UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

2017 Teaching and Learning Report

Senate meeting, 28 September 2018

UCT 2017 TEACHING AND LEARNING REPORT

APPENDIX A: TABLES, SECTION 2, ASSESSING PERFORMANCE
Attached separately

ACRONYMS

ACDI	African Climate Development Initiative
ACE	Advanced Certificate in Education
ADP	Academic Development Programme
AIM	Associate in Management
ALSC	Adult Learning Sub-Committee
ASD	Academic Staff Development
ASDG	Academic Staff Development Group
ASPECT	Academic Support Programme for Engineering in Cape Town
BfGS	Board for Graduate Studies
BOBJ	Business Objects
CAMP	College of Accounting Mentoring Programme
CAT	Credit Accumulation Transfer
CCWG	Curriculum Change Working Group
CE	Continuing Education
CEG	Commerce Education Group
CEP	Collaborative Educational Practice
CESM	Classification of Education Subject Matter
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
CPMH	Centre for Public Mental Health
CRP	Classroom Renewal Project
DAC	Dean's Advisory Committee
DATT	Data Analytics Task Team
DEs	Deferred Exams
DEC	Deferred Exams Committee
DHET	Department of Higher Education and Training
DP	Duly Performed
DTA	Distinguished Teacher's Award
DTAC	Distinguished Teacher's Award Committee
DVC	Deputy Vice-Chancellor
EA	Early Assessment
EAC	Exams and Assessment Committee
EBE	Faculty of Engineering & the Built Environment
ECP	Extended Curriculum Programme
EDP	Extended Degree Programme
EDU	Education Development Unit
FHS	Faculty of Health Sciences
FRC	Faculty Research Committee
FTE	Full-time Equivalent
FU	First-time entering Undergraduate
FYE	First-Year Experience

GCP	Global Citizenship Programme
GPA	Grade Point Average
GRAPRO	Graduate Programs Committee
GSB	Graduate School of Business
HEAEP	Higher Education Assessment and Evaluation Practice
HECCD	Higher Education Course and Curriculum Design
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualification Sub-Framework
HoD	Head of Department
ICTs	Information and Communication Technologies
IPD	Institutional Planning Department
ISFAP	Ikusasa Student Financial Aid Programme
LDG	Language Development Group
LMS	Learning Management System
LTHE	Learning and Teaching in Higher Education
LPC	Language Policy Committee
M&E	Monitoring and Evaluation
MEP	Multilingual Education Project
MMUF	Mellon Mays Undergraduate Fellowship
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
NAPP	New Academic Practitioners Programme
NPST	Non-permanent Staff who Teach
NSC	National Senior Certificate
NSLT	New Science Lecture Theatre
NSFAS	National Student Financial Aid Scheme
OER	Open Education Resource
OLD	Online Learning Design
OPGS	Office for Postgraduate Studies
OT	Occupational Therapy
PAAC	Programme Accreditation and Approval Committee
PASS	Professional, Administrative, and Support Staff
PC	Principal's Circular
PG	Postgraduate
PQM	Programme and Qualification Mix
QEP	Quality Enhancement Project
QR	Quick Response
ROER4D	Research on Open Educational Resources for Development
RPL	Recognition of Prior Learning
SA	South Africa
SAADP	South African Actuaries Development Programme
SAICA	South African Institute for Chartered Accountants
SALS	School for Advanced Legal Students
SASEE	South African Society for Engineering Education
SASSE	South African Survey of Student Engagement

SEC	Senate Executive Committee
SET	Science, Engineering, and Technology
SRC	Student Representative Council
SSA	Semester Study Abroad
SWS	Student Wellness Services
T&L	Teaching and Learning
T&L Comm	Teaching and Learning Committee
TAU	Teaching Advancements in Universities
TDG	Teaching Development Grant
TETC	Teaching and Examinations Timetable Committee
TOR	Terms of Reference
TSCOT	The Short Course on Teaching
UCDP	University Capacity Development Programme
UCDG	University Capacity Development Grant
UCT	University of Cape Town
UEC	Undergraduate Education Committee
UG	Undergraduate
UgTLC	Undergraduate Teaching and Learning Committee
UgPAC	Undergraduate Programme and Administration Committee
VC	Vice-Chancellor
WG	Working Group

1. INTRODUCTION

From the Vice-Chancellor

This Teaching and Learning Report focuses on the work done during 2017, a year still marked by student and staff anxiety about social protest on campus.

As the report suggests, social protest had an important impact on teaching and learning at UCT in bringing about both new and different understandings of teaching and learning and in hindering student performance. In this context, it is important to harness what the institution has learnt during this period as well as UCT's ability to produce performance information to develop a clear sense of the direction in which the institution is moving in this core function.

I would like to take this opportunity to thank Prof Daya Reddy who acted DVC Teaching and Learning during 2017 as well as to all the academics who contributed to the academic project under difficult circumstances.

I note the transitional status of this report and it is my hope that forthcoming reports will generate a university-wide conversation about the understandings and practices of teaching and learning at UCT and how they respond to the University's recentering of the academic project.

Prof Mamokgethi Phakeng

Vice-Chancellor

From the Chair of the Teaching and Learning Committee

A report in transition

This report on teaching and learning is transitional in that it corresponds to work done in this area under the oversight of Prof. Daya Reddy, who acted as DVC: Teaching and Learning between January 2017 and January 2018, but also in that it introduces changes in the organisation and structure of previous reports with the view to a more substantive review of the purpose, tone, organisation and presentation of the UCT Teaching and Learning Report.

The Teaching and Learning Committee (T&L Comm) of Senate, that has oversight for the production of this report, has as its main responsibility to advance and to reflect on the performance of UCT in this core function, on behalf of Senate. Taking this role into account, the report must also engage the broad UCT community, that is, academics not in Senate, PASS staff and students about the state of teaching and learning at the University. This report will be received by the UCT Council and should provide not only information about UCT's performance in teaching and learning but also guide how UCT thinks about teaching and learning.

The Teaching and Learning Committee is aware that this will take time to achieve and have therefore introduced some changes to this report as a way of marking and testing the direction in which we are moving. Most notable among these changes are that we have cut out individual faculty reports and replaced them with an institutional perspective; we have introduced graphs and charts to support the visualisation of data trends (but all the data sources used in previous reports are being kept as appendices for continuity sake), and we have decided to showcase each year specific areas in more detail - this year we focus on the work done on language and multilingualism. We will strive each year to make this report more readable, appealing, and strategic by providing more integrated information about the core function of teaching and learning and its interface with the research and support functions.

No analysis of data in teaching and learning, whether quantitative or qualitative, makes sense without sufficient contextualisation of the information provided. The period 2015-2017 in the public higher education system was characterised by intense student protest and mobilisation around three main issues: the decolonisation of the university, free education and the insourcing of previously outsourced services. The impact of the student mobilisation on UCT has been wide-ranging and affected academics, students and PASS staff whatever their political stance on the protest. It propelled a variety of processes to review institutional practices and the undergraduate curriculum, many of which are still underway. Many of these reviews constitute important progress in a transformative trajectory, but the protest has also had less beneficial outcomes: a drop in student performance, the normalisation of deferred examinations and a loss in enrolment numbers and therefore in funding - to mention only the most important negative effects. In addition, the government cap on students' fees in 2016 prompted UCT to start an austerity budget which seems to have increased the staff:student ratio and impacted negatively on the general staff morale. All of these factors combined should raise concern about some aspects of the quality of teaching and learning at UCT.

This report focuses on both the positive developments and the negative effects of the protests as well as on longer trends in order to build a complex picture of teaching and learning at UCT. It is our hope that it will initiate a series of serious conversations about teaching and learning that in turn, will help us prioritise areas for action, methodologies of work, and resourcing for this core function.

The report is organised in seven sections including this introduction. The section, *Assessing Performance,* covers the profile and distribution of students and academic staff as well as the outcomes of teaching and learning in relation to graduations, success rates, and retention. The following section, *Teaching and Learning Development* concentrates on assessment practices and engages specifically with deferred exams; it explores UCT's use of online learning during the protest and its projection into the future. It also engages with the role of language development in changing postgraduate education. In *Staff Development*, the report showcases and reflects on the needs of academics in the area of teaching and learning and the different options and services available to them. The section on *Curriculum Change* provides an update on the work of the Curriculum Change Working Group (CCWG) and introduces actual experiences of curriculum change in the faculties. The last two sections of the report deal with the *Governance* and *Funding* of teaching and learning. The section on governance maps out the organisation of teaching and learning at the faculty level as well as the committee system that underpins it at a central level. The final section on funding focuses on the government-earmarked funding for teaching and learning.

Thinking teaching and learning at UCT

UCT's Strategic Planning Framework 2016-2020 was a product of the socio-cultural and political contestations that started in 2015, spread in different forms to the whole public higher education system, and concluded with the government decision to provide free education to the poor and the missing middle in 2017. It is unsurprising then that teaching and learning, and inclusivity played a much larger role in this strategy than in its antecedents.

Goal 4 proposes 'to renew and innovate in teaching and learning – improving student success rates and well-being, broadening academic perspectives, stimulating social consciousness and cultivating critical citizens'. This goal asks faculties to tackle fundamental aspects of the academic project: the nature of the student experience - both curricular and co-curricular; the epistemologies embedded in the curriculum and its attending pedagogies, and the outcomes of teaching and learning, in terms of both student success and the values and aptitudes developed at the University, especially in respect to social responsibility and engaged citizenship.

The realisation of such a goal requires simultaneously a focus on the curriculum and a focus on academics' ability to respond to student learning styles. Moreover, Goal 4 requires that attention be given to students' specific needs and circumstances; the development of processes and policies that support a satisfactory student experience for all UCT students, and the ability to monitor and design appropriate interventions to ensure equity in student success.

Taking this context as a point of departure to read the data presented in this report the following points need to be made:

UCT is a research-intensive university where the proportion of postgraduates is comparatively high. Still, about 60% of our students are enrolled in three-year and four-year professional bachelor's degrees. While most of our undergraduate students are South African, there is a large proportion of international students, especially from other African countries, doing their postgraduate degrees at UCT – thus pointing to the growing role of the university as the preferred African university for the training of postgraduates in Africa. Interestingly, the number of South African undergraduate students who continue their studies at postgraduate level is relatively small, although this varies from faculty to faculty. We need to understand why this is the case and what are the drivers to postgraduate education in the different fields of study if we want to maintain and improve our place as a university of choice for postgraduate studies.

At the undergraduate level UCT keeps on attracting some of the best school leavers in the country. Accepting the complexities in the determination of potential to succeed based on National Senior Certificate (NSC) results, in 2017 only 14% of our first time entering (FU) students was admitted with an NSC aggregate below 70%. This is a strong reason why success rates below historical averages and a wide achievement gap between black and white students needs to be addressed across the university undergraduate programmes.

The demographic profile of UCT students has changed considerably and currently the University has more South African black than white students at undergraduate level. However, as it will be discussed in the report, the new generation is refusing to declare their "race" in their registration. Besides causing a number of administrative and financial implications, this is also indicative of a change in culture that needs to be understood if we want to communicate better with our students. In relation to overall student numbers UCT's enrolments have dropped slightly. While the actual numbers are small and should not constitute too much of a concern, UCT needs to pay more attention to the outcome of the no-show student survey it runs every year and pay attention to the reasons students provide for not accepting place offers. This survey tells an interesting story of how prospective students see UCT.

Increases, even if small, on student enrolments over the last five years seemed to have had a negative impact on the staff:student ratio. Today's overall staff: student ratio is well above the recommended national norm and, more importantly, above UCT's historic ratio. As can be seen in the body of this report, as much as UCT has made important progress in the transformation of its academic staff (from a very low base), the University is losing academic staff. Understanding who is leaving UCT and why is important not only for succession planning but also to get a clear view of the elements of the institutional culture that might play a role in staff retention.

When it comes to the outcomes of teaching and learning, there has been an improvement in the quality of passes across faculties yet success rates have dropped. This situation that can be partially attributed to uncertainties about the continuity of the academic year during the protest. Of particular concern is the growing gap in performance between black and white students. We need to better understand the actual impact of extended programmes in the retention and graduation of students. The data below (2.3.1) suggest that one cannot assess the impact of the extended programmes without interrogating the mainstream courses further up the degree**.**

Among the indirect consequences of the protest was a greater use of online teaching to avoid the halt of the academic year. This practice, which was unambiguously rejected in some faculties, also brought a new experience with online teaching among some academics. UCT is in the early stages of implementation of an online education policy that is looking for the appropriate balance of online education for this University. Progress in this area requires much more monitoring, reflection, and controlled experimentation to understand the potential that online learning has for UCT as a contact research-intensive university.

Curriculum change and staff development cannot be separated. In a sense the one is dependent on the other. Curriculum change, whether along decolonial lines as proposed by the Curriculum Change Working Group (CCWG) or from any other epistemological perspective requires staff capable of engaging students in learning and sufficiently well equipped to develop appropriate assessment for each course. Student protest has also had a productive impact on structured staff development programmes such as the New Academic Practitioners Programme (NAPP) which has incorporated new approaches to think about academics' positionality. As will be seen in the report, within or outside the experience of the CCWG, faculties have rethought curricula and interesting examples of curriculum renewal bear witness of the willingness of many academics to engage with their students and fields of knowledge.

Among the exciting work being done at UCT in teaching and learning language development and the introduction of multilingualism are of particular interest from the point of view of inclusivity and transformation. Much more must be done to elevate this work institutionally and for a larger number of staff to understand how academic literacy can and should be included in the curriculum. The increase of students sitting for deferred exams (DEs) and its attendant context (mental health problems among students and credit overload) is probably the single most negative consequence that three years of protest have had on undergraduate teaching and learning. These DEs also constitute an opportunity to rethink curriculum, assessment, and student advice.

At the governance level there are as many different ways of approaching teaching and learning as there are faculties at UCT. A careful look at the tables presented in the relevant chapter of this report suggest that UCT's committee system in this area might require some revision to make sure that committees are conduits for deeper thinking and more careful implementation of strategy rather than a hindrance to both.

Giving all of this, what is the focus of attention in the teaching and learning portfolio?

- Retention and student success need to be improved. In particular, the achievement gap between black and white students still needs to be reduced. For this to be possible it will be necessary to develop a much greater capacity both centrally and at faculty level for fine grain analysis of student performance data.
- The pedagogical gains of twenty years of experience and research in academic development need to be transferred from the first-year experience to the full programmes engaging 2000 and 3000 level courses as necessary.
- The review of the undergraduate curriculum needs to go ahead focusing on the nature of the knowledge taught and, on the credits and structure of courses in order to avoid both disengagement and credit overload.

- We need to increase our efforts to improve the quality of teaching in response to the new generation's ways of learning.
- We need to revise the governance of teaching and learning to ensure that committee work advances the academic project by making decisions and monitoring interventions.

It is our intention to elaborate on these points in a Teaching and Learning Strategy which once approved by the Teaching and Learning Committee it will be submitted to Senate in the course of 2019.

In terms of the contents of this report, it has to be said that, there are more projects, initiatives and teams of people doing interesting and important things at UCT than the ones included in this report. The fact that they are not here does not mean that they are not important; it means that we need more time to reconceptualise how to think about the different components of the teaching and learning enterprise differently. The feedback on this report will help the next iteration to have a sharper, evidence-based and more strategic focus that will help give account of where UCT is at in teaching and learning without simply enumerating discrete activities.

A/Prof Lis Lange

DVC: Teaching and Learning

2. ASSESSING PERFORMANCE

Introduction

This section examines student and staff headcounts and profiles as well as student academic performance from 2013-2017. In the report each section begins with a note identifying the relevant table contained in Appendix A. Unless otherwise stated, comparisons are year-on-year, referring to 2017 in comparison with 2016. Exceptions are the sections dealing with undergraduate course performance (specifically performance on level 1000 courses) and first-time entering cohort analyses. In both of these sections there are comparisons with the 2009 year - the first intake following the first writing of the NSC - a year in which admissions decisions were premised on inflated mathematics scores which led to high levels of failure at the course level and poor cohort completion, especially in Science and Engineering & the Built Environment (EBE). The report tracks the recovery of undergraduate student course performance from 2010 onwards and also the improved cohort completion in the 2010 – 2013 first-time entering undergraduate (FU) cohorts. All data used in this report comes from Higher Education Management Information System (HEMIS) third submission of UCT data to the Department of Higher Education and Training (DHET). Possible discrepancies with other UCT reports produced earlier in the year are due to the time at which the data was drawn from HEMIS.

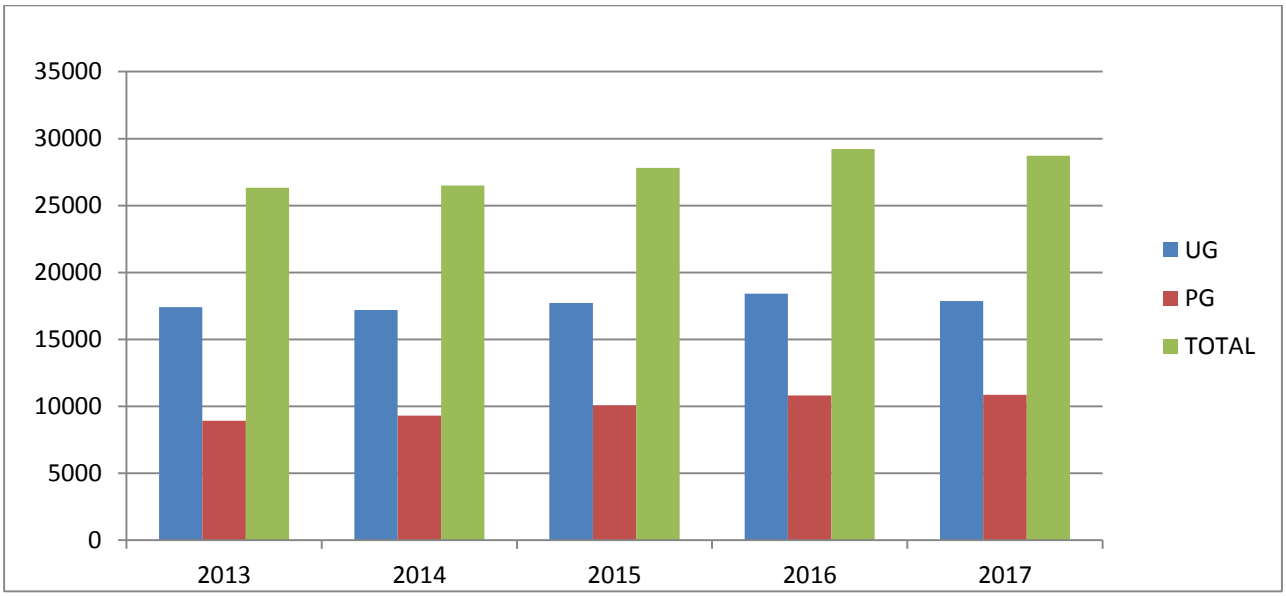
This section has three parts. The first part refers specifically to enrolments and enrolment profiles of students within the 2017 year and how this compares to the growth experienced since 2013. The second part relates to academic staff composition and changing staff:student ratios. The third part speaks to teaching and learning in terms of graduate success, and undergraduate and postgraduate student performance. The report reflects on a number of instances where student performance in 2017 compares unfavourably with that in 2016, such as undergraduate course performance; conversion of Bachelor graduates to postgraduate study; performance of foundation students on 2000-level courses, and proportions of undergraduate students failing to meet standard readmissions requirements.

2.1 Student Enrolments and Enrolment Profiles
(Tables 1-7 & 12 of Appendix A)

In 2017 a total of 28 724 students (17 872 undergraduates and 10 852 postgraduates) enrolled at UCT. This represented a 1,7% decrease on the 2016 figure. At the undergraduate level, enrolment dropped from 18 413 in 2016 to 17 872 in 2016, with lower enrolments in four faculties (Commerce, Humanities, Law and Science). As indicated in Figure 1, at the undergraduate level the average annual growth rate between 2013 and 2017 was 0,7%. This decrease in undergraduate students is a consequence of the drop in the enrolment of foreign students in the Semester Study Abroad (SSA) program - possibly as a consequence of the ongoing student protest. Discontinuation of several programmes on the University's Programme and Qualification Mix (PQM) has led to a further decrease in student enrolments. In 2016 the Commerce Faculty introduced two Advanced Diploma and one Postgraduate Diploma programmes online which created a positive spike in enrolment. It was decided to discontinue these programmes in 2017 as it was felt that they were

unsustainable. In addition, the Advanced Certificate in Education (ACE) programmes offered by the Humanities Faculty are in the final stages of being phased out that has resulted in a steady drop in enrolments as indicated below. There were small increases in postgraduate enrolments (including Postgraduate Diploma and Honours enrolments) in the EBE, Health Sciences and Science faculties, while Commerce, Humanities and Law faculties showed a decline in enrolments. Overall, between 2013 and 2017 postgraduate enrolment grew at a rate of 5% per annum - increasing from 34% in 2013 to 38% in 2017.

Figure 1: Changes in headcount enrolments: 2013 - 2017

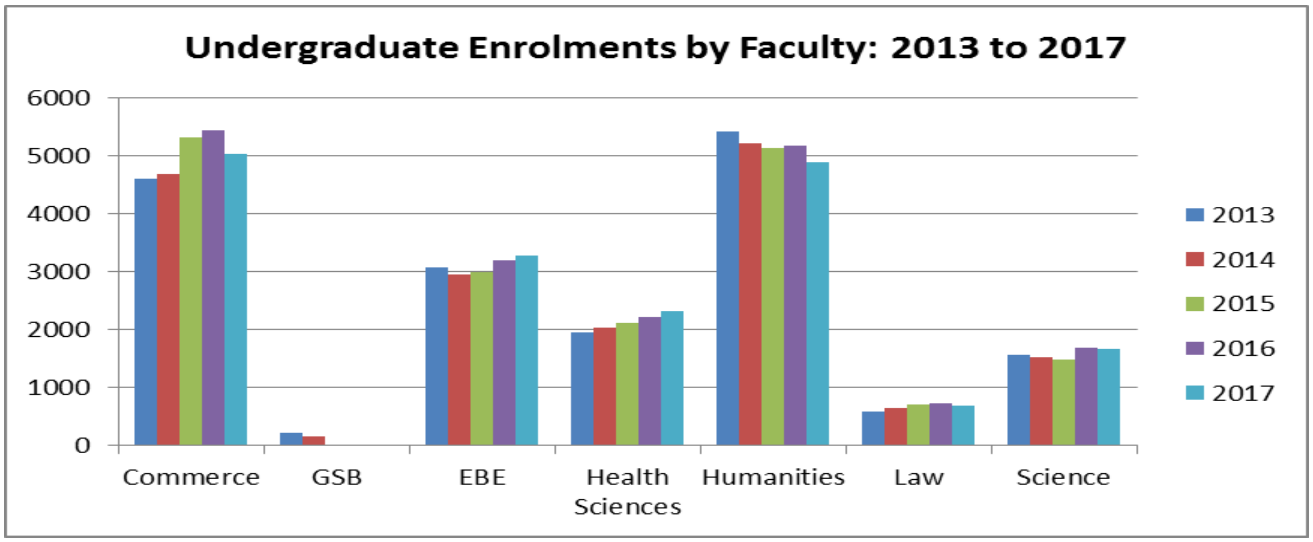


As shown in Figures 2, 3 and 4, enrolment growth was uneven across the faculties with Humanities and the Graduate School of Business (GSB) experiencing nett decreases between 2013 and 2017, largely as a result of programme discontinuation. There were, however, marked increases in the enrolments in the faculties of EBE, Health Sciences, and Science. The Faculty of Commerce shed 607 enrolments between 2016 and 2017 (401 at the undergraduate level and 206 at the postgraduate level), largely due to the phasing out of the two Advanced Diploma programmes and online offerings. Commerce nevertheless remained the largest faculty in 2017 with 7 144 students (24,9% of the institutional total) enrolled in their programmes: 5 037 at the undergraduate level and 2 107 at the postgraduate level.

Table 2 in Appendix A reflects an undergraduate enrolment of 0 for the GSB in 2015, 2016 and 2017; this is 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 HEMIS student submission. The AIM programmes were not approved for government funding and those enrolled on them were not deemed to be students in HEMIS terms and did not reflect in 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 175 students (or 17,7% of the 2013 enrolment) for the GSB over the five-year period.

Humanities was the only other faculty to show a decrease in its overall enrolment between 2013 and 2017 (372 fewer students in 2017 - the great majority of whom were undergraduate SSA and ACE students).

Figure 2



When do fluctuations in enrolments become trends? The period 2015-2017 is acknowledged as having had an impact on UCT's undergraduate enrolments, especially in its Semester Study Abroad, but also marginally affecting local enrolments. However, taking these fluctuations as setting a new baseline can only be done in the context of the analysis of a longer period and looking not only at enrolments but at the conversion of applications into enrolments and the results of the no show survey, which we have already mentioned. When should the University be concerned about these figures? When combined they represent a substantive loss of income in fees and when they might be indicating a change in school leavers' choice of preferred university. As from next year this report will start including a more detailed analysis of this data in order to situate more clearly the meaning of enrolment figures and enrolments fluctuations in relation to institutional targets and our competitors' performance.

Figure 3

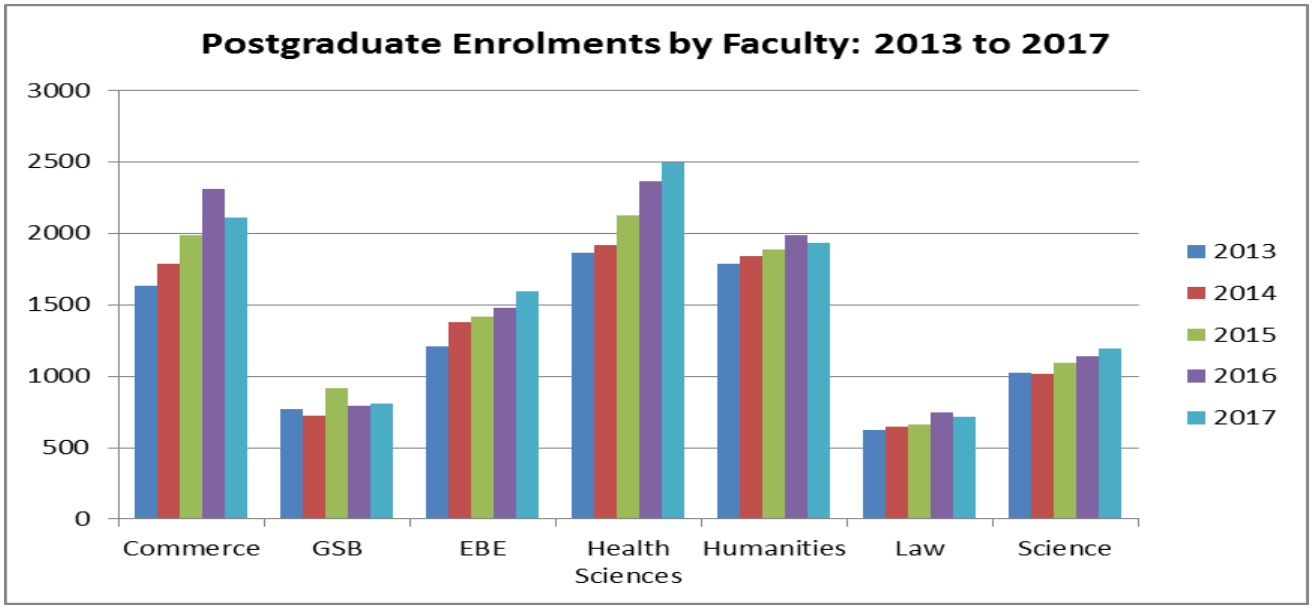
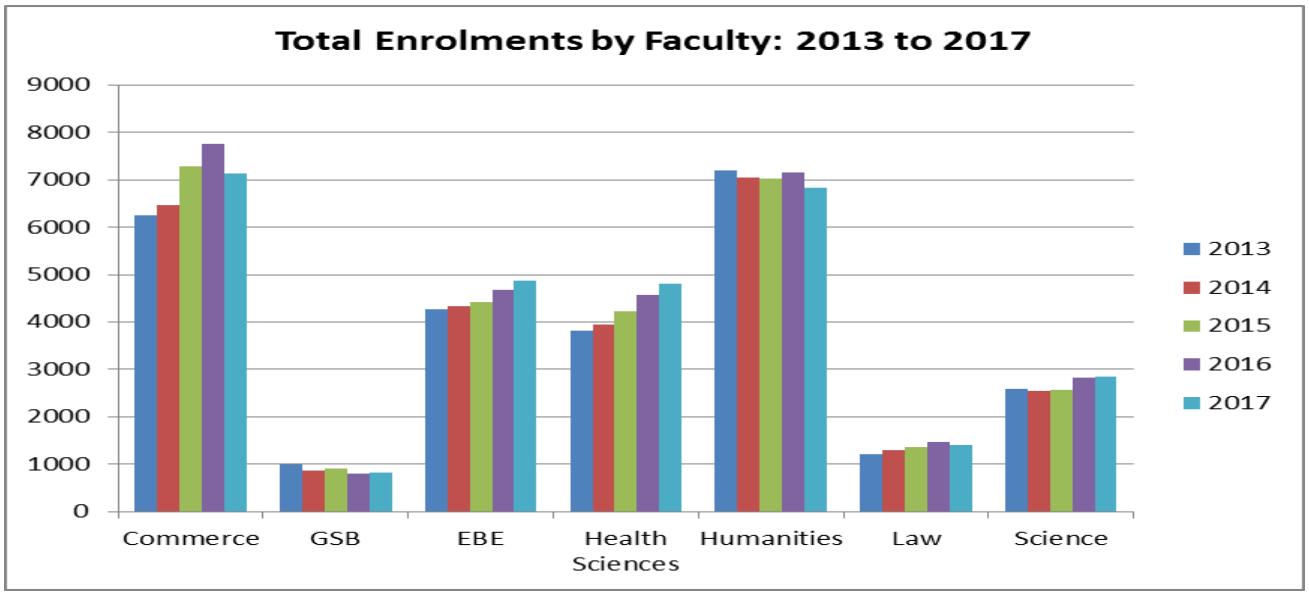


Figure 4



The proportional headcount enrolment in UCT's Science, Engineering, and Technology (SET) faculties (EBE, Health Sciences, and Science) reached a level of 43,6% of the total enrolment in 2017. At the same time, the proportional enrolment within the Business/Management area dropped to 27,7% in 2017 (from 29,2% in 2016) and the proportional enrolment in the broad Humanities faculties (including Law) dropped slightly to 28,7% of the total enrolment in 2017.

Looking at the demographic profile of UCT's students it is important to note that a new socio-cultural phenomenon taking place at UCT is some students' refusal to declare their race in their registration forms. The non-declaration of race, as shown in Figure 5, has had an increasingly adverse impact on UCT's ability to assess its progress towards demographic enrolment targets in recent years. Self-declared South African (SA) black, coloured and Indian students together made up 44,6% (44% in 2013) of the total 2017 enrolment. During this period, the proportional enrolment of self-declared white SA students dropped from 32,2% to 25% of the total enrolment. In 2017, 3 733 South African students (13% of the total enrolment) chose not to self-declare their race: specifically, 10,8% of all SA undergraduates and 17,3% of all SA postgraduates who registered in 2017 chose not to declare their race. While this practice has a substantial impact on the University's ability to report accurately and to access government subsidy that supports increasing numbers of SA black and coloured students, it is believed that this choice to not declare points to a much broader societal discussion about identity and self-declaration that needs to be addressed.

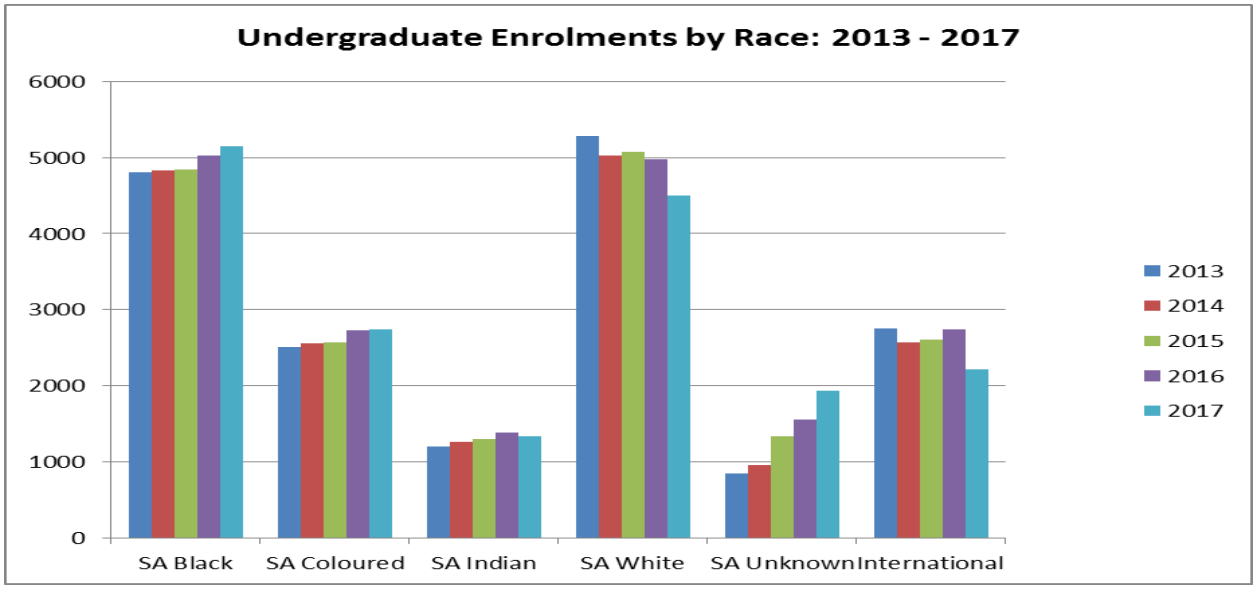
Table 5 shows that in 2013 SA white undergraduate enrolments exceeded SA black undergraduate enrolments by 477 and that by 2017 the situation had reversed with SA black undergraduates outnumbering white students by 658. SA coloured and Indian undergraduate enrolments increased from 3 704 in 2013 to 4 072 in 2017 (or by 14,7%). The proportion of international undergraduates dropped markedly between 2013 and 2017 from 15,8% to 12,4%. Further, data gathered as part of the Annual "No Show" survey has shown that the social action of 2015-2017 has played a substantial role in applicants deciding not to enrol at UCT.

The FU intake in 2017 (4 033) was somewhat smaller than that in 2016 (4 264) and was slightly short of the FU target of 4 062. Thirty-eight perecnt of the 2017 FUs were found to have achieved a

NSC aggregate of 80% or more (the equivalent proportion amongst the 2016 intake was 37%, see Table 7). A further 37% (same as in 2016) had achieved an NSC aggregate of 70-79% while 14% had achieved an NSC aggregate below 70%. FUs with unknown matric aggregates (11% of the 2017 total) are largely those who completed their schooling outside South Africa.

Enrolments in undergraduate Diplomas and Certificates also dropped markedly to 578 in 2017 (from 819 in 2016), largely due to the decreased intake in the two Advanced Diplomas in Commerce. Enrolments in three-year Bachelor degrees and professional first Bachelor degrees made up 27% and 30%, respectively, of the 2017 enrolment. Enrolments in Bachelor degrees grew at an annual rate of 1,8% per annum between 2013 and 2017, with 16 640 students enrolled in 2017.

Figure 5



At the postgraduate level, as seen in Figure 6, the proportion of white enrolments dropped from 35,8% of the total in 2013, to 24,7% in 2017. Over the same period, the proportion of SA black, coloured and Indian postgraduates dropped by 1,4 percentage points to 33,1% of the total while the proportion of international postgraduates increased from 22,4% in 2013 to 24,9% in 2017 - with the majority of these students being from the rest of Africa.

Figure 6

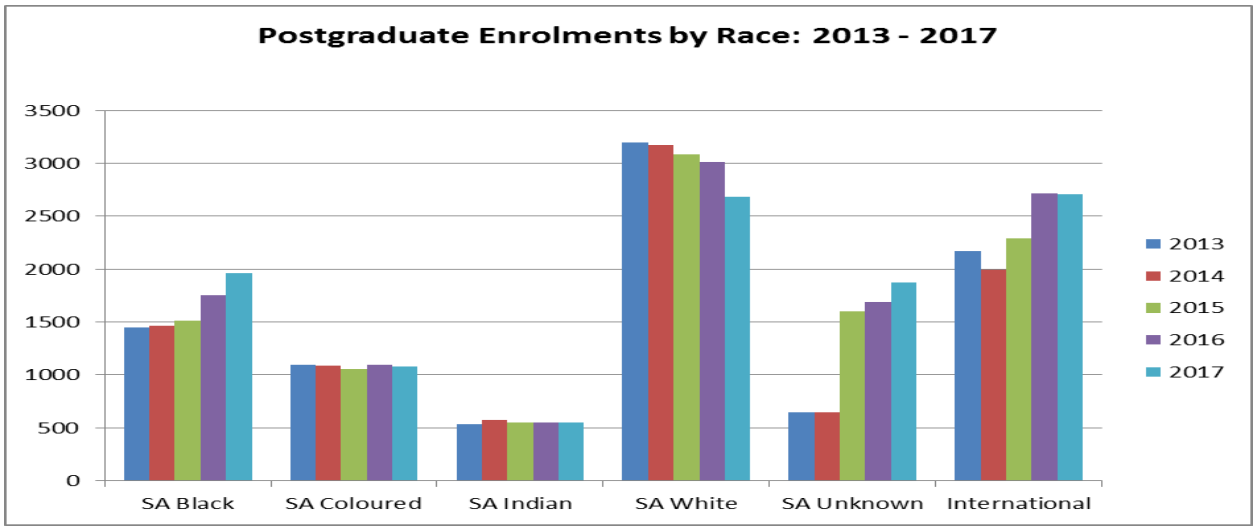
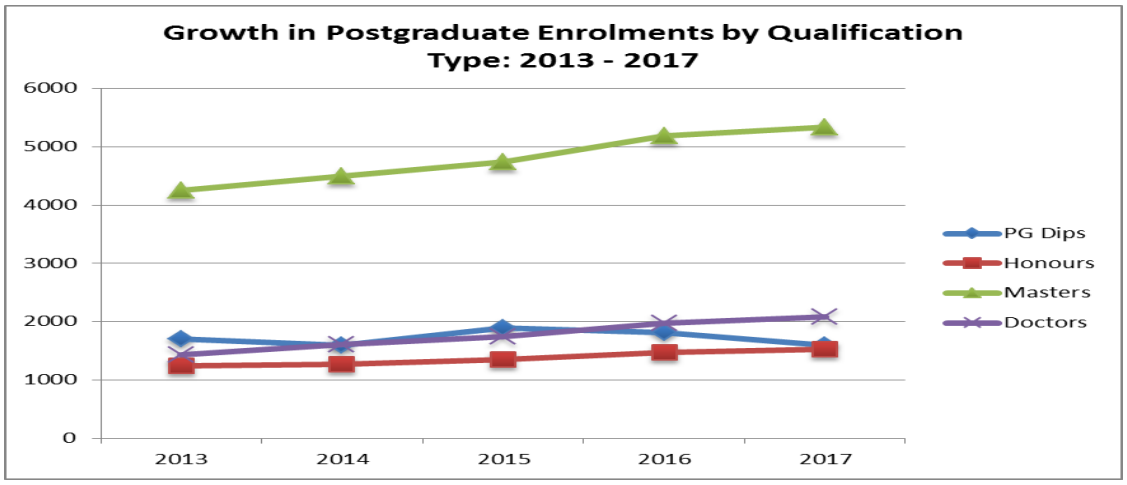


Table 12 in Appendix A shows a marked decrease in occasional enrolments between 2016 and 2017 – down by 518 enrolments to 975 in 2017. This was due to a dramatic decrease in enrolments in the SSA programme in 2017; the Faculty of Humanities was most affected by this decrease. Over the period 2013-2017, however, postgraduate enrolments grew at a rate of 5 % per annum. This growth differential gave rise to a slight decrease in the proportional enrolment in Bachelor degrees (down to 58% in 2017 from 59% in 2013). As a result of waning interest, enrolments at the Postgraduate Diploma level dropped back to 1 592 in 2017 (from 1 896 in 2015 and 1 808 in 2016), as shown in Figure 7. These decreases at this level are most prominent in the GSB and the Faculty of Commerce. In the case of the GSB, there has been less interest in customised programmes among large employers, probably due to the economic downturn. Also potential students are finding it hard to finance their studies. Doctoral enrolments increased by 9,9% per annum, Master's enrolments by 5,8% per annum and Honours enrolments by 5,1% per annum between 2013 and 2017. In 2017, Master's plus Doctoral enrolments totalled 7 420 or 25,8% of the total enrolment as compared with 5 683 (21,6% of the total) in 2013.

Figure 7



2.2 Academic Staffing and Student: Staff Ratios

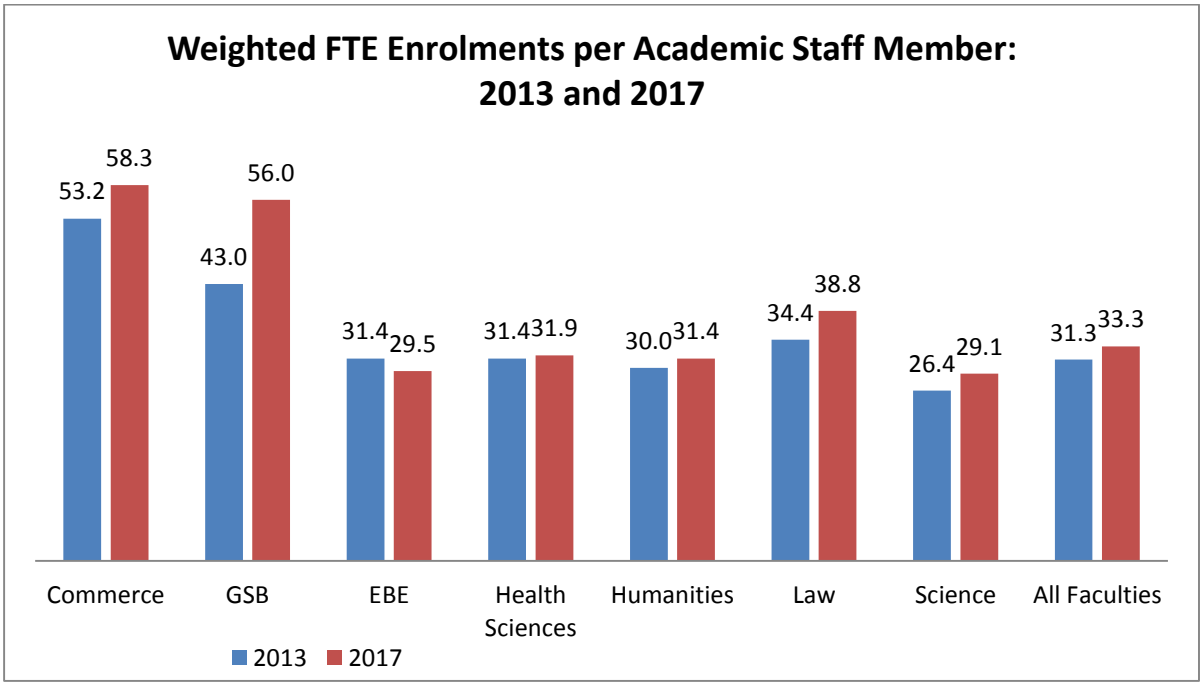
(Tables 8 – 11 of Appendix A) *(Permanent and T3 Staff in Teaching Ranks only, including Joint Medical Staff on UCT Payroll)*

As seen in Figure 8, differential growth in student enrolments and academic staffing across the faculties gave rise to the shifts in weighted full-time equivalent (FTE) enrolments per academic staff member. In 2017 there were 1 004 (929 in 2013) permanent, full-time academic staff spread across the 6 faculties, the GSB and the Centre for Higher Education development (CHED). UCT's permanent (and formerly T3) academic staffing complement grew by 2% per annum between 2013 and 2017. The rate of growth in academic staffing was very slightly lower than that of student headcounts (2.2% per annum over the same period).

Because growth in headcounts took place largely at the postgraduate level, weighted FTE enrolments increased by 4,3% per annum between 2013 and 2017, and the ratio of weighted FTE enrolled students to academic staff therefore increased to 33,3 (from 30,4 in 2013). There were significant increases in the ratios of weighted FTE students to full-time academic staff in the GSB

(up from 43.0 to 56), the Faculty of Commerce (up from 53.2 to 58.3) and the Faculty of Law (up from 34.4 to 38.8 in 2017). In the case of the GSB, this is as a result of increasing FTE enrolments in the period 2013-2017, while the FTE academic staff has remained largely unchanged. In the case of Law and Commerce, although moderate FTE academic staff increases are noted, FTE enrolled student numbers have experienced proportionately dramatic increases during this period. Smaller increases were apparent in Humanities and Science while EBE experienced a decrease of 1.9 weighted FTE students per academic staff member between 2013 and 2017. The overall impact of the shifts in academic staffing and weighted FTE enrolments across the institution was an increase of 2.9 (from 31.3 in 2013 to 33.3 in 2017) in the overall weighted FTE student: academic staff ratio. A number of factors, including the continued social action and austerity climate may have had a direct impact on this climbing student:staff ratio. It is clear that such increases place extra demand on academic staff, specifically in relation to required supervisory capacity for postgraduate students.

Figure 8



Senior Lecturers made up the largest proportion of the academic staff in 2017 (31%), followed by associate professors (24%) and professors (23%). While there was a nett gain of 70 staff ranked at the Lecturer level between 2013 and 2016, this was largely reversed by a decrease of 62 lecturers between 2016 and 2017. The reasons for this high attrition are not clear and the institution is investigating the matter. According to faculties, the greatest impact of austerity measures was on professor and associate professor levels, but if this is the case, how do we explain attrition among lecturers.

Table 11a in Appendix A shows the distribution of academic staff by age group in 5-year bands up to age 55+. In 2017, the 55+ group was the largest (30% of all staff), followed by the 45-49 year age group (18%) and both the 50-54 and 40-44 year groups at 14% and 13% of the total, respectively. Only 24% of academic staff were younger than 40 years old.

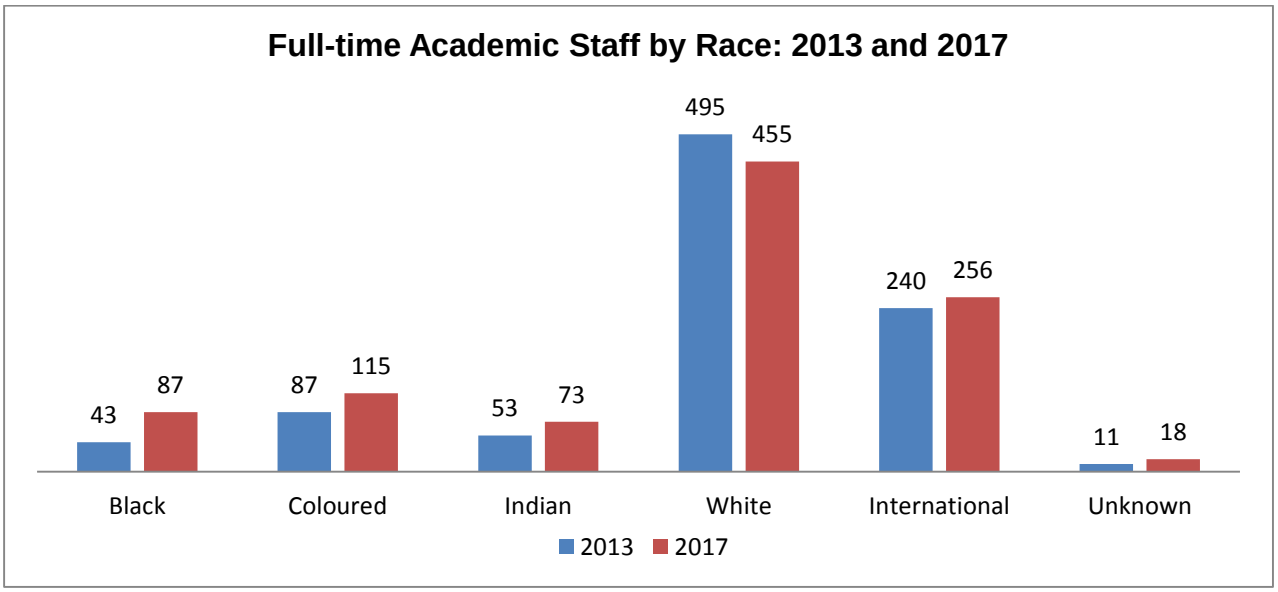
Figure 9 summarises the race and gender composition of academic staff in four age group bands (<45 years, 45 - 49 years, 50 – 54 years and 55+ years) in 2017. The staff in the 55+ years group represent the so-called "aging professoriate" and will be retiring in the next 10 years. Of the 306 staff in this age group in 2017 more than half (174 total, 83 males and 91 females) were white. White staff (38 female and 36 male) also made up just over half of the 144 staff in the 50 – 54 years age group, and 45% of the 188 staff in the 45 – 49 years age group. As the staff in the <45 years age group are those who will be advancing through the ranks, essentially replacing those retiring in the next 10-20 years, it is concerning to note that in 2017, 33% of the 372 staff younger than 45 years (123 total, 63 female and 60 male) were white and that 29% staff in this age group (110 total, 40 female and 70 male) were international. UCT has still fundamental work to do to change the profile of its academic staff to give credence to the declared institutional commitment to transformation. This said, as shown in Figure 10, in the space of five years there has been important progress made in the employment of South African black academics. Similarly, as it is analysed below, there has been a drop in the participation of white people in the UCT academic workforce since 2013.

Figure 9: Academic Staff by Race and Gender

	SA Black		SA Coloured		SA Indian		SA White		International		Unknown		Total
Age Group	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	
<45 years	22	28	24	24	16	18	63	60	40	70	3	4	372
	5.9%	*7.5%*	*6.5%*	*6.5%*	*4.3%*	*4.8%*	*16.9%*	*16.1%*	*10.8%*	*18.8%*	*0.8%*	*1.1%*	*100.0%*
45-49 years	5	14	15	11	4	7	49	37	18	27		1	188
	2.7%	*7.4%*	*8.0%*	*5.9%*	*2.1%*	*3.7%*	*26.1%*	*19.7%*	*9.6%*	*14.4%*	*0.0%*	*0.5%*	*100.0%*
50-54 years	1	5	9	9	5	4	38	36	8	26		3	144
	0.7%	*3.5%*	*6.3%*	*6.3%*	*3.5%*	*2.8%*	*26.4%*	*25.0%*	*5.6%*	*18.1%*	*0.0%*	*2.1%*	*100.0%*
55+	4	8	12	13	7	13	83	91	14	54	3	4	306
	1.3%	*2.6%*	*3.9%*	*4.2%*	*2.3%*	*4.2%*	*27.1%*	*29.7%*	*4.6%*	*17.6%*	*1.0%*	*1.3%*	*100.0%*
All Staff	**32**	**55**	**60**	**57**	**32**	**42**	**233**	**224**	**80**	**177**	**6**	**12**	**1010**
	3.2%	*5.4%*	*5.9%*	*5.6%*	*3.2%*	*4.2%*	*23.1%*	*22.2%*	*7.9%*	*17.5%*	*0.6%*	*1.2%*	*100.0%*

Broadly speaking, white staff make up over 45% of the 2017 academic staff complement, which contrasts to only 8.6% SA black academic staff members. Figure 10 (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 (44 staff) in SA African staff between 2013 and 2017. Over the same period, UCT gained 28 SA coloured staff, 20 SA Indian staff and 16 international staff. An examination of the countries of origin of the 256 international staff in 2017 shows that 83 (32% of all international academics) were from countries in Africa and 173 (68%) were from countries outside Africa. The number of white academics dropped from 495 in 2013 to 455 in 2017, or by 8,1%. As a result, the proportion of white academic staff dropped from 53% of the total in 2013 to 45% in 2017.

Figure 10



In terms of gender, Table 11c shows that the proportion of female academic staff increased to 44% of the total by the end of 2017 (from 39% in 2013). The proportions of female academics were however higher than those of male academics in the following faculties: CHED (64% female), Law (61% female) and Health Sciences (58% female) in 2017. Conversely, male academics dominated in the Faculty of Commerce (66%), the GSB (70%), the Faculty of Humanities (53%) and the Faculty of Science (71% of all academic staff in 2017).

2.3 Teaching and Learning *(Tables 13 - 24 of Appendix A)*

2.3.1 Graduates and success rates

The 2017 HEMIS return to the DHET indicates that 7 223 (7 611 in 2016) students successfully completed a degree or diploma in 2017, as indicated by Figure 11. The 2017 graduates included 1 139 Master's graduates (1 332 in 2016) and a record number of Doctoral graduates (277, in comparison with 233 in 2016). The largest numbers of Doctoral graduates were from the Faculties of Science and Health Sciences (73 and 61, respectively). At the Master's level, the largest numbers of graduates were GSB, EBE and Health Sciences students (267, 190 and 166, respectively).

Three-year Bachelor graduates made up the largest group in 2017 (1 802 graduates). The increase in professional first Bachelor graduates, from 1 440 in 2013 to 1 581 in 2017, is also noteworthy. The numbers of graduates at the undergraduate Diploma and Postgraduate Diploma levels both decreased in 2017, reflecting the relatively smaller enrolments in these two qualification types.

Figure 11

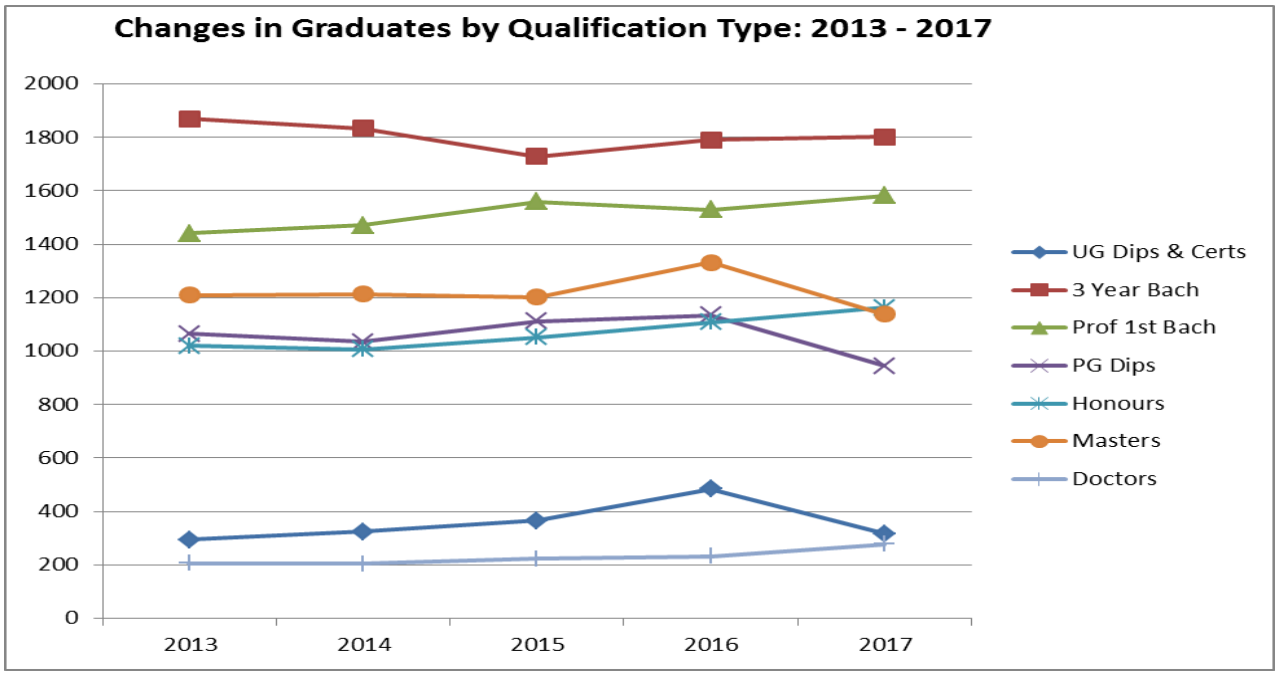


Table 14 of Appendix A shows a concerning decrease in the so-called graduation rate (calculated as graduates as a fraction of enrolments) by faculty and qualification type across the 2013- 2017 period. While in some cases growth in enrolments was a causal factor in the apparent decline (inflating the denominator in the calculation), this was not always the case and further examination is required to understand the decrease. Where graduation rates have been declining in the absence of enrolment growth, this is indicative of poorer persistence and/or longer times to degree. The table shows progressive decreases in the graduation rates in several qualifications, including 3-year Bachelor degrees (down from 24,9% in 2013 to 22,8% in 2017); Postgraduate Diplomas (down from 64,7% in 2013 to 59,3% in 2017); Honours degrees (down from 79,3% in 2013 to 76,6% in 2017), and Master's degrees (down from 27% in 2013 to 21,3% in 2017).

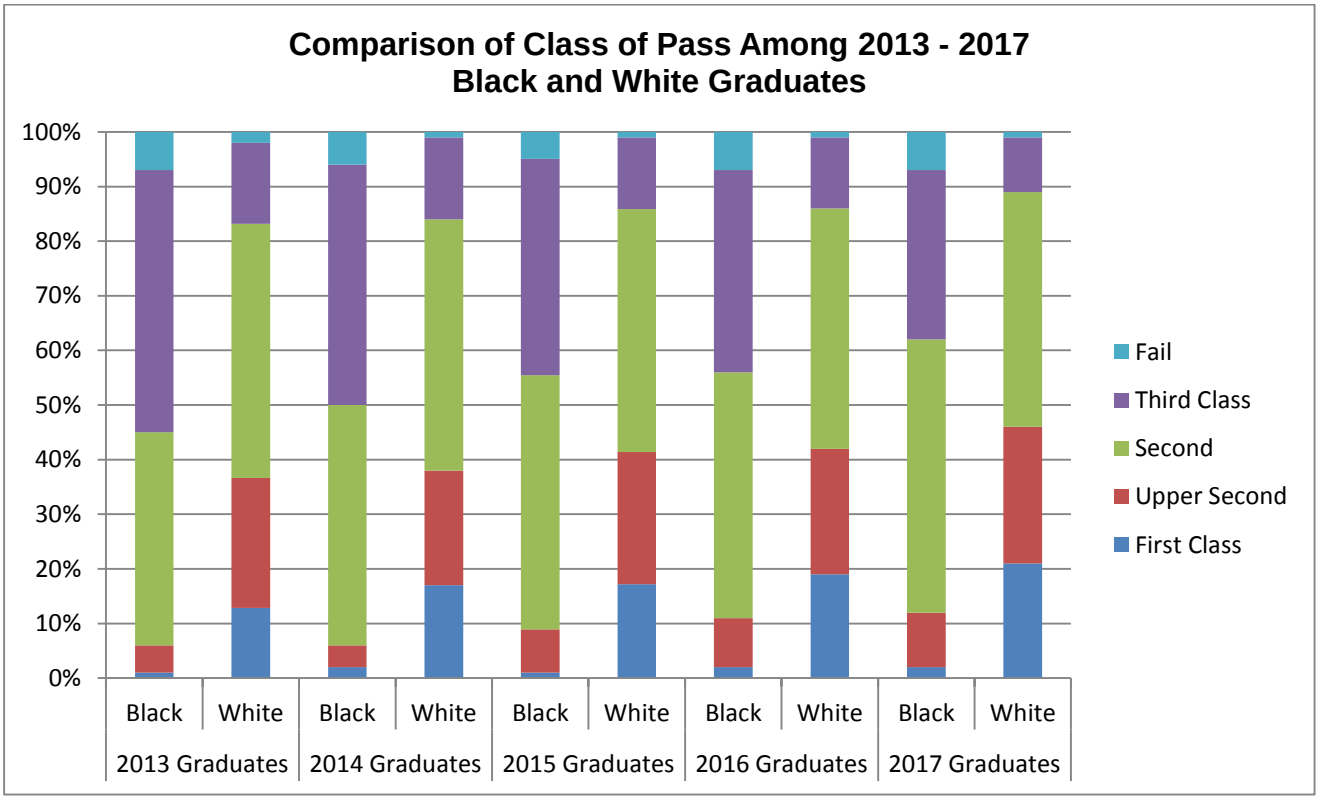
The Table 15 series shows the class of pass (measured as cumulative career grade point average) among all Bachelor graduates, by faculty and race and gender, for the period 2013 to 2017. It is encouraging to note that overall, the proportions of first and upper second class passes increased over this period, while the proportion graduating in the third class dropped from 28% of the 2013 graduates to 21% of the 2017 graduating class. The progressive decrease in the proportions of third class graduates was evident across all faculties. There were also marked decreases in the proportions of third class Bachelor graduates across all races, with the largest decreases visible among SA black graduates (down from 48% in 2013 to 31% in 2017), SA Indian graduates (down from 30% in 2013 to 23% in 2017), and international graduates (down from 29% in 2017 to 23% in 2017). The largest proportions of graduates across all race groups were located in the lower second class band: in 2017, 43% of all white Bachelor graduates, 46% each of Indian and international graduates, 50% of SA black graduates and 51% of all coloured graduates had passed their degrees in this band.

Despite the significant improvement in the class of pass among SA black graduates between the 2013 and 2017 graduation years, the profiles of the 2017 SA black and white graduates differed markedly with:

- 2% of SA black graduates in comparison with 21% of white graduates achieving first class passes
- 10% of SA black graduates and 25% of white graduates achieving upper second class passes
- 50% of SA black graduates and 43% of white graduates achieving second class passes
- 31% of SA black graduates and 10% of white graduates achieving third class passes, and
- 7% of SA black graduates and 1% of white graduates completing GPAs of less than 50%.

These differentials have a substantial possible impact on the conversion of graduates to postgraduate study (discussed below) but also suggest that there is still work to be done to close the performance gap between black and white students.

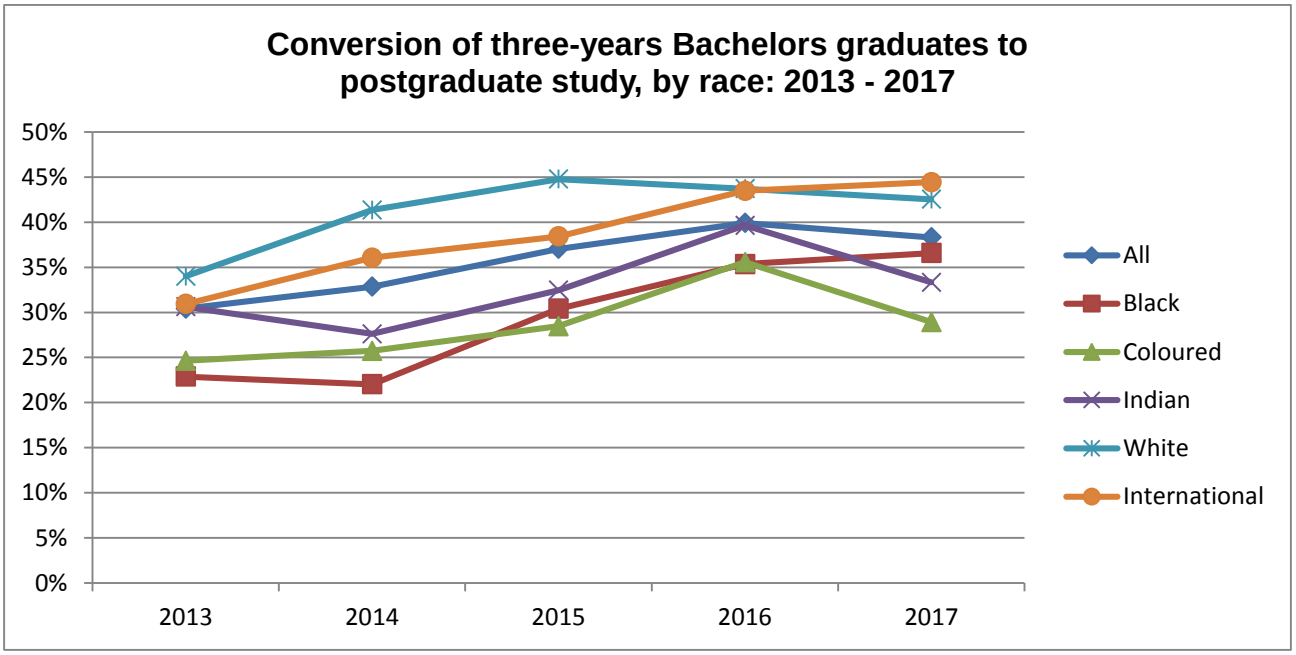
Figure 12



The Table 16 series shows the rates of conversion of Bachelor graduates into postgraduate study. Three-year Bachelor graduates who entered at least an Honours degree in the year following graduation, and professional first Bachelor graduates who similarly entered at least a Master's programme, have been considered to have converted to postgraduate study. In general terms, the rate of conversion among three-year Bachelor graduates was seen to increase progressively between 2013 and 2016 (although there were pronounced differences across the faculties and the various race groups), but the 2017 conversion rate slipped back by 2 percentage points (from 40% in 2016 to 38% in 2017). Conversely, the conversion rate for professional first Bachelor graduates remained relatively constant over the 2013 - 2017 period, but with significant numbers of conversions in only the EBE and Law faculties. It should be noted that professional first Bachelor graduates in the Health Sciences overwhelmingly transition into Community Service following graduation, which must be completed before these graduates are able to practice their professions.

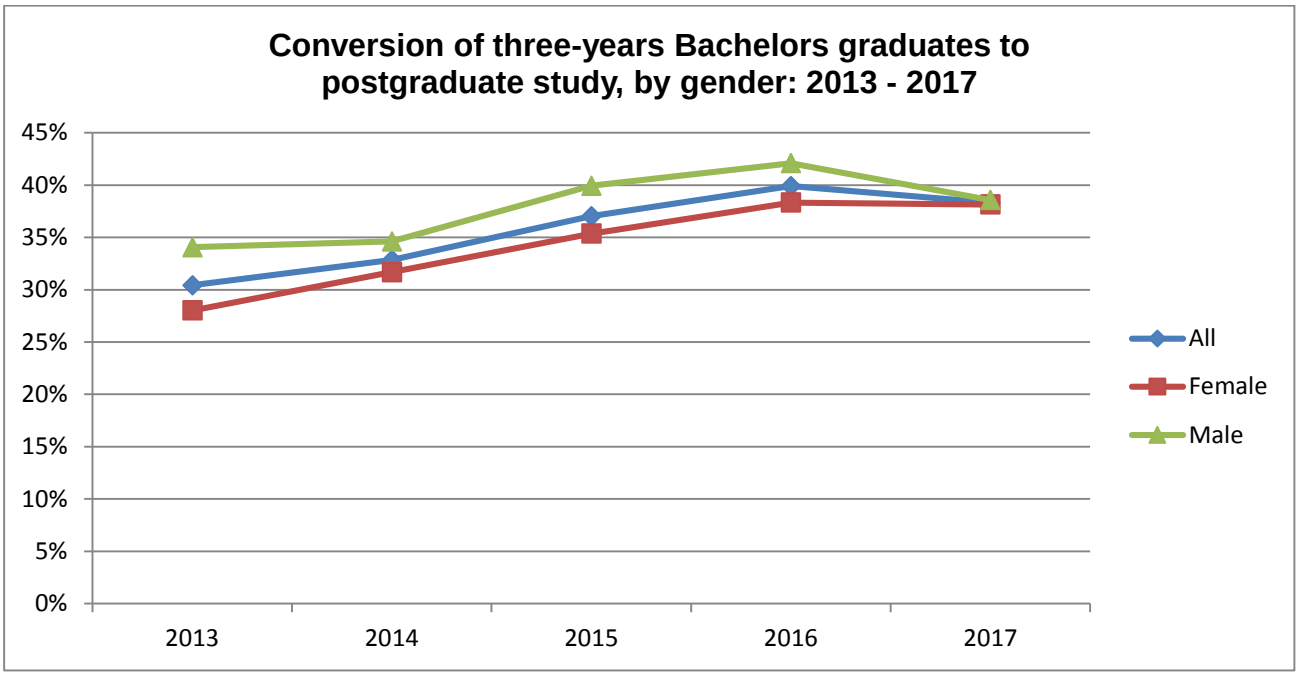
The highest rates of conversion among three-year Bachelor graduates took place among Science (peaking at 68% in 2015) and EBE graduates (peaking at 57% in 2016). It is of interest to note the steady increase in conversion rates among three-year Commerce and Humanities graduates, while the conversion rates in EBE and Science fluctuated quite markedly from year-to-year. The table set also shows a steady increase in the conversion rate among SA black three-year Bachelor graduates (up from 23% in 2013 to 37% in 2017) and among international three-year Bachelor graduates (up from 31% in 2013 to 44% in 2017). Conversion rates among the other population groups were more variable across the years, with clear decreases between 2016 and 2017. The most recent conversion rates for the other race groups were 43% of white graduates (down from 44% in 2016), 33% of Indian (down from 40% in 2016) graduates and 29% of coloured graduates (down from 36% in 2016). Given that the class of pass data shown in the Table 15 series show improvements in the profiles among coloured and Indian graduates (which should have translated into higher rates of conversion to postgraduate study), the pattern shown here appears to suggest that the popularity of UCT as a location for postgraduate study declined quite markedly within the 2017 coloured and Indian three-year Bachelor graduate groups.

Figure 13



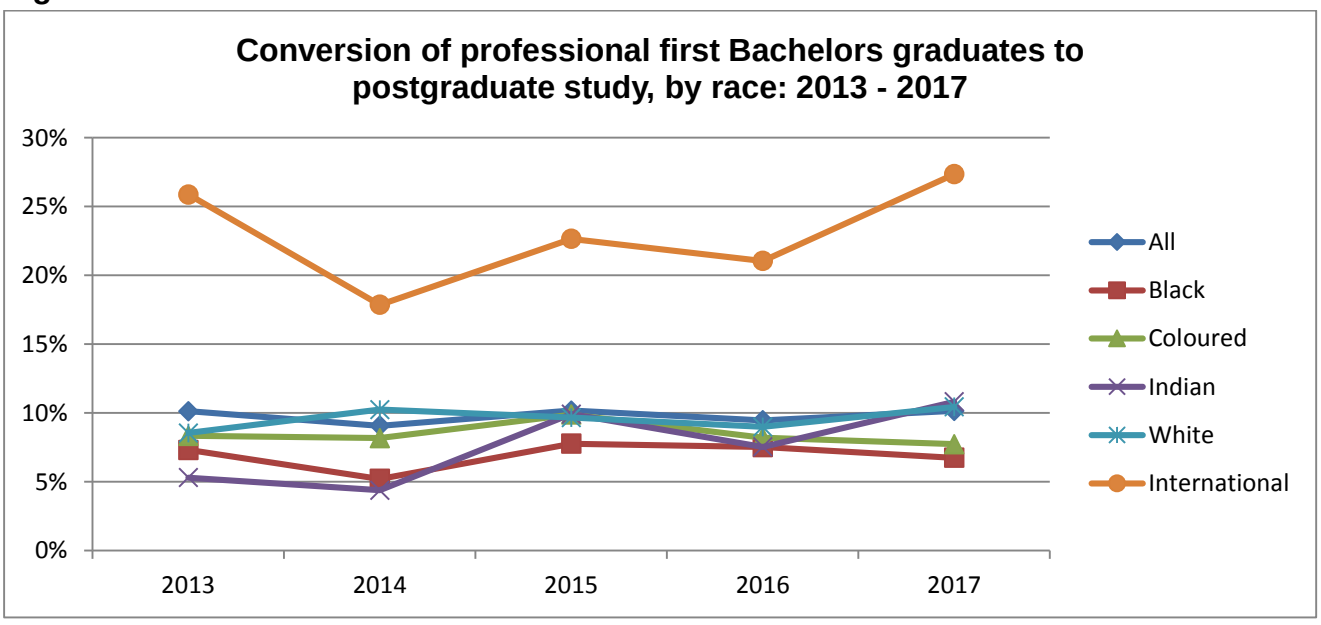
The conversion rate among female graduates increased steadily to a level of 38% in 2016 and in 2017. However, the 2017 conversion rates among female EBE and Science graduates dropped back to 30% and 60%, respectively (from 39% and 64%, respectively in 2016). Amongst male graduates, the conversion rate peaked at 42% in 2016, dropping back to 39% in 2017. However, the 2017 conversion rates among male EBE and Science graduates also dropped back to 44% and 57%, respectively (from 66% in both cases in 2016). In the case of EBE, the decrease in conversions to Honours studies is of particular concern as completion of related Honours programmes are essential for professional practice in Architecture, Construction Studies, and Property Studies.

Figure 14



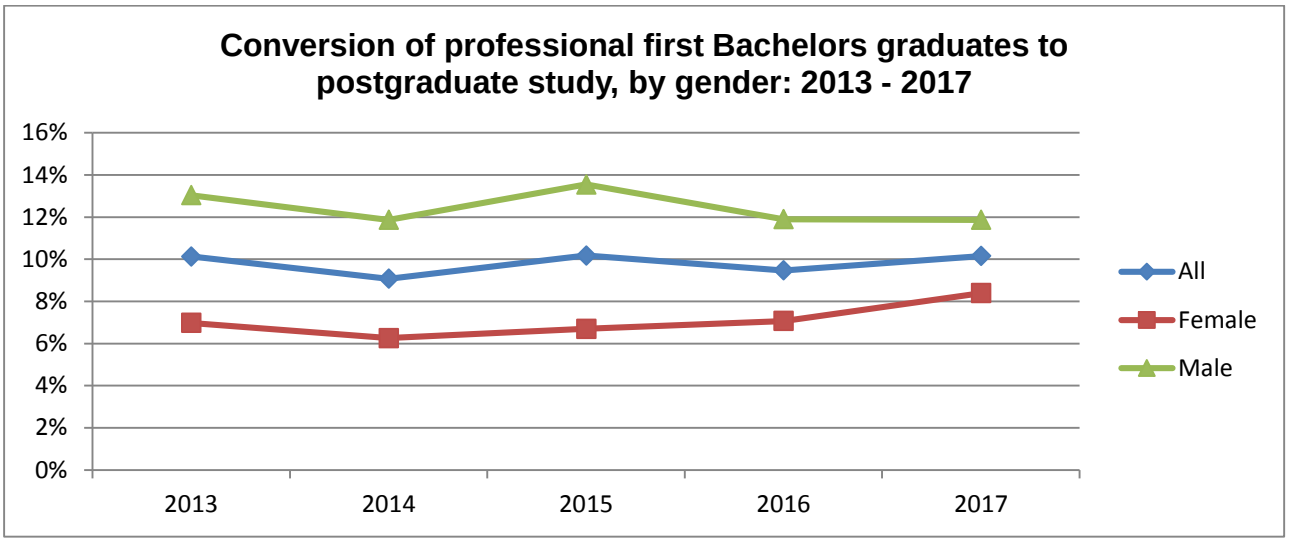
In terms of the conversion of professional first Bachelor graduates into postgraduate study, the rate is far lower than that among three-year Bachelor graduates, fluctuating at around 9 – 10%. Although the conversion rate tended to be somewhat higher among white graduates (also fluctuating between 9 and 10%), the conversion rate among Indian graduates peaked at 11% in 2017. The conversion rate amongst international professional Bachelor graduates was much higher than among local students, peaking at 27% in 2017.

Figure 15



It is also noteworthy that the conversion rate among female graduates (currently 8%) was consistently lower than that among male professional first Bachelor graduates (currently 12%). The cause of this requires further investigation.

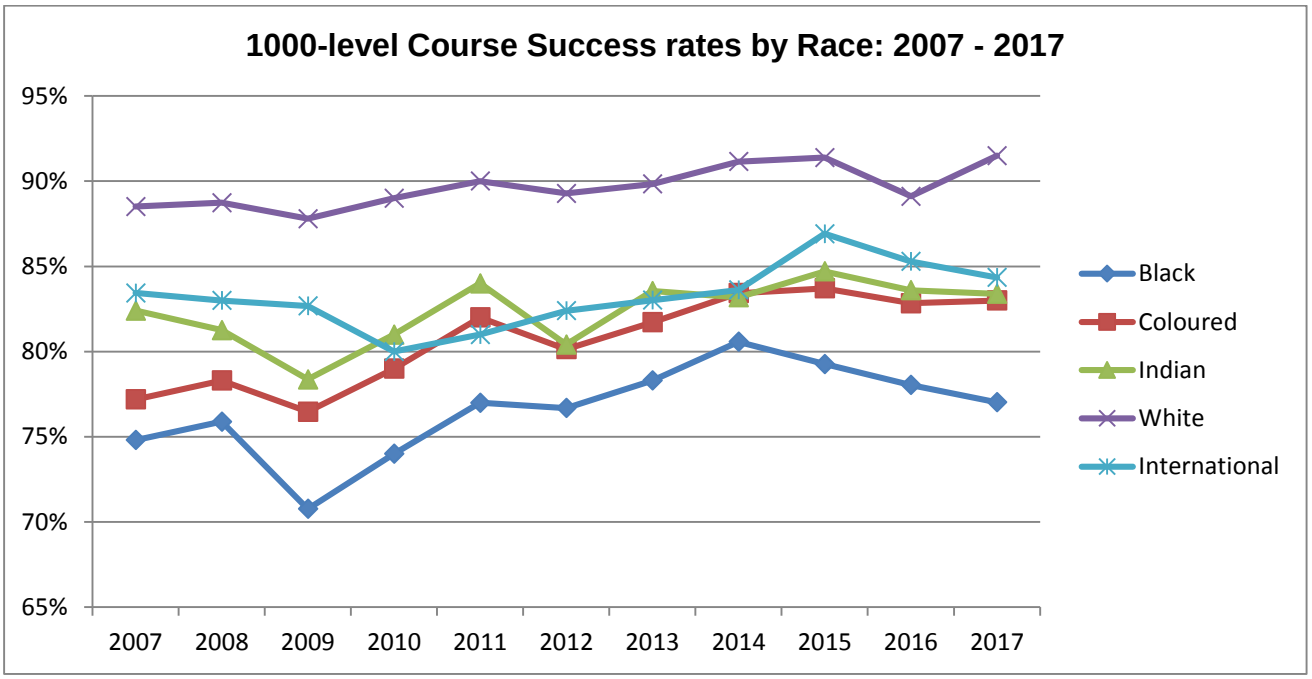
Figure 16



The overall undergraduate course success rate in 2017 dropped somewhat to 85%, from 87,8% in 2016 and 88,4% in 2015. The Table 17 series shows that the overall 1000-level course success rate dropped back from 86% in 2015 to 83% in 2016 and 2017. All faculties were affected as the Health Sciences 1000-level success rate dropped by 4 percentage points to 95% in 2017. There was also a notable decrease in the 1000-level success rate in the Science Faculty which dropped from 81% in 2015 to 77% in 2016 and 2017 (i.e. by 4 percentage points). Table 17b shows all Classification of Education Subject Matter (CESM) groups were affected (Business/Commerce most notably), while Table 17c shows that all SA race groups as well as international students were also affected, although the 2017 success rate among white students rose back to the 2015 level of 91%. In 2013, the difference in success rates at the 1000-level between white (at the upper extreme) and SA black students (at the lower extreme) was 12 percentage points; by 2017 this differential had increased to 14 percentage points, having decreased to 11 percentage points in 2016.

The fluctuations in student performance presented in this section cannot be separated from the impact that social protest on campus has had on students. Uncertainties about the continuation of the academic year as well as actual disruptions of classes have been acknowledged at most South African public universities as having a negative impact on student performance, regardless of institutions' strategies to counter disruptions. While protest is not the only reason for poor student performance, it has proven to be an additional stressor added to more structural problems. Some of these have surfaced by the increased number of deferred examinations that took place in the last year and constitute the focus of the section on assessment.

Figure 17



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.

The overall success rate in 2000-level courses dropped by 3 percentage points between 2016 and 2017 (to 84%). Decreases in the level 2000 success rates were apparent in the Faculties of Commerce, Health Sciences, Humanities, and Science; the 2000-level success rate in EBE, however, climbed steadily to the 2017 level of 86%. Table 17c shows that all population groups reflected a decrease in 2000-level success rates between 2016 and 2017 of 2 to 4 percentage points. Because of differential shifts in 2000-level success rates by race, the white-SA black 2000-level performance differential increased from 14 percentage points in 2013 to 16 percentage points in 2017. It is entirely possible that the poorer performance during 2016 and 2017 is due to the uncertainty brought by the student protest, especially the closing of the University for sustained periods of time and the interruption of lectures during protest.

The Table 17 series also shows a 2 percentage point decrease in the success rate in 3000-level courses between 2016 and 2017. The Faculties of EBE and Law experienced particularly large (4 percentage point) decreases in success rates at the 3000-level between 2016 and 2017. Once again, all race groups were affected, but the success rates among SA black and Indian students dropped the most (by 4 percentage points in each case) between 2016 and 2017. Differential fluctuations in the success rates in 3000-level courses resulted in the white SA black performance gap increasing from 12 percentage points in 2013 to 14 percentage points in 2017.

Tables 18a and b show the success rates among foundation students by UCT course level, faculty, and CESM group. Of key concern is the performance of these students in 2000- and 3000-level courses which form part of the mainstream curriculum, following the structured support offered in the first year. It is therefore of interest to note that between 2013 and 2016 the performance of

foundation students in 1000- and 2000-level courses was very similar. In 2017, however, there was an overall 4 percentage point differential between performance in 1000-level courses (77% pass rate on average) and 2000-level courses (pass rate of 73% on average). The difference between 1000- and 2000-level success rates was visible across all faculties and was particularly pronounced in business/commerce and broad humanities courses. The differences arose because of a marked decline in success rates between 2016 and 2017 in the faculties of Commerce, EBE and Science, and particularly in the business/commerce CESM category. Interestingly, the performance of foundation students in the Faculty of Humanities and in the broad humanities CESM group improved between 2016 and 2017 in both 1000-level and 2000-level courses. In the case of HUM, the improvement may be due to the expansion of "Plus Tut" offerings: these provide extra preparatory time for regular tutorial work, as well as preparation for forthcoming assignments, tests and exams.

2.3.2 Undergraduate academic progress code analysis *(See Table 19, Appendix A)*

Between 2013 and 2016, 87 – 89% of all undergraduates were 'successful' where the measure of success is completion of a degree/diploma or meeting at least minimum readmission requirements (in which case a CONT academic standing code is awarded). In 2017, 85% of all undergraduates (87% in 2016) were 'successful' and 12% (10% in 2016) failed to meet minimum readmission requirements for readmission at the end of 2017. Of these students, most (9% of all undergraduates) were awarded concessions to continue with their studies. The final proportion excluded on academic grounds increased by 1 percentage point to 3% of all undergraduates in 2017.

Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 10% of their undergraduate students at the end of 2017. The Faculty of Science awarded concessions to continue studying to 6% of its undergraduates in 2017 (up from 3% in 2013). Students who receive concessions to continue with their studies effectively repeat the year, which prolongs the time to degree among those who ultimately graduate. In the Faculty of Health Sciences, the proportion of undergraduates receiving concessions to continue remained level at 1% between 2013 and 2017.

While 12% of all undergraduate students failed to meet minimum readmission requirements in 2017, the proportion failing to do so of:

- Black undergraduates was 18% (17% in 2013)
- Coloured undergraduates was 11% (also 11% in 2013)
- Indian undergraduates was 12% (11% in 2013), and
- White undergraduates was 4% (down from 5% in 2013).

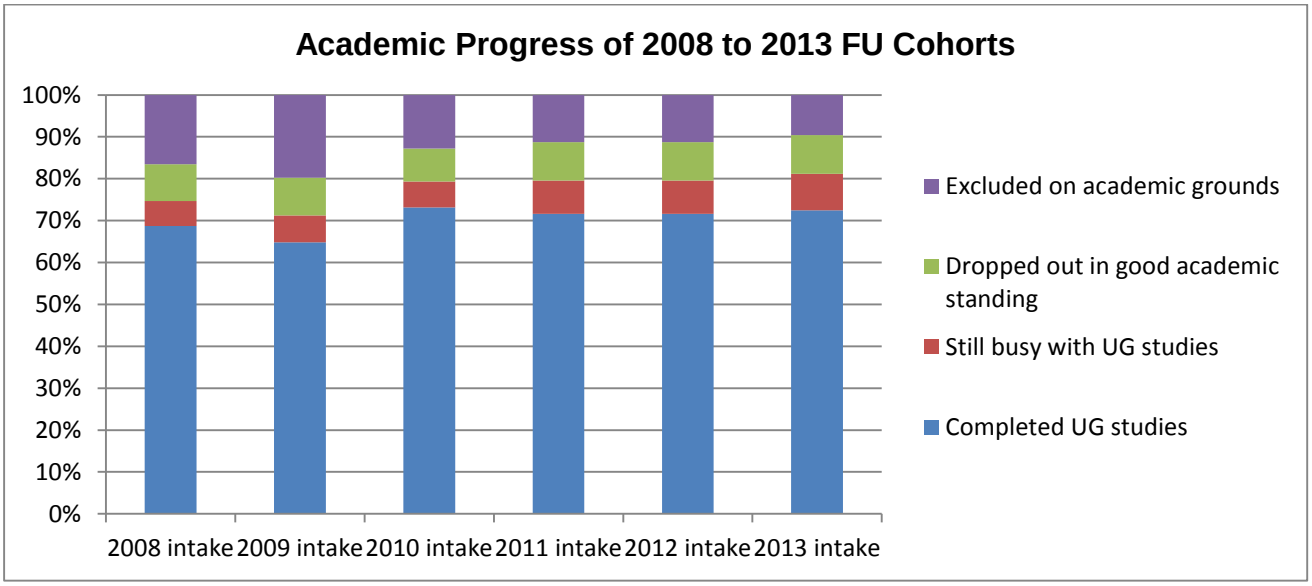
2.3.3 5-year first-time entering Undergraduate Cohort Analysis *(Tables 20 and 21 of Appendix A)*

The Table 20 series tracks progress of the 2009-2013 first-time entering undergraduate (FUs) cohorts, with the 2010 to 2013 entry cohorts showing considerable improvement in comparison with the 2009 cohort (see paragraph below). Analyses of the 5-year longitudinal progress of FUs

within the 2013 entry cohorts showed that 72% had completed a degree/diploma by the end of 2017, while 9% of the 2013 entrants were still busy with their undergraduate studies after 5 years. The potential completion rate within the 2013 cohort was therefore 81% (in comparison with 71% amongst the 2009 – first post-NSC cohort, 79% amongst the 2010 cohort and 80% amongst both the 2011 and 2012 cohorts). By the end of 2017, 9% of the 2012 FU entrants shown here had dropped out in good academic standing and a further 10% 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 relatively low completion rate within the 2009 FU cohort resulted largely from an increase in the proportion of students excluded on academic grounds (up by 3 percentage points to 20% in comparison with the 2008 cohort). It should also be noted that the 2009 intake included large numbers of writers of the first NSC in 2008, where unexpectedly strong performance in subjects such as mathematics may have adversely impacted on admissions decisions in Science and Engineering in particular. Particularly high rates of cumulative academic exclusion were apparent within the 2009 EBE and Science FU cohorts: 30% and 33%, respectively. The academic exclusion rates in these two faculties have dropped markedly, with 14% of the 2013 Science FU cohort (20% in of the equivalent 2012 FU cohort) and only 11% of the equivalent EBE cohort (12% of the equivalent 2012 FU cohort) being excluded on academic grounds. In the case of Engineering, particularly large proportions of the 2012 and 2013 FU intakes (18% and 17%, respectively) were still busy with their undergraduate studies after 5 years. Twenty-four percent of the 2013 Faculty of Law FU entrants (in comparison with 13% of the 2012 intake) were still busy with their undergraduate studies after 5 years.

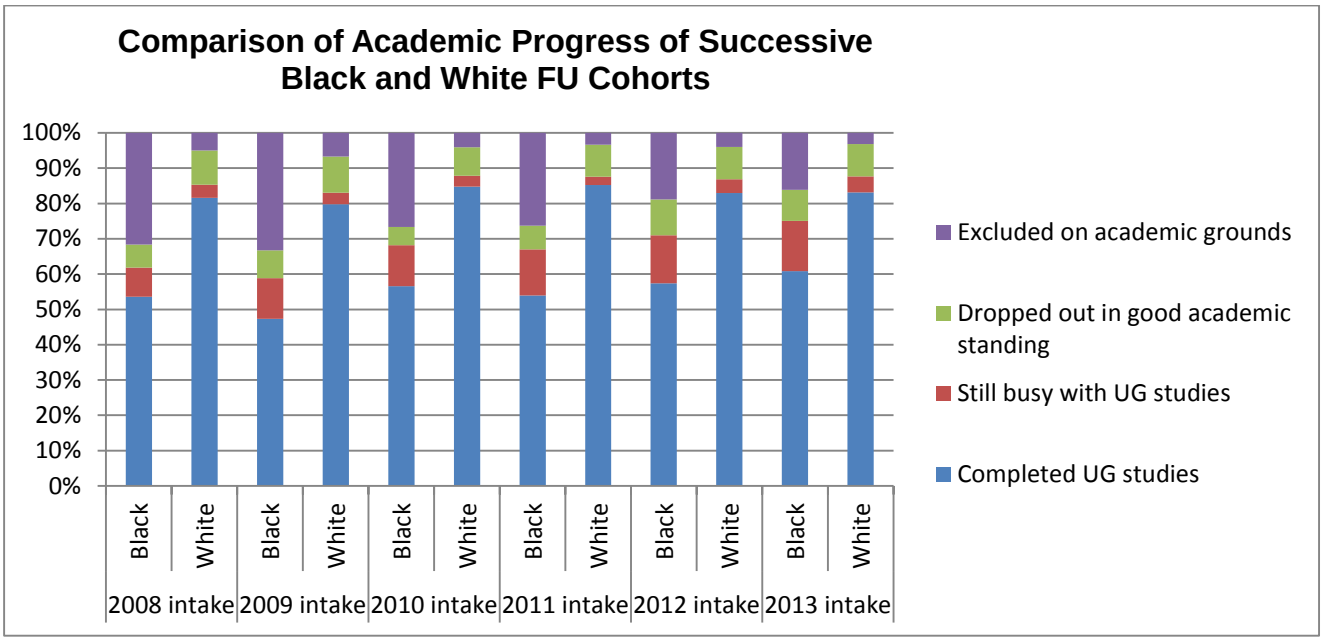
Figure 18



Cohort completion rates across the 2009 - 2013 FU cohorts varied widely in relation to entry faculty and race. The gap between completion rates amongst white and SA 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 SA black FU intake had completed a qualification by the end of 2013. Looking at the 2013 cohort the completion rate among white students remained level at 83% (having peaked at 85% within the 2010 FU cohort) but increased to 61% among SA black students in the 2013 FU

cohort (up from 57% within the 2012 entry cohort). A particularly large proportion of the 2013 SA black cohort (14%) were however still busy with their undergraduate studies at the end of 2017, bringing the potential completion rate within the cohort up to 75% (in comparison with 60% within the equivalent 2009 FU cohort). The large number of SA black students still busy with undergraduate studies after 5 years relates to a large extent to the frequency of initial placement in extended programmes where the minimum time to degree is a year longer than in the mainstream. The potential completion rates among coloured, Indian and white 2013 entrants were 79%, 81% and 88%, respectively.

Figure 19



While 72% of all 2013 first-time undergraduate students in this analysis had completed their studies within 5 years of initial registration, the proportion doing so of:

- SA black undergraduates was 61% (in comparison with 48% of the 2009 FUs)
- Coloured undergraduates was 71% (in comparison with 58% of the 2009 cohort)
- Indian undergraduates was 73% (in comparison with 60% of the 2009 cohort); and
- White undergraduates was 83% (in comparison with 79% of the FU cohort).

Looking at the 2009 - 2013 FU cohorts, attrition rates have decreased across all race groups, but the most marked improvement (16 percentage points) is apparent among SA black entrants. Attrition (academic exclusion plus drop-out in good academic standing) rates within the 2013 FU cohort were as follows:

- 19% of all entrants (in comparison with 29% of the 2009 cohort)
- 25% among SA black entrants (in comparison with 41% of the 2009 cohort)
- 21% among coloured entrants (in comparison with 33% of the 2009 cohort)
- 16% among Indian entrants (in comparison with 29% of the 2009 cohort), and
- 12% among white entrants (in comparison with 17% of the 2009 cohort).

It is hoped that the SASSE South African Survey of Student Engagement (SASSE) which will be carried out at UCT for the first time in August 2018, will provide some insights into the clearly differential performance of students by faculty and by race described here.

Table 21 in Appendix A shows that in addition to the high exclusion rate of SA black students in mainstream, the exclusion rate in the extended degree programmes remained problematic - particularly in the Faculties of Science and EBE (25% and 26% of the 2013 entering cohorts, respectively). There has been some improvement in recent intakes: the academic exclusion rates within the 2009 Science and EBE extended cohorts were 61% and 48%, respectively, so that the exclusion rate for Science dropped by 35 percentage points and that for EBE dropped by 22 percentage points, comparing the 2009 and 2013 cohorts.
The overall completion rates within the 2013 extended degree programmes (EDPs) (55%) was 3 percentage points higher than that within the equivalent 2012 cohort. Potential completion within the extended programmes (72%) was slightly lower than within the SA black mainstream (75%). There were marked improvements in the completion rates within the extended programmes in Commerce (68% within both the BCom and the BBusSc), and a 2 percentage point increase in the completion rate within the BA/BSocSc programmes (up to 54%). However, cohort completion within the 2013 EDPs in EBE, Law, and Science was lower than that among the 2012 entrants, markedly so in EBE (down 10 percentage points to 20%) and Law (down 32 percentage points to 22%). Overall attrition in the EDPs dropped by 3 percentage points to 28% of the 2013 FU cohort, in comparison with the 2012 cohort. By way of comparison, the level of attrition within the 2009 foundation cohort was 43%.

The Table 22 series summarises the years to completion amongst graduates of the 2009 - 2013 entry cohorts in 5 large faculties (excluding Health Science – MBChB). Table 22a shows a steady increase in the proportions of graduates completing in 3 years (up from 28% of the 2009 cohort to 35% of the 2013 cohort). There was also a 4 percentage point increase in the proportion of graduates completing in 4 years (up from 42% of the 2009 cohort to 46% of the equivalent 2013 cohort). Looking at graduates within the 3-year programmes (BA, BCom, BSc and BSocSc), there were marked variations by programme: 70% of the 2013 BA graduates, 45% of the BCom graduates, 59% of the BSc graduates and 55% of the BSocSc graduates had completed their studies within the minimum 3-year period. The proportions of graduates completing 4-year programmes within the minimum time were however very similar: 65% of the 2013 BBusSc and LLB graduates had completed in 4 years, while 67% of the 2013 BSc(Eng) graduates had completed within the minimum time.

There were marked differences in time to degree amongst graduates by race, however:

- 25% of all 2013 SA black graduates had completed in 3 years (up from 17% of the 2009 graduates) and a further 49% (up from 36% of the 2009 graduates) had completed in 4 years
- 20% of all 2013 coloured graduates had completed in 3 years (up from 10% of the 2009 graduates) and a further 44% (up from 43% of the 2009 graduates) had completed in 4 years
- 18% of all 2013 Indian graduates had completed in 3 years (up from 11% of the 2009 graduates) and a further 55% (up from 40% of the 2009 graduates) had completed in 4 years

- 43% of all 2013 white graduates had completed in 3 years (up from 37% of the 2009 graduates) and a further 44% (down from 45% of the 2009 graduates) had completed in 4 years.

Figure 20 compares time to degree amongst SA black and white FU entrants into 3-year Bachelor programmes in 2009 and 2013, with a view to looking at possible differential completion rates by race. There are indeed marked differentials in the proportions of SA black and white students completing their studies in three years in all four programmes and within both entry cohorts. The differential was most pronounced in Science (the BSc) where 32% of SA black students in comparison with 74% of white students in the 2013 cohort completed within three years, and the BSocSc where 33% of SA black entrants in comparison with 78% of white 2013 entrants graduated within three years. Although the differentials relate to some extent to the substantial numbers of SA black students who enter extended programmes, the substantial proportions of SA black students who take five years or more to complete a 3-year programme suggest that there are other factors at play.

Figure 20

	Arts - BA				Commerce: BCom				Science				Social Science - BSocSc			
Graduated in:	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White
3 Years	41%	74%	59%	81%	23%	43%	34%	52%	17%	62%	32%	74%	39%	69%	33%	78%
4 Years	37%	21%	27%	15%	38%	39%	47%	42%	42%	25%	50%	21%	30%	28%	46%	20%
5 Years	11%	4%	14%	4%	30%	15%	18%	6%	28%	11%	18%	5%	17%	3%	21%	2%
6 Years	11%	1%	0%	0%	8%	3%	0%	0%	14%	2%	0%	0%	15%	0%	0%	0%

Similar differentials are apparent in Figure 21 below, which compares time to degree among SA black and white 2009 and 2013 FU entrants into 4-year programmes. Here too, the proportions of SA black students completing their BBusSc and BSc (Eng) studies in four years are markedly lower than the equivalent proportions of white students. While the 2013 cohort has only been tracked for five years, the 2009 cohorts showed that substantial proportions of SA black students (57% of the BBusSc intake and 74% of the BSc (Eng) intake took five or six years to complete their 4-year degrees.

Figure 21

	Commerce: BBusSc				Engineering - BSc(Eng)				Law			
Graduated in:	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White	2009 FU Black	2009 FU White	2013 FU Black	2013 FU White
3 Years	4%	2%	5%	5%	0%	2%	0%	2%	14%	0%	0%	33%
4 Years	39%	77%	53%	75%	26%	59%	59%	69%	43%	80%	82%	67%
5 Years	43%	17%	41%	20%	41%	31%	41%	30%	29%	20%	18%	0%
6 Years	14%	3%	0%	0%	33%	9%	0%	0%	14%	0%	0%	0%

2.3.4 Postgraduate (Master and Doctoral) cohort analysis

(*Tables 23 and 24 of Appendix A*)

Table 25 shows the numbers of Postgraduate Diploma and Honours graduates by faculty for the years 2013 to 2017, and the average time to degree for these qualifications. The average time to completion for Postgraduate Diplomas increased from 1.2 years in 2013 to 1.3 years in 2014. In 2017, the average time to completion for Postgraduate Diplomas ranged from 1.1 years in Humanities (where these qualifications are largely full-time and done over one year) to 1.4 years in Law and 1.5 years in the GSB where part-time study over two years is more common. The overall average time to completion for Honours graduates increased slightly from 1.1 years in 2013 to 1.2 years in 2017. The markedly higher time to degree among Commerce Honours graduates results from the part-time offerings in Financial Analysis & Portfolio Management, which has both January and June intakes.

The 2010 to 2014 new intakes of Master's and Doctoral students were tracked until the completion of the 2017 academic year. Tables 23 and 24 show the status of the intake of each cohort per faculty, as at the end of 2017. Table 23 shows that 71% of the 2010 Master's degree intake, 70% of the 2011 intake, and 65% of both the 2012 and 2013 intakes had graduated by the end of 2017. Sixty-two percent of the 2014 intake had graduated while a further 14% of the group were still busy with their studies at the end of 2017; the potential completion rate within this cohort is 76%. At least 20% of each of the cohorts tracked had dropped out of their studies in good academic standing by the end of 2017 while 2% of each cohort had been excluded on academic grounds. The overall proportions of students upgrading to Doctoral study ranged between 2 and 3% of each cohort, but the number of upgrades were significant in the Health Sciences and Science Faculty.

Cohort completion rates varied by faculty and were highest in the GSB (all in excess of 80% apart from the 2014 cohort) and the Faculties of Commerce and Humanities (in excess of 70% for each cohort apart from the most recent 2014 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 Science intake (15%) had upgraded to Doctoral study by the end of 2017. Smaller proportions of those beginning Master's degrees in the EBE Faculty (around 2%) upgraded to Doctoral study. Elsewhere, upgrades were rare.

It is concerning to note the high propensity of attrition of the 2013 intake at the Master's degree level. Particularly large proportions of the EBE Master's cohorts (up to 27% of the 2010 and 2011 intakes) had dropped out in good academic standing by the end of 2017. Of concern were the exceptionally high drop-out rates (26% or more) within the 2011 Commerce intake, and the 2012 and 2013 Health Sciences intakes. In the case of Health Sciences, 42% of the 2014 cohort had graduated, 22% were still registered and 24% had dropped out by the end of 2017. The potential completion rate within this cohort is thus 64% which is markedly lower than the figure of 77% within the equivalent 2010 cohort. The 2014 Commerce intake (245 students) was almost twice as large as the 2013 intake (124 students) and alarmingly 23% of the 2014 intake had dropped out by the end of 2017. The Institutional Planning Department (IPD) is in the process of analysing responses to a survey probing reasons for the Master's drop-out problem.

By the end of 2017, 53% of the 2010 Doctoral entry cohort had completed their studies and 15% were still busy 8 years after commencing their studies. The potential completion rate amongst this cohort is therefore 68%. Thirty percent of this cohort had dropped out of their studies by the end of 2017. Thirty-five percent of the 2011 cohort had completed their studies and 23% were still registered; the potential completion rate within this cohort is therefore 68%. Substantial proportions of the subsequent cohorts were still busy with their Doctoral studies at the end of 2017 (40% of both the 2012 and 2013 cohorts, and 65% of the 2014 cohort were still busy with their studies by the end of 2017.

Retention and completion patterns at the Doctoral level varied widely across the faculties and years. The highest completion rates amongst the 2010 cohort were evident in the Faculties of Science (73%), Commerce (60%) and Health Sciences (58%). Almost 40% of the 2011, 2012 and 2013 cohorts had dropped out of their studies by the end of 2017. The overall drop-out rate had increased from 30% of the 2010 cohort to 38% of the 2013 cohort. Twenty-three percent of the most recent 2014 cohort had dropped out by the end of 2017. Of particular concern is the very high drop-out rate apparent in the 2014 Commerce Doctoral entry cohort (43% by the end of 2017). Four percent of this cohort had graduated and 51% were still registered which means that the potential cohort completion rate is only 55% - in comparison with 80% within the equivalent 2010 cohort. The rates of academic exclusion and transfer to other programmes were small to negligible amongst the Doctoral cohorts.

Table 26 confirms that the record number of Doctoral graduates in 2017 (277), and also that the time to degree amongst graduates had increased slightly from 4.8 years in 2016 to 5.0 years in 2017. This was primarily due to increases in the time to degree among Humanities and Science graduates. Table 26 also reflects the already mentioned decrease in Master's graduates between 2016 and 2017 (down from 1 332 to 1 139, despite an increase in enrolments at this level – up from 5 190 in 2016 to 5 338 in 2017). Moreover, the average time to completion among Master's graduates increased from 2.4 years in 2016 to 2.6 years in 2017.

2.3.5 Summary

i. **Student enrolment**

UCT's overall student headcount enrolment increased at a rate of 2,2% per annum from 2013 to a total of 28 724 students in 2017. However, this enrolment figure represents a decrease of 1,7% on the 2016 total enrolment of 29 232. This decrease in enrolment was located specifically at the undergraduate level - dropping from 18 413 in 2016 to 17 872 in 2017- a decrease of 541 enrolments, or 2,9%. This drop in enrolment is attributed largely to an overall drop in FU enrolments, and a decrease in student retention.

In the period 2013-2017, overall growth at the postgraduate level (including Postgraduate Diploma and Honours enrolments) was more rapid than at the undergraduate level (5% per annum in comparison with 0,7% per annum amongst undergraduates). The postgraduate enrolment made up 38% of the total enrolment (34% in 2013). Master's and Doctoral enrolments made up a record 26% of the total enrolment in 2017 (up from 22% in 2013). The postgraduate enrolment for 2017 showed minor change when compared to 2016.

ii. Student demographics

SA black, coloured and Indian students together made up 45% of the total 2017 enrolment. This proportion has remained relatively stable: 44% and 43% in 2013 and 2016, respectively. In 2017, 52% of the undergraduate population comprised of self-declared SA black, coloured and Indian students, which represents an increase in comparison to 49% in 2013. In contrast, the proportion of self-declared white undergraduates has dropped from 32% in 2013 to 25% in 2017.

At the postgraduate level, the proportion of SA black, coloured and Indian students decreased from 35% in 2013 to 33% in 2017 despite an 11 percentage point drop in the proportion of white enrolments. This was due, in a large part, to the marked increase in the number of postgraduate SA students opting not to declare their race (up from 9% of the 2013 postgraduate enrolment to 23% in 2017). The proportion of international postgraduate students increased from 22% in 2013 to 25% in 2017 with a large proportion of these students originating from the rest of Africa.

iii. Academic performance

Undergraduate academic performance is evaluated by three main measures: (1) course success rates, (2) academics standing code achievement, and (3) the academic progression of successive intakes of FU undergraduate students. While each concept is thoroughly interrogated in Section 2.3, highlights of academic performance include:

- The overall undergraduate course success rate dropped to 84,1% in 2009 (with the first intake of NSC completers), but more than recovered to a level of 87,8% in 2016. In comparison, in 2017 the overall undergraduate course success rate dropped to 85%. The success rate at the crucial 1000-level[1], which had dropped to 79,8% in 2009 and had increased to a level of 85,5% in 2015, dropped slightly to 83,4% in 2016 and dropped again to 82,8% in 2017. The impact of these changes will likely impact future completion rates and academic standing code analysis.
- Academic standing code analysis showed that in 2017, 85% (87% in 2016) of all undergraduates were 'successful.' In this regard, the measure of success is completion of a degree/diploma or meeting at least minimum standard readmission requirements. Twelve percent of all undergraduates failed to meet minimum readmission requirements for readmission at the end of 2017. Of these, most (9% of all undergraduates) were awarded concessions to continue. A particularly large proportion of SA black undergraduate students (18% up from 17% in 2015) failed to meet the minimum readmission requirements in 2017, however 14% of these students were granted concessions to continue. The proportion of all undergraduates excluded on academic grounds was 3% of all undergraduates (up from 2% in 2016). It is important to note, that this increase in concessions could impact cohort completion rates and student throughput negatively.
- Progress of FU students within the 2013 entry cohorts showed that 72% had completed a degree/diploma by the end of 2017, while 8% of the 2013 entrants were still busy with their undergraduate studies after five years. While the year-on-year comparison to 2016 shows little change, the potential completion rate within the 2013 cohort (81%) 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 2013 cohort (10% in comparison with the 20% for the 2009 cohort). Further, in relation to undergraduate performance, while an analysis of class of pass shows a marked improvement across race groups and slowly decreasing differential between SA black and white student achievement, it is concerning to find that these improved results are not

[1] 1000-level courses are courses offered at the first level of academic study

improving conversion rates into postgraduate study, specifically amongst coloured and Indian students. This trend is also visible in the decreasing conversion of female Science and EBE students, and male EBE students into Honours programmes.

Postgraduate academic performance is indicated by entrants into Master's and Doctoral study over successive years, measuring completion rates, the incidence of upgrades (in the case of Master's students), drop-outs and academic exclusion. In addition, Master's and Doctoral graduates per faculty are totalled against their average times to degree. The data tables show that around 70% of each Master's cohort, and up to a possible 53% of each Doctoral cohort successfully completed their studies. The average time to degree amongst Master's graduates increased slightly to 2.6 years in 2017 (from 2.4 in 2016) whilst the average time to degree amongst the 2017 Doctoral graduates increased to 5.0 years, from 4.8 years among the 2016 graduates.

iv. Degrees Completed

Broadly speaking, the data shows a drop in the total number of students successfully completing a degree or diploma in 2017. The 7 223 students graduating in 2017 represents an overall drop from 7 611 in 2016; however, the 2017 undergraduate completion rates remain stable in relation to 2016. At the postgraduate level, the number of completions at the Postgraduate Diploma dropped from 1 135 in 2016 to 944 in 2017 (by 191 students). There were 1 139 Master's graduates in total, compared to 1 332 in 2016, representing 193 fewer Master's graduates in 2017. The largest numbers of Master's graduates were GSB and EBE students (267 and 190, respectively). Contrary to the losses above a record number of Doctoral graduates (277) was noted in 2017. The largest numbers of Doctoral graduates were from the Faculties of Science and Health Sciences (73 and 61, respectively).

v. Academic staff by numbers

It is concerning to note that the ratio of weighted FTE enrolled students to full-time academic staff has increased from 31.3 in 2013 to 33.3 in 2017. While the weighted full-time equivalent enrolments increased by 4,3% per annum over this period, the number of permanent, full-time academic staff in the teaching ranks only grew by 2% per annum. An increasing student:staff ratio places additional demands on a reduced staff complement, specifically in the area of postgraduate research. Since 2013, the proportion of academic staff holding Doctoral degrees has stabilised at around 70% of all academic staff. A further 25% of academic staff are qualified at the Master's level. Thus in 2017, 95 % of all academic staff held either at least a Master's degree.

In the period 2013-2017, UCT has experienced a nett gain of 75 academic staff, amongst whom 44 were SA black, 28 were coloured, 20 were Indian staff, and 16 were international. There was a net loss of 40 white staff over this period. The number of SA black staff peaked at 87 in 2017, up from 43 in 2013. It is concerning to note, however, that in 2017, 62% of academic staff aged 45 years or younger, are either self-declared as white or international. Further, of these international staff, only 32% (83 of 256 total) are sourced from countries within Africa. In terms of gender, the proportion of female academic staff increased by 5 percentage points between 2013 and 2017 (to 44% of the total). Unfortunately, male academic staff continue to dominate broadly in the SET areas.

3. TEACHING AND LEARNING DEVELOPMENT

3.1 Assessment

Assessment constitutes a central moment in current practices of teaching and learning. At UCT the predominant practice is to set summative assessment for the large majority of courses at all levels of the curriculum. As will be seen later, reports from the Deferred Examinations Committee (DEC) suggest that after the blanket deferral of examinations in 2015 and 2016 the practice of applying for deferrals has increased dramatically. Particularly important here is the role that stress and anxiety play in these applications. Against this backdrop, this section analyses the state of assessment policy and practices at UCT.

There are three main layers of frameworks regulating assessment at UCT: the Assessment Policy (amended via PC08/2015), the *Examinations Policy Manual* (updated in 2017), and faculty and programme-specific regulations regarding the nature, form and implementation of procedures for particular kinds of assessment. Currently, the Assessment Policy is ambivalent in terms of its purpose: it consists of a difficult-to-interpret blend of policy, principles, procedures and exhortations to good practice, while the *Examinations Policy Manual* does not deal with conceptual matters about assessment and addresses itself to the mechanics of assessment. The policy does provide a helpful distinction between summative and formative purposes of assessment but makes no pronouncement in terms of the future for these practices.

Pedagogically-grounded support for summative assessment practices at the University is currently minimal and, where available, strongly devolved to the level of faculty, department, programme or course. Where support initiatives exist they are strongly dependent on the will of individual academics or individual teaching and learning committees or programme groupings. Summative assessment practices are strongly conceived in terms of their regulatory compliance and conformity and less so in terms of their educational purposes. Where educationally-based support for the development of summative practices exists - such as through the work of the Centre for Innovation in Learning and Teaching (CILT) and the faculty-based Educational Development Units (EDUs) or departments, for example, the Department of Health Sciences Education - such support is not centrally co-ordinated or consolidated.

Recent student protest movements and ongoing calls for decolonised curricula have re-focused the attention of the University on the purposes, formats and timing of summative assessment and led to a renewed focus that has brought traditional and assumed assessment practices into the spotlight. In many instances, student demands around the purposes and conduct of formal assessment have been reasonable, considered, and prepared the ground for a university-wide review. The University should be responsive and seek to increase its provision of pedagogically-sound support for assessment practices. This is supported by the Deferred Exams Committee (DEC) report for 2017.

3.1.1 Emerging trends in Deferred Exam applications, up to and including November 2017

The number of deferred exam (DE) applications by the end of the first half of 2017 far exceeded those received for the whole of 2014 (the years 2015 and 2016 are excluded due to the mass deferrals that were offered to students as a result of university disruptions). Figure 1 shows that in June 2017 in the absence of university disruptions, during the first semester, there was a 30% increase in the number of DE applications compared with the total for the whole of 2014. The figures for November-December 2017 will be discussed below.

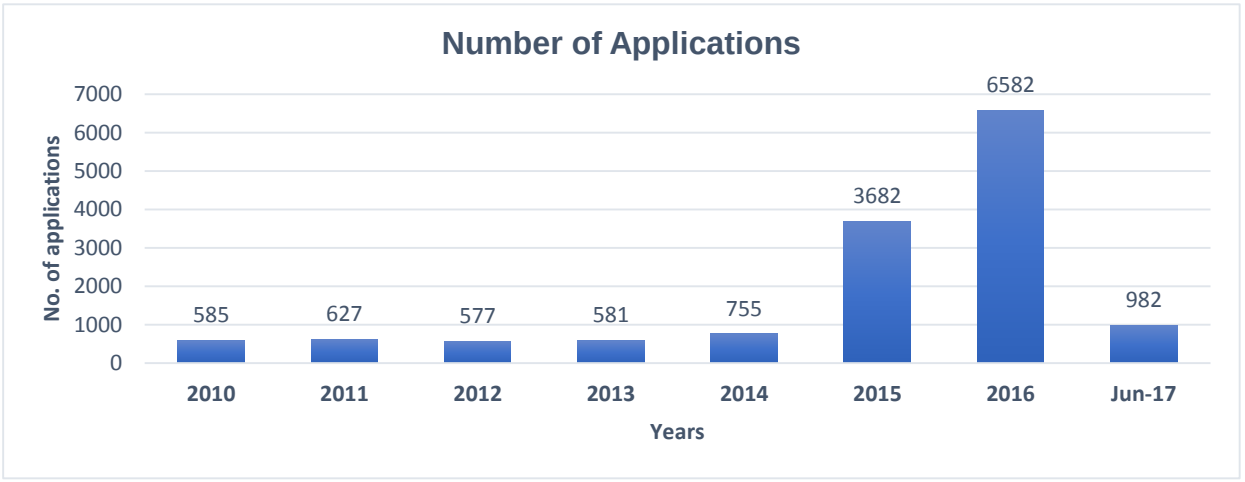


Figure 1. Number of DE applications by year

A substantial portion of the increase in DE applications since 2013 can be attributed to an increase in applications on mental health grounds, with a noticeable spike in the first semester of 2017 (see Figure 2). These include applications from students who have pre-existing mental health conditions for which they are receiving treatment prior to the exam period, and students who apply for a DE due to mental health difficulties that develop just prior to or during the exam period.

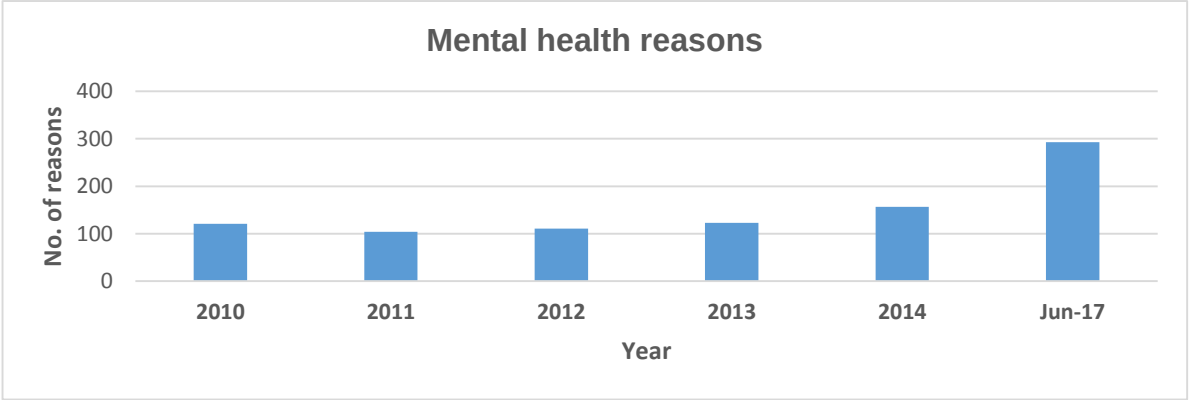


Figure 2. Number of DE applications with mental health motivations by year

In June 2017 the Deferred Exams Committee (DEC) observed a notable increase in applications motivated by acute stress, anxiety or depressed mood with no reported history prior to the exam period. This suggests that mental health symptoms were activated by the exam period. The DEC also

observed with concern at this time that black students appeared to be over-represented in these applications relative to the proportion of black students in the general UCT student population.

In November-December 2017, over 2 609 students applied for exam deferral, compared with the 982 students applying in June 2017. This substantial increase in applications can be attributed to the announcement distributed to students indicating that DE applications on grounds of protest-related trauma would be considered favourably. Many of these applications were for selective deferral of specific exams rather than the whole set of exams and the vast majority were on mental health grounds, while relatively few applications on medical or other grounds were received. Again, the DEC observed with concern that black students appeared to be substantially over-represented in the DE applications on mental health grounds.

The DEC noted the following trends:

- DEs have become part of students' strategy to cope with high academic demand as many had symptoms of anxiety or stress linked to 'academic overload,' 'workload,' 'under-preparation,' etc. recorded on their application. Many of the mental health applications did **not** mention protest related trauma or any pre-existing mental health condition.
- The overrepresentation of black students in mental health applications for DEs raised the concern that DEs on mental health grounds have increasingly become a proxy for broader issues of inequality at UCT. Students who perceive no other channels through which to address issues of inequality that compound to render their academic load unmanageable are driven to try to defer some of their exams on mental health grounds as a last resort for coping with their academic demands and passing the year. Many applicants are experiencing a high level of emotional stress related to compounding factors linked to inequality, but the DEC is concerned that issues of inequality are increasingly becoming pathologised and presented as 'poor mental health' on DE applications. An IPD study has indicated that, in general, students performed poorly in DEs and they do not assist students to address the issues that drive them to apply for these exams.
- On an administrative level there is slippage in the purpose and focus of the DEC and an explosion in its workload. The DEC stated that this is unsustainable as DEs should not become the 'new normal' in the UCT assessment cycle, nor can a few individuals carry a disproportionate burden in dealing with these applications and the appeals they generate. To address this the teaching timetable should be reviewed to include more consolidation days; a review of the structure of the undergraduate curriculum to ensure a manageable load, and a review of the type of assessment prevalent across the University.

3.1.2 Support for formative assessment practices

There are growing calls for university-wide support of assessment *for* learning processes in addition to support of assessment *of* learning processes. In broad terms, support for formative assessment practices is offered through departments such as CILT and the EDUs, as with summative assessment practices. This, however, needs to be undertaken in a more structural and systematic manner, and may need to be driven in a centralised fashion.

Challenges to the development of a culture of formative assessment practice in the institution:

- A need to understand the contexts in which summative assessment takes place and the contextual factors which drive the need for such summative assessment.

- A university-wide, ongoing focus on showcasing and analysing successful and meaningful formative assessment initiatives where they are to be found, and an acknowledgement and recognition of good practice where it exists.
- The dissemination of knowledge and practice that relates to key principles of assessment – such as validity, reliability, transparency, authenticity – and the establishment of a culture where discourses of assessment are as much a part of disciplinary teaching as are content, concept, and process.
- The need for both generic and disciplinary understandings of and developments related to 'good' assessment practices.
- The development of minimum-level standards, principles and practices related to assessment design – such as a clear articulation of the different forms of assessment available to students; their different purposes; the provision of clear criteria against which assessment tasks will be judged; the development of minimum levels of feedback to students, and the communication of mechanisms whereby such feedback will be provided.

3.2 Digital profile of UCT

The development of UCT's digital presence was partially spurned during 2017 by the last round of protests on campus that resulted in the growth and consolidation of technologies including the Learning Management System (LMS) and lecture recording. Of significance for the future of UCT's presence online was the finalisation of the institutional policy for online education; the completion of the Massive Open Online Course (MOOCs) project, and the launch of the formal online education initiative. Access to online education remains an area of inequality among UCT students and this must be taken into account as the university seeks to expand UCT's blended learning offerings.

3.2.1 The growth and consolidation of technologies

The university LMS was used heavily across all faculties with concurrent usage (the number of users online at one time) increasing in 2017. VULA became even more mission-critical than usual when the university discontinued face-to-face lectures in response to student protests, and focused on blended learning approaches to complete the academic year. In 2017, there were increases in the number of course sites created in VULA, the accessing of VULA and a significant increase in the number of users. There was also a sizeable increase in the number of online course evaluations compared to only an 8% increase between 2015 and 2016.

By the end of 2017, 88 venues were equipped for lecture recording and 91% of recordings were available to students within 24 hours. Cameras and venue equipment were upgraded to ensure that writing on all blackboards is visible in larger venues. Technical innovations were made to improve quality, add additional features, and reduce staffing overhead. Of significance is that an opt-out model for lecture recording was approved by Senate in September 2017.

3.2.2 UCT Online Education Policy

After an extensive consultative process by a task team of the Teaching and Learning Committee, UCT's online education policy was formalised in Senate in late 2017. It gives expression to the concepts developed in the *Online Education Position Paper* (April 2017) and Goal 4 of UCT's Strategic Planning Framework 2016-2020. The policy confirms that UCT is committed to an undergraduate experience that is largely residential in character, and that it strongly encourages the use of blended pedagogy. It recognizes the importance of equitable and effective access to Information and Communication Technologies (ICTs) to enable the full participation of all students in blended and online learning experiences. It states 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 and argues for enhanced capacity within existing UCT structures, centrally and in the faculties.

3.2.3 The completion of the MOOCs project

In 2017 the Vice-Chancellor's MOOC Project ended with a portfolio of 13 courses. Over 180 000 people, from 180 countries had enrolled in the UCT MOOCs offered in partnership with the Coursera and FutureLearn MOOC platforms. The proportion of enrolments from Africa is substantially higher (16%) than the average for all courses on the global platforms (5%). The Class Central's annual top ranked courses list, based on learner reviews, placed a few of UCT's courses in the top 50. The MOOC project achieved its goals of showcasing the University's teaching and research excellence, making African knowledge resources globally accessible and building institutional capacity for online education. Academics drew on these courses in a variety of ways to enhance their undergraduate and postgraduate teaching or in their research. The MOOCs have now developed alternative business models that allow for sustainability, and become part of the online offerings of UCT.

3.2.4 The launch of the formal online education initiative

Last year (2017) saw the start of work in formal online education spheres in response to UCT's *Strategic Planning Framework 2016-2020* which commits itself to 'strengthen the University's capacity to support online delivery of courses, programmes and library content, and the use of technology-enhanced teaching and learning' (p. 6). Funding has led to the establishment of a project manager position and filming facilities that includes a One Button Studio for academics who wish to film their own materials. It has also led to the strengthening of institutional infrastructure and increased support to online programmes and courses.

3.2.5 Student access survey

A survey of students was conducted to determine student access to technology and internet connectivity at UCT. The response rate was 27% (7 322 of 26 787 students). It found that 88% of students had off-campus access to a device such as a laptop and 80% had a smartphone. However, more than half (56%) reported that their access to the internet was through their cellphone, which is expensive, followed by 45% with broadband connection and 36% use UCT Eduroam Wi-Fi in residence (36%). Three percent of students reported no access to the internet off campus. Only 68% of students considered their level and quality of access sufficient for their academic goals.

3.2.6 The use of online learning during social action

Like many other South African universities UCT promoted the use of online learning during the university shutdown in 2016 to mixed effect and with mixed responses. The prospect of a repeat of disruptions to the 2017 academic year led to interviews with academics that would inform future planning. The interviews revealed mixed experiences of the use of online learning during this period. Those who had used a form of blended learning did so to finish the academic year and/or complete as much of their course as possible; to assist students with exam preparation; in response to the directive from university or faculty management, or because they were already engaging in a blended approach. For some this experience was an unlikely catalyst into using technology in their teaching, and for many, their pedagogical practices changed. Those who did not use blended learning said they had already completed the course/curriculum; found that it did not work previously; felt conflicted, and did not want to undermine the intentions of the protesting students. Most agreed that it was the privileged students that were likely to have benefitted the most.

3.3 Innovations in teaching praxis

This section aims to capture the work done by academics and students both at the undergraduate and postgraduate level that challenge traditional perspectives of what constitute good teaching and learning. This year the report focuses on the work done in the area of language development.

3.3.1 From pipelines to pathways: How an online writing course for postgraduates can be a resource for change

As we have seen in the quantitative section, the problem of postgraduate completion is a major concern both at UCT and nationally. It is usually framed as a problem of throughput: provide more funding and short courses to plug the gaps and improve the situation so that the pipeline is more efficient. The problem with the pipeline as a solution is that it is one-size-fits-all, and that it thrives on what can be quantified in terms of input-output efficiencies. It assumes that students share the same starting point and the same goal, and lends itself to thinking about learning processes in narrow and instrumental terms.

Completion in good time is important; it is just as important that the experience of doing research is a constructive one, particularly if our postgraduate students are going to become academics. But good completion figures that reflect equity of access remain out of reach and postgraduates' accounts of the research experience are all too often negative and fraught with various forms of stuckness. In spite of improved, more equitable participation rates, there is 'stasis with respect to the challenges of de-colonising, de-racializing and de-gendering of inherited intellectual spaces, and the nurturing of a new generation of academics who are increasingly black and women' (Badat 2009). Postgraduate journeys are much more complex as students enter from a wide range of starting points, and with life histories that take them into knowledge-making in very different ways.

What follows is a description of an initiative to explore the intersection between research writing and knowledge-making. There is no research without the written product, yet too often writing is

framed within the pipeline logic as a matter of efficiency and good grammar, rather than as a more complex matter that involves both postgraduates and course designers in thinking about writing in the context of dynamic pathways of choice and transformation.

Against this background, the Language Development Group (LDG) in CHED has developed a suite of writing options for postgraduates - https://researchjourneys.wixsite.com/writingpathways.
The first to be designed was **Navigating Research Writing**, an intensive face-to-face course that invites postgraduates across disciplines to engage with writing their research without leaving themselves at the door. The intention of this project was not to add writing in English to students' sense of alienation. This was followed by **Research Writing in the Sciences,** a blended learning course that focuses on writing for different audiences – from journal articles to popular pieces. Then, supported by a Teaching Development Grant (TDG) from the Department of Higher Education and Training (DHET), the LDG developed an online generic course, **Journeys in Research Writing** (the focus of this case study). More recently it also developed an Open Education Resource (OER), The Research Companion, and an archive of high quality research writing resources called the **Research Collection**.

Journeys in Research Writing (JRW) is a free five-week online course that participants can enter at any stage of their research process. It is offered in February, May, and August each year. Participants complete weekly writing tasks in their own time and receive feedback from a writing facilitator and they are invited to comment on each other's submissions, drawing feedback and perspectives from writing peers across disciplines. Since the first offering in 2015, there have been crucial innovations. When the LDG felt that the VULA platform was too rigid, it embedded a WordPress site to make the course more interactive. In response to the challenge of students being at different points in their research journeys the LDG now invites participants to choose their own written product as an outcome for the course. Postgraduates often choose to work on part of a literature review or proposal, but they can also work on funding proposals, statements of intention and data analysis. In this way, JRW acts as a catalyst or push in the research writing process as participants are invited to complete the course to achieve a particular writing goal of their choice. Participants can also enrol more than once, disrupting the linear progression of pipeline thinking.

In evaluating the course, it was noted that while some (a minority) complete the course making use of the intended journey as a space to develop and complete a particular text of their choosing, there are many participants that use course material as resources to forward processes beyond the purview of the course designers. Course statistics for the May 2017 offering reflect a trend in this dynamic between course participation and completion. There were 224 participants (an increase from 89 in May 2016); 75% participated in the course by posting initial tasks, while 24% of these participants completed the course. We realise that success on the course is more than completion: a closer look at the analytics shows that many students access the archive of resources, or take part in the synchronous chat sessions, rather than choosing to complete the course in the way we originally intended as course designers. Many are more interested in the course as a resource that they can return to at any stage via the VULA platform.

The Journeys in Research Writing course has in many ways informed our pathways approach to the suite of research writing courses. Rather than a stand-alone course it has become a work-in-progress for LDG course designers involving activities focused on assembling a variety of writing courses

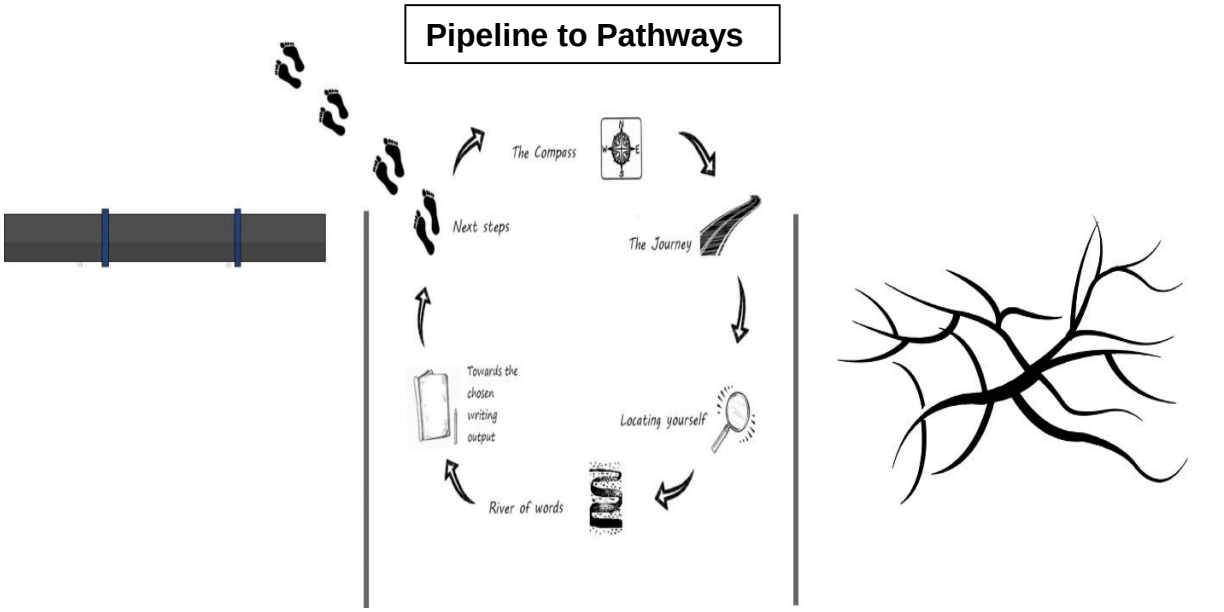
and resources in ways that enable students to develop their own writing routes as they negotiate postgraduate studies. The design of these courses and resources is informed by the reality that postgraduate students will not only use them at different points in their research journeys but also use them in diverse ways. LDG's experience also signals that while some participants need a 'nudge' to 'give them writing wings' through the sustained contact and accountability of the five-week trajectory of a course, others engage with material in line with a self-determined design. The course has nudged them in different directions thus prompting LDG to work towards developing diverse writing courses and experiences with material to be used in different ways.

The constant refinement of these offerings means that they are never stable. They respond to the lessons learnt as a result of LDG's ongoing research-led reflections in the scholarship of teaching and learning. Activities of assembling and refinement are enabled by the Transforming Journeys project funded by a grant from the CHED Faculty Research Committee (FRC), and more recently the Critical Dialogues project to nurture emerging scholars, funded by the DHET University Capacity Development Grant (UCDG).

The Critical Dialogues project illustrates how the Journeys in Research Writing course is a resource to the pathways thinking. It focuses on making visible the various writing pathways (assemblages of courses and resources) students can access during their time at university. The project begins with dialogues with postgraduate students to surface their experiences with writing. This process creates broad sensitivity on the part of writing course designers and postgraduate students in their roles as undergraduate mentors and tutors to widen the possibilities for what students bring to their writing. This, it is hoped, will expand the repertoires in which writing is assessed and shed light on the effects of dominant writing practices, enable new textual practices to emerge among future academics, and encourage postgraduates who are using the tutor roles as a professional pathway towards academic careers. The project is in its initial phase but one key move has been a partnership with the Mandisa mentoring programme in the Faculty of Humanities. This programme partners postgraduate students with undergraduate students in their third year of study, with the mentoring relationship built around research writing support, curriculum planning, application and funding advice, and referrals. LDG is involved in the research writing component where a version of the raw material from the Journeys in Research Writing course will be used as a tool for conversations about the relationship among mentoring, writing, and knowledge-making.

Transforming Journeys is a research-led project to embed the Journeys in Research Writing course in particular strategic disciplinary and institutional contexts. It uses a design-based research approach (DBR) to create new online courses through cycles of theory-making, testing, refinement and reflection to arrive at the course design principles for the new curriculum. These practices and considerations will aid others in similar processes of re-design. Adapted versions of the JRW course have been piloted in two sites thus far: an equity programme, the Mellon Mays Undergraduate Fellowship (MMUF) and a 'block release' Masters' course in the Centre for Public Mental Health (CPMH). Through this process of embedding the course, LDG collaborates with different institutional and disciplinary contexts. This enables a creative reworking of existing postgraduate writing courses to be used as resources for re-thinking writing and knowledge-making in new contexts.

There is one writing activity - the three circles activity - that has remained through all adaptations of the course. It asks participants to think and write about their identities and research questions in relation to three aspects of context – personal, social/professional and theoretical - each represented by a circle. This invites them to explore their investments in the knowledge they want to create. While some participants choose to keep their personal, social and theoretical narratives separate, most find new insight into their investments in their research as they explore intersections and disconnects among the three circles. The course offers the space to articulate these investments as part of the research and does not assume a starting point in the process of knowledge-making or confine spaces of knowledge acquisition to the academy.



THE PIPELINE	THE JOURNEY	THE PATHWAY
- throughput driven - one-size-fits-all -focus on efficiency	-agency to decide on goals -opportunity for peer interaction -space for own investments & motivations to surface -space to use course or resources offered by course	-multiple offerings -model for use of offerings -space to diverge from the model -influenced by research-led scholarship

In short, as course designer the LDG assumes that participants will seek:

- Both a model and an openness to how to work with our offerings
- Opportunities to complete the course or use and share particular resources
- Peer interaction across disciplines - participants are invited to read each other's work
- Agency in deciding their own writing goals and when they would like to take the course
- A space to examine their experiences and investments in writing

And as course designers the LDG has learnt the value of:

- Collaboration: working together with partners in disciplines towards creating an environment that is filled with different writing support options
- Research-led design: prioritising space to reflect and pause on interventions and practices that offer the opportunity to think and do differently

- Knowledge of landscape: The LGD can work with both a map and a pathway (the loose parts that can be assembled in various ways) because we are invested in and understand the broader research landscape with its timelines and accountabilities.

3.3.2 Language Development Unit in the Faculty of Health Sciences: Writing Lab

The Literacies Mapping Project was conducted in the Faculty of Health Sciences between 2012 and 2013. The main objectives of this multi-literacies review were to explicit the literacy competencies that underpin (or were assumed to underpin) the Faculty's projected graduate attributes and to assess whether and where these competencies were being taught in the faculty's undergraduate curricula. A further objective was to map the literacies *expected* of undergraduates against the literacies that they had been *taught*, in order to inform curriculum development in the faculty.

The task team developed a questionnaire on four different sets of literacies that were inferred from the faculty's graduate attributes: literacies related to different forms of academic communication (including the ability to integrate quantitative data); literacies related to professional communication; information literacies and digital literacies. It was administered during individual hour long semi-structured interviews to 78 course convenors of most of the undergraduate courses that make up the two major directions of study in the faculty: Health and Rehabilitation Sciences and Medicine. The review report was completed in 2014.

This section focuses on the findings of the academic communication component, although different forms and modes of literacy are always intricately related. The research showed that there were definitely areas of academic communication that required more explicit teaching of academic literacies, and, in particular, that building staff capacity to integrate the teaching and acquisition of academic literacies into undergraduate Health Sciences curricula was needed. This inspired the idea of establishing a Language Development Unit in the Faculty of Health Sciences that included a small writing centre.

Through a DHET-funded TDG, the project as able to appoint a language development practitioner and four postgraduate consultants for three years (2014-2017). It was a challenging educational project to establish as it required a detailed monitoring and evaluation framework, many discussions with the deanery and key departments and sourcing and training staff to ensure that the literacies development work would be valued and embedded in courses. Promising sites to pilot literacies interventions and their integration into teaching were identified and a physical home was found (or built) for the unit from where it could start to offer its language development and writing centre services. It helped that the new venture could be networked into existing intellectual and material resources. It started under the auspices of the Language Development Group in the Academic Development Programme (ADP) in CHED, which coordinates the University's main Writing Centre, a link which provided important infrastructure, expertise and an incubations space to the fledgling Writing Lab.

Between 2014 and 2017 there has been consistent growth in the Writing Lab's client base and increasing demand for consultations - 364 consultations in 2015, 490 in 2016 and 526 in 2017.

Figure 1 shows that postgraduates constitute the largest client base and that both the number of individual clients and the total number of consultations have increased annually.

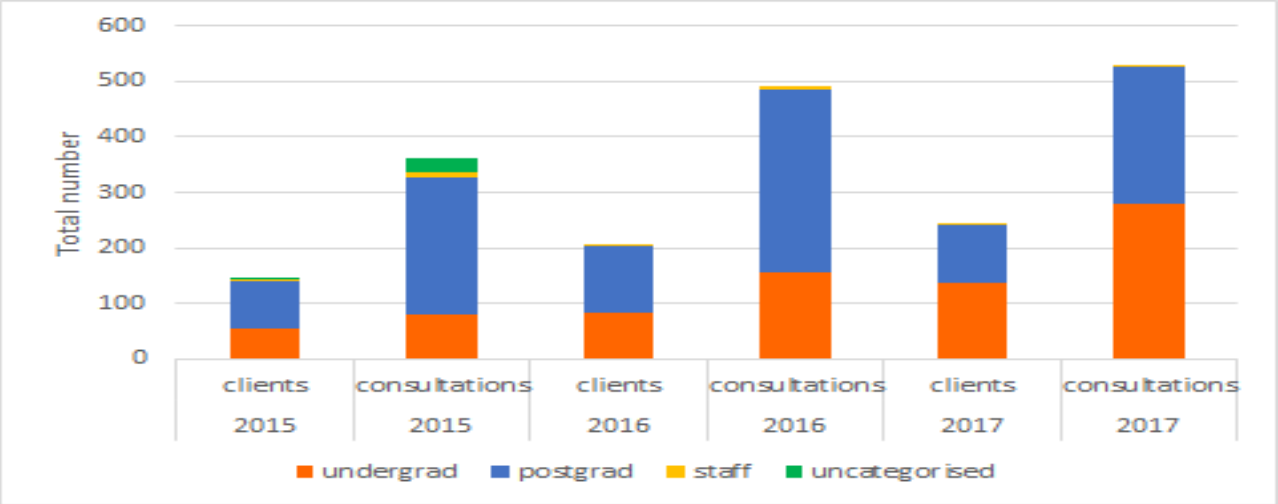


Figure 1: Total number of clients seen and consultations conducted according to level of client

The development, teaching, and facilitation of workshops are key activities of the Writing Lab. They are customised for specific groups at the request of lecturers and course conveners to ensure that they are embedded in their disciplinary contexts. Furthermore, they have declined to offer workshops for subsets of 'at risk' students, as they believe this has the potential to perpetuate a stigmatising deficit perspective. When the project started in 2015, most workshops were individual *ad hoc* engagements. It has taken sustained interaction to build relationships and trust with lecturers, and, as workshops are embedded within curricula, lecturers have to make the time for integrated language development work. As lecturers become convinced of the value that the unit can add to the teaching and learning process, the Writing Lab has received repeated and increasing requests for engagements (see Figure 2) which has allowed more effective combinations of process and genre teaching. As conveners have seen the benefits to students, the unit has received increasing requests to work with staff on courses. The staff development workshops have provided excellent opportunities to grapple with the literacy practices of courses, the structure and function of course texts and assignments, the nature of constructive feedback and the relationship between academic literacy practices and disciplinary content. Given the limited size of most writing centres compared to the sheer number of students, developing staff capacity is really the only sustainable way to change how students learn to engage with academic literacy practices.

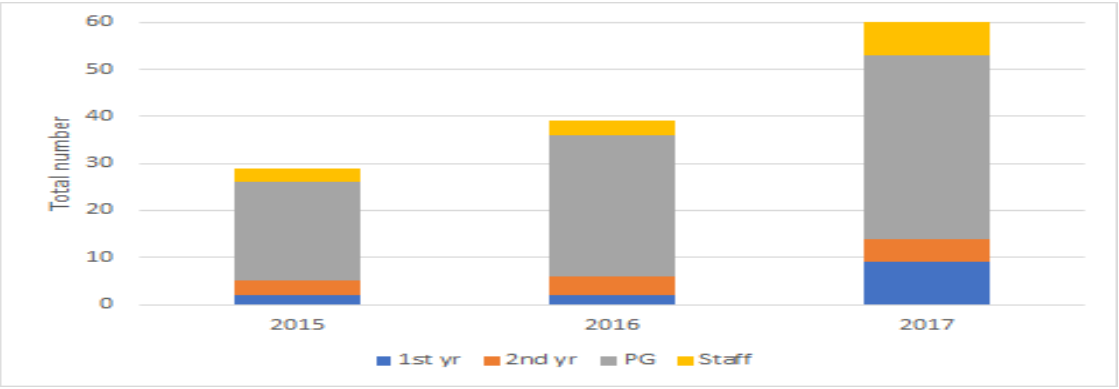


Figure 2: Workshops per year according to the level of the participants

In 2015 the unit facilitated 29 workshops, 39 in 2016, and 60 in 2017 (see Figure 2). The data shows consistent increases in engagement at the first and second year, postgraduate and staff levels. An example of where the team has shifted from *ad hoc* to strategic engagement with both students and staff is the first and second semester first-year courses, 'Becoming a Professional' and 'Becoming a Health Professional,' which are compulsory for all first-year students (~450), have between 25-30 staff and has reflective writing as it dominant genre - which is new to most students. The unit's activity has grown to providing several lectures and written resources for students, multiple capacity development workshops for the staff, and input on the phrasing, structure and rubrics for the essay questions.

3.3.3 Distinguished Teacher Awards

The Distinguished Teacher's Award (DTA) is an institutional award that rewards outstanding teaching and acknowledges the recipient's contribution to the promotion of teaching and learning excellence at the institution. The DTA Committee scrutinises each nominee for evidence of excellence in teaching over a number of years, and for his or her approach to teaching. The teaching and learning portfolios are thoroughly examined to ascertain the versatility and diversity of their teaching, the consistency in excellence, their teaching philosophy, and teaching experience.

In 2017 the Committee received 16 nominations; four awards were made to the following teachers:

Prof. Robert Dunn (Surgery) displayed evidence of being an excellent scholar who takes a keen interest in both undergraduate and postgraduate students. He has redesigned and invigorated the undergraduate curriculum (while simultaneously remaining committed to his postgraduate teaching including his regular Skype meetings with past students who are now practising across the continent). He enjoys encouraging colleagues to teach, and builds mentoring relationships between colleagues and postgraduate students. His past students generally speak to the long-lasting impact of his teaching and his commitment to train well rounded surgeons who are equipped for different types of practice.

Mr Gregor Leigh (Physics) has built a legacy that spans more than 20 years of teaching. His support and testimony from his students, peers, and colleagues indicates his sustained influence and that he is the standard against which other teachers are compared. He is focused on building the students' understanding in Physics to enable them to succeed in their studies, and his compassion and the consistent reference to his empathy, is evidence of his personal impact on students. His students consistently refer to his character that bridges the traditional gap between lecturer and students.

Prof. Pradeep Navsaria's (Surgery) students speak to him always being available and about his versatility to use a variety of spaces for teaching moments. He is conscious of the role he plays in mentoring, and fosters a culture of education and training, with mentoring for real world situations. He has no formal teaching training and has a simple approach – to motivate students to reach heights. He is renowned for teaching the tacit ways of being a surgeon, including calmness and altruism.

A/Prof Jacqueline Yeats (Commercial Law) is constantly grappling with ways in which to keep students engaged for learning and to stimulate their creativity, is renowned for her innovative teaching methods and large class teaching in this regard, and for her responsiveness to students' needs. A/Prof Yeats has taken a proactive interest in student wellness and the relationship between psychosocial issues and student learning. In a successful attempt to counteract stressful reactions to assessment, she has designed innovative and rewarding formative testing opportunities for students. A/Prof Yeats is also responsive to individual students' needs, a laudable feat given the large classes she teaches. This is evidenced in her commitment to developing a law sign language lexicon for deaf students, which she was driven to develop when she encountered a deaf student in her class.

3.3.4 Teaching and Learning Conference

The annual UCT Teaching and Learning Conference is an opportunity for academics, professional staff, non-permanent postdoctoral and teaching staff, and students to participate in an event that centres and celebrates the mission and purpose of teaching as a core university function and contribution to student development. The conference is a space for innovation, for UCT academics and students to 'showcase' teaching praxis as a reflective and innovative activity, novel and influential curriculum developments, and interventions using online and blended forms.

Due to the protests over the last three years, the date of the Teaching and Learning Conference has had to shift. In 2017, it was held on 2 August 2017, shortly before the start of the second semester. It focused on the theme 'Building Capacity for Change'. More than 250 members of the UCT community attended the conference. Prof. Loretta Ferris, DVC: Transformation, presented the keynote address on the role of transformation in teaching and learning. Despite the timing of the conference, 43 applications to present were submitted in seven different genres. In addition to the conventional research presentation formats, attendees could present change stories, stand-ups, workshops or interactive sessions. Sessions at the conference addressed topical issues including, transformation of higher education, the relationship of the university to society, pedagogical strategies in different disciplinary contexts, and the use of technology for learning. Participants noted with interest and appreciation a range of presentations, including theoretically-oriented presentations, presentations that offered methods and tools for encouraging collaborative meaning making, and presentations that emphasised the learning-focused, context-aware use of technologies.

The post-conference evaluations highlighted the extent to which attendees value the opportunity to network with colleagues and seek inspiration for their teaching practice. Many commented on the alternative formats with the stand-ups and the pecha kucha panel being particularly popular options. We have a clear sense from participants that the Teaching and Learning Conference is valued as 1) an opportunity to engage with the scholarship of teaching and learning; 2) a source of ideas to use in their own teaching, and 3) a valuable site for networking and connecting with colleagues. The conference programme has highlighted the extent to which the collaboration of CHED staff with faculty-based educators produces teaching and learning design and research that is innovative, inspiring, and rooted in the scholarship of teaching and learning.

3.3.5 Departmental reviews

Departmental reviews are institutional tools to determine quality assurance activities within the university. They aim to highlight common areas of concern that should be addressed at the institutional level and serves as a mechanism for departments to self-identify impediments to efficiency (ratified by a panel of peers) as part of ongoing improvement and development. In terms of teaching and learning, panels examined issues such as the practice of reviewing curricula within departments, the student experience, staff workload, implementation of feedback mechanisms, course sequencing and combinations within academic programmes, content relevance, and access to course materials.

In 2017 three reviews were implemented by the Quality Assurance Unit in IPD: Psychology (Faculty of Humanities), Finance and Tax (Faculty of Commerce) and Social Development (Faculty of Humanities). In addition, the Multilingual Education Project (MEP) within CHED was reviewed. Three main challenges emerged in 2017. Firstly, the 2015/2016 disruptions impacted on the Unit's ability to run briefing sessions six months to a year prior to the scheduled reviews. Secondly, where departmental briefings occurred, staff consistently raised issues of being overloaded and low staff morale (in part due to the disrupted 2017 academic year). Thirdly, managing the backlog of the planned reviews was challenging. To accommodate the backlog, a three-year revised schedule was approved for implementation in 2018. A total of 11 departmental review briefings were completed by the end of 2017, in preparation for 2018.

Below are the teaching and learning themes that emerged during the 2017 reviews:

i. Undergraduate student experience

A random selection of students, based on class lists, was done. Additionally, class representatives were invited to interview sessions to highlight the nature of student queries and how the department had responded to such concerns. Students interviewed in all three departments reported positive experiences of their departments and described staff as accessible and responsive to their queries. Students said they were well-supported and felt that they had benefitted from their learning experiences within the classroom. All three departments seem to have a strong focus on teaching priorities.

ii. Postgraduate student experience

All levels of postgraduate students were interviewed from Honours to PhD. These students valued departmental seminars and workshops that allowed them to engage with peers and academics. Some students mentioned a sense of alienation from the department. In terms of the taught curriculum, students raised various department-specific issues, ranging from poor programme coordination to depth of content covered in the curriculum.

iii. Curriculum review

The practice of reviewing curricula within departments varied among all three. The depth of such reviews (beyond the examination of student performance) to include curriculum content (both scope and depth), programme structure, assessment and teaching styles, for example, was not clear. All three departments indicated that the departmental review had helped them to identify programmes where a focused, in-depth review was necessary. Apart from one programme, discipline experts on

the panels agreed that the content in the selected programmes and their respective assessments were aligned to those in similar national and international programmes. Panels probed whether departments were engaging internally with the students' calls for decolonised curricula. All three departments were conscious of the call and were either in discussion about the meaning of decolonisation or on how to embed aspects of decolonisation into pedagogy and the curriculum. One department held an externally facilitated workshop with staff on the notion of decolonisation that it hoped would inform its re-curriculation exercise.

iv. Staff workload

In all three departments, the issue of high staff workload emerged. In some cases, staff had mentioned that the recently implemented institutional 'austerity project' had impacted on their departments. In one case, the panel observed that the large suite of programmes on offer within a department with a small number of teaching staff had created challenges - for example in research productivity of staff or suboptimal implementation and oversight of the course. In addition, the issue of equitable and transparent distribution of teaching and supervision loads seemed to contribute to the staff workload concern.

v. Academic staff transformation

All three departments showed evidence of increasing diversity of its academic staff profile over the last 10 years. The panels, however, indicated that more could be done. One department had piloted an academic trainee programme in 2017 to attract and encourage students to pursue academic careers. The panel supported this initiative and recommended that it be refined and linked directly to equity candidates as a way to support the department's transformation agenda. In two of the three reviews, panels proposed more deliberate attempts to achieve gender balances within the departments.

vi. Institutional coordination of programmes

The three reviews, albeit a small sample, have highlighted a need at the highest level of the institution for better guidance on coordination of programmes. This manifested in the reviews in three different ways. Firstly, the notion of discipline ownership versus interdisciplinarity surfaced in the Department of Finance and Tax, where some Finance-specific programmes were developed and implemented by other departments independently of the Finance and Tax Department. This highlights the risk of duplication of programmes and may result in the institution competing with itself. Further, it raises the question of the strategic academic rationale for the development and location of various programmes. Secondly, institutional guidance is needed on when to discontinue existing programmes. One panel had alerted the department to the risk of litigation from students resulting from its decision to continue to run a programme despite the complexities surrounding its status. It seemed that guidance not only from the faculty but from the institution would assist in mitigating such risks. The third issue relates to the sustainability of existing programmes, particularly in relation to the proliferation of new programmes. One of the review panels observed that the existing suite of programmes has caused significant strain on academic staff, who have not been able to review its offerings (and what makes it distinct) due to time constraints. In summary, these concerns could be addressed through a more deliberate and integrated approach to the development of new programmes and the sustainability of existing programmes.

4 STAFF DEVELOPMENT

4.1 New Academic Practitioners' Programme

The New Academic Practitioners' Programme (NAPP) is a holistic programme of professional development for new academics at UCT with less than five years' experience in higher education. NAPP supports a theorized and contextualised orientation to teaching, learning, technology, and assessment practices in the higher education classroom. Its main objective is to induct new academic staff through a holistic programme of professional development which includes their roles as researchers and educators. NAPP provides participants with resources necessary to develop as educators, researchers, and members of the UCT community, in order that they might fulfil their responsibilities as academics with confidence. It orients them to the challenges which academics face in the context of a changing higher education environment, in particular the challenges of transformation. It also provides them with a variety of opportunities for community building with colleagues across the campus.

NAPP strives to develop critically reflective practitioners through a series of engagements rather than one-off events and encourages the establishment of communities of enquiry and practice through facilitation and networking. The programme enables new academics to become sensitive to the tensions and opportunities in higher education/across UCT, in order to develop meaningful responses to teaching and learning challenges in their unique contexts of practice. The induction process is the collective responsibility of several units, i.e. the department and faculty, CHED and the Research Office.

In 2017 there were two cohorts of 20 participants each per semester. NAPP is a five day programme (40 hours) = 3 day residential retreat + 2 x 1 day on-campus workshops (during the vacation or in consolidation weeks). Various sessions on teaching, learning, assessment, technology, research, management, administration, and community engagement are provided. During the residential session participants also have the opportunity to socialize and network in the evenings. In addition, participants are also expected to complete a teaching project to explore as part of a critically reflective journey. These projects do not place additional demands on the participants as they usually emerge out of their teaching challenges in their current teaching contexts and participants are encouraged to be more deliberate and conscious of their teaching and to be mindful in developing interventions.

An independent evaluation that spanned four years of NAPP was conducted in 2017 to ascertain its impact and ability to deliver on its objectives and outcomes. This report, based on NAPP participant data, is available on request and aspects of the report have been used to inform this report. From the survey data and interviews, the evaluator found that NAPP has been very important in orienting the new academic and preparing them to face the challenges of their professions. Some academics reported feeling incredibly lost and that NAPP had saved them by giving them useful tools to overcome their challenges. Others said that NAPP had been an affirming experience, making them feel part of the university. Measured against the specific outcomes of NAPP, the evaluator found that NAPP equips new academic staff with necessary resources and skills, especially significant in

the classroom and/or in departmental spaces, where most new academics seem to struggle to negotiate contextual complexities not encountered before.

Each year NAPP re-shapes itself to remain legitimate, relevant, and responsive to the needs of students and new academics. NAPP foregrounds the social project as well the knowledge project embedded in the University. In 2016 the NAPP programme was re-curriculated to respond to the 2015 student protests. This led to an increased emphasis on engagements on the concept of decolonization and the implications for classroom practice. NAPP's programme now includes student presentations so that new academics understand the challenges that students face at the University. Participants have said that these sessions were informative and that learning from students allowed them to work with students' challenges to improve their students' experiences. Generic staff development courses inevitably experience a tension between their generic nature and the disciplinary nature of academic staff at universities. Particularly in the case of teaching and learning, there is a need of achieving greater involvement of the academic departments in the design and presentation of NAPP. In the light of the calls for decolonisation of teaching and learning and scholarship, it becomes necessary to provide NAPP participants with context relevant approaches to decolonisation. Last, but not least, NAPP needs to reflect on firstly, the extent to which there is sufficient balance between the research and teaching and learning content of the programme and secondly, to start considering the possibility of providing a blended and even online approach to reach more staff and provide a wider range of resources to academics.

Overall, the responses from participants have been overwhelmingly positive and there is substantial evidence to indicate that this programme is meeting its objectives, particularly the challenges of transformation. Self-reflection by the team acknowledges that much work is yet to be done and has led to being alert to the challenges of providing a holistic professional development programme given the disciplinary diversity of the academics who attend the programme. While challenges always need to be addressed in every iteration of the programme, NAPP has contributed to new academics finding their home at the university and becoming more effective as academic practitioners at UCT.

4.2 Initiatives to help academics improve their teaching

Over and above the induction of new academics done by NAPP, UCT strives to offer initiatives and support mechanisms to enable academics to become better teachers through a number of micro-, meso- and macro-levels of engagement. In this discussion, micro is the level of the individual academic, meso is at the academic programme, department or institutional level, and macro is at the regional level, the higher education sector, and beyond. Academic staff development (ASD), within which teaching improvement initiatives are located, aims to develop a culture of reflective practice and continuing learning for academics who are teachers. Other objectives include the professionalising of teaching, learning and assessment practices at the university, contextualising of teaching, learning and assessment within the current local and national challenges of teaching in South African universities, developing more inclusive understandings of what it means to be a teacher and a student in higher education, and focussing on research-led and research-informed teaching practices within face-to-face and online learning environments

The university has aligned much of its teaching improvement work within the University Capacity Development Grant (UCDG) – the DHET funding model - as it too views teaching improvement along a continuum that reflects the cycle of the typical academic career trajectory: from undergraduate and postgraduate students who teach (typically as tutors or teaching assistants); to postdoctoral researchers who teach; to early and mid-career academics; to established academics and offerings designed for academic teaching leadership and management.

4.2.1 Micro-level initiatives

Through the Centre for Innovation and Learning (CILT) in particular, the university offers a variety of voluntary workshops, programmes and support systems to individual academic staff. These offerings range in nature from generic provision and support to more discipline- or programme-based. The strong emphasis in this work lies in a balance between the provision of skills-based knowledge practices and the development of deepened reflective approaches to teaching philosophy, identity, and purpose.

The **CILT Events Series** of workshops and seminars runs throughout the year and is designed to provide academics who teach with a range of short-duration information sessions, hands-on and experiential workshops and seminars in face-to-face, blended and online delivery modes. The series is designed to be responsive to the expressed needs of academics who teach and is constructed in such a way as to integrate with other CILT teaching, learning, and assessment offerings. Topics have included the decolonisation of the curriculum and teaching philosophy statements, pedagogy sessions and skills-based workshops that focus on the recording of classes, online assessment, and the use of mobile devices in the classroom.

A total of 13 workshops and 7 seminars were offered in the 2017 programme, reaching 155 face-to-face participants. Attendances at both workshops and seminars varied widely from 3 to 30. Participants were drawn from a wide range of faculties and departments and included participation from both academic and PASS constituencies.

Similar to the Event Series are the workshops and seminars for **Non-permanent Staff who Teach** (NPSTs) that aim to attract, for example, postdoctoral researchers who have formal teaching responsibilities and other peripatetic staff. The assumption behind this programme is that these are academics who aspire to become full-time and long-term members of academic staff and that facilitating their access to and integration into the university teaching community is an important component of the mission, work and developmental approach. 107 NPSTs participated across a number of face-to-face and online workshops.

Along with NAPP, **The Short Course on Teaching (TSCOT)** is aimed at early and mid-career academics, with the strong aim of developing reflective practices in teaching, learning, and assessment, and the professionalising of teaching through the concept of communities of practice. It is a semester-long with weekly contact sessions. Two kinds of small-group models of engagement are offered, cross disciplinary sub-groups for participants to benefit from engagement with colleagues from different disciplinary backgrounds and levels of teaching knowledge and experience or participants are drawn from one discipline or programme context to facilitate deep-level within-group engagement, reflection and contemplation, review and action. The semester-long

engagement allows for reflection in, on and for action, and creates opportunities for CILT facilitators to bring higher education expertise and experience to the disciplinary context of teaching. A significant component of the TSCOT allows for academics to conduct and participate in self-directed **Peer Observation of Teaching** as a professional learning community.

Teaching with Technology (TwT) Grants offer opportunities to university academics to bid for funds to support the use of innovation and education technology in teaching. Participants are offered guided support in the development and feasibility of grant proposals and then supported through the development and implementation of their proposals. Successful grant-holders are expected to present their project work as a reflective piece at the university's annual **Teaching and Learning Conference**. 18 Teaching with Technology grants were allocated in 2017 out of a total of 103 over the five-year programme. Another 15 grants were awarded through the UCT Teaching Grants.

In terms of **formal** courses for teaching development, academic staff have the option to register for non-degree purposes in semester-long **Postgraduate Diploma** courses in Higher Education Studies or Educational Technology. Examples of such courses are:

- Learning and Teaching in Higher Education (LTHE) - 9 enrolments
- Higher Education Assessment and Evaluation Practice (HEAEP) - 6 enrolments
- Higher Education Course and Curriculum Design (HECCD) - 4 enrolments
- Online Learning Design (OLD) - 20 enrolments

Academics may also register for full Postgraduate Diploma or Master's level programmes in Higher Education Studies or Educational Technology over one or two years of study.

4.2.2 Meso-level initiatives

ASD aims to offer support to whole departments or programmes to engage in sustained, in-depth and ongoing (but short-term) reflective practice work in teaching, learning, and assessment. So, for example, departments or programme groups may offer residential teaching practice retreats, followed by on-campus workshops or may offer regular on-campus workshops or seminars around specific teaching themes or challenges. Recent such examples have seen CILT staff engaged in supporting teaching practice work with staff in the African Climate Development Initiative (ACDI) and the College of Accounting Academic Mentoring Programme (CAMP). In the ACDI, 15-20 teaching staff met on a three-weekly basis to reflect on their teaching and their students' learning in a lunch-time seminar/discussion group facilitated by members of the CILT Academic Staff Development Group (ASDG). The reflections were aimed at sharing practices and contextualising teaching approaches in the light of current calls for curriculum decolonisation. The CAMP took the form of a year-long programme of seminars and workshop events involving primarily three groups of lecturers: Teaching Assistants, New Academics, and Teaching Mentors. Some 35 members of staff participated in the programme.

This kind of teaching development work is based on the following assumptions:

- The establishment of disciplinary learning communities creates the enabling conditions for ongoing professional development

- In-context engagement fosters the possibilities that teaching improvement becomes both an individual and a whole-department level of responsibility and commitment
- The disciplinary context means that teaching is engaged with in a deeply contextually-relevant manner
- Diverse levels of teaching expertise and experience within a department or programme are mutually beneficial and contribute to structural, cultural and agentic improvements.

At an institutional level, the Teaching and Learning Conference, the individual and collaborative Teaching Grants and the Distinguished Teachers' Award serve to recognise and 'showcase' good teaching practices, share such practices within analytical and professional frameworks, and advocate them within the framework of research-led teaching and learning. These events form an important part of 'talking teaching' and enabling teaching, learning, and assessment discourses to become part of disciplinary engagement and research.

4.2.3 Current challenges related to enabling academic staff to become better teachers

The improvement of teaching and learning at a research-intensive institution such as UCT still raises the issue of the subordinate nature of undergraduate teaching and learning vis-a-vis achievements in research. Although considerable improvement has taken place in the last five years, much work must be done in the area of the valorisation of teaching and learning at the university. This is especially necessary when the call for the decolonisation of the curriculum requires an informed response based on curriculum review, more sophisticated assessment practices, and better teaching and learning practices in the classroom. As usual there is a tension between encouraging and mandating academics to undertake certain activities. While it is clear that compulsory activities are more often than not counterproductive, it is necessary to interrogate the parameters of accountability that individual academics have in relation to a 'collective' decision of the Senate to endorse specific goals in the area of teaching and learning.

5 CURRICULUM CHANGE

5.1 Curriculum Change Working Group Framework

During the student protests of 2015 and 2016 the university curriculum came under the spotlight when students severely criticised the academy's continued and uncritical use of traditional epistemologies, theories, methodologies and ideologies which reproduced the status quo in ways that are socially unjust, exclusionary and limiting. The call to decolonise the curriculum through research and teaching programmes became ardent and urgent while the need to advance knowledge of national and global problems through alternative methodologies and practices was pronounced. The Curriculum Change Working Group (CCWG) was established with support of the Vice-Chancellor (VC) in 2016, and sought to facilitate campus-wide engagements on curricula in ways previously not explored. Some of the questions that prompted debate were: What knowledge? Whose knowledge? What/who gets privileged? Whose interests dominate?

Three principles were key in establishing the CCWG to safeguard the legitimacy of its work. Firstly, the group needed to be black-led, inclusive and broadly representative, comprising academics and students traditionally excluded from formal institutional structures and processes of curriculum oversight. Secondly, institutional support through the VC's Office was required, as it was expected that the work of the CCWG would be seen by some in the university as a direct challenge to the authority ordinarily vested in formal institutional structures. Thirdly, the work of the CCWG was to be seen as intimately intertwined with student mobilisation around curricula issues. Student and staff movements and groupings at UCT had noted the slow pace of transformation in the institution and had exposed the narrow approach often adopted in curricula, particularly towards scholarship on and in Africa. This approach was seen as perpetuating dominant cultural assumptions and privileging particular epistemologies from the global North while reinforcing existing unequal and racialized relations of power.

The CCWG's Terms of Reference encompassed five key deliverables:

- Document, archive and keep records of the process
- Identify curriculum innovations and interventions already taking place in various parts of the university
- Develop an enabling and responsive environment to facilitate organic curriculum change
- Continuously identify, document and where possible disseminate information surrounding critical issues emerging from the curriculum change dialogue process
- Conclude the formal process with a proposed framework to guide curriculum transformation

The role of the CCWG was to facilitate dialogue across the university over a period of 18 months (March 2016 to September 2017), in order to shape strategies for meaningful curriculum change. CCWG engagements included discussions and debates on decolonisation; the role of the public university; pedagogical and assessment practices which are experienced as exclusionary; flexible learning pathways to ensure student success and retention; understandings of curriculum and its relationship to institutional culture, and the use of the wide range of linguistic, cultural and experiential resources which students and staff bring to the classroom. The expected outcome of

this process was a Curriculum Change Framework to be submitted during 2017. The final document was ready in 2018 thus the actual engagement with this work will take place in in the second half of 2018 and will be reported on next year.

5.2 Curriculum change in the faculties

With or without the interventions of the CCWG, faculties, academic departments, and individual academics have risen to the challenge of critically reflecting on their curricula. In order to give a flavour of a wide range of activities that have taken place in 2017, each faculty was requested to offer two examples of curriculum decolonisation. These are discussed briefly in this report.

The faculty reports are interesting, not least of all because of the range of different understandings of what 'decolonisation' might mean. A/Prof. Debbie Kaminer, Head of Department of Psychology, lists a range of understandings that arose from both staff and students in her own department alone. These include, but are not limited to:

- Critical evaluation of the origins and representivity of what is taken to be the 'basic canon' of (psychological) knowledge
- The development and teaching of South African, African and Global South theories and knowledge systems (either instead of or in addition to Northern knowledge systems, depending on one's view of decolonisation)
- Specifically addressing important South African and African issues
- Advancing social justice
- Ensuring that the curriculum is aligned with the lived experiences of students, particularly those whose identities may be marginalised within the broader institution
- Using extensive local examples to illustrate key aspects of the 'basic (psychology) canon'
- Having teaching done primarily by black academics and tutors.

Kaminer writes, "Our divergent understandings of 'decolonising the curriculum' have made it challenging to develop a shared departmental consensus or guiding framework, nor is there a consensus that having a single understanding to which we should all adhere is intellectually desirable.[2]" While a faculty or institutional guiding framework may be helpful and even necessary, it is clear from the faculty reports that very important curriculum review initiatives are taking place driven not only by differences in the interpretation of 'decolonisation' but by differences of disciplines, and professional imperatives. For the purposes of this report 'decolonisation' is understood as a multi-faceted concept. The examples from the faculties are clustered under different facets of interpretation. These headings are not intended to be inclusive of all possibilities, but simply to showcase a few faculty examples.

[2] Kaminer, D. (2018) extracted from *Humanities - progress in decolonising the curriculum: two examples.* Unpublished report submitted for 2018 Teaching and Learning report.

5.2.1 Decolonisation as a de-centering of European knowledge[3]

The English Department offers an example of an 'overhaul' of the undergraduate degree with a specific review of the 'canon' that led to a number of courses approved and implemented in 2018. "The new ELL courses have been designed, in part, as a response to the imperative to decolonise the curriculum and transform the UCT classroom into a space that signals its welcome to a new generation of diverse, engaged students through its curriculum design and pedagogy. The new courses reflect a shift away from what used to be called 'metropolitan' literature – that is, the British literary canon, with its particular chronological and epistemological framework and sense of canonicity – to a curriculum that prioritises areas and critical methods of literary and cultural studies that would engage black South African students and enable them to pursue Africa-centred and decolonial inquiry. We have chosen to move away from the limiting frameworks of periodisation and geographical 'area studies' that dominate the discipline in the North and, instead, to approach literary history within each course by offering students a set of compelling ideas or problems as focal points for engaged literary study (empire and resistance, literature and the work of memory, literature and historical movements, and so on) so that students can develop the capacity to interrogate assumptions about modernity and canonicity within the discipline, even at undergraduate level" (extract from the Humanities report)[4]. This example is noteworthy for its scale, involving the entire department, and its scope, covering the whole undergraduate English major, as well as Honours and postgraduate courses.

5.2.2 Decolonisation as centering African knowledge and experience

The Science Faculty offers an example of a course described by the convenor as 'responsive' who writes of BIO3013F (Global Change Ecology): **"**Global Change has been described as the most pressing issue facing humanity, requiring effective, integrated and global solutions. Yet, the discipline of Global Change Ecology has been historically dominated by knowledge production and worldviews centred primarily in the industrialized, first-world, northern Hemisphere. This has resulted in some incomplete, or even incorrect, assumptions about how the world is likely to respond to change, and flawed policy about what should be done to mitigate against this. In this course, we leverage this highly relevant issue (Global Change), in conjunction with several other pedagogical approaches, to provide a mindful, South Africa-centric and empowering decolonized curriculum for Applied Biologists…. BIO3013F represents an important example of a positive step forward to a decolonized curriculum in Biology. We believe we have created a course that is South Africa-centric, but centred squarely in a global perspective. It is relevant and important for today's students and society. It focuses on diversity of views and challenging dogma. It broadens the discourse beyond just classical natural system ecology, and addresses important socio-ecological issues. It equips students with perspectives and skills relevant to the world outside of the ivory tower"[5].

[3] Jansen, J. (2017) in *As by Fire: the end of the South African University* discusses a range of different meanings for decolonisation. Some of his headings are used here.

[4] Young, S. Extracted from *Humanities - progress in decolonising the curriculum: two examples.* Unpublished report submitted for 2017 Teaching and Learning Report.

[5] West, A. extract from Science Faculty contribution to 2017 Teaching and Learning report.

5.2.3 Decolonisation as sensitivity to diversity, local context, and social justice

A common theme that runs through many of the examples from the faculty reports is a greater appreciation of who their students are by recognising the heterogeneity of lived experiences, languages, and perspectives to ensure that this diversity is better represented and catered for in the curriculum. One such example comes from Commerce in the re-design of BUS3039F/S: "Given the diversity of our classes in South Africa and the lived experience of our students, the course promotes diversity and understanding of it by including discussions on relevant topics and related activities in all the teaching. For example, in BUS3039F/S People Management, students complete work during the semester in set, randomly assigned teams. The lecturers introduce a lecture on why context matters and have volunteers explain in detail their commute to campus that day. This exercise highlights students' diverse experiences as commute times range from a five minute car drive to a two hour journey using multiple means of public transport. Experiential examples like this that highlight the diversity of people in our society are important for our students in our context. The course does not remove technical knowledge taught in similar courses internationally, but rather it enhances the taught material through our lived experience in South Africa" (extract from the Commerce report[6]).

The Faculty of Health Sciences (FHS) offers examples across all of its programmes of the process of faculty-wide curriculum review process with particular attention to the marginalization of 'identities and knowledge systems of Africa' and to the faculties' role 'to educate professionals who are socially responsive to the needs of the people who live in this country and globally'. "The FHS in response to the student demands of September 2016, offered to be a pilot site for the implementation of the university-wide CCWG framework. The students, in their demands, raised the need for a critical review of health sciences curricula that often tends to marginalise the identities and knowledge systems of Africa. Ongoing critical curriculum review is required to build a vibrant academic environment that is responsive to change and is conscious of its role in educating health care professionals who are socially responsive to the needs of the people who live in this country and globally. The FHS worked with the CCWG to form the FHS-CCWG which was tasked with engaging various constituencies in the faculty on meaningful curriculum change" (extract from the FHS report[7]).

For example, with respect to the MBChB: "Students have raised that they are being taught 'white' pathology in that all the examples used in class are of white patients, yet the majority of the patients they see are not white. This and other such issues (such as what it means to be a doctor in the context of South Africa') are the subject of groups looking into what needs to change within the MBChB curriculum. At a course level, critical review of clinical presentations… is being undertaken to teach what is relevant to the population and burden of disease context regionally and nationally in South Africa. Diversification in terms of patient names, gender identity, places of residence, education or employment is encouraged where fictitious patient case studies are written up for use in teaching sessions or in examination case scenarios. (Extract from the FHS report[8])."

[6] Commerce's contribution to the Teaching and Learning Report 2017.
[7] Teaching and Learning Report 2017 FHS.
[8] Teaching and Learning Report 2017 FHS.

In the faculty of EBE the examples offered tap into the theme of engaging with the local context with a particular emphasis on giving students the opportunity to grapple with issues of inequality and what social justice might mean for future engineering professionals. An existing course END1019L Social Infrastructures: Engaging with Community for Change (SI) is "offered to students in the EBE faculty as a humanities elective. This course was developed via a partnership between CHED and EBE and has some of its roots in UCT's Global Citizenship programme (GCP). At the end of this course, it is hoped that students will leave the course more socially aware, reflective and with some understanding of the many challenges facing cities in the context of inequality" (extract from the EBE report[9]).

"A new elective course is being planned - Citizen Professionals in Engineering and the Built Environment - for students who want to develop their understanding of the social context in which they will practice their profession. The course aims to provide EBE students with new lenses to make sense of the broader social context into which they will apply their technical skills as professionals. The course, while dealing with theoretical concepts, does not teach through theory; rather it engages students in all of their knowledge and experience and facilitates conversations and dialogues amongst class members. The course will introduce students to key global challenges and help them to understand how these manifest locally. In particular, students will consider the contexts of under-resourced communities in the greater Cape Town area. Students will be required to complete 12 hours of self-organised community service/activation as part of the course. The focus on social justice will facilitate the development of 'socially conscious' EBE professionals who strive to work for social justice and equity as professionals" (extract from the EBE report[10]).

5.2.4 Decolonisation as engaging the lived experience of students, especially the historically marginalized

Another dimension of decolonisation is ensuring that the curriculum is aligned with the lived experiences of students, particularly those whose identities may be marginalised within the broader institution. An example of this is offered from the Psychology Department: "Our undergraduate curriculum includes the broad psychology content areas that are found in many psychology curricula around the world and in South Africa – developmental psychology, cognition and learning, research methods, social psychology, clinical psychology and neuropsychology. Within these areas our courses emphasize issues and foci that are relevant to the South African context, make extensive use of South African, African and Global South reading material, and include assessment methods that draw on students' lived experience and that address contextual imperatives". Instead of using a prescribed North American textbook, the first year Introduction to Psychology course has developed its own textbook, *Psychology – an exploration: Global and Southern African perspective* which includes chapters written by UCT staff members as well as other South African academics. "It contains South African research findings, case illustrations and pictures with local content. Assignment topics are focused on students' lived experience and on issues that are relevant to South African society (for example, this year's assignments include one

[9] EBE: Contributions to the Teaching and Learning Report 2017.
[10] EBE: Contributions to the Teaching and Learning Report 2017.

on adjusting to university life and another on factors affecting adherence to ARVs among HIV positive young adults)"[11].

Another example of 'engaging students' is the Science Odyssey, a residential excursion for first year Science students to Sutherland led by A/ Prof. David Gammon. "The background to this initiative is that many students embarking on a Science degree have a limited perspective of what Science is, how scientists think, and what kind of work scientists do. … In addition, the nature of Science, the roles and responsibilities of scientists, and the historical biases are increasingly in the spotlight, and science students need to think through what they can offer to current debates, and (what Science can offer) to improve the lives of ordinary South Africans. Against this background (for the past 5 years) the Science Faculty has provided an opportunity for first-year Science students at UCT to experience cutting edge science and to think about their potential role as scientists" (extract from the Science report[12]).

These examples illustrate four different 'decolonising' initiatives. These pioneering efforts, in addition to the release of the Curriculum Change Framework, provide an exciting platform for a wide range of curriculum review initiatives to come.

[11] D. Kaminer. Extracted from *Humanities - progress in decolonising the curriculum: two examples.* Unpublished report submitted for 2018 Teaching and Learning report.
[12] Science Faculty contribution to 2017 Teaching & Learning Report

6. GOVERNANCE OF TEACHING AND LEARNING

6.1 Senate Teaching and Learning Committee

The main purposes of the Senate Teaching and Learning Committee (T&L Comm) is to promote and strengthen teaching and learning and through its subcommittees, coordinate, monitor and enhance teaching and learning in line with the university's mission, values and strategic imperatives, and in relation to regional and national priorities. It also approves and monitors relevant performance indicators for the assessment and evaluation of the quality of teaching and learning, which provides evidence annually for policy, strategy, planning and target setting across the institution for all matters pertaining to curriculum, teaching and learning, and assessment. In 2017, the work of the T&L Comm may be organised into five categories: Advocacy, Coordination and Advice, Development and Oversight, Monitoring and Reporting.

6.1.1 Advocacy

As part of its role to initiate and facilitate discussion on matters related to teaching and learning and to promote effective and innovative pedagogic approaches, assessment practices and curriculum design, the T&L Comm gave input into the **Curriculum Change Working Group**'s (CCWG – See Section 4.1) proposal to Council that was presented by its Co-Chairs. The proposal aimed to facilitate dialogue on a decolonial approach to curriculum change. They pointed out that work that had been done on assessment strategies, particularly for deferred exams, could be a useful link for the T&L Comm to garner the insights from the faculties and to discuss whether, using the decolonial lens, assessment could be done differently and in what ways.

A/Prof Allie's research on **Courses, Combinations and Contexts that Impede Graduation (CubIGs)** was discussed and he said that the work must be expanded to include issues of decolonisation and the current institutional context. He stressed the importance of the student's experience in the programme and that interpreting high risk data must consider the individual courses in their immediate contexts, the combination of courses, Service Courses and the broader institutional context. The T&L Comm should identify areas for disaggregation such as race, gender, and age and consider the ways it could inform pedagogical intent and encourage faculties to engage with the research. The document is important to understand success rates and may serve as a Memorandum of Understanding (MoU) for service courses, which operate under specific criteria. The Data Analytics Task Team (DATT) should be drawn in to propose ways to capture both quantitative and qualitative data.

In response to a request from the VC, the T&L Comm considered the Senate-approved **Teaching and Learning Charter (2012)** to determine whether students are required to sign such a document when they are admitted to the university. The faculties reported that students are not required to sign it and reported minimal awareness of it. The Committee proposed that the views of students should be gained through the Faculty Student Councils and that the Deputy Deans should take it to the Deans Advisory Committees (DACs) and T&L structures in their faculties for feedback. It may be useful for Honours students where there is no MoU for supervision. This item should feature on the agenda annually to oversee progress in the faculties.

A drop-down link for **Teaching and Learning was added to UCT's website**. It was proposed that there should be discussions about the content, responsibility, oversight and location and ways to expand the presence of Teaching and Learning on UCT's website.

6.1.2 Coordination and advice

The Senate Readmission Review Committee requested the T&L Comm to provide advice on the desired **strategies to enhance the implementation of early assessment systems** in the faculties. Dr Fontaine, Director of the First-Year Experience (FYE), reported on her research that aimed to gain a sense of the way in which early assessment (EA) was implemented across the faculties. She reported a wide variation among faculties with some examples of good practice but advising students is a capacity issue, especially around setting up appointments with students. It is important to know what the early warning system tells teachers about the students that are not coping and to assist them in thinking about what to do differently in their classes. Assessment usually takes place in April and June, but April seems too early to post a result, particularly for semester courses.

Some of the key challenges linked to EA warning include the timing of assessments, receipt of marks, weighted decisions made about EA marks, poor take-up rate amongst at-risk students, and the logistics around EA such as venues. Feedback from faculties is the marks/data are insufficient for decision-making and that students should be involved to have the opportunities to reflect on their assessments. It was noted that in some faculties, it is used to transfer some students to the Extended Degree Programme (EDP). It was argued that the institution should make a firm decision to have EAs or not, as it is demoralising to have a policy with few compliances.
Proposals for an institutional approach to EA:

- Track whether there is correlation between student success and early assessment to assist senior management to make decisions
- Capacity and resources must be allocated
- Be an early warning of psycho-social-biological wellness to check beyond academic performance
- Be regarded as a point of reflection for staff and students rather than as punitive
- A staggered approach to the timing of early assessments to deal with potential logistic challenges, such as test venues
- Formative assessments could be done before summative assessments, during the two weeks before students are allocated to tutorials
- Consider challenges such as students who register late, late tutorial sign-ups and securing venues. The university has a Senate-mandated date in the university calendar when EA results must be uploaded but there is flexibility when they can take place

The T&L Comm confirmed the need for further research and proposed that the report go to the Deans' Forum and the Senate Executive Committee (SEC).

The implementation of **opt-out models for lecture recording** was supported by the T&L Comm as the evidence is overwhelming that students do value this service and that it does not impact significantly on attendance. This decision was approved by the SEC.

CILT conducted a student access survey on VULA to determine student access to personal devices (laptops, tablets, smart phones) and internet access when off-campus. It concluded that students preferred pre-recorded videos to live videos because they can be downloaded and watched off campus. Low resolution videos are important to improve access and consideration must be given to the needs of students with disabilities. Connectivity and access are critical issues as they will be much reduced if students are not in residence during a shutdown. It was reported that 230 first-year students do not have access to laptops. It was agreed that a strategy should be developed to assist these students.

6.1.3 Development and oversight

The T&L Committee oversees the development of teaching and learning policy for consideration by Senate. In 2017, a Task Team drafted a position paper for online education in line with university's intentions as outlined in the *Strategic Planning Framework.* Membership included colleagues from IPD, CILT, Deans' nominees with expertise, finance, libraries, the Registrar, and a senate nominee of the T&L Comm. It was presented to all the Faculty Boards for discussion and was revised and formalised as UCT's **Online Education Policy**. The Task Team was formalised as the Online Education Sub-Committee to enable oversight and regular reporting to the T&L Comm. The Terms of Reference were approved at SEC in September and the first meeting was held in November.

A/Prof Debbie Kaminer presented the **draft Student Mental Health Policy** to the T&L Comm for discussion by focusing on the intersections of the complex relationship between student mental health and academic performance. She noted that there has been a lack of official institutional recognition of student mental health difficulties as being legitimate health concerns and a lack of clarity about the roles and responsibilities of various stakeholders within the university to deal with and respond to students' mental health needs. The main aims of this policy are to provide the formal institutional recognition and legitimacy of mental health issues and that they must be treated equitably to create a more inclusive academic and educational environment for students with pre-existing mental health difficulties and those who develop mental health difficulties as they navigate through the system. Very few of these students register with Disability Services to facilitate reasonable academic accommodations. The policy states supporting documents for applications for reasonable accommodation and specifies may be from any health practitioner, including a traditional health practitioner. Student Wellness was not coping with the demand and an administrative system will be implemented for students with chronic mental illnesses. Colleagues from CHED, Student Wellness and Student Affairs would prepare an input for SEC's consideration for the approval of this administrative arrangement.

6.1.4 Monitoring

The DHET/CHE National Workshop on 'Improving the Effectiveness of University Teaching' from 24-26 May 2017 was attended by A/Prof Cliff and Dr Behari-Leak who attended as members of the Council for Higher Education (CHE) Committee and A/Prof Greenbaum and A/Prof Rajaratnam on behalf of UCT. The project is funded by the European Union and is focused on developing a national framework that could support public universities to deliver effective teaching. The majority at the workshop felt that the UK model was not appropriate for South Africa and any national framework would have to be contextualised to ensure that students are at the centre of

effectiveness of the teaching. Four key questions emerged from the workshop: i) What would be minimum guidelines and principles? ii) To what extent do we collaborate with our colleagues across the sector? iii) How do we think differently about effective teaching over the last few years? iv) How do generic and disciplinary perspectives of effective teaching interweave? It was proposed that those who attended the workshop should put together a brief document that could be discussed further by the committee.

In 2017, the **Data Analytics Task Team (DATT)** requested the Deputy Deans to encourage faculties to nominate expert users to work with them on Business Objects (BOBJ) as the IPD is unable to respond to all requests for BOBJ reports. Nominated colleagues could be trained to run reports that could be sent to course conveners and communicated to different faculty committees and groupings. Such a task has to be written into someone's job description as one has to work regularly on it to develop the expertise of capturing the data in ways to ensure that the reports are useful for academics. Plans are being put in place to pursue further interaction with Georgia State University, a leader in data-driven approaches for student support and success.

The T&L Comm provided oversight of the **DHET-funded TDGs** in 2017. It was a particularly busy year for these grants as the first cycle ended in March 2017 and the TDG Phase-Out Grant started in April and ended in December 2017. Simultaneously, the DHET was preparing for the implementation of the new three-year University Capacity Development Plan (UCDP) for 2018-2020 and the new Ikusasa Student Financial Aid Programme (ISFAP) was piloted. This involved developing institutional plans and budgets, calling for project proposals, producing closeout reports, designing and implementing monitoring and evaluation frameworks and reporting on them (See Section 7). The Project Managers of these projects reported on the progress of these activities to the T&L Comm throughout 2017 owing to the leadership vacuum in the institutional structures that support Teaching and Learning.

6.1.5 Reporting

The T&L Comm was responsible for the production and dissemination of the university's **2016 Teaching and Learning Report**. A small group developed a draft outline and proposed key questions to guide the inputs from faculties. The report was approved by SEC (4 Sept), Senate (18 Sept) and Council (7 Oct). The delay in publishing the report was due to the audited HEMIS data being available only in July 2017. The student voice is the missing component in the report owing to the fact that student representatives no longer serve on the Student Representative Council (SRC) or Faculty Student councils by the time the report is being produced (the following year). These inputs must be received in October of the year of the report as their terms end in October.

6.2 Structures in the faculties that support teaching and learning

Faculty	Formal T&L Structures	Informal T&L Structures
Science	T&L Comm aims to develop and promote strategies to improve T&L in the faculty. It considers and advises the Dean on measures of the quality of teaching and learning, on student progression, and all matters affecting undergraduate and postgraduate studies. It considers ways to enhance and improve the learning experiences of students, promote discussion on curriculum development, T&L and assessment methods and promote academic staff skills development.	Assistant Dean for Student Support meets regularly with a group of students to discuss issues related to teaching, learning and more specifically student support.
	Dean's Advisory Committee (DAC), which includes all HoDs, meets regularly to discuss teaching and learning issues. Senior Student Advisers are included as appropriate.	
Law	T&L Comm aims to oversee and coordinate the Mentorship Programme, FYE, early warning system and 'at risk' interventions. It serves as a sounding board and support to staff managing various intervention processes and ensures that different years and streams follow a consolidated approach in respect of these interventions. It consults with the Academic Planning Committee and reports annually to the Faculty Board.	
	The Executive Committee of the School for Advanced Legal Students (SALS) attends to all teaching and learning matters relating to the coursework and research Master's degrees and Postgraduate Diplomas. It reports annually to the Faculty Board and liaises regularly with other relevant structures such as the Doctoral Degrees Board, the Board for Graduate Studies (BfGS).	
	Year coordinators serve to monitor and coordinate the LLB programme in each year and the effective implementation of skills across the various years	
Humanities	T&L Working Group (WG) has existed in its current form since 2016. As a sub-committee, it reports to both the Undergraduate Education Committee (UEC) and Graduate Programmes Committee (GRAPRO) and provides the space for the consideration of critical issues in teaching and learning that may have been referred to the WG.	Throughput Task Team is an informal grouping that assesses student throughput data compiled by the Faculty Planning Manager, and identifies problem areas and trends.

	Undergraduate and Postgraduate Accreditation Committees, UEC and GRAPRO and the Short Courses and Partnership Sub-Committee are responsible for the mechanics of course approval and the overall integrity of qualification structures; they necessarily monitor and discuss broader aspects of the faculty's teaching policies.	The Curriculum Advisory Steering Group, an informal advisory body on curriculum and student experience issues, which is made up of general degree curriculum advisors.
	Academic Coordination Steering Group is an oversight committee that takes reports from various other academic groupings and monitors overall policy issues.	
	Sub-Committee for Exams and Assessments, a sub-committee of the Faculty Board evaluates assessment and examination procedures, practices, and trends across the faculty and makes recommendations on policy.	
EBE	Undergraduate T&LC (UgTLC) serves to develop and promote a strategy for the enhancement of teaching and learning. It advises and makes recommendations to the Faculty Board on: Undergraduate programme rule changes; introduction and discontinuation of, and changes to, undergraduate courses and qualifications; matters of policy and procedure that enable improvement in undergraduate progression and success; means of promoting improvements in teaching, curriculum, and assessment; and ways to enhance and improve students' learning experiences.	
	Postgraduate Programme and Administration Committee that deals with postgraduate courses and programmes.	
Health Sciences	T&L Comm, Assessment Committee, Continuing Education Committee, Readmission Appeals Committee, Faculty Examinations Committee, Teaching Venues Committee, Undergraduate Education Committee, Undergraduate Admissions Policy Committee, Undergraduate Student Development and Support Committee, Early Warning System Review Group, First-Year Experience Committee. Accreditation Committee reviews and approves new course sand new programmes. Online Learning Committee provides leadership and technical knowhow for online learning programmes. All undergraduate	

	course have programme committees and working groups.	
	Academic Principles and Practices Committee, Admissions, and Progression Committees. Academic Development Unit (ADU) which includes AD Director who is responsible for the AD programmes and the academic and PASS staff who specialise in teaching and servicing the AD programmes.	Informal working groups/fora/project teams to discuss and share issues, formulate, and propose policies to either departmental meetings or formally through the formal structures above. Commerce Education Group (CEG) meets regularly every second Tuesday and has a formal agenda/theme for the year.
Commerce	Commerce Student Development Services is responsible for the Commerce student's wellness and the development of the core curriculum courses providing students with skills for tertiary education. This is compulsory for AD students but is voluntary for mainstream students. South African Actuaries Development Program (SAADP) position sponsored by the SA Actuarial Science profession for academic and affective factor support for actuarial students.	Teaching & Learning Working Group where different teams focus on the following projects: curriculum change and the first-year experience: ensuring that it is relevant, inclusive, and contextual; providing students with more 'real world' examples and experience; a greater integration of case studies, actual visits and engagement with outside organisations; guest lecturer involvement, internship opportunities.
	FYE Committee. Developed a Faculty online teaching policy which has been presented and approved by the DAC and the faculty has been active in giving input into the UCT online policy.	Each of the five departments has their own internal teaching and learning review and development structure e.g. the College of Accounting has a regular academic forum.
	T&L Committee reports to the CHED Board and serves to prioritise, develop, promote, and implement strategies whereby CHED can both make recommendations to, and respond to requests from the Senate T&L Committee, and other Faculty T&L Committees as appropriate. It provides a forum for cross unit planning and strategizing in relation to CHED's engagement with teaching and learning.	Postgraduate Development Forum seeks to identify ways to complement the work of the disciplines, strengthen extra-disciplinary collaboration with other support entities such as the Library, Postgraduate Funding Office and Department of Student Affairs, and explore emerging issues and draw these to the attention of relevant structures.
CHED		Equity development programmes to grow a new professoriate; curriculum design support and writing support for students and new researchers; developing resources for students off-campus, and online education

6.3 Subcommittees of the T&L Comm

Sub-Committee	Remit	Matters discussed	Key Actions	Challenges
1. Language Policy Committee (LPC)	To optimise all aspects of language development related to multilingualism at UCT and consider annual and medium to longer-term plans and policies in this area for Senate. To promote informed decisions about the shape, form and focus of programmes and activities designed to promote and achieve a multilingual environment at UCT.	Revision of the UCT Language Policy and Plan due to the current one expiring at the end of 2018. The signage project and addressing the inconsistencies in the writing of the names of African languages. A detailed proposal will be submitted with clear guidelines for approval by Senate.	Revision of the Terms of Reference IPD Review of Multilingual Education Project (MEP) Accents Video aimed to raise critical language awareness to change students' and staff's orientation to accents.https://www.youtube.com/watch?v=lOQ-h3oDNj4	MEP Review recommended it be formally constituted as a Centre. Develop a business plan and proposal on the ways in which institutional support could give greater effect to multilingualism and awareness. MEP should consider participating in the decolonisation initiatives more formally.
2. Exams and Assessment Committee (EAC)	To develop, monitor, and review all aspects of examinations, assessment and quality assurance policies and procedures in order to raise and maintain standards.	EAC agreed that the Senate-approved guideline for the marking of undergraduate exam scripts was sufficient but HoDs have to inform the Dean of the courses where student markers were used and that guidelines had been followed. The ban on the use of smart watches during exams will be implemented as soon as LED clocks are installed in the big exam venues. The proposal to Senate from the Deferred Exams Committee	Students selling marked worked to other students - the following statement was included in the UCT course outline and Plagiarism policies: "I acknowledged that the author (student) holds the copyright for work submitted for assessment, whereas another author (academic) holds the copyright for comments annotations made on work submitted for assessment and coursework." Anonymity of student results - exam answer books changed to reflect EMPLID instead of Campus ID to ensure anonymity when marking. A memo was circulated to all HoDs to alert them to enforce the exam guidelines to maintain the integrity of take-home exams.	Proactive measures for the November 2017 exams in the event of protests. UCT exams were centralised and took place in tents on the rugby field instead of individual venues, as per norm. Exam- related logistics was discussed to ensure exams ran smoothly. To deal with panic attacks during exams, paramedics were available during all exam periods and were required to sign the session report if they attended to students.

		(DEC) to implement the 'Stellenbosch' model that provides two opportunities to write exams per semester. This is to reduce the number of deferred exam applications. The SRC did not approve the proposal and it will not be implemented at UCT. Extending the use of ProctorU to all qualifying students will incur additional costs. The EAC requested an expense report from CILT as the current UCT liaison with ProctorU.		
3. Teaching and Exam Timetable Committee (TETC)	The purpose of the committee is to develop, monitor, and review all aspects of the teaching and examination timetables, provide feedback on timetabling matters and policies to the Senate Teaching and Learning Committee, the SEC and Classroom Facilities Advisory Sub-Committee (CFASC) and to address timetable issues referred to it by Senate, Faculty Timetable Committees, and Administration.	The TETC decided that the central scheduling of tests on the analogy of university examinations and the introduction of a test week were both not feasible options for class test scheduling. It proposed that the booking of venues for large tests (100+ students) be confined to a ten-day period at the end of the preceding academic year when departments must submit their scheduling request for five-day windows of time within which the tests would be accommodated. A working	The increase in class sizes renders the weekly scheduling of meeting patterns for an entire semester impractical. The TETC addressed the possibility of scheduling teaching events by term (quarter) or, preferably, by teaching days in order to maximise the use of available venues. Results showed that most courses had the same meeting patterns for both quarters but in a few courses, taught in the first semester only, weekly scheduling seemed to impact positively on venue use. The new system greatly alleviated the booking of venues during the mid-term vacation. Some departmental administrators had difficulty adapting to the new system. The provision of daily meeting patterns would incur additional costs.	Most time is spent on problems that relate to a mismatch of student numbers and venues in the scheduling of both teaching events and tests, which continue to increase despite concerns about over-testing. The sub-optimal use of available time-slots, particularly in the afternoon, should be addressed by the Teaching and Learning Committee.

		paper was circulated at the committee's last meeting for comments and approval in 2018. Labelling of Venues with Quick Response (QR) codes and Braille is part of an effort to increase the accessibility and user-friendliness of teaching venues. EAC supported the institution's initiative to introduce new signage outside each venue, include a label in Braille and contain a QR code that would provide information as to the actual use of a given venue.		
4. Programme Approval and Accreditation Committee (PAAC)	To develop and implement policies and protocols for assuring the quality of new academic qualifications and continuing education courses, advising Senate on matters relating to alignment with national and institutional quality assurance requirements, and overseeing the Programme and Qualification Mix (PQM) of the university.	The CHE policy on Recognition of Prior Learning (RPL) and CAT (continued from 2016): PAAC held off further discussions until after the next meeting of the Adult Learning Sub-Committee (ALSC), which was driving this matter, and because an assessment of UCT's policy in relation to the CHE Policy had been conducted. Faculty representatives were asked to reflect on the new policy in relation to their admissions and programme operations and send comments to the ALSC.	The following new programmes were approved via PAAC Circular in 2017: New qualifications: Master of Commerce in Applied Finance; Higher Certificate in Adult Community Education and Training; Advanced Diploma in Adult Community Education and Training; Master of Water Engineering; Advanced Diploma in School Leadership and Management.	

		The CHE Communique and *Good Practice Guide on Short Courses* offered outside of qualifications on the HEQSF: This guide and its minimum requirements would have significant implications for the revision of UCT's Continuing Education (CE) policy, which was updated in 2014. The Academic Planning (AP) Officer distilled key points for discussion at a later PAAC meeting and for the revision of UCT's CE policy. A survey of CE practices across the institution should be undertaken.	New streams in existing qualifications: • Master of Philosophy in Emergency Medicine specialising in Disaster Medicine • Bachelor of Commerce Honours specialising in Quantitative Finance • Master of Arts/Master of Social Science specialising in Historical Studies • Master of Education specialising in Psychology of Education	
5. Adult Learning Sub-Committee (ALSC)	To promote opportunities and address barriers to access for adult learners and to enhance the accessibility of student services and facilities to adult learners.	CHE Policy on RPL access and support, Credit Accumulation and Transfer (CAT) and Lifelong Learning. Postgraduate funding for adult learners. Digital accessibility for learning, particularly for the needs of students with disabilities. Revised Terms of Reference. Skills improvement for adults. with incomplete qualifications Mental health of adult learners: increase in students and staff with mental health concerns during the protests and the uncertainty. Support systems to	Revised RPL policy tabled at SEC. UCT would have to align RPL policy to the Strategic Planning Framework. A Working Group drafted a revised policy to be presented at the T&L Comm and faculty boards before SEC and Senate. Linda Cooper co-authored a new book on RPL practice. Postgraduate Diploma funding: Met with Finance and Financial Aid on NSFAS funding opportunities for postgraduate students. Digital accessibility: a document focused on accessibility for disabled students will be tabled at VC Mag, T&L Comm and CILT. Revised Terms of Reference to clarify the composition of the committee and links to Senate T&L Comm, BfGS and the CCWG. TOR included reviewing pedagogic practices and academic	RPL processes: the core focus of ALSC has been access, exceptions, barriers faced by adult learners, particularly RPL candidates. RPL support is uneven across faculties – Working Group formed. Funding: PG diploma students and part-time Master's students deteriorated. Information about existing funding opportunities for part-time students, is not readily accessible, nor is it well organized. Dissertations: difficulty in finding supervisors; three examiners needed for a minor

		develop academic competence and learning or cognitive impairments of adult learners.	support, and advocacy to promote RPL culture and approaches	dissertation; more support for adult learners in writing dissertations. Core group had some success as PG Diploma students in Adult Ed will get bursaries. Lifelong Learning: Strategic plan for the future is needed that links lifelong learning to incomplete qualifications – while SEC gave general support, terminology and convenorship need to be addressed by the Short Courses Group.
6. Distinguished Teacher's Awards Committee (DTAC)	An institutional award that rewards outstanding teaching and acknowledges the recipient's contribution to the promotion of teaching and learning excellence at the institution. The teaching and learning portfolios of the nominees are thoroughly examined to ascertain the versatility and diversity of their teaching, consistency in excellence, teaching philosophy, and experience. The Committee received 16 nominations and seven were shortlisted with four awards made.	The committee proposed a shift in the cycle, to commence in July of a given year with nominations, and for the deliberations of the committee to conclude in May of the following year. Thus, the 2017 proceedings recommenced in 2018.	Reported on in Section 3.3.3 (http://www.uct.ac.za/main/teaching-and-learning/distinguished-teacher-award) Criteria that are considered for the DTA: • reflection on teaching practice • versatility in different teaching settings • transformational capacities • innovation in teaching • influence on students' career development • concern and sensitivity towards the needs of students • endorsement from colleagues and students • intellectual vigour and communication skills in the interpretation and presentation of subject matter • consistently outstanding student evaluations.	The constituting of the student membership, and potential disruptions to the Award cycle, which resulted in the Committee resolving to (i) revise the manner in which students are recruited to the Committee, and (ii) the timing of the Award cycle: an even balance of staff and students and student input into decisions about nominees is necessary. The Committee addressed this challenge through a proposal to SEC for a more structured recruitment of students from the wider pool of potential student members, via nomination by faculties.

7. Teaching Awards and Grants Committee (TAGC)	To oversee a system of teaching excellence awards and grants in support of UCT's institutional goals with respect to teaching and learning. The university recognises and rewards innovation in teaching and learning through individual teaching grants and collaborative educational practice grants. In both cases, grant applications are based on a track record of innovative and influential practice designed to 'seed' innovative and aspirational new practices and initiatives. Awards are made the likelihood that innovation and change will be sustainable, long-lasting, and have an impact on a wide constituency. Recipients are considered for their capacity to contribute to transformation and diversity.	Mechanisms for the selection of teaching projects for grants. Funding and sustainability of grants and awards. Mechanisms for nominating UCT colleagues for national awards and opportunities. Funding for the UCT grants and awards.	Administering the UCT Teaching grants: received 15 applications totalling R348 831.80. The full budget of R184 104 allowed for 11 grants. Administering the Collaborative Educational Practice (CEP) Award: received 4 applications and awarded 3 of R37 500 each (full budget). Eliciting nominations for the HELTASA/CHE National Excellence in Teaching Award and for the Teaching Advancement in Universities (TAU) fellowships for the period 2018-2019.	Mainly the funding challenge and given the resignation of the DVC: T&L how to address ongoing decision-making. The acting DVC was supportive in ensuring the Committee was able to deliver on its mandate.
8. Online Education Committee (OEC)	UCT convened an Online Education Task Team in 2014, which developed a position paper on online learning that provided a proposed framework for online education.	The position paper sets out clear positions on institutional priorities for online education, appropriate governance mechanisms, policy coordination, building capacity, relationships with external providers and technology platforms, and located the use	It was proposed that a sub-committee with oversight of the Online Education Policy be established. It should make recommendations on matters relating to alignment with national requirements, quality assurance mechanisms, capacity provision, trends, policy development, staff training, and UCT's strategic direction regarding online provision.	The Committee met for the first time in November 2017 and engaged in drafting a call for expressions of interest in new and revised online offerings, finalising its membership, and the development of a work plan. This included an update of teaching and learning and

		of online learning within both the national and institutional policy contexts. The position paper was redrafted into a *Policy on Online Learning* and approved by Senate in October 2017.		related policies with respect to online provision and the development of an online learning good practice guide.
9. FYE Sub-Committee	Brings together relevant stakeholders across the university to coordinate and provide oversight to strengthen pre- admissions and admissions support, create a welcoming and supportive environment for first year students, facilitate a continued focus on first year teaching, bridging the gap between the under- preparedness of school leavers entering university and the demands of university teaching and learning for students, and promote a holistic approach to student development, which responds to students' academic, affective, social and material needs (at least as far as is possible within the current university structure).	A key focus of the FYE Committee each year is Orientation, particularly student feedback on the event, and ways of trying to improve Orientation. Many of these discussions are very insightful but further implementation and revision of initiatives tends to breakdown post FYE meetings because of a lack of a really well-functioning Orientation Committee.	Early Assessment (EA) in-depth interviews with faculty representatives to explore and unpack EA in each faculty. The purpose of the research was to understand the areas that should be addressed such as intentional alignment with the learning outcomes and with a comprehensive system of assessment of first year courses. A should be part of an overall integrated system of support for students, including in the residences, as a way to identify and direct students to support. EA should be promoted as part of an overall strategy that focuses on student success and promoted as part of an assessment strategy that includes student self-reflection at relevant points during the first year.	The EA Report circulated to the CHED Teaching and Learning Committee and the FYE Committee before being tabled at the final Senate Teaching and Learning Committee for 2017. It will be tabled in 2018 when the new DVC: T&L takes up the position.
10. Classroom and Facilities Advisory	To monitor the state of classrooms at UCT and provide advice on strategies and plans for the building, upgrading,	Review of fault logging system The refurbishment of M202 according to the Maths requirements.	The upgrade of GSH LT 1 & 2 was completed as per the CRP specification document version 1.9 – the audio visual requirements, the replacement of	The focus of the Committee will include the vision of the ideal classroom for 2020 – 2030 that takes cognisance of the new

Committee (CFASC)	and refurbishment of classrooms. To set design criteria for teaching spaces, including minimum standards for technology provision.	The allocation of venues to STATS to ensure that the tech solutions required were available Due to theft and absent-minded lecturers, safe buzzers have been installed.	the carpets, seating, and refurbishing of the writing tops. The leftover budget (great credit to the CRP team) was allocated to specific closing out projects including the refurbishment of the New Science Lecture Theatre (NSLT).	austerity measures, the changing cohort of students, and the pedagogical changes in the use of online learning and technology. No CHED capacity to lead this project. Need to conduct a survey of the use and user satisfaction of/with the current facilities and to consider the rollout of lecture recording into small venues.

7. DHET-FUNDED GRANTS FOR TEACHING AND LEARNING

7.1 Foundation Grant and provision of Extended Curriculum Programmes

UCT annually receives an earmarked Foundation Grant from the Department of Higher Education and Training (DHET) which enables the university to offer Extended Curriculum Programmes (ECPs) across all faculties. The Foundation Grant is aimed at addressing historical educational inequalities that persist in South African Higher Education. The Academic Development Programme (ADP) in CHED coordinates the delivery of these programmes in partnership with the faculties. This report provides and overview by giving basic information about the Foundation Grant and the ECPs it supports, and concludes by engaging critically with the provision of ECPs at UCT during 2017.

7.1.1 Financial information

Currently UCT offers nine ECPs. The Foundation Grant amounted to R7.633 million in 2017, which was about 50% of the usual annual allocation. The amount was lower than usual for the second year running, as for the past two years amounts of R7-8 million were withheld each year by DHET in order to correct inaccuracies in UCT's 2013, 2014 and 2015 submission of Higher Education Management Information System (HEMIS) data for its ECPs. ADP became aware of this problem in 2015 and did not spend the over-allocation, which can now be used to make up the shortfall. 2018 will be the last year that funding will be withheld and the Foundation Grant should in 2019 revert to a value of approximately R14-15 million earned through UCT's enrolments of students on ECPs in 2017 (the allocation is always based on the HEMIS credits earned through ECP enrolments two years before). The total amount spent on ECP provision in 2017 was R24.457 million. As happens every year, the University General Operating Budget made a financial contribution to the total cost of offering the ECPs. This can be offset against the normal input and output subsidy earned by the university on top of the Foundation Grant allocation through student enrolment on ECP courses.

7.1.2 Government rationale and Foundation Grant policy guidelines for ECPs

ECPs are based on the premise that the academic success of students who are not fully prepared for university level study could be improved if they received specialised foundational or 'extra' tuition in specified courses proving problematic to their academic progress. This tuition is meant to overcome obstacles created by entrenched social and structural inequalities, an inadequate schooling system, and a higher education system not oriented to the needs of the majority of the country's students. HEMIS credits linked to earmarked Foundation Grant subsidy (on top of the normal input subsidy) are earned by the university by enrolling students in need of support on courses that provide such specialised tuition and form part of faculties' accredited academic offerings. They are approved by faculties according to the usual academic and administrative procedures, they appear in faculty handbooks, and they earn the faculties input subsidy and course fees like any other accredited course. However, courses forming part of ECPs also need to be integrated into faculties' regular curricula following the Foundation Grant policy guidelines (2012),

which were used to formulate UCT's ECPs that were approved by the Minister of Higher Education in 2013 and 2014 - Science, Engineering, Law, Health Sciences (two programmes), Commerce (two programmes) and Humanities (two programmes). Put simply, the Foundation Grant is intended (or 'earmarked') to cover the staff time required to offer the foundational or 'extra work' done in these specialised ECP courses, which could take four basic forms:

- Foundation courses, which cover work that should have been encountered at school
- Extended courses, which double the duration of equivalent regular courses (e.g. taking a year to complete instead of a semester)
- Augmented courses, which have the same duration as equivalent regular courses (e.g. a semester) but packs double the number of periods into that time (e.g. eight contact periods per week instead of four)
- Augmenting courses, which are a reduced version of the augmented courses, adding 60% 'extra tuition time' to regular courses.

Many of these courses are currently offered during ECP students' first academic year of study, which usually results in these students having to complete their first academic year of study over two years (which is where the term 'extended' curriculum comes from). To receive Foundation Grant subsidy for ECP students the institution needs to provide evidence that such students have received a substantial proportion of foundational or 'extra' tuition in specialised courses over the course of their degree (the proportion differs depending on the direction of study, but for instance, lies in a range of 17-33% extra tuition on top of the usual contact hours in a Bachelor of Arts or Bachelor of Social Science degree).

The Foundation Grant policy guidelines are rigorously enforced. The ADP central unit coordinates the annual Foundation Grant progress report submitted to DHET in May, gathering accredited ECP course and staffing data of the year before from the ADP units in the faculties, payroll data for relevant staff from Human Resources and Finance, and ECP-related HEMIS data from IPD and Student Support Systems in the Deputy-Registrar's office. The data are audited annually by the university's auditors, Ernst & Young, before being submitted to DHET for calculation of the Foundation Grant's value for the next year.

It is important to note that what is called an 'Extended Curriculum Programme' is in fact not a programme as such, but really a curriculum component that replaces part of the regular curriculum and re-articulates with it at a later stage. Thus, students taking an extended curriculum component during their early years of registration join the regular curriculum higher up and end up with exactly the same qualification as students registered on a regular curriculum throughout. They would take a year longer than students finishing the regular curriculum in minimum time, but statistics have shown that most students on regular curricula also take more than minimum time to complete their degrees. Moreover, some of UCT's ECPs are flexible enough that students on a regular curriculum may benefit at some point by registering for one or more individual courses on offer in extended curriculum components. For example, many students on regular curricula initially fail and then take extended or augmented versions of Mathematics and Statistics courses in their first two years of registration without fully enrolling on an ECP (they remain enrolled on the regular curriculum). Unfortunately, students like these who take only discrete courses do not earn Foundation Grant funding.

7.1.3 Structure and staffing of ECPs

The ECPs at UCT are variable in size and structure, depending on the model evolved in the faculty. The ways in which students are placed on ECPs also differ from faculty to faculty, and much change has occurred over the past few years in faculties' decisions on how and when to place students on their ECPs.

In 2017, Humanities and Law retained an 'access model' where students are directly admitted to an ECP at the beginning of the academic year based on their admissions data. Commerce has a different model, with high performing black students applying directly for admission to the Commerce Education Development Unit, which offers two ECPs and an augmented version of the regular curricula that offers extra support but can be completed in minimum time. There are flexible points of articulation between the extended and augmented programmes. Science and EBE both adopted a 'transfer model' some years ago, with students all starting off on the regular curriculum. They are later advised to transfer to an ECP if they perform poorly on assessments in April (students can also transfer after the June exams). Health Sciences has a version of the 'transfer model,' with compulsory transfer for students who fail specified courses in the June exams.

ECP courses are taught mainly by ADP academic staff who also have a firm base in the faculties and in academic disciplines. They are well qualified (more than half with PhDs, and most of the rest with Master's degrees), on permanent conditions of service, and relatively young. Many of them also teach at higher undergraduate levels and supervise or teach at postgraduate levels. They tend to be active researchers, enrolled in doctoral studies or publishing research in educational areas or their home disciplines, or a mixture of both. In Health Sciences, Law and Humanities, most of the teaching on ECPs is done by non-ADP staff. These faculties receive a portion of the Foundation Grant to help them support their delivery of ECPs. A number of Professional and Administrative Support Staff (PASS) members also work in the ECPs, offering a range of very valuable student support services such as administrative services and psychosocial support and development.

The total number of permanent staff (from ADP and the faculties) involved in offering courses on UCT's ECPs increased from 41 in 2016 to 49 in 2017. The number of temporary staff dropped, from 24 in 2016 to 18 in 2017. The relatively high number of temporary staff can be explained by the augmenting programme models adopted in the Faculty of Humanities. These ECPs offer a wide range of augmenting courses (the Plus Tuts) across and within numerous academic disciplines, necessitating the involvement of temporary Education Development Teaching Assistants (talented postgraduate students who are emerging as academics) who work under the leadership of permanent staff members convening the 'parent' regular courses to which the augmenting courses are attached.

7.1.4 Students on ECPs at UCT in 2017

Headcount enrolment figures on ECPs for 2017 were slightly down from the previous year. There were 679 first-time entering students (data drawn from Business Objects, February 2018) and an overall total of 708 first-year students (data obtained from IPD) registered on ECPs. The distribution of first-time entering students across the faculties can be seen in the figure below.

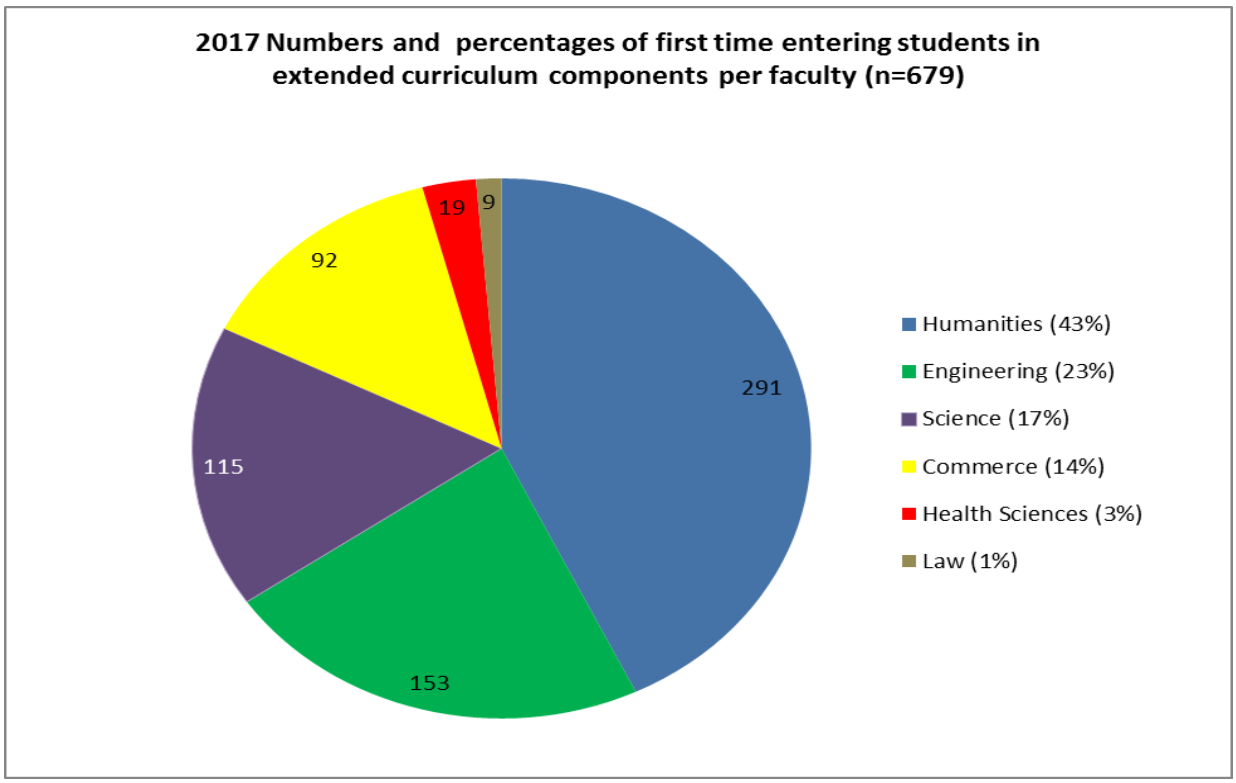


Figure 7.1: 2017 Numbers and percentages of first time entering students in extended curriculum components per faculty (n=679) *(This figure should be changed to reflect that this is a funding differential, not a support differential as all Commerce augmented and extended curricula students receive the same support and are on an AD programme (297 AD FUs). In Commerce, the AD programme is viewed positively and students in mainstream are often clamouring to join the programme).*

7.1.5 Challenges presented by ECPs as currently funded and offered at UCT

Because of the earmarked nature of the Foundation Grant and DHET's strict funding criteria for the ECPs, the students enrolled on them, and the staff teaching on them are at times seen as 'separate' from the rest of the university. This creates conditions under which damaging notions of stigma and deficit flourish. Stigma has been a huge problem attached to ECPs all along, but more intensely from 2015 onwards when more exclusive attention has been drawn to the stigma experienced by students enrolled on ECPs. The fact that by far the majority of students on ECPs are black racializes the experience of stigma. The transfer models adopted by some faculties have gone some way towards counteracting the sense of stigma in that transfer is not compulsory in two of the faculties and transferring students are not exclusively black. The Extended Curriculum Programme in the Faculty of Commerce is a remarkable exception to the stigmatisation of these type of programmes given the large number of students seeking admission to it. However, the voluntary nature of these models means that some students do not receive support and may end up failing and being excluded as a result.

The sense of stigma persists despite the positive feedback received from many senior students and alumni who have passed through the ECPs and attribute much of their success to the quality of teaching and support that they received in the ECPs. Feelings of stigma are to a lesser extent shared by ADP staff who, at times, feel that they are regarded as 'only' teachers and not as academics. Even if one looks beyond the effects of stigma, being admitted or transferred to an ECP is often

challenging or traumatic for students. They are confronted with at least an extra year of study (which can have severe financial implications for them and their families), and many express feelings of failure and demoralisation. ECPs also attract deficit notions - for instance that they are inferior educational offerings and that students enrolled on ECPs are 'weak' students - whereas many of them have proven to be among UCT's most talented and successful students. Conversely, many students on the regular curricula run into difficulties, yet do not have access to, or do not access, the kinds of support offered by the ECPs.

Another problem that arises from separations between ECPs and the faculties' regular educational offerings is a lack of coherence in educational vision across the degree. For instance, there is sometimes an expectation that ECP lecturers and courses at first-year level will 'fix' students for the rest of their studies. Student performance data, however, illustrates that these students may run into difficulty again, and that many more students than the ones in ECPs (in fact, probably most students) need educational support, and frequently higher up in the curriculum, right through to graduation and into postgraduate studies. An important insight gained over recent years is that support needs to extend beyond the first-year, in order to ensure year-on-year articulation of the curriculum. In 2017, there were 1 150 student enrolments on 14 second-year courses offered as part of extended, augmented, and augmenting curriculum components (please note that these numbers represent student enrolment numbers on courses and not an overall number of students. That is, students may be enrolled on more than one of these courses, in which case they would be counted more than once.)

While this makes a start to developing a more coherent educational vision, all curricula at the University should ideally consist of a mix of supported and regular curriculum offerings, developed and delivered by collaborative teams of ADP and faculty staff members working in close partnership, and taken by students in flexible combinations, based on their particular educational needs at the time. Instead, there is sometimes a perception that ADP is 'responsible for' ECPs on its own, whereas they should form part of faculties' and the University's overall teaching and learning strategy. Determining the need for and shape of coherently supportive undergraduate curricula at UCT will have to be a university-wide process involving all stakeholders.

A few faculties at UCT come close to offering students multiple pathways through a flexible curriculum. The Commerce EDU offers augmented curriculum components that exemplify greater curriculum flexibility and provide significant extra academic and psychosocial support while still making it possible for students to complete their degrees in minimum time (though not many students achieve this). 216 first-time entering students were registered on these programmes in 2017, increasing the numbers of students on supported undergraduate curriculum components mainly offered through ADP to 905. Unfortunately, the augmented curricula offered by Commerce do not comply with DHET's Foundation Grant funding criteria and do not earn earmarked funding. The inflexibility of the current funding model hampers development of coherent forms of educational support that would locate notions of deficit in the educational system rather than in students, and that would have the potential to enhance all students' success and experience. For this reason, the new ECP policy expected later in 2018 from DHET needs to be scrutinised very carefully by the teaching and learning sector at UCT to identify ways of designing more coherent and inclusive curricula supporting the diverse needs of all students while continuing to address past and present inequalities.

7.2 Teaching Development Grant, including the Ikusasa Student Financial Aid Programme

The Teaching Development (TDG) funding is aimed at addressing in particular, low success rates, graduation rates and throughput rates of universities, and so enhance student success. Furthermore, the grant is intended to contribute to the achievement of targets agreed between university councils. The TDG, which was phased out at the end of 2017, covered 37 projects approved in 2014, including management of the grant and monitoring and evaluation. The Phase Out Grant ran from April to December 2017 and included the pilot Ikusasa Student Financial Aid Programme (ISFAP) as part of Programme 7, which consisted of wrap around support for students.
Collaborative projects funded by the TDGs ended at the end of the 2016/17 financial period.

7.2.1 DHET funding allocations

Programme 1-6
The phase out allocation of the TDG for 2017 amounted to R 8 131 718 (Ministerial allocation of R 9 032 000, less the 2016/17 underspend of R900 282). Expenditure for the period totalled R 9 751 958. As reporting on overspends is no longer permitted, the University reported an underspend of R720 147 for the 2017 period.

Programme 7: ISFAP
The University requested an allocation of R2 974 375 for Programme 7 based on the initial projected wrap around support of 220 students. However, the University was advised by the South African Institute of Chartered Accountants (SAICA) that only 98 would be supported on the ISFAP pilot. UCT's revised budget for ISFAP wrap around support totalled R2 510 940.
The wrap around support for the ISFAP Pilot was aligned to the principles of the phase out of the UCDP to promote a structured approach to improving student success. It was designed to align to general structures of student support as well as those initiatives developed through the existing TDG and future UCDP. The programme included activities for academic and social support and life skills training in the three qualifications that were identified for support.

In the Faculty of Health Sciences (FHS), 1st year MBChB and OT students were provided with peer tutoring and mentoring support and additional academic literacy support in the dedicated FHS Writing Lab; sensitisation for professional development workshops, and student advising. Student counselling services via the provision of a psychologist and social worker in both the faculty and in Student Wellness Services (SWS) were also provided. Students in the 1st year of their Professional Bachelor's degrees in Engineering in both mainstream and the Academic Support Programme for Engineering in Cape Town (ASPECT) were provided with academic support in the EBE tutor reassessment programme (existing intervention) as appropriate, a life skills and study skills programme, and student counselling services via the provision of a student counsellor in EBE and in SWS. The Faculty of Commerce provided compulsory wrap-around support for first years and access to the existing Commerce Student Development & Support (CSDS), while dedicated support funded by the Actuarial Society of South Africa was located in the Faculty.

Students in the 1st year of the BCom and BBusSc specialising in Actuarial Science were provided with student counselling services via the provision of student counsellors in Commerce and in SWS.

It is intended that the programme will provide data for future ways of upscaling student support in alignment with the UCDP and contribute to improving student retention, throughput and success. It must be noted that the late allocation of wrap around support funding and reduced numbers had an impact on rollout on wrap around support, which only commenced in the second semester of 2017. Total expenditure for Programme 7 for the period under review amounted to R959 438. As per agreement with the DHET, the underspends from Programme 7 (R2 014 937) will be used for ISFAP wrap around support activities for 2018.

7.2.2 Summary of achievements for the 2017 phase out period

Target established in 2014	2017 achievement
PROGRAMME 1: DEVELOPMENT OF UNIVERSITY TEACHERS AND TEACHING	
Extended use of ICTs by academic staff to improve teaching and learning	Digital literacy was integrated into the curriculum in seven courses across three faculties. 121 seminars and 40 workshop participants engaged on the use of technology to support course design and delivery.
Increased opportunities for professionalising teaching and curriculum design	Twenty academics participated in the New Academic Practitioners Programme (NAPP). 354 staff and students received training in isiXhosa communication with 5 tutors trained to teach isiXhosa. 200 residence tutors received training in multilingualism. 13 EBE academics attended the South African Society of Engineering Education (SASEE) workshop. Seven curriculum development workshops were run by the Humanities Education Development Unit. An orientation tool for clinical educators was finalised.
Enhanced ability to facilitate multilingual learning and engage with particular needs of students e.g. in relation to digital and academic literacy	2 138 Health Sciences students received support in academic literacy and engaged in workshops; 69 Health Sciences staff members, including tutors, received training in academic literacy via seminars and workshops.
PROGRAMME 2: TUTOR AND MENTORSHIP PROGRAMME	
Reach about 11 000 students through mentoring/tutoring programmes	3 432 students reached in 2017.
Train 120 tutors and 420 mentors	244 mentors and 35 tutors trained.
Improve student success rates by 4% in Commerce initiatives Improve pass rate to 85% in Property Law and Constitutional Law Reduce exclusion rates to <5% in Science	COM UG success rate in 2017 was 85% Property Law success rate was 93% and Constitutional Law success rate was 76% SCI academic exclusion rate was 4,6% 76% of HUM UGs achieved 55% and above 96% of HRS third and fourth years passed in 2017 HRS third year average was 65,8% and fourth year average was 66,2%.

In Humanities the course pass rates will be improved so that 75% of the class achieve >55% Improve the class average in third and fourth years of Health and Rehabilitation Sciences to 70%	
PROGRAMME 3: ENHANCING THE STATUS OF TEACHING AT UNIVERSITIES	
Expanded cadre of teaching and learning development professionals	The annual UCT Teaching and Learning Conference had 43 presentations, representing the teaching and learning work of teaching staff from six faculties. The Regional Law Teaching and Learning Conference took place with 55 participants.
Increased number of opportunities for academic staff to share good teaching ideas	The sharing of good teaching ideas was facilitated at the Regional Law Teaching and Learning Conference and the annual UCT Teaching and Learning Conference.
PROGRAMME 4: RESEARCHING TEACHING AND LEARNING	
Evaluation of all TDG interventions	The M & E system has developed into a process that goes further than compliance - it has started to build a community of practice at UCT. 100% of the M & E quadrants were submitted for the 2017 cycle. We submitted a meta-evaluation report of all 38 projects in 2016/17. 11 project leaders and 6 Teaching Assistants have been involved in developing scholarship based on the M & E of their activities.
Training of project leaders to oversee and design evaluations	All TDG project leaders have been supported to enhance their understanding of M & E for TDGs via consultation and support from the M & E team and workshops.
Enhanced institutional capacity to work with data to inform planning	Data analytics for reporting purposes was conducted by in-house staff.
PROGRAMME 5: MANAGING THE TEACHING DEVELOPMENT GRANT	
Timeous submission of accurate progress reports and plans	Project management support was provided to project leaders to assist with the implementation and timeous and quality submissions of various reporting requirements. The final annual qualitative and audit report was submitted by the 12th March 2018.
PROGRAMME 6: UNIVERSITY PRIORITIES	
Enhanced first-year success rates	83% of all first -year undergraduates either completed or met standard readmission requirements
Reduced dropout rates	First-year drop-out rate was 11,8%; overall undergraduate (UG) drop-out rate was 10,3% for 2017/8
Improved time to degree for Master's and Doctoral students	No data at this point.
Improved academic literacy skills	Eight new tutors trained in Law; 279 students reached in first-year Law; 90 first-year Science students reached, a total of 2 590 postgraduate students reached through developmental activities offered by the Office for Postgraduate Studies (OPGS).

PROGRAMME 7: Ikusasa Student Financial Aid Programme (ISFAP) wrap around student support	
Piloting of additional student support systems and resources	Pilot of increased psychosocial support has indicated that there is an increasing need for a therapeutic service for students. Pilot of HUB and Student advisory centre in Health Sciences shows a positive association that students have made with the availability of a range of interventions to suit a diversity of learning needs.
Increased coherence of student support	It is too soon for us to assess given that the pilot ran for 6 weeks. However, 2018 ISFAP wrap around support proposals have attempted to view interventions in a coherent way.
Increased student participation in academic and intervention activities	Satisfactory use of psychosocial support. We rely on SAICA dashboard data for this which we do not have access to.
Monitoring of impact via student academic progress and student satisfaction about student support	90 of the 98 students were eligible to continue at the end of 2017.
Collection of data for future upscale and design of improved student support	Data shows positive feedback on tutorials; provision of on-the - spot writing skills services was useful in improving the essay writing skills for first-year students. Additionally, the availability of oral presentation equipment and student advisors/students for feedback was helpful as students prepared for end-of-year presentations in various classes. Implementation of the provision of services of a psychologist and social worker has improved student experience when seeking mental health services through reduction in waiting times and availability of Saturday sessions. The process of bringing in additional staff had a huge positive impact on Student Wellness Service (SWS) operations particularly in the turnaround time for assisting students.

A meta-evaluation of the TDGs was conducted in 2017. Significant achievements of the projects emerged which informed the development of UCT's University Capacity Development Programme (UCDP) Plan. This UCDP Plan was approved by the DHET and commenced in January 2018. The UCDP projects cover a range of staff and student developmental activities. Of the TDG projects, 19 projects will continue as activities in the UCDP. The Programme 7 pilot activities have also been extended into 2018 and proposals for the wrap around support have been submitted to the DHET for approval.