



2016 Teaching and Learning Report

Table of Contents

ACRONYMS	2
1. INTRODUCTION	6
MESSAGE FROM THE VICE-CHANCELLOR	6
MESSAGE FROM THE DEPUTY VICE-CHANCELLOR FOR TEACHING AND LEARNING	7
2. 2016 QUANTITATIVE INDICATORS	13
3. FACULTY REPORTS	30
3.1 FACULTY OF COMMERCE	30
3.2 FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (EBE)	37
3.3 FACULTY OF HEALTH SCIENCES (FHS)	43
3.4 FACULTY OF HUMANITIES	51
3.5 FACULTY OF LAW	54
3.6 FACULTY OF SCIENCE	58
3.7 GRADUATE SCHOOL OF BUSINESS (GSB)	62
3.8 CENTRE FOR HIGHER EDUCATION DEVELOPMENT (CHED)	66
4. ASSESSMENT OF THE DHET GRANTS 2016/2017	81
5. REPORT OF THE SENATE TEACHING AND LEARNING COMMITTEE	85
6. REPORT OF THE CURRICULUM CHANGE WORKING GROUP	93
ANNEXURES:	
ANNEXURE 1: REPORTS OF SUB-COMMITTEES OF THE SENATE TEACHING AND LEARNING COMMITTEE	95
1. PROGRAMME ACCREDITATION AND APPROVAL SUB-COMMITTEE	95
2. LANGUAGE POLICY COMMITTEE	99
3. DISTINGUISHED TEACHER'S AWARD	103
4. TEACHING GRANTS AND AWARDS COMMITTEE	106
5. TEACHING AND EXAMINATIONS TIMETABLE COMMITTEE	109
6. EXAMS AND ASSESMENT COMMITTEE	110
7. CLASSROOM FACILITIES ADVISORY SUB-COMMITTEE	113
8. ADULT LEARNING SUB-COMMITTEE	114
9. ONLINE EDUCATION TASK TEAM	116
ANNEXURE 2: REPORT OF THE DEPARTMENTAL ACADEMIC REVIEWS	117
ANNEXURE 3: OFFICE OF POSTGRADUATE STUDIES	119
ANNEXURE 4: DIVISION OF STUDENT AFFAIRS	123
ANNEXURE 5: DISABILITY UNIT	126
ANNEXURE 6: PHYSICAL STRUCTURE TO SUPPORT TEACHING AND LEARNING	130
1. LECTURE RECORDING	130
2. PERSONAL MOBILE DEVICES IN LEARNING AND TEACHING	131
3. CLASSROOM RENEWAL PROJECT	132
4. MYSPACE @ UCT	136
ANNEXURE 7: UCT TEACHING AND LEARNING STRATEGY	138
APPENDIX OF TABLES	142

ACRONYMS

AARP	Alternative Admissions Research Project
ACE	Advanced Certificate in Education
AD	Academic Development
ADC	Academic Development Committee
ADL	Academic Development Lecturer
ADP	Academic Development Programme
ADTT	Academic Development Task Team
AIM	Associate in Management
ALSC	Adult Learning Sub-Committee
APS	Admissions Points Score
ASPECT	Academic Support Programme for Engineering in Cape Town
AQL	Academic and Quantitative Literacy
BHP	Becoming a Health Professional
BP	Becoming a Professional
CAT	Credit Accumulation Transfer
CCWG	Curriculum Change Working Group
CE	Continuing Education
CEG	Commerce Education Group
CESM	Classification of Education Subject Matter
CETAP	Centre for Educational Testing for Access and Placement
CFASC	Classroom Facilities Advisory Sub-Committee
CHE	Council on Higher Education
CHED	Centre for Higher Education Development
CIG	Course Impeding Graduation
CILT	Centre for Innovation in Learning and Teaching
CODA	Child of Deaf Adults
CRP	Classroom Renewal Project
CSC	Commerce Student Council
CSDS	Commerce Student Development Services
CSS	Classroom Support Services
CTG	Clinical Training Grant
CU	Coventry University
DHET	Department of Higher Education and Training
DP	Duly Performed
DSA	Department of Student Affairs
DST	Department of Science and Technology
DVC	Deputy Vice-Chancellor
E&AC	Exams and Assessment Committee
EAL	English as an Additional Language
EBE	Faculty of Engineering & the Built Environment
EBESC	Engineering and the Built Environment Science Council
ECG	Electrocardiogram
ECP	Extended Curriculum Programme

EDP	Extended Degree Programme
EDU	Education Development Unit
EMS	Extra-Mural Studies
ESRC	Economic and Social Research Council (UK)
FASSET	Finance and Accounting Services Sector Education and Training Authority
FECC	Faculty Examination Concession to Continue
FHS	Faculty of Health Sciences
FTE	Full-time Equivalent
FU	First-time entering Undergraduate
FYE	First-Year Experience
GCP	Global Citizenship Programme
GPA	Grade Point Average
GSB	Graduate School of Business
GSH	Groote Schuur Hospital
HAICU	HIV/AIDS, Inclusivity & Change Unit
HAESDU	Higher & Adult Education Studies and Development Unit
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEMIS	Higher Education Management Information System
HEQC	Higher Education Qualification Committee
HEQSF	Higher Education Qualifications Sub-Framework
HESA	Higher Education South Africa
HoD	Head of Department
HPCSA	Health Professionals Council of South Africa
HPE	Health Profession Education
HR	Human Resources
HUM EDU	Humanities Education Development Unit
IAPO	International Academic Programmes Office
ICTs	Information and Communication Technologies
ICTS	Information and Communication Technology Services
IME	Institute for Monitoring and Evaluation
IP	Intervention Programme
IPD	Institutional Planning Department
ISFAP	Ikusasa Student Financial Aid Programme
LDG	Language Development Group
LPC	Language Policy Committee
LSE	London School of Economics
M&E	Monitoring and Evaluation
MAC	MOOC Advisory Committee
MACE	Marketing, Advancement & Communication in Education
MBA	Master of Business Administration
MEP	Multilingual Education Project
MOOCs	Massive Open Online Courses
NAPP	New Academic Practitioners Programme
NBTP	National Benchmark Tests Project

NPU	Nanyang Polytechnic University
NSC	National Senior Certificate
NSLT	New Science Lecture Theatre
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OER	Open Education Resource
OPGS	Office for Postgraduate Studies
OT	Occupational Therapy
PAAC	Programme Accreditation and Approval Committee
PASS	Preliminary Year Academic Support System
PASS	Professional, Administrative & Support Staff
PC	Principal's Circular
PCS	Professional Communication Studies
PG	Postgraduate
P&S	Properties and Services
PGDA	Postgraduate Diploma in Accounting
PIC	Project Implementation Committee
PMD	Portable Mobile Device
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 Africa
SAMSA	South African Medical Students Association
SASEE	South African Society of Engineering Education
SASLI	South African Sign Language Interpreters
SBME	Simulation-Based Medical Education
SEC	Senate Executive Committee
SET	Science, Engineering, and Technology
SLA	Service Level Agreement
SSA	Semester Study Abroad
SSM	Student Support Module
SOAS	Student Orientation and Advocacy Services
SpLD	Specified Learning Disability
SQAC	Senate Quality Assurance Committee
SRC	Student Representative Council
ST&LC	Senate Teaching and Learning Committee
TAU	Teaching Advancements in Universities
TCATS	Text Conversion and Assistive Technology Services
TDG	Teaching Development Grant
TETC	Teaching and Examinations Timetable Committee
TRP	Tutored Reassessment Programme
TSCOT	The Short Course on Teaching

UB&DC	University Building and Development Committee
UCT	University of Cape Town
UG	Undergraduate
UgPAC	Undergraduate Programme and Administration Committee
USAf	Universities South Africa
VC	Vice-Chancellor
WG	Working Group
WIL	Work Integrated Learning

UCT 2016 Teaching and Learning Report

1. INTRODUCTION

Introduction from the Vice-Chancellor

2016 was a challenging year for higher education in South Africa as the student protests gained momentum. For many institutions the possibility of an incomplete academic year loomed large, and UCT was no exception. Despite these crisis conditions, and at great financial and emotional costs to management, staff and students, UCT successfully completed the 2016 academic year with more graduations than the previous year. Every year the *Teaching and Learning Report* is a testimony to UCT's commitment to excellence in teaching. But this 2016 report points to an extraordinary resilience on the part of students, staff and management in the face of significant challenges.

UCT has a 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. This year's report provides evidence of significant achievements with respect to undergraduate academic performance. This is in part a result of a significant investment over the past five years, despite the austerity climate, in stronger leadership and governance as well as the Department of Higher Education and Training (DHET) ring-fenced funding for academic development and foundation courses. It is also a tribute to the high quality and deep commitment of UCT staff – academic and Professional Administrative Support Staff (PASS) – to UCT's teaching mission.

The report also highlights areas that require intensified attention. There is a particular focus this year on the racially differentiated performance patterns. As is widely recognized, these differentials are largely the consequence of the high proportion of black students coming from weak schools and disadvantaged backgrounds. But we are also more cognizant than ever that these patterns point in part to differences in the experience of black and white students at UCT. This has been a persistent theme throughout the student protests and the report provides numerous examples of how the university, faculties and departments are attempting to understand and respond to these different subjectivities.

UCT's Strategic Planning Framework (2016-2020) approved at the end of 2016 sets a challenging transformational agenda for teaching and learning. Goal 4 commits UCT to “renew and innovate in teaching and learning - improving student success rates, broadening academic perspectives, stimulating social consciousness and cultivating critical citizens”. While this goal and its objectives are ambitious, this report provides evidence that there is a strong foundation already in place.

Max Price

Foreword from the Deputy Vice-Chancellor for Teaching and Learning

Crisis, Resilience, and Renewal

The 2015 *Teaching and Learning Report* characterized that year as a momentous one, given the historic and contested events that unfolded following the emergence of the Rhodes Must Fall movement in March 2015. This movement gained momentum over the course of 2015, fuelled by and eventually overtaken by the national Fees Must Fall movement. This resulted in 2016 being one of the most challenging years for higher education in the post-apartheid period, and the University of Cape Town's (UCT) experience was no exception. Nevertheless, the 2017 mid-year graduation marked the end of the 2016 academic year with an increase in completed degrees and diplomas, an increase in the number of master's graduates, and a record number of Ph.D. graduates¹. This remarkable achievement is a tribute to the dedication of students, staff members, and the executive team to the academic project. Against the backdrop of the crisis, the various reports reflect the resilience of the institution in challenging circumstances, and an invigorated commitment to reflection and renewal.

The body of this Report comprises four sections. Section 2 presents and examines data on student and staff headcounts as well as student performance. As a particular example, historical data shows distinct differences in performance between black and white students. This report presents new analyses which seek to gain a better understanding of the factors underlying such differences in achievements.

Section 3 comprises a selection of reports on teaching and learning activities in the faculties and the Centre for Higher Education Development (CHED). Section 4 reports on two Department of Higher Education and Training (DHET) Block Grants. This 'ring fenced' funding supports a significant proportion of teaching developments at UCT and has become particularly important, given the shrinkage in other sources of State funding. Section 5 provides a summary of the key activities of the Senate Teaching and Learning Committee. These sections are followed by a set of appendices that provide details of the important work of a number of units.

The Report contains a rich combination of quantitative data and narrative accounts that offer insights into both the achievements and the challenges of 2016. The *UCT Strategic Planning Framework* for the period 2016 – 2020 was approved by Council in December 2016. In many ways this Report may be regarded as a baseline account of where we are, particularly though not exclusively, in terms of Goal 4 of the Framework, in which the university commits to renewing and innovating in teaching and learning, inter alia through improving student success rates, broadening academic perspectives, stimulating social consciousness, and cultivating critical citizens.

This Foreword highlights a selection of key points from the sections that follow which deserve special attention: UCT's overall undergraduate performance and further investigation into the racially differentiated performance patterns; UCT's postgraduate performance in terms of growth of enrolments and the need for increased attention on retention; the intensified focus on curriculum review, including, but not exclusively, decolonising the curriculum; the need for an online learning policy, and the resources and commitment for implementation; and the successful implementation of the three-year cycle of Teaching Development Grants (TDG).

¹ Section 2, p. 13

Undergraduate performance

Undergraduate performance is measured through three indicators: course success rates, academic standing code achievement, and the academic progression of successive intakes of first-time entering (FU) undergraduate students. In 2016, the overall undergraduate course success rate was 87,8%. Academic standing code analysis showed that in 2016, 87% of all undergraduates were successful in the sense of having completed a degree or diploma, or having met the minimum requirement for readmission. Crucially, the cohort analysis for 2012 showed that 72% had completed a degree or diploma by the end of 2016, while 8% of the 2012 entrants were still busy with their undergraduate studies after five years. Thus the potential completion rate of the 2012 cohort is 80%. This exceeds the target of 75% cohort completion rates for all undergraduate programmes set in 2011 by UCT in the *Size and Shape Report to Council*².

The factors leading to these improvements are varied and require further investigation. Nevertheless, previous annual reports provide evidence of a strengthening of executive governance for teaching and learning at UCT since 2012: for example, a dedicated Senate committee for teaching and learning was established in 2012 and a number of effective sub-committees³ dedicated to issues that include assessment, teaching awards, and the first-year experience. In 2013 Senate approved a *Teaching and Learning Strategy*⁴ which informed the submission by UCT to DHET for a three-year cycle of funding totalling R34 182 999.78⁵. There have also been tangible benefits derived from the central resources through CHED in providing support for student and staff development. While teaching and learning have always been core to the mission of the university, it can be argued that it has enjoyed increased priority over the past five years despite the climate of austerity. Further evidence of this priority may be found in the ad hominen promotions process, in which the weight accorded to teaching performance in the set of criteria has been subject to further scrutiny and review.

The analysis of disparities in performance on the basis of race provides preliminary quantitative evidence that may be used to gain insights into the factors that lead to such differences, and may therefore help to guide interventions aimed at reducing and eventually eliminating these differences. As Section 2 suggests, there is a link between such disparities and the experience of white and black students.

While it is not possible to attribute any direct causal relationship conclusively, it is not surprising, given the stressful events of 2016 on both staff and students, that course success rates dropped slightly from 88,4% in 2015 to 87,8% in 2016. The 1000-level course success rate was most adversely affected, dropping from 86% in 2015 to 83% in 2016. All faculties (with the exception of Health Sciences) were affected. Likewise, the drops extended across all South African race groups as well as international students.

With respect to the differentiated performance between black and white students, the gap is greatest at 1000-level courses with an 11% difference, representing only a slight improvement over the 2012 figure of 12%. While the overwhelming majority of our students are admitted with high National

² *The Size and Shape of UCT in 2020: Report to Council* 3 December 2011.

³ See Section 5, p. 85 and the Annexures, p. 95

⁴ See Annexure 7, p. 138

⁵ See Section 4.2, p. 82

Senior Certificate (NSC) scores⁶, a range of factors point to significant differences in circumstances. For example, 34% of the black NSC entrants in comparison with only 4% of the white entrants were supported through Financial Aid. Then, in terms of home background, 92% of the white entrants were English speakers while only 11% of the black entrants reported that their home language was English. A further factor is the type of school attended: 90% of white entrants had attended top performing (NSC deciles 1 and 2) schools, whereas only 54% of black entrants had attended schools in these decile bands.

Following a discussion by the UCT Council of the 2015 Report, the Institutional Planning Department (IPD) undertook a study of the longitudinal progress, by race group, of NSC writers in the 2012 cohort who entered UCT with: (a) identical NSC performance symbols, (b) identical Academic and Quantitative Literacy (AQL) scores (the AQL score is the sum of the National Benchmark Test's (NBT) academic literacy and quantitative literacy scores, expressed as a percentage) and (c) identical NSC achievement in English Home Language. At the upper levels of performance on these three indicators there is very little difference in the performance of black and white students. But as the NSC and AQL scores decrease, the performance gap between white and black students widens⁷. Section 3 provides ample evidence of the many efforts that have gone into supporting the transition from school to university and the first-year experience, but the data points clearly to the need for further investigation into the experiences of black students and the range of obstacles that impede their capacity to thrive academically.

On a more positive note, the success rates at the 3000- and 4000-level courses improved for all race groups, with South African black students showing outstanding improvement, thereby reducing the performance gap between black and white students at exit level (4000) to 6%⁸.

Arguably a more telling indicator of disparities in performance is the data on time taken to complete a qualification. Section 2 provides a detailed comparison of cohort completion rates across years, by faculty, and tracking also the extended programmes⁹. As noted above, UCT's overall cohort completion rate for 2012 stands at 87%¹⁰, which exceeds its own target set in 2011 in the *Size and Shape Report*. The differences in completion rates between white and black South African students, while having reduced slightly, remains high with white and black students at 83% and 57%, respectively. As the details in Section 2 show, a particularly large proportion of the 2012 black cohort (14%) was still engaged in undergraduate studies at the end of 2016, bringing the potential completion rate within the cohort up to 71% (compared to the potential completion rate for white 2012 entrants at 87%).

⁶ See Section 2, p. 13

⁷ See Section 2, p. 22

⁸ See Section 2, p. 18

⁹ See Appendix of Tables, p. 141

¹⁰ Cohort completion is measured over 5 year period thus 2012 is the last cohort to be measured.

Postgraduate enrolments and performance

The *Size and Shape Report* (2011) proposes substantial growth at the postgraduate level (especially the professional and research master's, and doctoral programmes) to a 2020 proportion of 39% of total enrolments, in contrast to the 2011 proportion of 32%. UCT is well on track to meet this target: the postgraduate proportion of the enrolment (including the postgraduate diploma and honours level enrolments) increased from 32% to 37% of the total enrolment between 2009 and 2016. Master's and doctoral enrolments made up a record 25% of the total enrolment in 2016 (up from 20% in 2012).

The cohort analysis data of this same period does, however, point to the need to address retention rates that fall below levels regarded as satisfactory: while 19% of the 2009 masters cohort dropped out in good academic standing, the figure for 2012 was higher, at 24%. For PhD students the drop-out rate had increased from 26% of the 2009 cohort to 28% of the most recent, 2013 cohort¹¹.

This data points to the need, first, for a better understanding of the reasons for these patterns, and for more targeted support both at faculty and institutional levels. The Office of Postgraduate Studies (OPGS) was established in 2013 to provide dedicated support¹² at the postgraduate level, in response to the commitment by the university to growing its postgraduate enrolments. CHED has also intensified its efforts in supporting postgraduate writing.

Highlights from faculty reports

All the faculties report on 2016 being a year of unprecedented challenges for both staff and students, with mounting pressure as examinations approached and a decision taken to close the university. As the Humanities Faculty report puts it, "While issues of transformation and access were foregrounded by the year's social action in ways which have materially energised the development of debates and strategies, the additional demands of the delayed and disrupted academic cycle had unavoidable effects on the teaching project, and more directly on the energy and morale of both students and staff." These sentiments have been echoed by other faculties. The mini-semester in January 2017 made it possible to complete the 2016 academic year, but was not without its shortcomings. Throughout the reports there are three persistent themes: the challenges of crisis management, the need for resilience, and the opportunity for introspection and change where necessary.

Indeed, faculties took the opportunity to reflect, to listen, to provide platforms – both formal and informal – for students and staff to share experiences and frustration. Overall these fora were useful, with members of different parts of the academic community having the opportunity to listen to each other perhaps for the first time. Some of the gatherings, however, were highly charged and were not experienced as 'safe spaces' for staff or students. There has been concern about the loss or absence of spaces in which dissent can be aired rationally, in a manner consistent with a university environment.

Despite the broader climate of uncertainty, anxiety and even fear, the reports provide ample evidence of faculties intensifying their efforts to improve access and success. Most of these interventions are not new, but the crisis provided a novel lens through which to review their effectiveness.

¹¹ See Section 2, p. 23 and Tables 19 and 20 of Appendix of Tables

¹² See Annexure 3, p.119

The student protests, which included calls for decolonisation of the curriculum, have led to an increased focus in the faculties on curriculum review. In 2015 the Vice-Chancellor established the Curriculum Change Working Group (CCWG)¹³, which has been active in facilitating processes for the UCT community to engage in critical curriculum transformation. The faculty reports provide ample evidence of a range of curriculum review activities. Some of these point to reviewing content: for example, the Science Faculty deepened its focus on contextualization in departments such as Archaeology and Environmental and Geographical Sciences, leading to the formation of departmental transformation committees and extensive consultation with students.

While the notion of curriculum review suggests a review of content, the faculty reports point to a number of other critical curriculum issues: for example, Humanities notes the need to revisit its complex curriculum design which is often confusing to students. A number of faculties describe work on Courses Impeding Graduation (CIGs); these are courses which have persistently high failure rates and often lead to longer completion rates. The Faculty of Engineering and Built Environment (EBE) has developed a particularly effective intervention which has improved their course success rate¹⁴. Nearly all the faculties are reviewing their extended degree programmes to ensure flexible and enabling pathways that do not carry perceptions of stigmatisation¹⁵.

The year 2016 also brought to the fore UCT's commitment to online learning. While momentum has been growing in the use of online pedagogy – more or less across the faculties – the closure of the university brought a greater intensity to this area of development. The implementation of 'blended learning' across the departments and faculties was uneven for a variety of reasons: firstly, not all courses are well suited to or enhanced by the use of technology; secondly, many staff are not sufficiently skilled in the use of technology for educational purposes, and thirdly, and most vexing, students are not equally well equipped for online learning. While every attempt was made to 'level the playing field' (for example: lending laptops, securing free data), successful online pedagogy requires resources, expertise and commitment. This experience was valuable nonetheless in shaping the early versions of an institutional online learning policy that was drafted in the course of 2016, and which is scheduled for approval in 2017.

Regardless of the context in which teaching and learning took place during 2016, every faculty comprises staff members who care deeply about students, their ability to learn effectively, and to succeed. This has become evident through a range of activities, many of an informal nature, but increasingly through formal or more structured avenues, often under the oversight of deputy deans who carry the teaching and learning portfolio. In addition to the interventions and innovations directed towards core teaching activities there is a growing emphasis on providing 'wrap-around' support that includes mentoring by staff or fellow students, counselling services, psycho-social support, and guidance in the development of writing skills.

The projects funded through the three-year TDGs, a DHET initiative¹⁶, provide excellent examples of decisive steps taken to innovate in the domain of teaching and learning. The primary purpose of the TDG is "to improve student success and enhance student learning through a sustained focus on

¹³ See Appendix: List of Tables

¹⁴ Section 3, p. 36

¹⁵ See Section 3, p. 56

¹⁶ See Section 4.2., p. 82

improving the quality and impact of university teachers, teaching and teaching resources”¹⁷. The total allocation of the TDG for 2016/17 amounted to R11 503 000, and was allocated to a wide diversity of 38 projects across the institution. Outcomes of the projects include increased opportunities for lecturer development, and the development, piloting and refining of new courses, materials, and technologies for teaching and learning. Valuable lessons were learned and recommendations made on the monitoring and evaluation of these projects which will serve UCT well in the next round of block grant funding¹⁸.

It is a great pleasure to acknowledge the many colleagues, across the campus, and comprising academic, professional, administrative, and technical staff, who have so conscientiously worked towards the achievement of our teaching and learning goals. I thank the many colleagues who have contributed to the content of the Report, and mention in particular Jane Hendry for her substantial contributions in the form of the quantitative indicators and their analysis. Anthea Metcalfe has successfully integrated a multitude of contributions into a coherent and well-structured report which will, in addition, serve as a valuable resource.

Daya Reddy
Acting Deputy Vice-Chancellor, Teaching and Learning
August 2017

¹⁷ Ref. TDG Ministerial Statement

¹⁸ Section 5, p. 85

2. UCT 2016 QUANTITATIVE INDICATORS

2.1 Introduction

The quantitative section of this report examines student and staff headcounts and profiles, as well as student academic performance from 2012 – 2016. This introduction provides a quantitative snapshot of these various categories. Further in-depth analysis of these categories is provided in the more detailed explanations that follow. The Appendix of Tables is attached at the end of this report.

Student enrolment

UCT's student headcount enrolment increased at a rate of 2,9% per annum to a total of 29 231 students in 2016. Growth at the postgraduate level (including postgraduate diploma and honours enrolments) was, however, far more rapid than at the undergraduate level (6,4% per annum in comparison with 1,1 % per annum amongst undergraduates). The postgraduate enrolment made up 37% of the total enrolment (32% in 2012). Master's and doctoral enrolments made up a record 25% of the total enrolment in 2016 (up from 20% in 2012).

Student demographics

South African (SA) black, coloured and Indian students together made up 43% of the total 2016 enrolment. Fifty percent of the undergraduate population was comprised of SA black, coloured and Indian students, in comparison with 48% in 2012. The proportion of self-declared white undergraduates has dropped from 32% in 2012 to 27% in 2016.

At the postgraduate level, the proportion of SA black, coloured and Indian students decreased from 34% in 2012 to 31% in 2016 despite a 10% drop in the proportion of white enrolments. This was due, in a large part, to the marked increase in the number of South African students opting not to declare their race (up from 6% of the 2012 postgraduate enrolment to 16% in 2016). The proportion of international postgraduate students increased somewhat from 23% in 2012 to 25% in 2016.

Degrees completed

The data in the Appendix of Tables show that 7 611 (7 242 in 2015) students successfully completed a degree or diploma in 2016, with a record number of doctoral graduates (233). There were 1 332 master's graduates in total (1 202 in 2015). The largest numbers of doctoral graduates were from the Faculties of Science and Health Sciences (69 and 63, respectively). At the master's level, the largest numbers of graduates were from the Graduate School of Business (GSB) and the Faculty of Law (224 in both faculties).

Academic staff by numbers

The number of permanent, full-time academic staff in the teaching ranks grew by 1,8% per annum between 2012 and 2016. By comparison, weighted full-time equivalent (FTE) enrolments increased by 5% per annum over this period. As a result, the ratio of FTE enrolled students to full-time academic staff increased from 29:4 in 2012 to 33:1 in 2016. The distribution of academic staff across the ranks shifted somewhat between 2012 and 2016 with the proportion of professors dropping from 24% in 2012 to 20% in 2016 while the proportion of lecturers increased from 24% to 28%. There has, however, been a steady increase in the number of staff in the teaching ranks with doctoral degrees – from 648 in 2012 to 717 in 2016. In 2016, 70% of all these permanent academic staff held a doctoral degree and a further 24% held at least a master's degree.

The table set shows a nett gain of 71 academic staff between 2012 and 2016, amongst whom 27 were black, 27 were coloured, 22 were international and 16 were Indian staff. Over the same period, the number of white staff decreased by 25 and there were 4 unknowns. The number of black staff peaked at 74 in 2016, up from 47 in 2012 and 57 in 2015. In terms of gender, the proportion of female academic staff increased by 4 percentage points between 2012 and 2016 (to 43% of the total).

Academic performance

Undergraduate academic performance is evaluated by three measures: course success rates, academic standing code achievement and the academic progression of successive intakes of first-time entering undergraduate (FU) 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 87,8% in 2016. However, success rate at the crucial 1000-level, which had dropped back to 79,8% in 2009 but which had increased to a level of 85,5% in 2015, dropped slightly to 83,4% in 2016.
- Academic standing code analysis showed that in 2016, 87% (89% in 2015) of all undergraduates were “successful”, where the measure of success is completion of a degree/diploma or meeting at least minimum standard readmission requirements. Ten percent of all undergraduates failed to meet minimum readmission requirements for readmission at the end of 2016: of these, most (8% of all undergraduates) were awarded concessions to continue. A particularly large proportion of black undergraduate students (17%, up from 15% in 2015) failed to meet the minimum readmission requirements in 2016 but 13% of these students were granted concessions to continue. The proportion excluded on academic grounds was 2% of all undergraduates (down from 3% in 2012).
- Progress of first-time entering students within the 2012 entry cohorts showed that 72% had completed a degree/diploma by the end of 2016, while 8% of the 2012 entrants were still busy with their undergraduate studies after 5 years. The potential completion rate within the 2012 cohort (80%) 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 2012 cohort (11%, in comparison with the 20% within the 2009 cohort).

Postgraduate academic performance is indicated by entrants into master’s and doctoral study over successive years, and 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 around 76% 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 2.4 years in 2016 (from 2.3 in 2015) whilst the average time to degree amongst the 2016 doctoral graduates dropped to 4.8 years, from 5.2 years among the 2015 graduates.

2.2 Students

i. Enrolments and enrolment profiles

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

A total of 29 232 students (18 413 undergraduates and 10 819 postgraduates) enrolled at UCT in 2016 (see Figure 1). The 2016 enrolment represented a 5% increase on the 2015 figure. The overall growth in enrolments was, however, a result of a 7,3% increase in enrolments at the postgraduate level and only a 3,9% increase in undergraduate enrolments between 2015 and 2016. The increase in the postgraduate enrolment was largely driven by the faculties of Commerce, Law, and Health Sciences with increases of 16,4%, 12,4% and 11,2%, respectively, between 2015 and 2016. The average annual growth rate between 2012 and 2016, for all students, was 2.9%. The postgraduate proportion of the enrolment (including the postgraduate diploma and honours level enrolments) increased from 32% to 37% of the total enrolment over this period.

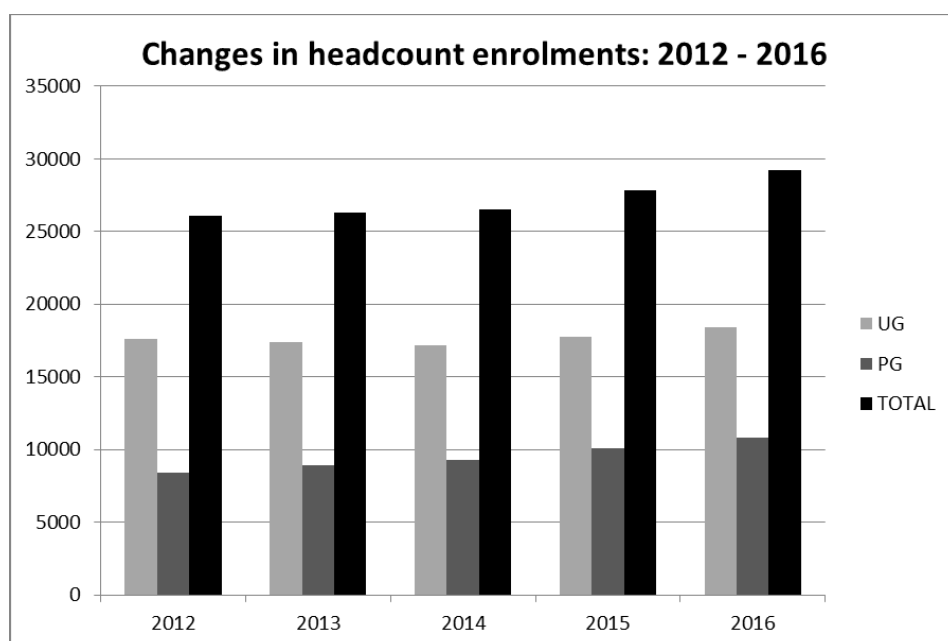


Figure 1.

Enrolment growth was uneven across the faculties, with Humanities and the GSB experiencing nett decreases in their enrolments between 2012 and 2016 (see Figure 2). There were, however, marked increases in the enrolments in Commerce, Law and Health Sciences. Commerce remained the largest faculty in 2016: 7 751 students (26,5% of the institutional total) were enrolled for Commerce programmes in 2016, 5 438 at the undergraduate level and 2 313 at the postgraduate level. The marked increase in the undergraduate enrolment in Commerce stems from the two Advanced Diplomas, which commenced in 2015. At the postgraduate level, the Commerce master's enrolment increased by 130 between 2015 and 2016, whilst its honours enrolment increased by 70 (see Figure 3).

It will be noted that Table 2 reflects an undergraduate enrolment of 0 for the GSB in 2015 and 2016, 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 the 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 students in HEMIS terms, and did not reflect in the 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*. The current tables thus show a decrease of 217 students (or 21,5% of the 2012 enrolment) for the GSB over the five year period. Humanities was the only other faculty to show a decrease in its overall enrolment between 2012 and 2016 (124 fewer students in 2016, although its enrolment increased by 137 between 2015 and 2016) (see Figure 4).

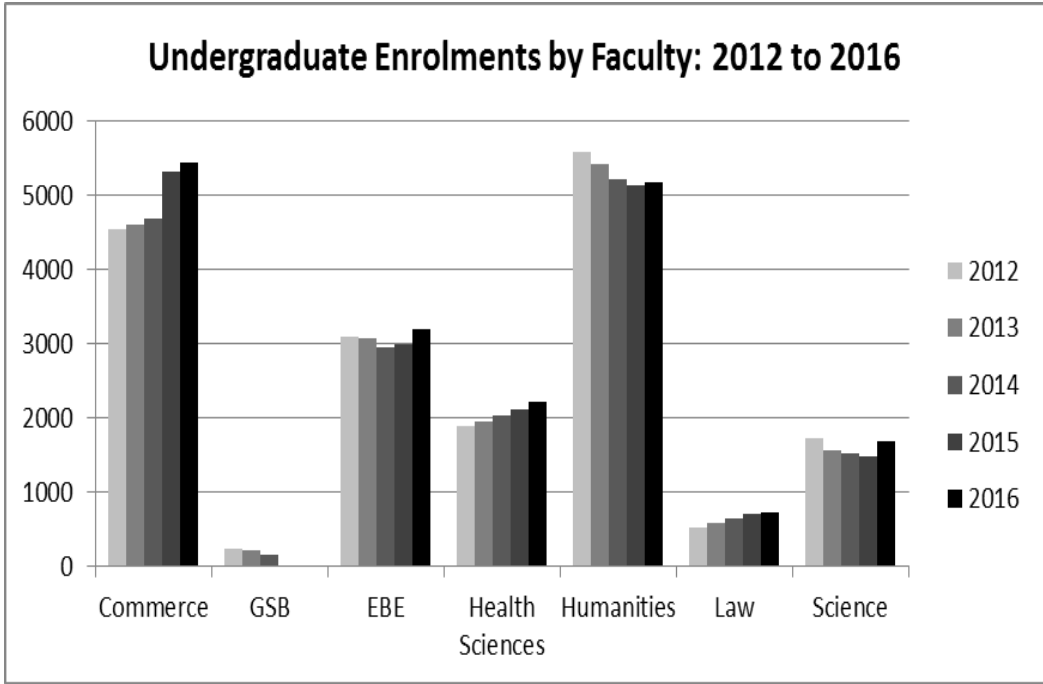


Figure 2.

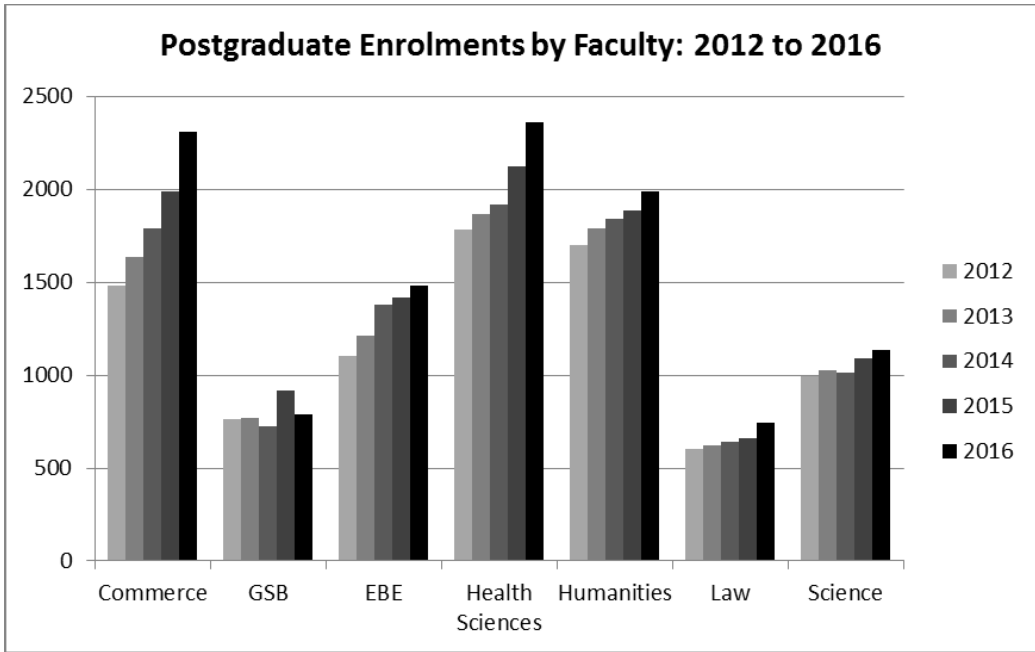


Figure 3.

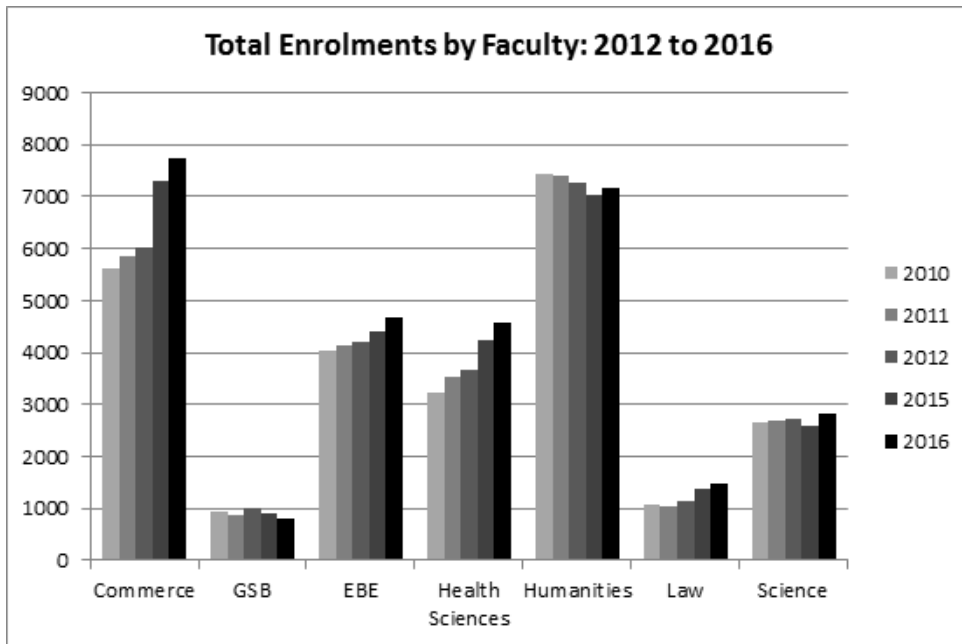


Figure 4.

The proportional headcount enrolment in UCT’s Science, Engineering, and Technology (SET) faculties (EBE, Health Sciences and Science) recovered to a level of 41% of the total enrolment in 2016. At the same time, the proportional enrolment within the Business/Management area remained almost level at 29,2% in 2015 (29,5% in 2015) and the proportional enrolment in the Broad Humanities faculties dropped slightly further from 30,1% in 2015 to 29,2%% in 2016.

Self-declared South African black, coloured and Indian students together made up 42,9% (also 43,1% in 2012) of the total 2016 enrolment. During this period, the proportional enrolment of self-declared white South African students dropped from 33,8% to 27,3% of the total enrolment. In 2016, 3 249 South African students (11,1% of the total enrolment) chose not to self-declare their race: 8,6% of all SA undergraduates and 15,6% of all SA postgraduates in who registered in 2016 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 2012, South African white undergraduate enrolments exceeded black undergraduate enrolments by 128 and that by 2016, this differential had dropped to 84. SA coloured and Indian undergraduate enrolments increased from 3 666 in 2012 to 4 117 in 2016 (or by 12%) (see Figure 5).

At the postgraduate level, the proportion of white enrolments dropped from 37,7% of the total in 2012, to 27,8% in 2016. Over the same period, the proportion of black, coloured and Indian postgraduates dropped by two percentage points to 31,4% of the total while the proportion of international postgraduates increased from 22,7% in 2012 to 25,1% in 2016 (see Figure 6).

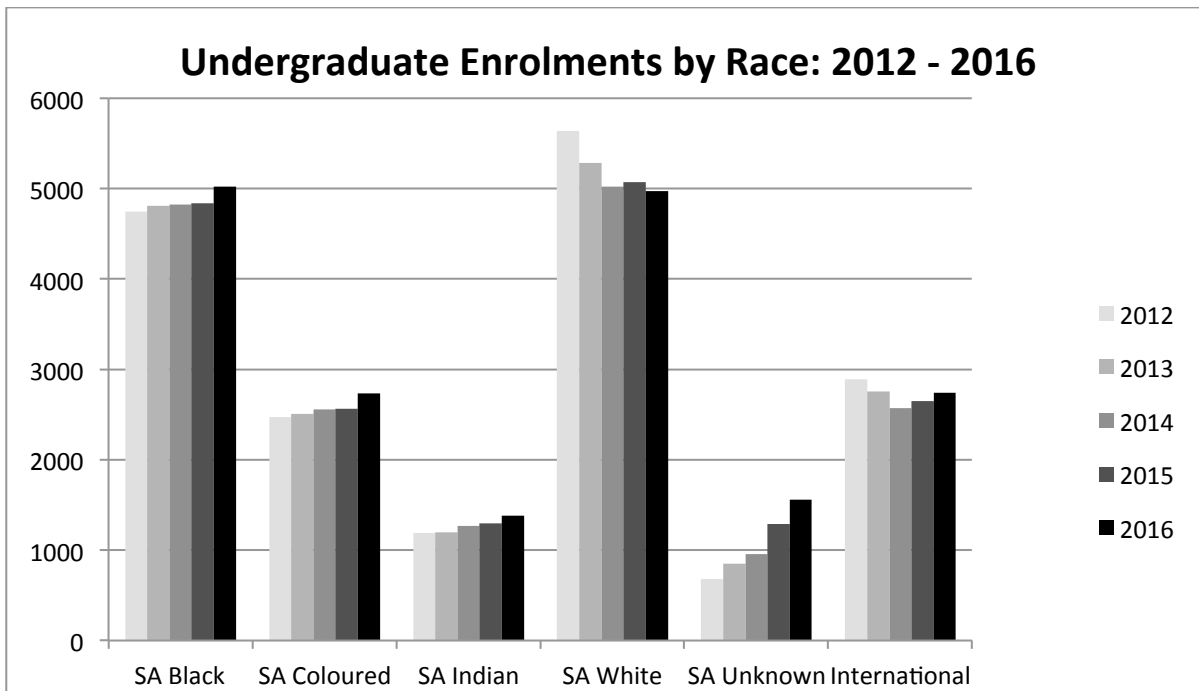


Figure 5.

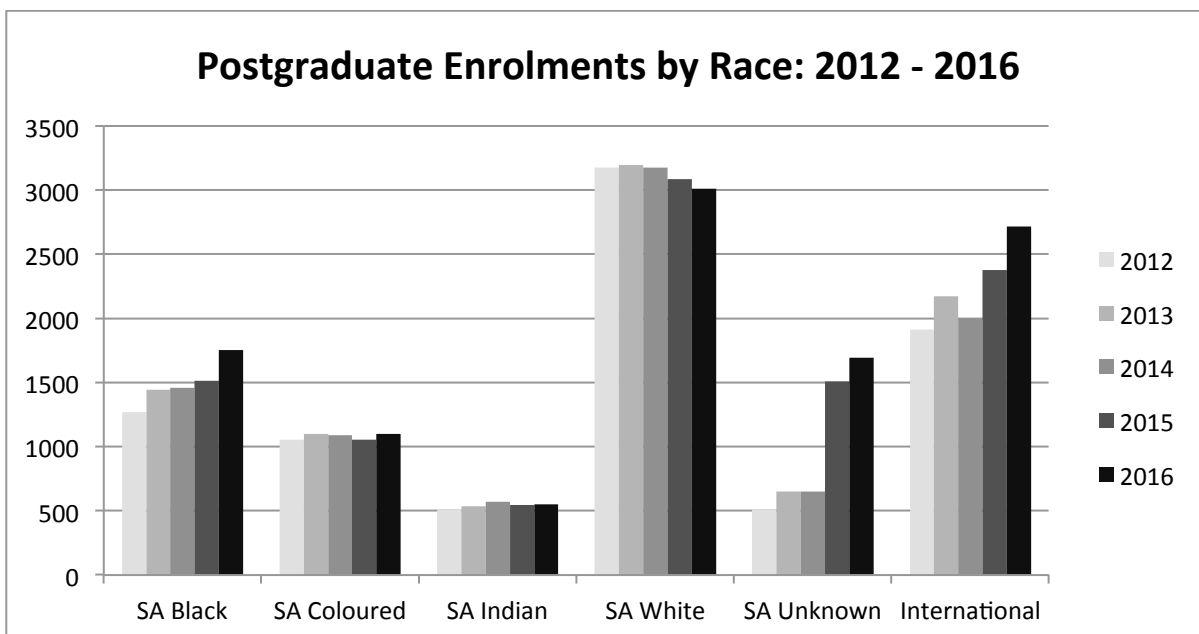


Figure 6.

The First-time entering Undergraduate (FU) intake in 2016 (4 264) was somewhat larger than that in 2015 (4 161) but slightly short of the FU target of 4 286. Thirty-seven percent of the 2016 FUs were found to have achieved an NSC aggregate of 80% or more (the equivalent proportion amongst the 2015 intake was 38%, see Table 7). A further 37% (35% in 2015) had achieved an NSC aggregate of 70-79% while 14% had achieved an NSC aggregate below 70%. FUs with unknown matric aggregates (12% of the 2016 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 30% respectively of the 2016 enrolment (see Table 12). Enrolments in bachelor's degrees grew at an annual rate of 1,8% per annum between 2012 and 2016, with 16 475 students enrolled in 2016.

Over the same period, enrolments at the postgraduate level grew at a rate of 6,4% per annum. This growth differential gave rise to a decreased proportional enrolment in bachelor's degrees (down to 56% in 2016 from 60% in 2011). Enrolments in undergraduate diplomas and certificates recovered to a level of 819 in 2016, 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 as well as the continued decline in Humanities enrolments at this level due to the dramatic reduction in enrolments in the Advanced Certificates in Education (down from 411 in 2012 to 90 in 2016).

Doctoral enrolments increased by 12,6% per annum, master's enrolments by 7,9% per annum and honours enrolments by 7,2% per annum between 2012 and 2016. Enrolments at the postgraduate diploma level dropped back to 1 808 in 2016 (from 1 896 in 2015), largely due to decreases in enrolments at this level in the GSB and the Faculty of Humanities. In 2016, master's plus doctoral enrolments totalled 7 163, or 24,5% of the total enrolment as compared with 5 057 (19,8% of the total) in 2012 (see Figure 7).

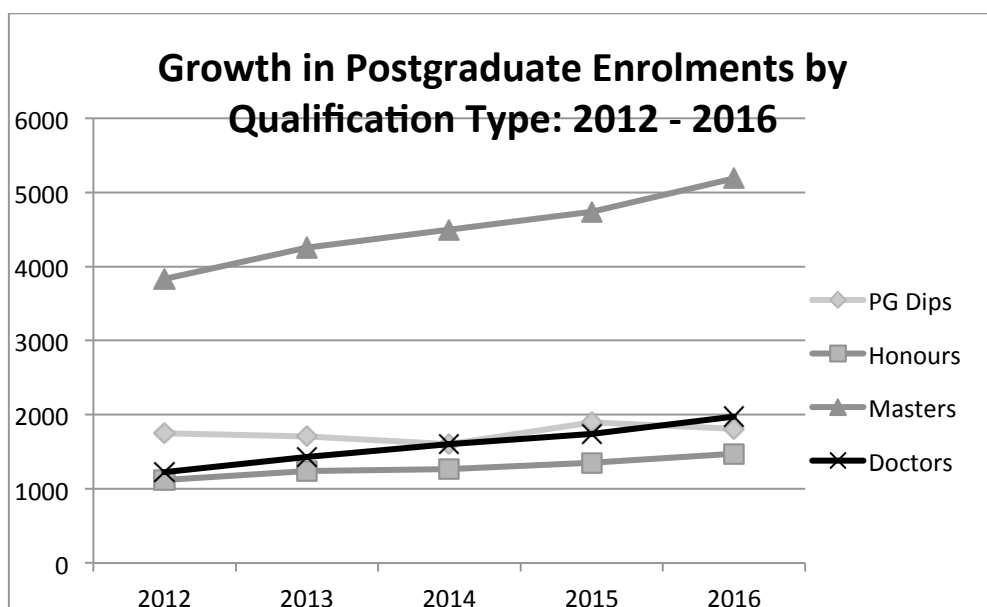


Figure 7.

2.3 Academic staffing and student: staff ratios

(Permanent and T3 Staff in the Teaching Ranks Only, including Joint Medical Staff on the UCT Payroll) (Tables 8-11 of Appendix of Tables)

In 2016, there were 1 055 (998 in 2015) permanent, full-time academic staff spread across the six faculties, the GSB and the Centre for Higher Education Development (CHED). UCT's permanent (and formerly T3) academic staffing complement grew by 1,8% per annum between 2012 and 2016. The rate of growth in academic staffing was somewhat lower than that of student headcounts (2.9% per annum over the same period). Because growth in headcounts took place largely at the postgraduate level, weighted full-time equivalent (FTE) enrolments increased by 5% per annum between 2012 and 2016, and the ratio of weighted FTE enrolled students to academic staff therefore increased to 33:1 (from 29:4 in 2012). Differential growth in student enrolments and staffing across the faculties gave rise to the following shifts in weighted FTE enrolments per academic staff member:

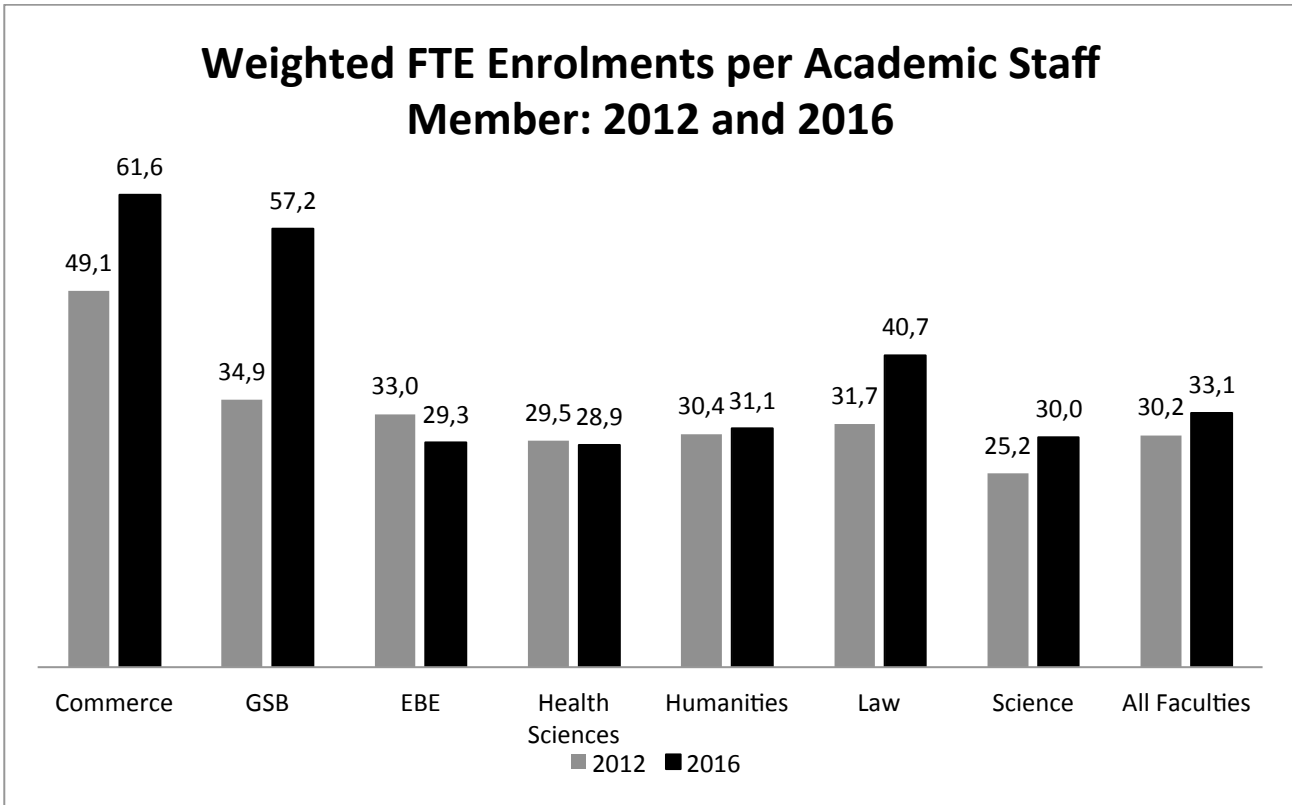


Figure 8.

There were significant increases in the ratios of weighted FTE students to full-time academic staff in the GSB (up from 34.9 to 57.2), the Faculty of Commerce (up from 49.1 to 61.6) and the Faculty of Law (up from 31.7 to 40.7 in 2016). Smaller increases were apparent in faculties of Humanities and Science while the EBE Faculty experienced a decrease of 3.7 weighted FTE students per academic staff member between 2012 and 2016. The overall impact of the shifts in academic staffing and weighted FTE enrolments across the institution was an increase of 2.9 (from 30.2 in 2012 to 33.1 in 2016) in the overall weighted FTE student: academic staff ratio (see Figure 8). The proportions of staff in the various academic ranks have shifted slightly over the last five years. In particular, Professors made up 20% of all permanent academic staff in 2016 (down from 24% in 2012) while the proportion of Lecturers increased from 24% in 2012 to 28% in 2016: there was a nett gain of 61 staff ranked at the Lecturer level between 2012 and 2016.

Table 11a shows the distribution of academic staff by age group in five year bands up to age 55+. In 2016, the 55+ group was the largest (39% of all staff), followed by the 45-49 year age group (18%) and both the 50-54 and 40-44 year groups at 15% of the total. Only 23% of academic staff were younger than 40 years old. Table 11b, which depicts 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 (22 staff) in international staff between 2012 and 2016. An examination of the countries of origin of the 262 international staff in 2016 shows that 82 (31% of all international academics) were from countries in Africa and 180 (69%) were from countries outside of Africa. During this period there were nett gains of 27 black staff (with a substantial increase of 17 black staff in 2016), 27 coloured staff and 16 Indian staff. There was thus a nett gain of 70 South African black, coloured and Indian staff over the period in question. A slight numerical decrease in

white staff (25 fewer in 2016 in comparison with 2012) meant that this group dropped proportionally from 53% of the total in 2012 to 47% of the total in 2016 (see Figure 9).

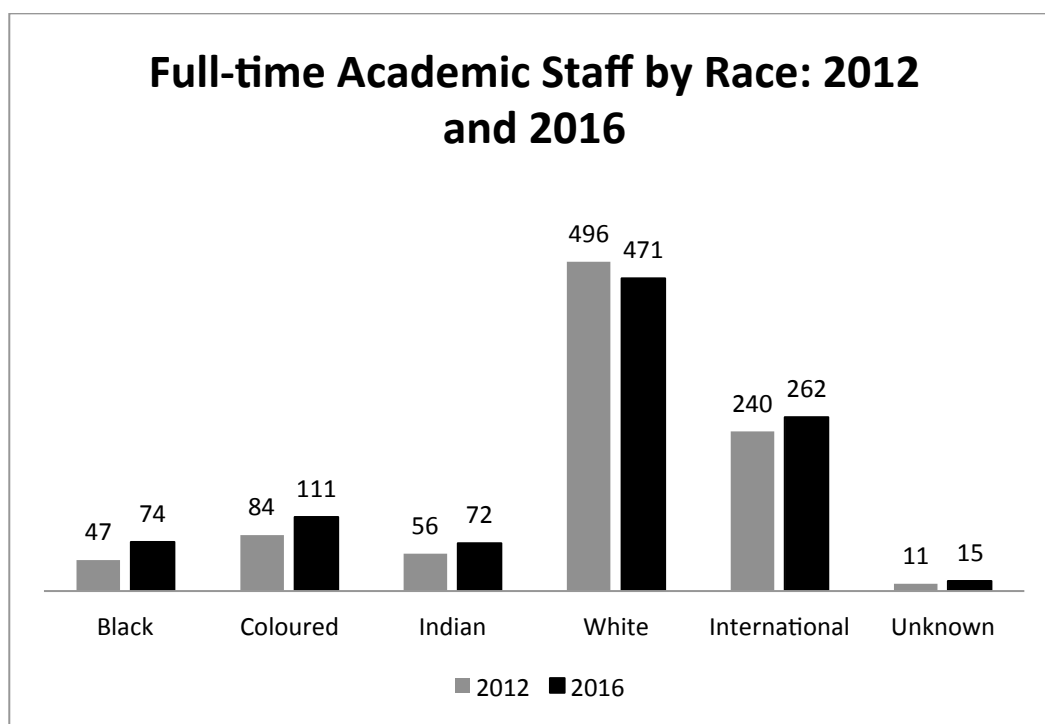


Figure 9.

In terms of gender, Table 11c shows that the proportion of female academic staff had increased to 43% of the total by the end of 2015 (from 39% in 2012). The proportions of female academics were, however, higher than those of male academics in the following faculties: Law (63% female), CHED (62% female) and Humanities (58% female) in 2016.

2.4 Teaching and Learning

i. Graduates and success rates

(Tables 13-17 of Appendix of Tables)

The 2016 HEMIS return to the Department of Higher Education and Training (DHET) indicates that 7 611 (7 242 in 2015) students' successfully completed a degree or diploma in 2016. The 2016 graduates included 1 332 master's graduates (1 202 in 2015) and a record number of doctoral graduates (233, in comparison with 223 in 2015). The largest numbers of doctoral graduates were from the Faculties of Science and Health Sciences (69 and 63 respectively). At the master's level, the largest numbers of graduates were GSB, Law and Health Sciences students (224, 224 and 239 respectively). Three-year bachelor's graduates made up the largest group in 2016 (1 790 graduates, although this number has dropped from a peak of 1 941 in 2012). The increase in professional first bachelor's graduates, from 1 329 in 2012 to 1 529 in 2016, is also noteworthy (see Figure 10).

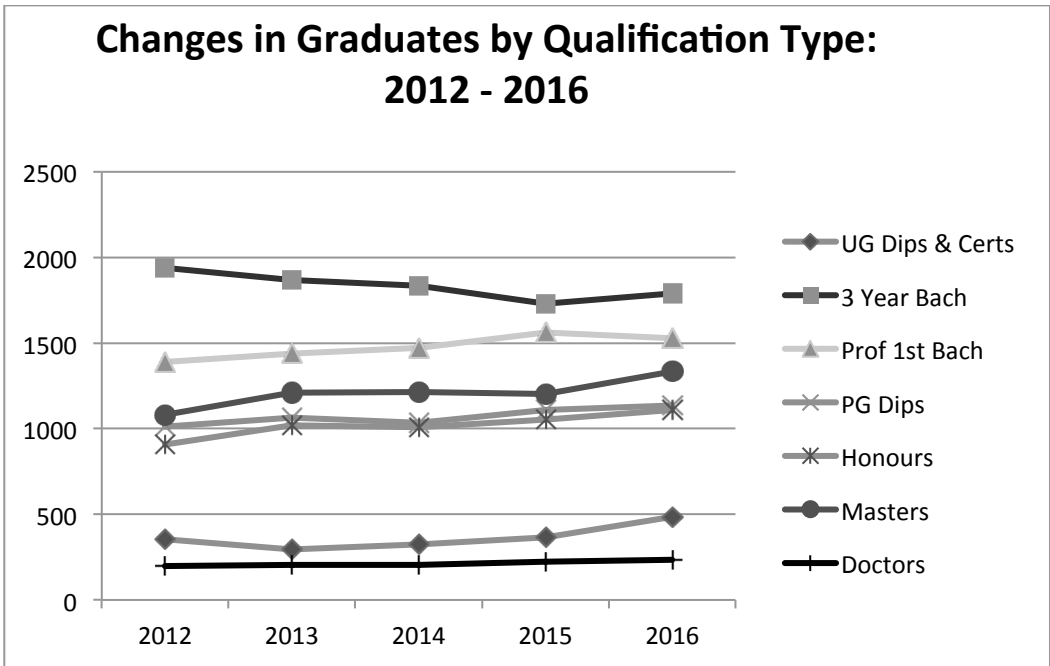


Figure 10.

Table 14 of the Appendix of Tables shows the so-called graduation rate calculations (graduates as a fraction of enrolments) by faculty and qualification type across the 2012–2016 period. The table shows progressive decreases in the graduation rates in several qualifications, including three-year bachelor’s degrees (down from 25,3% in 2012 to 23,2% in 2016), honours degrees (down from 81,2% in 2012 to 75,2% in 2016), master’s degrees (down from 28,2% in 2012 to 25,7% in 2016) and doctoral degrees (down from 16,2% in 2012 to 11,8% in 2016). While it is clear that in some cases growth in enrolments was a causal factor in the apparent decline (inflating the denominator in the calculation), this was not always the case and further examination is indicated. The overall undergraduate course success rate in 2016 dropped slightly to 87,8% in 2016, from 88,4% in 2015.

The Table 15 series shows that the overall 1000-level course success rate dropped back from 86% in 2012 to 83% in 2016. With the exception of the Faculty of Health Sciences, all faculties were affected, but the largest decrease was apparent in the Faculty of Science, where the 1000-level success rate dropped from 81% in 2015 to 77% in 2016 (i.e. by 4 percentage points). Table 15b shows all Classification of Education Subject Matter (CESM) groups were affected, while Table 15c shows that all SA race groups, as well as international students were also affected. It is of interest to note that the 1000-level success rates among white and international students both dropped by 2 percentage points between 2015 and 2016. In 2012, the difference in success rates at the 1000-level between white (at the upper extreme) and black (at the lower extreme) students was 12% percentage points; by 2016 this differential had dropped only slightly to 11% percentage points (see Figure 11).

The analysis of the 1000-level course success rates after 2009, as well as the academic standing code analysis described below, suggest that the performance of the 2009 FU cohort was an aberration following the writing of the first NSC exams, and that performance within subsequent cohorts is likely to be more in line with that amongst cohorts entering prior to 2009.

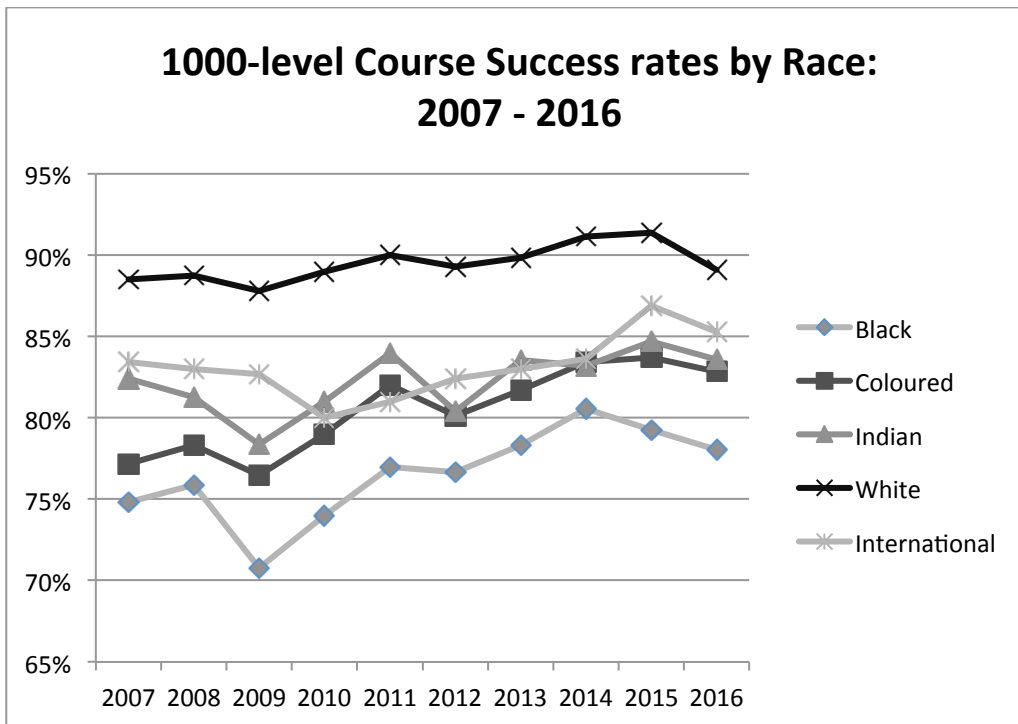


Figure 11.

The overall success rate in 2000-level courses remained level at 87% in 2016, but the Faculty of Commerce reflected a 2 percentage point improvement in the success rate at this level (up to 90% in 2016). Table 15c shows that while the 2016 2000-level success rates among coloured students improved by 1 percentage point (to 86%), and the success rate among white students remained level at 94%, the success rates among black and Indian students dropped by 1 percentage point in each case, to 79% and 87%, respectively.

The Table 15 series shows a 3 percentage point improvement in success rates at both the 3000- and 4000- levels between 2012 and 2016. 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 6 percentage points to 86%, and at the 4000- level, there was an 8 percentage point improvement to a level of 93% (down slightly from 94% in 2015). Although success rates at the 3000- and 4000-levels improved in all race groups, differential improvements resulted in the black/white performance gaps in 2016 dropping to 11 percentage points (from 14) at the 3000-level and to 6 percentage points (from 13) at the 4000-level. The decline in success rates at the 4000-level in both the Faculty of Commerce (down from 96% in 2015 to 92% in 2016) and within the Business/Commerce CESM group (down from 96% in 2015 to 91% in 2016) may however warrant further investigation.

ii. Undergraduate academic progress code analysis

(Table 16 of Appendix of Tables)

In 2016, 87% of all undergraduates (89% in 2015) 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 academic standing code is awarded). Ten percent (9% in 2015) failed to meet minimum readmission requirements for readmission at the end of 2016: of these, most (8% of all undergraduates) were awarded concessions to continue. The final proportion excluded on academic grounds remained level at 2% of all undergraduates.

Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 9% of their undergraduate students at the end of 2016. The Faculty of Science awarded concessions to continue studying to 5% of its undergraduates in 2016 (up from 3% in 2012). Only the Faculty of Health Sciences reflected a decrease in the proportion of undergraduates receiving concessions to continue (down to 1%, from 3% in 2012).

While 10% of all undergraduate students failed to meet minimum readmission requirements in 2016, the proportion failing to do so of:

- Black undergraduates was 17% (also 17% in 2012)
- Coloured undergraduates was 11% (also 11% in 2012)
- Indian undergraduates was 11% (down from 12% in 2012)
- White undergraduates was 5% (also 5% in 2012)

iii. Five year first-time entering undergraduate cohort analysis

(Tables 17 and 18 of Appendix of Tables)

Analyses of the five year longitudinal progress of FU students within the 2012 entry cohorts showed that 72% had completed a degree/diploma by the end of 2015, while 8% of the 2011 entrants were still busy with their undergraduate studies after five years. The potential completion rate within the 2012 cohort was therefore 80% (in comparison with 71% amongst the 2009 – first post-NSC – cohort, 79% amongst the 2010 cohort, and 78% amongst the 2011 cohort). By the end of 2016, 9% of the 2012 FU entrants shown here had dropped out in good academic standing, and a further 11% 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 to 2012 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 in the 2009 EBE and Science FU cohorts: 30% and 33%, respectively. The academic exclusion rates in these two faculties have dropped markedly, with 20% of the 2012 Science FU cohort and only 12% of the equivalent EBE cohort being excluded on academic grounds. In the case of the Faculty of Science, the rate of drop-out in good academic standing has, however, risen to 10% amongst the 2012 FU cohort, in comparison with 6% amongst the 2008 FU cohort. In the case of EBE a particularly large proportion of the 2012 FU intake (29%) were still busy with their undergraduate studies after five years (see Figure 12).

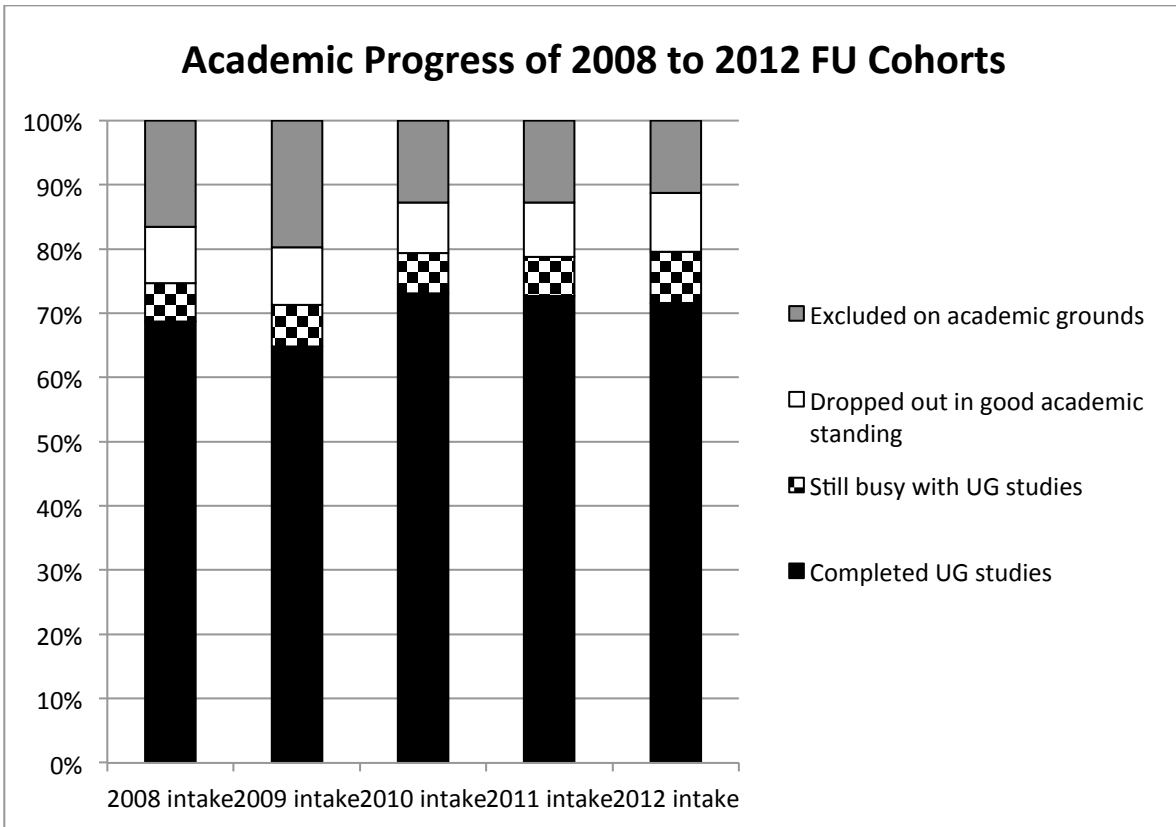


Figure 12.

Cohort completion rates across the 2008-2012 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 in comparison with 48% of the black FU intake had completed a qualification by the end of 2013. Looking at the 2012 cohort, the completion rate among white students dropped slightly to 83%, but increased to 57% among black students. A particularly large proportion of the 2012 black cohort (14%) were, however, still busy with their undergraduate studies at the end of 2016, bringing the potential completion rate within the cohort up to 71% (in comparison with 60% within the equivalent 2009 FU cohort). The large number of black students still busy with undergraduate studies after five years relates to a large extent to the frequency of initial placement in extended degree programmes (EDPs) where the minimum time to degree is a year longer than in the mainstream. The potential completion rate among white 2012 entrants was markedly higher at 87% (see Figure 13).

Comparison of Academic Progress of Successive Black and White FU Cohorts

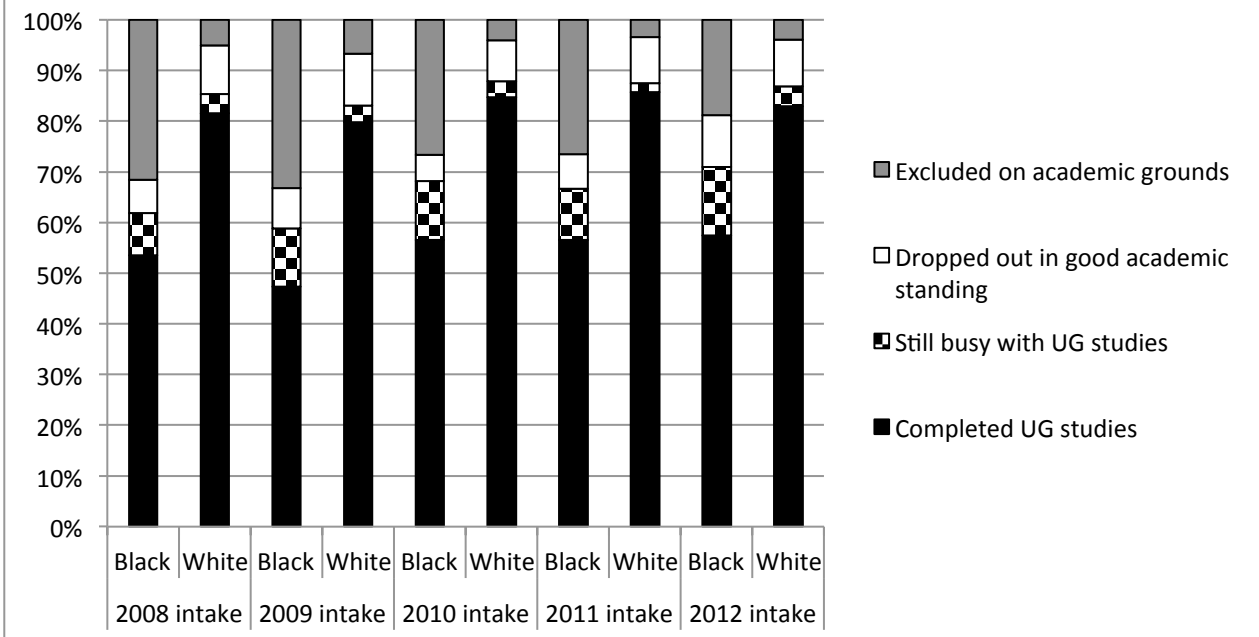


Figure 13.

While 72% of all 2012 FUs in this analysis had completed their studies within five years of initial registration, the proportion doing so of:

- Black undergraduates was 57% (in comparison with 54% of the 2008 FUs)
- Coloured undergraduates was 65% (in comparison with 64% of the 2008 cohort)
- Indian undergraduates was 70% (in comparison with 66% of the 2008 cohort)
- White undergraduates was 83% (in comparison with 82% of the FU cohort)

Attrition (academic exclusion plus drop-out in good academic standing) rates within the 2012 FU cohort were as follows:

- 20% of all entrants (in comparison with 26% of the 2008 cohort)
- 29% among black entrants (in comparison with 39% of the 2008 cohort)
- 24% among coloured entrants (in comparison with 28% of the 2008 cohort)
- 22% among Indian entrants (in comparison with 26% of the 2008 cohort)
- 13% among white entrants (in comparison with 15% of the 2008 cohort)

Attrition rates have therefore decreased across all race groups, but the most marked improvement (10 percentage points) is apparent among black entrants.

In response to a request arising from the 2017 Council Workshop on the 2015 *Teaching and Learning Report*, the Institutional Planning Department (IPD) is currently working on an explanatory analysis of the black/white performance differential reflected in the cohort analysis above. To this end, the longitudinal progress of NSC writers in the 2012 cohort who entered UCT with: (a) identical NSC performance symbols, (b) identical Academic and Quantitative Literacy (AQL) scores (where the AQL score is the sum of the National Benchmark Test's (NBT) academic literacy and quantitative

literacy scores, expressed as a percentage), and (c) identical NSC achievement in English Home Language has been examined by race group.

In terms of the NSC performance analysis, it appeared that there was no difference in the performance of students across the races who had achieved 90% or more. In particular, the potential completion rates (including graduates and those still busy with their undergraduate studies) were 95% amongst both black and white students. However, when looking at the performance of students who had achieved an NSC score of 80 – 89%, the potential completion amongst black students was 88% (8% of this group had already been academically excluded) while among white students it was 91% (with only 2% having been excluded by the end of 2016). Looking at those entering with between 70 and 79%, the potential completion rate among black students was 70% (with 19% excluded on academic grounds); among white students in this NSC performance band, the potential completion rate was 84%, with 5% already excluded on academic grounds.

Looking at longitudinal performance by AQL attainment, there was no difference in the performance of black and white students who had achieved an AQL score of 80% or more: the potential completion rates within these two groups were 95% and 96%, respectively. Differential potential completion rates were, however, apparent between black and white students who had achieved AQL scores of 70 – 79%: the potential completion rate among black students was 83% (with 10% already excluded on academic grounds) whereas among white students, the potential completion rate was 89%, with only 4% having been academically excluded. The differential was substantially larger when looking at the performance of black and white students who entered UCT with an AQL score of 60 – 69%: the potential completion rate of the black cohort here was 76% (with 14% academically excluded so far) whereas among white students, the potential completion rate was 85%, with only 4% already excluded.

The analysis of cohort performance of students entering UCT with the same English Home Language scores showed that there was a differential among those who had achieved an A symbol: the potential completion rate among black students in this group was 82% (with 8% having been academically excluded) whereas among white students, the potential completion rate was 86%, with 8% excluded to date.

These results were surprising, but to some extent we are aware of the adjustment process that takes place in relation to the NSC results, and it is likely that although students' final results are the same, there has been some differential upward adjustment of the marks. In terms of the NBT performance, however, this is not the case and the results of this analysis were unexpected.

There are clearly other factors (than prior educational achievement) in students' subsequent performance at UCT. Some of these are measurable: for example, as a socio-economic indicator, 34% of the black NSC entrants in comparison with only 4% of the white entrants were on Financial Aid. Then, in terms of home background, 92% of the white entrants were English speakers while only 11% of the black entrants reported that their home language was English. A further factor is the type of school attended: 90% of white entrants had attended top performing (NSC deciles 1 and 2) schools, whereas only 54% of black entrants had attended schools in NSC performance deciles 1 and 2. There are no doubt other measurable factors, but there are also less apparent psycho-social factors at play.

IPD intends to continue with this analysis, and to provide a comprehensive report during 2018. While it is not yet clear what the further analysis will reveal, it is hoped that some potential areas of intervention to mitigate students' uneven experiences of UCT will emerge.

Table 18 shows that in addition to the high exclusion rate in the black mainstream, the exclusion rate in the EDPs remained problematic, particularly in the Faculties of Science and EBE (41% and 28% of the 2012 entering cohorts, respectively), although there has been some improvement in more recent intakes: the academic exclusion rates within the 2008 Science and EBE extended cohorts were both 52%, so that the exclusion rate for Science dropped by 11 percentage points and that for EBE dropped by 24 percentage points, when comparing the 2008 and 2012 cohorts.

The overall completion rates within the 2012 EDPs (52%) was two percentage points lower than that within the equivalent 2011 cohort. Potential completion within the extended programmes (69%) was slightly lower than within the black mainstream (71%). However, with the exception of the BCom and the BA/SocSc programmes, cohort completion within the 2012 EDPs was higher than that within the equivalent 2011 programmes. The improvements were particularly pronounced in the BSc (up by 8 percentage points to 40%), the BSc (Eng) (up by 5 percentage points to 30%) and the LLB (up by 5 percentage points to 55%). There were nevertheless marked increases in the proportions of students entering the BSc and the BA/SocSc 2012 EDPs who dropped out in good academic standing (9% and 15% of these students, respectively, had dropped out in good academic standing by the end of 2016).

iv. Postgraduate (master's and doctoral) cohort analysis

(Tables 19 and 20 of Appendix of Tables)

The 2009 to 2013 new intakes of master's and doctoral students were tracked until the completion of the 2016 academic year. Tables 19 and 20 show the status of the intake of each cohort, per faculty, as at the end of 2016.

Table 19 shows that 76% of the 2009 intake, 76% of the 2010 intake, 71% of the 2011 intake and 70% of the 2012 master's intake had graduated by the end of 2016. Sixty-five percent of the 2013 intake had graduated, and a further 6% of the group was still busy with their studies at the end of 2016, so that the potential completion rate within this cohort is 61%. Increasing proportions of master's students in these successive cohorts had dropped out in good academic standing: 19% of the 2009 cohort in comparison with 24% of the 2012 intake reflected as having dropped out in good academic standing. Cohort completion rates varied by faculty, and were highest in the GSB (all in excess of 80%) and the Faculties of Humanities and Law (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 and up to 8% of each master's cohort entering the Faculty of Health Sciences had upgraded to doctoral study. A particularly large proportion of the 2011 Faculty of Science intake (15%) had upgraded to doctoral study by the end of 2016. Smaller proportions of those beginning master's degrees in EBE (around 2%) upgraded to doctoral study. Elsewhere, upgrades were rare. Particularly large proportions of the EBE master's cohorts (up to 29% of the 2011 intake) had dropped out in good academic standing by the end of 2016. It is of concern that the proportion of Humanities master's students dropping out in good academic standing has increased from 18% of the 2009 entrants to 26% of the most recent cohort analysed (the 2013

cohort). Also of concern is the increasing proportion of Health Sciences drop-outs: up from 22% of the 2009 cohort to 35% of the 2013 cohort. Between 2% and 3% of each master's cohort reflected as having been excluded on academic grounds.

By the end of 2016, 69% of the 2009 doctoral entry cohort had completed their studies and 4% were still busy eight years after commencing their studies. The potential completion rate amongst this cohort is therefore 73%. Twenty-six percent of this cohort had dropped out of their studies by the end of 2016. Fifty-nine percent of the 2010 cohort had completed their studies and 8% were still registered: the potential completion rate within this cohort is therefore 67%. Substantial proportions of the subsequent cohorts were still busy with their doctoral studies at the end of 2016 (15% of the 2011 cohort, 23% of the 2012 cohort and 40% each of the 2013 cohort).

Retention and completion patterns at the doctoral level varied widely across the faculties and years. The highest completion rates amongst the 2009 cohort were evident in the Faculties of Science (76%), Humanities (69%), and Health Sciences (68%). With the exception of Health Sciences where the doctoral drop-out rate mostly fluctuated between 16 and 20% per cohort, drop-out appeared to be a particular problem. The overall drop-out rate increased from 26% of the 2009 cohort to 28% of the most recent, 2013 cohort. As a result, the potential completion rate within the 2012 cohort stood at just 58% at the end of 2016 and that within the 2013 cohort was only slightly higher at 62%. The rates of academic exclusion and transfer to other programmes were small to negligible amongst the doctoral cohorts.

Table 21 confirms that the record number of master's graduates in 2015 (1 332), and also that the time to degree amongst graduates had increased slightly from 2.3 years in 2015 to 2.4 years in 2016. This was primarily due to increases in the time to degree among Humanities, EBE and Commerce graduates.

Table 21 also shows a 2016 peak in doctoral completions of 233, against a prior peak of 223 in 2015. The average time to completion amongst the 2016 doctoral graduates had dropped slightly from 5.2 years in 2015 to 4.8 years in 2016. Decreases in the average time to completion among doctoral graduates were particularly marked in Humanities (down to 4.9 years in 2016 from 5.6 years in 2015) and Law (down to 4.7 years in 2016 from 6.5 years in 2015).

3. FACULTY REPORTS

3.1 FACULTY OF COMMERCE

3.1.1 Executive summary

2016 was a year characterised by reflection, listening and debate. This was built on the initial fora discussions in 2015, informally through the conversations with staff and students, and formally through:

1. Commerce Education Group (CEG) sessions which involved representatives of the student body as both participants and presenters (detail provided below).
2. The regular Education Development Unit (EDU) meetings, compulsory for all students on the academic development programme (+/- 1200 students).
3. Specific cohort assemblies led by final year students in the accounting programmes and a facilitated EDU assembly.
4. Faculty-wide assemblies called by either the Dean or the Commerce Student Council (CSC), with either formal facilitation or with facilitators attending.

It was evident that there is a need for a safe space for students and staff to express their feelings and frustrations. These assemblies were sometimes fraught leading to discomfort for both staff and students. The faculty is grappling with trying to understand what exactly is required with respect to transformation and decolonisation, whilst at the same time consolidating and improving the numerous educational initiatives that have been introduced over many years aimed at improving the learning experience of all students and making the Commerce Faculty one learning community.

Key reflections relating to the campus disruptions and the shortened formal lecture period for the academic year include:

- Identification and confirmation of the key skills and content to ensure that students who pass have the necessary pre-requisites to continue with the next level of the course.
- A need for a review of the explicit outcomes articulated to teaching methodology and assessment. If an outcome can be removed during the review of material during the disruptions then one must question if is essential or a nice to have and this must be transparent to a student.
- An advantage for lecture preparation during the disruption was that a number of academic staff have already been involved in preparing online short courses, Learn Accounting videos or loading videos onto VULA that represent key concepts. Going forward it is being suggested that where applicable, particularly at the undergraduate level, 45 minute lecture preparation will be structured in 15 minutes blocks to enable this to be translated into online material by necessity, for future planning, or to highlight online key concepts required by the students.
- As the majority of undergraduate lectures from 2015 have been recorded, this material could be added to VULA. As a result, and based on the philosophy that the majority of learning takes place in tutorials, there is a pilot to record tutorials in the Postgraduate Diploma in Accounting (PGDA) as a learning resource.
- Consideration was given to the purpose, style and timing of formative and summative assessments in some courses including the lessons learned from online assessment process in 2015.

- Requirement for explicit academic participation in a course before granting permission to write an exam (normally done via a Duly Performed (DP)). The effects of the blanket waiver of DP requirements will be monitored. There is concern that as course outcomes are far more than just passing an exam especially with the time spent on the design of building in “graduate attributes” and “professional attributes” that this cohort of students with waived DPs may be graduating without the necessary outcomes.
- The commitment of staff during this period was commendable through the additional work required to put material online, to annotate tutorials that could no longer take place, to monitor the chat rooms, to answer the many emails and just to listen and to allay the feeling of angst that pervaded the student body. The impact of this additional effort by an already curtailed staffing complement due to austerity measures may yet take its toll. It is noted that the Commerce Faculty has always offered supplementary and entrance exams to undergraduate students and this posed a challenge with the necessitated alternative of a revaluation due to time constraints.
- An awareness of the need to move away from the binary in all aspects, mainstream/academic development, race, gender and disadvantage.

The Commerce Faculty teaching and learning initiatives aim to support the university’s five strategic goals for 2017 – 2020.

3.1.2 Curriculum development and review

The commerce philosophy is to scaffold all literacies throughout the curriculum. To establish a base in digital, numerical and academic literacy specific foundations are 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 1000, was the establishment of a Writing Hub in Economics funded by the Teaching Development Grant (TDG). The success of this initiative has led to a prioritisation of faculty resources to continue this project.

Embedding of graduate attributes

The graduate attributes 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. These attributes have historically been embedded into the curricula. In addition to embedding the attributes into the formal curricula, the Commerce Faculty also:

- Strongly promotes the Global Citizenship initiative.
- Encourages extra curricula activities within the Faculty such as students acting as formal mentors for first year students and the Semester Study Abroad (SSA) programme.
- Offers many opportunities for undergraduate students to become trained and monitored tutors and mentors.

Online offerings

The faculty continues to engage with issues around online learning including developing an online strategy for the faculty. In consultation with the platform provider, it was agreed to phase out the two postgraduate vocational online qualifications with effect from 2017. Blended learning is, however, increasingly supported by the academic staff and there are three first-year core courses offered online as part of the residential BCom and BBusSc degrees. A key area of online activity is the faculty’s expanding range of non-accredited short courses, which 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 and familiarise academic staff with the tools and opportunities of online learning.

Academic Development compulsory courses

All academic development (AD) programmes include two compulsory courses designed to give students agency and appreciate the value of education and attaining graduate attributes. They are offered at no cost and do not carry credits but are required for graduation:

1. Step Up: Personal Management in the Higher Education Context (DOC1001F)
2. Career Discovery (DOC1002S)

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. The philosophy for 2017 is to make these courses available to mainstream students on a voluntary basis and resources have been allocated for this. As a result of the many transformation discussions the Commerce Student Development Services and the AD director are involved in restructuring these courses. The ultimate aim is to make these courses part of all Commerce programmes.

3.1.3 Improving access and throughput

First-Year Experience

The Commerce Faculty participates in the university-wide First-Year Experience (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. Digital literacy is reinforced through the blended learning first semester first year course, Evidence Based Management (BUS1036). After the disruptions in 2016 it was recognised that there was a need for first-year students to be introduced to the recent political history in higher education in the 2017 Orientation; this focus on political literacy was designed in 2016.

Consistent with prior years there is an additional specialised AD induction programme. All of the students on these programmes are South African equity students who have a disadvantage factor greater than 1.

Early Assessment

Commerce has both conceptual and logistical concerns over the effectiveness of evaluation after only six weeks in first-year. Conceptually, the concern is especially for vulnerable students who are experiencing huge changes in all aspects of their lives. Logistically, the concern is about the difficulty in obtaining all the results within the necessary timeframe. Commerce does, however, continue to be a firm supporter of ongoing evaluation in all of its courses and to this end has a standardised template to identify differences in a variety of cohorts. Ongoing attention is paid to possible reasons for differences in throughput by race and gender or programme cohort.

Academic Development and support

The EDU 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 and only equity students with a disadvantage factor greater than 1 were eligible for the Academic Development Programme (ADP) in 2016. In addition to more time on task and the focus on contextual and language issues in first-year, voice, identity, and agency continue to be actively nurtured and developed in a variety of forums and ways. Increasing throughput and graduation rates, as well as a rapid increase in postgraduate participation manifests the value of the ADP model. A key challenge remains to work with and support vulnerable students not on extended degree programs. Although certain initiatives such as Step Up, mentoring, counselling, and the EDU writing consultant are available to all Commerce students, we continue to not be able to meet the growing number of students who want to be part of ADP. With the imminent retirement of the EDU director much thought was given to the appropriate structure for the future of the EDU in Commerce.

Courses Impeding Graduation

In the past focus has been on Financial Reporting 2 (ACC2012W) for AD students. In 2016 a dedicated EDU Financial Reporting 2 (ACC2112W) course was introduced writing the same tests and exams but with more time on task, dedicated tutorials, and a learning environment that is strongly participative, learner-centred and holding the academic and affective aspects of students. This is one of our key transformative initiatives as the course is run by a qualified equity chartered accountant (CA) who is an EDU alum – a prime example of “growing one’s own timber” and a wonderful role model. She attained a 100% pass rate at the end of 2016.

Provision and training of mentors and tutors

The Commerce Student Development and Services (CSDS) offered mentoring to first year students in two programmes (this entailed peer mentoring by senior students in groups of a maximum of five first years):

- i) EDU Mentoring programme – Compulsory for first years in EDU - 67 mentors, 267 mentees.
- ii) FYE Mentoring programme – Voluntary for mainstream students - 79 mentors, 304 mentees (in April 2016, the mentees, identified through the Early Assessment system, were allocated to mentors).

FYE and EDU mentors were supervised by both academic and Professional and Administrative Support Staff (PASS). The JumpStart Programme offered to Financial Reporting 1 students (ACC2012S), partly funded by the TDG, included a strong mentoring component and has been highly successful at improving throughput for vulnerable students.

Intensive tutor training is offered to all departments in the faculty and in the College of Accounting; it is an unpaid requirement for any tutor in terms of their contract. This generic training includes managing a class and diversity, and from 2016 included an element of how to identify the affective factors that influence students’ academic life and the relevant referral points. Discipline-based experts then cover these aspects.

Lecturer/tutor/marking training

All newly appointed permanent lecturers are required to participate in the New Academic Practitioners Programme (NAPP) and, where there is space available, this opportunity is offered to contract lecturers. A mentorship programme is offered in most departments via the discipline and, as mentioned in the next section, there is a teaching mentorship offered to incoming and existing academic staff. Staff members who are tutors are normally included in the tutor training initiatives. In

the College of Accounting, for more than the past 10 years, the majority of academic staff employed have previously been UCT tutors and therefore trained per the tutor training mentioned above.

In order to achieve a number of the required criteria for a valid assessment - in particular, fairness, in addition to the statistical analysis a checklist has been provided to all Heads of Department (HoDs) to ensure that, particularly in large classes, all student marks have integrity and all borderline cases have been reviewed. In terms of transformation there is a strong consciousness of choosing tutors that depict the demographics of the faculty and a particular orientation to focus on multilingualism, scaffolding of language, and the richness of diversity.

Lecture recording

The Dean's Advisory Committee (DAC) agreed to a proposal that all undergraduate lectures should be recorded automatically unless a lecturer chooses to opt out. There is an increasing number of lectures being recorded and departments will be doing an analysis of impacts on student attendance at lectures, on the educational process, and on the challenges and benefits of these recordings during the period of disruption.

Third term offerings

To enable students to 'catch up' courses in order to graduate as early as possible, the Commerce 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. Limitations to transformation is the concern that National Student Financial Aid Scheme (NSFAS) students are often unable to take advantage of these opportunities for funding unless the student is able to graduate within that year and, as this is a UCT practice, there is a concern that with the centralisation of NSFAS this will no longer apply.

Postgraduate students

The faculty offers a four-year professional degree and these level eight courses overlap with the courses offered in the separate honours disciplines. In addition, the faculty has a number of postgraduate diploma students with up to 400 students in a class. All the policies and practices that apply to the undergraduate degree apply equally to the postgraduate students. A number of the postgraduate qualifications are offered in part-time mode which offers a practical and contextual element to the teaching and learning within the discipline.

3.1.4 Enhancing teaching and learning

Developing the next generation of teachers and educators

Mentors, TAG teaching, and workshops

The mentoring initiative focuses on supporting new and inexperienced teaching staff within the faculty. This is achieved through teacher observation in lectures/tutorials, workshops on pedagogy, and feedback on student evaluations. The initiative is voluntary, however, where there is buy-in from an HoD, the mentoring is mandatory for new staff. The main challenge with this initiative is recruiting mentors. Establishing trust within mentor/mentee relationships is key; this is time consuming and requires long term commitment.

Academic traineeship

A particular focus is the cohort of academic trainees who have normally been tutors within the College of Accounting. Of the 50 full-time staff in the College of Accounting, 15 are previous academic trainees and 17 are current academic trainees so the pipeline is well established. In addition, the Economics Department has introduced three-year internships for PhD students who wish to pursue an academic career. The School of Management Studies employs several Assistant Lecturers across the various sections.

Facilitating an enabling environment

An established Teaching and Learning Working Group VULA site, as well as a Facebook page are the beginnings of a hub for the Commerce Faculty of all activities and resources related to teaching and learning. The increasing challenges and complexity involved in the teaching environment demand support and development of appropriate educational principles relating to learning and pedagogy.

The make-up of the student body has changed tremendously over the last ten years and is more diverse (be it in terms of culture, religion, schooling, socio-economics, political influence, structure of family etc.) than it has ever been. Given this change as well as institutional pressures to increase throughput rates and the imminent retirement of the current EDU director at the end of 2016, the DAC and the five HoDs are constantly engaging with the most appropriate teaching and learning structure within the Faculty.

Promoting innovation

1. The CEG continues to meet every two weeks on a range of issues related to teaching and learning. It has strong support in terms of attendance as well as the leadership of the faculty. The programme for 2016 was developed with student input, and was themed: Who are we teaching? What are we teaching? Why are we teaching? How are we teaching?
2. Learn Accounting videos <http://learnaccounting.uct.ac.za/>. In conjunction with the Finance and Accounting Services Sector Education and Training Authority (FASSET) and GetSmarter the College of Accounting has produced a series of short concept videos in a number of accounting disciplines that can be viewed in English and up to three African languages. These are freely accessible to anyone with internet access and funding is being sought to translate the videos into additional African languages. This transformative collaboration involved graduates working at other tertiary institutions in the presentations in the different languages.
3. Individual course innovations: these range from experiential learning in first-year to many different ways of expanding the incorporation of South African case studies into the curriculum, and the inclusion of textbooks authored by faculty staff but issued by leading educational publishers.

Rewards and recognition for teaching

2016 saw two Commerce Faculty members receive Distinguished Teaching Awards, Associate Professors Jimmy Winfield and Ryan Kruger.

Scholarship of teaching and learning

Faculty of Commerce academic staff continue to register for the Masters in Higher Education; Ms Sumaya West graduated with this qualification at the end of 2016.

Postgraduate supervision

The disrupted semester had an impact on both supervision and research. Wherever possible supervisors met students off-campus. Access to the library and study spaces was also impeded. Resources and mitigating activities were employed to address this, including, wherever possible, extending submission deadlines.

3.1.5 Monitoring and Evaluation

Affective factors: All excluded students were monitored through series of regular engagements All students on probation in 2016 were required to participate in the monitoring programme during the first semester via group meetings and individual discussion when required. The following topics are covered:

- Meeting 1: Introduction workshop
- Meeting 2: Self-management & time management
- Meeting 3: Study skills
- Meeting 4: Motivation and goals
- Meeting 5: Exam preparation workshop

For the exam workshop and introductory workshop, academics from different departments attend to enable the offering of a comprehensive workshop.

Teaching Development Grants

As part of the TDG finalisation, two key projects are being carried forward as part of regular faculty activities. These are the Jump Start ACC2011 support initiative for students at risk and the economics writing project via the Writing Hub to enhance and support undergraduate academic writing.

Student feedback

In addition to the compulsory midterm formative assessment and the final summative assessment for each course, individual lecturers use ad hoc feedback to determine the mood of the class, e.g. by inviting the class to fill in “post its” during the lectures of what is working and what is not or the robot system where students can indicate via pieces of coloured paper or clickers whether their current status is fine (green) to need help (red). This encourages the intimidated students to have a voice. It is felt that there is an evaluation fatigue and a number of courses offer a bonus mark if students complete the evaluations, but this does not always lead to an effective evaluation. There is currently a task team in the faculty considering effective student evaluation.

Tessa Minter and Alison Meadows

3.2 FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (EBE)

3.2.1 Executive Summary

A major consequence of the student protests during 2016 was the use, for the engineering programmes particularly, of the January 2017 period as a mini-semester. There was tremendous uncertainty leading up to the agreement to make use of a mini-semester, including, among other things, timing, length, and institutional commitment to run it. The on-again-off-again nature of the activities on campus left a significant number of our students feeling distressed about what was expected of them for their courses. At one stage, there was the view that after a short period of UCT being closed, regular activities could just pick right up again and some academics were expecting assignments and reports to be submitted. This could clearly not be the case given the lived experiences of the students at that time. During this extended period, there were numerous engagements that took place between the Dean/Deputy Deans/Departments and EBE (and other) students talking about their demand for decolonialised, fee-free, afro-centric, intersectional education. Many of these discussions were positive and helped to move the various engagements forward, but there were other times when the representatives of the faculty experienced the students being very aggressive toward them.

During the early part of the protests, there was a view that we should attempt to implement a “blended learning” approach to our courses to continue moving forward with the teaching that was not taking place in the classrooms. The Department of Construction Economics and Management had some success with this approach by engaging closely with their students, however, most other departments did not. There was a real concern that the most vulnerable students were precisely those who would be marginalised using “blended learning” given their limited access to both computers and the necessary internet access. Students in residences were particularly affected as they were not able to access the computer laboratories and there was ongoing disruption of their living environment. This notwithstanding, very few of our staff who tried were able to meaningfully implement “blended learning” in their courses. It is not just about “putting slides on VULA”, but rather a completely different pedagogical approach to teaching and learning. The staff in the Centre for Innovation in Learning and Teaching (CILT) went out of their way to support our staff “going online” but there was simply not enough capacity to assist everyone. And doing “online” properly took significant time and energy – and the circumstances at that stage were simply not conducive to this.

The mini-semester was by many accounts a legitimate conclusion to the 2016 academic year. For many academics, it allowed a flexibility not available in the traditional university timetable. Departments could implement various course structures (such as one subject per day) which were well received by staff and students and offered many pedagogical advantages. For example, students had time to engage with material just taught and were not trying to juggle among five subjects in five 45-minute consecutive lectures. However, there was no uniformity in how the various assessments would take place at the end of the mini-semester. Students reported that they found the very limited time to consolidate and prepare for assessments associated with the mini-semester challenging. For most of these students, they moved directly into the deferred examination period that took place the following week with little preparation time beforehand.

Given the requirements to run mini-semester courses, leave, for many, was severely limited for a second consecutive year. This had a significantly negative impact on staff motivation and morale –

which has continued into the 2017 academic year. EBE staff report that they committed themselves to ensuring the success of the academic project in the face of the 2015 and 2016 protests. More than one department has indicated that they do not believe that they have the capacity to repeat what was required of them in 2016.

3.2.2 Curriculum development and review

In Chemical Engineering, the core second-year (72 credit) course CHE2005W was “bedded down” taking into account the learnings from 2015. A key change during 2016 was the increased emphasis on teamwork within the course projects, with significant input from the HIV/AIDS, Inclusivity & Change Unit (HAICU) and Professional Communication Studies (PCS). This was important in order to strengthen students’ ability to work in diverse teams. The input of HAICU was also used in two other spheres: to facilitate sensitization to diversity during teaching assistant training workshops, and during the first-year camp.

In Mechanical Engineering, the curriculum development process that had begun five years previously reached agreement about a curriculum framework. The actual courses which include the content, teaching, and assessment strategies are currently being developed in line with this framework with the hope that the curriculum can be implemented starting with first-year in 2018.

In Electrical Engineering, a new first-year curriculum was implemented across their three programmes: Electrical Engineering, Electrical and Computer Engineering, and Mechatronics. The curriculum for a new (common) second-year across the three programmes was completed for implementation in 2017. A feature of the new curriculum is that it has a common first two years which assists with articulation between the programmes and ensures a solid foundation of science, engineering, and electrical engineering for students. The curriculum is fully semesterised and the courses are packaged into standard 16-credit units. The curriculum review has allowed the improvement in the structure and co-ordination of teaching across the programmes.

Across the faculty, there is a recognition that professional and technical communication is a key outcome of undergraduate programmes in EBE. PCS, located in the Department of Electrical Engineering, teaches into a number of courses for senior EBE students to help develop written, spoken and interpersonal professional communication skills. The focus on developing academic literacies – in particular support for reading and writing multimodal print and digital texts for learning – is growing through collaborations between disciplinary experts in EBE departments and both the Language Development Group (LDG) and Academic Support Programme for Engineering in Cape Town (ASPECT) located in CHED. These collaborations, which are currently focused mainly in first-year courses and at master’s level, take the form of student workshops, writing circles, curriculum and materials development, tutor support, and research. There is recognition of the need to extend these collaborations to other levels of undergraduate and postgraduate studies in EBE, and to explore more fully how multilingualism can be used as a resource in learning. EBE students made 307 visits to the CHED Writing Centre in 2016, a 50% increase on 2015. 2016 saw the start of a collaboration among the EBE Transformation Committee, LDG, EBE researchers and the UCT Postgraduate Funding Office to support students applying for National Research Foundation (NRF) funding for master’s and doctoral study. EBE postgraduate students also participated in the non-credit bearing, blended/online research literacies courses offered by LDG.

3.2.3 Improving access and throughput

First-Year Experience

EBE have managed the first-year experience of our students through a First-Year Committee with representation from each department in the Faculty. Danny Fontaine, the Director of the First-Year Experience Project, is also a member of the committee to ensure that the university experience is included in our activities. The main activities that took place during 2016 were orientation planning and execution, mentoring planning, analysing course-level results, planning the streaming of students into ASPECT, discussing class representative feedback, and managing the coherence and scheduling of class tests and other assessments.

Early Assessment

No students were admitted directly to the ASPECT programme in 2016, but rather through a process of elective “decanting” based on feedback they received from departmental advisors and the staff of ASPECT after the first set of “early assessments” in week 5/6. While the number of students who constitute the ASPECT class is significant, this does mean that ASPECT has currently “lost” the one part of its “mission” – that of access. ASPECT remains a means whereby students can reduce their load in a sensible way and thereby adjust to study at university and begin on the road to success. The programme continues to be an invaluable support for students already studying at UCT. As a reflection of the number of students registered in ASPECT, there were 170 students in the mathematics class and 145 in the physics class by the end of the first semester. The early assessments in mathematics and physics played the largest role in determining which students would be identified as being most in need of support. It was also the students’ experience in these courses and their inability to adequately juggle the load of the other courses that drove students to decide to reduce their load by formally extending their programmes.

Geomatics students joined ASPECT in April as well as in July, with the majority at the later date. This remains a challenge in the physics class because they are attempting the course for the first time while the other engineering students are repeating the course. Experience is, however, now showing that the students who failed the course in the first semester are in need of a thorough coverage from the start again. It appears that these students are in the position of having to repeat in the majority because they have failed to move away from ‘methods’ of problem solving and possibly of study that ‘worked’ at school but do not suffice at university.

Academic Development and support

This section is integrated in other sections.

Courses Impeding Graduation

Departments continue to be encouraged to identify courses that impede students’ trajectory toward graduation. For several years now, EBE has offered students who fail key courses the opportunity to undertake additional work before they have an additional opportunity to write an examination. This additional work takes the form of tutorial-based workshops run for the most part by senior tutors. High-performing postgraduate EBE tutors are invited to apply for the role of senior tutors.

Once students enrol in these Tutored Reassessment Programmes (TRPs), their attendance at programme activities becomes mandatory. Activities take place Monday to Friday, from 09h00 to 13h00 for up to three weeks. Students are afforded the opportunity to work one-on-one with tutors as

well as benefit from group learning. Upon full completion of TRP activities, students write an examination. The examination mark replaces the student's original examination mark and the final course mark and course averages are recalculated accordingly. Should the student pass overall, they receive 50% for the course on their transcript.

In 2016, 22 senior tutors were trained, 16 courses ran TRPs and 343 (76%) students passed their additional examination after having completed the TRP. This is a very successful outcome as 343 students passed a key course after initially having failed it.

Provision and training of mentors and tutors

To assist students in making the transition into university, all first-year students are allocated a student mentor. These are normally enthusiastic students in later years who are willing to volunteer their time and energy to assist first-years in the 'affective' elements of university life. Mentors are trained to meet regularly with their mentees to keep up-to-date with their progress. Their role is to focus on the factors that might prevent first-years from succeeding: issues such as managing their finances, making the best use of their time, ensuring healthy group study habits, learning from failure, and test/exam preparation. Although some mentors can assist students academically, they are encouraged to direct their mentees to the lecturers and tutors who have the academic expertise to help them. Similarly, if first-year students require counselling or financial aid, the mentor is available to advise and direct them to the appropriate person or organization to seek the proper help.

In 2016, EBE piloted a staff mentoring system through the Department of Mechanical Engineering's Academic Development Task Team (ADTT). Interested academics within this team took on one or two students who had been coded FECC by the Faculty Examination Committee. The students were emailed about the programme, and encouraged to reply if they were interested. Six staff and 20 students took part in this programme which was considered a great success and will be taken forward.

In the engineering programmes, it is critical that students develop a deep understanding of the concepts that they learn about in lectures. Tutorial sessions offer an important opportunity for this to take place and peer tutors are a vital part of this process. In this regard, 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 will have the basics in place for each tutorial session such as ensuring that they are familiar with the material and that they are prepared to answer the questions posed in each tutorial (the role of the course convener here is equally important). 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. In order for this to happen, tutors must aim to facilitate learning as much as possible by, for example, starting from where the student is at 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. For example, when one member is dominating the group and simply showing others how to do the problem, the tutor can try to encourage students to engage with the work themselves. In this way, tutors play a vital role in enhancing teaching.

Postgraduate students

EBE has a continuing program of improving access and improving throughput in its postgraduate programmes. A review of time to graduation and participation of SA students in postgraduate studies undertaken in 2016 for the period 2010-2015 shows that: 1) for Masters programs the average time to

graduation is 3 years; 2) 50% of students in master's programs are from designated groups; 3) for PhDs the average time to graduation is 5.5 years and this is the same for black and white students, and 4) in 2015, 24% of registered PhDs were black, 13% coloured, 9% Indian and 54% white.

The faculty continues to introduce new programmes, particularly professional master's and post-graduate diplomas, targeting the South African industry. Two Professional master's programs were approved in 2016, one in Transport Studies and the other in Geotechnical Engineering, both in the Department of Civil Engineering.

3.2.4 Enhancing teaching and learning

Developing the next generation of educators and researchers

The Department of Chemical Engineering has obtained funding from the Minerals Qualification Authority for two contract positions at a lecturer level, which are used as developmental posts. The department has, from its budget, created a further two developmental positions. The appointees for these positions are from the designated groups and are being introduced to academic life with undergraduate teaching, academic administration, and research – all under the mentorship of senior academics. Since the inception of this scheme four years ago, two of the appointees to these developmental positions have been taken on as GOB-funded academics.

There were two New Generation of Academic Practitioners (nGAP)-supported appointments made during 2016 – one in the School of Architecture, Planning, and Geomatics, and the other in the Department of Construction Economics and Management. The Department of Construction Economics and Management also managed to leverage funding from the VC's strategic fund to make an additional appointment of a candidate who was identified through the nGAP selection process.

Enabling environment

The School of Architecture, Planning, and Geomatics, in response to the student protests, and based on the success of their "Open Classroom" that they ran during the protests, have transformed one of their courses to address contemporary themes in critical social and political theory in reading the production of architecture and the city. Experimental and decolonial approaches in teaching and learning pedagogies are variously drawn upon to provide robust critical analysis around contemporary contestations of colonial cultures among academics, within built environment disciplines and professions, and wider urban society. The open content of the course has been available to other transformation initiatives in the school and the wider university as part of their ongoing Open Classroom, and has included academic and activist plenaries, film series', and a curated exhibition. Internal content includes reading seminars and workshops and a student mini-conference.

Scholarship of teaching and learning

The Centre for Research in Engineering Education has a strong presence in EBE with a number of academics within the faculty aligning themselves with engineering education activities. The effect of this interaction has been to significantly raise the profile of the teaching and learning enterprise over the past few years and encourage many academics to embrace the idea of the scholarship of teaching and learning. Scholarly teaching is valued and the faculty's efforts to enhance teaching and learning is embraced.

Postgraduate supervision

EBE fosters healthy student-supervisor relationships via memoranda of understanding and strong relations with the Postgraduate Student Council. A new course, Research Design and Methodology for Civil Engineers, was introduced in 2016 to provide additional support and preparation of postgraduate students for research. This adds to existing research methods courses offered in the faculty and thus provides further opportunities for research preparation.

3.2.5 Monitoring and Evaluation

Quality Assurance and Academic Reviews

The Architecture-based qualifications in the School of Architecture, Planning, and Geomatics were successfully accredited by the South African Council for the Architectural Profession as well as the Commonwealth Association of Architects.

Geomatics was successfully accredited by the South African Council for Professional and Technical Surveyors.

The Department of Construction Economics and Management postponed their South African Council for the Property Valuers Profession accreditation that was due to take place in 2016 to 2017 because of the student protests.

Teaching Development Grants

EBE Faculty Retreat: 14 EBE academics attended a two-day residential programme outside of Cape Town. Academics learned about teaching effectiveness, teaching evaluation, using student feedback productively, collaborating with colleagues, teaching portfolios, and researching teaching.

Conference and Workshop Attendance: The South African Society of Engineering Education (SASEE) runs an annual workshop with a focus on Engineering Education and a sharing of institutional best practices. Fifteen EBE academics participated in workshops about assessment, teaching with visuals, and the new Higher Education Qualifications Sub-Framework (HEQSF)-compliant engineering programmes.

Tutored Reassessment Programme: See earlier discussion

Student feedback

EBE has a well-structured system of feedback from class representatives. Class representatives are elected across all years of every programme. These representatives meet with departmental leadership on a regular (quarterly) basis. Senior departmental class representatives meet with faculty leadership twice per year. 2016 was a disrupted year in many respects, but one thing that was not disrupted was our faculty's commitment to engage with our students. There were also a number of engagements both at a departmental level and at a faculty level that focussed on feedback associated with the protests.

Brandon Collier-Reed

3.3 FACULTY OF HEALTH SCIENCES (FHS)

3.3.1 Key contextual issues

The student-led protests by RhodesMustFall, FeesMustFall and OccupyFHS during 2015 and 2016 have revealed and amplified the existing fault lines in higher education and the country at large as students called for free, quality, decolonised education. The challenges and opportunities provided by the protests in 2016 are notable because they magnified prevailing systemic issues and concerns related to teaching and learning practices within the university and the faculty. The faculty recognised the educational challenges and committed to a process of curriculum change informed by decoloniality. The protest action was experienced in different ways by the faculty community and proved to be a disruptive moment. Going forward the faculty is committed to reflecting on the systemic and inter-personal issues that shape our teaching and learning practices.

As a consequence of the protest action in 2016, the faculty leadership suspended academic activities in years 1-3 for all undergraduate programmes in October 2016. The academic year was completed in a mini-semester run between January and March 2017. The academic impact of the suspension of activities and mini-semester was experienced as very stressful for staff and students and the leadership. All programmes modified their approach to teaching through changing methodologies, prioritising, revising and reducing content, and adopting innovative methodologies for teaching. The Educational Development Unit (EDU) supported course convenors in planning the educational activities for the mini-semester. Students experienced financial stresses during the mini-semester which impacted negatively on their learning. Some departments provided students with food and transport support. Students and staff have reported feeling overwhelmed by the intense academic programme of the mini-semester. The mini-semester was followed by the immediate start of the new academic year which led to increased levels of stress and anxiety.

Increasing student numbers

The unplanned increase in student numbers in undergraduate programmes due to the current admission process system of over-offers has created a range of challenges in classroom, laboratory and clinical teaching settings. In 2016, the number of students enrolled in undergraduate programmes exceeded the target by 33 (see Table 1).

Table 1. Student numbers in undergraduate programmes in 2016

Programme	Target	Offers	Enrolments
Physiotherapy	60	303	65
Occupational Therapy	65	273	72
Audiology	35	155	42
Speech-language Therapy	60	171	44
MBChB	220	519	250
TOTAL	440		473

The number of postgraduate students in the Faculty of Health Science continues to rise and in 2016, the numbers of postgraduates for the first time exceeded the numbers of undergraduates. As is evident from the figures below, the rise in student numbers is largely in the International category and in the category labelled as ‘Unknown’. The large ‘Unknown’ category needs to be carefully analysed, in order to provide more accurate information on where the faculty’s growth areas are.

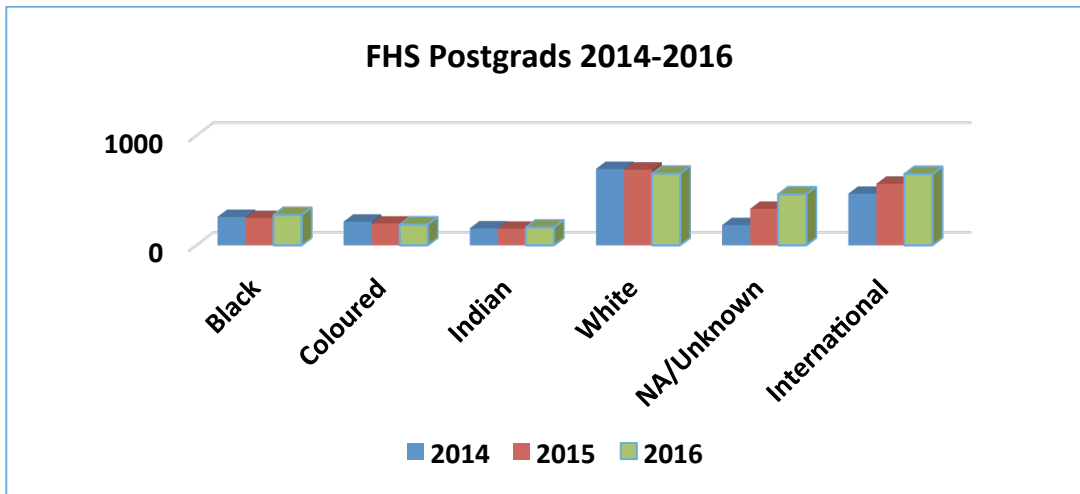


Figure 1. Number of postgraduate students in the Faculty of Health Sciences, 2014-16

Included in the postgraduate mix are the following types of programmes: BSc (Med) Honours (including two honours programmes that enable conversion from BSc into professional qualifications (Biokinetics and Dietetics and Nutrition); Postgraduate Diplomas; various different master’s programmes including MMed and MPhil for specialization of medical specialists and sub-specialists; course-work master’s programmes (which include coursework and minor dissertations); and research master’s and PhD programmes. Each of these groups of programmes is led by a sub-committee of the Teaching and Learning Committee. Of particular note is that the numbers of International (and “unknown”) PhD students has almost doubled in the 2 year period from 2014 – 2016 (orange and pale blue bars) (see Figure 2).

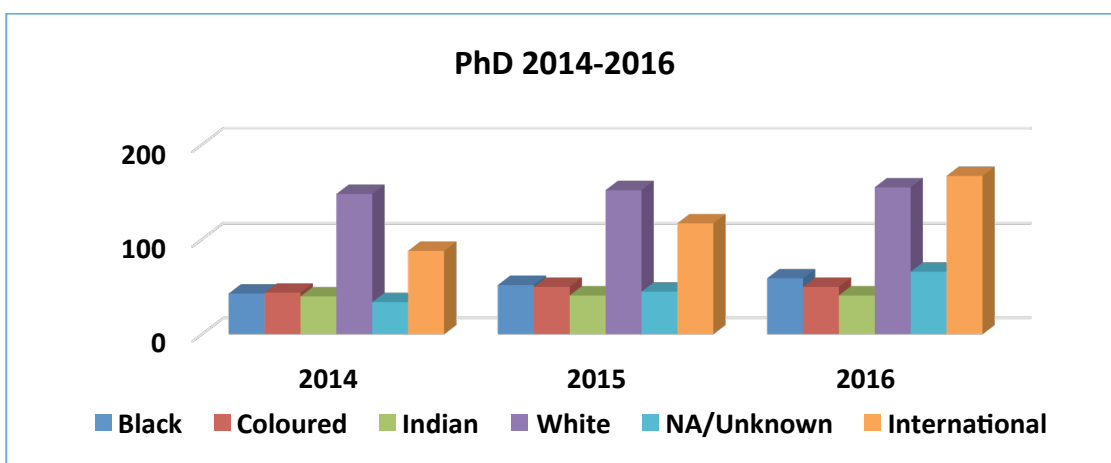


Figure 2. Number of PhD students in the Faculty of Health Sciences, 2014-16.

The growth in the postgraduate sector is being monitored and managed by the faculty through the new Programmes and Courses sub-committee of the Teaching and Learning Committee. Academic need, demand and interest, resourcing and sustainability are carefully balanced and rigorous attempts are made to ensure that only viable programmes are launched. Assistance with fundraising for new courses is being provided by the faculty business manager.

The increase in student numbers is also reflected in the graduation figures. This is particularly evident in the MMed category, where a Health Professions Council of South Africa (HPCSA) requirement introduced in 2011 requires that trainee specialists complete research work equivalent to 60 credits. While it is noted that the academic value of such training is important, as is the additional subsidy income, this has come at the cost and enormous strain on the clinical sector that is largely focused on clinical service and is not well set up to supervise such large numbers of dissertations. The faculty and individual departments have responded to the new demands in creative ways, with delivery of introductory courses for both supervisors and students.

Courses that enable advanced professional training are of particular interest to the local health care community as well as across Africa. Some examples are programmes in addictions care, psychotherapy, pesticide risk management, health professional education, adult and child nursing practice, palliative medicine, community and child health, disability studies, to name a few. With this rise in large numbers of postgraduate diplomas and coursework master's degrees in an austerity environment, there is an imperative to work on economies of scale, of streamlining, and reducing duplication. One of the ways to do this is to develop and deliver "core" courses that can serve more than one discipline. In this regard, the fields of biostatistics, epidemiology, and bioinformatics are being investigated. At present these courses are taught in a range of diplomas and masters programmes in contact, mixed and distance modes.

The online and e-learning platforms are being adopted in a variety of programmes, and staff are gathering a wealth of experience of the challenges and difficulties as well as the successes in moving into this mode for postgraduate teaching. Of some concern is the move into fully distance learning mode where this has not been fully explored or where the qualification is not registered as such.

Clinical platform issues

The clinical platform is struggling to accommodate students across the Western Cape, students in the Mandela-Castro Programme and students on elective programmes at undergraduate and postgraduate levels. The high student-staff ratio for teaching on the platform is concerning because it impedes early identification of students who are struggling to learn. There have been many challenges in recruiting examiners on the platform. For programmes in Health and Rehabilitation Sciences, training on the clinical platform continues to be challenging given that service delivery for rehabilitation professions is not well established. Therefore, clinical educators frequently offer services for the purpose of training. The safety of students at clinical sites is continuously monitored. The faculty has considered various strategies to make transport accessible to all students and continues to seek long-term solutions to affordable transport. The platform was extended to the Eden District to a small cohort of final year MBChB students in 2016 (~20 students).

Mental health support

Mental health /wellbeing of students has become a critical issue that needs to be addressed by the faculty and university. Mental health challenges have significantly spiked over the last 18 months, such that in every block, there is an increasing number of students who are not coping with academic work due to mental health challenges. Although the faculty has made additional support available by employing a psychologist on site, this support is far from adequate. The faculty is hopeful that a University Mental Health Policy will be finalized and implemented as a matter of priority.

3.3.2 Curriculum development and review

There have been reviews of curriculum development and review initiatives across undergraduate programmes. These initiatives address the following issues:

- Equity and diversity teaching
- Curriculum transformation and decoloniality
- Implementation of complex competency based curriculum
- Development of graduate profiles and curriculum alignment
- Assessments in contexts of diversity, and improving quality of MCQ assessments
- E-Learning technology and pedagogy
- Curriculum alignment between mainstream and extended degree programmes

Graduate attributes

Programmes and departments have engaged in discussions and review of graduate attributes. Notably in Occupational Therapy (OT), graduate attributes for community service and beyond are enriched through an elective international online module in the fourth year curriculum. The participating institutions are Coventry University (CU), the University of Cape Town (UCT) and Limburg University, Belgium (PXL) and Nanyang Polytechnic University, Singapore (NPU). In Obstetrics and Gynecology, there has been discussion of graduate attributes such as professionalism with highlighting elements related to health and human rights, workshops on LGBTI healthcare needs, intimate partner violence, and obstetric violence as well as the importance of empathy and compassion being explained in compassion tutorials.

3.3.3 Improving access and throughput

First-Year Experience

In 2017, there have been varied opportunities for students and staff to continue to engage with issues emerging through the protest action. The First-Year Experience (FYE) team arranged a series of workshops on topics such as: 'Who was Hamilton Naki', 'Should Health Professionals be talking about Intersectionality', 'Decolonising the curriculum', 'The role of the UCT Ombud', 'Discrimination: a state of protest', 'Finding our humanity', and 'Learning to listen'. Feedback from students and chairs of the various sessions was extremely positive.

Early Assessment

The faculty has a system across undergraduate programmes to identify students who experience academic difficulties. When academic issues are identified, students are referred to an academic support staff member and if psychosocial issues are identified students are referred to student wellness in the faculty.

Academic Development and tutorial support

The faculty has a system of augmented support across programmes in first-year. This support provides tutorials on epistemic access to content, exam preparation, and learning techniques. These supports, along with curriculum change initiatives, have reduced the number of students entering extended programmes.

The two extended degree support programmes (Intervention Programmes (IP)) in the faculty are for MBChB and Health and Rehabilitation Sciences programmes. They have had a good success rate. Graduation records show that of 177 students graduating from the MBChB programme at the end of 2016, 24 (14%) were ex-IP students. In Health and Rehabilitation programmes, 2016 graduation records show that 15% (17 students) of the cohort were ex-IP students. Selection criteria for entry into IP have been reviewed and changed. A milestone was achieved this year when two ex-IP students from the health and Rehabilitation Sciences programme enrolled for master's degrees.

The Writing Lab participates in two foundation courses in the undergraduate MBChB programme; Becoming a Professional (PPH1001F), and Becoming a Health Professional (PPH1002S) to support the development of written language skills. Literacy practices within the Health Sciences are highly specific and to support student learning and acquisition of these practices, the Writing Lab has curated and developed an extensive list of resources that are freely available to students via our website <http://www.writingcentre.uct.ac.za/healthsciences/resources>. Multilingual resources are being developed.

Courses Impeding Graduation

Courses impeding graduation (CIGs) are under review for the 2016 year.

The initial analysis of trends indicate that the following courses impede graduation:

- Psychology courses: for Speech-language Therapy, Occupational Therapy and Audiology programmes,
- Chemistry course in the MBChB programme.

3.3.4 Enhancing teaching and learning

Developing the next generation of teachers and educators

Departments encourage staff to participate in the New Academic Practitioner Programme (NAPP) and participate in the New Generation of Academic Practitioners (nGAP) programme to develop the capacity of staff who are increasingly involved in lecturing, demonstrating, and assessments. The Postgraduate Diploma in Health Professional Education is purposed for the development of the next generation of teachers and educators.

The EDU offered a varied menu of professional development opportunities for staff. Twenty-two workshops about the use of technology to support teaching, learning, and assessment were held during 2016, as was the second annual Innovative Teaching with Technology Course. The Teaching, Learning and Assessment online short course was offered in 2016 to staff within FHS as well as joint staff and clinicians who engage informally with health sciences students.

The issue of assessment competence of staff was thrust into the limelight by the student protests in the latter half of 2016. Several of the demands articulated by students relate to poor assessment practices,

highlighting the need for clear competencies to be defined and staff development aligned with these. The project to define appropriate assessment competencies for staff with different roles is ongoing. The faculty hosted a day-long assessment workshop for course conveners initiated by the Deputy Dean: Undergraduate Education in 2016. An analysis of assessment practices in final year courses was undertaken to review the issue of over-assessment.

Clinical skills development

The training of staff in simulation-based medical education (SBME) was identified as a major faculty development need. The Clinical Skills Centre collaborated with the Department of Anaesthesia and Perioperative Medicine to bring a visiting scholar to UCT to do a train-the-trainer course. The Clinical Skills Centre has been collaborating with the Groote Sschoor Hospital (GSH) Cardiac Clinic in the development of an online electrocardiogram (ECG) interpretation website. This project benefits both undergraduate and postgraduate students, and the website is currently being evaluated as a learning tool.

Facilitating an enabling environment

Departments reflecting on the cultural climate noted that faculty's culture linked to competitiveness and hierarchies is unhealthy, and that access and throughput might be improved if this was replaced by a commitment and modelling of cultures of cooperation, collegiality, and mutual respect. Various departments have highlighted their commitment to ensuring that issues of fair practice, transparency, and improved communication enhance the teaching and learning environment.

Promoting innovation

In 2015/2016 the new Department of Health Sciences Education was established with the intent to advance the development of teaching, learning and curriculum practices in FHS. This is the first Department in Health Sciences Education on the African continent. The mission of the department is to promote innovation and scholarship in Health Sciences education.

The School of Public Health supported SAMSA students to establish a monthly Global Public Health talk series. The students organized the first Global Health film festival in South Africa; films were screened at UCT Health Sciences April 2016. The School of Public Health is developing the curriculum for a new intercalated BSc (Honours) Global Public Health degree. This 12 month degree, the first of its kind on the African continent, aims to train and nurture the next generation of global health leaders in South Africa, and to contribute to a cadre of health professionals able to apply an understanding of global processes that influence health to a local context.

Teaching Development Grant

In the final phase of a three-year Teaching Development Grant (TDG) funded project on clinical reasoning run by Department of Health and Rehabilitation Sciences with support from EDU. A teaching development grant in Physiotherapy was used to assist in the development and evaluation of a blended learning module for the 3rd year Neurology course to assist in the development of video resources for neuromusculoskeletal assessment techniques in 2016.

Rewards and recognition for teaching

In 2016 FHS recognized staff for their contribution to education in three categories:

- i. The Excellence in Teaching Award: The focus of this award is on reflective teaching practice.
- ii. The Dean's Award for Excellence in Collaborative Teaching in Health Sciences Education: The focus of this award is on collaborative teaching practice by a team.
- iii. Leadership and Scholarship in Health Sciences Education Award recognises staff who have published articles and scholarship.

Scholarship of teaching and learning

Staff innovations were celebrated at the faculty's 8th annual Celebrating Health Sciences Education conference, where FHS staff made 29 presentations. These presentations covered a wide range of topics in both undergraduate and postgraduate education. The publications on various aspects of health sciences education is gradually increasing.

3.3.5 Monitoring and Evaluation

Quality Assurance and academic reviews

There are various strategies for quality assurance which are applied within and across departments. The faculty has the following processes in place to monitor and evaluate quality of programmes:

- HPCSA accreditation and internal UCT department reviews
- Internal and external exam moderation processes
- External examiners' reports
- Student feedback is obtained via course evaluations as well as via interaction with the student representatives and class representatives. Courses are revised on an ongoing basis to respond appropriately to feedback.
- Assessment practices are being reviewed on a continuous basis particularly in light of fairness and transparency issues raised by students.
- Review of student progress

While these strategies are in place, the faculty recognizes that the approach to quality assurance should be strengthened on a continual basis.

3.3.6 Other notable achievements

The Clinical Skills Centre is a partner in a North-South HEI consortium (CASO 3.0), which in 2016 was awarded Erasmus+ funding to develop the Patient Partner Project. This initiative sees the recruitment, training, and development of ten lay people who are considered 'experts by experience' and who, together with academics and a team of 'student partners', will work on the conceptualisation, design and implementation of a transformative communication curriculum for junior medical students over the next two years.

One of these was hosted by FutureLearn and titled Education for All: Disability, Diversity and Inclusion presented by Dr Judith McKenzie and Mrs. Chioma Ohajunwa of the Disability Studies Programme at UCT. This Massive Open Online Course (MOOC) aims to help teachers, other professionals, and parents to tackle inclusion – in a practical way – in their own environment. It has been endorsed by the South African government's Department of Basic Education for teacher professional development.

Another was a MOOC taught by Professor Juan Klopper from Acute Care Surgery which runs via Coursera on the statistical concepts encountered in clinical research. It deals with the understanding that the statistical approaches used by scientists to analyse their data is key to determining the validity of the results.

Harsha Kathard and Sue Kidson

3.4 FACULTY OF HUMANITIES

3.4.1 Executive Summary

2016's extended academic year offered particular challenges to teaching and learning in an educational environment in which we already strive to address inequality and structural disadvantage. While issues of transformation and access were foregrounded by the year's social action in ways which have materially energised the development of debates and strategies, the additional demands of the delayed and disrupted academic cycle had unavoidable effects on the teaching project, and more directly on the energy and morale of both students and staff.

The truncation of the second semester of 2016 badly inhibited course delivery, and the faculty decision to examine only on the first eight weeks of the semester meant that course content was inevitably reduced. While departments made every effort to support students through online material, access issues made these offerings irrelevant to precisely those under-resourced students who would most have benefited from them, and the faculty was highly conscious of student dissatisfaction with the stop-gap measures. The university closures were particularly problematic for departments in the Performing/Creative Arts, especially Dance and Music where physical conditioning is an intrinsic aspect of study, and for this reason Dance was one of the few Humanities departments which made use of the mini-semester in early 2017 as a continuation of the 2016 year. The mini-semester was also employed to offer a limited number of Humanities mini-courses tailored specifically to Semester Study Abroad students. If nothing else, the distance learning employed during the final four weeks of term has served to highlight the value placed on face-to-face teaching by both students and staff.

The delayed exam season and increased deferred exam burden were difficult for both students and staff, and the high pressure on the system was very revealing of weaknesses in the faculty's assessment and quality assurance processes, particularly marks upload procedures: these have been identified and addressed in a way which will improve administration going forward. The stresses of the year have also highlighted curriculum complexities, in particular in the general degrees, and awareness of student difficulties in navigating the system will drive future curriculum development in material terms.

3.4.2 Curriculum development and review

The faculty's accreditation committees, the Undergraduate Education Committee (UEC) and Graduate Programmes Committee (GRAPRO) continue their work in curriculum development, with attention paid to over-arching curricular and pedagogic concerns as well as the nitty-gritty of course accreditation. 2016 saw the establishment of a dedicated Teaching and Learning Working Group (T&LWG) of both these committees, tasked with paying more in-depth and conceptual attention to particular issues raised in both committees. Issues identified during the course of 2016 and referred to the T&LWG for attention during 2016/2017 included the development of a detailed faculty policy on plagiarism; an investigation of disparate faculty approaches to student course evaluations; and the regularisation and expansion of Third Term offerings as a potential mechanism in student academic progression. The faculty's Academic Co-Ordination Steering Group became operational in 2016, providing a higher-level oversight of key academic issues as they move among UEC, GRAPRO and the T&LWG.

The disparate nature of Humanities qualifications across numerous departments, including professional qualifications and the Performing/Creative Arts as well as the formative general degrees, makes curriculum design and monitoring particularly challenging. The articulation of student disaffection through and following the protests has highlighted the problems inherent in curriculum design which is often too complex, prone to change, and difficult for students to apprehend to the extent necessary to enable their full agency in designing and furthering their studies. The identification of key areas for simplification and conceptual streamlining began in 2016, and will continue into 2017 and beyond, in a process which parallels ongoing debates at both departmental and faculty level regarding the decolonisation of course content. The social action of 2015/2016 has served to powerfully highlight the essential Humanities graduate attributes of social consciousness and critical citizenship.

3.4.3 Improving access and throughput

The faculty's Education Development Unit (EDU) continues to service the extended programme of the general degrees, although with increased focus on the need to integrate the augmented and support material of its courses and tutorials into the broader undergraduate curriculum, both to meet student needs and to de-stigmatise the operation of the Extended Degrees. In addition to the faculty's goals for improving undergraduate student throughput, student success is vital both in the expansion of postgraduate enrolments, and in the transformation of the postgraduate student demographic. The results of the faculty review of the department over the year have been illuminating and have given direction to revisiting of the unit's offerings; Department of Higher Education and Training (DHET) funding restrictions remain an issue, and extensive re-curriculation have been put on hold until promised DHET funding re-structures have taken place. Plus tutorials, offering additional time to deal with material from courses, were offered in all the larger first-year general degree courses in 2016, and some key courses at second-year level which have been identified as particularly demanding. The unit has worked extensively with student assemblies and feedback, and has developed a programme of social support interventions in addition to their established work in Plus tutorials and introductory courses. Research undertaken within the extended degree student body during the self-review process in 2016 shows that students are responding positively to changes made to the programme as a result of Faculty Assemblies in 2015. The unit remains active in broader faculty initiatives such as tutor training.

The faculty's Student Engagement Unit was established in 2015, and 2016 saw the continued development of its integrated approach to student recruitment, orientation, curriculum advice, psycho-social support, and mentoring. Recruitment initiatives such as the Wannabes Project target schools which do not traditionally feed the Humanities admissions process, and offer admissions workshops, university visits, National Benchmark Test (NBT) access and some monitoring of admitted students' progression; while staff changes inhibited some activities in 2016, the programme is well established and remains operational.

The Engagement Unit administers the Early Assessment process, targeting first-year students in the general degree who are showing failing marks in more than half of their courses midway through both first and second semesters; while this intervention is well received by the identified students who respond to contact, it suffers from non-responsiveness of students, who ignore emails or text messages inviting them to consult an advisor. 2016's Early Assessment process was flawed by data

irregularities: the general staff fatigue from the intense deferred exam session at the start of 2016 inhibited some departments from uploading the necessary marks.

The Early Assessment intervention is integrated with the faculty's mentoring programme; while peer mentors were initially offered only to students in the extended general degree in 2016, and a small number in the mainstream first-year owing to resource issues, students identified by the Early Assessment process are also offered support. The current limitation on the mentoring programme is the number of available mentors, which is rising only slowly; while the ultimate goal is to give every first-year student a mentor, this will require some serious work in recruiting student volunteers. The university's First-Year Experience (FYE) Project continues to inform the faculty's efforts in the area of orientation, mentoring and psycho-social support.

3.4.4 Enhancing teaching and learning

The difficulties of the 2016 academic year have tended to direct energies away from substantive development of teaching skills and innovations, as creative uses of online resources and alternative teaching modes have largely been in response to crisis rather than being deliberate pedagogical strategies. The university's Teaching and Learning Conference did not run in 2016, reflecting the difficulties of the year and the lack of space and focus for explicit pedagogical exploration. Nonetheless, UEC has seen a renewed enquiry into the place of examinations in teaching, and the balancing of coursework against exam marks in the composition of final course marks; this is in line with findings regarding the problems of examination for second language speakers in particular. The EDU continued with its research, both in monitoring and evaluation of student success and in the area of decolonised curricula; three-year National Research Foundation (NRF) grants in the areas of "Re-describing Academic Development in the Humanities" and "Decolonising Curricula in the Humanities in South African Universities" ended in 2016. The unit also co-ordinates tutor training across the faculty, including digital literacies and an emphasis on learner-centred teaching. The university's Collaborative Educational Practice Award for 2016 went to the "Medicine and the Arts" collaborative course, offered both as a Massive Open Online Course (MOOC) and as a master's programme, which was co-led by Assoc. Professor Susan Levine from the Anthropology Department and included input from Humanities academics across a number of departments.

3.4.5 Monitoring and Evaluation

The increased pressures of the 2016 deferred exam season placed both administrative and academic staff and the processes of marks checking and uploading under considerable stress, revealing a number of flaws in the system. A similar process of staff fatigue threatened to flaw the Faculty Examinations Committee's (FEC) checking process both after the formal 2016 exam season, and after the expanded deferred process. The FEC took this opportunity to clarify and codify its quality control procedures, and also carefully monitored the upsurge in marks corrections submitted during the 2016 year-end; committees have implemented tighter controls to ensure that these issues are addressed. This becomes particularly important given the climate of student dissatisfaction with the university, and the particular need for the institution to provide an academic administration which can be perceived as trustworthy. With the increased emphasis on student feedback, the uneven implementation of course evaluations across the faculty was identified as an area of concern during the course of 2016, and was referred to the faculty's T&LWG for investigation during 2017.

3.5 FACULTY OF LAW

3.5.1 Executive Summary

The student protests in 2016 and the call to decolonise the curriculum provided both challenges and opportunities. The challenges included the continuation of the teaching and learning project in a climate of uncertainty. It did, however, also provide an opportunity for the continued review of the LLB curriculum and of teaching practices and assessments. In addition to the student protests, the Council of Higher Education (CHE) review of the LLB curriculum also provided an opportunity to reassess the LLB curriculum, and teaching and learning practices.

As a result of the student protests and the inability to continue with face-to-face lectures and requests to continue with the academic programme, the Law Faculty lecturers used the VULA platform to record lectures and allow take-home exams with online submissions. The challenges in this context were ensuring that all students had access to the online material and were able to use the online system for the exams. A further challenge was maintaining the integrity of the examinations. The Law Faculty put systems in place to ensure that all students had access to computers and the internet. Exams took the form of both conventional exams and take-home exams with online submissions. In order to ensure equity, deferred exams at the beginning of 2017 generally took the same format as the end-of-year exams.

A faculty retreat in December 2016 reflected on the challenges of the call for decolonisation and the use of online resources. While online teaching and recordings meant that lecturers and students were exposed to a different teaching methodology, online exam submissions highlighted both academic and technological challenges. The academic challenges identified included the possibility of plagiarism, collaboration and time allocated for the exam. As a counter to plagiarism and collaboration, an ethical declaration was included for the online submissions. The technological challenges included the online submission process, technology failures, and the need for protocols on online exams.

The call for decolonisation has meant that the curriculum and course content have to be reviewed to remove the Eurocentric bias while at the same time bearing in mind the global context of law. The LLB curriculum is being reviewed, as well as the course content and the manner of teaching. Going forward, effort will be needed, in modifying the LLB curriculum, to achieve an appropriate balance between the requirements for legal practice, global competence and local relevance.

3.5.2 Curriculum development and review

Of particular significance to curriculum development and review in the Law Faculty was the continuing student protests in 2016, in particular during the fourth term, and the review of the LLB degree by the CHE. The impact of the former in curriculum development meant that the lecturers continued with initiatives, started in 2105, to revise the LLB curriculum and find innovative ways to ensure that the law curriculum is reflective and responsive to reflect the society in which it operates. These initiatives included continuing seminars and research on decolonising and transforming the LLB curriculum. The review of the LLB degree by the CHE highlighted the excessive number of credits in the LLB degree, the poor throughput rate and the need to ensure co-ordination across the different years of the LLB degree. The faculty also considered the inclusion of legal ethics as a separate course in the LLB curriculum.

With respect to digital literacy, the first year LLB students completed a computer literacy assessment which enabled the faculty to put in place the appropriate training. In addition, the First-Year Experience (FYE) programme continued with the sponsorship of the ‘tech buddies’ who were trained by staff in the Center for Innovation in Learning and Teaching (CILT) and were available to assist students with information technology (IT)-related queries during the first few weeks of the academic year. With respect to quantitative literacy, a maths course ‘Law that Counts’ is part of the curriculum for students in the four year LLB programme.

Assessment

As a result of the protests in the latter half of 2016, online exams and online submissions using the VULA platform were extensively used. While the use of the online system enabled exams to be written at off-campus locations, students felt that the different exam format affected their performance. A number of lessons, both positive and negative, were learnt from the use of the online exam format and online submissions. While lecturers became more adept at the use of online technology, the online format also raised concerns such as plagiarism, collaboration, and the availability of computers and internet services. The faculty also considered the alignment between teaching and assessment with respect to assessments which require application and problem-solving.

3.5.3 Improving access and throughput

First-Year Experience

The faculty has participated in the FYE institutional project since 2013 which aims to promote the success of first-year law students in their transition from school to university. In addition, the faculty FYE programme continued to include the “Skills for Success” workshops in the first semester. Although not directly linked to FYE, first year graduate LLB students attended a two-day Preparatory Workshop prior to the commencement of the 2016 academic year.

Early Assessment

Early Assessments reports were generated at the end of the first semester for three courses; students who failed assessments in these three courses were provided with additional support in the form of the Preliminary Year Academic Support System (PASS). The additional support took the form of supplementary classes, with a maximum of 30 students per class, and mentoring provided by three LLM or PhD students. The additional support was extended to students who were identified as being ‘at risk’ at the end of the second semester class tests. The PASS program was funded by a Teaching Development Grant (TDG).

Academic Development and support

The Extended Curriculum Programme (ECP) was identified as one of the concern areas by students during the 2016 protests, in particular in relation to students’ perception of the stigma associated with the programme as a result of the differential treatment. One of the problems identified was the inability to change from the ECP stream to the mainstream LLB programme and vice-versa. This flexibility between the programmes will be included in the 2017 structure of the programme. Another difficulty identified was the transition from the ECP stream to the mainstream LLB programme during the third year of study. The 2017 curriculum review will include considering solutions to this concern.

Courses Impeding Graduation

The CHE review raised a concern with the throughput rate of the LLB degree; the 2017 curriculum review process will undertake a review of the throughput rate of the LLB degree.

Provision and training of mentors and tutors

The student mentoring programme continued under the auspices of the Law Students Council. In 2016, the programme took the form of senior LLB students mentoring three or four first-year LLB students. A Law Faculty academic member of staff was assigned to oversee a group of mentors as a support to the mentors.

The two-day tutor training workshop took place in February 2016. The departmental tutors, the Writing Centre tutors, the Legal Writing Project tutors and the PASS tutors participated in the workshop which addressed facilitation, pedagogical theory, mentoring skills, assessment, providing feedback on student writing, and managing diversity.

Postgraduate students

The introduction of the Professional LLM degree has improved the throughput rate of postgraduate students. The introduction of revised Postgraduate Diplomas in Law, with effect from 2017, will assist with improving access for those students who do not meet the required criteria for the LLM degree.

3.5.4 Enhancing teaching and learning

Developing the next generation of teachers and educators

A proposal entitled “Considering an Academic Career Programme” will shortly be considered by the Academic Planning Committee and the Teaching and Learning Committee. In brief the proposal is that at the end of Year 2 and the beginning of Year 3/Intermediate Year, the faculty will promote the idea of a select programme for those considering an academic career. A year-by-year development of skills, from Year 3 to a PhD, is anticipated.

Facilitating an enabling environment

The Legal Writing Project continued in 2016 as an intervention aimed to support first-year students in acquiring the requisite legal writing and analytical skills. Faculty assemblies were held during 2016 where the dean, staff and students were able to raise and discuss issues of concerns relating to, inter alia, teaching and learning, deferred exams, take home exams and online submissions. A faculty retreat was held in December 2016 to reflect on the 2016 academic year and the faculty’s approach to ‘blended learning’, curriculum design, teaching and decolonizing the curriculum. Certain of the LLB exams took the form of take-home exams and take home exams with online submissions was the main form of assessment for LLM students.

Promoting innovation

The regional Teaching and Learning conference held on 30 August 2016, provided a discussion on innovative teaching methods. Professor Loretta Feris presented on ‘Using short films as a creative aid in learning’, Dr Jacqui Yeats on ‘Law through a lens: using student film clips as a creative medium to enhance learning and engagement’, Dr Tobias Schonwetter on ‘Developing a Massive Open Online Course’ and Professor Dee Smythe and Ms Jameelah Omar on ‘Criminal Procedure after Marikana: the challenge of teaching law in context’. The conference also included a panel discussion on

decolonisation of the curriculum. Presentations by lecturers from the other two Western Cape law faculties and discussions amongst participants were also informative.

Rewards and recognition for teaching

Apart from the university-wide Distinguished Teacher's Award process, there is no faculty-specific rewards and recognition for teachers.

Scholarship of Teaching and learning

The faculty's Teaching and Learning Committee arranged lunchtime workshops as well as the regional Teaching & Learning Conference to benchmark best practice and thought about teaching - in particular, innovative teaching. The conference was held on 30 August 2016 and, as noted above, included a panel discussion on decolonisation of the curriculum.

Postgraduate supervision

A workshop for supervisors was held on 13 June 2016 to reflect on, inter alia, co-supervisory relationships to clarify roles and expectations.

3.5.5 Monitoring and Evaluation

Quality assurance and academic reviews

During 2016 a nation-wide review of the LLB degree took place. On the basis of the recommendations of the review panel, the faculty has modified its strategic planning.

Teaching Development Grants

The Department of Higher Education and Training (DHET) TDG which comes to an end in 2017, was used to facilitate the PASS, the Legal Writing Project, and to fund the regional Teaching and Learning Conference.

Student feedback

The low take-up rate of the student evaluations have rendered students evaluations largely ineffective. Faculty staff are, however, generally opposed to a rule that completion of the course evaluation is a Duly Performed (DP) requirement for the course. Lecturers continue to use informal paper-based mid-course evaluations in class. It was suggested at a faculty board meeting that to prevent evaluation fatigue amongst students, a student evaluation is only done every second year in each course, provided that each lecturer is evaluated at least once per year, and also on the understanding that staff on probation should be evaluated in all their courses. Staff seeking ad hominem promotion may also want to ask for more frequent course evaluations.

Tracy Gutuza

3.6 FACULTY OF SCIENCE

3.6.1 Executive Summary

As with other faculties the protests and disruptions of 2016 have had serious and ongoing effects on the teaching enterprise in the Science Faculty. Students and staff have reported experiencing considerable stress, and in most cases it was impossible to provide effective academic support in the last four weeks of the second semester. The Science Faculty chose, in general, not to offer a catch-up mini-semester in January 2017. Instead, individual departments responded by providing non-examinable additional readings, on-line material or incorporating course content into the subsequent year. This was judged to be less disruptive to students, but it nevertheless does come at the cost of missed course material.

The student protests also brought into focus the issue of curriculum transformation. Although curriculum review and contextualisation have been ongoing in the Science Faculty for several years, particularly in departments with a strong societal context, such as Archaeology and Environmental and Geographical Sciences, 2016 saw deeper attention to this issue, with the formation of departmental transformation committees and extensive consultation with students.

3.6.2 Curriculum development and review

Students and staff in the Science Faculty have initiated a process of curriculum discussion and review. Specific initiatives that are worth highlighting include:

- The spontaneous emergence of the “Science Faculty Engagements”, run by a group of senior undergraduate students, which despite some adverse publicity were, on the whole, quite well received and drew good participation.
- The Dean’s initiative at the end of the year to have departmental forums in which students and staff could share their experiences and frustrations, some of which were facilitated by outside people.
- The formation of transformation committees within each department to ensure follow-through in conducting curriculum review discussions involving staff and undergraduate and postgraduate students, and to ensure that curricula are locally relevant, draw on African scholarship where appropriate, and align with international standards.

3.6.3 Improving access and throughput

Our broad emphasis in regard to improving throughput has been to: (a) provide students with comprehensive guidance and information about making the correct choices for the path of their studies; (b) providing a range of academic and psychosocial interventions to enable students to manage and complete their studies effectively, and (c) ensuring that students have access to help and advice when they need it, while also developing independence and resilience in the approach to their studies.

First-Year Experience

The Science Faculty continues to be an active participant in the university-wide FYE initiative, with a focus on supporting the student through the immediate transition from high school and beyond that to the full first year of studies. While the Orientation Week Programme focussed as usual on a combination of information about choices in the Sciences and the first-year at university in general, a range of “extended orientation” initiatives was also offered during the first semester. Bi-weekly lunch

time sessions dealt with topics such as “How to learn in the Sciences” and “Preparing for the first test”. In addition, representatives of the faculty actively monitored the chat room and Q&A facility in the FYE Science VULA site: the most common questions concerned logistics around registration, curriculum change and who to speak to concerning specific issues. The students also have access by appointment and email to academic student advisors and the assistant dean, who can provide advice and counselling, or refer students to other services as necessary.

Early Assessment

The faculty continues to make effective use of the Early Assessment reports in April and July. In April, the results of a series of tests in first-year courses is used to evaluate the overall performance of students after the first four weeks, and to advise them if necessary to transfer to the Extended Degree Programme (EDP). Following this evaluation, every first-year student is given an opportunity to have a one-on-one consultation with a student advisor or the assistant dean, to discuss their progress and outlook. In July, students at risk following the June tests and exams are identified and referred to student advisors for consultations, in order to assess possible changes to their course loads or curricula in general.

Academic Development and support

Although a degree of academic support is made available to all students through departmental tutorial schemes and mentoring, the faculty focusses considerable effort on the Science EDP. This has now been running in its present guise for four years, with the first cohort of this 4-year programme having now completed their studies. While a full analysis of the effectiveness of our EDP is now under way, some preliminary conclusions can be drawn, notwithstanding the effects of serious disruptions to the academic enterprise during 2015 and 2016. An average of 25% of the first-time entering cohort in each year (70-110 students) have been opting to enter the EDP at the end of week six of each academic year: the vast majority of these are black students, and although the basis for transfer to the EDP is the result of tests in week five, there is a clear correlation with their Faculty Points Scores (FPS), with EDP having scored in the lower range of those admitted to the faculty. The proportion of academic exclusions in each cohort at the end of their first-year dropped steadily from 5.7% in 2013 to 3.9% in 2015, then increased slightly to 4.5% in 2016. The overall exclusion rate remains a concern: for example, of the total of 437 first-time-entering students in 2013 (i.e. ignoring students transferring from other faculties or other universities), 61 or 14% had been academically excluded by the end of four years: this included 27 black and 16 international students. It is worth noting in this regard that students who are readmitted on appeal to the faculty are carefully monitored and supported in their subsequent years, to ensure that they deal with issues responsible for their previous poor performance. A more positive picture emerges from analysis of completion or graduation rates of the 2013 cohort. This shows that 169 (39%) students graduated in three years, while a total of 262 (60%) graduated within four years. This is encouraging when measured against previous cohort analyses: in the 2006 – 2009 Science cohorts, five-year graduation rates of 51-60% were achieved, and our predictions, based on students in our 2013 cohort still continuing in good standing, suggests we may achieve close to a 70% success rate in this cohort. These observations suggest that the combination of our selection processes, specialized foundational courses and ongoing interventions are yielding some success, although challenges still remain.

The Science Winter School initiative is worth noting in the context of student support. It has now been run for four years, funded by the Department of Higher Education and Training (DHET) Teaching

Development Grant (TDG), and was conceived as a way of introducing first-year students to the wide diversity of options in the Sciences, giving them exposure to Science in action in the Western Cape region, and providing an opportunity for them to explore their place in Science and to discuss and debate issues related to Science in society. The 2016 version of the event actually took place in spring, with 50 EDP students spending a week in Sutherland, engaging with the astronomical facilities and staff, and exploring how science and scientists contribute to the problems of the Karoo region of South Africa. This residential retreat is decisive and life-changing for many students.

Courses Impeding Graduation

There are a number of Science subjects, principally in mathematical disciplines, offered both to Science students and as services courses in other faculties, with historically low pass rates. An investigation was undertaken in 2014 into which courses most impeded throughput, which involved tracking cohorts of students through to graduation. Since then a number of interventions have been undertaken at a departmental level in statistical sciences and chemistry, principally involving new teaching methods, such as blended learning. In addition, the suite of first-year mathematics course offerings is being redesigned, with new offerings to be accredited in 2017 and rolled out from 2018 onwards. For instance, new terminating first-year mathematics courses will be introduced in 2018 and 2019 for computer science and chemistry majors, to be taught in a blended format, involving a combination of video lectures, peer-learning whiteboard tutorials, and online formative assessment.

Provision and training of mentors and tutors

Mentoring programmes are being run in the Departments of Computer Science and Mathematics, for students registered in their first year courses, and in the faculty for students who do not have access to mentors through departmental initiatives or their residences. Training and monitoring of mentors was provided by the Student Development Officer, Bhavani Krishna, and in addition to mentors having weekly meetings with their mentees, in groups of 3-4, the faculty sponsored two social events at the ends of the first and second semesters, respectively, which proved to be valuable additional means of making students feel part of a broader community.

A number of our departments run tutor orientation and training programmes, and plans are underway to complement these by a faculty-based programme, which will complement the more specific, discipline-oriented programmes of departments, and will emphasize generic pedagogical skills as well as development of sensitivities and skills related to encountering diversity in the classroom or laboratory.

Postgraduate students

There has been concern within the faculty that the average duration of the MSc degree is too long. Certainly, the majority of students do not complete within two years. This throughput issue has been addressed in a number of ways: through changes in the wording of both the postgraduate memorandum of understanding and instruction to examiners to indicate an expectation of manageable scope for the degree, and a new online system for year-end progress reporting by supervisors, which includes a remedial system for students who are not progressing.

In terms of improving access and growing postgraduate numbers, the Science Faculty now offers a number of faculty PhD scholarships (one per department), which are targeted at students who do not receive other postgraduate funding.

3.6.4 Enhancing teaching and learning

Developing the next generation of teachers and educators

The issue of transformation of the academic staff has been foregrounded in recent years as a challenge for the university as a whole and the Science Faculty in particular. As a consequence the faculty has adopted a policy of advertising for targeted equity appointments in the first instance for all academic posts. This has already begun to bear fruit in recent appointments, although much remains to be achieved in this regard.

Facilitating an enabling environment

The process of curriculum review begun in 2016 and, extending into 2017, has opened up a space for discussion and planning of curriculum change within departments. In 2017, reports on these activities will be collated at a faculty level to consider departmental initiatives that could benefit from faculty-wide support. It should be noted that many departments had already begun curriculum review prior to 2016 and that for them this represents an ongoing activity.

The “critical conversation” discussion series hosted by the Science Faculty Teaching and Learning Committee also provides a mechanism for exploring and debating teaching practices and thus contribute to an enabling environment.

Promoting innovation

At a faculty level funding for innovative teaching initiatives is made available through the dean’s strategic fund. Innovative teaching methods, such as the peer-based whiteboard tutorial initiative, are also fostered by the faculty Teaching and Learning committee.

Rewards and recognition for teaching

In 2016 a record three Distinguished Teacher Awards were awarded to Science Faculty academic staff: Dr Jonathan Shock and Dr David Erwin, both of the Department of Mathematics and Applied Mathematics, and Dr Miguel Lacerda, of the Department of Statistical Science. This provides evidence of the innovation in teaching taking place within individual departments.

Scholarship of teaching and learning

While there is no faculty-wide coordination of teaching and learning scholarship, individual academic staff do undertake such research, particularly members of the Science Academic Development Program (ADP), and are also regular participants in the UCT Teaching and Learning Conference.

Postgraduate supervision

The Science Faculty has an active and progressive Postgraduate Student Association. They participate actively in various decision-making bodies within the faculty such as the Science Faculty Teaching and Learning Committee and the Dean’s Advisory Committee (DAC). The association also organises regular activities for postgraduate students, such as a multi-disciplinary research workshop.

3.6.5 Any other notable teaching and learning developments and activities

The most significant initiative in the Science Faculty over the last four years has been the reconfiguration of the EDP. This comes with extensive student support at both departmental and faculty level and indicators are that this will improve throughput by as much as 10%.

James Gain and David Gammon

3.7 GRADUATE SCHOOL OF BUSINESS (GSB)

3.7.1 Introduction

With its roots in Africa, the GSB mission is to be a leading emerging market business school that is both relevant and excellent. The GSB is committed to building a new model of business school – one that is grounded in values and based on the paradigm of the emerging market. The school is focused on developing leaders with business acumen through four pillars of excellence (academic excellence, societal relevance, pedagogical excellence and thought leadership) that underpin and inform the new model it is seeking to develop.

The GSB celebrated its 50th anniversary in 2016. To mark the occasion, the GSB launched its new brand at the start of 2016, moving away from “full-colour thinking” and towards a new positioning that reflects its forward-looking vision “because a new world needs new ideas”. The GSB continues to perform well in the perception of the global community: it was ranked number 76 on the Financial Times 2016 list of the best full-time Master of Business Administrations (MBAs) in the world.

Focus on transformation

The GSB takes transformation seriously and has been continuously reviewing and improving its transformation initiatives aimed at students and staff (both the GSB staff and the broader Breakwater Campus 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 people of colour). The Transformation Forum, which was consolidated in 2015, held six meetings during 2016, addressing matters related to staffing, equitable treatment, and matters arising from the campus shutdown during the student protests. On the academic front, faculty continued to engage with transformation topics and worked on building these considerations into the content and delivery of their courses.

3.7.2 Curriculum development and review

The first presentation of the new MBA programme, which was rearticulated as a Professional master’s degree, was held for both the full-time and the modular cohorts. The new course focuses strongly on innovation, personal and values-based leadership, and on the African context.

In addition to this change, the credit weighting of the Research Methods course was increased to five credits to ensure MBA students take the course seriously and devote the requisite time to it; previously, it was a compulsory but non-credit-bearing course.

Two new electives were introduced for the Master of Commerce in Development Finance: Innovative Finance, and Housing Finance for Emerging Markets. These two topics fit neatly with the GSB’s mission to provide a relevant, emerging-markets focused curriculum, and address cutting-edge topics in the development finance field. The programme also adjusted its curriculum so that students would be exposed to the Research Methods course earlier, ensuring a stronger performance in their dissertations.

3.7.3 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 its programmes who may not have attained a sufficiently high qualification in the past.
- Bertha Centre bursaries and scholarships: 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 MBA (full time and modular) and Postgraduate Diploma in Management Practice (PGDip). The MBA in Executive Management (EMBA), the Master of Commerce in Development Finance (MCom) and the Master of Philosophy specialising in Inclusive Innovation are managed in their own departmental units.

The GSB maintains a high throughput rate on open academic programmes. For example, the throughput on the full-time MBA programme was 94% for the 2014 intake, 100% for the 2015 intake and 96% for the 2016 intake (four students deferred). This is partly thanks to the extremely 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.

Students on the MCom and EMBA programme face a difficult task in balancing their studies with their professional careers; many are in demanding senior-level jobs, and are studying to gain the skills and knowledge they need to progress in their careers. These cohorts therefore have the highest withdrawal, LOA and attrition rates (the EMBA withdrawal rate in 2016 was 14%). In many cases, students attend classes and pass exams, but lose momentum when they reach the dissertation stage, in part because they have already achieved their personal goals from the taught components of the course. Both programme teams are working on initiatives to support students and encourage them to complete, including more contact in the intermodular periods, the provision of coaches, and improvement of student feedback.

RPL candidate throughput rate

The GSB, with its focus on experienced 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. Thus the GSB is pleased that the RPL throughput rate remains positive.

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. Additionally, the library staff expose students to the on-campus and online library facilities; this includes sessions on plagiarism, how to use Turn-It-In and sessions on how to use Mendeley. A key outcome of these sessions is the establishment of a trusted relationship with the staff members at the school that are available as ongoing support throughout the year.

- Learning support coordinator: The learning support coordinators for the MBA and EMBA programme track 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 coordinators maintain a consolidated updated record of grades to enable this monitoring process.
- Academic writing consultant: In collaboration with the Writing Centre at UCT, a writing consultant was available twice a week or by appointment in 2016, with areas of focus being assignment writing, task analysis, work structures and techniques, coherent writing of final reports and dissertations.
- Digital Literacy: All first-year students have to attend compulsory sessions on relevant information technology (IT) systems and software programmes such as PeopleSoft, VULA, Citrix and GSB Live.
- Academic support: 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.

GSB Executive Education

In 2016, GSB Executive Education continued to build its portfolio of diverse and relevant academic and expert contacts for delivery of its short courses. 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. The Executive Education team sought approval for a suite of new professional short courses for delivery in 2017, including topical fields such as Integrated Reporting, Risk Mitigation, and Organisational Development.

Online provision

While the GSB continued its uptake of online teaching tools, this slowed in 2016 especially in light of other time-consuming initiatives, such as the new MBA curriculum and a renewed focus on research output. The GSB appointed an Academic Manager, Anna Malczyk, who has a professional background in online learning, to head up this initiative. However, this was not a priority for implementation in 2016. The GSB experimented with delivering online short courses through GetSmarter, but the three courses launched in 2015 attracted low numbers and two were discontinued, leaving only Values-Based Leadership. This course ran twice, also with very small cohorts, so the decision was made to put it on hold until a stronger strategy could be put in place. Programmes across the GSB continued to use VULA to deliver readings, announcements, resources and assessments to students (in varying degrees depending on the programme). In addition, there was an uptake in the number of recorded lectures that were made available on VULA.

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 convener to answer. The Executive Education team ran a number of customised and public programmes that included a blended learning component.

3.7.4 Monitoring and Evaluation

Quality assurance and academic reviews

In response to the need for more oversight on administrative and academic quality control, the GSB created the Academic Office in June 2016. The role of the office is to monitor academic programmes over time to ensure that students are meeting learning objectives or, where this is not the case, to uncover weak areas and suggest curricular and other improvements. The Academic Office is also responsible for managing the programme-level academic administration at the GSB in conjunction with the Commerce Faculty Office.

In accordance with good academic practice and in line with requirements from accreditation bodies, the Academic Office, along with the GSB faculty, began the process of overhauling and formalising the long-term process for academic quality assurance. This included a new student feedback form, more rigorous student feedback dissemination to the relevant parties, the formation of faculty-led Assessment and Curriculum Committees (ACCs) for each programme (which review the content, curriculum, structure and assessment methods on each programme in line with student and faculty feedback), and other smaller interventions.

Teaching Development Grants

The GSB was awarded one Teaching Development Grant (TDG) for the purpose of developing online pre-courses for certain MBA disciplines. The first pre-course was developed and briefed to an instructional designer at the end of 2016; it is intended for launch with the 2017 MBA cohort.

Student feedback

Lecturer evaluations are run 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 areas for improvement 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.

Overall, students find their time at the GSB challenging and rewarding, and appreciate the expertise and teaching prowess of their faculty. Where issues are raised, these are fed back to the relevant ACC, the programme director and the academic director for actioning. The most common student concerns related to outdated content on certain courses, faculty who are subject experts but weaker as teachers, the heaviness of the workload, and questions around the relevance of content to the local context. As this feedback accumulates, specific interventions will be put in place in 2017 to address the underlying issues.

Mills Soko and Anna Malczyk

3.8 CENTER FOR HIGHER EDUCATION DEVELOPMENT (CHED)

3.8.1 Introduction

CHED's mission recognises that despite political transformation, significant social and economic inequality persist in South Africa, and this is evidenced in the ongoing legacy of unequal education provision and the continuing need for redress as a mechanism for undoing the historical disadvantage of black students. Accordingly, CHED's mission, which is aimed at institutional transformation is to promote equity of access, effectiveness of teaching and learning, and the enhancement of curriculum, with the aim of improving student success and ensuring that UCT graduates who are globally competitive, locally relevant, socially responsible, and representative of South Africa's diverse population.

The development of a *UCT Strategic Planning Framework* (2016-2020) provided an important opportunity for CHED to reconsider its strategic direction in the changing institutional and broader higher education context. CHED has reaffirmed its commitment to its mission. In addition, the protests of 2015-2016 compelled CHED to reflect more deeply on its vision and underpinning values.

To achieve its mission CHED offers an expanding set of specialized educational services and functions that are essential to enable the faculties to meet UCT's educational goals. Its various departments and projects therefore work in partnership with the faculties and PASS departments, CHED's various departments and projects to support the university's institutional objectives.

CHED units comprise the Academic Development Programme (ADP), Careers Service, Centre for Innovation in Learning and Teaching (CILT), Centre for Extra-Mural Studies (EMS), Centre for Educational Testing for Access and Placement (CETAP), and projects (located in the Dean's Office), namely the Multilingualism Education Project (MEP) and the First-Year Experience Project (FYE). This report does not represent a comprehensive overview of CHED's activities, but highlights some of the developments, achievements and progress made in 2016. It focuses on those activities geared towards the transformation objective of enhancing equity of access and outcomes as well as the quality of the teaching and learning experience. The report attempts to highlight some of the impact of the protest action during 2016 on the work of CHED and how CHED's work is perceived and conceptualised and the progress made in addressing these challenges.

Report compiled by Vicki Heard

3.8.2 Academic Development Programme (ADP)

ADP's mission is to promote transformation of institutional culture by developing, implementing, and disseminating educational insights and strategies that foster equity of access and outcomes. The undergraduate curriculum has traditionally been the main target of ADP's mission, but in recent years the mission has been extended to strengthening undergraduate students' chances of progressing to postgraduate studies and of being successful as postgraduate students.

ADP is an academic department that employed 48 academics and 12 administrative staff in 2016. It consisted of six units functioning from within the faculties and two units (the Numeracy Centre and the Language Development Group (LDG)) working across the faculties, providing language and quantitative literacy support. The central unit coordinated ADP's activities across UCT and aligned them with university strategy, relevant Department of Higher Education and Training (DHET) policy and broader developments in the world of higher education.

ADP's main areas of work in 2016 were:

- Contributing to undergraduate teaching and support
- Contributing to postgraduate teaching and support
- Running the upper campus Writing Centre and the Faculty of Health Sciences Writing Lab; these are accessible to all students
- Participating in mentorship and tutorial programmes
- Collaborating with other CHED departments
- Fostering teaching and learning partnerships with academics in other faculties
- Contributing to Higher Education policy development and implementation.

ADP's activities were intimately and profoundly affected by the Shackville protests of February 2016 and #FeesMustFall activism from mid-September onwards. Many students on the extended curricula identified closely with issues raised by the 2015 and 2016 protests, and a high proportion of student activists had links with the extended curricula. Moreover, because of the very wide reach of ADP's activities, staff were present and often engaged at multiple and intersecting points of student activism. A complicating factor was that while students on extended curricula were often actively participating, they were also among those most affected by disruptions to the academic year and least able to continue their studies through online or other distant means of delivery, because many of them lacked access to electronic devices and/or data. For much of the year ADP staff worked tirelessly to find appropriate and sensitive means of support for undergraduate as well as postgraduate students. Many staff engaged actively with students in conversation and debate, they used various means to maintain contact and offer support, and developed alternative educational materials (hard copies and online) and forms of delivery in order to help students prepare for exams or deferred exams, or in the case of postgraduate students, to continue their studies. A second aspect that dominated 2016 was high levels of financial insecurity. Questions about the amount of Foundation Grant revenue that UCT should qualify for were resolved with the DHET in 2016. This was exacerbated by conditions of financial austerity on campus.

Despite these challenging circumstances ADP continued to function as a vibrant and energetic community in 2016, interacting constructively with other CHED and UCT departments and faculties and producing high quality work supportive of students and colleagues across a huge array of educational initiatives and offerings. Moreover, the political situation on campus during 2016 has again drawn attention to ADP units' crucial positioning in the faculties and their ability to raise awareness of the many systemic challenges that almost all students (not only the most vulnerable) experience at UCT, as well as the forms of educational development and psychosocial support that are urgently needed to counter these challenges. What follows are some of the highlights in ADP's contribution to the university community in 2016.

A key area of ADP's contribution to undergraduate teaching and support is the Extended Curriculum (or Degree) Programmes (called Foundation Programmes in the past and referred to as the extended curricula in this part of the report). These are jointly funded by UCT and the DHET's Foundation Grant. It needs to be noted that students who attend courses offered by ADP as part of an extended curriculum in the earlier years of their degrees join regular degree programmes in later years. Upon graduation students who started off on an extended curriculum receive exactly the same degree as students who followed a regular (unextended) curriculum; and conversely, many of the students on the

regular curriculum also take longer than minimum time to complete their degrees, in effect following something that could be called an 'unstructured extended curriculum'. Some of these students on a regular curriculum may also have benefited at some point in their studies from registering for individual courses on offer in the extended curricula.

An important point to make about the extended curricula is that they are developed and implemented in partnership with the faculties. The success of their delivery is largely dependent on the structures and context for delivery co-created in the faculties through the ADP-faculty partnership. Although UCT's various extended curricula are underpinned by fairly common underlying principles and experience similar challenges, the structures and contexts inevitably differ across the faculties and explain the diversity of philosophy and structure encountered in extended curricula across the university. In general it can be stated that the success of a particular extended curriculum in providing flexible pathways supportive of student retention and academic progress and success depends on the quality and strength of the partnership between the faculty and ADP.

Faculty-specific information on the extended curricula can be found in the individual faculties' reports. This section reports only general and cross-cutting information. In 2016 ADP taught well over a thousand undergraduate students in accredited courses. Of these, approximately 700 were first-time entering (FU) students registered on extended curricula. The rest were returning students joining the extended curricula or students who in some of the faculties were allowed to take individual courses offered in the extended curricula because they were in particular need of support in those courses (various mathematics courses are among those most commonly taken by students otherwise registered for regular curricula).

Students on extended curricula take a mixture of so-called regular 'mainstream' courses and courses specifically adjusted for the extended curricula. A statistic that emerged from the Foundation Grant Report submitted to DHET is worth mentioning here. The success rate of full-time equivalent FUs on extended curricula was 85% in the courses adjusted for the extended curricula, compared with a success rate of 69% in their regular 'mainstream' courses. The gap of 16 percentage points between students' performance in the courses adjusted for the extended curricula and their regular 'mainstream' courses is noteworthy and a new phenomenon (in previous years there was very little difference in students' performance in these different types of courses). While this will have to be investigated further, a possible explanation is that extended curriculum students experienced more support in the courses adjusted for the extended curriculum than in their regular 'mainstream' courses during the periods of student activism which eventually led to the university shutting down and examinations being written under challenging circumstances.

Apart from courses specifically designed to form part of extended curricula, ADP staff were involved in many other courses. The cross-faculty Numeracy Centre delivered semester courses for Humanities and Law students (registering a total of more than 500 students), and five substantial interventions for first-year students in the Health Sciences Faculty. The Numeracy Centre also delivered courses of computer-based tutorials to over 2 600 students in twelve different courses at different levels and in various faculties. These included six computer-based assessments. The formal undergraduate teaching of the other cross-faculty ADP unit, the LDG, included credit-bearing courses, semester-long modules embedded in other courses run by faculties in their regular curricula, and course-related workshops. Apart from its flagship Language in the Humanities course offered as part of the Humanities extended

curricula, the LDG also offered an accredited academic literacies course for students in Performing Arts degrees, an area where there is currently no extended curriculum on offer. In total the unit reached just over 2 500 students through its formal teaching activities. As is evident from the information above, ADP every year teaches a very large and growing number of undergraduate students in both extended and regular curricula.

An ongoing concern in 2016 (as in 2015) has been managing the image of ADP at the institution. While ADP plays a wide-ranging role in supporting thousands of undergraduate students in many different ways, the most public perception of ADP's work is often its role in the extended curricula and students' experience of stigma and marginalisation in these curricula. This sense of stigma and marginalisation is at times also shared by ADP staff teaching on the extended curricula. Because of the partnership model of providing extended curricula, addressing this problem needs to be driven collaboratively by the faculties and ADP.

During 2016 ADP engaged in ongoing discussions with colleagues and students in the faculties about ways of making articulation points between extended and regular curricula more flexible – the challenge is to do this without jeopardising Foundation Grant funding on which the university, to a large extent, depends for the continued provision of extended curricula. An overall aim is to make the movement between extended and regular curricula more flexible to cater for a wider spectrum of student needs. This would create more flexible pathways supportive of student retention, progress and success, and at the same time go a long way towards addressing the problem of stigma experienced by some students and staff on the extended curricula. Another aim is to continue reaching more undergraduate students through campus-wide ADP structures and initiatives such as tutoring and mentoring initiatives, the Writing Centre and the Faculty of Health Sciences Writing Lab.

ADP has made notable contributions to postgraduate teaching and support in 2016. Many ADP staff members were active as postgraduate supervisors, in their 'home' disciplines, but also in areas of education and AD. Several staff members supervise students registered on CHED's Higher Education Studies diplomas and degrees (co-hosted by the School of Education), in this way strengthening expertise in educational research at both school and higher education levels. Areas of strength in this respect resided in the Science ADP unit, ASPECT (in EBE), the Humanities EDU, the Health Sciences EDU (which now also forms part of the Department of Health Sciences Education in the Faculty of Health Sciences) and LDG. Eight postgraduate students (seven master's and one PhD) supervised or co-supervised by ADP staff qualified in 2016. The LDG expanded its contribution at the postgraduate level by adding to its suite of innovative, highly acclaimed and seriously oversubscribed postgraduate writing support short courses offered in online and blended modes of delivery ('Journeys in Research Writing', 'Navigating Research Writing', 'Write Science'). Another area of excellence which ADP contributed to was the National Astrophysics and Space Science (NASSP) Postgraduate Bridging Programme (PGBP). This programme continued to provide critically necessary access for South African black students to postgraduate opportunities in Science: nine out of twelve equity students accepted on the programme in 2016 have continued to NASSP Honours at UCT. Twelve former PGBP students are registered for PhD degrees. Eighteen students are registered for master's degrees and six have so far completed their studies. ADP staff in the Science Faculty have also been particularly successful in facilitating postgraduate access for black South African students to directions of study that are not offered at school level and are therefore generally less known and accessible to students,

especially those from under resourced schools - examples of such directions of study that ADP staff have impacted on significantly are Archeology, the Environmental Sciences, and Computer Science.

The Writing Centre and Writing Lab (based in ADP's Language Development Group) continued to broaden ADP's reach and impact on campus by providing quality writing support to undergraduate and postgraduate students, as well as staff, in 2016. A total of well over 2 000 individual consultations and 35 workshops were conducted with approximately 1 500 students. At the very successful and vibrant new Health Sciences Writing Lab, more than 500 consultations and 40 workshops were conducted with students and staff, with a total of more than 1 500 students benefiting from these workshops. Both the Writing Centre and Writing Lab facilitated numerous staff development and staff training sessions with the collaboration of LDG staff. The Writing Centre and Writing Lab employ and train approximately 20 postgraduate consultants from all disciplines per annum. The teaching experience gained in the Writing Centres provides an important developmental path for postgraduates, especially those intending to become academics themselves. The Writing Centres have a proven track record of producing young academics with an excellent understanding of the challenges experienced by students from very diverse disciplinary and personal backgrounds, and the concomitant need for decolonising language pedagogies in higher education. They also emerge from their apprenticeships with a highly developed capacity to embed academic literacies in transformative ways across the academic curriculum.

ADP aims to collaborate with other departments in CHED. An exciting collaboration between an ADP team (from LDG) and the Centre for Innovation in Learning and Teaching (CILT) in 2016 was the design of a gateway academic literacies Massive Open Online Course (MOOC), 'Writing your world: finding yourself in the academic space', which will be launched in mid-2017. The MOOC is loosely based on the flagship academic literacies course mentioned earlier that LDG offers in the Humanities extended curricula and aims at broadening access by building academic literacy capacity in a much larger and diverse audience. The MOOC aims to reach university students, learners in their final year of high school, those taking a gap year, or professionals moving back into the academic space who want to familiarise themselves with what to expect at university, also (but not only) with regard to academic writing in English.

ADP continued to collaborate closely with colleagues in the faculties on multiple levels in 2016, sharing educational expertise and innovations in courses, working groups and symposia. The Health Sciences EDU (as part of the new Department of Health Sciences Education) offered a suite of professional development opportunities for staff, including workshops, but also full postgraduate qualifications. ADP staff from the Health Sciences EDU were again instrumental in organising the annual 'Celebrating Health Sciences Education Conference' which showcases and supports teaching and learning innovations across the faculty. Staff from ASPECT provided leadership for and contributed to the Centre for Research in Engineering and Science Education (CREE) while staff from the Commerce EDU played similar roles in the Commerce Education Group (CEG). These are both very active fora that disseminate educational expertise, debate challenges in education, generate educational innovation and invigorate educational research.

A major challenge experienced in 2016 was the lack of sufficient resources to support detailed analysis of educational provision and student performance data to inform evidence-based interventions and resource allocation. This is a serious concern at a time when there is a groundswell in the use of

data analytics in education development work. Some progress has been made towards building capacity among ADP staff in using Business Objects for access to and analysis of enrolment and performance data. However, more support for this area is crucial for ADP and UCT to keep up with developments elsewhere in the country, and internationally. Although UCT has to date not been one of the formal partner institutions of the national Siyaphumelela data analytics consortium, the Director of ADP and several staff members continued to attend symposia and workshops organised by Siyaphumelela in 2016, have joined working groups of the consortium to strengthen capacity in this area, and are trying to implement learnings from this source as far as resources allow.

Despite the challenges and stresses of the year ADP staff remained active and productive. Academic staff published 35 journal articles, one monograph, twelve book chapters, and edited one book and two special journal issues. ADP's research also appeared in the peer-reviewed published proceedings of numerous conferences. Staff represented ADP's and CHED's educational vision on a plethora of committees and working groups at all levels of UCT. They furthermore participated actively in regional, national and international education development communities and discipline-specific initiatives and networks, as well as socially responsive initiatives involving individuals, universities, and civil society organisations.

In conclusion, ADP will continue to focus energies and attention on the following areas in 2017:

- Combat the sense of marginalisation and stigmatisation experienced by students and ADP staff in the extended curricula, mainly through working collaboratively with the faculties and the DHET in further strengthening flexible pathways (that are also financially sustainable) through the curriculum.
- Strengthen the decolonial underpinnings of curricula, courses and other offerings, and embed pedagogies aligned with decoloniality in all teaching and learning activities.
- Strengthen the inclusion of online and blended forms of educational delivery and pedagogy in ADP curricula, courses and other offerings; part of this will involve investigating the levels of access students *actually* have to digital devices and data, and tailoring ADP's educational offerings to *actual* levels of access.
- Further strengthen ADP's central identity and communicate ADP's vision and track record as a department supporting all students and fostering equity and transformation at an institutional level.
- Strengthen ADP's financial situation by maximising funding opportunities while remaining educationally sound and accountable; this will include responding to envisaged new Foundation Grant Policy when it becomes available in 2018.
- Develop more capacity in the area of educational data analysis.

Ermien van Pletzen

3.8.3 Centre for Innovation in Learning and Teaching (CILT)

CILT is committed to a higher education environment that fosters transformative, innovative and reflexive practices in learning and teaching.

CILT's mission is to:

- Advance UCT's strategic plan for teaching and learning
- Provide professional development opportunities for UCT staff and senior students
- Encourage effective and innovative teaching and learning initiatives and practices
- Provide intellectual leadership and expertise in the design and delivery of staff and curriculum development and innovation
- Provide space and opportunities to experiment with and incubate innovative technologies and methods of teaching and learning
- Contribute to the field of higher education through research and postgraduate teaching and supervision.

CILT's work is underpinned by the principles of sharing of expertise, knowledge building, research and evaluation, collaboration, experimentation, creativity, communication, and a conducive working environment.

The activities of the RhodesMustFall and FeesMustFall movements both within UCT and across the higher education system have provided both opportunities and challenges. A key challenge has been to continue to listen to and understand the range of student and in some cases staff demands and management responses that characterised the second half of the year. The issues raised by students amplified issues and concerns on the CILT agenda. The major challenge which arose during the protests was the sudden shift to "blended learning" which took place without the necessary preparation. Arguably, the activities which occurred under this banner were not what might be understood as blended learning per se. At the same time, increasing demand for support with the development of **online teaching** resulted in grappling with challenges of how to contribute to building UCT's capacity for online provision for teaching. CILT, working as part of a UCT Task Team, made significant progress in developing an institutional online learning policy.

The year was a productive one for CILT. CILT continues to host, develop and maintain UCT's own in-house learning management system, **VULA**. The use of VULA continued to increase during 2016 reaching 38 001 active users. A significant VULA upgrade was planned during the year and implemented in December.

The numbers of **lectures recorded** in lecture theatres increased from 5 193 in 2015 to 7 197 in 2016, with a success rate (recording reliability) of 98% across the year.

After several years as a pilot study and substantial CILT research, UCT agreed to mainstream the **laptop project** by providing laptops for all first year students on National Student Financial Aid Scheme (NSFAS) funding in 2017, and to expand further to enable opportunities for UCT courses to become laptop-intensive from 2018 onwards.

The **Global Citizenships Project (GCP)** successfully delivered the Engineering and Built Environment (EBE) accredited Social Infrastructures course as well as the three Global Citizenship modules. The year saw the development of new partnerships, both internally within UCT with groups such as the Department of Student Affairs, and Res Life, and externally with the Sol Plaatjie University, and the Global Education Learning Project.

CILT also contributed to the UCT **Curriculum Change Working Group (CCWG)** through the participation of two staff members, one as a core CCWG member and one as a faculty representative.

The **Massive Open Online Courses (MOOC)** team successfully delivered on the second year of its implementation plan ending the year with seven MOOCs having been completed and four having begun reruns. By the end of December 2016 over 115 000 participants had enrolled on UCT MOOCs. Three of the MOOCs produced have been used in UCT teaching in some way.

CILT delivered a range of **academic staff development** activities including the New Academic Practitioner Programme (NAPP) with 42 participants, The Short Course on Teaching (TSCOT) with 15 and about 80 non-permanent teaching staff participating in various workshops.

During 2016 CILT, like the rest of UCT, was confronted by the increasingly difficult **financial climate** faced by UCT and the higher education sector. CILT focused attention on building relationships with **funders** and writing proposals. This increased activity has yielded the 22 grants that CILT currently has. CILT is also exploring a number of funding opportunities linked to the expansion of efforts to build capacity for online provision both within UCT and across the continent.

The increase in **grant funded contract staff** has meant that the proportion of permanent UCT staff members in the department dropped below the 50% mark. We have, however, been successful in consolidating several short-term contract appointments into more medium-term appointments. We were also successful in obtaining two new permanent academic appointments through the New Generation of Academics Programme (nGAP) scheme. However, our increasing dependence on short-term contract appointments to meet ongoing and expanding operational needs particularly in the area of online learning development and support continues to be a significant challenge. There is still too much core institutional work being undertaken on soft funding.

With respect to **research, output** increased from the previous year and CILT staff produced a sizable number of publishable outputs including 20 journal articles and three book chapters. CILT continued to provide leadership in the third year of the Research into Open Education Resources for Development (ROER4D) project covering research in 18 sub-projects spanning 20 countries. A new international research project funded by the National Research Foundation (NRF) and the UK's Economic and Social Research Council (ESRC), Unbundling Higher Education in Unequal Landscapes, also began during 2016.

Jeff Jawitz

3.8.4 Careers Service

The UCT Careers Service's mission is to support the career development learning of UCT students, enabling them to realise their potential and contribute meaningfully to the communities in which they live. Against the current backdrop of reported global economic slowdown, the university crises experienced, political uncertainty — both locally and globally — as well as emerging trends coming through from the fourth industrial revolution and the eruption of social media and online engagement, the role of the UCT Careers Service is more important than ever.

2016 was a year of resilience and internal renewal for our team, UCT as an organisation, and across the higher education landscape nationally. During 2016, we continued to play a critical role in assisting students and graduates navigate the future world of work.

The UCT Careers Service is a catalyst for students' personal and professional development. We fully recognise that the provision of labour-market intelligence and opportunity awareness to students is important, as is advising and training them on how to produce an effective CV and be successful during an interview. Throughout the year, the team at the UCT Careers Service prioritised the promotion of students while aligning extra-curricular activities to the key transferable skills required for students and graduates to enter employment.

In March 2016, **UCT Plus** - the enhanced curriculum award that allows extra-curricular activities to be accredited on students' transcripts - was approved by UCT Senate. This we believe was a watershed moment for the future of our service offerings to students and graduates who are our key internal stakeholder group on the programme, as well as employers looking to recruit UCT students and graduates. In June 2016, the service's director, David Casey attended the invitation-only Universum Global conference in Stockholm and presented key challenges facing the recruitment of graduates in Africa. During the conference's awards ceremony, the director was delighted to accept the award where students voted UCT Careers Service as the **second-best Careers Service in the world**. This is an amazing recognition for the dedicated team of UCT Careers Service staff who offer a world-class service to our students and graduates at the university.

During 2016, our team continued to grow and staff at the UCT Careers Service worked tirelessly to maximise engagement across our key audiences: namely students, employers and university staff. Our **Careers Expos** continue to grow, and target specific faculty/school cohorts each year to attract maximum employer attendance per expo. The 2016 expos were attended by the largest number of students recorded in recent years. Our career development programmes were built on and enhanced, with the maximum number of sign ups and attendance recorded for career consultations, which were consistently booked using our customer relationship management system, **MyCareer**.

Some notable highlights and metrics for the period under review are:

Table 1. Careers Service metrics for 2016

	2015	2016
Website downloads: www.careers.uct.ac.za	7439	9966
Website users: www.careers.uct.ac.za	61 000	57 000
Twitter Impressions	74 522	121 925
Jobs: Positions available	2 632	2 415
Jobs: Employers	527	450
Career Hub usage (access via login)	96 264	84 467
Employer Interviews	602	718
Career Advisory Bookings	979	1 368
Front office walk-in consultations	6 527	4 320

Awards

1. August 2016 Sagea best Careers Service and best Careers Faire 2016, since 2010.
2. August 2016 Sagea joint winner Best Work Readiness Programme.
3. November 2016 UCT Careers Service Ranked #2 in Global Universum Career Satisfaction Survey.
4. November 2016 Mace – two merit awards, website category for MyCareer student portal and print category design for 2015 Guide.

David Casey

3.8.5 Centre for Educational Testing for Access and Placement (CETAP)

CETAP's mission is to be the nationally preferred provider of meaningful research and testing that contributes to access and success in higher and further education and training. True to this mission CETAP has progressively become the largest educational testing department in South Africa and uses the most up-to-date test processes, practices and measurement theories. CETAP has developed numerous testing instruments and is continuously engaged with the post-school sector to develop further tests which will serve particular niche purposes.

The **National Benchmark Test (NBT)** project is a key project of Universities South Africa (USAf), formerly Higher Education South Africa (HESA), in collaboration with Centre for Higher Education & Development (CHED) at UCT. The project was implemented in 2009 in response to demonstrable inefficiencies in higher education itself (low throughput, high drop-out, etc.). The NBTs were first commissioned by HESA as instruments which independently enable universities to: (a) test new admissions' readiness for university education; (b) identify needs for additional support interventions during the first year of study, and to (c) construct appropriate interventions – where necessary – to enhance success of students admitted on the basis of the National Senior Certificate (NSC). The NSC replaced the differentiated Senior Certificate with effect from 2008.

2016 has been a very active year for CETAP. CETAP continues to ensure that the NBT is accessible to all writers and has embarked on an active drive to engage writers from quintile one and two schools with a particular focus in 2016 on KwaZulu-Natal Schools. NBT brochures were translated into all 11 South African languages and are available for download from the NBT website. Infographic guides about the NBT are available on the NBT website and on social media.

The NBT project has achieved over 90% coverage for all secondary schools in South Africa within 100km. As part of the ongoing strategy of CETAP to ensure that all prospective writers have access to venues, CETAP embarked on a Geographic Information Systems (GIS) study of its footprint to identify areas that are under-represented in 2016. CETAP identified and contacted 44 potential venues and these will be evaluated to establish if they meet the required standard for a national session venue. This expansion of the NBT now addresses the few areas that were not adequately covered by the existing venues. CETAP continues to engage with all universities nationally as part of its efforts to expand the use of the NBTs.

The principle challenges for 2016 were the austerity measures imposed on CETAP through the significantly reduced general operating budget (GOB) funding. This has placed some financial strain on CETAP which will require the NBT project to carry the cost of almost all its current GOB staffing. CETAP continues to maintain linkages with a number of governmental departments, testing institutions and funding agencies, both local and international. Priorities for 2017 and beyond will be sourcing independent funding through donors, expanding the NBT footprint, and investigating online testing solutions. It is important to note that research, as a priority, has increased in CETAP and staff are attending conferences and publishing their work. CETAP remains committed to its mission and will ensure a seamless service delivery to the higher education sector.

Table 1. Venues and sessions per province for 2018 intake cycle

PROVINCE/REGION	NUMBER OF TEST SITES	NUMBER OF TEST SESSIONS
EASTERN CAPE	16	216
FREE STATE	7	104
GAUTENG	17	207
KWAZULU-NATAL	24	239
LIMPOPO	7	86
MPUMALANGA	8	83
NORTHERN CAPE	6	69
NORTH-WEST	3	39
WESTERN CAPE	17	233
INTERNATIONAL	16	69
TOTALS	121	1345

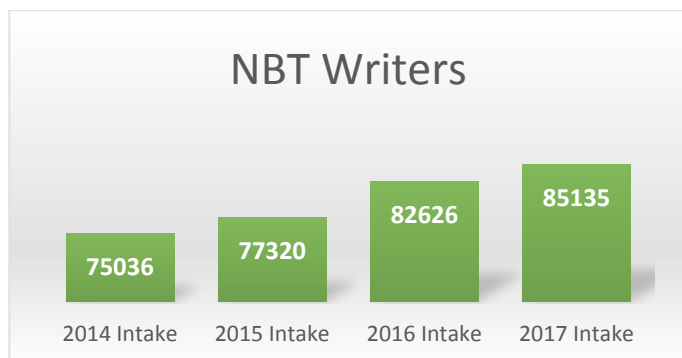


Figure 1. NBT Writers, 2014-2016

Naziema Jappie

3.8.6 The Centre for Extra-Mural Studies (EMS)

The mission of the Centre for Extra-Mural Studies (EMS) is to contribute to social responsiveness by making the academic and knowledge resources of the university accessible to those in the public and student domains. 2016 was a successful year with regard to the programmes offered by EMS and other initiatives. Another successful annual **UCT Summer School** programme drew a total of 2 264 students and 7 679 enrolments over 65 courses and lectures offered. The diverse range of courses and lectures received very good feedback. Likewise the **Extension lecture series**, in its third year in 2016, attracted good attendance figures over 15 evening lectures. As the Extension lecture series extends the Summer School programme offerings, so does the **Fine Minds lecture series** in collaboration with Fine Music Radio, which broadcasts five lectures per annum, the first five having been broadcast in the year under review.

The **LSE-UCT July School** programme had fewer registrations in 2016, generating less income than the previous year. Although the exact reasons for the drop is not clear, anecdotal evidence suggests that the student protests deterred especially international students from applying. The **York University programme**, similar to that of the London School of Economics (LSE)-UCT July School in academic format, ran for the second time and was highly rated. This programme will not take place again in 2017 as they are taking the students to a different country. This programme extends the academic curriculum development work done by EMS.

The EMS was reviewed in 2016. Overall, the panel's Review Report was positive and affirmed the important social responsiveness work that the centre does. Not related to the review, but to austerity measures which coincided with the review process, the academic and administrative staffing complement of the centre was reduced at the end of 2016. Academic staff continued with research work in the period under review and progress is being made in this area. A number of publications emanated for the centre in the period under review.

Medeé Rall

3.8.7 The First-Year Experience (FYE) project

The First-Year Experience (FYE) Project, located in the Dean's Office, focuses on promoting first-year success by working alongside faculties and service structures to improve student learning. The project is an important part of an emerging teaching and learning strategy for UCT. It has been conceptualised as part of the institution's plan to improve undergraduate completion rates by 2020. Much of the work and many of the collaborations started in 2015 continued to be a focus for FYE in 2016. In addition, a notable achievement during the year was the interrogation, revision, and finalization of the FYE Governance Structure. In short, FYE is now a sub-committee of the university's Senate Teaching and Learning Committee; FYE is now also guided by an FYE Committee (previously known as the FYE Advisory Board) and the newly-established FYE Task Team comprising faculty FYE representatives.

The FYE continues to liaise and work with multiple offices across campus on various initiatives that will benefit all first year students. In particular, the FYE Central Office worked on a new **FYE website** that pulls together and curates relevant resources for incoming first-year students. This website went live at the beginning of 2017.

The **FYE Timelines initiative** moved onto its second iteration; using feedback from students, the FYE Central Office revised and reworked the look and format of the Common and Faculty Timelines, and expanded the offerings to include timelines from the Admissions Office, Student Housing and IAPO.

Other focus areas of the FYE project in 2016 were:

- Initial work towards developing a proposal for the professional development of tutors at UCT
- Re-thinking Orientation for 2017 and Beyond
- Establishing FYE Helpdesks during Orientation.

Two key challenges remain 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. Hopefully the new Governance Structure that calls for two FYE representatives per faculty – one representative involved with academic activities and one representative involved with support and development activities – will go some way toward spreading the workload. Similarly, not independent of the staff challenges, it is challenging running a campus-wide initiative with a very limited operational budget. While recognizing that we are in a season of austerity measures within higher education, in general, and at UCT, specifically, these two challenges will need serious attention and addressing if FYE is truly to become part of the fabric of UCT.

Plans for 2017 include continuing to develop a proposal for professional tutor development across the university, launching a longitudinal study to probe students' perspectives on transitioning from school into higher education, and piloting new and innovative ways of communicating information to first-year students.

Danielle Fontaine-Rainen

3.8.8 Multilingualism Education Project (MEP)

MEP was established in the second half of 2005, and in 2016 continued its activities to promote multilingualism in the university as mandated by UCT's Language Policy and the Language Plan. UCT's Language Policy, developed in 1999 (revised in 2003 and 2013) recognises English, Afrikaans and isiXhosa as the official languages of the university. In its preamble, UCT's Language Policy emphasises "the need to prepare students to participate fully in a multilingual society, where multilingual proficiency and awareness are essential". The policy stresses the importance of developing English academic literacy on the one hand, and multilingual awareness and multilingual proficiency, on the other. Thus the policy recognises English as the primary medium of teaching and examination, except in language and literature departments where another language is taught and may be used. It also recognises English as the primary medium of administration, but also requires heads of departments to promote multilingualism.

The promotion of multilingualism in the university is aimed, amongst other things, at transformation, that is, changing the historical identity of the university. According to the National Plan for Higher Education in South Africa (2001), universities in the new democratic dispensation should be totally transformed to be neither black nor white, English or Afrikaans-speaking, but only "unabashedly and unashamedly South African" universities (Department of Education, 2001:82). MEP has achieved most of its strategic objectives during the year under review. MEP's implementation of multilingualism in 2016 was focused on the following three main focus areas of the University Language Plan:

1. **Multilingualism for learning and teaching** for which multilingual glossaries were developed for the different disciplines. The Open Education Resource Term Bank (OERTB) funded by the DHET was undertaken jointly with the University of Pretoria. This project is a breakthrough for the intellectualization of indigenous African languages and their use in teaching and learning. The funding for the OERTB was one of the highlights of 2016. Workshops on multilingual tutorials were offered to tutors and the Writing Centre Consultants.
2. **Multilingualism for the professions** for which MEP achieved huge success. IsiXhosa courses were offered to students in Psychology, Nutrition, Philosophy, Philosophy and Law. Plans are underway to offer isiXhosa courses for students doing Social Development.
3. **Multilingualism for promoting social interaction and transforming the institutional environment** - this project involved the teaching of IsiXhosa generic short courses to both students and staff to promote social interaction and the multilingual signage. The number of participants in the isiXhosa courses for the year far exceeded the target projections. However, the multilingual signage is still far from being completed.

Although MEP made a significant contribution during the period under review, there were several challenges. One of the major challenges that can be mentioned here is the lack of resources (human and financial resources) available to the project. Most of the activities carried out in the year under review depended on external soft funding. The MEP review which took place early this year has affirmed MEP's role in promoting multilingualism in the university and made several recommendations for its work going forward.

Mbulungeni Madiba and Nolubabalo Tyam

4. ASSESSMENT OF THE DHET GRANTS 2016/2017

4.1 UCT's Foundation Grant for Extended Curriculum Programmes

Number of extended curriculum programmes offered

UCT continued to offer extended curriculum programmes (ECPs) in all six of its faculties. In 2016 UCT offered nine ECPs approved by the minister.

Financial data

UCT received an earmarked Foundation Grant of R12, 997 000 from DHET and spent a total of R24, 231 000 in 2016/17. The substantial financial contribution that the university makes every year to ensure responsible delivery of programmes signals the importance that the institution attaches to supporting vulnerable students academically through provision of ECPs.

Enrolment of students in extended curriculum programmes

Headcount enrolment figures for 2016 were slightly down from the previous year but closer to the enrolment planning target of 685. Six hundred and ninety-four first-time entering (FU) students and an overall total of 739 first-year students were enrolled in foundation courses. Full time equivalent (FTE) ECP student enrolments in extended curriculum courses were calculated as 383.15 FTEs, which represents a 5.7% increase over the 362.65 FTEs reported for 2015.

Success rates of full time equivalent first-time entering extended curriculum students

Students on extended curricula take a mixture of so-called regular 'mainstream' courses and courses specifically adjusted for the extended curricula. The success rate of FTE FU students was 85% in the courses adjusted for the extended curricula, compared with a success rate of 69% in regular 'mainstream' courses. The gap of 16 percentage points between students' performance in the courses adjusted for the extended curricula and the regular 'mainstream' courses is noteworthy and a new phenomenon (in previous years there was very little difference in students' performance in these different types of courses). While this will have to be investigated further, one possible explanation may be that extended curriculum students received more support from ADP lecturers in the courses adjusted for the extended curriculum than in their regular 'mainstream' courses during the protests of 2016 which eventually led to the university shutting down and examinations being written under challenging circumstances. Class sizes of courses adjusted for the extended curricula are frequently smaller than those of regular 'mainstream' courses and relationships between lecturers and students are often very close. Lecturers on courses adjusted for the extended curricula put a huge amount of effort into retaining contact with their students. They also prepared extra materials for students when the university closed down and offered extra workshops and examination preparation sessions for both the November 2016 and the January/February 2017 deferred exams.

Staff involved in the extended curriculum programmes

The number of permanent staff involved in offering courses adjusted for the extended curricula remained similar over the past three reporting years (42 in 2014 and 41 in 2015 and 2016). The number of temporary staff was the same as in 2015, namely 24. The relatively high number of temporary staff can be explained by the augmenting programme model adopted in the Faculty of Humanities. These programmes offer a wide range of augmenting 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: 58% of permanent full time equivalent staff had doctorates (an increase of 3 percentage points compared to 2015) and 31% had master's degrees. Eighty-five percent of the full time equivalent temporary staff had master's degrees and 8% had doctorates.

In conclusion, UCT continues to act as a dedicated provider of ECPs that offer students carefully structured opportunities to study successfully at a higher education level in all of UCT's faculties. Student enrolment figures were close to the enrolment planning target in 2016, and their success rates were on the whole satisfactory, given the serious disruptions that characterised South African higher education the past two years.

Ermien van Pletzen

4.2 Teaching Development Grant (TDG) April 2016/March 2017

The total allocation of the TDG for 2016/17 amounted to R11, 503 000. Total expenditure for the period amounted to R 10, 402 257. This represents an underspend of R1, 100 743. When the overspend of R956 045 from the 2015/16 period is taken into account we have a total overspend for 2016/17 of R55 765. The underspends can be largely attributed to the university shutdown for a period of time in the second semester of 2016. Some of the planned activities in specific projects were therefore not met. The 2016/7 Grant covered 34 projects (four projects included in the original TDG Plan were completed in the 2015/16 cycle) spread across the institution.

The total allocation of the TDG for Collaborative projects for 2016/17 amounted to R1, 585 498 and total expenditure amounted to R1, 646 357. This represents an overspend of R60 859. Due to unspent funds of R77 430 from the 2015/16 period, there is an underspend for 2016/17 of R16 570.

It is gratifying to see that projects have made major progress-related strides since the last cycle. A meta-evaluation has been conducted over the last three years and key achievements include:

- Increased opportunities for lecturer development, which ultimately increases opportunities for student success.
- The establishment of a community of practitioners. This is an important first step to enhancing the status of teaching at a research-intensive university.
- The development, piloting and refining of new courses, materials, and technologies for teaching and learning.
- Additional support - particularly for undergraduate students who may be vulnerable or at risk of failing - in acquiring content through revision tutors and developing academic and life-skills with mentors.

The following is a brief overview of achievements in activities funded by the TDGs during this period:

i. Lecturer and curriculum development:

- 414 academic staff participated in seminars and workshops on the use of technology to support course design and delivery, and 90 tutors were trained to help embed digital literacies in curricula.
- 162 staff and students received training in isiXhosa communication with five tutors trained to

teach isiXhosa. Three hundred tutors/consultants received training on various aspects of multilingualism in teaching and learning.

- 14 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 15 EBE academics attended the South African Society of Engineering Education (SASEE) workshop, which also involved a collaborative project led by UCT.
- In the Faculty of Health Sciences, 22 clinical educators received training on skills development in clinical reasoning and 33 academics were trained in constructive alignment in particular courses. Sixty-five Health Sciences staff members including tutors received training in academic literacy via and workshops.
- 12 curriculum development workshops were run by the Humanities Education Development Unit to enhance the quality of augmentation.
- 15 early career academics participated in postgraduate supervision training.
- Seven new tutors were trained in the Faculty of Law.
- Three institutions (University of Johannesburg, University of the Witwatersrand, and UCT) trialled the use of entry level tablets (including keyboard). The projects were based on the premise that it should support students who do not have access to personal mobile devices. Assessment was conducted in each case and a total of 178 students who didn't have access to a smartphone, laptop or tablet were provided with the tablet as part of the project

ii. Enhanced student success

- 279 students were reached in 1st-year Law courses.
- 45 first year Science students reached in the Science Winter School.
- A total of 2 814 postgraduate students were reached through developmental activities offered by the Office of Postgraduate Studies (OPGS).
- 2 106 Faculty of Health Sciences students received support in academic literacy.
- With respect to success rate targets set for the period 1 April 2014 – 31 March 2017 these have in the main been maintained, with slight declines in the Commerce (although two Commerce activities did end in 2015) and Law pass rates in identified courses. Eighty-three percent of all first-year undergraduates either completed or met the requirements for standard readmission at the end of 2016. The first-year drop-out rate was 8,4%, so there was some improvement, and the dropout rate for all undergraduates was 6,98%, so there was also some improvement here.

iii. Enhancing the status of teaching

- The Regional Law Teaching and Learning Conference took place with 62 participants who attended and enjoyed the interesting programme which focused on decolonising the law curriculum.
- The Faculty of Humanities held a total of 14 sessions to share good teaching ideas and practice. Topics included Working with Students with Disabilities, Managing Race and Racism in Tutorials, Library Research: Tips & Tricks, Pedagogic Strategies for Supporting Critical Thinking, Pedagogic Strategies for Student Engagement, Managing Gender and Sexuality in Tutorials.

4.3 Phasing out the TDG

The TDG will in 2018 be replaced by the University Capacity Development Grant (UCDG). For the phase-out period (April to December 2017) UCT has opted to continue and phase-out 34 projects, and we have budgeted for the full allocation of R9, 032 000. In addition to these projects, the DHET has added Programme 7, the Ikusasa Student Financial Aid Programme (ISFAP) Student Support Programme to the phase put period. A total of R2, 974 375 has been allocated to UCT to fund the wrap-around support element of ISFAP and will be included in our report to be submitted in February 2018.

Amanda Barratt

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

5.1 Introduction

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.

During the meetings in the first semester, there was much discussion about the format and content of the *2016 Teaching and Learning Report* to improve its readability and relevance within the institution. Concerns were raised that the student voice has been absent in the report and that the postponement of the Student Representative Council (SRC) elections would impact on the SRC's submission to the 2016 report. It was also proposed that key challenges should be lifted out of the report, e.g. the discrepancy between the performances of black and white students should be reported on for the Senate Executive Committee (SEC) and Senate to understand that there is much work to be done.

Five meetings were held in 2016. The meeting of 27 September was cancelled as the university was closed for two weeks. The T&LC is chaired by the DVC: Teaching and Learning. The Dean of the Centre for Higher Education Development (CHED) is the deputy chair. The committee proposed Senate nominees to start their four-year term on 1 July 2016:

Prof Jenni Case: Renewal

Prof Chris Harris: Renewal

Dr Tjatie Naude: Renewal

Dr Kasturi Behari-Leak: New

Prof Harsha Kathard: New

University's Strategic Planning Framework

The committee received regular reports from the Director of the Institutional Planning Department (IPD) on the progress of developing *UCT's Strategic Planning Framework*. An institutional monitoring and evaluation (M&E) framework was developed to monitor progress over five years through a specific set of indicators and where appropriate, in relation to particular targets and measures. Faculties will receive guidelines and draft indicators for the development of their plans at the start of 2017. The framework was approved by Senate on 25 November 2016 and by Council on 10 December 2016. The approval of the *Strategic Planning Framework* and the M&E targets and measures are likely to support in the future a more strategically-informed reporting on teaching and learning.

5.2 Curriculum development and review

Although not a sub-committee of the Senate Teaching and Learning Committee (ST&LC), members of the Curriculum Change Working Group (CCWG) who are T&LC members provided updates at each of the meetings of its progress towards the development of an institutional framework for curriculum change.

5.3 Improving access and throughput

First-Year Experience sub-committee

The committee approved the proposal for the First Year Experience (FYE) Advisory Board to become a sub-committee of the T&LC thus further strengthening FYE as an institutional project.

Early Assessment

The director of the FYE conducted research on the Early Assessment systems in the faculties and will share her findings with the T&LC in 2017.

Academic Development and support

The committee mandated a small group to develop ideas for a full strategic look at the Academic Development Programme (ADP). The variation of experiences of academic development in each of the faculties for both staff and students was noted as was the issue of stigmatisation, as expressed by some students. The group proposed an ADP symposium as a first step to investigating ADP models in the faculties. It would include panels of existing and previous students who have been through different programmes and a balance between students and academics to equalise the power relations. Deans, deputy deans, ADP unit heads and students would be invited to attend the symposium. Two external facilitators were proposed. The symposium was delayed to the second semester of 2016 to ensure that all key stakeholders could attend. However, a number of events and decisions overtook the proposal to hold a symposium in 2016. By August 2016, the Extended Curriculum Programmes (ECPs) of all the faculties were already under some form of review in response to viewpoints and experiences that emanated from student activism and subsequent discussions that were taking place in departmental and faculty-wide fora. Four of the Faculties (Health Sciences, Humanities, Science and Law) had by this time embarked on far-reaching reviews of their extended curriculum programmes. This meant that faculty members, ADP staff, and students were deeply invested in a number of time-consuming faculty-specific processes. Student activism and disruptions to the academic calendar during the last quarter of 2016 added further substance and complication to faculty-specific review processes, while lack of resources to ensure adequate data support hampered progress. While the faculties, in partnership with ADP, have been in a position to implement a number of preliminary recommendations so far, review processes are still in various stages of completion.

The Faculty of Commerce and the Commerce EDU had in the meantime entered into a process of reviewing their structures and programmes as well. Continuity and communication between the various faculty-specific processes have been provided through regular discussions among the director of ADP, the relevant ADP unit heads, and deputy deans of teaching and learning in the faculties, and faculty-based ADP staff. A complicating factor in all discussions is that new policy on the provision of ECPs is anticipated in the near future. UCT's ability to offer ECPs will depend on its capacity to formulate academic programmes that balance UCT students' needs for academic support with governmental policy criteria pertaining to the structure and delivery of ECPs. The right time for a university-wide AD symposium will be once faculties and the ADP staff associated with them have

gained more of an overview of student needs through completing faculty-specific processes and more has become known about new government policy.

Improving throughput in Courses Impeding Graduation (CIGs)

A/Prof Saalih Allie held discussions with faculties about his draft paper, *Courses, Combinations and Contexts that Impede Graduation (C3IGs or CubIGs)*. He will present his findings to the T&LC in 2017.

Data analytics for improved student learning

The Data Analytics Task Team (DATT) was established in 2015 comprising colleagues from IPD, CHED and Information and Communication Technology Services (ICTS) who have experience of organising 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 the work is student performance data.

The DATT consolidated the work of the DATT Working Group (WG) that reported on a draft specification for high level reporting using Business Objects (BOBJ). IPD had sessions and workshops with ICTS to develop a high level roadmap to rollout of BOBJ reporting and to improve student records and include postgraduate reports. A workshop with a wider range of stakeholders was held on 25 October 2016 with presentations from ICTS, EBE and Academic Development (AD). More academics should be encouraged to attend BOBJ training workshops.

Analysis of returning FUs with GPA below 50%

IPD provided an analysis of the academic progress of returning FUs with a Grade Point Average (GPA) below 50% for the students in 2008, 2009 and 2010 cohorts tracked for five years. The main points to emerge from the data are:

- Progression rules should be looked at even though UCT's graduation rates are better than the national average.
- The kind of curriculum support they receive from UCT should be considered.
- The lecturing environment, along with issues of language, disability and access to lecture materials, should be addressed
- Students should have greater ability to transfer between degrees in order that they leave UCT with a qualification. Often, this depends on the goodwill of the faculties as there seems to be a lack of institutional commitment, policy or strategy to address this issue. Some faculties may be reluctant to take a student from another faculty as it may hinder their planning.
- Policy rules of the National Student Financial Aid Scheme (NSFAS) do not allow transfers between degrees. It is an opportune time to raise this as NSFAS is under review.
- Concern that lecture attendance is dropping off: it was noted that academics need to recognise that the student population is diverse and not all are middle class and fluent in English. Some students go to lectures but do not understand everything that is taught in class and they do not get an opportunity to access the material again. There is a need to understand the reasons that students do not attend lectures.

Service Courses Working Group

The guidelines of the Service Courses Working Group were tabled at the deans' meeting on Friday 19 February 2016. Neither servicing nor serviced departments seemed to think the guidelines were necessary, although the failure rates of many servicing courses remains high. Further investigation into this matter may be necessary in 2017 as part of UCT's commitment to 'enabling curriculum pathways'.

5.3 Enhancing teaching and learning

DHET Teaching Development Grants

This was a standing agenda item in 2016. IPD provided regular updates on progress and reporting requirements and deadlines. CHED provided M&E progress reports. A/Prof Suki Goodman of the Institute for Monitoring and Evaluation (IME) has continued to work with A/Prof Suellen Shay and Ms Anthea Metcalfe on designing monitoring activities for the projects. Dr Sharman Wickham has been contracted to conduct a meta-evaluation of all 38 projects over the three-year funding cycle and will report on her findings in 2017.

The TDGs will be phased out in 2017 and replaced by the University Capacity Development Grant (UCDG) from January 2018. The UCDG includes the TDG, the Research Development Grant (RDG) and the Next Generation of Academics Programme (nGAP). The draft Ministerial Statement for the UCDG was tabled at the last meeting of 2017 (8 November). UCT has to submit its UCDG plan to DHET on 31 August 2017. The DHET visited UCT on 16 November 2016 and project leaders were invited to attend and raise issues directly with the DHET officials.

Facilitating an enabling environment

Accent Project of the Language Policy Committee

A summary report of the Accent Project was discussed by the committee. There was a proposal to turn the research report into a series of eight to ten short video clips that will make the key points and could be used at orientation, in the New Academic Practitioners Programme (NAPP), and in other ways. It was proposed that if faculties address the issue in relation to teaching and learning, then it should be done so through multilingualism more broadly, i.e. the dominance of English and the particular kind of English are the flip side of monolingualism over multilingualism. It was noted that the issue of accents was raised by black staff, particularly African staff, not only from South Africa but other parts of Africa as well. The report is upfront about the intersection of race and accent.

Examinations

The committee discussed the potential for disruption of the final examinations and the consideration of alternative methods of assessment, which have far-reaching ramifications for teaching and learning. The matter was referred to the Examinations and Assessment Committee (EAC) as it required faculty input.

It was noted that communication was needed, both with the students and from deans and heads of departments (HoDs) about the institutional responses to calls for shutdown as the way the message is conveyed will impact academically on the students. In some instances, summative assessment at the end of courses is critical and cannot be replaced by any other forms of assessment while in others, cumulative assessments are done and the final exam is less critical. It was noted that uncertainty within the system should be accepted and that teaching and learning should not happen as business as usual.

UCT should consider itself as part of the national higher education system and may have to respond as part of the collective of institutions within the sector.

Promoting innovation

Online Education Framework

The Online Education Framework was developed by the task team and the committee members had opportunities to comment and participate in the discussion. There was concern that there may be potential overlap with other committees and that existing policies should speak to each other. The task team is now a sub-committee of the T& LC.

Massive Open Online Courses

2016 was the second year of the three-year Massive Open Online Course (MOOC) project and valuable lessons have been learned from the design and pedagogy of MOOCs for blended and online learning. Appealing to non-traditional audiences on a global scale has resulted in very diverse online learning cohorts and has provided an opportunity to test ways of maximising learner engagement and participation. To date, UCT's four courses have reached at least 50 000 learners worldwide, with enrolments continuing.

Creating MOOCs has grown and developed UCT's capacity for online learning provision, specifically in learning design and the production of educational videos. Innovative approaches to building learner engagement and participation, including use of peer review assessments and online mentoring have been developed through the design of the courses. Releasing material under open licences has allowed for flexible reuse, facilitating experimentation with flipping the classroom (Medicine and the Arts master's course) and bridging (Understanding Clinical Research for MMed students in the Health Sciences Faculty).

UCT Quality Enhancement Project (QEP) submission

UCT submitted its report to the CHE on 11 December 2015. The QEP Committee visited UCT on 15 April, 2016. The CHE proposed that UCT should provide more support for off-campus students as the focus is on students in residence. This has resource implications and the university has to make choices about what is supported. The CHE will provide the university with a report on their visit. In engagements with the CHE, UCT indicated that it may be better to re-introduce the individual institutional audits again for in-depth assessment of particular issues. UCT had advised the CHE that it would be premature to go into the second round of the current audit. Student participation is impacted on by the lack of continuity amongst SRC representatives and their timing of their terms. QEP was a three-year project.

5.4 Monitoring and Evaluation

Meta-evaluation of the Teaching Development Grant (TDG)

The meta-evaluation reported on the monitoring and evaluation of all 38 TGD projects funded by the DHET between 2014-2017. The Ministerial Statement on the *Management and Utilisation of Teaching Development Grants* (November 2013) reads that “the primary purpose of the TDGs is to improve student success and enhance student learning through a sustained focus on improving the quality and impact of university teachers, teaching and teaching resources”. It draws on the Council of Higher Education's Quality Enhancement Project to define student success as “enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable” (page 5).

The meta-evaluation report addressed two questions:

1. What are key findings and achievements of the projects funded by the TDG, particularly those related to students' success, graduation, and throughput rates?
2. What has been learned from, and about, the management and monitoring processes introduced and followed?

The report describes, reviews and evaluates all 38 TDG projects in the following six programmes:

- i) Development of university teachers and teaching
- ii) Tutorship and mentorship programme
- iii) Enhancing the status of teaching
- iv) Researching teaching and learning
- v) Managing the TDG
- vi) University Priorities.

The report compares the projects, their aims and activities and considers their achievements, successes and failures as well as the factors that enabled these. Of critical importance, too, is the management, monitoring and evaluation processes followed by the project leaders under the guidance of staff from the IPD, CHED, and IME in the School of Management Studies. The challenges experienced in terms of both project implementation and in the M&E processes followed are given particular attention. The conclusion offers both a summary of key learnings as well as recommendations to be taken forward.

Summary of key conclusions

1. Where project leaders are encouraged to document their project aims, activities, challenges and successes in one page quadrants, these may serve as more than just a record but can provide a platform from which all project participants may start to move from a compliance mode of operating to more reflective practice and, also, towards the beginnings of a community of practice across faculties within the university.
2. It has also been argued that where project leaders are then encouraged to write more in-depth reports (drawing on both quantitative and qualitative data collected), to distil key concepts used in their reports, and to link these to established (or emerging) theories of teaching and learning, they may begin to move beyond descriptions of their projects to analysis and explanations of factors that enhance student success. In this way, the scholarship of teaching and learning is promoted.
3. The addition of "project theory" in each project plan is likely to foreground the focus of the project and its underlying thinking and ideas about teaching and learning. Ultimately, it is hoped that the coherence at project level will also be reflected at both faculty and institutional levels (see later points).
4. The challenges (or, indeed, lack) of baseline data for project leaders have been noted. UCT stakeholders agree, however, that there is already a raft of institutional data that might be better utilised and included in plans for the UCDP projects. The utilisation of existing secondary data would relieve project leaders of certain data collection activities and could encourage cohort studies (rather than single sample studies in individual projects).

5. Institutional data (i.e. data collected by UCT independently of the projects in the TDG and UCDDP) could provide for the identification of common indicators, e.g. indicators of success that would hold across projects and assist in comparing the results of the different projects as one would be more likely to be comparing similarities.
6. While common indicators might be collected at the institutional level, tailored indicators need to be linked to the individual project activities and theory as already indicated. This will mean both a clearer description of the activities themselves and the rationale for using them.
7. One of the advantages of a theory-based approach is to shift the focus of evaluation from the delivery (of activities determined by academics) to the outcomes (for the students who engage in the activities).
8. Given the value and mission statements of UCT (along with its strategic plan), it could be argued that the approach to measuring project outcomes needs to be broadened with additional outcomes including “inclusivity”, “ownership”, “decolonization” and “academic motivation”. Some of these concepts may require the development of new kinds of indicators.

Key recommendations:

1. A strategic driver at the executive level needs to be identified to ensure that the design for institutional data (as well as its collection and preliminary analysis) is aligned with the projects for the UCDDP (and others more broadly). In other words, institutional data would need to include data required for M&E processes. This work will require considerable communication between project leaders and those responsible for institutional data management.
2. While the term “impact” implies a causal relationship has been established, “influence” is a ‘softer’ term that indicates a relationship that might be less direct and/or more complex. It is more tentative in tone, but not necessarily less scientific since it relies on rigorous data collection and careful analysis. Project leaders and participants agreed that they were generally more comfortable reporting on influence (or, even, likely influence) than impact.
3. The meta-evaluation indicates that since project leaders have multiple roles in the university (mostly within their own discipline-specific areas), becoming a scholar of teaching and learning (i.e. a reflective practitioner who can explain why their practice “works” and who contributes to established theory through undertaking monitoring and evaluation of their projects) requires considerable time over and above mere project implementation and record-keeping. It is recommended that (possibly as one of the UCDDP projects) a pilot programme for future scholars of teaching and learning be developed for implementation (possibly within the existing NAPP). Part of this could include seminars on M&E processes and techniques (with theories of teaching and learning be exemplified). Participation (and work completed) in such sessions could be recognised or accredited in some way. Incentives (such as providing top-up costs to present conference papers linked to work completed by UCDDP project leaders) could encourage participation.
4. The concept of “catalytic effects” was introduced in the workshops; these are effects that are broader than those of the project itself. They move beyond individual project goals and are

aligned with the broader strategic imperatives of the university as a whole. Such projects might problematize “success” and assessment approaches, methods and techniques.

5.5 Other activities

UCT Plus

The committee approved the proposal for the UCT Plus initiative before being tabled at Senate. UCT Plus is a programme that acknowledges and rewards the extra-curricular contributions by recording this work as a formal accreditation on a student's transcript. The potential tension between paid and unpaid work (volunteering) was noted. The committee recommended that faculty views should be enlisted and that potential concerns in Senate around accreditation, recognition, evidence and credentialism should be considered. A motivation and information about monitoring activities to track their impact should be included. There was concern that UCT Plus may perpetuate: (a) class differences as students with resources may be more likely to participate in volunteer activities; (b) exacerbating existing divisions amongst students by using status of financial aid or not as a proxy of students, and (c) not adequately considering day students and disabled students who are limited in their participation in many of the societies. The project has taken these concerns on board and has set up a data capturing system that will track the impact.

Biometric data project

This pilot project for finger print recognition for recording attendance continued with the rollout of safes in venues (for the storage of the devices) this year, and we will go to tender for procuring the devices later this year. Implementation is expected in 2017.

Faculty Continuing Education reports

The Continuing Education (CE) reports are tabled at the T&LC as an institutional policy requirement. It was proposed that the reports should be placed on the T&L page on UCT's website and that the template should include the costs of the courses and distinguish between modes of delivery of courses. The central repository in the Registrar's office for new courses should be consulted to ensure that naming conventions are upheld.

Anthea Metcalfe

6. REPORT OF THE CURRICULUM CHANGE WORKING GROUP (CCWG)

The Curriculum Change Working Group (CCWG) at UCT commenced its activities in February 2016. The group was officially launched through a VC Desk on the 17th of August, 2016, and its Concept Paper and Terms of Reference were finalized at the end of September 2016. It is imperative that the work of the CCWG is seen as an engaging, university-wide process that is aimed at facilitating both dialogue, and a coherent response to the student-led demand of free decolonized education.

The approach of the CCWG, informed by the Concept Paper and a plan of activities is to:

- Adopt a decolonial lens for engagements and curriculum change.
- Participate in and facilitate dialogue about curriculum change broadly as well as through a decolonial lens.
- Strengthen and expand the larger working group that consists of students, faculties and other constituencies.
- Identify and share curriculum innovation.
- Identify processes, pedagogies and policies that impact on student experience and introduce prejudicial bias.
- Develop systems for student feedback and accountability to student communities and societies from a decolonial approach.
- Develop a framework for curriculum review and planning.
- Develop archive materials and resources on decoloniality for the university community.

The core-team has engaged in activities as follows:

Facilitate an enabling environment:

- Convened three faculty and department-based workshops with participants from across the Institution between April 2016 and August 2016 as follows:
 - Introduced the change methodology that the CCWG feels will be useful to the process.
 - Finalized a Concept Paper and Terms of Reference after inviting comments from the university community.
 - Engaged individuals across campus with the Concept Paper and facilitated a conversation about what curriculum change really means.
 - Made the link between the draft New Strategic Plan and processes of curriculum change located within faculty or departments.
 - Reflected and mapped the roles of faculty academic representatives. The outcome was that faculty representatives would initiate faculty-based curriculum discussions, framed initially on the role of a public university.
 - Informally engaged student movement groups during the shutdown period in Science Faculty Engagements, the Occupy Health Sciences Faculty student movement and Umhlangano at Hiddingh Campus in order to understand student demands and excavate underlying issues through a critical theoretical framework.
 - Convened discussions with staff in various departments across the institution including staff in the Department of Drama, Civil Engineering, Surgery, and Health and Rehabilitation Sciences.
 - Convened a seminar led by Nelson Maldonado-Torres, (Department of Latino and Caribbean Studies and Comparative Literature Programme, Rutgers University) on decolonisation of the curriculum.
 - Engaged with the Commerce Educational Group (CEG), the Centre for Innovation, Learning and Teaching (CILT).

- Made presentations to the Deans Committees and the Senate Teaching and Learning Committee (ST&LC).

Building the team:

- Three members of the team attended a Summer School on Decoloniality, UNISA, January 2017.
- Our team has grown and our VULA site membership of staff and students which serves as a repository for resources stands at 136 (excluding self-identified observers).
- Currently engaged in a process to co-opt members of student groupings onto our core team, and this will be facilitated with a student-led discussion on curriculum.
- Developed a Decoloniality in the Health Sciences Proposal for a now approved pilot of decolonization of the curriculum in the faculty.
- Shared resources on our VULA site.
- DVCs for Transformation and Research have joined our core team to synergize activities in common domains.

Alignment with other processes related to curriculum change

The CCWG has tried to respond on a practical level to students and their demands at various sites across UCT to deepen our understanding of levels of curriculum change needed in higher education. As students commenced with the examination period to conclude the mini-semester that became necessary when the academic year could not be concluded during 2016, concerns about potential administrative shortcomings and associated risks to students were brought to the attention of the CCWG. The CCWG engaged with deputy deans for teaching and learning and transformation so that we could consider concerns constructively, and channel them appropriately.

Convened debates in Imbizos:

- The CCWG developed a set of curriculum indabas on topics such as the role of the public university, disability and assessment practices. The first indaba planned for the 5th October, was postponed due to the shutdown. The plan was to reconvene these in 2017.
- Planned a student imbizo which was also postponed due to the disrupted academic calendar.

Amanda Barratt

ANNEXURE 1: 2016 REPORTS OF SUB-COMMITTEES OF THE SENATE T&LC

1. Programme Accreditation and Approval Committee (PAAC)
2. Language Policy Committee (LPC)
3. Distinguished Teacher's Award (DTA)
4. Teaching Awards and Grants (TAG)
5. Teaching and Examinations Time Table Committee (TETC)
6. Examinations and Assessment Committee (EAC)
7. Classroom Facilities Advisory Sub-Committee (CFASC)
8. Adult Learning Sub-Committee (ALSC)
9. Online Education Task Team

1. PROGRAMME ACCREDITATION AND APPROVAL SUB-COMMITTEE (PAAC)

1.1 Introduction

The remit of the Programme Accreditation and Approval Committee (PAAC) includes evaluation of proposals for new qualifications for recommendation to Senate, the evaluation of proposed new streams and the monitoring of the alignment of UCTs qualifications and programmes with national policies. PAAC held three of its six scheduled meetings and six Chair's Circulars were published. This report recounts new qualifications, new streams and items considered by PAAC in 2016.

1.2. New qualifications

The committee recommended the following applications for new qualifications for approval by Senate, subject to the corrections recommended:

	Status at end 2016
Postgraduate Diploma in Adult and Community Education and Training	With the CHE
Postgraduate Diploma in Education Management and Leadership	With the DHET, Teaching and Learning Directorate
Master of Engineering in Civil Infrastructure Management and Maintenance	With the DHET
Master of Structural Engineering and Materials	With the DHET

1.3. 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 Business Administration *specialising in* Executive Management
- Postgraduate Diploma in Management Practice *specialising in* Public Sector Management
- Master of Public Health *specialising in* Environmental Health
- Postgraduate Diploma in Law *specialising in* Criminology, Law and Society
- Postgraduate Diploma in Law *specialising in* Dispute Resolution
- Postgraduate Diploma in Law *specialising in* Environmental Law
- Postgraduate Diploma in Law *specialising in* Labour Law
- Postgraduate Diploma in Law *specialising in* Marine and Environmental Law

- Postgraduate Diploma in Law *specialising in Shipping Law*
- Postgraduate Diploma in Law *specialising in Tax Law*
- Bachelor of Arts Honours *specialising in Portuguese Language and Literature*
- Bachelor of Music *specialising in Jazz Studies*.

1.4. Progress on data on performance of students who have been admitted via Recognition of Prior Learning (RPL)

The convenor of the Postgraduate Diploma in Management in Marketing [Distance mode] (a contact mode version of the programme is also offered) presented data on the performance of students who have been admitted into the programme via Recognition of Prior Learning (RPL), RPL for the courses BUS4103 and BUS4091. Of the 1 200 applications for the qualification, 180 applied on the basis of RPL and 66 students accepted their offer for study. The data seemed to indicate that students admitted on the basis of RPL are at an advantage because the programme is vocationally orientated, and because of their previous work experience. Their performance was similar to students who met the minimum admission requirements. The conclusions were as follows:

- Overall, RPL students fare as well as their non-RPL online counterparts;
- Both online cohorts fare a little less well than the residential cohort in coursework assessments
- Further analysis of course performance is required.

The committee proposed that UCT develop a set of guidelines for RPL practices.

1.5. Non-accreditation of distance mode offerings offered on the GetSmarter platform

In response to a communique from the Council on Higher Education (CHE) about the outsourcing of teaching and learning, and the non-accreditation of one of UCT's proposed distance mode programmes, the PAAC considered the implications of the offering of programmes on the GetSmarter platform. It was noted that this has caused delays in accreditation. GetSmarter has subsequently withdrawn from supporting UCT's offerings, and UCT is investigating internal capacity for online learning and distance mode programmes.

1.6. Discipline ownership, specifically with reference to continuing education courses

The PAAC considered the governance of continuing education (CE) courses where there is a question about ownership of discipline, particularly where there are cross- faculty implications. It was resolved that a new section would be included in the new CE form, to ask the proposer if the course could be offered in another department or faculty and whether that respective department or faculty has been consulted. This would need to take place before the new CE course is approved at the respective faculty's teaching and learning committee.

1.7. Last date for intake of students on qualifications that are not aligned to the HEQSF

The PAAC considered the last enrolment date for first time entering students into non-Higher Education Qualifications Sub-Framework (HEQSF) aligned programmes, which is 31st December, 2019, as gazetted on the 6th July, 2016. The PAAC resolved that:

- Plans for the phase out for such programmes should commence;
- Students who are in unaligned programmes should be made aware of the repercussions of staying in these programmes.

1.8. CHE policy on RPL and Credit Accumulation and Transfer (CAT)

The PAAC considered the new CHE policy on CAT and RPL. The committee systematically identified areas of conflict between the new CHE policy and UCT policies; and where there are gaps in UCT’s policies with respect to the provisions of the new CHE policy, and resolved to consult with the Adult Learning Sub-Committee (ALSC) in developing a proposal for changes, to submit to SEC for approval. The following sections were identified as requiring changes to UCT policy:

Table 1. Sections of CHE policy that require UCT policy changes

Section in CHE Policy	Provision	Conflict with/ Gap in UCT Policy	Proposed action
4.2.3	<i>RPL may be used to grant access to, or exemption from modules and/or courses that contribute towards a particular qualification. Institutions may recognise forms of prior learning as equivalent to the prescribed formal minimum admission requirements, and may recognise other forms of prior learning for granting advanced standing in particular programmes through exemption from modules or courses at lower levels of the qualification programme. In higher education, exemption from modules or courses does not translate to credits being awarded for those modules.</i>	UCT Policy policy does not allow for formal exemption in a manner that allows you to not have to make up for the credits that a student is being exempted from. The policy makes it clear that a student may receive a certificate that states that you are exempted from a course in a qualification, on the basis of RPL.	An <i>enabling</i> clause should be included in UCT RPL Policy.
4.2.6	<i>Since RPL in higher education does not lead to credits being awarded against modules or courses that one is exempted from, it follows that if a student is granted exemption from one or more modules that lead to a particular qualification, that particular student will complete the qualification in question with a total number of credit points that are less than the normally required number of credits for the qualification. The academic record of that student will reflect ‘exempted’ against the modules or courses that she or he was exempted from; while credits will be reflected against the courses or modules that she or he did, get assessed for and achieved the required scores.</i>	See above. UCT Policy policy does not allow for the record of exemption from courses (and therefore some of the credit of the qualification) to be reflected on a student’s transcript.	See above.

4.2.7	<p><i>Applicants seeking access to a postgraduate qualification in a particular field or Classification of Education Subject Matter (CESM) category but who do not hold an undergraduate degree in that field or CESM category may be admitted by RPL if they are able to satisfy the requisite RPL criteria. Such applicants may be given advanced standing but without the award of the primary qualification(s). Institutions are required to spell out in detail their assessment criteria for advanced standing, bearing in mind the needs of adult students.</i></p>	Criteria used to assess advanced standing are not provided.	See action on 4.2.10 below.
4.2.8	<p><i>Not more than 10% of a cohort of students in a programme should be admitted through an RPL process. This is a programme accreditation requirement. However, under exceptional circumstances, motivations to exceed this quota will be considered by the Higher Education Quality Committee (HEQC) as part of its accreditation processes.</i></p>	In some cases, UCT does not adhere to this cap.	The PAAC agreed that in instances where departments and faculties exceed the 10% cap, such cases need to be based on an educational decision. The Chair chair advised that internal policies, which are required to make reference to the 10% rule, should also make reference to good practice on this processes.
4.2.10	<p><i>Assessment should be undertaken within faculties, schools or departments and not by a central RPL Office, as the disciplinary expertise of academic staff plays a crucial role in assessing the learning achieved by RPL.</i></p>	The InstitutionUCT does not currently have the capacity.	A/Prof Ismail to advise on support.
5.2.1 and 5.2.10	<p><i>Institutions are required to develop and implement institutional CAT policies actively in order to ensure equity and inclusiveness; and to promote access to learning opportunities actively. Institutional CAT policies should be premised on overcoming possible barriers of access and promoting success. Institutions should see to it that policies and procedures are in place to regulate the process of credit accumulation and transferCAT process so as to ensure that the same set of credits cannot be transferred to more than one qualification within an institution, and that credits are not duplicated.</i></p>	UCT does not have a CAT Policy	UCT is to formulate a CAT Policy.

<p>5.2.8 and 5.2.9</p>	<p><i>Credits obtained from studies that do not lead to a qualification (for example, non-degree studies comprising of modules or courses that are part of a programme which normally leads to qualifications registered on the HEQSF) should count for the credit accumulation and transfer mechanism towards relevant qualifications in the same or different institutions.</i></p> <p><i>Short courses offered outside the HEQSF are non-credit bearing and, thus, individuals who register for and attend such short courses are not awarded credits against any level on the National Qualification Framework (NQF). This means no credit will be accumulated and/or transferred from such short courses. However, the learning acquired counts for RPL.</i></p>	<p>Our current policy is in conflict with that. Note that the short course must be identical to a course in a formal qualification for this rule to apply. Short courses that are not attached to formal qualifications can be used for RPL purposes.</p>	<p>While these practices may be in place at UCT, the principles must be included in UCT's new CAT Policy. The respective policies must include an appeals procedure</p>
<p>6.2.2</p>	<p><i>A comprehensive and inclusive assessment policy should incorporate all institutional policies related to assessment such as the Recognition of Prior Learning (RPL) RPL and Work Integrated Learning (WIL), among others. The relevant governance structures within the institution are responsible for overseeing and monitoring the implementation of the institution's assessment policy.</i></p>	<p>UCT has an RPL Policy and an Assessment Policy. We require an integrated policy. We do not have a policy on WiL.</p>	<p>UCT is to draft a new policy.</p>

2. LANGUAGE POLICY COMMITTEE (LPC)

2.1 Introduction

The Senate Language Policy Committee (LPC) was established in 2005 in accordance with the provisions of the University Language Policy and Plan. The main function 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. Most of the operational functions of the committee were performed by the Multilingualism Education Project (MEP) which was established in 2005 to promote multilingualism in the university as mandated by the University of Cape Town (UCT)'s Language Policy and the Language Plan. The policy stresses the importance of developing English academic literacy on the one hand, and multilingual awareness and multilingual proficiency, on the other hand.

2.2 Meetings

The committee met four times in 2016 and continued to provide oversight to for the work of MEP. Work continued on the Accents Project throughout 2016 and is almost completed.

2.3 Overview of activities in 2016

2.3.1 Teaching and learning programmes, and related functions

MEP's language policy implementation strategies are based on language management theory (Neustupny, 1987, Jernnudd, 1991, 1993) that explains how individuals manage language problems in communication and use this as a starting point for community-wide management. The language management approach provides a framework which enables a totality of operations in dealing with discourse or discourse-related problems in a particular setting (Kaplan and Baldauf 1997:207). However, as several scholars have pointed, this theory is not without shortcomings.

The goal of language management at UCT is to shift the university language policy from English-only to English-plus. A key concept to the 'English-plus' approach is the idea of the language and literacy repertoire, which is the range of languages and varieties that a person uses to perform particular roles and tasks. The repertoire approach makes it possible to think of languages as linked to different skills such as reading, writing and speaking, in formal and informal contexts, rather than as separate distinct linguistic codes. It is also a tool to design for students' language and literacy skills and attributes on graduation.

Multilingualism for learning/ teaching

The purpose of this strategy is to promote multilingualism in teaching and learning through the provision of multilingual concept literacy glossaries, appointing and training of multilingual tutors and developing self-access online multilingual tutorials. It is still too early to assess the success of the UCT multilingual concept literacy glossaries. The corpus-based approach adopted for the glossaries promotes a user perspective which is highly recommended in modern lexicography.

Since 2014, MEP has worked with the University of Pretoria to develop the Open Education Resource Term Bank (OERTB) funded by the Department of Higher Education and Training (DHET). So far, an online platform has been developed and over ten multilingual glossaries have been developed for various disciplines. See: <http://oertb.tlterm.com/>. The glossaries are conceived as multilingual pedagogical resources which facilitate communication and learning in the context of special subject fields. Online Multilingual Glossaries Wikis were developed. The wiki site caters for all the 11 official languages and has spaces created for over 20 disciplines.

Multilingual tutor training programme

MEP has adopted various strategies for multilingual tutor training. Tutors were appointed for the isiXhosa communication skills courses and the multilingual concept literacy project. They were offered basic training and opportunities to shadow the courses. A major challenge is the shortage of African languages postgraduate students at UCT. Tutors for the concept literacy project were offered multilingual awareness, and training sessions were offered to tutors and students involved in teaching different disciplines. The e-tutor programme was also conceptualized, but couldn't be implemented because of a lack of capacity and resources.

Multilingual tutorials/ study material

The aim of this strategy is to provide self-access online multilingual tutorials or study material to support EAL (English as an Additional Language (EAL) students especially at first- year level. VULA provides a good platform to develop and upload existing multilingual study material. Translation is the major challenge in developing multilingual tutorials or study material as the costs for professional translation are exorbitant. To address this problem, postgraduate students were drawn in to assist with the translation of some tutorials.

Promoting access to English

One of the main objectives of UCT's Language Policy and Plan is to provide students and staff with access to English which is the primary medium of communication. Accordingly, the university has adopted a two-pronged strategy: 1) promoting access to English through the provision of English academic literacy courses to first- year students, and 2) offering English Writing Development courses to staff. With regards to the former, the Academic Development Programme (ADP) offers different language development courses to first- year students who are not first language speakers of English. It also has the Writing Centre which assists students with English academic writing skills.

Multilingualism for professions

One of the main objectives of the university language policy is to develop students' multilingual and multicultural competencies by offering them the opportunity to learn additional languages as it prepares students to participate fully in a multilingual society. MEP has supported the isiXhosa and Afrikaans language service courses in the Faculty of Health Science Faculty with CD ROMs and funding for the Student Support Module (SSM). MEP also piloted the isiXhosa courses for Psychology, Ethics, Introduction to Philosophy, and Human Nutrition. MEP supported the introduction of the isiXhosa course in the School of Education. Plans are underway to introduce isiXhosa for Social Development and Marketing.

Multilingualism to enhance social interaction

The aim of this strategy is to promote multilingual awareness and proficiency among staff and students by offering non-credit bearing Short Language Courses in isiXhosa and Afrikaans at Basic and Intermediate levels. Attendance on these courses has been excellent. The following strategies were used with regards to the provisioning of the language courses:

- (i) Offering an isiXhosa communication skills course for staff
- (ii) Offering a Communication communication skills course for students in residences and during meridian,
- (iii) Offering isiXhosa communication skills courses at Summer School and Winter School.

MEP developed a database for the Masithethe isiXhosa course. The database is updated every year and is useful to analyse course registration information and success rate.

Public isiXhosa courses were piloted through the Centre for Extra-Mural Studies (EMS) and they continue to be offered during Summer School by this unit.

2.3.2 Multilingualism for transforming the institutional environment

The promotion of multilingualism in the institutional environment involves signage, stationery, and the translation of university and public documents, adverts, letterheads, etc and so on.

Signage

The university has developed a Trilingual Signage Implementation Plan which provides guidance on how multilingual signage should be implemented at the institution. Whilst there has been some progress made in aligning "new" signage to this policy, the majority of signage remains in English only and has to change. The following strategies are proposed:

- Implement the new Trilingual Signage in all new buildings
- Progressively replace the old signage with the new Trilingual signage.

Multilingual logo and stationery

To promote multilingualism in university written communication, the university logo and other stationery needs to be made available in the three official languages of the university. Already the stationery for the Senior Leadership Group (SLG) has been translated into isiXhosa and Afrikaans. The following recommendations are made:

- Ensuring the university-wide usage of the existing multilingual logo and stationery developed for the SLG
- Translating stationery for Middle Management Group and other levels
- Translating public documents as most are available only in English. In the short-term, policy documents could be translated as well as introductions to other key documents.
- Phasing in of multilingualism in advertising and marketing materials and registration information documents, where practical
- Promoting multilingualism at ceremonial events
- Providing pronunciation guidelines for ceremonies
- Promoting the adoption of a long-term strategy for a trilingual website
- Adopting a policy for dedicated time-slots in isiXhosa and Afrikaans on UCT Radio and training for student broadcasters in these languages
- Provision of print space to include articles in isiXhosa and Afrikaans in the Monday Paper, Varsity, and Vernac News. The latter is a brilliant initiative to promote multilingualism within the institution. MEP could assist with editing but is hindered by a shortage of human and financial resources.

Promote scholarship in African languages (isiXhosa)

Promote the development and use of African languages (isiXhosa) as languages for academic purposes by:

- Supporting the offering of African languages as major courses to promote scholarship in African languages. At UCT only isiXhosa and SeSotho are offered as full majors.
- Offering postgraduate scholarships in African languages and multilingualism. Currently, there are three scholarships; these and must continue through securing external funding to increase the amount and number of scholarships.

2.4 Lessons and recommendations

- Staff and students are highly motivated to learn indigenous African languages, isiXhosa in this case. From the participants' feedback, the Communication Skills course is important for equipping them with basic communicative skills and knowledge about African culture.
- The course is appreciated when staff members themselves have identified the need for the course rather than being coerced into doing it.
- The course is more effective if it was offered in-house, that is, in the respective departments or units, to allow the participants to have opportunities to practice together and to encourage one another.
- Staff need ongoing support and motivation to continue to stay in the course until the end.
- Different strategies must be explored to provide students with the opportunity to learn additional languages in residences.
- Some isiXhosa courses need to be turned into credit-bearing courses, especially courses for students in professional disciplines.;
- There is shortage of people with expertise in human language technology, terminology development, and terminography.
- It is a challenge to integrate multilingual glossaries into the disciplines or curriculum. This requires the cooperation of lecturers and good methodology to use them to promote concept literacy.
- From the small pilot project in economics, and maths and statistics, the use of multilingual tutors was very effective, and perhaps strong consideration should be given to multilingual tutors when appointing tutors. Multilingual tutor training has been offered to tutors in disciplines, including mathematics (Maths 1000W).

Mbulu Madiba

3. DISTINGUISHED TEACHER'S AWARD (DTA) COMMITTEE

The Distinguished Teacher's Award (DTA) is the highest teaching accolade awarded 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 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 Student Representative Council (SRC) and Faculty Councils.

The DTA Committee received a total of 64 nominations, including nominations that were rolled over from previous years. Due to a decision taken by the committee to prioritise the academic project when the university reopened after the 2016 shutdown, the 2016 DTA process was held over until the start of 2017; the committee committed to completing the process and recommenced with the final two meetings in February.

The committee noted its revised Terms of Reference (PC082016), which included that in exceptional circumstances, up to six awards could be made. The committee engaged in a lengthy and rigorous discussion about the shortlisted nominees, considering the proceedings of the previous meetings and the merits of the individual teaching of each nominee, balanced with a discussion that involved a

comparative analysis of testimony and evaluation data presented to them. The committee expressed that it could not ignore the current higher education and institutional context, and the unprecedented number of nominations. The committee reached a decision that these are indeed exceptional circumstances, and that there are six truly outstanding candidates, and it would be justified in awarding six awards for 2016 as follows:

1. Dr David Erwin, Mathematics & Applied Mathematics

David Erwin has enjoyed a lengthy career in teaching mathematics and has used this time and experience to reflect on his teaching. He states ‘Teaching is itself a learning process. We get better at it – if we want to. Good teachers learn from their students and, through a process of self-reflection and critical engagement, decide what worked and what needs to be done better, or completely differently, next time’. His philosophy of creating a comfortable classroom, keeping students focused and developing the structures they need to succeed is visible and is the testimony to his teaching. Students attest to his ability to inspire their interest in mathematics and a desirability to learn. They also speak to his ability to remain popular and entertain, but to manage at the same time, to be completely rigorous in all his mathematical statements. Dr Erwin is renowned for developing conceptual frameworks that enable an understanding of mathematics. He has high student ratings and consistently positive commentary on his knowledge of his subject. He demonstrates innovation in his development of resources, web work, and use of social media to complement his teaching. His colleagues attest to his impact beyond the classroom.

2. A/Prof Ryan Kruger, Finance and Tax

At the heart of Ryan Kruger’s teaching philosophy is the desire to make finance accessible to students, to promote critical and logical thinking, and to encourage students to formulate their own opinions and take ownership of their learning. He is the lecturer who takes on emergency teaching, and has taught on every finance course offered at an undergraduate level at UCT, which he says has allowed him an understanding of the development that students undergo over the course of their academic career. This has, in turn, allowed him to reflect on his own teaching style. He is noted for his passion, engagement, ability to connect theory with the working world and for a focus on developing understanding rather than rote learning. He is frequently cited as a ‘best lecturer’, who is able to teach relevant and practical material in an understandable way. He instils in his students research skills and abilities – he has published as much with his fourth-year students in the last two years as the Finance master’s cohort. A colleague describes him as having had a significant and positive impact on several thousand finance students, and colleagues, many of whom he has mentored over his academic career. He is described as ‘the golden standard’ to which many strive.

3. Dr Miguel Lacerda, Statistical Sciences

Miguel Lacerda states that he attempts to make content meaningful and accessible. He acknowledges a student audience that is diverse in terms of academic ability, learning style, and cultural background, all which inform his approach to teaching. He strives to stimulate interest, and develop sound reasoning and independent learners. He is methodical in his approach, connecting the dots between previous material and adopting a scaffolded approach, mending shaky foundations that students may have had in the daunting discipline of Statistics, and developing in them, a mindfulness about the ‘bigger picture’. He is renowned for his innovation and curriculum development in the discipline, and has developed links between the curriculum and industry. He is frequently cited as the best lecturer in

his department – he consistently scores excellently on all the courses that he has taught since 2010 and he has consistently outperformed all other lecturers who have taught on the same courses, which is perhaps why he is described by one student as ‘my teacher, my mentor, my hero and my role model’.

4. Dr Janice McMillan, Centre for Innovation in Learning and Teaching, CHED

Janice McMillan’s teaching portfolio is replete with testimony to her desire and ability to achieve a greater social justice, the pursuit of which her teaching is nested within. She is described by a past DTA awardee as ‘embodying forward thinking in her work at the intersection of the university and community, which we can all learn from and be inspired by’. She is a passionate and committed teacher who strives to understand, challenge and nurture students through a transformative community engaged pedagogy, while helping students develop into socially conscious citizens and professionals. Indeed, she is described by one commentator, as facilitating students’ own learning; fostering their ability to be critical thinkers, and helping them engage with material on both a scientific and practical level. She combines the need for foundation knowledge, with innovative activities, such as tailored games, online chats, blogs, creative art exhibits, and campaigns, while providing real life assistance and experience. She is frequently cited as effecting paradigm shifts in her students through her transformative teaching. She pushes students to think critically about the world and the problems we face as a society, and has a lasting impact on students and their career paths.

5. Dr Jonathan Shock, Mathematics & Applied Mathematics

Within the short space of three years, Jonathan Shock has developed a reputation of excellence. One student remarks that an infamous first year mathematics course is like diving into the Atlantic Ocean without a wetsuit, but that Dr Shock makes it clear why the metaphorical sea has so much to offer – he encourages deep understanding and a level of inquiry past the curriculum. A colleague remarks ‘In my opinion, what sets apart a distinguished teacher from many, merely excellent ones, is the lasting impact that they have on their charges. Well, I think that if, 10 or 20 years hence, you were to ask many students who have passed through UCT's daunting first year mathematics course who they most remember, it will be Dr Jonathan Shock’. He is renowned for his technological innovation, academic development and support, and consistently outstanding evaluations across many levels of teaching in the discipline. His ability to change students’ perceptions of infamous courses is put down by many to the fact that he simply cares, going beyond to develop a rapport with students to enable access to the discipline of mathematics.

6. A/Prof Jimmy Winfield, College of Accounting

Jimmy Winfield describes his teaching as a deeply personal endeavour and the committee felt his humanity, concern for students, and pursuit of conscientising students on key issues of social justice makes him a worthy recipient of the DTA. He has a long record of teaching large classes and versatile teaching, and has been responsible for conceptualising new courses and unique academic interventions, but, what stands out is his development and sustaining of his Business Ethics course, through which he has attempted to transform students’ thinking and perspectives - as captured in many testimonies. One such testimony states, ‘Thank you for the lessons that go beyond the classroom. Many of my technical skills will get me to the door of where I want to be but essentially won't be what makes me stay.’ His JumpStart programme, which intervenes for poor performing students after their first year of study has been used as a model for other transformation initiatives in the College of Accounting, and his adaptation to the individual needs of students in very large classes suggest a

strongly positive impact on lecture attendance, students' perceptions of the quality of their learning, and students' ability to develop their own sense of their learning needs.

Amanda Barratt

4. TEACHING AWARDS AND GRANTS (TAG) COMMITTEE

4.1 Introduction

The purpose of the Teaching Awards and Grants TAG 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 2016 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 Higher Education Learning and Teaching Association of Southern Africa (HELTASA) National Excellence in Teaching and Learning Awards.

4.2. Meetings

The Committee met 3 three times during 2016: 5 April; 27 July; 26 October

4.3. UCT teaching grants

Twenty- four applications were received for the 2016 grant and the committee agreed to twelve grants totalling R 237 000.00:

Table 1. Twelve UCT teaching grants awarded in 2016

Title	Name	Surname	Department	Project	Amount
Dr	Amaal	Abrahams	Human Biology	Formative learning tools in Anatomy and Physiology driving socially active self-directed learning and assessment	R 10 000.00
Dr	Victoria	Gibbon	Human Biology	Biological Anthropology teaching equipment	R 12 018.00
Dr	Claire	Blackman and co.	Maths	iPad teaching project	R 20 000.00
Mrs	Anita	Campbell and co.	ASPECT	First- Year Mathematics Resource Collection	R 20 000.00
Dr	Gillian	Ferguson	Health and Rehabilitation Science	The use of a Flipped Classroom Approach in Applied Physiotherapy: Assessment and Management of Adults with Neurological conditions.	R 20 000.00
Dr	Maria	Jose	Pathology	Department of Pathology MCQ Database	R 20 000.00
Dr	Henri	Laurie	Maths	Learning Julia scientific programming: Using a MOOC to support campus teaching in Applied Mathematics (MAM1043H)	R 20 000.00
A/ Prof	Ilse	Lubbe	Accounting	Online learning project for Postgraduate Diploma in Public Sector Accounting	R 20 000.00
Mrs	Anna	Malczyk	Academic Office (GSB)	MBA Online Pre-course	R 20 000.00
Dr	Lynelle & Marco	Govender Otto	Pathology	Anatomical Pathology Audio Tours	R 24 982.00
Prof	Vanessa	Burch	Medicine	Augmented reality: teaching clinical and practical skills 24/7.	R 25 000.00
Ms	Yellavarne	Moodley	Law Clinic	'The Student Advisors Guide / Manual'	R 25 000.00

4.4 UCT Award for Collaborative Education Practice

Eight applications were received for the 2016 Award and the committee granted three awards of R40 000.00 each.

Table 2. Three UCT Collaborative Education Practice awarded in 2016

Project leader/s	Project team	Project title	Project summary
A/ Prof Susan Levine and Prof Steve Reid	Susan Levine; Steve Reid; Peter Anderson; Shose Kessi; Deborah Posel; Lester Davids; Berni Searle; Mdu Kweyama; Mark Solms; Marc Hendricks; Malika Ndlovu*; Raj Ramesar; Raj Mesthrie; Lorna Martin; Fiona Ross; Janet Small; Andrew Deacon; Jay Pather; Finuala Dowling; Johan Brink; Stan Henkeman*; Nina Callaghan*; Kate Abney*; Elelwani Ramugondo; Ali Baghai-Wadji; Kathryn Smith *; Philani Sikhakhane; Carla Tsampiras; Sean Baumann; Mercy Olumide*; Silke Dyer; Francois Bonicci - *indicates a collaborator outside of UCT	Medicine and the Arts	Medicine and the Arts is a Masters level course offered to students from any faculty at UCT or outside of UCT. Twelve seminars guide students through the life cycle, from birth to death, as seen from the perspectives of artists, medical doctors, and social scientists.
Dr Janice McMillan	Dr. Janice McMillan ; Prof. Vanessa Watson; A/. Prof. Jane English; Prof Ulrike Rivett; Dr. Jane Battersby–Lennard; Dr. Mercy Brown–Luthango; Ms. Jesse Burton; Mr.Hilton Trollip; Dr. Lisa Kane; Prof. Harro von Blottnitz and A/ssoc Prof. Tanja Winkler	Social Infrastructures: Engaging with Community for Change (SI)	The SI course- END1019L- is a collaboration among the EBE Faculty, CHED, and the Science and Commerce Faculties. It focuses on providing a learning space for EBE students to understand the relationship between their technical engineering knowledge and the broader community in which they will work as professionals. It counts as a Humanities elective for the students.
A/Prof. Jacqueline Kew	Jacqui Kew; Alexandra Watson; Goolam Modack; Taryn Miller; Gizelle Willows; Don McDonald; Jimmy Winfield; Carla Fourie; Jolandi Gevers; Jacqueline Dean; James Anthony; Carlos Correia; Paul Maughan; Riley Carpenter; Shaun Parsons; Riyaan Mabutha; Sumaya West; Wayne Coetzee; Michael Harber	Learnaccounting website	Many students struggle with understanding and applying accounting concepts and this becomes increasingly challenging as students are required to do so in more complex applications. This challenge can be even more pronounced for non-English first language speakers. The website is an onn-line multilingual resource where students can be directed to enhance their understanding of threshold concepts.

4.5. HELTASA National Excellence in Teaching and Learning Awards

The committee nominated A/ Prof Greg Smith, Dr Linda Ronnie and Dr Joanne Hardman for these awards. Dr Joanne Hardman received a commendation.

Jeff Jawitz and Cindy Gilbert

5. TEACHING AND EXAMINATIONS TIMETABLE COMMITTEE (TETC)

5.1 Introduction

The TETC consists of the Deputy Vice-Chancellor: Teaching and Learning, deans of faculties' nominees representing university Faculty Timetable Committees, members of Senate, the Registrar's Office, the University Administration, and the Student Representative Council (SRC). Since its August meeting – when the newly constituted Committee committee met for the first time – the committee has been chaired by Dr R. Roth with A/Prof. M. Zuidgeest acting as deputy chair. The purpose of the committee is to develop, monitor, and review all aspects of the teaching and examinations timetable, provide feedback on timetabling matters and policies to the Senate Teaching and Learning Committee, the Senate Executive Committee (SEC) and Classroom Facilities Advisory Sub-Committee (CFASC), and to address timetable issues referred to it by Senate, Faculty Timetable Committees and Administration.

5.2 Meetings

The committee met for two scheduled meetings in August and October, in addition to a special meeting in November to attend to: (a) the allocation of venues, and (b) the difficulties encountered by the committee as a result of the changed academic calendar (which was in in flux at the time) for 2017. It should be noted that the last two meetings of 2016 had to be held under guard in the Properties & Services building in Mowbray.

5.3 Items considered in 2016 (Semester 2)

These items are ongoing in 2017. Most of the committee's time is now consumed by problems relating ultimately to a mismatch of student numbers and venues, which is further exacerbated by a sub-optimal use of available time-slots. The solution to this problem should fall within the remit of the Senate Teaching and Learning Committee. The work of the committee was impaired by the disruptions in the wake of protest action in Semester Two. Consequently, the venue allocations team had to revise its projections for 2017, which prevented them from attending to more substantive aspects of the committee's portfolio. It was also felt that management inadequately communicated its decisions concerning the Academic Year 2017 to the committee as it oversees the practical implementation of any such year schedule.

5.3.1 Scheduling of teaching events by weekly meeting patterns

The increase in class sizes no longer renders practical the weekly scheduling of meeting patterns throughout an entire semester. A working group was set up to address the possibility of scheduling teaching events by term (quarter) or, preferably, by teaching days in order to use available venues to a maximum degree of efficiency. The working group was tasked to liaise with Information, Communication, and Technology Services (ICTS) in order to address the considerable challenges of this change in terms of software development and staff training.

5.3.2 Co-ordination of test-scheduling

Owing to the increasing number of tests, especially in large classes, the committee revisited possible scenarios of streamlining the scheduling and booking of tests and venues. A working group was established to assess three possible scenarios: (a) central scheduling of tests on the analogy of university examinations; (b) introduction of 'test weeks', and (c) introduction of a limited window of

time within which departments can submit their priorities for test scheduling. The Committee committee also noted that the problem of test-scheduling might, in part, arise from the practice of ‘over-testing’, notwithstanding the finding of the Examination and Assessment Committee (E&AC) referred to in the chair’s report for 2015.

5.3.3 Pressure on venues

The committee again expressed concern that the pressure on venues was, in part, a result of some faculties’ reluctance to teach in the afternoon and/or offer repeat lectures in particularly popular courses. Faculty representatives were tasked with bringing this to their colleagues’ attention.

Roman Roth

6. EXAMS AND ASSESSMENT COMMITTEE (E&AC)

6.1 Introduction

The remit of the 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.

6.2 Meetings

There were four scheduled meetings for March, May, August and October. As a result of the student protest the meeting in October was not possible. Two sub-committees were formed: one to address the invigilation concerns during exams, and the other for live proctors for off-campus exams.

6.3 Items considered in 2016

6.3.1 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. The pilot in the 2015 exams was successful, although concerns were identified. Nevertheless, and planning started for rollout in 2017. In March 2016, however, the committee agreed that a cheaper option would be piloted for the June and November exams. A similar approach as used at the University of Johannesburg (UJ) (the use of an iPad with a clip on device used for scanning) was piloted and was successful.

6.3.2 Examinations Office report, November 2015 exams

The committee considered reports submitted by the Examinations Office and addressed the following:

- Invigilation at exams is a constant concern and the committee requested SEC to review the Senate policy of academics only invigilating their own exams. A sub-committee was also formed to discuss these concerns with the deans.
- The student protest and shutdown led to a huge increase in deferred exam applications
- Concerns about the collection of exam scripts at venues after exams
- Departmental printing remained a risk as insufficient or late delivery of question papers are a constant problem and often leads to a late start to the exam.

6.3.3 Students selling marked work

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. The committee could not come to a conclusive solution and requested a report on practises followed at other institutions.

6.3.4 Turnitin alternative

The committee was informed that GetSmarter was using an alternate software program, Vericite that does not produce the same results as Turnitin. Vericite was approved by Senate in 2006. The Committee committee requested Mr Stephen Marquard to do an analysis of the same assessment on both software packages (Vericite and Turnitin). It was determined that there were differences in both packages and that Vericite lacked certain quality measures offered by Turnitin. GetSmarter students are covered under the UCT Turnitin License as they are UCT students. The committee agreed that all GetSmarter students will be using Turnitin as the primary software source of authenticating their work. The Turnitin contract ends in 2017 and Mr Marquard will submit his report closer to the end of the contract to identify the pros and cons of using each program.

6.3.5 Supplementary exams for third term courses

The committee was asked to consider the offering of supplementary exams to all third term courses. The Law Faculty did not support the request but required a response for the students. After much deliberation the committee agreed that the winter and summer term offering was at a different pace than that of the first and second semester courses and comes with different conditions, to which students agree when they register. During these terms, students have to focus only on one course and not multiple courses as during semesters, hence them not being offered a supplementary exam.

6.3.6 Collection of question papers from the Examinations Office during exams

During the November 2015 exams, the committee agreed to a pilot exercise of the collection of question papers from the Examinations Office instead of Examinations Office staff delivering to various venues. This change was necessitated as a result of the student protests and the safety of the question papers. The committee approved the request by the Examinations Office to make this a permanent arrangement.

6.3.7 The use of smart watches during exams

The committee was alerted to the use of smart watches for cheating during exams. It was decided that due to the lack of efficient clocks at exam venues, watches will not be banned during exams. The committee agreed to a proposal for the use of a projector and computer as a clock at all venues and in the absence thereof or power failures the invigilator will write the time on the board or use current clocks. The proposal was referred to the Senate Executive Committee (SEC) for review and discussion.

6.3.8 ProctorU use during the November 2015 exams

The committee was presented with a breakdown of the scope and cost involved with the use of ProctorU during the November 2015 exams. The committee supported the continued use of ProctorU and recommended this to SEC for all off-campus exams as an alternative to live proctors. SEC approved this and it was included in PC07/2016 for objections.

6.3.9 Update of the Examinations Policy manual

The committee was asked to review and approve changes made to the Examinations Policy manual. The changes were submitted to SEC for inclusion in the Principal's Circular.

6.3.10 Security for late exams and class test

The Committee committee was asked to consider alternatives to late exams and class tests as there are concerns around student safety when leaving these late sessions. The committee agreed that student safety extended not only to UCT property but also when students make use of public transport to their residences. This item was referred to VCMag for discussion and proposals.

6.3.11 Live proctors for off-campus exams

During an audit of an off-campus exam, the committee was alerted that the UCT invigilation policies and guidelines were not implemented by the ZMB Holdings staff. After discussion the committee agreed that the ZMB Holdings contract would be reviewed to ensure that it included all UCT policies and guidelines. A training video was also made available to all ZMB Holdings invigilators. It was noted that the cost of the use of ZMB Holdings was too exorbitant and alternate options should be sought. As a result, an updated version of the contract would be generalised for all off-campus exams and not provider-specific. A sub-committee was formed to discuss the use of alternate service providers for off-campus exams that requires live proctors.

6.3.12 Invigilator detail report

The committee was presented with a report of academic versus non-academic invigilator ratios. The committee referred the report to SEC to review the Senate policy of academics invigilating only their own exams. SEC requested that the E&AC submit specific proposals for its consideration. A sub-committee was tasked with suggesting proposals in consultation with the Deans deans and Faculty faculty bBoards oards before bringing it to the E&AC for review.

6.3.13 Alternate assessment as an option for disruptions during the exams

The committee was asked to consider the use of coursework marks as an alternate to summative assessment in the event of student protest during exams. The committee agreed that student protests will not affect summative assessment and that exams will continue as planned. Members were requested to communicate this to all departments and strongly encourage the implementation thereof. Any deviation would be communicated to all faculties from a higher level. Processes for Semester Study Abroad (SSA) students were communicated to all Faculty faculty Offices offices and the use of private security at big venues was confirmed.

6.3.14 Late tutorials clashing with class test

The committee was alerted to the fact that some departments schedule tutorials in the 6pm slot, which clashed with scheduled class tests. The committee agreed that all lectures must end at 6pm and no tutorials can take place thereafter.

6.3.15 Change of forms

The committee was requested to consider the following changes:

- Exam paper printing checklist: Include a space for the external examiner signature. The committee approved the amendment as proposed.

- Change of result form: To be more comprehensive. The committee was advised that this form was not centrally owned but that each form was faculty-specific and therefore managed by the Faculty faculty Officeoffice/Managermanager. The committee agreed that this form will be changed by the Faculty faculty Office office as required.

6.3.16 Renaming the chief invigilator

During the June 2016 exams an African academic doing his first big invigilation session was traumatised by the colonial language of having a “chief invigilator”. The committee was asked to consider changing the word “chief” to “principal” invigilator. The committee agreed and all necessary documentation was amended.

6.3.17 External examiner rates

The committee was informed that as a result of austerity measures, the 2017 rate for external examiners will remain as for 2016. The committee noted and accepted this.

6.3.18 The use of barcodes to ensure student anonymity

The Humanities Faculty raised concerns about the anonymity of student work and suggested the use of barcodes. After discussion, the committee agreed that would be a costly exercise and that the same practise as followed in the Law Faculty could be implemented, the use of the EMPL ID instead of Campus ID.

6.4 Completed Matters

- ✓ Biometric scanners
- ✓ Supplementary exams for third term courses
- ✓ Collection of question papers from the Examinations Office during exams
- ✓ ProctorU use during the November 2015 exams
- ✓ Update of the Examinations Policy manual
- ✓ Security for late exams and class tests
- ✓ Alternate assessment as an option for disruption during exams
- ✓ Late tutorials clashing with class test
- ✓ Change of forms
- ✓ Renaming of the chief invigilator
- ✓ External Examiner examiner Ratesrates
- ✓ The use of barcodes to ensure student anonymity

6.5. Incomplete Matters

- ✗ Students selling marked work
- ✗ Turnitin alternative
- ✗ The use of smart watches during exams
- ✗ Live proctors for off-campus exams
- ✗ Invigilator detail report

Anthea Williams

7. CLASSROOM FACILITIES ADVISORY SUB-COMMITTEE (CFASC)

7.1 Introduction

The main purposes of the CFASC are to monitor the state of classrooms at UCT and provide advice on strategies and plans for the building, upgrading and refurbishment of classrooms; to set design criteria for teaching spaces, including minimum standards for technology provision; to consider motivations for new initiatives and projects which may have an impact on university-wide teaching and learning spaces, technology and design, and to consider and prepare budget applications related to the maintenance, upgrade and refurbishment of classroom physical infrastructure and classroom technology.

Procedures

- To receive proposals from the Head of Classroom Support Services (CSS) and to consider, develop and prioritise the short term (annual) and long term (3-5 years) strategies and plans for the upgrade and refurbishment of classrooms.
- To consider and prepare annual budget applications for the building, maintenance, upgrade and refurbishment of the physical infrastructure via the University Building and Development Committee (UB&DC), and classroom technology and equipment via CSS.
- To approve and review service level agreements and performance against these service level agreements on an annual basis.
- To provide an annual report on its work to the Senate Teaching & Learning Committee (ST&LC).

7.2 Meetings

Two meetings were held in 2016, 19th February and 2nd May, 2016, to which relevant workgroup leaders from areas such as Properties and Services (P & S), ICTS, and Timetabling were invited. The third and fourth meetings scheduled for September and November were cancelled as there were no major issues for the agenda and the committee was advised by the Classroom Renewal Project (CRP) team that:

1. All activities for the year-end 2016 upgrades were in process .
2. The recent events at UCT had caused no serious consequences to the programmed upgrading of the venues and the CRP Team could still proceed with the 2016 year-end upgrades including the accommodation of the School of Economics request for rescheduling of the proposed period of upgrade.

7.3 Items considered in 2016

Lecture/tutorial bookings to specify technology level requirements based on the following:

- Which classrooms were to be renovated in both in the mid-year and the year-end vacation based on an agreed set of principles listed below:
 - To primarily upgrade classrooms where the most lectures sessions take place, since technology demand is primarily for lectures.
 - Accommodate the demand for technology for tutorials in smaller rooms, specifically for Film & Media and Statistics, taking into account the availability of loan equipment.;
 - Size of impact based on Venue venue size, number of faculties affected, and number of different courses offered.
 - Usage

- Provide or upgrade AV/IT to reduce:
 - CSS workload
 - Requests for mobile equipment
 - Need for lecturers to carry own equipment
 - Or maximise alignment with biometrics and lecture recording projects
 - The need to upgrade classrooms with problematic physical layouts that cannot accommodate the standard
 - The need to upgrade classrooms in non-UCT buildings

7.4 Completed Matters

Correction of seating issues in Kramer LT1 arising from the inappropriate addition of venting further emphasising the need for liaison with the various role players involved in maintenance and upgrading, and the use of standards. The acceptance of the revised service hours and staffing levels during vacations.

No further reporting line to the Project Implementation Committee (PIC) now that the CRP has been completed.

7.5. Future matters

Now that the CRP has been completed the focus of the committee will be:

- The vision of the ideal classroom for 2020–2030. This will take cognisance of the new austerity measures, the changing cohort of students, and the pedagogical changes in the use of online learning and technology.
- A survey of the use and user satisfaction of/with the current facilities.
- The role of and need for the New Science Lecture Theatre (NSLT) as a large class teaching venue.
- The rollout of lecture recording into small venues.

For a summary of the project and the classrooms renewed please go to:

http://www.icts.uct.ac.za/uct_classroom_renewal_project

For the excellent guide to the use of these upgraded facilities please go to:

<http://www.icts.uct.ac.za/teaching-learning>

Tessa Minter

8. ADULT LEARNING SUB-COMMITTEE (ALSC)

8.1 Introduction

A new deputy-chair was appointed while the Deputy Vice-Chancellor for Teaching of Learning is the chair. The core focus areas of this committee are access, exceptions, barriers faced by adult learners, and the decline of funding for adult learners.

8.2 Meetings

Two meetings were held in 2016, on 13th May and 9th November. Some of the work scheduled for later in 2016 was delayed, because of the closure of the institution in October for two weeks.

8.3 Items Considered in 2016

8.3.1 Revised RPL policies and CAT policy of CHE

In May, the Revised Recognition of Prior Learning (RPL) policy document was tabled at the Senate Executive Committee (SEC) meeting.

8.3.2 Tick-box system

The Admissions Office confirmed that it is possible to add an RPL ‘tick-box’ to the UCT Admissions form to allow the committee to know how many applicants were requesting access via RPL (as opposed to only those that had been accepted via RPL). The Admissions Office will create a link between the tick box and the faculty-specific process of RPL application before the end of 2016.

8.3.3 Searchability of the UCT website

The committee discussed the challenges that adult working people have in terms of the searchability of the UCT website. ICTS has agreed to look at the google-analytics reports to see if keywords could be picked up. The Center for Higher Education Development (CHED) website hosts will look at the analytics on their sites to enable tracking any trends to search terms which could provide information.

8.3.4 Digital accessibility for disabled students

The issue of limited digital accessibility for disabled students was discussed and it was noted that while there is expertise in the Division of Disability Studies and the Text Conversion and Assistive Technology Services (TCATS) in Disability Services, there is a need for a permanent post. It was proposed that the Centre for Innovation in Learning and Teaching (CILT) and VULA be approached to help fund a post as all academics need to be skilled in making their teaching material digitally accessible for disabled students. The DVC raised the matter at VCMag and it was suggested that the matter could be channelled to the Senate Teaching & Learning Committee (ST&LC) and CILT. The matter will also be tabled with the Curriculum Change Working Group (CCWG).

8.4 Reflection on challenges in the current environment

The committee reflected on current challenges for adult learners during periods of protest because the university is not set up for access, particularly with regard to adult learners.

Priority projects for 2017

- Access to funding for adult learners;
- Exploring a strategic plan related to Life Long Learning as part of UCT Strategic Plan’s 2016-2020;
- Digital accessibility for disabled students, and
- Report on RPL at the Graduate School of Business (GSB)

Theresa Lorenzo, Linda Cooper and Janet Small

9. ONLINE EDUCATION TASK TEAM

An Online Education Task Team was first convened in 2014 in response to the increasing demand for flexible forms of provision and the move to mixes of blended and fully online provision in various configurations.

Through its deliberations, the task team developed a position paper that provides a proposed framework for online education at UCT, and sets out clear positions on institutional priorities for online education, appropriate governance mechanisms, policy co-ordination, building capacity, relationships with external providers, and technology platforms. The document locates blended and online delivery within both the national and institutional policy contexts. The framework document states that UCT remains committed to an undergraduate experience that is largely residential in character, and to providing an outstanding learning experience for undergraduate students with significant engagement, connection and contact by UCT academics, regardless of mode. Hence, without the permission of Senate, no undergraduate programme will consist of more than 20% of the total credits in fully online mode.

At the postgraduate level, the framework document proposes that there will be no limit on the number of courses and qualifications which can be provided as fully online offerings at a postgraduate level (NQF 8+) and for non-degree undergraduate programmes (NQF 7).

In terms of governance, the framework document proposes that online education will form part of the work of the Senate Teaching and Learning Committee (ST&LC) and its sub-committees, and the Senate Quality Assurance Committee (SQAC). A sub-committee of the Senate Teaching and Learning Committee will be formed for online education and will include additional members with appropriate expertise as required including from IPD, Central Finance, Research Contracts & Intellectual Property (RCIPS), CILT and the Registrar's Office. The document was submitted to all faculties for comment. It has been redrafted into a policy for implementation. This and the draft Terms of Reference for the proposed sub-committee of the ST&LC, will be discussed at the Senate Executive Committee (SEC) in July 2017.

Amanda Barratt

ANNEXURE 2: REPORT OF DEPARTMENTAL ACADEMIC REVIEWS

1. Introduction

Reviews of academic departments are an integral part of the institution's quality management system and occur in a ten-year cycle. The purpose of reviews is to afford departments an opportunity to reflect on activities in relation to the core functions of teaching and learning, research, social responsiveness and administration. Ultimately, departmental reviews are a tool for continuous improvement and development.

Five academic departments were scheduled for review in 2016, but as a result of student protests and the timing of most reviews having been scheduled for the second half of the year, only one review occurred (the balance was therefore postponed to 2017). It is therefore not possible to provide an institutional overview (across different departments) of issues relating to teaching and learning. Nevertheless, key findings in relation to teaching and learning for the review of the School of Languages and Literature (SLL), which took place in July 2016, are highlighted below.

2. Overview of the school

The SLL is located in the Faculty of Humanities; it is the result of the merger between the Department of Modern and Classical Languages and the Department of Linguistics and South African Languages in 2002. At the time of the review, the school was comprised of eleven different sections, namely African Languages, Afrikaans, Modern Classical Languages (Classics, French, German, Italian and Hebrew), with the later addition of Arabic, Spanish, Portuguese, and Chinese. The school offers majors in each of these areas at undergraduate level and, has a range of programme offerings at postgraduate level. The school also offers service courses to medical students in the Faculty of Health Sciences. There are approximately 33 academic staff and 3 administrative staff in the department.

3. Key findings

The panel commended staff of the school for their enthusiasm and commitment to teaching. It was felt that the exceptional diversity of the course offerings is both a strength of the school and its challenge. The panel's view was that the eleven languages and cognate literatures afford the department a very strong niche in terms of tertiary-level options in South Africa, but added that it also represents eleven different intellectual and cultural worlds that should adequately and consistently be serviced in terms of curriculum design, teaching hours, models and, staff who are willing to engage with and support students.

In terms of assessment, there seemed to be a perception that the inconsistent mix of assessment methodologies adopted by the different sections had led to inconsistent student performance. However, on closer scrutiny of the student performance data that was made available to the panel for the period 2013-2015, the mode of assessment did not seem to have had a material impact on the average results for each of the sections in the school. The panel recommended that as a school, a platform be created to discuss issues of teaching and learning and, could serve as a mechanism for sharing experiences like the use of different assessment practices, for example.

Of major concern to the panel was the starkly diminished year-on-year progression rates from the time of enrolment in the first- year to the third- year and, also the poor throughput rate to postgraduate programmes. The panel recommended that the school look into the reasons for this phenomenon and consider how it could be addressed, possibly as a way to expand its postgraduate enrolments.

With regard to formal quality management systems in the school, these seemed mainly to take the form of external examiner reports and course evaluation tools to solicit feedback. The quality of feedback received in both areas, however, seemed minimal with a poor response rate from students through course evaluations and, limited comments on external examiner reports (a problem that is not uncommon in other parts of the university).

Finally, the panel found there to be a large disparity of teaching loads amongst academic staff in the different sections and suggested that the school, once it has established an undergraduate and postgraduate committee (or similar entities), task such structures with the responsibility of creating a centralised and transparent spreadsheet of teaching hours across the school to ensure fairness and parity of workloads.

4. Conclusion

In terms of teaching and learning overall, while there is certainly room for improvement, the panel was satisfied with the quality of courses and programmes as well as their implementation.

Lisa Cloete

ANNEXURE 3: OFFICE FOR POSTGRADUATE STUDIES (OPGS)

Postgraduate students

The total number of enrolled postgraduate students – postgraduate diplomas, honours, master’s and PhD’s increased marginally during 2016 (from 9 691 of a total student enrolment of 27 809 in 2015, to 10 283 of a total student enrolment of 29 231 in 2016). It is important to see this in the context of continued postgraduate student (numerical) growth over the last number of years. Thus Figures 1 and 2 depict postgraduate student enrolments from 2012 to 2016. There may be small discrepancies in the actual numbers in this annexure from those presented in the Quantitative section as the figures were drawn before final HEMIS audited figures were available to the OPGS. While the number of postgraduate students increased in 2016, the proportion of postgraduates as a percentage of the total student enrolment rose slightly to 37%. In 2016 there was: (1) an approximate 1% increase in the proportion of honours, master’s and PhD students; (2) a 2-3% decrease in the proportion of Postgraduate Diploma students; (3) a 10% increase in number of PhD students, and (4) a 7% increase in master’s students.

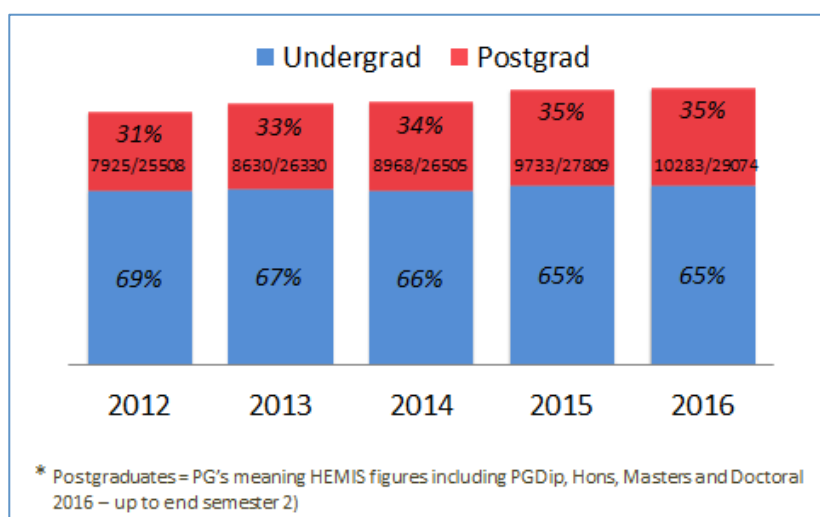


Figure 1: Registered postgraduate students, 2012 – 2016

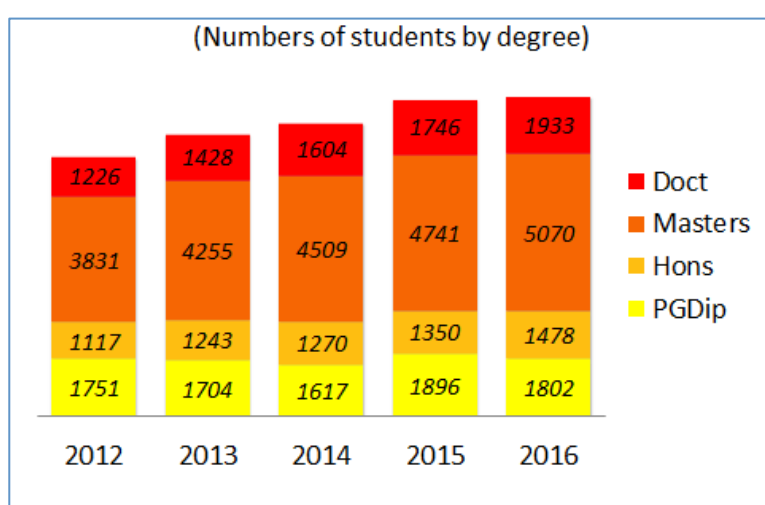


Figure 2: Degree profile of postgraduate students, 2012 – 2016

The student body at UCT is constantly under the spotlight with respect to demographic representation. Figure 3 illustrates a demographic breakdown from 2014 to 2016. There is little change of significance

other than an apparent decrease in the proportion of ‘white’ students while the proportion of ‘undeclared’ students has risen. All faculties are addressing this demographic, particularly with a view to increasing the numbers of black South African postgraduate students, through their strategic plans, support/funding structures, and admissions targets and criteria.

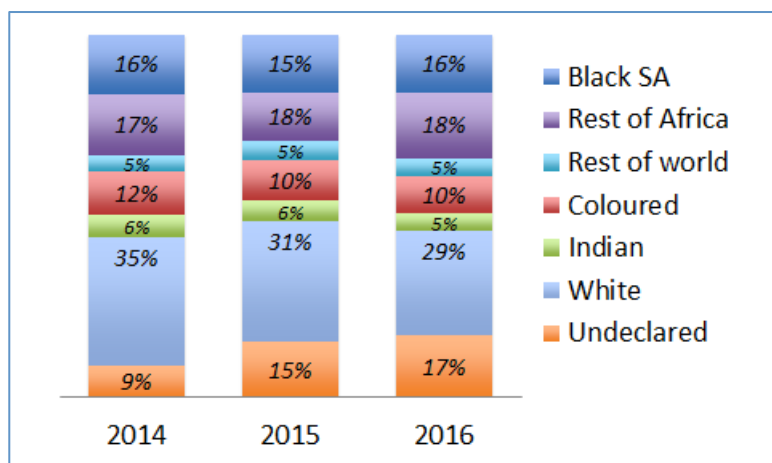


Figure 3: Demography of postgraduate students, 2014 - 2016

There is a national issue with regard to the completion rates and time to graduation for postgraduate students at South African universities – with a particular focus on problems related to master’s and doctoral students. Figure 4 gives the average time to graduation for all master’s students graduating in 2016 (with figures for 2014 and 2015 for comparison), and Figure 5 gives the figures for all graduating PhDs in 2016 (and 2014 and 2015). Both graphs are regardless of the year of entry so do not represent a ‘year of (e.g. 2012) cohort’ analysis. The figures for total number of respective students graduated in each year is also indicated. There is no definitive trend towards shorter or longer times to graduation over the time period in either master’s or PhD groups as a whole.

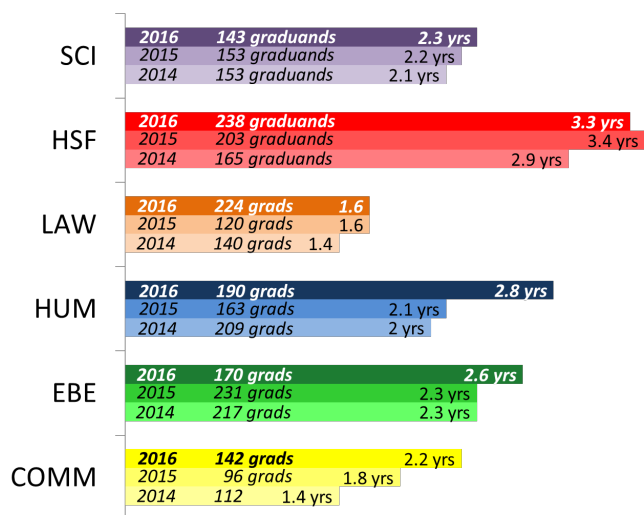


Figure 4: Average time to graduation for all master’s students graduating in 2016 (with 2014 and 2015 for comparison, COMM excludes MBA, HSF includes MMed students)

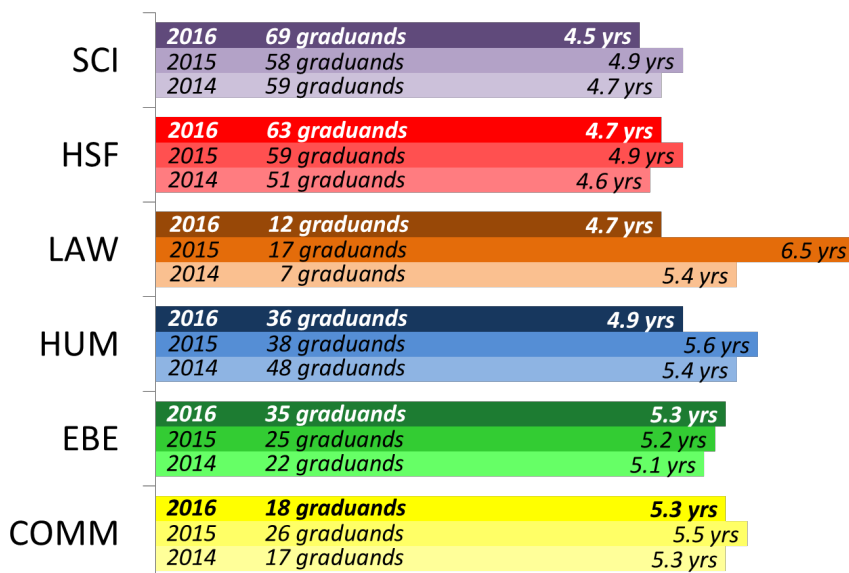


Figure 5: Average time to graduation for all PhD students graduating in 2016 (with 2014 and 2015 for comparison)

These figures and others were scrutinised and discussed at a **Research Indaba on Postgraduate Studies** organised and hosted through the Office for Postgraduate Studies (OPGS). The successful indaba attracted 140 UCT researchers and included an opportunity to reflect on UCT within the national and international contexts of doctoral studies including degree profile, dropout rates, time to completion, etc. A variety of UCT and international speakers discussed the following topics:

- How UCT is rising to the challenge of postgraduate education (including initiatives aimed at enhancing the postgraduate experience)
- Initiatives, strategies and examples of effective postgraduate training practice at UCT
- Adding value to postgraduate education at UCT
- How UCT can continue to rise to the challenge of postgraduate education (contemplating the future of postgraduate education and research from perspectives considering a changing curriculum, and a global drive towards internationalisation).

The program ended with a panel discussion on the current and changing priorities and imperatives for postgraduate studies at UCT.

The Board for Graduate Studies analyses throughput rates and interrogates reasons for drop-outs from any postgraduate degree programme, and also monitors the ‘postgraduate experience’ at UCT with the help of the OPGS.

The OPGS has continued to work on consolidating the various opportunities for **academic and professional skills development** for postgraduate students and postdoctoral research fellows. A range of seminars, workshops, retreats and Massive Open Online Courses (MOOCs) for postgraduate student development continued to be available in 2016. This included our ‘flagship events’ – retreats covering ‘Starting the PhD Journey’ (55 first year PhD students), ‘PhD Breakaway’ (115 2nd and 3rd year PhD students) and a new event for final year PhD students called the 3-minute Thesis Competition was planned for October 2016 but held over until February 2017 due to UCT closure (22 PhD entries, ±100 students and staff attending the event).

In addition to a number of departmental, faculty and student initiatives, 66 training/workshop/seminar sessions were offered during 2016. A number (47) of these are organised and presented fully through the OPGS, while others (19) are presented through the Libraries with the assistance of the OPGS. Sign-ups and participation for these sessions in 2016 were 1 295 and 1 066 students, respectively. Attendance was spread across faculties but weighted in the direction of the Science and Engineering sectors, and across degree programmes. The overall number of students involved in these workshops and seminars is approximately 20% lower than in 2015, possibly due to a number of cancelled workshops during student protest action, and the purposeful reduction in the number of MOOCs on offer due to poor completion rates thereof.

Peter Meissner

ANNEXURE 4: DEPARTMENT OF STUDENT AFFAIRS (DSA)

1. Orientation and mentoring

Orientation is a key component to welcome new students, ensure support and support the transition for first- year students. A key success factor is the role of orientation leaders. Two hundred and fifty orientation leaders selected by faculties and the International Academic Programmes Office (IAPO) are trained in the preceding year to enable and support the transition and retention of first-year students.

A mentoring training programme is provided for 411 mentors across the Faculties of Science, Law, Humanities and Health Sciences. The mentors are assigned to first- year students to provide psychosocial mentoring support.

2. Class Representatives Induction

The 2016 Class Representatives Induction was held on Saturday the 5th of March by the Department of Student Affairs (DSA) in partnership with the Student Representative Council (SRC) and undergraduate faculty councils. The training was attended by approximately 250 class representatives representing all faculties. The content and speakers included:

- The role of a class representative (SRC)
- An overview of the student governance model (SRC)
- Academic rules of the institution (Deputy Registrar)
- Quality assurance at UCT (Institutional Planning Department)
- Support services available to students (ED, DSA)
- Services by the Writing Centre (CHED)
- Opportunity to meet with the Dean dean of their respective faculty (faculty Deansdeans)
- A session with student faculty councils.

A concern that was raised by the student faculty councils was the fact that by the time that the Class Representative Induction took place not all class representatives had been elected. The faculty councils rely on the support of the academic staff to elect class representatives in the first two weeks of the semester and to share the contact details of the elected class representative with the student faculty council so as to ensure that the class representative can be properly inducted into their role.

3. Student Housing and Residence Life

During the course of 2016 and 2017 a teaching and learning paradigm shift has occurred within the Residence Life Division. The impetus for this change has emerged through the strengthening of key collaborations, processes and the introduction of new systems. This submission provides key milestones and shifts as related to teaching and learning in the DSA, Student Housing and Residence Life Division from the beginning of the 2nd second semester 2016 to the end of the 1st first semester of 2017.

Teaching and learning in collaboration with faculties

Through the work of the Residence Academic Development Committee (RADC) a total of five faculties were actively involved with teaching and learning initiatives in collaboration with the Residence Life Division. Five distinct programmes were offered throughout the residence system. More than 100 events, totalling approximately 600 hours of teaching and learning time transpired. Approximately 2 500 attendances were recorded through the first and second semester of which approximately 10% were day student attendees.

3.1 RADC- approved programs

RADC Health Science Faculty Living and Learning Projects

The program offered by the Faculty of Health Sciences (Towards Relationship Intelligence) has become well established with clear learning outcomes that include: The primary relationship with oneself; Knowing oneself; Perspectives on where the responsibility resides with respect to Subjective wellbeing; Relationships and friendships, and Healthy relationships between men and women.

RADC Science Faculty Living and Learning Projects

Attendances related to the whiteboard workshops (in collaboration with the Commerce and EBE Faculties) was 1 455. The programme includes faculty staff and has a highly developed set of learning outcomes for additional support that include both exposure to material and practice with problem solving. The programme has expanded due to increased involvement of the faculties and students.

RADC CHED Postgraduate Living and Learning Projects

This project has continued in consultation with the Center for Higher Education Development (CHED) in the form of the Postgraduate Writing Workshops and Shush and Write sessions. A key milestone was the launch of the online writing programme at Obz Square Residence through the UCT official website. Learning outcomes include: providing students with the opportunity to receive discipline-specific support for essay writing; learning from peers; engaging with staff, and share sharing experiences on aspects of the postgraduate experience

RADC CHED Study Skills Living and Learning Projects

A presentation shared at a CHED colloquium showcased the collaboration among the Residence Life Division, CHED and RADC in new living and learning programs.

Multilingual Residence Tutoring

The Residence Tutors Council (RTC) in consultation with the Language Policy Committee (LPC) successfully launched the practice of multilingual tutoring. This enabled residence tutors and students to teach and learn in a language other than English. A database of tutors was created which listed every additional language through which tutoring could occur. This recently featured in a UCT press release.

3.2 Assessment Method

A newly added assessment online platform was introduced for all RADC programs as well as the implementation of the annual Living and Learning Survey to bolster the level of feedback received regarding programs, residences, and living and learning spaces. Key stakeholders were invited to complete a series of questions, both qualitative and quantitative, pertaining to the quality and efficacy of their program or residence. This was in addition to the formal evaluations received from students.

Learning outcomes include:

- Learning about adequate resources to support the academic journey
- Access to quiet study spaces, computer labs and reliable wifi
- Access to effective tutoring and mentoring systems

- The experience of a sense of belonging
- Well informed about key opportunities
- Formal opportunities to develop leadership skills,
- A residence ethos that is respectful, unified and caring
- A safe and secure residence
- Availability of relevant residence events
- A residence space that is transparent and responsive to student challenges and concerns
- A residence space that enables students to share their voice
- Residences as spaces that contribute towards students perceived success
- A residence experience that is positive.

Edwina Brooks and Sean Abrahams

ANNEXURE 5: DISABILITY UNIT

1. Introduction

It is no exaggeration to claim that the support, advocacy, and services our unit provides is yearly adding to an ongoing process of institutional change and growth. Every successful disabled student who graduates will have been changed by the institution but will, in turn, have participated in a smaller or larger way in enhancing the knowledge and understanding of human interdependence which is the essence of what disability means. Each of these students will have eased the passage of those disabled students who come after them, but will also have touched the lives, in a transformative way, of all of those who taught them, studied with them, and rejoiced with them when they succeeded. This will have been apparent to anyone who attended the graduation ceremonies in May 2017, which might be said to have concluded the 2016 academic year. Among those were students - many with severe sensory and physical impairments, and in some cases multiple impairments - obtaining their first degrees, but several who were being awarded postgraduate degrees, and several more who graduated successfully and chose, for whatever reason, to graduate *in absentia*.

For the Disability Unit 2016 was, as for the rest of the institution, a difficult year. For the first time students with disabilities were adding their voices loudly to the rest of the student cohort demanding improved accessibility in all aspects of university life. The call was particularly vociferous from students with mental health difficulties aggrieved by the university's apparent lack of insight into the nature and extent of their challenges. As a direct result of this, a Task Team was appointed to craft a University Mental Health policy, in which the psychologist in the Disability Unit has been extensively involved. The policy, which is in an advanced stage of finalisation, does allocate to the Disability Unit a very significant share of duties and responsibilities, which is as it should be, but we have grave concerns that there does not seem to be resourcing to continue to fund the post of the psychologist.

Even given the psychologist's current workload which is primarily intended to screen and facilitate the process for applying for extra time, she is unable to cope with the large number of appointments crowding her diary, without working many hours overtime. Many of the requests for extra time are often little more than a cry for help, because students are struggling to cope with their studies for a myriad of reasons, and so grasp at the opportunity to apply for extra time, either believing that it would provide the key to fix what ails their work, but more often the possibility to be really heard and assisted is what brings these students to our door. And so, unless we employ a bureaucrat with a psychology degree, this situation will not go away.

It has become very clear to us over the years that students with very severe sensory and physical and often multiple impairments graduate successfully and go on to obtain one or more postgraduate degrees. The ones for whom the university environment turns out to be a bridge too far are almost invariably those with mental health issues, who are emotionally fragile. And very often this cohort of students are the highly intelligent, talented ones. Several issues emerged prominently during the various meetings student activists had with both the Executive and the Disability Unit. There was a strong call for the recording of lectures to be made compulsory, and it was agreed to refer this matter to the Senate Teaching and Learning Committee (T&LC).

Other demands made by the activists include:

- Sensitisation of lecturers to the challenges faced by students with disabilities
- Scheduled breaks in lectures to accommodate students with various disabilities, e.g. those with attention deficit, and other learning/psycho-social disabilities, and to accommodate Sign Language Interpreters (SLIs)
- A call for lectures, at the very least, not to run overtime, as this compromises the ability of many students with disabilities to get to their next lecture in time for its start.

Regarding the sensitisation of teaching staff, our experience has shown that trying to engage with teaching staff in a vacuum, talking to them about students with a large range of disabilities who may or may not end up in their classes is not productive. We do by and large interact productively with lecturers once we are aware that they have students with disabilities in their lectures/tutorials. We are aware that although this is, in the vast majority of cases, very productive, there probably is more we could do in this regard. Certainly our interaction with the staff during the New Academics Practitioners Program (NAPP) has always been very well received.

2. 2016 Report of the Disability Service clinical psychologist

The Disability Unit currently employs a consultant psychologist for 25 hours a week to address the assessment and case management needs of students who wish to apply for extra time and other concessions in test and examinations, on the basis of previously documented or suspected Specific Learning Disabilities (SpLD). She also provides short-term crisis intervention and counselling for individual cases. In the few instances where it was possible for her to provide students with more regular consultations, focused on problem-specific interventions, an improvement in the students' academic performance was evident.

During 2016 she had face-to-face interviews with 250 students, most of whom requested these appointments with a view to applying for a time concession in exams. Application for extra time was made for 146 of these students. Approval was also granted for other accommodations, such as the use of a computer in tests and exams, and access to a secluded writing space.

The psychologist is involved in meeting with and motivating for students with disabilities to gain admission to UCT. It is often necessary to write highly individualised reports for students with very specific needs, to support their particular circumstances. A number of students who ostensibly come to the Disability Unit to apply for examination accommodations are found to have mental health conditions. Referral reports to mental health professionals then need to be written. Three examples of such reports are provided below to illustrate the nature of the intervention provided.

Provision has been made within the Disability Unit to enable disadvantaged students to access the costly assessments required to obtain approval for the test and exam concessions internationally accepted as appropriate for students with a Specified Learning Disability (SpLD). An internship position has been created for a student psychometrist who is trained by the consultant psychologist in the administration of the required test battery. In 2016 the incumbent in this position assessed 40 students free of charge.

3. Teaching Development Grant

The Disability unit received funding from the Teaching Development Grant (TDG) from 2104 -2017. The funding was allocated for the employment of some of the most capable South African Sign Language Interpreters (SASLIs) in the country for our current cohort of four exceptional deaf students. Jessica Bothma was on the Dean's Merit list two years running and earned the class medal for a sociology course in 2016. She was invited to join the Golden Key Society. It is only recently that I came to understand that white students and staff with disability added not a jot to the university's BBBEE score card. Jessica is a child of deaf adults (CODA) but the majority of her extended family, grandparents, aunts, uncles and siblings are also deaf. If we consider the extent to which deaf people continue to be radically marginalised in terms of language, education and employment opportunities, and the extent to which early language acquisition would have been problematized for this young woman, I would want to claim her triumph as a major transformational event for the entire South African deaf community. But Jessica is not the only high achieving deaf student. Robyn Swannack who joined the university in 2012 graduated successfully in 2015, completed her Honours degree in 2016, and is currently enrolled for a Master's degree. Qobo Ningiza was admitted to the LLB program at the beginning of 2016 and managed to have passed every single one of the courses by the end of the February exam period. Given that English is Qobo's third language, and that he attended a special school not famed for its standard of teaching to deaf and blind learners, this too is a remarkable achievement. The two focus groups we ran (one with deaf students and one with South African Sign Language Interpreters (SLIs) as part of the Monitoring and Evaluation (M&E) requirement of the grant also yielded valuable information about how to continue to improve the service to deaf students in the future.

4. Lobbying for human support

Almost on a yearly basis we have to rethink the range of support we offer and innovate new modes. In 2016 as it became clear that in certain disciplines it was very difficult for SLIs to keep up with simultaneous translation of increasingly discipline-specific terminology as deaf students moved into senior undergraduate and postgraduate studies. Students began to request real-time text capturers rather than interpreters. This was a particular challenge to the LLB student. Finding people who could type fast enough, accurately enough and have a basic grasp of discipline-specific terminology proved to be a tough call. We had hoped not to have to use students doing the same course as the deaf student, but in the end that is how it worked out.

It was at UCT that we "invented" the term "human support" as it gradually became clear to us that, contrary to what we had assumed in the early part of this century, technology was not going to provide the answer to all the access and communication needs of students with disabilities. We needed *things* (ramps, lifts, screen reading software other assistive technology – but we also need *people*. We coined the phrase **human support** which after years of lobbying is now an item for which some provision is made in the Disability Bursary administered by the National Student Financial Aid Scheme (NSFAS). All of this by way of elucidating some of the statistics below:

- In the first semester of 2016 we provided 13 students with 24 peer note takers for 41 courses
- In the second semester of 2016 13 students had 29 note takers for 39 courses.

These are students who either have significant hearing loss, in some cases visual impairment, and those with limitation of hand and arm function which makes taking notes in class difficult. We recruit note takers from the cohort of senior undergraduate students, preferably having some exposure to the course for which they will be taking notes. These students are paid an honorarium, largely funded from donor funding.

A small cohort of students also qualify for having scribes for tests and examinations, although we limit this concession to students with severe upper limb impairment, and in very few cases for students on the autistic spectrum, who require an interlocutor – a prompter if you like – not with information but to remind the student that they are there, have to move on, have to give the scribe something to write down.

5. Assessment

Tests at Disability Unit: In the first semester 70 students wrote 225 tests during term time. In the second semester 62 students wrote 137 tests until protests halted the progress of the term on the 16th September 2016. Sixty-three scheduled tests were missed during the 3 three weeks of protest up until the 7th October, 2016.

Exams at Disability Unit:

June 2016: 122 students wrote 384 exams (6 students required scribes for 10 exams)

November 2016:91 students wrote 238 exams (4 students required scribes for 8 exams)

Jan/Feb 2017: 61 students wrote 109 exams (5 students required scribes for 7 exams)

The total number of students who wrote at all three sessions in 2016 is **162**

Some students wrote at all 3 three sessions. Their names have only been counted once in the following statistics:

Table 1. Students with disabilities who wrote exams during the 2016 academic year

DISABILITY	Black Female	Black Male	White Female	White Male	TOTAL
Chronic Illness	1	2	8	6	17
Hearing Impaired/Deaf	2	3	1		6
SLD (Specific Learning)		5	17	24	46
Motor Impaired	2	1	4	3	10
Hand Mobility	3	4	11	10	28
Psychological	8	4	10	2	24
Speech				1	1
Temporary	3	2	8	4	17
Wheelchair user	3	1	1	1	6
Visually impaired	2	2	2	1	7
TOTALS	24	24	62	52	162

We are obviously somewhat disappointed by the demographic spread evidenced by this table. There is clearly work to be done in this area, including identifying black students who may well be eligible for support by the unit.

Reinette Popplestone

ANNEXURE 6: PHYSICAL STRUCTURE TO SUPPORT TEACHING AND LEARNING

1. LECTURE RECORDING

Lecture recording supports student learning through the automatic recording and publishing of lectures to VULA course sites. The Lecture Recording Service is managed by the Centre for Innovation in Learning and Teaching (CILT), with operational support from Information and Communication Technology Services (ICTS), and makes use of the Opencast open source video management system.

During 2016, the project focused on increasing the number of equipped venues, upgrading cameras and venue equipment so that writing on all blackboards is visible in larger venues, and piloting an opt-out model in the departments Departments of Physics and Chemical Engineering.

1.1 Equipped venues

The number of venues equipped for lecture recording increased to 71 by December 2016:

Table 1. Venues across campus equipped for lecture recording by the end of 2016

Venue location	Venues
Upper campus	51
Middle campus	4
Health Sciences	11
Department-owned venues	5
Total	71

1.2 Recording volumes

Recording volumes continued to increase in 2016 as more venues were equipped and demand grew. The number of published recordings rose from 5 193 in 2015 to 7 197 in 2016 (an increase of 39%), despite a slight decline in recordings in the second semester because of the protest-related disruptions to the academic programme. Recording reliability met the SLA (Service Level Agreement (SLA) target of 98%, with 91% of recordings available to students within 24 hours.

1.3 Student usage

Student usage continues to increase. The total number of students accessing lecture recordings increased by 37% from 9 600 in 2015 to 13 147 in 2016.

1.4 Opt-out pilot

While there is strong demand from students for lecture recording, not all academic staff go through the application process necessary to have lectures recorded, and as volumes increase, the staffing overhead of managing these requests increases. A number of universities are therefore moving to opt-out models for recording, in which lectures are recorded unless a lecturer specifically opts out in advance.

Following support from the Senate Teaching and Learning Committee (ST&LC) in May 2015, CILT successfully piloted an opt-out model with two departments in 2016, Physics and Chemical Engineering. The opt-out pilot will be expanded in 2017.

Additionally, the Faculty of Health Sciences agreed to move to a faculty-wide opt-out model for lecture recording in 2017, following an agreement with student protest groups in October 2016. To support this faculty agreement, an additional 22 Health Sciences venues will be equipped with recording facilities during 2017.

Stephen Marquard

2. PERSONAL MOBILE DEVICES IN LEARNING AND TEACHING

The final year of the Department of Higher Education and Training (DHET) funded collaborative “Personal mobile devices” (PMDs) project saw three institutions (University of Johannesburg (UJ), University of the Witwatersrand (Wits) and the University of Cape Town (UCT) trial the use of entry level tablets (including keyboard). The projects were based on the premise that it should support students who do not have access to personal mobile devices. Assessment was conducted in each case and a total of 178 students who didn’t have access to a smartphone, laptop or tablet were provided with the tablet as part of the project. Later, Sol Plaatjie University and University of Free State (UFS) were added to the study.

UJ examined the use of handheld devices in teaching undergraduate and postgraduate students. Their aim was to investigate students’ attitudes to and competencies in the use of hand held devices, and to engage students in digital scholarship through creative production of multimedia resources. Wits explored off-site access to E-resources in the School of Construction Economics and Management. The course requires fieldwork and the project also explored how the provision of mobile data bundles facilitated “just- in- time” access to information and increased flexibility and value of off campus learning. UCT’s project focused on promoting academic literacies through personal mobile devices in the Humanities Extended Degree Program (EDP). The course is writing- intensive as students participate in online writing hubs and extra tutorial sessions - “Plus Tuts” - offered across their other humanities courses. The project therefore also explored transferability of the use of tablets for learning in students’ additional courses offered by other departments.

With Sol Plaatje University, a new university, the project offers the opportunity to investigate personal mobile device ownership at an institutional level. All students are provided with laptops on a subsidised basis as they enter university. The project investigates students’ experience of ownership and usage of laptops, and the extent to which this has affected their learning attitudes and strategies. It also examines students’ perspectives of an institutional laptop initiative and its value in teaching and learning.

UFS is undertaking a longitudinal study of laptop ownership amongst 30 first generation students, mapping the use of PMDs in classroom teaching across the institutions including how PMDs can be used as classroom response systems, and investigating how portable classroom based devices (such as “ipad” trolleys) can increase student engagement in the Natural and Agricultural sciences.

The project held a symposium in November 2016 which was attended by 51 people. This was held just before the annual Higher Education Learning and Teaching Association of South African's (HELTASA) conference so we were able to engage participants from across the country. This was followed by a project workshop where teams from each institution including students, researchers and academics workshopped lessons learnt and ways forward. A summary of the outcomes is here:

<http://www.cilt.uct.ac.za/cilt/news/does-use-personal-mobile-devices-aid-teaching-and-learning>

The value of tablets for learning was evaluated by a Monitoring and Evaluation (M&E) master's student, which is currently under examination. A paper published by UCT researchers showed how adoption of innovation in the informal learning space changed lecturer teaching practices both within their courses and beyond - Brown, C., Haupt, G., Hunma, A. (in press). Mainstreaming mobile teaching innovation in a resource constrained context: Changing access - shifting practice. In Crompton, H., & Traxler, J. (Eds.) *Mobile Learning and Higher Education: Challenges in Context*. New York: Routledge.

In an opinion piece in the Mail & Guardian, the Vice-Chancellor (VC) elaborated on various technology-focused initiatives from UCT which include the provision of laptops to National Student Financial Aid Scheme (NSFAS)- funded first year students:

<http://www.cilt.uct.ac.za/cilt/news/leveraging-technology-at-UCT>

The team feels it is the research work of this project, along with the UCT flexible learning (laptop project) that contributed to universities like UCT realising the necessity and value of PMDs in learning and teaching.

During the protests institutions collaborated nationally on Open Education Resources (OERs) which could assist lecturers and students alike that were then customised for use at each institution. Here are the examples from UCT:

- Strategies for addressing inequity of technological access:
<https://docs.google.com/document/d/1541zKh3UCtVKAkdITkYHWu4GXVW1IGWEdWFE-I8PeXk/edit?usp=sharing>
- Support and resources for UCT lecturers for online teaching
https://docs.google.com/document/d/17gQ1c1jjiau0DSbZyLD842jc8VpogT9D_QwKotv8gt8/edit?usp=sharing.

While these cannot be claimed as an exclusive project output they benefited from the experiences and lessons learnt a part of the DHET PMD project. The team are also continuing to present the outcomes of their research and will be conducting a panel session at the Scholarship of Teaching and Learning in the South conferencing being held at the University of Johannesburg in July 2017. Project findings will continue to be disseminated nationally at strategic conferences e.g. Siyaphumelela.

Cheryl Brown

3. CLASSROOM RENEWAL PROJECT (CRP)

3.1 Introduction

The use of information and communication technologies (ICTs) in education is growing rapidly,

having moved on from overhead projectors to networkable devices such as document cameras, data projectors, computers, laptops, and tablets. The advent of lecture recording, podcasts, online interactive chat sessions, and audience response systems, to name but a few technologies, all signal a rapid evolution in the educational technologies landscape.

In 2012, the condition of UCT's classrooms received a considerable amount of negative attention and generated a litany of complaints. Both staff and students expressed high levels of frustration with the state of physical facilities, the lack of, or condition of existing equipment, and the configuration of teaching walls. Classroom development at UCT simply had not kept pace. Similarly, the support model had not changed to accommodate the level of skills and capacity required to provide a professional and proactive support service. This resulted in a formal review that included audits, interviews and electronic surveys to uncover academics' equipment usage and preferences. A recommendation was made to move the Classroom Facilities Unit (CFU) from Properties & Services (P&S) to Information and Communication Technology Services (ICTS), and a draft proposal and costing for a future support staffing structure was developed. Based on this, a budget was compiled and approved. Accordingly, the Classroom Renewal Project (CRP) was established on the 1st November, 2012. The project will come to an end in August 2017.

3.2 Improved support for classroom users

The first priority for the project was to improve the support provided to classroom users by ICTS' Classroom Support Services (CSS) team:

- A service level agreement (SLA), including a new charging model, was negotiated with campus via the Classroom Facilities Advisory Sub-Committee (CFASC)
- A telephonic helpdesk with dedicated staff was established and the onsite support capacity was boosted
- Support hours were extended to better match teaching hours: Monday to Friday from 7:30am to 6:00pm
- IP phones were installed in classrooms to call for immediate assistance
- An online database of classrooms was made available. It includes an inventory of utilities and facilities available in each teaching venue, as well user documentation and reference materials. Printed materials and informational posters were also installed in all classrooms.
- The team took on the administrative aspects of the lecture recording process, including the uploading of videos to VULA, and lecture recording installations
- In addition to reacting to reported problems, the team proactively checks classrooms and provides regular information sessions, as well as online videos and materials, to help lecturers use the equipment
- Helpdesk calls are regularly monitored and reviewed to identify classrooms in need of attention or improvement.

3.3 Upgraded classrooms

CRP was allocated R101, 854 460 in capex funding over five five years. In addition, the project received R4, ,303 ,000 from P&S' maintenance budget. The budget was spent as follows:

- AV/IT – 36%
- Physical facilities – 56%
- Project staffing – 8%

With this funding, 88 centrally-bookable classrooms were upgraded at a rate of about 15 classrooms per vacation period. Because academics told the project team – via committees, surveys and data gathered via PeopleSoft – that they need technology primarily for lecturing rather than for seminars and tutorials, the focus was on the larger venues. The 88 upgraded classrooms represent 73% (10 242) of total classroom seats (see Table 1).

Table 1. Upgraded classrooms across campus in terms of number of seats

Campus	Small <30 seats	Medium 31-80 seats	Large 81+ seats	Total
Upper	6	31	36	73 (83%)
Middle	0	0	4	4 (5%)
Hiddingh	1	0	0	1 (1%)
Medical	0	5	5	10 (11%)
Totals	7 (8%)	36 (41%)	45 (51%)	88

3.4. The full UCT classroom standard

Following extensive research and consultation, two UCT Classroom Standards were approved by CFASC and the Project Implementation Committee (PIC):

- 1) Aa full standard implemented in 67 classrooms
- 2) A a lesser standard implemented in 21 classrooms which were too small to require or to accommodate the full standard.

The standards were designed to flexibly accommodate a wide range of different teaching styles. At the same time, having a standard setup in each classroom has many benefits:

- Similar user experience irrespective of classroom
- Lower training and support requirements
- More flexibility for classroom allocation
- Less complex installations and maintenance
- Economies of scale
- Greater stability

The full UCT Classroom Standard is made up of the following components:

AV/IT

- Height-adjustable multimedia lectern with fixed network connectivity, a monitor, keyboard and mouse, a document camera, VGA, HDMI, audio inputs, and power plugs for laptops and other devices
- Computer
- IP phone to call for support, CPS and P&S Maintenance
- Voice amplification with lapel microphones
- Audio for playback and lecture recording
- Two data projectors
- Secure cabinet to house AV/IT equipment.

Teaching wall

- Two motorised screens and two sets of column boards to allow projection (from multiple sources) and writing simultaneously
- Teaching wall lights with a choice of which writing or projection surface to illuminate
- Bank of clearly labelled switches for classroom lights, projection screens, blinds, and air conditioning
- Proximity-access safe with cables, remotes and lapel microphones.

Classroom physical facilities, where necessary

- Informative framed posters
- Motorised window blinds
- Dimmable hall lights
- Painting
- New/refurbished flooring in teaching areas and in the rest of some classrooms
- New/refurbished ceilings
- New/refurbished fixed seats
- New/refurbished fixed desks
- Dedicated electrical distribution board.

The lesser standard includes only one projector and motorised screen, playback sound only, and a smaller lectern without a document camera. In addition, nine classrooms benefitted from air conditioning, three from power plugs at desks for student devices, and another three from a third projector and screen for screening movies and hosting special events.

A number of other UCT projects were aligned with the CRP to leverage on its processes and staffing: wireless densification, hearing loops for the disabled, and biometric devices to identify students via their fingerprints before they sit exams and tests. Similarly, P&S addressed outstanding maintenance issues in the classrooms as they were being upgraded. Ten new classrooms built by P&S in the last five years were also completed in line with the classrooms standards.

3.5. Academic feedback

Feedback from lecturers was sought throughout the project, and proved invaluable for making adjustments to the standards and particularly in developing effective designs for problematically-shaped classrooms. The overall feedback was overwhelmingly positive.

3.6 Future plans

At their final meetings in March 2017, the project's governance committees approved plans to:

- Install chalk and duster holders in classrooms
- Develop a solution to serve the AV/IT needs of the Statistics Department tutorials
- Provide a loan pool to minimise the impact on teaching in the case of equipment damage, loss or failure
- Install safe buzzers, to protect equipment by reminding users to close the door
- Develop and rollout a remote management system to monitor and turn equipment off remotely.

There is a need for classrooms to continue to evolve. Drivers would include changes in pedagogy such as streaming, flipped classrooms, greater interactivity, as well as changes in technology. Students having greater access to personal devices such as laptops could also present opportunities for different methods of instruction, and different demands on classroom configurations and facilities.

CRP has, however left a legacy of structures in place that should identify changing requirements on an ongoing basis:

- Documented UCT Classroom Standards have been established and should guide the development of future classrooms
- There is a governance committee, CFASC, in place and mandated to continually monitor the state of classrooms and propose initiatives to meet demands
- Requests for technology in classrooms are now gathered annually for every course as part of the venue allocation process in PeopleSoft
- Classroom support helpdesk statistics provide information about required improvements. and
- Finally, an annual provision for maintaining and replacing AV/IT equipment is part of ICTS' budget.

Kira Chernotsky

4. MYSPACE@ UCT

4.14.1 Projects under construction 2016 – 2017: Barnard Fuller Canteen Refurbishment

The Barnard Fuller Canteen is a well-utilised student canteen and study space. The existing furniture and fittings were in a poor condition, and the space was in need of an upgrade. It was requested by the Deanery of Health Sciences that the space be upgraded to create a contemporary space using the Myspace furniture. The design decision was made to remove the inflexible brickwork booths and create a wallpaper backdrop to the new seating in lieu of the existing dark face brick walls. Lighting and dropped bulkheads created distinctive study zones within the large open canteen. Myspace furniture was planned in groups along the perimeter of the space, with the provision of data and power for students to plug in. The student representative body from the Faculty of Health Sciences were invited to create the content for the feature wallpaper backdrop to the canteen. The wallpaper design and final content was the result of a positive and inclusive design development process with the students. The space now functions as an interactive student study and eating space with a distinctive Health Science student visual focus.

4.2. Projects proposed for completion in 2017

4.2.1 Upper campus external benches: Phase One

Following the successful installation of external benches at Hiddingh, Liesbeeck Gardens and parts of upper campus, a major rollout of benches for the upper campus has been awarded. The tender is in two parts: Phase One above University Avenue and Phase Two incorporating areas below University Avenue to the rugby fields. Benches with tables for external student study will be installed in various key areas., Phase One includes:

1. Engeo Building lawn area
2. Immelman level six 24/7 study area external courtyard
3. AC Jordan and Maths Buildings external courtyards
4. Neville Alexander external courtyard.

The external benches will also be provided to the Cambria Learning Centre for staff and student study in the new external courtyard. An important example of the external Myspace bench typology used for a memorial bench will be installed outside of the School of Economics Building. This bench will have an inscribed plaque in memory of a student who passed away during her time at UCT.

4.2.2 Lesley Commerce Building

The foyers and entrance lobbies will receive a major installation of benches and an upgrade to the surrounding spaces. The Commerce Faculty have requested a review of the current lobby spaces which have no student seating or waiting space. The project will be complete towards the end of 2017.

An exciting new self-funded development at the Kaplan Centre will contain a variety of external and internal Myspace student study and eating spaces. The bench typology and space design will be consistent with the Myspace principles of creating desirable informal student study space.

Nigel Haupt and Carin Brown

ANNEXURE 7: UCT TEACHING AND LEARNING (T&L) 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 (TDG) 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 among 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 (FYE) 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 Providing 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.