term there has been a significant increase in the proportion of postgraduate students at UCT (for comparison, in 2012 postgraduate students were 31% of the total student population at UCT). The latest strategic plan for research at UCT suggests a figure of 40% postgraduate student population should be targeted – bearing in mind the proportion varies considerably across faculties through nature of discipline and by individual faculty design. In 2015 the proportion of postgraduate students registered in each faculty ranged as follows: GSB (100%), COM (27%), EBE (31%), HUM (26%), LAW (37%), MED (49%) and SCI (42%).
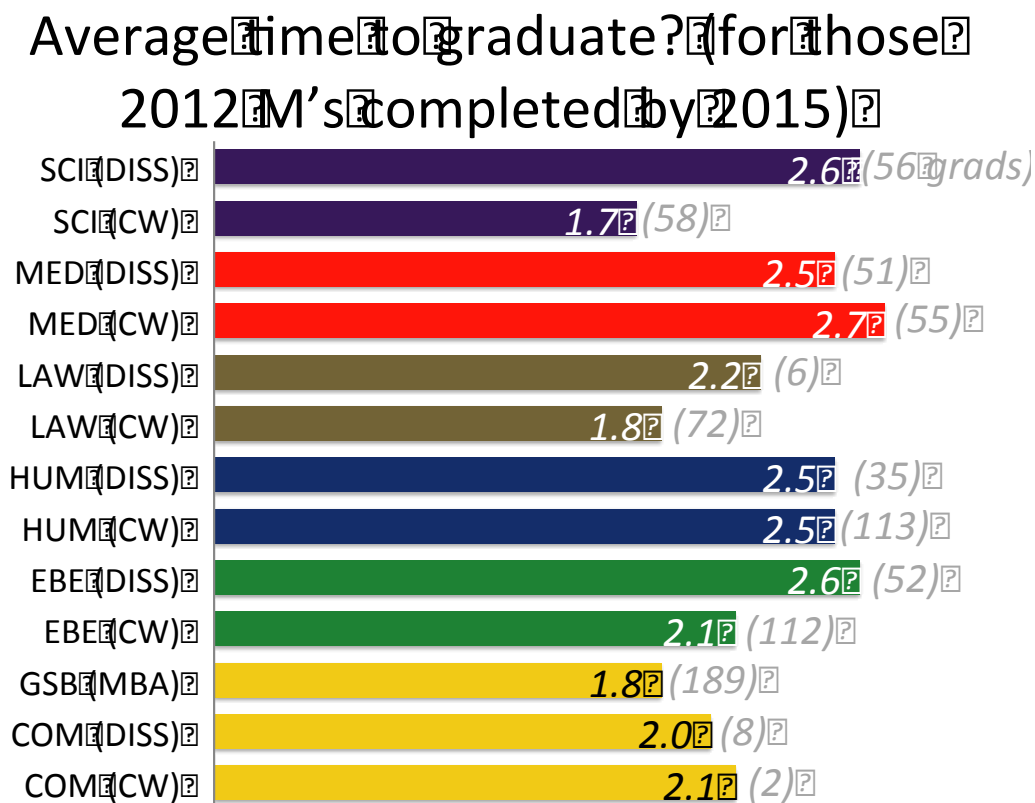
While overall growth is promising, there is very little significant change in the demography of postgraduate students enrolled at UCT as a whole. 'Black South African' students made up 16% of total enrolment in both 2014 and 2015, which is a similar proportion of international students coming to UCT from other African countries. Indeed, virtually all other groupings changed by small proportions, other than 'undeclared' students who increased from 9 to 15% from 2014 to 2015.

UCT remains committed to supporting and enhancing postgraduate student throughput and success rates. During 2015 the Office for Postgraduate Studies (OPGS) consolidated various opportunities for academic and professional skills development for postgraduate students (and postdoctoral fellows). Drawing on findings from employers about required graduate attributes, and on supervisors' and students' needs, a range of seminars, workshops and retreats continued to be offered, and MOOCs were facilitated to assist students in developing appropriate skills. Specifically, UCT Postgraduates were offered 116 sessions during 2015, as follows: the OPGS (46 workshops and 10 MOOCs), the CHED/Careers Office (3 courses), the Library (31 general workshops and 25 subject-specific sessions) with 1 760 postgraduates signing up. Although the OPGS coordinated these offerings and consolidates them into one online workshop calendar, there were numerous additional sessions (organised by CILT, the Research Office, and faculty-specific libraries) for which there are no immediate data of sign-ups.

The figure below shows the variation in completion and dropout rates of Master's students (starting in 2012 and analysed up to December 2015), differentiated by faculty and whether or not the degree is by dissertation alone (DISS) or dissertation plus coursework (CW). The completion proportions are considerably better than reported national figures, yet faculties remain challenged to increase the success rates of students.

## Throughput/progression of 2012 Masters cohort at UCT

% of 2012 cohort dropped out by Dec 2015

% of 2012 cohort graduated by Dec 2015

| | COM (CW) | COM (DISS) | GSB (MBA) | EBE (CW) | EBE (DISS) | HUM (CW) | HUM (DISS) | LAW (CW) | LAW (DISS) | MED (CW) | MED (DISS) | SCI (CW) | SCI (DISS) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dropped out | 21% | 33% | 15% | 26% | 19% | 24% | 12% | 21% | 13% | 33% | 14% | 19% | 13% |
| Graduated | 68% | 67% | 85% | 61% | 64% | 62% | 81% | 72% | 75% | 45% | 61% | 74% | 64% |

*MMed excluded

On the other hand, the second figure below shows the average time to graduate of the same (2012) cohort of Master's students, who were complete by 2015, again differentiated by type of master degree and faculty. Average time to completion in this cohort ranged from 1.7 to 2.7 years. The challenge remains for faculties to produce Master's students faster, especially against a rapidly changing global expectation that Master's students should be complete on one to two years.

## Average time to graduate? (for those 2012 M's completed by 2015)

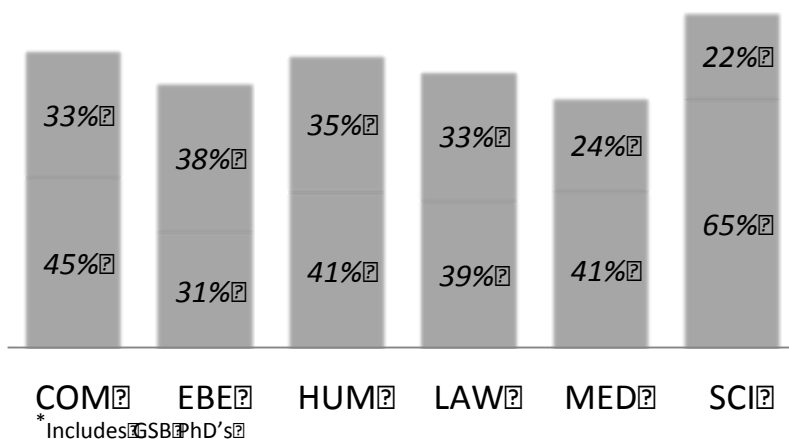| Faculty | Years | (grads) |
|---|---|---|
| SCI (DISS) | 2.6 | (56 grads) |
| SCI (CW) | 1.7 | (58) |
| MED (DISS) | 2.5 | (51) |
| MED (CW) | 2.7 | (55) |
| LAW (DISS) | 2.2 | (6) |
| LAW (CW) | 1.8 | (72) |
| HUM (DISS) | 2.5 | (35) |
| HUM (CW) | 2.5 | (113) |
| EBE (DISS) | 2.6 | (52) |
| EBE (CW) | 2.1 | (112) |
| GSB (MBA) | 1.8 | (189) |
| COM (DISS) | 2.0 | (8) |
| COM (CW) | 2.1 | (2) |

The next two figures illustrate similar data for PhD students (following the 2010 first time entering cohort through 6 years). There is significant variability in PhD students dropping out between faculties, yet again these figures on average better than national averages where >40% drop put within 7 years.

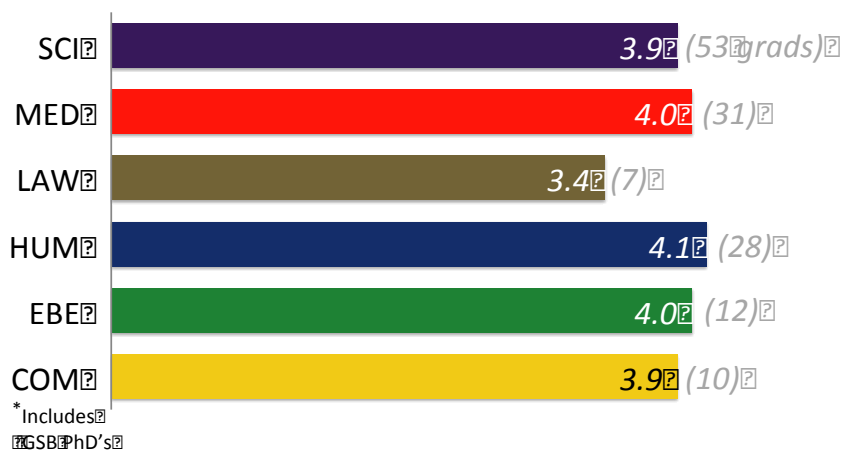# Throughput/progression of 2010 PhD cohort at UCT

% of 2010 cohort dropped out by Dec 2015

% of 2010 cohort graduated by Dec 2015



| | | | | | |
|---|---|---|---|---|---|
| 33% | 38% | 35% | 33% | 24% | 22% |
| 45% | 31% | 41% | 39% | 41% | 65% |
| COM | EBE | HUM | LAW | MED | SCI |

*Includes GSB PhD's

Finally, the next figure shows the average time to graduate of the same (2010) cohort of PhD students, who were complete by 2015. Average time to completion in this cohort ranged from 3.4 to 4.1 years, which is estimated to be within international averages. Bear in mind this is a lower figure than that obtained when averages all PhD's graduating in a particular year (e.g. average time to completion of <u>all</u> PhD's graduating in 2015 was between 4.6 and 5.4 years. Thus, as in the case of Master's students there remains a challenge to produce graduating PhD graduates faster, especially as funding students beyond 4 years remains a national problem.

# Average time to graduate?
## (for those 2010 PhD's completed by 2015)



| Faculty | Years | Grads |
|---|---|---|
| SCI | 3.9 | (53 grads) |
| MED | 4.0 | (31) |
| LAW | 3.4 | (7) |
| HUM | 4.1 | (28) |
| EBE | 4.0 | (12) |
| COM | 3.9 | (10) |

*Includes GSB PhD's

During the latter half of 2015 Professor Peter Meissner was appointed as Director for Postgraduate Studies following the departure of Nelleke Bak and continued to build on the foundations established by her such as,

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

Progress in all these areas has been made, but late in 2015 these functions were reconsidered in the light of the functioning of the Researcher Development programmes led through the Research office, and certain restructuring will take place during 2016 in order to strengthen and synthesise work in these arenas.

*Peter Meisnner*

**ANNEXURE 4: SRC REPORT**

**ANNEXURE 5: HOUSING AND RESIDENCE LIFE**

Academic development remains a central strategic focus area within the residence system.
The purpose to the Faculty/Residence Development initiatives it twofold. It includes establishing, strengthening and sustaining working partnerships between faculties and residences and infusing the residence system with faculty aligned and connected teaching and learning strategies that aim to promote throughput and retention. The realisation of this mission required a systematic, consultative, enduring approach, specifically a cycle of consultation, collaboration, conceptualisation, piloting, evaluating, debriefing and review was utilised.

i. *Desired Learning and Outcomes*

A number of new programs commenced in 2015. Some of the programs and initiatives have developed learning outcomes whilst others held implicit learning outcomes. Below are a list of programs for which learning outcomes are currently explicitly stated.

| Program/Area | Learning & outcomes |
|---|---|
| **Health Science Faculty – Towards Relationship Intelligence** | • The primary relationship with oneself<br>• Knowing oneself<br>• Perspectives on where the responsibility resides with respect to Subjective Well Being<br>• Relationships and friendships<br>• Healthy relationships between men and women |
| **Science Faculty – Cracking the Stats Code** | • To provide tips on exam techniques and exam preparation<br>• To create a better learning environment for Statistics at UCT |
| **CHED -Essay Writing Workshops** | • Provide students the opportunity to receive discipline specific support for essay writing<br>• Allow students the ability to learn with their peers and from one another<br>• Provide the opportunity for students to pose questions on aspects of writing essays |
| **CHED – Postgraduate writing workshop** | • Provide post graduate students the opportunity to receive guidance on the research & writing process<br>• Allow students the ability to engage with staff<br>• Provide the opportunity for students to pose questions and share experiences on aspects of the post graduate experience |

For the design and implementation of each of the above programs and for those programs' learning outcomes not yet reported, the residence context is critical to their delivery.

- **Other Faculty- Residence Life Academic Programs & Partners**
  - ➢ Study skills workshops: CHED
  - ➢ White board workshops for Maths: Faculties of Science, EBE and Commerce

> ➢ Maths Tutorials (College House): Faculty of Science, Dept. of Mathematics
> ➢ Residence Academic Fellowship Program: Multiple Faculties/Departments

- **Improving access and throughput**
  Six faculties were involved in Teaching and Learning initiatives and programmes with the Residence Life Division. A total of eight programmes were offered throughout both semesters.

  70 events were held and 22 different venues were utilised at different times (mostly after hours and on weekends) to ensure they were accessible to the intended group. Over 1000 attendances were recorded of which 203 were day students.

- **Monitoring and Evaluation**
  During the 1st and 2nd semester of 2015 the following core knowledge areas have emerged and/or further developed including the devisement of a program, teaching schedule, learning outcomes and evaluation for the following programs.

  The above listed programs and/or processes have all been formally evaluated or extensively consulted upon.

## ii. *Design*

Program evaluations and surveys utilised qualitative and quantitative approaches. The procedures for data gathering were multiple and included printed evaluation forms, online surveys distributed and collected at the end of a session or program cycle. The assessments were collaboratively devised, to ensure alignment primarily with UCT Teaching and Learning outcomes. Debriefings were set up so as to promote and take on a reflective practice approach.

**Indicators of success for relevance and impact**

| Central Residence Life Academic Programs & Partners | Indicators of Success |
|---|---|
| Towards Relationship Intelligence | The most popular living and learning program of 2015. |
| Essay Writing Workshops | New knowledge gained on what residence students' value in these workshops. Faculty/discipline specific workshops viewed as more valuable than generic ones. |
| Study Skills Workshops | A tailored approach to each interested residence. Focused on the specific needs of the attendees. Learning outcomes co-developed by participating residence students. |
| White Board Workshops for Maths | A consistent program involving a continued level of collaboration with three faculties throughout both semesters. |

| Central Residence Life Academic Programs & Partners | Indicators of Success |
|---|---|
| Maths Tutorials (College House) | Well-attended with strong staff, tutorial and student engagement. |
| Cracking the stats code | An important new relationship with the Dept. of Statistics. |
| Post Graduate Writing Workshop | A debut program offered to post graduate residence students. |
| Residence Academic Fellowship Program | Recruitment of fellows for a number of residences, increasing number of fellows |

- **Scholarship of Teaching and Learning**
  Residence faculty submitted the following five abstracts to the 2015 UCT Teaching and Learning Conference
  - ➢ The use of whiteboards in promoting interactive and engaged peer-to-peer learning of Mathematics at the University of Cape Town, with *the Faculties of EBE, Science and Commerce*
  - ➢ Increased learning opportunities through increased connections: the value of consultation in forging & realizing learning outcomes in a residence academic context, *with CHED*
  - ➢ Inspired University Experiences: Creative ideas from TEDxUCT residence student speakers
  - ➢ Towards Relationship Intelligence: Key themes, reflections and links to Academic Performance, with *the Faculty of Health Science*
  - ➢ From Classroom to College: Key Learnings in a Residence Based Mathematical Tutorial Academic Intervention, *with the Dept. of Mathematics*

- **Annual TEDxUCT salon in residences:**
  For 2 consecutive years the residence sector has collaborated with TEDxUCT to offer students a platform and space to share and listen to ideas from peers. The theme of each annual TEDxUCT event is generated by student leaders.

*Sean Abrahams*

**ANNEXURE 6: DISABILITY UNIT**

The Disability Unit (DU) contributes to transformation at UCT in important ways by radically transforming the lives of individuals with disabilities. This is achieved through successful advocacy for individual students, either for admission or those risking exclusion, and the subsequent extensive individualised support they receive, students with disabilities leave the University as UCT graduates. They find meaningful employment that allows them to contribute to the development of the country. In this regard, two examples may be worth sharing:

1.  A student who was threatened with exclusion after three years of a BA degree started working with the DU. He passed all his courses well, and was admitted to Honours in 2015 and graduated in the same year with upper and lower seconds in all his courses. He is currently registered for a Master's Degree in History.

2.  A student with dyslexia who was twice refused admission to the Science Faculty because his English and Afrikaans marks pulled his overall point score down. After repeated and vigorous motivations from the DU, he was admitted to Computer Science in 2015 and ended the year with three firsts and four lower seconds.

- **Embedding of graduate attributes**
    The Disability Unit continues to contribute, without much fanfare, in important ways to the graduateness of many students who do not have a disability. We source and train volunteers, note takers, scribes, test and exam invigilators and one-on-one tutors from both the undergraduate and postgraduate student population. These students graduate with a nuanced understanding of the needs of people with disabilities, their rights, but also their capabilities, given the necessary support. We should also not underestimate the extent to which the very presence of disabled students successfully pursuing their studies and participating in University life serve to shape in a positive way the perceptions around disability in the broader university community.

    At a more formal level, the Unit forms an integral part of the orientation programme, and we provide training to a broad spectrum of the student leadership, including Orientation Leaders in various faculties. We provide training in residences to sub wardens and house committees and advocacy initiatives are arranged in residences as well as on campus. Our Buza (To Ask) initiatives enable non-disabled students to interact in a safe space with disabled students to ask and answer difficult questions. Our Buza on Albinism in August last year was also televised.

i. *Improving Access and Throughput*
    We strive to ensure the success of the cohort of disabled students by providing a wide range of support services, many of them directly impacting on the teaching and learning environment in which students have to function.

- **Interpreters**
    In 2015, we employed two Sign Language interpreters for three Deaf students, mostly funded by the DHET Teaching and Development Grant, but as before we had to supplement this significantly from donor funding. Occasionally, all three students to have

classes scheduled in the same time slot and we've had to use a third ad hoc interpreter. Because these students are watching the interpreter they are not able to make notes, so we employ student assistants as note takers for these students.

- **Note takers**
  Note takers are also sourced for those students with visual and mobility impairments who, for instance, cannot access material on overhead screens, whiteboards etc., and those who have significant impairment of hands and arms for whom taking notes becomes a major challenge. During 2015 note takers were recruited for nine students doing 22 courses in the first semester, and in the second for eight students doing 22 courses. One hundred and eleven documents were converted into accessible format for 14 visually impaired students in the first semester and 42 for 13 students in the second semester.

- **Psychologist**
  The consultant psychologist in the DU saw a total of 262 students in the course of 2015. Although her primary focus is supposed to be facilitating the extra time application process, she spends many hours with students who present with a request to be granted extra time, but who have no previous history of Specific Learning Disabilities, or previous psychological or psychometric evaluations. In many instances, it emerges during the initial consultations that these students have underlying mental health issues and learning challenges which will not necessarily be effectively addressed by the granting of an extra time concession for tests and exam. The current rules governing the granting of a time concession do not apply to these students, and the only accommodation that can be offered, where appropriate, is that of a secluded writing space for exams. The challenge is to provide these students, in the space of an hour long appointment, with the experience of being heard, and a reflective space in which alternative ways to address their difficulties can be identified. In addition, the psychologist trains and supervises a psychometry intern who conducts the lengthy psychometric testing required by the University for those students who cannot afford private to apply for exam accommodations.

- **Postgraduate students**
  One of the Deaf students graduated at the end of 2015 with majors in Anthropology and Gender Studies and is registered this year for an Honours Degree in Gender Studies. Another Deaf student made the Dean's Merit List in the Humanities Faculty and will be awarded a class medal later this year for having attained the highest marks in her Sociology course.

Exam statistics seems to attest best to the extent to of our success in creating an optimal environment for students with disabilities to succeed. A significant number of these students have mental health conditions for whom the large exam writing venues and large numbers of students present major obstacles to optimally reproducing their knowledge. This may be due to distractibility, extreme anxiety, or conditions such as epilepsy, for which students require a private space to write in case of a seizure. Below is a summary

of the number of students we support directly during the exam writing process and their achievements

In June 2015, 90 students wrote 300 exams at the Disability Unit, of which 284 exams were passed. 66 were first class passes and only 16 exams were failed. In November 2015, 84 students wrote 230 exams. 50 students chose to defer 14 exams as a result of the protest action. 14 of the students writing exams in the DU graduated at the end of 2015, excluding the students with disabilities who successfully complete post graduate degrees. Regrettably more detailed exam results are not available at this time for the November-January exams.

The above serve as a snapshot of ways in which the Disability Unit works to minimize the impact of disability and maximize opportunities for success, on a shoe string budget. A strength of the DU is the ability to make the most of minimal resources has over the years. To strengthen our work further, DU would need support to provide consistent quantitative and qualitative data about our services to disabled students. Colleagues from PeopleSoft are helping to address some aspects of this shortcoming in our work.

*Reinette Popplestone*

# ANNEXURE 7: PHYSICAL STRUCTURE TO SUPPORT TEACHING AND LEARNING

i. *Personal Mobile Devices in learning and teaching*

CILT are involved in two projects looking at how the ownership of personal mobile devices enables learning and teaching.

The pilot UCT laptop project has been implemented in four courses across three years (2013 to 2015). The impact on teaching enabled by universal laptop access has ranged from changes in classroom practice through to curriculum changes across majors and programmes, such that the participating academics believe it is not possible to return to a pre-laptop world for their courses. Students reported significant learning benefits from personal laptop ownership, regardless of whether laptops are used actively in classroom situations; for example, students believed they were able to submit higher quality assignments because their laptops allowed them to spend more time on the task and obtain formative feedback quickly and easily. The research findings and project team experiences was presented to Senate Executive in 2015 and proposed a universal access model to provide personal computing devices (laptops or tablets) to all incoming first year students on Financial Aid from 2016 onwards.

**Full report submitted to Senate:**
https://drive.google.com/open?id=0B_RpZ1-FWnKsTVdsZnpmalhMYlk
**Project video:** https://www.youtube.com/watch?v=KFiRFP7Ff0s

CILT are also leading a DHET funded TDG Collaborative project which started in 2014 to "investigate whether the financial investment of a personal mobile device, whether on the part of the university or student themselves, adds value to the Teaching and Learning experience". The overall study is comprised of five institutions (UCT, SPU, UJ, Wits and UFS). Each institution has had to make decisions on how best to investigate the overall objective, in what context to pilot the intervention and how to select students to receive devices. Three institutions (UJ, Wits and UCT) are trialling the use of entry level tablets (including keyboard). The projects are based on the premise that some students already have access to personal mobile devices and that this project should support the students who don't. SPU as a new University offers the opportunity to investigate personal mobile device ownership at an institutional level. UFS has opted to pilot a range of interventions. They are undertaking a longitudinal study of laptop ownership amongst 30 first generation students. The pilots are underway.

**PMD Year 2 DHET project report:**
 https://drive.google.com/open?id=0B_RpZ1-FWnKsQW1VcTV2UnREQ2M

*Cheryl Brown*

## ii. *MySpace@ UCT*

Since the start of the roll out of the MySpace@UCT project in 2013, more than 28 locations within buildings across our campuses have been creatively re-purposed into spaces abuzz with vibrant student activity. Students converge on these spaces throughout the day to meet up with friends, to discuss work, work in groups, or just to socialize with friends between classes before their next lecture begins. Students spend an enormous amount of time on campus every day and with minimal physical intervention, the provision of comfortable seating, adequate lighting and cross campus WI-FI, opportunities for working and learning abound.

The MySpace@UCT concept has proved to be successful as the social interaction between the students certainly enhances their academic learning experience. These spaces are characterized by the simple intervention of design and technology into an otherwise existing underutilized areas as catalysts to attract students needing spaces to unwind, read, study or work. These spaces are very different to library learning commons which are less noisy, slightly more structured, and designated as such within the domain of the library and managed under the watchful eye of library staff. MySpace areas are not controlled and are available for use by anyone, at any time and for whatever reason the students consider necessary to use them. It is within this environment that working and learning is fostered and facilitated by social environments informed by floor layouts, furniture and technology. The rapid development in technologies, laptops, notepads and tablets, have reduced student dependence on library spaces for research and information and in this age of portability, areas appropriately configured such as these, become learning spaces. The added benefit in creating these informal environments is that it reduces the demands by student for study space within the libraries who already experience an acute shortage of space to adequately meet their basic operational requirements.

In order to expand the benefits of the MySpace@UCT initiative, it was rolled out to include underutilized external spaces. Examples include the revitalization and transformation of the courtyard area of the Liesbeeck Gardens student residence, the area adjacent to the HUB on Hiddingh campus and the new Jammie bus stop on the Rosedale parking area. The incorporation of the MySpace concept within the design of foyers of new buildings allow these spaces to function as reception areas and as multi-purpose spaces for student activity. MySpace has worked well at the new 400-seater Lecture Theatre in University Avenue to transform the underutilized foyer area with various seating configurations. As a further step to sharing the benefits of the MySpace concept, seating is being introduced in the food vendor areas where students could do work, discuss ideas, or study. The rationale for the inclusion of the MySpace furniture in these areas is that after the vendors have closed for business, the area will continue to be served by Wi-Fi, appropriate seating and lighting to encourage students to use the place after hours. This concept is being piloted in the upgrading of the food vendor area situated between the MCB and the Chris Hani Building (NSLT) on the northern side of University Avenue. It is the intention that the MySpace@UCT initiative in its varied forms, eventually transforms our entire campuses into opportunities for enriching student learning experiences and ultimately raise the throughput levels of study at our University.

*Nigel M Haupt*

**ANNEXURE 8: UCT TEACHING AND LEARNING STRATEGY**

UCT has identified three key goals to achieve its educational mission in its T&L Strategy. They are
- Improving student learning and success by improving the effectiveness of the educational process.
- Enhancing the curriculum to meet the challenges of the contemporary world.
- Enhancing institutional capacity to develop effective and sustainable responses to UCT's educational challenges.

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

**With respect to the first key goal, improving student learning and success, the objectives are to:**
 i.  Provide a flexible and supportive curriculum framework that caters for a wide diversity of educational preparedness, through *inter alia*:
- Designing programmes with differential entry levels and progression tracks that meet the learning needs of talented students from a range of educational backgrounds
- Developing instruments and mechanisms for placing students on curriculum tracks that facilitate their learning and successful completion of the degree
- Ensuring that curricula have a coherent structure
- Designing curricula which support students through key transitions of their undergraduate and postgraduate experience as well as transitions between high school to university and the university into the workplace
- Addressing the problem of high risk courses in relation to curriculum progression

 ii.  Promote course design, teaching approaches, teaching materials and assessment practices that are effective for a diverse student body and range of learning contexts:
- Articulating with prior learning, particularly at the first-year level
- Making explicit the methods of enquiry of the discipline
- Ensuring an alignment between learning outcomes, teaching and assessment
- Integrating language development and academic literacies, including digital, information, quantitative and visual literacies into disciplinary courses
- Addressing the issue of providing effective teaching in large classes
- Facilitating learning-centred teaching

- Facilitating early assessment and feedback
- Providing additional student learning support where appropriate
- Promoting good practice with respect to supervision and postgraduate thesis examination

*iii.* Provide support, structure and promote the use of educational technology where it aims to improve the quality of teaching and learning:
- Enabling greater engagement particularly for large classes
- Promoting flexibility in catering for diversity
- Offering opportunities for elective courses and other forms of allowing for breadth in curricula
- Providing online preparation for potential postgraduate candidates

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

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

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

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

vii. Support curriculum initiatives that enable students to achieve greater breadth in their learning without compromising core disciplinary knowledge:
- Enabling first-year students to study a wide range of subjects in sufficient depth to enable them to gain a basic understanding of their nature and key characteristics and hence make informed curriculum choices
- Enabling students to gain knowledge and competencies that are closely related to core curriculum goals but are traditionally not regarded as a part of core disciplinary knowledge, such the learning of additional languages
- Extending the provision of electives that give students exposure to subjects that enrich their core learning or intellectual lives
- Exploring the value and feasibility of exposing students to interdisciplinary study at appropriate stages of their curricula
- Promoting the opportunities for postgraduates to develop an extended network with academic and professional contacts

viii. Provide curricular and co-curricular opportunities that develop graduate attributes consistent with the values of the university and the needs of society:
- Facilitating the development of critical thinking in relation to disciplinary and professional knowledge and to issues in society at large
- Promoting multilingual awareness and competence
- Developing global citizens who place a premium on social justice
- Develop versatile and adaptable graduates who have a capacity for life-long learning
- Formal recognition of extra-curricular activities that contribute to the development of graduate attributes
- Providing students with opportunities to attain a range of transferable and specialist attributes during their studies
- Developing skills in information and digital literacy
- Administer annually a survey of UCT graduates to record, monitor and evaluate their progress post-graduation

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

ix. Ensure that academic staff at UCT are recognised and rewarded for efforts in improving the quality of teaching and learning:
- Recognising, rewarding and incentivizing effective teaching and supervision
- Recognising, rewarding and incentivizing staff participation in professional development opportunities
- Resourcing curriculum development initiatives
- Strengthening our mechanisms for evaluation of the quality of teaching
- Monitoring ad hominem promotion policy and practice in promoting excellence and effectiveness in teaching and supervision
- Recognising, rewarding and incentivizing the development of shareable teaching materials (for use as Open Educational Resources and/or in Massive Open Online Courses for example)

x. Increase opportunities for both formal and informal professional development of academics and tutors with respect to their role as teachers and educators:
- Provide orientation and ongoing support for new academic staff in their role as teachers
- Providing training for novice supervisors
- Providing support for tutors in their role as facilitators of learning
- Providing opportunities to showcase scholarship in teaching
- Providing support for the leadership and management of teaching, learning and supervision, particularly for deputy deans and heads of department

**Towards a Teaching Development Grant Plan**
The intention is for this strategy document to inform the faculties' strategies and plans and to guide the prioritisation of projects for TDG funding for the 2014-2017 cycles.

**APPENDIX A: QUANTITATIVE TABLES – attached separately**