



# TEACHING & LEARNING REPORT 2022



A year in transition

# CONTENTS

MESSAGE FROM THE VICE-CHANCELLOR .....	4
INTRODUCTION .....	6
<b>CHAPTER 1: OVERVIEW OF THE TEACHING AND LEARNING PORTFOLIO .</b>	<b>10</b>
1.1 Institutional audit .....	12
1.2 Governance of Teaching and Learning .....	17
1.3 Curriculum change at UCT .....	26
1.4 University capacity development grants .....	29
<b>CHAPTER 2: TEACHING AND LEARNING IN THE FACULTIES .....</b>	<b>32</b>
2.1 Faculty of Commerce .....	35
2.2 Faculty of Engineering and the Built Environment .....	43
2.3 Graduate School of Business .....	51
2.4 Faculty of Health Sciences .....	61
2.5 Faculty of Humanities.....	74
2.6 Faculty of Law .....	82
2.7 Faculty of Science .....	88
<b>CHAPTER 3: STUDENT SUCCESS AND SUPPORT .....</b>	<b>97</b>
3.1 Student success .....	99
3.2 Student academic support.....	103
3.3 Student wellness support .....	114
<b>CHAPTER 4: ACADEMIC STAFF DEVELOPMENT AND SUPPORT .....</b>	<b>118</b>
4.1 Academic staff development.....	120
4.2 Tutor development & support .....	123
4.3 Teaching and Learning Conference 2022.....	126

CHAPTER 5: CONCLUSION .....	128
CHAPTER 6: TEACHING AND LEARNING IN NUMBERS .....	132
6.1 Student enrolments and enrolment profiles.....	134
6.2 Academic staffing and student-staff ratios.....	141
6.3 Student performance.....	145
APPENDIX A: TABLES OF STUDENT AND STAFF DATA.....	158
APPENDIX B: UCT INSTITUTIONAL GRANT PROJECTS (2021-2023) .....	195
APPENDIX C: UCT-LED UCDG COLLABORATIVE GRANTS 2022.....	199
APPENDIX D: KNOW YOUR COURSE/STUDENT REPORT .....	201

# MESSAGE FROM THE VICE-CHANCELLOR



When analysts sum up this chapter in human history, they may well call it the Age of Transition. For surely the one constant over the last 100 years has been change, whether political, technological, social, climatic or economic.

During that time, the University of Cape Town (UCT) has also changed – and will continue to change, as we address the multitude of issues that arise in times of transition.

So the transitions described in this report on Teaching & Learning at UCT in 2022 are not surprising. In fact, you can expect more changes to be reported in the future, as we explore the many opportunities and challenges arising, for example, from the impact of artificial intelligence on the lives of students and scholars.

At the same time, of course, UCT continues to develop innovative ways of making teaching and learning more inclusive for all South Africans; relevant to our cultures, histories and perspectives; and socially responsive to the needs of a world in which our community will help lead even more changes to come.

The atmosphere of change pervades not only UCT, but the higher education environment across South Africa and the world. It is no surprise, therefore, that UCT community members, including students, staff and other stakeholders, participated in the development of Vision 2030, which is our institutional strategy for leading change. The two key concepts of that strategy are to **disrupt** outmoded processes and to **unleash** human capacity to create a fair and just society.

The ability to lead change is one of the many traits that my UCT colleagues demonstrate with consistency and courage. The practice of looking forward – especially in times of upheaval – and developing and putting into practice effective strategies to smooth the path of teaching and learning at UCT is one thing that has not changed in this age of transition. For that, I commend and thank all those whose contributions, as set out in this report, have been central to the achievement of our teaching and learning objectives.

**PROFESSOR EMERITUS DAYA REDDY**

Vice-Chancellor, *interim*

# INTRODUCTION



2022 saw the full return to contact teaching across the faculties for the first time since the deep disruptions of the Covid-19 pandemic in 2020 and 2021. For two years, university students had studied remotely or on a low-density campus, and incoming first-year students had also experienced disrupted and mostly non-contact high schooling for two years prior to entering higher education. All staff were affected – particularly in terms of workload and its effects on their mental health (as noted in the 2021 UCT Teaching and Learning Report). They entered the new year carrying the cumulative weight of the massively increased workload from “emergency remote teaching” in 2020, during the worst of the pandemic, followed by “physically distanced learning” in 2021. Despite these challenges, staff displayed amazing resilience and remained committed to the academic project and pursuit of student success.

These contextual factors are all worth bearing in mind as backdrop to the joy many staff and students felt upon being able to recreate the university environment which had seemed like a given prior to the pandemic.

---

For many undergraduate and postgraduate students, 2022 was thus their first experience of a so-called ‘normal’ campus social and academic life, and of its accompanying norms and expectations.

---

The 2022 academic year at UCT began remotely, with orientation, registration, and curriculum advice commencing online as these processes had done in 2021. As the year progressed and restrictions across the country were lifted, face-to-face teaching was able to resume, accompanied in many spaces by a retention of the successful elements of online teaching that were developed during the pandemic, resulting in several hybrid teaching and learning models. Innovative approaches were experienced, where, for example, large cohorts were offered blended learning involving synchronous online lectures as well as small group activities like laboratory or workshop sessions in face-to-face mode. Testing for Covid-19 infection continued for participants in field-based activities prior to their departure. Lectures and mid-year exams were held in socially distanced mode and in masks. By the second semester, most teaching had returned to regular contact teaching.

While largely successful, the blended mode of teaching in the first semester of 2022 did not occur without challenges. Incoming first-years had to adjust from online and blended learning at school to face-to-face learning as part of their transition to university. Second-year students, who mainly experienced blended learning in their first year, had to adjust to full classes and a ‘normal’ campus life. Students in later years also had disrupted academic activity.

The Teaching and Learning portfolio also experienced a management transition in 2022 with DVC Associate Professor Lis Lange stepping down in April and Professor Harsha Kathard then assuming the role in an acting capacity. The commitment by faculties to take on the very necessary project of curriculum review was facilitated by Professor Kathard during her tenure. Based on the approval by Senate in 2019 of the Taking Curriculum Change Forward framework, Professor Kathard conceptualised the implementation plan in terms of curriculum drivers, design, and delivery. This strategy embraces a holistic approach to curriculum change where philosophical as well as pragmatic concerns have been incorporated into the implementation plan. Before her departure, DVC Lange earmarked funds for curriculum review in line with the strategic imperatives of Vision 2030. Curriculum projects are underway in various faculties with inspirational and aspirational changes emerging. We continue to explore how to decolonise, transform and renew curriculum; develop critical pedagogies for digitally enabled education; and provide support across the institution for innovative approaches to learning, teaching and assessment. The Department of Higher Education and Training has funded curriculum change grants to support specific projects, while faculties are concurrently working on the design and implementation of faculty-wide curriculum change. This university-wide curriculum change initiative focuses programmes offered in the faculties on the selection and organisation of relevant content and knowledge, investment in critical pedagogies, review of credit loads, and transformative assessment practices.

In more ways than one, 2022 may therefore be considered a year in transition for the university. The knock-on effects of disrupted learning as well as the significant psychosocial impacts of the pandemic itself continued to affect student performance and success in the 2022 academic year. The faculties noted regression in throughput and retention rates of students, particularly those in the early years of their programmes. Although additional academic and non-academic support measures had been put in place to mitigate these effects, the deteriorating funding context hampered the full impact of these measures. Throughout the year, faculties were engaged in a process of strengthening student support, putting in place infrastructure for better teaching and learning support for all students with continued support from CHED and their various initiatives. Given the difficult teaching and learning conditions of previous years, in combination with the more restrictive NSFAS-driven progression rules, this support was extremely important.

The knock-on effects of disrupted learning as well as the significant psychosocial impacts of the pandemic itself continued to affect student performance and success in the 2022 academic year.

## REPORT STRUCTURE

The 2022 Teaching and Learning Report is structured as follows. Chapter 1 provides an overview of the work in the Teaching and Learning portfolio, including the outcome of the 2022 quality audit, governance structures, and development activities. Chapter 2 provides Teaching and Learning reflections for each faculty, including a discussion of contextual issues, student success, new interventions, and achievements. Chapter 3 provides an overview of all student support services that provide different forms of care and assistance for teaching and learning across the institution and faculties. Chapter 4 provides an overview of development and support services for academic staff. The conclusion in Chapter 5 summarises learnings from the year and plans for 2023. Chapter 6 provides a more detailed overview of the quantitative analysis of Teaching and Learning in 2022, as compared with previous years, in terms of student and staff makeup, student success, and other indicators.



# CHAPTER 1: OVERVIEW OF THE TEACHING AND LEARNING PORTFOLIO



## INTRODUCTION

This chapter provides an overview of UCT's Teaching and Learning portfolio for 2022. In many ways, this was the first year that teaching and learning were systematically reoriented since 2020, as 2020 and 2021 were largely spent in reaction mode, adjusting T&L activities to suit the extenuating circumstances of Covid-19 restrictions. This reorientation was embodied by the adoption of the [Teaching and Learning Framework for Undergraduate Teaching](#), which emphasises the maximisation of face-to-face learning, while incorporating blended learning approaches that expand student access to education and enhance participation. The framework incorporates the reflections and lessons learned from the implementation of Emergency Remote Teaching and Physically Distanced Learning between 2020 and 2021 and it is oriented to enter 2023 with strengthened contact-based teaching and learning for undergraduates and postgraduates alike. This plan must be supported by robust internal systems and processes, namely the institutional quality management system, the Senate T&L Committee, the learning management system, and student performance and assessment policies.

The chapter details the state of the key T&L systems, starting with a summary of the Council on Higher Education institutional Audit, which commenced with the development of a Self-Evaluation Report (approved in March 2022) and proceeded with the audit site visit in August 2022. The internal governance of T&L its notable projects are then explored by highlighting key issues and topics that were considered by the Senate T&L Committee and Admissions Committee in 2022. Included in the T&L portfolio are the institutional curriculum change projects supported by DVC strategic funds, as well as individual and collaborative projects of the University Capacity Development Grant.

## 1.1 Institutional audit

In 2021, the Council on Higher Education (CHE), as the external national quality agency, commenced conducting institutional audits of higher education institutions. The overarching purpose of this audit cycle was to evaluate the coherence and effectiveness of universities' internal quality assurance system in enabling student success and improving our core academic functions.

While the audit looked at the policies, processes, and resources used to ensure our quality standards are met to support, sustain, develop, monitor, and enhance quality across the core functions, its primary focus was teaching and learning. UCT's self-evaluation report was reviewed and approved by the Senate in March 2022. The CHE site visit occurred in hybrid mode from 15–19 August 2022.



### Self-evaluation report

UCT developed and submitted a self-evaluation report (SER) against 16 quality standards for assessing the institution's quality management systems and processes based on a template provided by the CHE. The SER covered a review period from 2016 to 2020 and it is important to note that because self-reflection was required at the institutional level, not all departments and faculty-level projects could be included.

The fundamental finding in the SER was that UCT's quality management system (QMS) is complex and that we do not have a single integrated system. While this is so, we argued that our quality QMS is *fit for purpose* in line with our ethos, devolved nature, and mission as a traditional, research-intensive university. The following summary of the report supports this conclusion.

Our governance and management systems are integrated and work to ensure quality across the core functions. This translates into organisational spaces for governance and management that work across various levels and functions to form a network of practice for institutional quality management. The faculty boards, deans, Senate, portfolios of the deputy vice-chancellors, Senate committees, and their relevant subcommittees all integrate the university's strategy and articulate in the office of the vice-chancellor.

There are four core elements of UCT's QMS:

1. An institution-wide understanding of quality that is defined in specific policies and is operationalised in the core functions in a way that is appropriate to those functions, e.g. peer review in the ad hom system
2. Practices of monitoring and evaluation concerning each core function, e.g. the annual Senate T&L report monitors and reports on the T&L function annually and includes a comprehensive approval process that includes the CHE
3. University governance structures that relate to each core function and examine aspects of quality, e.g. faculty examination committees that determine the validity of credits awarded to students and the assessment processes that underpin this
4. Governance and management structures that make decisions about resourcing of the core functions.

The SER included an institutional profile that provided a narrative on: UCT's history, context, vision, mission, and goals; programme and academic structures; the synthesised audited student and staff HEMIS data; a reflection on physical infrastructure; research performance and impact; and primary goals around social responsiveness. This profile showed our institution's embeddedness and organic nature by taking the panel through various contextual shifts and catalysts for change and describing how UCT responded to these and evolved into a research-intensive university.

The QMS description reflected on policies and governance structures related to individual core functions and mechanisms for quality assurance, such as programme accreditation. Professional services play a role in supporting the core functions and, importantly, the data we collect about the core functions, such as

admissions and student progression data used for decision-making, planning, and change.

In terms of the coherence and integration of the institutional QMS, UCT has internal quality assurance components that align with our governance management planning and resource allocation to enhance the likelihood of student success and strengthen the core functions. For example, the mechanisms used for monitoring and evaluation at various levels, such as UCT's integrated planning and monitoring framework (which reports on the progress of the implementation of our strategic goals) and the specialist committees illustrate the network between the institution, faculty, and department. Students are also active participants in these quality management processes.

The final two chapters of the SER were dedicated to T&L, including the university's arrangements for quality during Covid-19. They focused on how effectively our QMS supports curriculum review and development, improves student engagement with T&L, and enhances the likelihood of student success. The QMS for T&L includes programme design, approval, management, and review; arrangements to manage curriculum change and review; and reform initiatives such as academic development programmes. UCT's strategies and tools for supporting innovation in T&L include teaching grants, developments in online education, and teaching awards. There are also good examples of how certain academic departments 'train' their students in the evolving role of technologies.



The university still has challenges in obtaining student feedback. Yet there are many projects and interventions dedicated to improving student success rates, such as Siyaphumelela participation, the New Academics' Practitioners' Programme, the Academic Advising Initiative, and support for student wellness.

UCT's response to Covid-19 and Emergency Remote Teaching arrangements were discussed. The principle of preserving the academic project, and the shift from using VULA to support T&L to using VULA to teach online had critical implications for curriculum and pedagogy. Critical governance structures for implementing Emergency Remote Teaching included Teaching Online Task Team (TOTT) and the Centre for Innovation and Learning and Teaching (CILT). Resources and materials were created to support staff to pivot to online and various methods introduced for engaging students, such as the Access and Experience surveys. The Covid-19 period critically set the scene for the proceeding and current frameworks for T&L.

In sum, UCT has developed a progressively more sophisticated and critical understanding of T&L, which has been supported by incremental changes with developing a dedicated DVC portfolio and specialised governance structures at different levels. As of 2022, the university is at a point where it understands the value of embedding and scaling specialist areas such as Academic Development and Academic Advising in CHED.

### CHE site visit

During 15–19 August 2022, the CHE Audit Panel spent time on campus conducting interviews and touring the facilities. The interview list included senior management, namely the University Executive, the Chair of Council, academic staff, students and student governance structures, PASS staff in certain functions (especially those related to the standards), alumni, and members of T&L committees. The panel also used open sessions for unscheduled interviews and written submissions directed to the panel.

The panel provided a verbal feedback session to the Executive and the Institutional Planning Department (IPD) on the final day of the site visit. The Chair noted that the initial high-level verbal feedback is not binding, and the university could expect its final report in 2023.

## HIGH-LEVEL FEEDBACK

- The SER was developed through a broadly consultative process, well written, and easy to navigate. Interviewees showed variable familiarity with the document, but key roles showed a deep understanding.
- Some interviewees did not honour their commitment to interviews, including student governance.
- Interviews showed alignment with the university's current strategy.
- UCT has demonstrated that quality management is internalised and that there is quality peer review in research, which has shown social impact and includes an enabling policy framework.
- The prioritisation and innovation of T&L was noted, especially in the context of UCT's mission.
- UCT's rigorous systems for programme design and approval, as well as our advanced infrastructure, which is linked to the core functions, were noted.
- UCT's support of students during Covid-19, including the appointment of tutors, was commended.

## AREAS FOR DEVELOPMENT

- The replacement for academic departmental reviews was not finalised and there is no programme review framework in place yet.
- It was not clear how feedback on course evaluations is being taken forward.
- Tutor and student advisor training and induction at the institutional level are lacking.
- There seems to be suboptimal use of learning management system affordances.
- UCT has a persistent racialised achievement gap.

### Improvement plan

The final report, due in 2023, will be used as a basis for developing an improvement plan. The main purpose of the plan is to provide the institution with an opportunity to reflect on any recommendations in the final report and give a response on how quality improvements will be addressed. Upon approval of the plan by the HEQC, the university will be granted a period to address the recommendations listed in the audit report, implement its policies and plans, mitigate identified risks, and implement any other actions that flow from the report.

## 1.2 Governance of Teaching and Learning

This section highlights key issues and topics that were considered by the Senate T&L Committee and Admissions Committee in 2022.

### Teaching and Learning Framework: Transitioning to 2023

In 2022, the institution adopted the [Teaching and Learning Framework for Undergraduate Teaching](#), a framework which clearly indicated the contextual imperatives for an institution emerging from Covid-19. Not surprisingly, the framework focused on the transition back to in-person, face-to-face teaching. It is important to emphasise that this transition also had to be carefully negotiated through multiple levels of institutional collaboration. There was a need to consider the UCT identity as a residential university, alongside the specific needs of faculties and physical infrastructure, while retaining the learnings from Covid-19 to develop a flexible, blended learning environment for the period July 2022 to the commencement of 2023 at least. The policy had to demonstrate awareness of and sensitivity to students and new staff who might have joined UCT remotely under Emergency Remote Teaching conditions, and the policy had to build in strategies for the integration of these students and staff.

While 2022 still saw many academic programmes being offered in hybrid online and face-to-face modes, at the start of the year, the university's status as a residential and contact university was reaffirmed in the context of relaxed Covid-19 regulations. The Senate T&L Committee discussed lessons learned since 2020 and the need to evolve from 2019 teaching and assessment practices. It was agreed that the emphasis should be on participatory face-to-face teaching within a blended learning environment. As the threat of Covid-19 dissipated, the committee discussed the Teaching and Learning Framework to guide the transition into the 2023 academic year. There was still concern about the impact of Covid-19 regulation relaxations on venue capacity, mainly due to increased student numbers. The committee discussed the need for more flexible learning and dedicated study spaces. The Faculty of Commerce resolved to return to a hybrid model of face-to-face and online learning in 2023. All other faculties resolved to resume face-to-face teaching and learning in 2023.

## Assessment Policy

During 2022, the Senate T&L Committee discussed the ongoing work of the Assessment Framework Working Group (AFWG) and the challenges and complexities of developing a new institutional Assessment Policy.

The AFWG, supported by the project Enabling Student Success Through Transformed Programmes of Assessment, focused on two main areas: (1) creating good practice assessment guidelines and resources that assist academics in improving the design and implementation of assessment in their courses, and (2) fostering connections on assessment issues and practices that have emerged from consultations. The AFWG has worked to align the project with other initiatives and policies influencing assessment policy development and developed a list of 'assessment experts' for specialised input.

The discussions emphasised the importance of student well-being, alignment with curriculum changes, and the need for flexibility in the framework to accommodate diverse academic environments and student backgrounds. Other recommendations from the committee to strengthen the policy included: clarifying whether the document is discretionary or prescriptive; highlighting the potential benefits of continuous assessment over traditional exam structures; incorporating the importance of clear assessment criteria and building student agency; and emphasising the importance of assessing research activities outside of PhD assessments.

The project hosted three workshops in 2022. To engage the wider university in discussion on key concepts outlined in the draft policy, a workshop on continuous assessment was presented at the Teaching and Learning Conference, and two other workshops on assessment were also held as part of the curriculum review work with faculties.

The AFWG's work continued throughout 2022 and into 2023 to create guidelines for implementation, establish an electronic repository related to assessment practices, and initiate a research project on community inquiry around assessment practices. Plans to further shape the proposed new policy include seeking further feedback from university stakeholders, particularly students, and convening in-depth discussions on the purpose of assessment beyond its technical aspects.

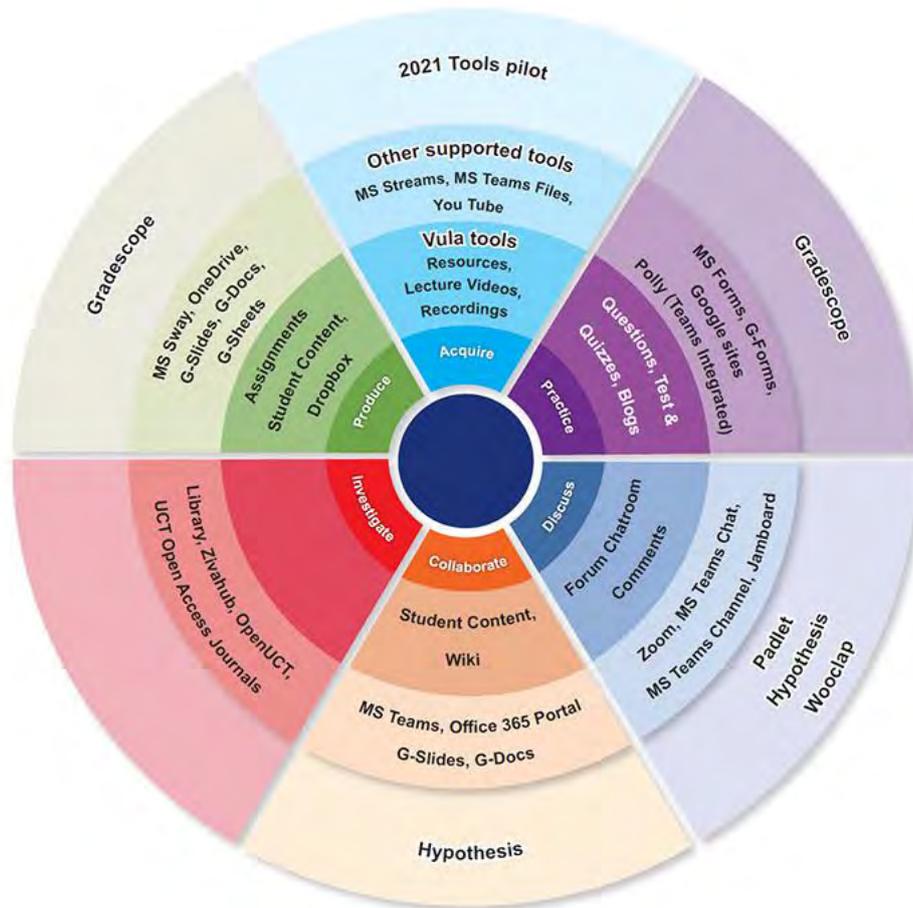
## Learning Platform Upgrade Project

The Senate T&L Committee and the Online Education Sub-Committee (OESC) received regular updates on the Learning Platform Upgrade Project (LPUP), a large-scale initiative running from 2020 to 2024 to refresh UCT's digital learning platforms. LPUP components include the core LMS, virtual classroom tools, assessment tools, course evaluations, and business processes.



A key milestone in 2022 was the start of the transition from UCT's current LMS, Vula, to a new platform, D2L Brightspace, named Amathuba at UCT. The transition offers an opportunity to significantly enhance the quality of blended and online learning offered at UCT, particularly through improved course design and a consistent student experience across courses.

LPUP initiated extensive faculty engagements around the transition to Amathuba with monthly Q&A sessions, demos, and training. Faculty concerns revolved around the timing of the migration and the extent of alignment between different faculties, the capacity that may be needed at faculty level to support the migration, academic staff training, and the possible impact of students using multiple platforms during the migration. It was noted that consistency in design and assessment quality should be a priority and that attention should be given to optimise LMS for supporting students, particularly in identifying those who are at risk early on (for example, through incorporating all assessment items into the gradebook). The committee supported the proposal of a coordinated, university-wide rollout starting with the 2023 first-year cohort.



The Virtual Classrooms project included a consultation and analysis of the relative affordances of MS Teams and Zoom (both widely used on campus in 2020 and 2021), with a recommendation to consolidate around MS Teams in the interest of creating a consistent student experience and the greater pedagogical affordances in the Teams ecosystem.

The Course Evaluations project started in April 2021 with a mandate to investigate course evaluation policy and practices at UCT and at similar universities to inform requirements for a new institutional course evaluations system and provide change recommendations. During 2022, stakeholder engagements included focus groups with faculty stakeholders and the UCT Academics Union and concluded with a report setting out key policy and practice issues as well as a range of possible solutions. A new task team will be constituted in 2023 to finalise appropriate recommendations and propose policy updates where needed, in parallel with the implementation of a new Course Evaluations platform integrated with Amathuba.

## Language policy and practice

UCT's language policy is currently under review, and there is a need for a more proactive, creative, and innovative approach to language issues. Better coordination and integration of language-related work across faculties is necessary, including providing translation and interpreting services, and training multilingual tutors.

There are multiple legislative mandates around language policy in higher education and national developments that are pertinent to T&L. For instance, the imminent recognition of South African Sign Language as the 12<sup>th</sup> official language suggests that UCT could specialise in training teachers in this area. In particular, the New Language Policy Framework for Public Higher Education Institutions (NLPFPHEIs) in South Africa, which was set to be implemented in 2022, should be a guiding document for UCT's language policy.

Notably, UCT's Multilingualism Education Project (MEP) hosted the inaugural colloquium on the NLPFPHEIs in South Africa in partnership with the University of the Free State and the University of KwaZulu-Natal. This colloquium started conversation and sharing with other institutions who were also reviewing or just starting their university language policies. The event was a success and is available at UCT online: <https://www.news.uct.ac.za/article/-2022-09-30-uct-hosts-language-policy-colloquium>



## National Student Financial Aid Scheme and student performance

In 2017, the National Student Financial Aid Scheme (NSFAS) implemented its centralised NSFAS funding applications, before introducing the fee-free funding model in 2018, following the Heher Commission Report. The number of NSFAS-funded students at UCT has increased significantly, which aligns to changes to the Admissions Policy such as a disadvantage factor in the academic admission of applicants. Table 2.1 reflects the growth in financial aid students, of which 94% are NSFAS-funded from 2018, with a decrease in the missing middle students for whom UCT makes available GAP funding. The change related to the fee-free model, where NSFAS gross family income eligibility changed from R122 000 per annum to R350 000 per annum. Despite the challenges NSFAS experienced in the implementation of the fee-free model, many students benefitted from NSFAS funding at UCT.

**Table 2.1: Funded students, 2017–2022**

Year	Financial Aid/ NSFAS	GAP Funding	TOTAL Funded	SA Undergrad Total	% of SA Undergrads funded
2016	2820	887	3707	15 587	24%
2017	3375	1131	4506	15 243	30%
2018	3833	999	4832	14 955	32%
2019	4932	629	5561	15 048	37%
2020	5561	488	6049	14 976	40%
2021	6288	301	6589	16 518	40%
2022	6160	266	6426	16 494	39%

The changes implemented to the NSFAS funding policy in 2022 included:

### 1. N+1 Rule

All students funded by NSFAS would only be provided with funding within the N+1 Rule, which is the minimum duration of the programme plus one year. Previously NSFAS had an N+1 and N+2 Rule. The rule change was, however, mitigated by NSFAS enabling students to submit an appeal for funding where the students were in N+2 years and in their final year of study.

### 2. Full funding

In 2022, NSFAS did away with a distinction between pre-2018 FTENS being funded to a cap. All students received full funding within the policy parameters. In addition, the R350 000 gross family income per annum applied to all applicants. The changes to funding meant that allowance amounts did not increase, but parity in funding did.

### 3. Financial eligibility re-evaluation

The new policy allowed NSFAS to re-evaluate students' financial eligibility, and therefore funding was no longer guaranteed. In 2022, many students lost NSFAS funding on a re-evaluation of financial eligibility. Affected students could appeal if they could prove that gross family income was below the R350 000 threshold. The funding changes had a significant negative impact on students who were N+2, but not in their final year, and students whose financial eligibility was re-evaluated. In contrast, the changes had a positive impact on pre-2018 students previously funded to a cap, who saw all study costs covered within the policy parameters.

During 2022, the Senate T&L Committee was updated on the complex challenges NSFAS policy changes pose to UCT students' academic performance and financial well-being. These include academic support, curriculum adjustments, and transparent communication with students. The greatest concern was about the loss of funding for students who did not meet the more stringent NSFAS progression rules.

Concerns were raised in the committee about NSFAS's plan to pay allowances to students directly, posing potential food security issues. NSFAS intended to cap accommodation costs at R45 000, which is insufficient to meet the actual costs for students. The financial implications for the university could be substantial. However, no students lost NSFAS funding for 2022 as new rules had not yet been applied. However, the required academic performance criteria based on 2022 results will be applied for funding in 2023. An analysis of NSFAS-funded students' academic performance raised concerns about the number of students who would not meet academic requirements for renewal of 2023 funding. The committee recognised the importance of transparent communication with students about these policy changes and preparing students for upcoming changes. A deeper conversation about the curriculum, time to degree completion, and credit requirements was proposed to ensure NSFAS students get the appropriate support to retain their funding. The discussion highlighted the urgency of these issues, emphasising the need for university-wide solutions.



## 2022 Readmission Appeal process

At the end of every academic year, each Faculty Examination Committee must consider the progress of each student against the published readmission rules and where a student has failed to meet the readmission requirements, must decide whether to allow the student to continue. Where a student is denied permission to continue (RENN), the student has the right to appeal to the faculty's Readmissions Appeal Committee (RAC).

The context of the 2022 RAC cycle was different to previous years as two significant changes had occurred since the previous RAC cycle in 2020. The first change was that in 2020 the Senate had taken a decision that, given the extraordinary teaching and learning circumstances, and in particular the great inequality in students' access to online remote learning, there would be a moratorium on academic exclusions for the 2020 academic year. Instead, students who had failed to meet the readmission requirements in 2020 and would otherwise have been denied permission to reregister, would be given a concession to continue probation in 2021 (Progression status: "Readmission requirements not met", code: FECR). The fact that no students were denied readmission for 2021 despite their lack of progress in 2020 led to a more complex situation for the FECs in December 2021.

The second significant change was that 2021 first year admissions occurred in the context of no NBT's required due to reduced access to write these during Covid-19. Faculties who previously and subsequently required NBTs for first-year admission noted a significant shift in first-year performance in 2021, which resulted in higher than usual number of first year students not meeting progression requirements at the end of 2021.

The third significant change was the implementation of the 2021 Senate policy on progression in 2022. This policy proposed that where a student fails to meet the published progression requirements for the first time, they are granted a concession to continue under probation, and with the necessary support to help them succeed. The intention was to ensure that students are given support to succeed *before* they reach the point where they are denied readmission in a subsequent year. Only when a student fails to meet the readmission criteria for a second year are they denied readmission and given the opportunity to appeal to the RAC. The policy was applied for the first time in December 2021, resulting in a number of undergraduate students who were given concessions to continue on probation in 2022. These students were provided with a suite of supportive wrap-around interventions that varied from faculty to faculty, and also included the Phambili initiative of CHED referred to later in this report.

Students who were readmitted to 2022 on probation and offered support may have been given a semester to show progress. If the probation was for a semester in the first instance, the FEC considered their progress in mid-year and where the student had failed to make progress, despite the support offered during the probation semester, may have declined them permission to continue in the second semester. Such students would have been given the opportunity to appeal to the RAC again in mid-year.

The RAC chairs reported on the reasons students provided in their appeals for their poor performance, and these are consistent with reasons cited in previous years. Mental health and related difficulties remained a significant contributing factor cited by students as the cause of their poor performance, and this had been exacerbated or compounded by the continuation of remote or hybrid teaching. The RAC reported that it was clear in appeals from students who had failed to meet the readmission requirements in 2020 but had been given a concession to continue on probation with support in 2021, that difficulties persisted. Readmissions on probationary conditions are granted with the anticipation that students' poor academic performance in the preceding year can be turned around with support and/or changed conditions. In 2023 we will undertake a comprehensive review of this readmission process to assess the success of students readmitted under these conditions.

### 1.3 Curriculum change at UCT

Since 2019, UCT's curriculum change efforts have been framed by the 2019 Senate-approved document *Taking Curriculum Change Forward* (TCCF). The TCCF recognises that ongoing systemic obstacles to the curriculum have a direct and differential effect on student success. These obstacles include selecting curriculum content, pedagogy, credit loads, and expected notional hours of learning; teaching and learning activities; and assessment practices. The TCCF took the critical recommendations of the Curriculum Change Framework published in 2018 as starting points and expanded them into principles for curriculum change. In 2022, TCCF has been used as the main framing document for faculty engagements around curriculum change alongside the *Curriculum Change Framework*.

Except for the curriculum change faculty grants described below, all the other curriculum change initiatives and projects have been funded through the DHET's University Capacity Development Grant (UCDG) funding cycle, which started in 2021.



### Curriculum change faculty grants

In early 2022, the executive management approved a request from the then DVC T&L for resources to support curriculum review in the institution, particularly the review of credits and student workload. Each faculty was to be awarded up to R500 000 to support curriculum review and change, pending the submission of a curriculum change project proposal. Criteria for proposals included a focus on undergraduate curricula, a programme-based rather than coursed-based focus, faculty-wide participation, and a review of curriculum content, design, and delivery. Faculties were invited to submit proposals in October 2022. Three proposals – from the EBE, Commerce, and Science faculties – and one inter-faculty proposal (EBE-Science) were approved. Progress on these curricula change projects will only be reported in 2023.

In 2022, the Centre for Higher Education Development (CHED) also successfully applied for a grant from UCT's Skills Development Fund to support the training of volunteer curriculum change facilitators to support faculties with their projects. Training of these curriculum change facilitators will commence in 2023.

### University Capacity Development Grant curriculum change project

This project started in 2021 after securing three years of funding from the UCDG. Although envisaged as a university-wide initiative supported by the DVC T&L, only the faculty of Commerce responded to the invitation to participate in the project and has served as a pilot for implementing a faculty-wide curriculum change project. The curriculum change team developed a framework and guiding questions for curriculum review and change for engagement across the faculty. Curriculum change proposals will go through the relevant governance structures in the faculty and university for approval in 2023 and 2024 and implementation in 2024 and 2025. For more context and details on this project, see the Commerce faculty report in Chapter 3.

### Teaching grants for individual curriculum change projects

In 2022, funding was made available via UCDG funds to provide individual teaching grants for curriculum transformation and decolonisation projects. CILT managed the award of these grants as the chair of the Teaching Awards and Grants Sub-Committee, which includes the DVC T&L. The UCDG made R200 000 available for awards to support curriculum change according to specific criteria.

Proposals had to align with the principles of TCCF. Project proposals could address the retention and throughput of students and entrenched disparities in student performance. New curricula should reflect how changes to content, pedagogy, and

assessment practices facilitate student learning and enable them to become agents of change in advancing a just society. There was also an emphasis on collaboration. Preference would be given to proposals that include multiple voices of lecturers, students, and other stakeholders who influence curriculum change, such as community members, employers, and professional organisations. Applicants were encouraged to consider student co-creation of courses and content with the potential to address classroom injustice, shift the lecturer-student power balance, and change pedagogical strategies.

## 2022 RECIPIENTS

The committee received 11 excellent applications and made five awards. The intention is to host curriculum conversations where recipients can discuss their project progress and challenges in 2023.

- A/Prof Elena Moore, Sociology: “From the Sociological Imagination to social imaginary: rethinking Sociology from the tip of Africa”
- Prof Michael Held, Orthopaedic Surgery: “Orthopaedic curriculum change and student-centred content creation for undergraduate medical students”
- Ms Sumaya Gabriels, Health and Rehabilitation Sciences: “Disability Inclusive Development module – Design and implement an interprofessional module in the undergraduate curricula of the five undergraduate programmes in the Faculty of Health Sciences”
- Dr Amaal Abrahams, Human Biology: “Promoting student engagement and self-directed learning: A pilot study focused on the design and implementation of an interactive app”
- Ms Sarah Crawford-Browne, Primary Health Care: “Challenging the cycles of violence: creating an open access online textbook for future responders Pilot Project”

## 1.4 University capacity development grants

The University Capacity Development Programme (UCDP) is a national strategic programme implemented by the DHET in all South African universities. It seeks to contribute to equitable access and high levels of success for all undergraduate and postgraduate students, the creation of an academic pipeline along the entire career trajectory, the provision of development opportunities for professional staff, and the renewal of academic programmes and curricula. It is intended to be transformative and to operate at the nexus of quality, equity, and success in universities, which should be addressed simultaneously as non-competing imperatives. The UCDP has three focus areas: student development, staff development, and programme/curriculum development.

As the UCDG is an earmarked grant, the university enters into an agreement with the DHET about the approved budget and projects. It is accountable to the DHET through annual detailed narrative progress, monitoring and evaluation, and external audited financial statements.

THE DHET implements the UCDP through three sub-programmes:

- Institutional grants to support the implementation of DHET-approved university UCD plans
- University-led collaborative grants
- Nationally led grants aligned to the [Staffing South Africa's Universities Framework](#)

UCT participates in all three sub-programmes, but this report is focused on the institutional and collaborative grants. The Research Office and the NGAP Programme Manager report separately on these programmes to the DHET.

The management, monitoring, and reporting of the UCDG projects resided in the CHED. The DHET generously awarded UCT three-year funding to cover the full-time programme manager and administrator positions to support the management, implementation, and reporting of the UCDG. UCT received R1.5 million in 2022. The programme manager reported directly to the DVC: T&L, who chairs the oversight UCDP Planning Committee, which has faculty representation.

## UCT institutional grant

In 2022, UCT's original budget of R12 449 310 was reduced to R9 959 000 at the end of October when the DHET reduced funding to all universities. The DHET extended the expenditure period for 2022 to 31 March 2023 to accommodate the delay in transferring the remaining 50% of funding to universities. The budget cuts and delay in the receipt of the funding created much anxiety and uncertainty about implementing the activities of the projects.

UCT's UCDP Plan for 2021–2023 has 14 projects in all three focus areas: student, staff, and programme/curriculum development. All projects are aligned with the UCDP principles and the objectives of UCT's strategic plan, Vision 2030. They are located across the faculties and in the Research Office; some projects are inter-faculty collaborations.

UCT's UCDP Plan aims to contribute to building an organisational ethos that supports new ways of thinking, being and doing. It does this by developing projects, management and evaluation systems focused on redressing inequality, giving voice and agency to all members of the university community and its stakeholders while supporting a culture of financial stability and accountability (Vision, 2030). The following projects were funded for 2021 to 2023:

1. Academic Advising for Student Success
2. Enhancing Academic Literacies through Tutor and Curriculum Development
3. Redesigning Blended Courses
4. Academic and psychosocial support for Mathematics and Physics undergraduate students
5. Tutoring towards academic resilience in Science Faculty
6. The HUB Connection
7. Enhancing Curriculum Leadership in the Health Science Faculty
8. Enhancing Academics as Teachers and Leaders (EATL)
9. Research Development
10. Assessment Project
11. Centring African Languages to Decolonise Curricula
12. Khanyisa Courses
13. Curriculum Review
14. Additional Capacity for Programme and Financial Management

For more details on each project, see Appendix B.

## UCT-led collaborative grants

The UCDP provides the opportunity for collaborative development activities to be undertaken. The DHET commenced with the implementation of priority national projects to build the capacity of the university system. UCT is the lead institution in the following four collaborative projects that started in 2018 and are due for completion at the end of 2023:

1. University Staff Doctoral Programme (Climate Risk, Resilience, and Sustainable Development) 2018–2023, ACDI
2. Diagnostic Mathematics Information for Student Retention and Success (DMISRS), CEA in CHED
3. New Academics Transition into Higher Education Programme (NATHEP), CHED
4. University Staff Doctoral Programme (Engineering Education) 2018–2023

Owing to the disruptions caused by Covid-19 and subsequent lockdowns, these collaborative projects had to overcome numerous challenges and delays in pursuit of their outcomes.

For more details on each collaborative grant, see Appendix C.



# CHAPTER 2: TEACHING AND LEARNING IN THE FACULTIES



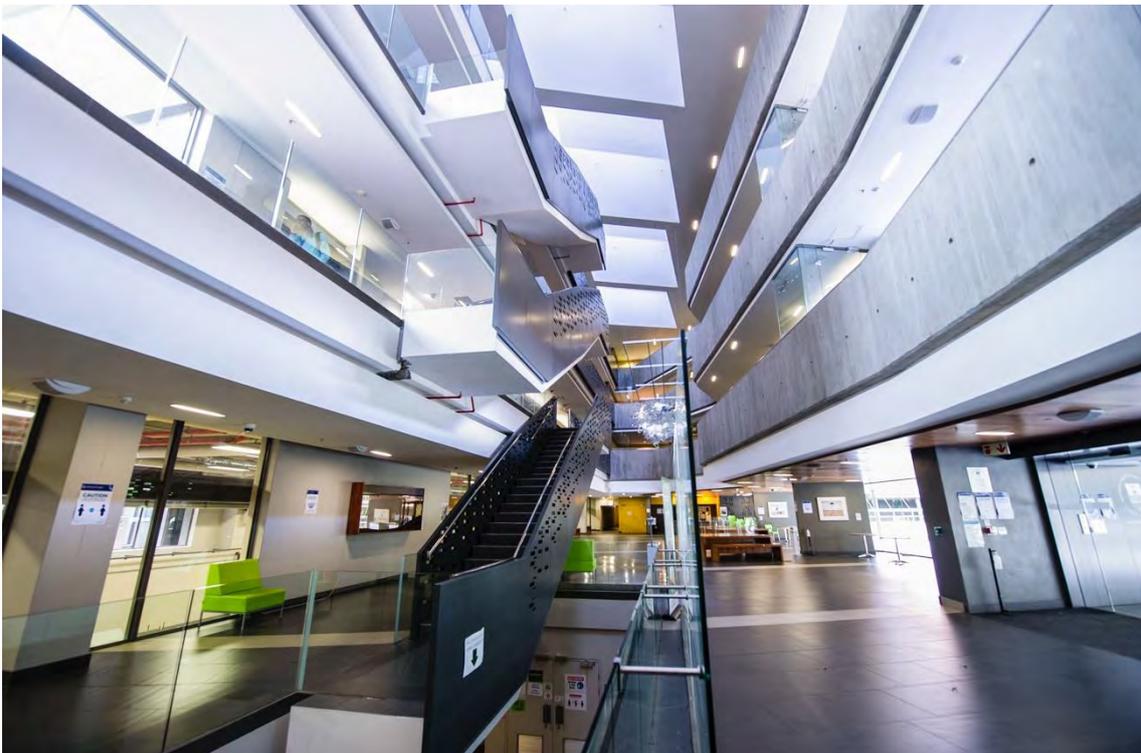
## INTRODUCTION

In this chapter, teaching and learning developments for 2022 are explored within each faculty and the GSB. Differences in programme structure, curricula, and assessment requirements mean that experiences and changes of T&L vary within each faculty. Yet, common themes were echoed across the faculties.

The chapter proceeds with reflections from the deputy deans of each faculty and the GSB on T&L in 2022. While the reports vary in length and depth, each contains a discussion of the following topics:

- Key contextual issues
- Student success
- Digitally enabled education
- Curriculum change and review
- New interventions
- Other notable achievements

Each faculty report also includes infographics showing key indicators for the faculty size and shape, and student performance. Where appropriate, faculty reports also include reflections on faculty-based T&L projects funded through the DHET UCDG. The reports are testimony to the dedication and commitment of staff in all faculties to supporting student success by enhancing the student experience of teaching and learning at UCT. Reports in this chapter are ordered alphabetically by faculty.



## Centre for Higher Education Development

In 2022, the Centre for Higher Education and Development (CHED) continued to partner with the faculties to support implementation of the institutional teaching and learning strategy. CHED led collaborations, such as the Data Analytics for Student Success (DASS) and the curriculum change reviews, addressed concerns in UCTS's performance in teaching and learning. Major projects in support of teaching and learning facilitated by CHED include the development of a new assessment policy and the learning platform upgrade, of which the latter is essential to meet the needs of digitally enabled education at UCT.

CHED continues to manage the extended curriculum programmes for transformation in teaching and learning which are made possible through the Foundation Provision grant. These programmes represent a productive cross pollination of pedagogical expertise between the ADP and the educational development units within faculties. Furthermore, many projects aimed at transforming the student experience throughout the undergraduate degree and into postgraduate education exemplify the strength of partnerships between CHED, the faculties and other stakeholders. This is reflected for example by the indaba of the Integrated Student Success Working Group which was created to address communication between support nodes and other success interventions. Some of the outputs of this collaborative approach to improving teaching and learning at UCT are detailed in the faculty reports and chapters that follow.



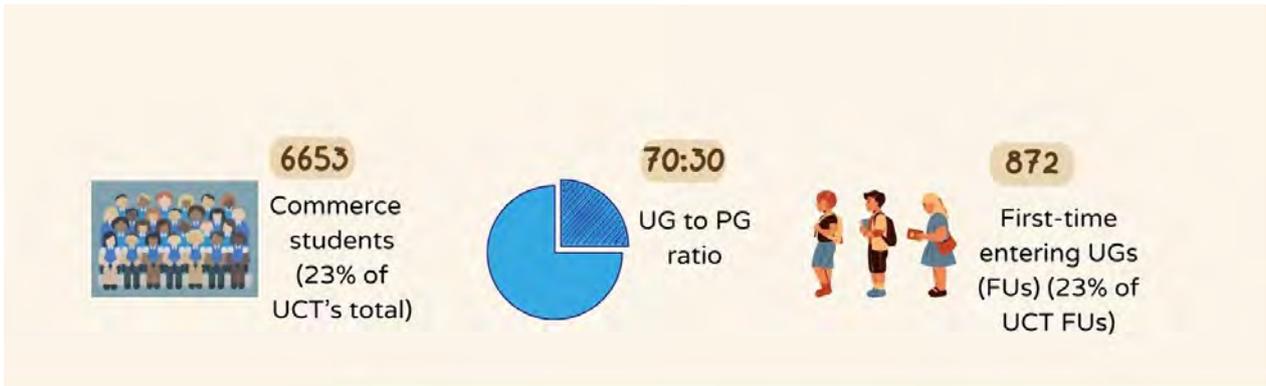
## 2.1 Faculty of Commerce

### Key contextual issues

The effects of Covid-19 and Emergency Remote Teaching are still being felt and will require innovative responses in the teaching and learning environment. Data shows that students' performance in the faculty has dropped and will impact their performance in subsequent years. Repeat rates have increased, impacting infrastructure and staff with reduced venue availability and increased staffing requirements. However, it is also important to note that important lessons have resulted in exciting opportunities for course re-designs, improved student engagement and creative thinking in finding solutions to create resilient education systems.

Many courses continue to keep the positive aspects of online teaching in place. For example, in an undergraduate course in Information Systems, the content is provided in different modes, with lectures broken up into short lessons with a narrower focus. Students can choose from different modes of engaging with the lectures. Each lecture now has a slide show, a video, and an accompanying note. Each lecture topic is accompanied by multiple worked examples and exercises using different perspectives to solidify and demonstrate the implementation of the knowledge gained through the lecture. Returning to face-to-face teaching meant an additional component was introduced, but the positive aspects of remote teaching were retained.

Unpredictably, this approach substantially reduced loadshedding's impact on lecture periods as students could be physically or virtually present. Private channels provided opportunities to create virtual groups and reduce the amount of travelling for students living away from campus. This approach has also made a difference for students with disabilities as they could remain in a wheelchair-friendly building while still actively engaging. These approaches allowed the faculty to advance the teaching and learning project, considering context and the future of education.



# ALL ABOUT COMMERCE (COM)

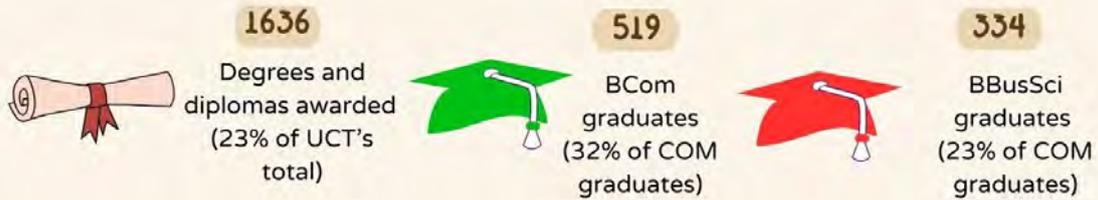
## 2022 Size and Shape Facts & Figures



## Student success

The Faculty of Commerce centres its undergraduate teaching on Goal 3 of UCT's Vision 2030: To offer a holistic, innovative, and future-oriented education. Returning to campus in 2022 required a re-focus on large-class teaching supplemented by small-group tutorials. The tutorial system and continuous assessment are key elements in the faculty and have become particularly important in supporting students who joined the university during Covid-19. Additional non-recurrent staffing was set aside to support course conveners.

The faculty was also in the second year of the UCDG project *Improving Student Success by Connecting Data, Academic Advice and Administrative Support*. This project aims to re-imagine the faculty's Undergraduate Student Advice structure by implementing a data-driven, consistent model that demonstrates care for students and effectively facilitates their academic progress. This project will create an advisory model that provides correct and timely advice on degree choices, course selections, curriculum requirements, and workload management by establishing a cohesive integration of data analysis, academic guidance, and administrative assistance. Based on the data analysis of the throughput of students, through engagement with heads of departments, the Faculty Transformation Committee, the Faculty Office, and the Commerce Student Council, this project was identified as critical to change throughput and create a successful student experience.



**82%**  
Pass rate on 1000 level courses



**67%**  
Pass rate of Foundation students on 1000 level courses

# ALL ABOUT COMMERCE (COM)

## 2022 Student Performance Facts & Figures



**73%**  
Proportion of 2018 Com FU cohort intake who graduate after 5 years



**65%**  
Proportion of 2018 African Com FU cohort intake who graduate after 5 years



**71%**  
Proportion of 2018 BCom Extended Programme FU cohort intake who graduate after 5 years



**56%**  
Proportion of 2018 BBusSci Extended Programme FU cohort intake who graduate after 5 years

## Digitally enabled education

In the second semester of 2022, the Faculty of Commerce piloted the new Amathuba learning platform utilising senior undergraduate and postgraduate courses from the Department of Information Systems, Actuarial Science, and the School of Economics. This pilot phase served as an opportunity to gather immediate feedback and support colleagues transitioning their courses onto Amathuba. The faculty's approach was a gradual rolling out of the platform, starting from the first year of courses in 2023, to minimise the use of multiple platforms for students while considering the workload of staff involved in various other projects. Twenty-four courses were successfully migrated during the second semester, ensuring readiness for teaching in 2023. An additional 304 Commerce courses will be migrated to Amathuba in 2023.

## Curriculum change and review

The first phase of the Commerce Curriculum Review Project involved a comprehensive faculty-wide undertaking that required significant time and energy from all departments. The process began with an in-depth evaluation of the 67 undergraduate degree programmes offered by the faculty. It included an analysis of throughput rates, completion data, and cohort analysis, providing a solid foundation of detailed information for further engagement. The Data Analytics for Student Success (DASS) team played a crucial role in gathering and providing this information and addressing additional data-related needs. This data-rich approach empowered departments to engage in the curriculum review process, allowing them to scrutinise commonly held perceptions and debunk potential myths surrounding undergraduate degrees. Additionally, a framework was developed to guide departments throughout the process. Pertinent questions on graduate attributes and how these prepare students to function in an ever-evolving, digitally enabled world allowed departments to reflect on their focus on teaching and learning in the faculty. The A-Z of Transformation, the degree standards, and Vision 2030 informed the development of this framework.

Each department participated in facilitated workshops, which created spaces for deep reflection on the 'what and how' of teaching within their respective degree programmes, positioning them to adapt to the demands of a constantly evolving, digitally enabled world. A commitment to fostering transformation drove the curriculum review process. However, it is essential to recognise that the journey towards decolonising the curriculum is an ongoing endeavour, necessitating constant reflection and adaptation. Departments embarked on this journey by contemplating a curriculum design fostering critical thinking, cultural sensitivity, and inclusivity while cultivating a dynamic learning environment.

Phase 1 of the project emphasised reviewing the workload for students and staff, recognising the interconnectedness of programme structure, course credit loads, and student success rates. As departments reflected on their curricula and engaged in redesigning programmes and courses, they were also mindful of the potentially disruptive nature of these changes. To ensure a smooth implementation, the faculty's Academic Planning and Progression Committee guided departments on the appropriate processes to follow, including consultation with relevant departments and other faculties. Most course changes were projected to be proposed in 2023, with implementation scheduled for 2024, while programme reviews would require a more extended timeline, with implementation deadlines set for 2025.

## New interventions

### THE HARAMBE PROJECT

This project focused on redesigning the registration process for students and staff for 2023. A user-centred approach was utilised to create business processes that catered to the needs of returning students, employing a 'shopping cart' method. First-year students entering the faculty registered through programme enrolment. The process design considered the constraints faced by departments and the Faculty Office and the potential complexities students might have with designing their curriculum for any given year. A key aspect was centring care for students and only using automation to minimise unnecessary work. Regular meetings between the Harambe Project Team and the Commerce Project Team were instrumental in ensuring project success. Both academic and administrative staff were involved as stakeholders, participating in the design and testing phases. Students were actively engaged during testing and provided feedback, which helped inform the creation of supporting materials. A dedicated website was developed, offering students easy access to information and guiding them through the registration process step-by-step.

### NSFAS NUDGE CAMPAIGN

In February, the faculty started a nudge campaign for all NSFAS students via WhatsApp, where 1084 students received a message to engage in a well-being and self-check survey. This resulted in 22 students immediately approaching the faculty for academic and mental health support. Additionally, food security was identified as a challenge for some students and emergency funds were used to support students.

## COMMERCE ONLINE CURRICULUM PLANNER

In July 2022, the Commerce Online Curriculum Planner was launched, providing students with an online platform to plan their curriculum. A glossary was provided to explain the terminology of UCT, frequently asked question sections assisted with some of the common advice queries and a chatbot linked to the Commerce Cares team that responds to queries during working hours.

## ACADEMIC ADVISING SITE FOR STUDENT ADVISORS

In December 2022, the Academic Advising Site for student advisors in the faculty was launched. This site focused explicitly on advisors, providing important information on the handbooks, electives, training resources, and student support services. Fourteen focus group sessions were held throughout the year with staff, advisors, and students to understand various aspects, such as advising during registration, barriers and enablers to student advising, identification and tracking of at-risk students, and the role of advising in student success. The reflection of students and their agency in seeking advice was remarkably insightful and will be used to develop interventions in the future.

## COMMERCE EDUCATION DEVELOPMENT UNIT EVALUATION

The Education Development Unit's strategically important role in the faculty was evaluated. Analysing the progress of prior student cohorts in the unit showed that the augmented programmes were the most successful degrees with the highest throughputs in the faculty. This highlighted that a faculty-wide rollout of the additional support received by students in the augmented programmes would likely increase the throughput rates in all degrees.

### Other notable achievements

The **College of Accounting** achieved reassuring results on benchmarked qualifications, with a 73% success rate for first-time candidates (national average in 2022: 60%) and a 70% success rate for all candidates (national average in 2022: 58%) on the Assessment of Professional Competence (APC) exam. The APC exam is the second and final professional exam written by candidates to qualify as CAs (SA).

In **Finance**, five final-year BBusSc Finance and BCom Finance Honours students won the South African round of the CFA Institute Research Challenge on 27 October. The CFA Institute is the largest global professional body in the investment industry, with over 178 000 members globally. Its flagship international

competition, in which universities from across the world compete, requires university student teams to analyse a listed company with the assistance of an academic and an industry mentor. This was UCT's ninth win in 14 years, and the UCT team will represent South Africa in the EMEA (Europe Middle East Africa) round of the competition in 2023.

**The School of Economics** concluded a student and staff exchange agreement with Université Paris 1 Panthéon-Sorbonne, and a first master's student represented UCT in Paris for their fall semester.

The **Nelson Mandela School** strategically partnered with the United Nations System Staff College (UNSSC). This collaboration will enable the School and UCT to share the innovative teaching materials and methodologies developed by the UN Staff College and enhance the quality of its teaching and executive training programmes. The partnership will support the school's overarching mission to build the capacity and resilience of democratic institutions and ethical leadership across the African continent.

The MPhil in **Financial Technology** class collaborated with Investec Bank to successfully deliver an application called Mudala, a prototype of a blockchain-based carbon credit marketplace on the Ethereum blockchain. One of the MPhil's students also established a FinTech startup called Sum1 Investments that provides stokvels with short-term investments and financial education. The startup won numerous awards: the Alpha Code Women in Tech Startups of the Year Top 6, the GSB Solution Space: Most Promising Startup Award, and the Motsepe Startup Foundation Award for High-Impact Startups.

In the **Department of Information Systems**, postgraduate students excelled at the 12th International Development Informatics Association Conference (IDIA 2022), winning numerous awards including, the Second-Best Paper Award; the 2022 Cyber 9/12 Strategy Challenge; and the 2022 Discovery GradHack Competition.

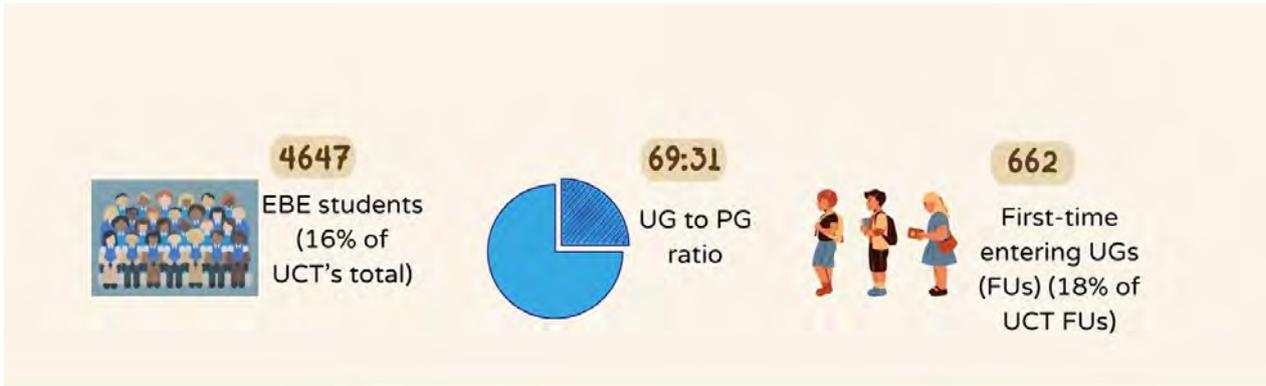
**The Genesis Project**, now in its 28th year at UCT, has emerged as a pioneering catalyst for empowering South African youth to take charge of their futures by bridging the gap between classroom education and real-world business learning. The course nurtures creative problem-solving, strategic thinking, and practical business acumen. Over the years, Genesis has equipped over 1600 PDE graduates with the tools necessary to thrive in a highly competitive and ever-evolving global start-up market. In 2022, the Entrepreneurship Development in Higher Education Directorate recognised the UCT Genesis Project as a powerful gateway for students to translate their theoretical knowledge into tangible entrepreneurial ventures.

## 2.2 Faculty of Engineering and the Built Environment

### Key contextual issues

2022 was a transitional year as the undergraduate degree programmes were delivered in blended mode until the end of the first semester using 'home rooms'. While largely successful, it had challenges, such as the limited number of days on campus for students and the lack of sufficient venues. Laboratory constraints (limited carrying capacity), inability to undertake field trips, and students having difficulties undertaking the required practical training were issues in some programmes. Most of the teaching had returned to 'normal' contact teaching by the second semester. However, some courses were run in blended mode due to timetabling and venue constraints on campus. The return to normal full-contact teaching was well-received by both staff and students.





# ALL ABOUT ENGINEERING AND THE BUILT ENVIRONMENT (EBE)

## 2022 Size and Shape Facts & Figures



## Student success

Data received from IPD indicates that the throughput across most programmes dropped during 2020 and 2021 (the Covid years). 2022 saw a larger than normal move of first-year engineering students into the academic support programme (ASPECT). However, throughput in the higher years of study increased when EBE returned to (mostly) face-to-face lectures via “home rooms”. The bubble of large classes will take at least 2023 and 2024 to move through the system. This bottleneck in the system will significantly impact the time to graduation.

Another factor that needs to be considered is implementing the FECR rule, which allows all students, including first-year students, to be granted one chance not to meet the progression requirements. An FECR for a first-time student with zero credits earned puts the student beyond the time requirements to complete the degree. Given the curriculum credit load and pre-requisite requirements in EBE programmes, if a student has achieved zero credits each year, they cannot complete N+1 on a standard/managed EBE load subsequently. It became clear that EBE requires a minimum threshold of credits obtained or GPA threshold for the automatic FECR code.





**68%**

Pass rate on 1000 level courses



**57%**

Pass rate of Foundation students on 1000 level courses

# ALL ABOUT ENGINEERING AND THE BUILT ENVIRONMENT (EBE)

2022 Student Performance Facts & Figures



**58%**

Proportion of 2018 BSc(Eng) FU cohort intake who graduate after 5 years



**43%**

Proportion of 2018 African BSc(Eng) FU cohort intake who graduate after 5 years



**50%**

Proportion of 2018 BSc(Eng) Extended Programme FU cohort intake who graduate after 5 years

## Digitally enabled education

In 2022, the faculty started planning and migrating to the university's new learning platform, Amathuba. Several courses across the faculty participated in the Amathuba pilot. These pilot courses provided valuable insights into the faculty's needs to ensure continuity in the teaching and learning project in the migration to Amathuba. Some programmes elected to migrate ahead of the institutional migration plan. Academic staff and the CILT team spent considerable time navigating the challenges of implementing a new learning platform.

## Curriculum change and review

EBE offers professional undergraduate programmes accredited by various professional councils, which require the respective programmes to develop a specific set of graduate attributes in their students by graduation. Several programmes have recently reworked their curricula to make them more responsive to the needs of students and more coherent in their structure and content. The curriculum thus far has drawn extensively on the need to develop specific graduate attributes and on including key academic development initiatives to give students the best possible chance of success in their studies.

In 2022, the focus was on the institutional curriculum review project, with a framework for implementation and resources put in place for the formal review process to commence in 2023. The Curriculum Review Project has three foci:

1. Review credit calculations in all programmes to ensure that the credit value of courses is aligned with the amount of work required for each course. This will create a tension for EBE as the faculty must comply with the graduate outcome statutory requirements of the various professional councils (ECISA, SACAP, SACLAP, SACPLAN, SACPCMP, SACQSP, SACPVP) while balancing the HEQF requirements for the awarding degrees.
2. Relevance of curriculum content to the current context in which future EBE Professionals will work, i.e., what we teach and why, how we teach and why?
3. Review of service course offerings to EBE, i.e. review of curriculum content and teaching pedagogies of all service courses.

The position underpinning the curriculum review is obtaining a richer understanding of how we can support student success (i.e. throughput) by consciously deliberating what and how we teach. In addition, the faculty has formalised two working groups with service course departments, namely Mathematics and Physics, to provide a space to support a collaborative and collegiate working relationship between EBE and these departments, which needs liaison around class and tutorial scheduling, regular review of EBE student performance in these courses, identify students at risk; design interventions to address student success and undertake curriculum review and alignment with the needs of the EBE programmes.



## New interventions

### PHAMBILI PROGRAMME

It was compulsory for academically struggling (FECR and RACC) students to attend CHED's Phambili Programme. The programme supported teaching for students to achieve academic success via emphasising student agency and taking responsibility for their success, enabling access to institutional resources and support, and helping students develop individual plans for recovery. It is however unclear at this stage to what extent this programme effectively improves throughput on the EBE programmes.

## LIFE SKILLS WORKSHOPS

The faculty ran nine life-skills workshops covering time management, working in groups, stress management and self-care, preparing for examinations, goal setting, building confidence, presentation skills and mindfulness. Students who attended these sessions commented that they were extremely useful in supporting them to success.

## PSYCHOSOCIAL SUPPORT TO FIRST-YEAR STUDENTS

Many students struggle with prescribed mathematics courses, whether for Science or Engineering degrees, especially at the first-year level. The UCDG-funded project in Science and EBE aims to improve the progression and throughput of undergraduate Mathematics students in the Science Faculty and EBE and Physics students in EBE by enhancing the provision of psychosocial and academic support. The project funded individual therapy for students needing psychological support and a series of life skills workshops on relevant psychosocial topics for students. Three sessional clinical psychologists were employed to offer these services to students. The Ikusasa Student Financial Aid Programme (ISFAP) funded psychological therapy for ISFAP students and other EBE students. The project employed a Clinical Psychologist to offer six hours of weekly online therapy.

The UCDG funded a series of life skill workshops between August and September with material prepared by two psychologists. Students gave input on what would be useful for future sessions. The topics included time management, managing thoughts and emotions, depression, anxiety, and ADHD: symptoms and management, working in groups, stress management and self-care (including mindfulness), preparing for examinations, goal setting, building confidence, presentation skills, Bereavement, and dealing with loss. The series concluded with an open session on mindfulness and a Q&A. After the poor turnout for online workshops, it was decided to host them in person. This did not work either, and the funding was given to students who presented individually on any of the topics.

An anonymous survey to evaluate the therapy service was sent to 36 students. Twenty students responded. The therapeutic intervention's efficacy is evident from the quantitative scoring and qualitative comments of the students who responded to the survey. Again, it is likely that the vacation and load shedding contributed to the poor response rate. The data suggests incredible shifts in their capacity to do inner work and challenge themselves to show up differently. Most reported favourable experiences of the therapeutic intervention they received. Their well-being improved significantly, with practical techniques and coping strategies being gained. Recommendations to improve the service included having face-to-face therapy sessions, although some preferred online sessions. Most students wished for more sessions to be offered. This is a challenge with budgetary

constraints and the need to provide therapy to as many students as possible. The data suggests strong support for continuing this service to students needing psychological support.

### Other notable achievements

The faculty offers excellent academic support via **ASPECT (ECP)**, an academic development lecturer in each department, a well-established tutor system, boot camps, and an active peer-to-peer mentoring programme, including psychological therapy for clinical cases. Since 2020, the Department of Chemical Engineering has piloted a **Life Coaching programme** designed for students with three primary aims:

1. To help the first-year intervention team identify and provide psychosocial support to 'at-risk' students (this has now been extended to all years in the Chemical Engineering programme)
2. To equip students with life skills that harness their resilience to persist and succeed in their studies
3. To help students set, clarify, and pursue their goals and visions in their journeys to being well-rounded engineers

Overall, students received this initiative well, leading to improved throughput in the Chemical Engineering programme since its implementation.

EBE continues to use the **Tutored Reassessment Programme (TRP)** successfully. The TRP is a structured intervention that occurs after the end of the examination when a student has a mark typically between 40% and 44% and is not eligible for a Supplementary examination. Attendance at the TRP allows the student entry to the supplementary exam. The TRP has eligible students spending a week on campus during the 'vacation' period, engaging in extensive course revision through structured tutorial sessions that allow students to engage thoroughly with the material. TRPs are only offered for 'bottleneck' courses with an unexpectedly high failure rate and in courses on a critical path to success, e.g. Mathematics and Physics.

## 2.3 Graduate School of Business

### Key contextual issues

The Graduate School of Business (GSB) strives to be a distinctly African business school with a global reach and a commitment to social impact, sustainability, leadership, and understanding complex environments. The school continues to pursue an ambitious multi-year strategic shift intended, among other things, to enhance teaching and learning in its programmes in support of Vision 2030. As part of this shift the GSB has identified three core strategic goals:

- to use its convening power, unique perspective, and expertise to drive positive societal change in South Africa and beyond;
- to be the leading authority in understanding business and the business environment in Africa and the preeminent business school linking African experience and global relevance; and
- to be a global pacesetter for research, teaching, and thought leadership focused on understanding—and identifying creative solutions to—critical challenges in complex environments.



One of only 124 triple-crown accredited business schools in the world, and one of only five on the African continent, the GSB underwent a reaccreditation exercise with the Association of MBAs (AMBA) in 2022. This exercise brought an assessment panel of deans from top business schools in Africa and around the world to evaluate the GSB, which was ultimately awarded AMBA's highest level of accreditation. When added to the school's achievement of the highest level of accreditation given by EQUIS, which it received in 2021, these excellent reaccreditation results underscore the GSB's position as a leader on the continent and one of the top business schools in the world, particularly with regard to teaching and learning.

In 2022, the quality of the school's teaching and learning was also reflected in its global rankings:

- The **GSB Executive MBA (EMBA) programme** was ranked 20<sup>th</sup> in the world in student satisfaction by the UK's *Financial Times*. The school's score of 9.55 (out of 10), which was based on a survey of recent alumni conducted independently by the FT, placed the GSB in a tie with the Wharton School of the University of Pennsylvania and above top schools including the Saïd Business School at Oxford, IMD, and the Booth School at the University of Chicago. The GSB is currently the only business school based on the African continent with any academic programmes ranked among the top 100 by the *FT*, and it remains the only African business school ever to have an MBA ranked in this preeminent global ranking.
- In its first year offering its **CEMS Master of Management Specialising in International Management**, the GSB's *Global Citizenship Seminar* received the highest quality score of any course offered by the 34 top global business schools in the CEMS alliance, including the London School of Economics and Political Science (LSE), HEC Paris, Bocconi University, National University of Singapore, and the SC Johnson College of Business at Cornell University. The GSB's *Skills Seminar* and *Purpose Workshop* also received a first-place award from the CEMS alliance, which it held jointly with the University of Sydney, with the GSB's electives receiving second place among the 34 schools, an award that it held jointly with LSE and the Indian Institute of Management, Calcutta.



**1052**  
GSB students  
(4% of UCT's  
total)



**14:86**  
UG to PG  
ratio



**23%**  
African  
students



**37%**  
African, Coloured  
and Indian  
students

# ALL ABOUT GRADUATE SCHOOL OF BUSINESS (GSB)

2022 Size and Shape Facts & Figures



**17%**  
International  
students



**1:46**  
FT Staff:FTE Student  
ratio



**30**  
full-time (FT)  
Academic staff



**80%**  
Academic staff  
with a PhD



**50%**  
Professors and  
Associate  
Professors

## Student success

In 2022, the GSB and its students celebrated student successes across all of its programmes:

- An all-female team of **MCom in Development Finance** students won the global *Map the System* competition held at the University of Oxford's Skoll Centre for Social Entrepreneurship. The GSB team took first in a field of more than 1000 teams from 45 global universities with a new approach to mortgage financing for South Africans earning R25 000 or less per month.
- A student from the **MPhil in Inclusive Innovation** won the Pan African South African Language Board Multilingualism Award in addition to recognition from the Japan International Cooperation Agency for a company she founded that uses artificial intelligence to develop insights into African consumers who are expressing themselves in multiple languages and styles. Students from the same programme were included in Google's Black Founders Fund Africa class of 2022 and were recognised by the Wikimedia Foundation's Research Award for research on machine translation in African languages.
- A UCT team composed of two **GSB MBA** students and a student from the Faculty of Health Sciences won the *Futurize: Fuel Africa* Health Innovation Challenge, which brought together 1200 students from 12 universities and seven countries across the continent. The UCT team took first prize with a concept for a platform to use mobile technology to ensure optimal care for diabetes patients in South Africa.
- The **GSB MBA** team also won the *Oliver Wyman South Africa Case Competition* against top teams from business schools across the country.

## EMPLOYMENT SUCCESS

While students across most of the school's programmes remain employed throughout their time at the GSB, the full-time MBA students typically leave significant roles to attend the programme, with the hope of moving into new positions when they graduate. Notably, in 2022, 100% of the GSB's full-time MBA students had received excellent job offers—and, in many cases, several job offers—within three months of finishing the programme. This is a testament to the quality of the GSB's students, the excellence of its courses, and the support provided by the school's Alumni and Careers Service group. Testimonials from employers noted the "high level of analytical skills, problem solving abilities, and leadership potential" that they saw among GSB students, noting that it was "very clear that these students were well-rounded business executives seeking to make an impact on the African and global market landscape".

## ASSURANCE OF LEARNING

In the past several years the GSB has embedded *assurance of learning* approaches across all of its programmes, consistent with global best practices in management education. These approaches specify each programme’s learning goals as well as metrics and processes for demonstrating that students are achieving these goals and ensuring that the school is incorporating feedback into a process of continuous improvement. Each year the GSB does comprehensive reviews of key courses and learning goals in support of this overall process, and in 2022 this review found that the MBA students were overwhelmingly meeting—and, in many cases, exceeding—the GSB’s expected learning goals, with all students meeting 13 of 14 specified goals for the core “Social Innovation and Entrepreneurship” course (with all but two students meeting or exceeding the threshold for the 14<sup>th</sup> goal). The 2022 review of the EMBA showed similar success in assurance of student learning, with all students meeting or exceeding 10 specified goals and all but two meeting the 11<sup>th</sup>.

## Curriculum review and change

In the wake of the disruptions of the Covid-19 pandemic, in 2022 the GSB began a comprehensive curricular review intended to integrate some of the online innovations of the pandemic period with a redoubled emphasis on engaging and student-centred learning within the classroom.

## MASTER OF BUSINESS ADMINISTRATION

In 2022, the GSB commenced a full review of its MBA curriculum to make it more relevant and flexible, and to bring it more closely into line with Vision 2030. Prior to the Covid-19 pandemic, the school’s part-time “Modular” MBA programme had been delivered in a block-release format that required students to spend 13 weeks on campus in full-time study during the two-year programme. As the vast majority of the Modular MBA students continue to work while studying, and many travel from elsewhere in the country or beyond, this requirement reduced the school’s ability to enrol students who had substantial familial responsibilities or inflexible work schedules.

Beginning with its 2022 Modular MBA intake, the GSB took advantage of the evolving regulatory landscape and its pandemic successes with ‘live online’ digitally mediated teaching and learning to shift the programme into a blended format with hybrid components. Part-time MBA students are now only required to take 20 days of leave per year (40 days across the whole programme) and to spend two blocks in Cape Town per year (four blocks across the whole the programme). Students now begin the programme with three weeks of in-person learning, followed by evening

sessions online and shorter blocks, several of which allow students to choose whether to attend in person or online. This new format has greatly expanded the GSB's ability to reach rising leaders across South Africa and the African continent, as well as students from as far away as the UK and Dubai.

### Modular MBA schedule for the 2022 intake



The MBA programme review has also led to a number of innovations in content, all of which are designed to make the programme as relevant as possible and to ensure that the GSB's focus on sustainability, impact, and Africa is reflected across all of its MBA courses. In 2022, MBA students were given an enhanced option to write an applied research report as their final research project, and the programme's "Research Methods" course was revised to incorporate new insights and innovations from industry, practitioners, and UCT's d.school to update the course's content on data, communications, and innovation.

## CEMS MASTER OF MANAGEMENT SPECIALISING IN INTERNATIONAL MANAGEMENT

In 2022, the GSB launched its first postgraduate, pre-experience programme, the CEMS Master of Management specialising in International Management (MIM). This full-time programme provides a harmonised curriculum across a consortium of 34 top global business schools in the Global Alliance in Management Education (CEMS), with all students spending half of the one-year programme at their home

school and half at another school in the network. As the only member of the CEMS alliance in sub-Saharan Africa, the GSB is the only school able to provide incoming international students with an African experience and perspective, in addition to offering its own students the international experience and perspective of this unique global programme.

### Digitally enabled education

The GSB continues to work to integrate digital tools across its programmes in ways that enhance the teaching and learning experience.

## LECTURE THEATRES DESIGNED FOR HYBRID TEACHING AND LEARNING

Just prior to the pandemic, the GSB upgraded two of its seven lecture theatres to incorporate state-of-the-art tools for digitally enabled teaching, including large LED screens, digitally-enabled whiteboards, spatially aware microphones and auto-tracking cameras. In 2021, the GSB integrated cameras and special microphones into all of its lecture theatres, designed and built a board system that could support hybrid case-based and interactive teaching into its remaining lecture theatres. Uncertain as to whether blackboards or whiteboards would be preferable in this board configuration, the GSB undertook an experiment in 2022, installing black chalkboards in two lecture theatres and whiteboards in the other two. After the blackboards turned out to provide superior contrast for hybrid teaching, all four “board-based” lecture theatres were converted to blackboards.

## ONLINE POSTGRADUATE DIPLOMA IN MANAGEMENT PRACTICE

Prior to the pandemic, the GSB had its Postgraduate Diploma in Management Practice (PGDip MP) accredited for distance delivery. The school now runs two intakes of this PGDip programme, which is intended for working professionals, many of whom are looking to move into managerial roles: one intake allows students to incorporate in-person learning with online engagements, while the other is delivered in an entirely ‘live online’ format. The highly engaging online-only version of the programme has proved extremely popular and has made the programme accessible to professionals across the country seeking to do an NQF 8 degree.

## HYBRID TEACHING AND LEARNING

Beyond its broad curricular changes, the GSB has sought to incorporate hybrid teaching and learning in ways that expand students' opportunities to engage while improving the school's ability to support students from a wide variety of backgrounds. In 2022, the MBA programme incorporated a number of these innovations, including:

- An original case on Zambia taught in the core "Economics" course. As their final exam in the course, students were asked to write an analysis of the case from the perspective of an advisor to the new Zambian president. The day after they turned in their exams, the students were surprised with the opportunity to have an **online discussion with the Special Assistant to the Zambian President on Economic, Investment and Development Affairs**, which provided new insights into both the country's economic context and the experience of working closely at the top levels of government. In addition to this example, the integration of digital tools has provided GSB students with exceptional opportunities for students to have a highly interactive online sessions with top decisionmakers across South Africa and the continent, as well as around the world.
- An **asynchronous course on the fundamentals of accounting** developed for students with no background in the topic. This course, which was developed by editing and combining parts of lectures recorded during the pandemic with new elements developed specifically for this purpose, was made available to students on an optional basis to enable some students to learn the material, others to review it, and others—including chartered accountants—to skip it, based on their familiarity with the subject. As GSB programmes require cohorts with students from all backgrounds to take the core courses together, this type of asynchronous course provides an invaluable tool for making the most of in-class time while supporting students with no previous exposure to topics like accounting.

## Other notable achievements

In addition to its achievements in teaching and learning in its academic programmes, the GSB prides itself in supporting teaching and learning across South Africa and beyond with projects including:

### THE GSB CASE WRITING CENTRE

In addition to supporting GSB faculty in writing high-quality teaching cases featuring African businesses, in 2022 the GSB Case Writing Centre (CWC) was asked to mentor faculty at the United States International University-Afrika (UISIU) in Kenya to aid them in developing their own locally informed cases for use in Kenya and beyond.

### VISITING STUDENTS

The GSB has an extremely successful portfolio of programmes that it provides to visiting students from top MBA and master's programmes around the world, with student groups visiting from Oxford, NYU, ESADE, and elsewhere. In 2022, the school hosted more than 400 international students on group-based study tours and individual exchanges, with many engaging with major South African companies as well as local entrepreneurs during visits to the GSB's entrepreneurial ecosystem, the Solution Space, in Philippi Village.

### SUPPORT FOR THE PRINCIPALS' ACADEMY

The Principals' Academy was founded to enhance the leadership skills of principals working in schools in some of the Western Cape's most challenged communities. By providing participants with managerial and leadership skills, as well as peer learning and support, the goal of this programme is to improve education outcomes among youth by developing the capacity of their principals. The academy has been partnering with the GSB for a decade to deliver a year-long, part-time management and leadership programme for principals. By 2022, the programme had supported principals from 62 high schools and 77 primary schools, who are, together, responsible for more than 100 000 students.

## **SUPPORT FOR THE JIM SE BOS CHILDREN'S LIBRARY**

The GSB's Transformation Forum (a formal committee of staff and faculty that drives diversity and inclusion across the GSB) has spearheaded engagement with a children's library in the historically excluded area of Jim se Bos. In 2022, the GSB community donated 250 books, all in the children's mother tongue, allowing the Children's Library to give one to each child frequenting the facility. The vision of this drive is that each child could eventually have their own personal library at home as well as stationery supplies and a plastic box that provides a clean, dry place to keep them.

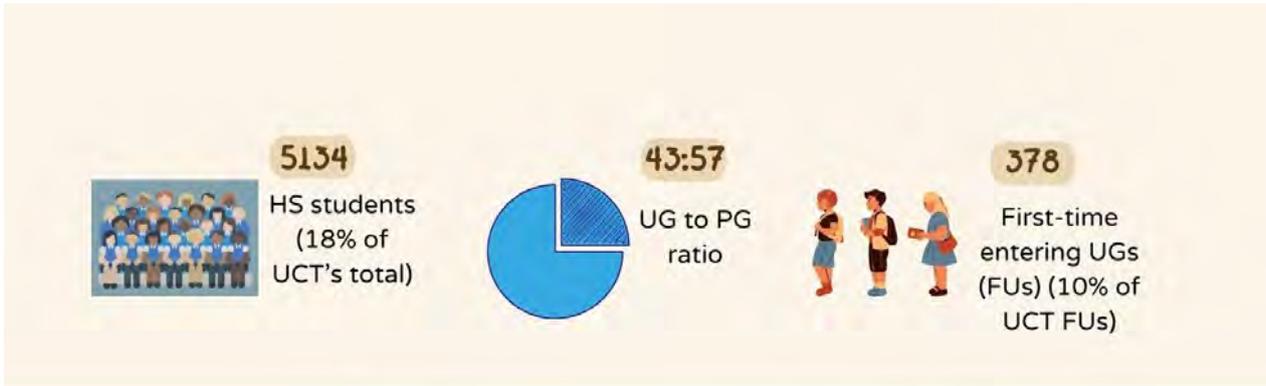
## 2.4 Faculty of Health Sciences

### Key contextual issues

As the South African economy strains, the Block Grant, Clinical Training Grant (CTG), and conditional grants have come under pressure, affecting programme resourcing. The CTG, which provides significant teaching resources across all health professional programmes, continues to experience in-year budget cuts of 5.5% per annum, amounting to >R11 million over the past three years. This has substantial implications for teaching capacity, especially in the undergraduate space and hampers any potential growth in intake.

As the student body has transformed its demographic profile over many years, the harsh reality of socioeconomic inequities and poverty has risen to the fore, with most students experiencing financial hardship and difficulty accessing funding to pay tuition and accommodation fees, resulting in increasing student fee debt, which contributes to the psychosocial stress experienced by students. The reduced benefits offered by NSFAS contribute to this picture. The faculty has engaged with various role players for student bursary opportunities and fee debt relief, including a faculty-run Mayosi Impilo Student Bursary Fund, to which staff and alumni contribute. However, the funding challenges continue to worsen, with consequent knock-on effects on student success and throughput.





# ALL ABOUT HEALTH SCIENCES (HS)

## 2022 Size and Shape Facts & Figures



## Student success

### EXTENDED CURRICULUM PROGRAMME

Following on from 2021, first-year students failing courses at mid-year enter the Fundamentals of Health Sciences course (HSE1001S) in the second semester of 2022. The interprofessional course was designed to address cognitive difficulties students experienced in first-year subject matter and equip them with academic literacy skills to navigate their subsequent courses successfully. The course included a series of integrated skills workshops to develop and strengthen students' academic skills to navigate their subsequent courses successfully. It provided space in the timetable for staff and students to connect to address social isolation and discuss coping mechanisms. Students ranked these “Connect and Care” sessions as their most valuable learning activity in their course evaluations. Of the 25 students who left the programme at the end of 2021 to return to the standard curriculum in 2022, 21 have successfully passed their first academic year. They are progressing to the second year in 2023. Of the 22 students entered the programme in July 2022, 20 will proceed with semester one in 2023.





1056

Degrees and diplomas awarded  
(15% of UCT's total)



336

Professional Bachelor graduates  
(32% of HS graduates)

# ALL ABOUT HEALTH SCIENCES (HS)

2022 Student Performance Facts & Figures



98%

Pass rate on 1000 level courses



89%

Pass rate of Foundation students on 1000 level courses

## AUGMENTED ACADEMIC SUPPORT

During 2022, a team of learning experts, under guidance from the Educational Development Unit, provided a range of augmented support activities to all students, including a Vula site for students to access resources to strengthen their study skills, make appointments to meet one-on-one with a learning expert, meet one-on-one with trained advisors regarding study skills and post questions on the forum that a learning expert will answer.

Additional class-based support interventions were also offered: bi-weekly whole-class support activities for all MBChB first-year students in semester two; group sessions for Physiotherapy first-year students who required academic support after tests, exam preparation, additional tutorials and written feedback on assessments; and group support sessions for senior Physiotherapy and Occupational Therapy students after assessments and individualised support were identified and requested.

## COMPULSORY ACADEMIC SUPPORT FOR STUDENTS WITH PROBATIONARY CONDITIONS

Following the UCT moratorium on academic exclusion in 2020, and the subsequent introduction of the FECR code for those students who are excludable but granted concession to continue with probationary conditions, the faculty has continued to use the FECR code in 2022. Students with any probationary conditions (FECR, RACB, and FECR progression codes) were all mandated to access augmented academic support, an academic mentor, and to attend CHED's Phambili Programme (emphasising student agency and responsibility for their own learning journey and success). All students on probationary conditions were also mandated for a non-academic support check-in with FHS Student Development Support Unit. Early indications are that around half of the students on probationary conditions have been able to meet their conditions and progress satisfactorily into the subsequent academic year.

## Digitally enabled education

### AMATHUBA

During 2022, much attention was given to the discussion, selection, and impact of the new LMS offered by Brightspace, which was later named Amathuba. Programmes and disciplines were extensively engaged regarding the phased migration strategy, implications, and process. Concerns were raised about some features and tools currently used in Vula, especially in the Faculty of Health Sciences, which will not be available in the new LMS, and alternative options are being explored.

### DIGITAL LITERACY FOR FIRST-YEAR STUDENTS

The Digital Literacy (DL) Training programme has three phases – Orientation, Semester 1 DL, and Semester 2 DL Programme. During the orientation phase, the focus is on assisting students with minimal, if any, DL skills, identified through a compulsory DL Competency Test as part of the Orientation Programme. 22% of the first-year intake in 2022 required additional support. Semester 1 DL takes place over 12 weeks, each focusing on various aspects of students' DL skills, such as tasks and assignments in their different courses. During Semester 1, some weeks are compulsory for all students if it is a critical skill required by all (e.g. navigating Vula courses), while other weeks are for intensive training for identified students. Semester 2 DL focuses on quantitative literacy.

## Curriculum change and review

Notwithstanding the calibre of students admitted to undergraduate programmes in the Faculty of Health Sciences, a persistent (although reducing) performance gap exists between historically disadvantaged and historically advantaged students. The historically disadvantaged (predominantly African Black) students are also at the greatest risk of interrupted progress in undergraduate programmes. The formal or declared undergraduate curricula have existed in current form for two decades. Knowledge of student learning, faculty development and curriculum design have advanced in that time, as has our insight from practice into the shortcomings of the current curriculum design.

In the health sector context, South Africa has a quadruple Burden of Disease with significant inequities in demography, social determinants of health, access to health care, and health service delivery. Curriculum change offers the opportunity to enhance the alignment of the curriculum to the Burden of Disease, address health inequities, and facilitate social justice. By reviewing and transforming the undergraduate curriculum and developing educational leaders to ensure improved

student success, graduating health professionals will be better able to engage the health system and advocate for a high-quality health system providing universal health coverage.

Curriculum change initiatives commenced in all five undergraduate health professional programmes in late 2021, with multiple faculty consultation workshops in 2022, creating an environment more conducive to change initiatives. A series of four two-day workshops covered the following aspects:

- Engagement with national and institutional policy documents and relevant literature, faculty priorities were explored in line with the Senate principles for implementing curriculum change
- Drawing on best practices in curriculum design both within UCT and examples of initiatives at other institutions, including Community-based learning (CBL), Professional Identity Formation (PIF), Longitudinal Integrated Clerkship (LIC) and rural placement of students
- Consideration of the context of learning, especially to produce graduates capable of providing health care in a decentralised health system (thus, community site visits were undertaken, followed by debriefing and consolidation of lessons learned)
- Prioritisation and decision-making for implementing principles, graduate outcomes, and pedagogical levers



The additional faculty principles determined by consensus at the consultation workshops are: Social Accountability, Student-centricity and independent Self-directed Learner Orientation, Graduate Attributes, Professionalism and Professional Identity, Interprofessional Education and Collaborative Practice (IPECP), Human Resources for Health (HRH) Responsive, Primary Health Care (PHC) and community Orientated Primary Care approach (COPC), Decentralised teaching platform, Community Based Education (CBE), and Reduction in Credit Load (and extraneous cognitive load).

A student consultation workshop and four community consultation workshops (in Sutherland, Vredenberg, and Manenberg) were held in 2022. They explored stakeholder perspectives on the needs and expectations of communities of health professionals that serve them to inform curriculum design.

## EDUCATIONAL LEADERSHIP FELLOWSHIP

The Educational Leadership Fellowship (ELF) programme was developed to drive curriculum change in the faculty, funded by the University Capacity Development Programme (UCDP). The programme is aimed at emerging leaders who are/will be involved in the process of curriculum redesign, given that leadership is a key element in processes of envisioning, developing, and implementing large organisational change.

The 12-month project-based fellowship programme in educational leadership was developed and implemented with the purpose of enhancing the quality of educational leadership and curriculum design through the development of individual and collective agencies to lead educational change, specifically planning and delivering curriculum reform. The learning objectives encompassed: 1) developing individual and collective agency to lead educational change; 2) improving understanding of educational theory and scholarly practice; 3) enhancing knowledge and skills in curriculum design; 4) shifting praxis for curriculum design as co-producers of the transformed curriculum; and 5) strengthening teaching practice, reflection, and review. The programme design included several interweaving elements: monthly contact sessions, the purposeful creation of an interprofessional multidisciplinary community of practice, and collaborative curriculum renewal projects aligned to the broader curriculum transformation process. The programme itself was further interwoven with curriculum transformation workshops where fellows were able to participate and influence the engagements.

ELF was launched in January 2022 with 35 convenors/teachers as the first cohort of fellows, from six different professions (Audiology, Speech-Language Pathology, Occupational Therapy, Physiotherapy, Biokinetics, and Medicine), and from 8

different disciplines represented as departments (Health and Rehabilitation Sciences, Family Community and Emergency Care, Health Sciences Education, Human Biology, Integrated Biomedical Sciences, Medicine, Paediatrics and Child Health, and Pathology).

Fellows were nominated by their heads of department as they are expected to play a role in their own disciplines in line with institutional priorities determined through the consultative process of curriculum transformation. Through the development of a critical mass of faculty members as educational leaders, it was envisaged that a more conducive environment for change initiatives would be created.

Of the 35 initially selected fellows, 33 concluded the first annual ELF programme. Of the 25 projects delivered, 14 were collaborative and all were aligned to Curriculum Transformation principles. Over half of the projects had started implementation which was not an expectation.

At the conclusion of the first cohort of 35 fellows, we identified some key lessons: 1) Collaborative, co-creative curriculum change is possible when conducive spaces are made available; 2) Modelling is imperative in the design and implementation – “practicing what we preach”; 3) Adaptability in approach is necessary to accommodate the various degrees of educational scholarship represented; 4) Reflections are necessary and powerful for personal and organisational culture change; 5) Embedding the intervention into organisational governance structures enables sustainability; 6) Collective agency can be realised when a critical mass of fellows engages collaboratively in organisational change initiatives; 7) Educational scholarship of integration and of application (or engagement), beyond that of discovery alone, can be achieved through an Intensive Longitudinal Faculty Development programme, and 8) Buy-out funding for fellows is a key component to retention and attendance, especially for fellows with clinical and clinical teaching commitments.

ELF as an intra-institutional intensive longitudinal faculty development programme (ILFDP) is novel in South Africa as it merges a unique blend of faculty development for leadership, educational scholarship and change management with a focus on curriculum transformation. A further innovation is the focus on collective agency and leadership, and the collaborative co-creative approach to the fellowship and curriculum design, contributing to organisational culture change and curriculum reform.

The future direction of the ELF programme is to become institutionalised, with the second cohort commencing in 2023, and through the insistence of 2022 fellows, a second-year extension to the programme has been initiated (colloquially referred to as “ELF 2.0”), with learning outcomes and building an inter-cohort community of practice. This emergent process of organic growth has been inspiring.

## CENTRING AFRICAN LANGUAGES TO DECOLONISE CURRICULA (CALDC)

This UCDG-funded project aims to increase the use of African languages, particularly isiXhosa, as legitimate tools for scholarship in Health Sciences. The project envisages the improved quality of undergraduate teaching of isiXhosa as a language for communication, the recognition of African languages as legitimate cultural capital to be valued as ‘currency’ for learning in university curricula, and the increased adoption of African languages for community engagement in health matters.

In 2022, the CALDC team hosted a hybrid Decolonial Summer School (DSS) with the theme, “Linguicide, imagination, and discontinuities towards understanding impilo”. Hosting the DSS is crucial for postgraduate students and young academics whose scholarship is decolonial.

CALDC also held a workshop to train staff and students on how to engage on radio on health matters. For the interactive part of the workshop, we used a podcast of the interview done by one of the project team members, Siwe Toto, with Umhlobo Wenene.

## HPCSA EVALUATION

Four undergraduate health professional programmes – Occupational Therapy, Physiotherapy, Audiology, and Speech-Language Pathology – underwent their five-year evaluation by the Health Professions Council of South Africa (HPCSA). All four programmes were awarded accreditation for another five years.

Notable feedback from evaluators included: all remain over-credited, with recommendations for credit-load reductions; additional teaching and supervision resources were recommended for the larger intake classes to ensure teacher-student ratios are maintained; and recommendations to ensure sufficient appropriate teaching venues. Improvement plans will be drafted based on the findings and recommendations.

## New interventions

### COMMUNITY DEVELOPMENT IN HEALTH AND REHABILITATION SCIENCES

The Covid-19 pandemic provided an opportunity for the Department of Health and Rehabilitation Sciences (DHRS), incorporating Speech-Language Pathology, Audiology, Occupational Therapy and Physiotherapy, to re-evaluate their contribution to communities considering the stark inequities in our society. Recognising the complexity of inequity, shaped by historical, political, social, and economic factors, required the disciplines to rethink how we worked together to effect social change. Transdisciplinary praxis, working within and beyond disciplinary boundaries, emerged to address the complexity in marginalised communities. Through engaging in this way, students were challenged to question, critique and reimagine their discipline's ways of knowing and being and working together. Guided by a social justice lens, DHRS students were required to think with and through the community to identify goals and actions jointly. For the Division of Communication Sciences and Disorders specifically, the work has opened an opportunity to actively reconsider the contribution of community development practice for the professions and to include these practices in clinical sites.

### ANALYSIS OF NBT SUB-DOMAIN DATA

The Faculty of Health Sciences has started drawing on National Benchmark Test (NBT) sub-domain data to guide decision-making on student progression in the Faculty Examination Committee (FEC), specifically about supporting struggling students. In this regard, the Centre for Education Assessment (CEA) assisted with analysing NBT data for all students in all first-year courses, where *text genre*, *geometric reasoning*, and *number sense* are emerging as potentially problematic domains for students to master. Further analysis revolves around domain mapping for courses impeding progress, which entails looking at coursework to identify where NBT subdomains are triggered and then tracking this against performance in assessments. This data allows for a deeper understanding of how and where to support students who enter courses with low scores in certain knowledge domains, where the discipline demands high cognitive engagement with this thinking ability of the specific domain. These innovations will contribute to the overall thinking and implementation of curriculum change and transformation in the faculty.

## Other notable achievements / Innovations

### STUDENT NON-ACADEMIC SUPPORT

The dedicated Student Development and Support (SDS) Unit at Health Sciences and Student Wellness Services have continued offering wraparound psychosocial support to students. This includes medical and counselling services for preventing and managing occupational injuries and diseases, impairments and disabilities, pregnancies, leave-of-absences, and bereavements.

Of concern is the increase in the proportion of students requiring mental health support, which has risen steadily since 2019, with approximately 20% of students accessing mental health support measures, to 2022, when 25% of students were accessing mental health support measures.

Lack of funding and student fee debt remains a key stressor for students, and the SDS Unit assists with connecting students to financial aid; managing faculty-administered bursaries, scholarships, and fee debt relief; and providing students in distress with short-term relief funding for food security and hygiene.

Prevention strategies include the Peer Mentorship Programme, where every first-year student is connected to a peer mentor trained by mentor facilitators (Clinical Psychologists). Peer Mentorship endeavours provide support to students for the transition from school to university, adjust to university life in the academic and psychosocial spheres, and achieving a sense of belonging, with the goal of developing graduate attributes as well as retaining students in academic programmes with adequate progress and throughput to graduate successfully in minimum time.

### PEER-LED TUTORIAL PROGRAMME IN HUMAN BIOLOGY

Aligned with UCT's strategic vision for 2030 key focus area to promote the holistic development of students by building academic, social and student support systems, the Department of Human Biology launched an inclusive, largely student-driven, academic support programme aimed at enhancing student success in 2021. The goal of the Anatomy and Physiology tutorial programme, *The HUB Connection: Creating Socially Engaged Learning Pathways*, funded by the UCDG since the start of 2021 to create learning environments that promote collaborative learning, academic success and develop the next generation of lecturers. The objective is to provide students with the opportunity to acquire and clarify the content knowledge of the subject and develop and enhance fundamental lifelong learning skills. Peer learning provides opportunities for students to facilitate their own learning through instruction.

The support offered includes one-to-one or small group sessions with a tutor, augmented tutorials with tutors, tutor-generated short videos, and integrated sessions with tutors during existing practicals or tutorials. The learning objectives of the tutorials were both student-driven and based on the staff's experience and insight into area(s) of the subjects that past students had found challenging. Since its implementation, the HUB Connection has trained 88 tutors, had 3918 tutees participate in the tutorial sessions, generated 38 tutor videos, and held five tutor-facilitated workshops that focused on time management and timetabling. Senior students in MBChB, Physiotherapy, Occupational Therapy and Speech Language Pathology, as well as postgraduate students and post-doctoral fellows specialising in subject-specific courses, are selected as peer tutors.

In 2022, we conceptualised and implemented a new Tutor Training Course. The objectives of the course were to provide tutors with the theory and practical tools required to promote learning, group work and social inclusion. The first part involves reflective exercises and role-playing, highlighting the qualities and skills required to be a good tutor, professional behaviour, organisational support and how to deal with critical incidents. The second half of the course is practical based and involves three exercises focused on tutors' knowledge base and communicative and social skills developed by discipline-specific experts and lecturers in the anatomy and physiology courses.

This peer-led tutorial programme has created a paradigm shift in the Anatomy and Physiology curricula involving students' seeing themselves as co-learners and as mediators driving this pedagogical change which is pivotal to the implementation of a socio-cultural model of learning.



## 2.5 Faculty of Humanities

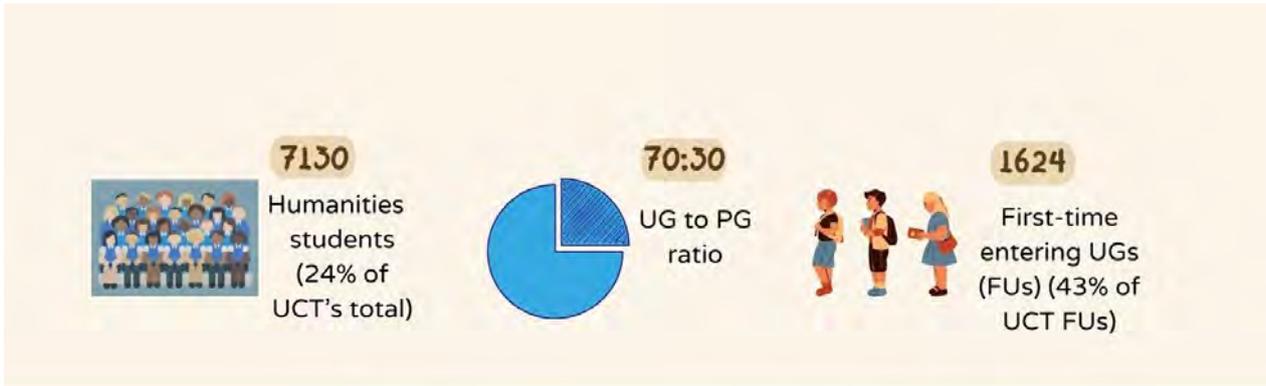
### Key contextual issues

The faculty returned to contact teaching in 2022 after two years of deep disruptions by Covid-19, including remote learning, a low-density campus, incoming first-year students with disrupted schooling, and teaching staff's mental health and cumulative workloads entering 2022. The academic year began remotely, with online orientation, registration, and curriculum advice. Face-to-face teaching resumed when restrictions were lifted, accompanied, in many spaces, by retaining the successful elements of online teaching that were developed during the pandemic, resulting in some hybrid models. For many undergraduate and postgraduate students, 2022 was their first experience of 'normal' campus social and academic life and its accompanying norms and expectations.

These contextual factors serve as the backdrop to the joy many staff and students felt on being able to recreate the university environment, which had, prior to the pandemic, seemed like a given. Many students who had a decreased academic load during Covid-19 could return to a normal load, but the knock-on effects of the previous two years were evident in throughput and progression. Towards the end of 2022, the faculty changed undergraduate degree progression rules for 2023 owing to the new, more restrictive NSFAS funding conditions, which will be felt most strongly from 2023 onward.



The faculty engaged in a process to strengthen student academic support by merging the Humanities Education Development Unit and the Student Success and Engagement Unit. This put in place an infrastructure for better teaching and learning support for all students. This support is critical when considering the difficult teaching and learning conditions during Covid-19 in combination with the more restrictive NSFAS-driven progression rules.



# ALL ABOUT HUMANITIES (HUM)

## 2022 Size and Shape Facts & Figures



## Student success

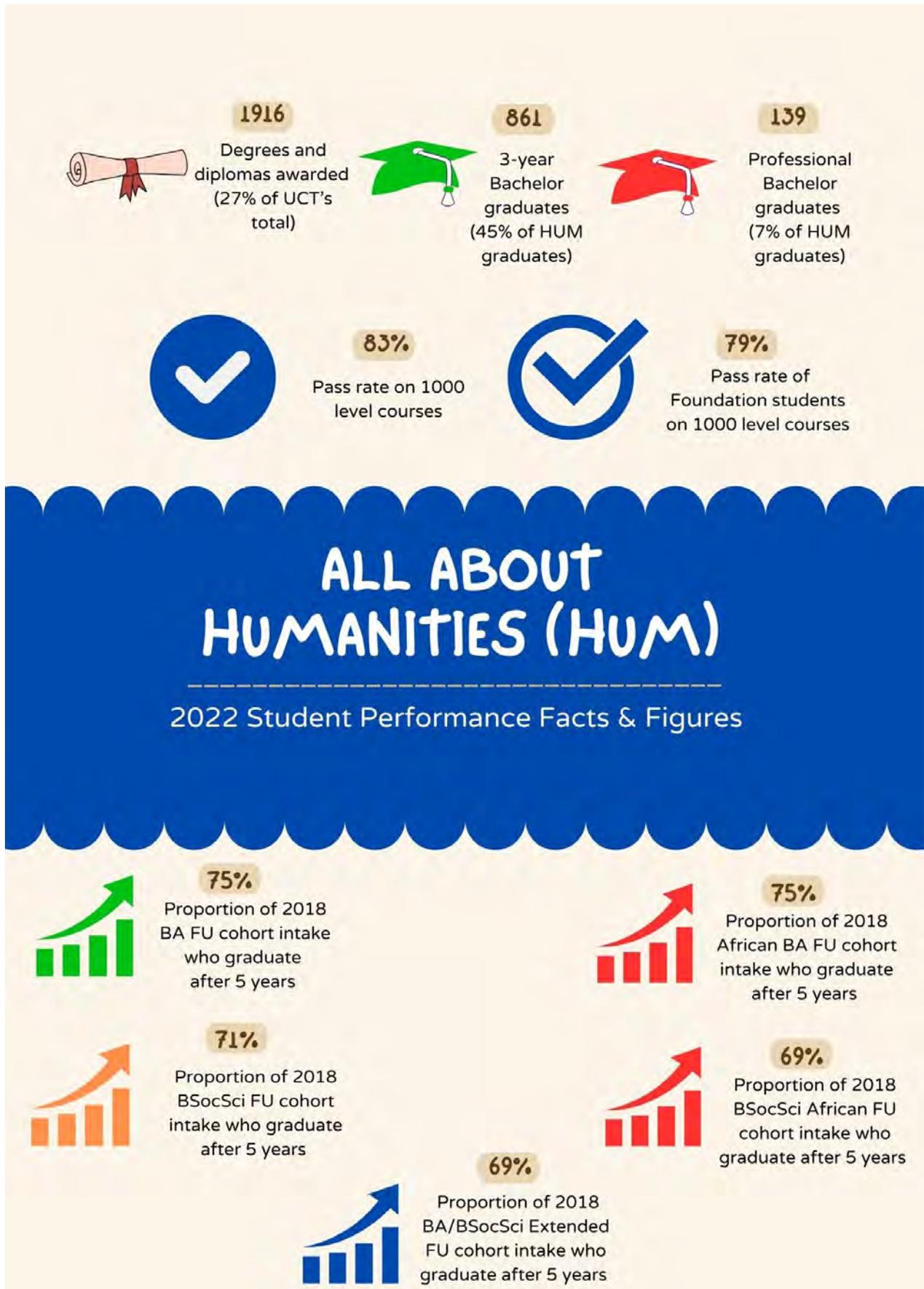
While other sections of this report deal with the quantitative elements of student throughput and success in the Humanities, we would like to focus here on two snapshots of initiatives in Humanities in 2022, which speak to the structures being put in place in the Humanities Faculty towards student success. These two examples are drawn here to illustrate key moments in the student support cycle that are aimed toward student success.

The first is the development of a suite of first-year level courses, the Khanyisa courses, which aim to provide a reflexive, Africa-oriented introduction to the disciplines for students and to improve the capacity of academics and teaching assistants to implement decolonial courses with enriched pedagogy and content in line with decolonial, Africanist aims and embed innovative pedagogical support in the courses. This includes their making use of critical content that engages students' lifeworlds; the development of enriched pedagogy, including innovative teaching and delivery methods that allow more time for active engagement and skills development (including multilingualism in the classroom and/or the development of blended materials); and the use of innovative formative and summative assessment methods which are often primarily coursework, rather than exam-based. Staff who teach Khanyisa courses are invited to regular training sessions on pedagogy and design.



In 2022, the Khanyisa project exceeded its target objectives regarding the number of courses added to the suite, reaching 13 courses after only two years of the project. This is a very gratifying outcome. They are all first-year courses that can be taken by any undergraduate student in the faculty as part of the appropriate degree in the faculty. It is likely that 2023 will not see the addition of many more courses to the suite, as we have reached saturation point in the Faculty through this excellent uptake. Training and support for Khanyisa teaching teams was done through peer learning workshops conducted both online and face-to-face.

The second is the Mandisa Mentor Project, designed to pair promising final-year undergraduate students with postgraduate mentors to assist undergraduates in successfully applying for postgraduate study while also giving writing support. The project runs in partnership with CHED's Language Development Group, which supports the mentors in their own postgraduate writing journeys. In 2022, Mandisa was run in a blended form with five workshops or check-in sessions held for mentors while meeting regularly with students. The project design means that mentors and mentees receive support. While the project is small, with 14 mentors and 52 mentees, feedback is very positive, and the faculty hopes to expand it in the future.



## Digitally enabled education

As noted above, hybrid models have been retained in some teaching spaces in the Humanities, ranging from full courses running online to online computer labs, writing support, or tutorial spaces, and indeed to well-designed course websites that support the face-to-face learning that occurs in lectures and tutorials. One avenue of strong digitally enabled education that emerged in 2022 was that of our faculty tutor training programme – tutors, as well as being postgraduate students themselves, are often the first line of contact for undergraduate students whose lectures may be very large, and as such, are an integral part of our teaching and learning strategy. To improve the quality of students' learning experience, a blended mode of ongoing tutor and teaching assistant training was designed and facilitated in 2022 to support and equip tutors to effectively teach in blended/online modes. The trainings, which were aligned with Universal Design for Learning (UDL) principles, focused on: designing blended pedagogic interventions that are inclusive, building student literacies and skills (reading, writing, and managing the assessment demands such as essay writing and exam preparation), maintaining student engagement and classroom inclusivity (including the design of small regular tasks for formative or continuous assessment), as well as how to give constructive feedback in blended modes. The training in 2022 comprised nine synchronous webinar sessions, three in-person workshop sessions, and four online asynchronous modules. In total, 147 tutors completed the modules, and 276 attended the webinars and in-person workshops.

## Curriculum change and review

The Humanities Faculty has been engaged in conversation about curriculum change for some time and has put in place some structural curriculum change initiatives, such as the Khanyisa courses described above. Individual courses and departments have also been consistently involved in processes of curriculum review and change. 2022 was an important year for expanding structural curriculum change beyond the first year, however, in a special Faculty Board on curriculum change was held at the end of the year. While some of the potential avenues for change put forward there were rejected by the Board, the robust discussion laid the groundwork for the development of a new curriculum change proposal and implementation process that will be in place from 2023 onwards, including departments committing to course credit review.

## Other notable achievements

Associate Professor Elena Moore, the HoD of the Sociology Department, was the sole recipient of UCT's **2022 Distinguished Teacher Award**, the highest accolade awarded to teaching staff at all levels within the university and recognises excellent teaching. A/Prof Moore describes her teaching style as enabling "a space to talk, gather, open up, ask questions and collaborate".

Within the Faculty, the **2022 Dean's Award for Teaching Excellence** was awarded to Dr Meryl Van Noie, Senior Lecturer in the Jazz Section of the College of Music, and Dr Julia Cain, Lecturer in the Centre for Film and Media Studies. Both recipients showed a truly excellent development of hybrid and online teaching practices during the pandemic and into the present, and a deep awareness of the role of social justice in teaching and learning in the South African higher education space.

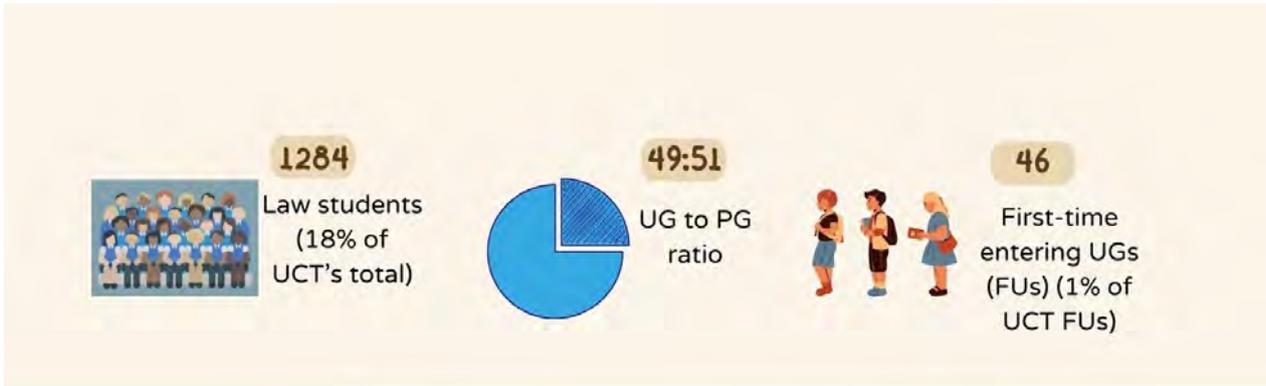
## 2.6 Faculty of Law

### Key contextual issues

2022 was a year of reset and re-adjustment. The lifting of Covid-19 restrictions removed many operational obstacles and allowed the faculty to resume on-campus, face-to-face lectures, and tutorials in all its undergraduate courses from the start of the academic year. However, the post-pandemic 'new normal' presented new challenges, and opportunities.

After two years of improving their technical skills in online learning technologies and methods and adapting their teaching and materials for emergency remote, physically distanced, and subsequently blended teaching and learning, academics returned to campus with both renewed enthusiasm for face-to-face teaching and a better appreciation of the opportunities for digitally supported and enhanced teaching and learning. Lessons learned over the previous two years resulted in improved course design and a greater number and variety of online resources in many courses.





# ALL ABOUT LAW

## 2022 Size and Shape Facts & Figures



## Student success

Two years of online teaching, learning, and assessment, together with the academic measures the university put in place in 2020 and 2021 to enable students to proceed despite poor performance, continued to affect student success in 2022.

Data suggests that many students were left with significant knowledge and skills gaps and were under-prepared for the following level. Although some thrived, overall performance in 2022 was disappointing, particularly at the lower levels of the LLB degree programmes. While academics did their best to provide effective online teaching during Covid-19, the general view in the faculty is that it, together with online assessments, was an inadequate substitute for the richness of the on-campus learning experience and the invigilated closed-book assessment.

Another initiative that impacted student progress was the 2021 policy of granting concessions to students who failed to meet the progression requirements for the first time to continue subject to the fulfilment of certain probationary conditions at the end of the first semester of the following year. The cumulative result of this 'concession to continue' policy and the university's 2020 'no academic exclusion' policy was a significant increase in the number of students, particularly academically at-risk students, who progressed from first to second year at the end of 2020 and 2021. The consequences thereof were clearly reflected in performance in 2022.

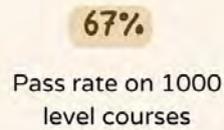
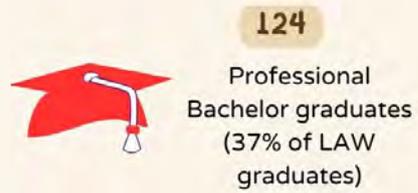
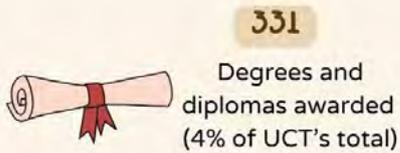
Results in the 2022 mid-year assessments showed a concerning decline in performance in exams and tests at both intermediate and final levels while preliminary-level courses were largely in line with those of previous years. Approximately 24% of all LLB students achieved a mid-year GPA (based on final course results in F courses and the June test results in W and H courses) of below 50%. The majority were intermediate-level students.

Students who failed the progression requirements for the first time at the end of 2021 and had been granted concessions to continue also performed very poorly. Approximately 94% of all such students failed to fulfil their probationary academic performance conditions and were excluded in June 2022. Many of them were subsequently re-admitted by the faculty's Readmission Appeal Committee.

As an immediate response to the concerning performance at the intermediate level in particular, the faculty increased the number of academic and legal skills development classes that it provides for students identified as needing additional support. As a result, almost a third of intermediate-level students received additional classes that taught both generic academic skills and law-specific skills.

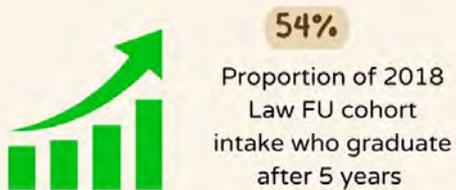
Although performance recovered to some extent during the second semester, at the end of 2022 there was a general decline in throughput at all levels of the LLB; the average time to graduation on the four-year undergraduate LLB degree

programme was 4.59 years, and only 58.2% of students graduated on time. The percentage of students who graduated in the graduate LLB programmes also declined. A more detailed presentation and analysis of student performance is provided elsewhere in this report.



## ALL ABOUT LAW

### 2022 Student Performance Facts & Figures



### **Digitally enabled education**

The faculty commenced the migration of course and student-facing sites from Vula to the new Amathuba online teaching platform. All the necessary work was completed to enable all the preliminary level sites to begin operating on Amathuba from the start of 2023. In many cases, it has involved a substantial overhaul of and enhancements to course sites and materials.

The migration project will continue to be rolled out over the next two years, with intermediate and final level sites scheduled to migrate from the start of the 2024 and 2025, respectively.

### **Curriculum change and review**

The faculty began initial planning for a comprehensive LLB curriculum review and change project. It is envisaged that this will be a three-year undertaking that will be informed by curriculum drivers such as learning and graduate attributes, decolonisation, social responsiveness and UCT and Faculty 2030 Visions and will cover all aspects of the LLB, including structural issues such as the courses, subject areas, and skills to be included in the curriculum, credit load, progression and articulation rules, transitional provisions, and various matters of content, pedagogy, and delivery.

## 2.7 Faculty of Science

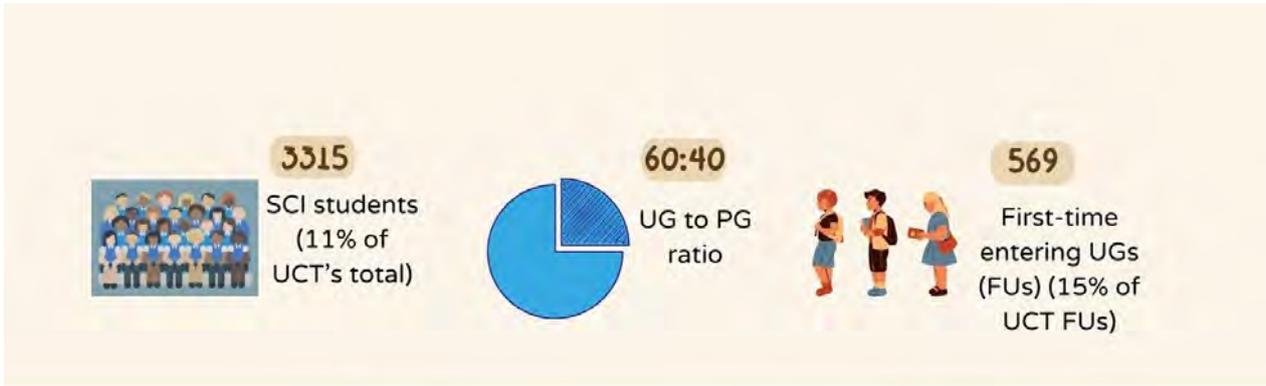
### Key contextual issues

Covid-19 restrictions determined the constrained registration environment at the start of the year. The Science Faculty took bold steps to return to campus, noting that face-to-face learning activities within laboratory settings as well as field-based activities are integral to the curriculum. All cohorts had some face-to-face activities, constrained by space availability and limitations on occupancy, with small classes, which are typically senior-year students with full attendance in distanced spacing.

Innovative approaches were implemented, e.g., large cohorts were offered blended learning involving synchronous online lectures and small group activities in face-to-face mode in laboratory or workshop sessions. In multiple courses, field-based activities (including going to sea) involved Covid-19 testing prior to departure, where low incidences of positive tests were observed. Lectures and mid-year exams were held in socially distanced mode and in masks.

The faculty returned joyfully to full face-to-face lecturing and laboratory and field-based activities in the second semester, including specialist facilities such as the South African Astronomical Observatory in Sutherland (Astronomy), and within campus laboratories.





# ALL ABOUT SCIENCE (SCI)

2022 Size and Shape Facts & Figures



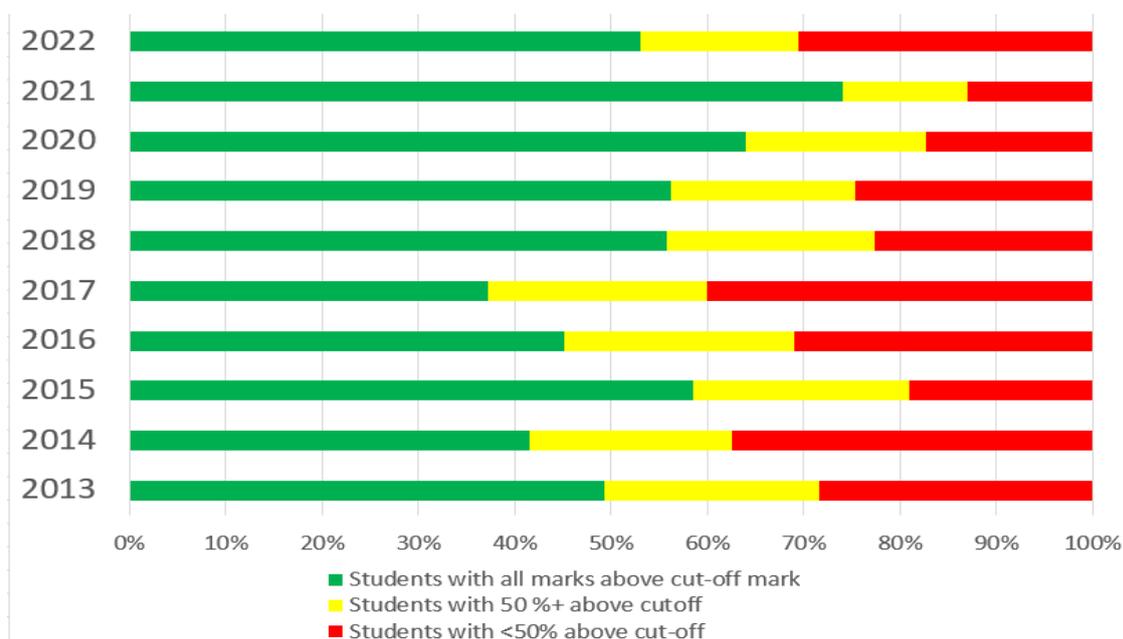
## Student success

The faculty offered several interventions aimed at improving BSc throughput, targeting first-year and at-risk students. The BSc Extended Degree Programme (EDP) for first-year students provides flexible curriculum pathways, with students receiving additional support in extended courses in those subjects where they need it. In 2022, the faculty implemented the 2021 external review panel's recommendations which included more rigorous placement criteria, based on three indicators of performance (NSC, NBT, and first tests), for metrics-based decision-making.

Figure 3.1 compares 2022 student performance in the first tests with previous years, with the 'cut-off' marks being the marks below which students are identified as being at risk in a particular subject, e.g. 45% or 50%. Despite the cut-off marks being set slightly higher than in previous years, students' results were no worse than before Covid-19.

There was holistic curriculum advice for EDP, and students identified to be 'at-risk', with individual consultations with Science student advisors available to all first-year students at the end of the first quarter.

**Figure 3.1: Performance of first-time entering BSc students in the first tests**

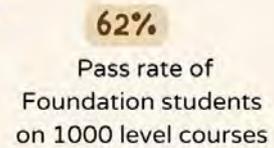
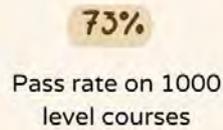
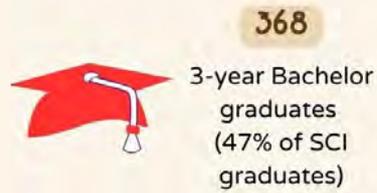
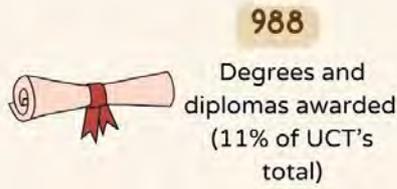


The faculty provided additional support to all first years through the Help@Science tutoring programme, where tutors were available in the Science Learning Centre in the Chris Hani building, Monday to Thursday from 16h00 to 18h00.

All EDP students were invited to participate in the faculty's structured Mentoring Programme, where they could meet weekly with a group led by a senior student as a trained mentor. The programme uses online resources to prompt discussion around a particular topic each week and was used with Computer Science students previously. The mentoring programme complements the support offered in the extended courses by developing study, self-regulation, and soft skills to set a foundation for throughput in the BSc.

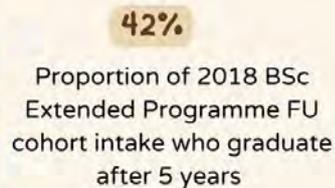
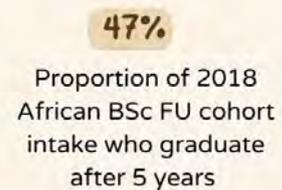
During orientation, students received a copy of the book *A Mind for Numbers*, which explains how the mind works and the most effective study techniques in the sciences. This was augmented through the Academic Literacy sessions rated as a favourite during the evaluation of orientation. First-time-entering students surveyed in October 2022 ranked the Mentoring Programme as the most helpful, followed by the *Mind for Numbers* book and the Help@Science sessions. The survey showed that students generally knew about these and other interventions, such as the SciCares helpline and the dedicated Student Wellness Service counsellor in the Maths Building. Students identified some factors impeding their success, such as mental health, financial worries, and lack of time in the academic calendar to consolidate.





## ALL ABOUT SCIENCE (SCI)

### 2022 Student Performance Facts & Figures



## Digitally enabled education

Science has embraced digital solutions in registration and other educational functions. Programme Enrolment was the main platform for registration, and Science's experiences have been used in fine-tuning the rollout to other faculties. Similarly, Science participated in the Amathuba pilot, and several departments rolled out full Amathuba use beyond first-year courses.

The periods of enforced blended learning have offered opportunities to improve teaching approaches. Several courses (e.g. AGE1005L, STA1000F/S/P, CSC1015F/S, CSC1017/9F, MAM1008S, STA2007F/S/H) adopted and retained elements of 'blended learning', building on experiences from the disrupted period.

Computer Science successfully introduced a set of blended first-year courses (CSC1015F/S, CSC1017/9F) after two years of preparatory work. Video and supporting material was professionally produced, in collaboration with CILT. A specialised teaching tool was developed to support interactive self-study, by integrating video controls, quizzes and an offline Python IDE. Moving into blended learning has eased the perennial timetable and venue scheduling challenges, allowing students to study at their own pace and attend regular workshops and tutorials organized for small cohorts at different times of the week. A detailed evaluation of the 2022 cohort (published at the SACLA 2023 conference) indicated that the course was successful because blended learning allowed us to meet the varying learning needs of different students.



Statistical Sciences manage one of the university's largest courses in terms of student enrolment. STA1000F/S (run as a blended model since 2014) works through a unique pyramid structure whereby a team of 4 to 5 lecturers closely support a team of 30+ tutors who work as 'course mentors' to the 1400 (second semester) students in small groups. These groups meet every week, in person through facilitated whiteboard sessions, hotseats and tutorials. STA2007F/S/H was run as a blended course since 2015, in response to time-tabling problems. Students have weekly deadlines and tutorials but the online component allows them more flexibility in their learning.

### Curriculum change and review

The current generic setup of the BSc with two options, viz the three-year degree and the extended four-year degree, has assisted in allowing changes to be made to the majors without protracted periods of approval. Over the past ten years, a few departments have reviewed their offerings and made changes to the majors offered, with the most significant being in BIO, MCB, and, most recently in EGS. These changes increasingly reflect an African-centred curriculum and global trends in many fields of science, especially the exponential growth in data and computations capacity. After an extensive review of the MAM curriculum, changes were approved in 2022 for implementation in 2023 to MAM first-year courses, including the establishment of augmented courses, with the aim of improving throughput in this challenging area. A revised structure of MAM second-year courses for implementation in 2024 and MAM third-year courses in 2025 are planned.

A further bottleneck on throughput has been identified, relating to credit overload in BSc degree rules currently applied relative to the accredited load. As part of curriculum review, conscious efforts will be made to align accredited and expected credits in the BSc majors. Curriculum change, credit load, graduate attributes, pedagogies, assessment etc, are imperatives included in the upcoming curriculum review. This holistic review of the BSc offering, in line with Vision2030, commences in 2023, with implementation set for the 2025 academic year.

During 2022, the faculty revised the BSc readmission criteria for implementation for students starting the BSc in 2023. The revised criteria provide for students to complete the degree in N+1 years.

## New interventions

In addition to the above interventions targeting first-year students, an academic recovery programme was provided for the 103 BSc students who enrolled in 2022 despite not meeting the published readmission criteria at the end of 2021 (through the FECR and RACC provisions). The faculty's Student Development Officer (SDO) managed the programme, which used a strengths-based approach, with an online tool that guided each student in identifying personal strengths and resources to help them overcome the anticipated challenges, culminating in a personalised "Action Plan for Success" that they submitted at the start of the year. These students were given the opportunity of a regular 'check-in' quiz, consultations with the SDO, and 'study buddy' groups based on their majors. In addition, the 39 students who were still in first-year courses were placed in the structured mentoring programme described above. Feedback from students was generally good.

The mid-year Faculty Examination Committee identified students whose results were 'at-risk' mid-year and student advisors provided advising interventions for these students. The academic recovery programme was repeated for these students.

## Other notable achievements

### SCIENCE LEARNING CENTRES

Many students struggle with prescribed Mathematics courses, whether for Science or Engineering degrees, especially at the first-year level. A goal included in an earlier faculty strategic plan was the setup of a Science Learning Centre to provide students with a dedicated learning space, create a sense of community within the faculty and offer various support interventions such as whiteboard tutorials, tutor-assisted homework sessions and pre-exam support sessions. This goal was realised when the Chris Hani Science Learning Centre was incorporated into the Chris Hani building and seems to positively impact the student experience in the faculty. The Science and Maths Learning centres are physical spaces within the Mathematics and Chemistry Buildings where students can get walk-in academic support and further their learning in a nurturing and supportive environment. It became clear that many students need academic and psychosocial support to succeed in their studies.

## STUDENT THERAPY

The UCDG funded four female sessional psychologists with 5-20 years of experience, including clinical work with young adults. Due to Covid-19 and many students residing outside Cape Town, all sessions were conducted online while accommodating in-person requests. Between March and October, 132 students received individual therapy. The funding supported group therapy sessions during term times for students who had terminated their individual therapy sessions. Most students attending therapy were first-year students (31%). A significant majority of students seen (59%) presented with anxiety and depression-related disorders. Of the 132 students, 62 (50.7%) completed the survey to evaluate the therapy service. This low response likely results from students being on vacation and the rolling load-shedding, which may have impacted their ability to complete the survey. The data suggests strong support for continuing this service and points to the therapeutic service's considerable impact on students' well-being and academic performance. The data suggests incredible shifts in their capacity to do inner work and challenge themselves to show up differently. Most reported favourable experiences and gained practical coping techniques that significantly improved their well-being. Recommendations included offering more sessions, including in-person therapy sessions. However, budgetary constraints remain a challenge to improving the service.

## STORYTELLING IN SCIENCE

Stories about the most exciting parts of South Africa's geological history have been written and translated into isiXhosa. They are available in written form on the project's website: <https://chosindabazomhlaba.com>. In collaboration with One Button Studios, they have been transformed into a series of YouTube videos: <https://www.youtube.com/@ChosiNdabazomhlaba>

The YouTube series will be shared as supplementary course materials for the introduction courses (GEO1009F, GEO1008F, GEO1006S). The storytelling style is effective at engaging students and introducing them to the most interesting events in Earth's history. Starting with the big picture will motivate students to develop the core skills needed to investigate these events, such as mineral identification and sedimentary rock descriptions. More broadly, the videos will be used to showcase geology to school learners and help attract students to the discipline. An Outreach Award from the European Geosciences Union funded the project.

# CHAPTER 3: STUDENT SUCCESS AND SUPPORT



## INTRODUCTION

This chapter describes a range of initiatives and projects at UCT that enhance the student experience through dedicated support efforts that are all aimed at enabling student success.

The chapter is presented in three sections: student success, student academic support, and student wellness support.



### 3.1 Student success

#### Addressing credit load and time pressure

Due to the combined effect of short semesters, study breaks, and overloaded curricula, UCT expects its undergraduate students to spend 40-70% more time per week on their studies than students elsewhere. The UCT teaching semester was reduced from 14 to 12 weeks at a time when the University made its greatest push to establish itself as research intensive. This means UCT semesters are two weeks shorter than most other South African institutions. (This does not apply to the UCT Faculty of Health Sciences, which has longer terms.) In addition, in recent years, the consolidation time between teaching and examinations (the study break) has been eroded from a full week to only two days in 2022.

At the same time, UCT undergraduate qualifications comprise 17-42% more NQF credits than required by the HEQF. NQF credits translate directly into time: each credit equates to 10 'notional hours', i.e. 10 hours the average student is expected to spend on all academic activities for the course. Putting these three factors – semester length, consolidation time, and credit overload – together yields the following calculations:

- Other SA universities: 120 credits divided by 30 weeks (14-week semesters plus 1-week study breaks) = 4.0 credits per week = 40.0 notional hours per week.
- UCT: 140-170 credits divided by 24.8 weeks (12-week semesters plus 2-day study breaks) = 5.64-6.85 credits per week = 56.4-68.5 notional hours per week = 41-71 % more than the 40 notional hours per week expected by other SA universities.

(This calculation does not consider student time during the examination period, which depends on how exams are scheduled.)

The time pressure on students can have spiralling negative consequences. For example, it affects student mental health, and poor mental health severely impacts the ability to engage in learning activities. Structural changes that address the time-pressure issue will increase the potential for student success. In this regard, credit overload is being addressed by curriculum review processes underway in all faculties. In parallel, the academic calendar should be reviewed to provide students with more learning and study time to achieve reasonable expectations of notional hours per week for students.

## Siyaphumelela Programme

In 2020, UCT applied successfully to be part of Siyaphumelela 2.0, a national programme funded by the Kresge Foundation, for three years. It focuses on improving student success through the combined development of student advising and data analytics. The Siyaphumelela project at UCT has supported a range of strategic initiatives in this area, many of which are described further below.

Since 2021 UCT also facilitates a Western Cape regional network on student success. The purpose of the Siyaphumelela Western Cape Regional Network is to engage in a process of regional institutions sharing their approach and experiences in improving student success, including sharing any lessons learnt and appropriate resources developed. This partnership affords UCT many opportunities for staff development and in 2022 UCT staff attended workshops and training provided by other Siyaphumelela network institutions.

Within UCT the Siyaphumelela grant largely supported the work of the Academic Advising Initiative (AAI) in CHED, which aimed to develop an integrated academic advising system that incorporates existing and new advising resources and tools into a holistic framework for student advising. The objectives are to engage advising capacity across the institution and understand opportunities for integration, develop tools for data and digitally enabled advising and advocate for investment in holistic, developmental, and academic advising. In 2022, the AAI continued to expand some of its services while piloting new ones. These are described further below.



## Data Analytics for Student Success programme

The Data Analytics for Student Success (DASS) programme aims to enhance institutional capabilities to support student success through data analytics. DASS was established in 2020 and is overseen by the DASS Committee, a subcommittee of the Senate T&L Committee. DASS functions as a virtual Business Intelligence Competency Centre and a vibrant community of practice, drawing on expertise and capacity from IPD, ICTS, CHED (CILT, ADP, CEA), and faculties.

DASS has established two strategic goals for using analytics to enhance student success:

1. Heads of Department and course convenors use meaningful data and visualizations about the course performance over time and the makeup of the student cohort to improve student and course performance over time.
2. Using academic plans and programmes as the lens, enable all levels of the UCT community to identify where student progression is being impeded.

A key DASS instrument, the Know Your Course and Students report (KYCS), is made available to course convenors at the start of each semester. KYCS was enhanced in 2022 with the addition of a postgraduate flavour of the report following input from the Postgraduate Teaching Task Team, the inclusion of course performance in pre-requisite courses following feedback from faculty roadshows and course convenors, and course-level NBT subdomain analysis contributed by CEA. NBTs provide valuable insights into students' strengths and weaknesses, and when used for diagnostic assessment, can enable the design of targeted interventions and inform curriculum development. The NBT sub-domain scores identify potential areas where students may encounter difficulties in a particular course, allowing for the effective planning of teaching approaches to address these challenges. See Appendix D for an anonymised example of a KYCS Report.

In early 2021, the need for an ethical framework governing the use of student data at UCT was recognised, addressing concerns related to learning analytics and regulatory requirements, including POPIA. In early 2022, three workshops were conducted to advance the Data Ethics Framework. These workshops explored case studies involving student data in research. They focused on defining the scope of the ethics framework and identifying necessary tools and resources for facilitating compliance with data privacy, security requirements, legal obligations, and meeting the expectations of the student community.

A Data Dictionary was initiated in 2021 by ICTS and IPD. This web-based tool presents metadata from UCT's SAP Business Objects (BO) Data Warehouse,

providing an easily searchable and navigable format with extensive cross-references. The Data Dictionary serves as a repository for field and report definitions related to the Admissions and Student Records Universes, facilitating the discovery and understanding of student data for staff working in the academic analytics space across the university. ICTS continued to enhance the features and capabilities of the Data Dictionary during 2022.

DASS also responded to ad-hoc short turnaround requests for data analysis, reporting, and visualisations across faculties. These included a comprehensive analysis for the Health Sciences Curriculum Transformation Project, comparing cohorts by race for MBChB and other programmes. Comparative analysis was also conducted for the Commerce Faculty, assessing at-risk students for Student Financial Aid, considering GPA and level of studies, and course-level pass rates to assess the likely impact of NSFAS funding changes for 2023. Other faculty engagements included developing early warning systems for first-year Science and Health Sciences students using pre-admission variables and performance in the first semester and analysing student performance on the first-year mathematics course for engineering students, MAM1020F, in relation to similar and subsequent courses. This analysis explored the relative difficulty level of the MAM1020F final assessment in relation to student progression in EBE.

The DASS programme at UCT is making significant strides in enhancing institutional capabilities and promoting student success. The programme's portfolio of initiatives is fostering a data-driven culture within UCT and building an integrated approach to leveraging data for evidence-based decision-making and support, informed by faculty priorities. Establishing a Data Ethics Framework underscores the commitment to ethical practices in handling student data, ensuring privacy and compliance and balancing student and institutional interests and needs.

## 3.2 Student academic support

### Academic Advising Initiative

The Covid-19 pandemic highlighted the fragile connection between student access and student success. It also highlighted for us, as an institution, that this vulnerability is not a marginal issue but something that impacts a significant proportion of our students, albeit in different ways. During the lockdown and beyond, we have seen how much of the related burden of care falls onto already overburdened academic staff and faculties.

To mitigate some of this burden, the Academic Advising Initiative (AAI) put into place several services to provide students with informational, referral and developmental advising. Three of these programmes are described below.



## Phambili Programme for Academic Recovery

The Phambili Programme for academic recovery responded to the increased number of students facing academic exclusion at the end of 2021. The objectives of this programme were to:

- motivate students to reconnect with their studies,
- explicitly set out the expectations that the university has of students,
- highlight the responsibility that students have for their success,
- encourage students to reassess the goals and aspirations that brought them to university,
- explore the academic and psychosocial challenges that students experienced in the year(s) before,
- connect students to sources of information and support that may help with confronting the challenges identified, and
- strengthen students' help-seeking behaviour and confidence in their own agency.



Students who participated in Phambili were largely coded FECR or RACC in the previous year. Faculties mandated some students to participate in Phambili activities, but some students also attended voluntarily. Despite a drop in attendance at the end of the first semester, the data from the first year of implementation suggests some positive trends between participation and progression and retention of students. In addition, student feedback also suggests that the Phambili model has helped students build a sense of belonging, engage their agency towards help-seeking, and find community. Preliminary data suggests that this model could be useful to mitigate the risk of academic exclusion.



## UCT Chatbot

The UCT Chatbot is a tool that can provide access to information about UCT 24/7 and can be accessed by anyone. The bot has a set of frequently asked questions that can be selected using a drop-down menu or by typing a question. Aside from the automated function, live agents are also available to service help requests during weekday office hours.

In 2022, the tool was piloted and launched on a small scale. The year-long pilot included a test for a high volume of queries during registration, providing much-needed insights into how this tool could be used at scale. From 1 January to 31 December 2022, 1 830 unique users accessed the UCT Chatbot, with approximately 81 000 message exchanges between the Chatbot and users. A total of 408 Human Handoff Requests were obtained from users who wanted to chat with a live agent. It is worth noting that since the relaunch at the end of December 2022, these numbers have significantly increased to over 25 000 users.

Data collected from this pilot identifies several potential benefits to the university in enhancing operations and improving the overall experience for students, staff, and faculty. One important feature is that it can collect valuable data on user interactions, preferences, and frequently asked questions, which can be analysed to identify trends, optimise services, and make informed decisions about process improvements. The chatbot was relaunched on the UCT website on 27 December. However, funding is a significant challenge to this bot service's continuity at UCT.

## UCT Cares

In 2022, we added the UCT Cares Faculty of Health Sciences (FHSCares) node to our faculty nodes (ComCares, SciCares, EBECares and LawCares). All Cares advisors continue to be trained and managed by the AAI. In 2022, these helpdesks managed a total of 1216 queries. On behalf of the deputy registrar's office, the AAI developed a programme to support the work of the Readmission Appeals Committee. Informational materials were redesigned as a website to increase accessibility. The RAC support site (RAC-YOUR-BRAIN) was busiest between the release of transcripts (21 December 2022) and the RAC deadline of 3 January 2023. The website attracted over 2000 users. In October 2022, we partnered with Residence Life in their Academic Support Bootcamp initiative towards the beginning of the second-semester exams to prepare students and provide support before they started with their second semester exam season. We ran student group sessions on MS Teams, where students could book a slot to attend a presentation on academic support by a UCT Cares representative at their convenience. These sessions covered issues around applying for deferred exams and implications, navigating student support during the pressured period of exams, time management, dealing with mental health issues, understanding DP, and studying for exams. This initiative was highly underutilised, with only a handful of students engaging.

While Cares was developed to deal with ongoing high volumes of queries, this has not been the main value; instead, two other values have emerged. Due to the flexibility in the design of Cares, it has proven to be a beneficial model to activate at specific periods of the academic calendar, e.g. in supporting the RAC application process, and secondly, having experienced advisors with generalised institutional knowledge has allowed Cares to help students with highly complex queries that require engagement from across support services to resolve. The data signals a need for centralised professional advising services.

## Academic advising into the future

Academic advising is a high-impact practice positively correlated to student success. This project draws on implementing elements of a holistic model for academic advising to understand how an integrated, data-driven approach to academic advising at UCT can impact student success. The aim is to know how we can enhance student success by integrating academic advising and data analytics. By leveraging the power of data-driven insights, we seek to find ways to improve the effectiveness of academic advising services and provide personalised support to students, ultimately leading to increased retention, graduation rates, and overall student satisfaction.

## The Writing Centre

The Writing Centre is located within the Language Development Group in the Academic Development Programme in CHED and offers one-on-one writing tuition for undergraduate and postgraduate students, integrated writing support within departments, Tutor training, online writing resources and videos, facilitation of open writing spaces, monitoring and evaluation of activities and practice-based research of writing pedagogy.

In addition, the Writing Centre continued to mentor future academics by recruiting and training talented postgraduate students to work as tutors in the Writing Centre. To date, 40 young academics have been employed in the higher education sector (five in the LDG in CHED). Reflections from the tutors attest to how our community of practice has transformed their academic identities as postgraduate students and educators.

### ONE-ON-ONE WRITING TUITION TO STUDENTS

The return to campus presented challenges, as many students preferred to meet online. The Writing Centre adopted a hybrid approach of online (via MS teams) and in-person consultations. Flexibility was essential to support the wider UCT community despite load shedding impacting our campus operations. The Writing Centre will have uninterrupted Wi-Fi in 2023, encouraging more students to consult in person.

The Writing Centre conducted 2097 individual consultations in 2022 with 45% of students from Humanities and 30% from Commerce. Of the students who visited the Writing Centre 41% did so more than once. Combining once-off visits and more sustained engagement is a unique affordance of Writing Centre pedagogy. Postgraduate students made up 36%. Voluntary feedback on student satisfaction showed that 92% of the 395 surveys completed rated the services as 'excellent' or 'very good'. Postgraduate students requested increased consulting hours, more discussion time, and additional online resources.

## INTEGRATED WRITING SUPPORT: WRITING WORKSHOPS AND TUTOR TRAINING

The Writing Centre ran 59 workshops that reached 3739 students in a range of departments and across all study levels, including Architecture and Landscape Design, Computer Science, Fine Art, Finance and Business Management, Education, Political Science, Social Development, Economics, Information Systems, City and Regional Planning. Our ethos is to embed the workshops as far as possible into the curriculum, working with course lecturers and the set assignments. We conducted non-course-based workshops, including orientation sessions, writing and research for students in residences, “Savvy Writers” workshops for postgraduates, and research retreats. The large number of workshops across various faculties and levels of study shows that the Writing Centre is a valuable training resource for students and staff. From anonymous and voluntary student feedback, 92% rated the workshops “very good” or “excellent”, while 94.8% rated the workshops as relevant and valuable for their writing task.

## TRAINING AND RECRUITING POSTGRADUATE STUDENTS TO BE WRITING CENTRE TUTORS

The Writing Centre employed 12 postgraduate students as tutors in 2022, representing various disciplines, including Education, Political Science, History, Linguistics, Psychology, Commerce, Molecular Biology, and History. They received 20 hours of initial training, including in working one-on-one with students, conducting workshops, face-to-face facilitation, and online modes.

Ongoing weekly training sessions continued throughout the academic year. They focused on topics such as student wellness, writing in economics, writing in history, providing feedback, referencing systems, presenting your research, language and learning, emancipatory pedagogy, numbers in writing, and ethics in research. This training gives tutors an invaluable opportunity to encounter pedagogy as they are empowered to assist and mentor students while developing as academic writers and researchers and gain exposure to the academic project of the university.

The Writing Centre hosted a joint training session to build a community of tutors in CHED with tutors from the Health Sciences Writing Lab, Numeracy Centre, Legal Writing Centre, and the Multilingualism Education Project. This was a chance to share different resources across disciplines and the evaluation responses were overwhelmingly positive.

## OTHER ACTIVITIES

- The Satellite Writing Centre at the Graduate School of Business (GSB), operational since 2014
- Series of writing workshops for the Office of Postgraduate Studies
- Weekly writers' circles, writers' retreats and provided individual mentorship to the Mellon Mays Undergraduate Fellowship Programme students
- Developed and redesigned 38 new online workshop materials and video tutorials, including 18 new lesson pages uploaded onto Vula, our blog platform, and website
- Contributed to faculty-based administration (such as plagiarism policy, readmissions, departmental reviews, research seminars) informed by Writing Centre work

The Writing Centre has fed research back into curriculum development. In this way, a dynamic interaction has been set up between teaching and reflection, which we also used in the training of the tutors.

### Multilingualism Education Project

The Multilingualism Education Project (MEP) is based in CHED. Although the university recognises English as the primary medium of instruction, it is committed to strengthening student support to improve success and throughput rates. These include providing multilingual concept literacy glossaries, appointing and training multilingual tutors, and developing online multilingual tutorials. In 2022, MEP brought multilingualism to the classroom through teaching assistance with the Extended Degree Teaching Assistants (EDTAs) in Humanities and training for residence tutors in Humanities.

MEP conducted a workshop with lecturers in the Department of Mechanical Engineering, specifically MEC1005W, in which they developed and translated 335 key disciplinary concepts into isiXhosa. These will be sent for quality assurance and national approval to the isiXhosa National Language Body under the Pan South African Language Board in January 2023.

MEP collaborated with colleagues in other departments and faculties to develop multilingual glossaries for various disciplines and with lectures from the nationally funded New Generation of Academics (nGAP). MEP approached the HoD of the School of Languages to partner in offering a new Bachelor of Arts Degree in Language Practice. This did not happen, and other avenues continue to be sought.

## Academic student support in the faculties

In September 2022, CHED's Academic Development Programme undertook a mapping exercise to assess the nature and extent of academic support provided for undergraduate students in all faculties. The key finding was that substantial support is offered in all faculties, with commonalities and some variation. This section covers the forms of support that exist, reflects on the reasons for students' persistent underperformance and considers implications for teaching and learning beyond 2022.

This section first describes the forms of faculty-level support targeted at specific kinds of students (e.g. first-year or at-risk students). Then, it details support available more generally to all students. Support is also provided at the department level, which is not included in this mapping.

**(i) Extended Curricula Programmes:** In all faculties except for Law, first-year students who would potentially benefit from additional teaching and academic support are enrolled on an Extended Curricula Programme (ECP), where the curriculum is spread over an extra year of study. The way in which the extra support is offered differs across faculties and subjects but usually includes additional tutorial time for students to consolidate their learning in a supported environment.

**(ii) First-year student development courses:** Most degrees include a compulsory first-year course providing academic and life skills. Commerce students take the *Discover Commerce* course. Health sciences have the *Becoming a Professional* and *Becoming a Health Professional* courses. Humanities has a suite of *Khanyisa* courses, which are non-ECP courses that provide ECP-type support. EBE has a different *Introduction to Engineering* course for each engineering discipline. Law has a legal writing project as a component of one of the preliminary level compulsory LLB courses and consists of a series of *Skills for Success* preliminary level workshops.

**(iii) Academic recovery interventions for FECR/RACB students:** Interventions were provided for all students who did not meet their degree progression rules and would have been excluded on academic grounds but were readmitted by their Faculty Examinations Committee (with the progression code FECR) or through appeal to the faculty Readmissions Committee (RAC). The Phambili academic recovery programme was made available to all such students and was compulsory for EBE and Health Sciences students. Commerce provided four workshops and individual consultations for ECP FECR students. Health Sciences and Science ran support programmes through Vula sites. Law FECR students received compulsory skills workshops and were required to attend two therapy sessions with Student Wellness or a private mental health practitioner. Similarly, Humanities FECR students must attend workshops and group support sessions run by the Faculty Student Development Officer.

**(iv) Mentoring programmes:** All faculties provide a structured mentoring programme for first-year students, where mentees are allocated, often in groups, to senior and/or postgraduate students. Most programmes follow a curriculum addressing life and study skills. All faculties provide their mentors with some training. The Humanities Mandisa Programme mentors final-year students into postgraduate studies. In 2022, the Science Students Council offered mentors to all undergraduates. The residences also run mentor programmes.



**(v) Tutorials:** Tutorials are offered in most first-year courses and many senior courses. The tutors are senior or postgraduate students. Students often find tutors more approachable than lecturers, and tutors often use multilingualism effectively for learning. The tutors are trained for this role, and excellent training programmes have been identified in the Faculty of Humanities, the Department of Mathematics, and the Numeracy Centre, which teaches a numeracy course in Humanities. The residences also organise extensive tutor programmes.

**(vi) Academic advising:** Students need access to information and advice related to their studies, e.g. curriculum rules, curriculum change procedures, Duly Performed (DP) appeal processes, deferred examination rules, and procedures. All faculties have specialist student advisors who give curriculum advice and refer students to other support. EBE curricula have little flexibility, so there is less need for curriculum advice, but every lecturer is allocated a group of students at the start of each year. In Health Sciences, academic advising is done through trained small group facilitators (in the problem-based learning pedagogy in early years), or convenors or

academic mentors. Humanities and Science faculties each have a professional advisor, usually titled a Student Development Officer, employed full-time to offer interventions, referrals, and practical help. Commerce has three Student Development Officers, one specifically for Actuarial Science students. The AAI provides peer advising, and UCT's Central Advising and Referral Service (UCTCares) provides email responses to student queries and refers students to other support. The faculties have dedicated Cares nodes: ComCares, EBECares, LawCares, and SciCares.

**(vii) Faculty-student support structures:** Health Sciences has a dedicated Student Development and Support Unit. The Student Development and Support Manager & Officer offers non-academic support to students. Similarly, Commerce and Humanities have a specialised unit providing student support, namely the Commerce Student Development Services Unit and the Humanities Student Engagement and Support Unit. In Humanities, this unit has merged with the ADP Education Development Unit to form a one-stop student support unit. Some faculties have additional working groups to address students' academic needs, e.g. the EBE First Year Committee, Maths Working Group and Physics Working Group, and the Science Student Support Working Group.

**(viii) Support from ADP Cross-Faculty Units:** The Numeracy Centre lecturers teach numeracy courses to first-year Humanities and Law students and run Excel workshops in some Commerce and Health Sciences courses. The ADP Language Development Group teaches a writing course to Humanities ECP students, while the Writing Centre and its satellites service the entire university.

### Academic student support in residences

The Residence Life academic support stream offers Residence Academic Development Support (RADDC) for students in residences. These support programmes intend to capacitate student leaders (house committees, mentors, and tutors) and students in general with positive psychology tools that build resilience to overcome challenges by setting goals and providing spaces for mutual support.

A Residence Life Survey was conducted in the second semester of 2022 to probe students' experiences on NSFAS and carefully analyse their experiences and needs. The responses showed issues such as managing finances, navigating ICTS for learning, and academic coaching (time management, stress management, etc.).

The challenge was that while 'stand-alone' programmes in the residence sector assisted individual leaders with the tools to support others, there was a need to strengthen the system as a whole and build linkage with faculties through existing

structures. The aim was to establish an integrated academic support service for students that created seamless relationships between faculty and residences. Through open, facilitative communication and sharing of information and resources, the student experiences an effective wraparound service. At a recent reflection space with wardens, this synergistic flow of communication would mean that when a student struggles in class, the academic staff member will naturally want to collaborate with the warden to provide a wraparound service.

To this end, a partnership was formed with the Academic Advising Initiative to further strengthen the throughput offering by synergising the residence and faculty offerings with that of CHED. In this regard, the faculties are still the custodians of throughput for the formal academic curriculum and the residential services one of the key strategic partners whereby faculty and CHED can leverage the Living and Learning programmes to provide continuity of service after hours, over weekends, and on public holidays whilst in residence. This partnership will aim to consolidate a model of a wraparound service between residence, faculty, and CHED through research and practice. The RADC programmes in 2022 have established an academic ethos in residences.

UCT's focus on residence performance is aimed at enhancing throughput and retention rates. The analysis of student data has provided valuable insights, paving the way for collaborative programming, faculty-specific residences, and targeted interventions. These strategic initiatives, supported by partnerships and policy involvement, will contribute to the long-term goal of improving academic outcomes and student success.

### 3.3 Student wellness support

The Student Wellness Service (SWS) is a Primary Health Care (PHC) facility servicing all UCT's campuses with satellite clinics and counselling points on the Upper, Middle, and Lower Campus, Health Sciences Campus, Hiddingh Campus, and the Graduate Business School. The SWS is dedicated to assisting students by providing primary health care to ensure they remain healthy and fulfilled by making healthy lifestyle choices as they pursue their academic goals. The unit offers holistic health care, including campus health promotion, targeted prevention, early detection, and treatment. The multidisciplinary team of health care professionals at SWS offer virtual and in-person consultations. All services are accessible through the SWS online booking platform. The campus-based health service is designed to provide short-term counselling to refer students to the public sector and other resources for more ongoing management. Over the last five years, the clinic at UCT reported a rapid growth in students' demand for mental health services.



## Counselling services

In 2022, SWS relied on donor funding for additional capacity to support students and meet demands for health services, especially mental health services. The demand was further exacerbated by the impact of the Covid-19 pandemic, with a visible spike in the number of students utilising counselling services during the pandemic years, as illustrated in Table 4.2.

SWS was able to meet demand through the following enablers: the HPCSA revised pandemic time guidelines on telemedicine, telepsychiatry, and telepsychology, and collaborations with the Panda App and the Ollie Health platform to provide same-day access, 24-hour counselling services, and increased access to services.

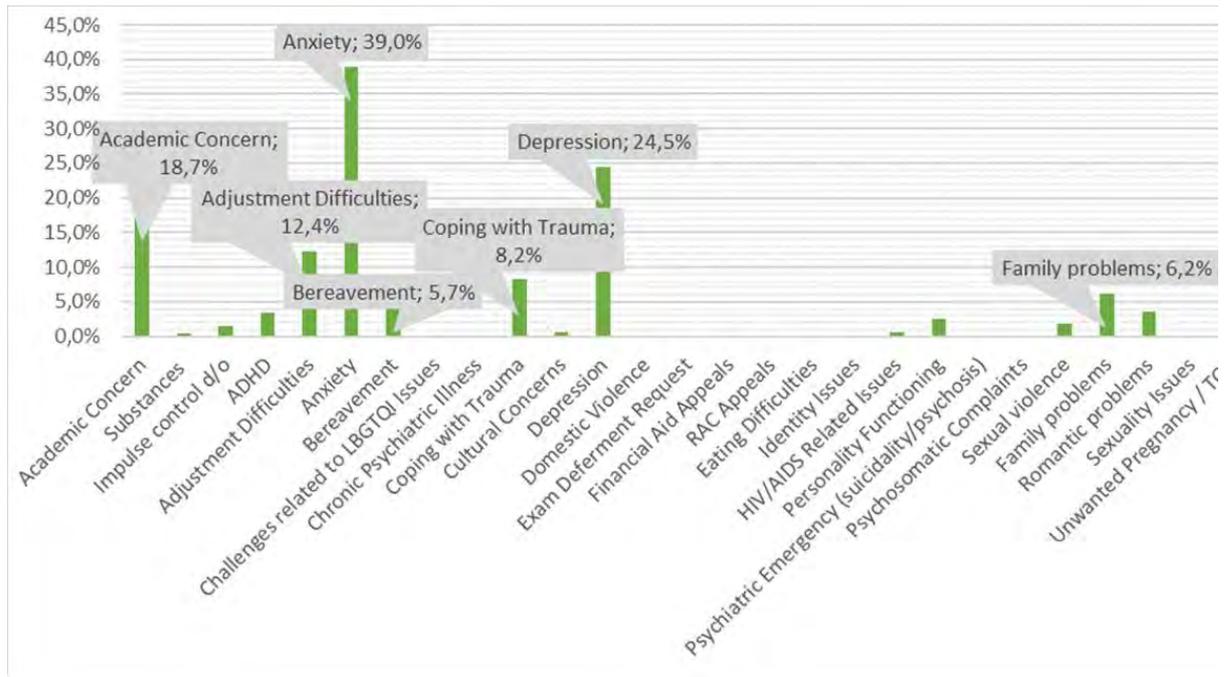
The increase in calls to the telephone lines over the past few years indicates how acceptable this mode of counselling is to students. Virtual online support groups and mindfulness sessions continue throughout the year. The busiest times for these services are when exams are approaching, such as May to June and October until the end of the examinations. Students sought mental health services for anxiety and depression mainly, with academic difficulties closely behind.

**Table 4.2: Increasing demand for student mental health services, 2018–2022**

Academic Year	Counselling Sessions
2022	12 234
2021	13 200
2020	10 877
2019	8 200
2018	5 200

The increase in student numbers shown above should be read in the context of higher student enrolments in 2021, many of whom benefited from changed entrance and academic progression requirements during the Covid years. As a result, there were higher numbers of students in the system who were less prepared and consequently more vulnerable to mental health distress.

Figure 4.2: Clinical Presentations



### Medical services

Provision of health prevention and awareness through outreach programmes and activities, including digital campaigns, continued while students were in remote learning. SWS conducted a campus-wide Health Promotion Campaign each semester in collaboration with external stakeholders. It attracted close to 6000 students. In 2022, all Satellite Clinics reopened after the closure of the Covid-19 Isolation Medical Facility at All Africa House in April. Upper Campus Clinics were fully operational during the entire year. There were 8377 student medical consultations, of which 833 were consultations with the Medical Specialist Psychiatrist. More than 1500 consultations were made by students seeking sexual reproductive health services. A significant achievement was the licensing of the Student Wellness Pharmacy in efforts to increase access to health services and medication for students.

## Covid-19 response

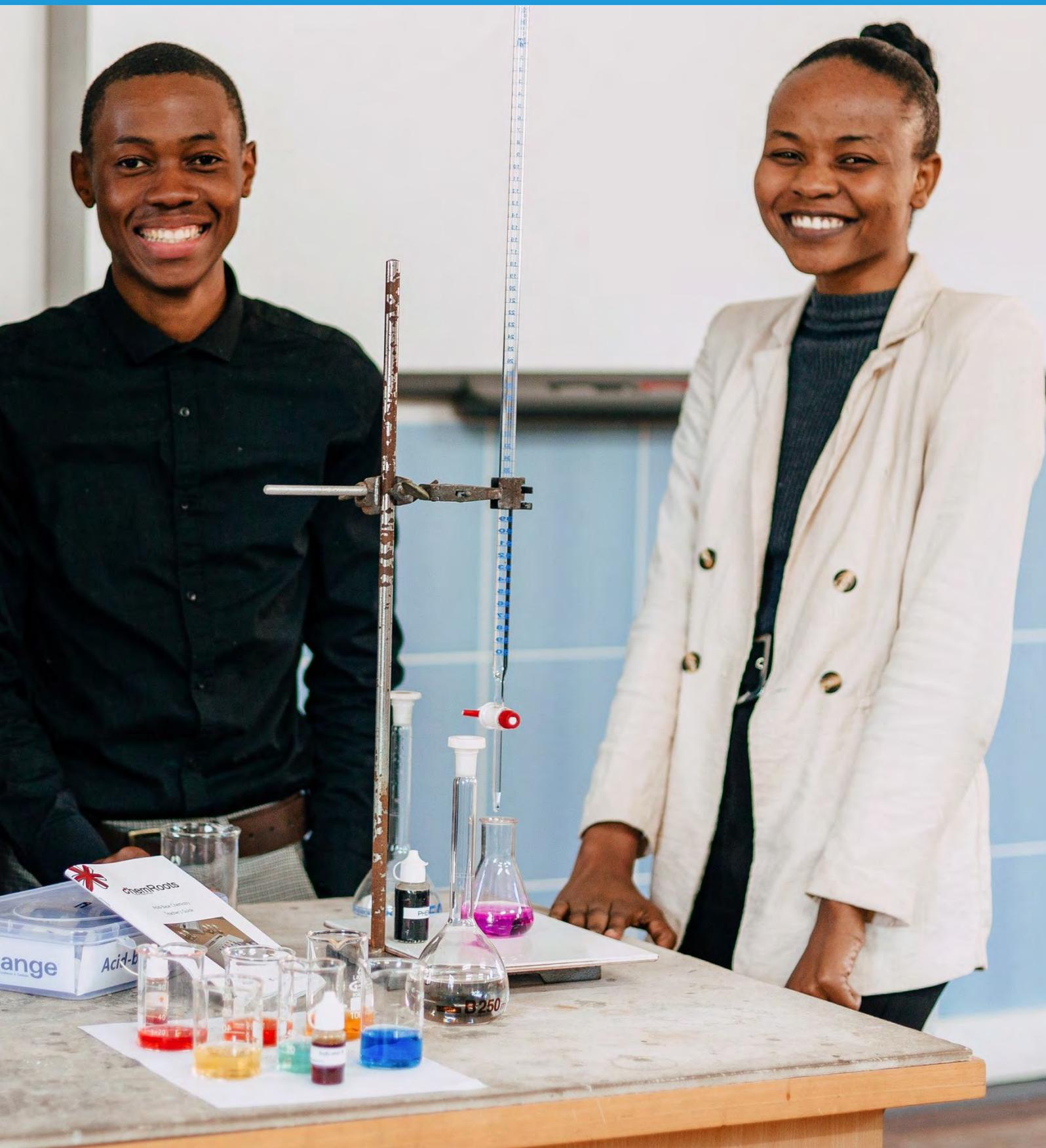
The SWS continued to support students during the academic journey in 2022 by providing adequate Covid-19 response, with Covid-19 being treated as any other acute medical condition according to the DoH guidelines and testing criteria. SWS provided a Covid-19 24-hour line for students who tested positive and required medical advice and vaccination information.

## Peer Intervention Programme

SWS continued to improve access to mental health services through the Mental Health Peer-led Intervention Programme. It enabled SWS activities to reach more students, successfully link the more vulnerable students to services, and assist with early detection before a crisis begins. In 2022, the programme reached close to 2800 students through the postgraduate peer counsellors who have undergraduate degrees which come with counselling skills to increase the capacity of SWS for offering counselling services. The programme's range of support includes peer counselling sessions, adjustment support, academic support, and general health promotion.



# CHAPTER 4: ACADEMIC STAFF DEVELOPMENT AND SUPPORT



## INTRODUCTION

This chapter describes projects that focus on academic staff development as well as tutor development and support projects. While staff training and development is an ongoing institutional imperative, the demands of Emergency Remote Teaching during the pandemic introduced the need for academic staff to focus on developing additional competencies with regard to blended learning modes, curriculum design, and online learning system interfaces. Filling this gap was a major focus of staff development in 2021. In 2022, focus has widened to the broader picture of growing and maintaining a strong team of academic staff.

The staff development programmes described in this chapter are intentionally designed to offer professional and staff development to academics at different critical points in the academic career journey, from new to established academics, to heads of department/division. In this way, the programme offerings are aligned with the goals of the DHET and CHE programmes for staff development and enhancement, and UCT links with national initiatives such as the [South African University Teachers Programme](#), the [New Generation of Academics Programme](#) (<https://ched.uct.ac.za/new-generation-academics-programme-ngap>) and the [Higher Education Leadership and Management Programme](#) of the CHE.

The tutor development and support projects undertaken in 2022 extend the notion of academic staff development to include tutors who are often at the coalface of student academic support. The pandemic years highlighted the valuable role that tutors play in supplementing student learning as a result of the small-group learning experience, peer-to-peer connection, and their potential to be role models. However, as the 2021 Teaching and Learning Report concluded, greater attention and resources were required to train ensured tutors are properly trained as teachers.

This chapter also includes a description of the 2022 Teaching and Learning Conference, which presented an opportunity for staff to engage with scholarship and share experiences of teaching and learning.

## 4.1 Academic staff development

This section focuses on three institutional programmes for academic staff development. The UCDG has funded the first two, and the university funds the third.

### Heads of Department/Division Enhancement Programme

Heads of Department/Division Enhancement Programme (HoDep) is run by CHED's Academic Staff and Professional Development (ASPD) unit. It supports and provides capacity-building opportunities for middle-level leadership and management and offers an opportunity for heads of department to grow within a community of engaged and critical middle-level leadership in the institution.

In 2022, HoDEP hosted 13 participants from all six faculties at the Mont Fleur Conference Venue from 20 to 22 April for a residential retreat that focused on exploring the South African higher education landscape in the 21<sup>st</sup> Century. It included various sessions pertinent to transformative leadership at UCT, such as:

- vision and strategy development as a departmental/division leader,
- leading and managing in the context of the 21<sup>st</sup> Century teaching project at UCT
- enabling research leadership, engaged scholarship and social responsiveness
- leading for inclusivity, change, and transformation
- understanding, shaping, and measuring student success
- leadership as a community of practice and reflections on the HoD role: past and present HoDs at UCT
- leading the finance and funding function in a department

Participants reported that the sessions were helpful and they enjoyed hearing from other HoDs about their experiences and challenges. The team hosted a follow-up workshop on 30 November, allowing participants to employ reflective practices to examine their experiences as HoDs in 2022. All 13 participants attended, and the sessions covered:

- retrospective reflection of 'highs', 'lows', and learnings associated with being an HoD,
- circumsperspective assessment of contextual enablers and constraints, and
- co-creating strategies for the new academic year.

HoDs welcomed the opportunity to discuss their challenges and engage with peers. The networking across faculties was a strength and the community of practice formed through HoDEP enabled HoDs to continue their connections beyond the retreat.

### Established and Seasoned Academic Practitioners Programme

The Established and Seasoned Academic Practitioners' Programme (ESAPP) was launched in 2020 and aimed to enhance the teaching practices of academics who have worked in higher education for 5-15 years or more, with a strong focus on postgraduate teaching and supervision pedagogy.

During the 2022 academic year, ESAPP welcomed 11 academics from CHED, Commerce, EBE, Health Sciences, Humanities, and Law, and hosted a residential retreat at Mont Fleur Conference Centre on 3–5 October. The retreat explored the following themes:

- The national and institutional landscape of postgraduate teaching and learning
- Perspectives on post-graduate studies – 'futures', transitions, and trans-disciplinarity via African-centred pedagogies
- Supervision and academic dynamics – Postgraduate supervision as a balancing act and Understanding university classrooms as power-(full)/(less) spaces
- Teaching, learning, and supervision – Teaching and learning as emergentist interaction and  
Supervision as teaching: Doctoral learning and supervision curriculum models

Within the ESAPP programme, there was a focus on supervision pedagogies and the scholarship of teaching and learning. We invited a guest facilitator to host a session on supervision practices nationally. The on-campus workshops focused on writing for publication as supervisors with students. ESAPP hosted a writing retreat from 1–2 December 2022 to allow participants the opportunity to complete their teaching philosophy/statement. Nine participants attended.

Participants in these programmes have indicated that while they benefit from the programme, they need time to process and assimilate knowledge and practice. We must think about a scaffolded transition when participants leave the programme and return to their usual workload. This will be developed further as we proceed.

Academics still experience the challenges of adjusting to in-person/hybrid teaching and find little time to engage in professional development activities. While they are participative in the retreats, there is little time in their daily workload model to develop and strengthen their practice. They rely on the facilitation and mentoring provided by the programmes in EATL.

The project team is acutely aware of these challenges and adjusts the programme to suit the capacity and capability of academics attending. We can adapt and shift the programmes as required without compromising the quality of the substantive content.

### The New Academics' Practitioners' Programme

The New Academics' Practitioners' Programme (NAPP) provides a robust model of contextualised induction for new academics transitioning into higher education. Participants are exposed to teaching, learning, assessment, and curriculum activities to aid their transition. NAPP runs in the first semester and is repeated with a new cohort in the second semester. The first-semester cohort in 2022 had 19 participants from Health Sciences, Humanities, EBE, CHED, and Commerce, while the second semester had 21 participants from all faculties. Of the 40 participants, 34 completed the programme and were awarded teaching grants.

The NAPP programme consists of a two-and-a-half-day residential retreat plus two full-day teaching, learning, assessment, and curriculum workshops spread over a semester. Workshop focus areas of the residential retreat included:

- Designing teaching for effective learning, curriculum alignment, decolonial pedagogies,
- Critical reflection for teaching and curriculum change,
- Marking student performance: rubrics or gut feel? Course evaluation for student-centred learning, and
- Teaching project presentations, Professional Development opportunities post-NAPP.

## 4.2 Tutor development & support

### Tutor Development Programme

The intention of the UCT Tutor Development Programme, initiated in CHED in 2022, was to create and develop resources to equip tutors with the necessary pedagogical skills, knowledge, and resources to promote and facilitate integration in teaching and learning effectively. Recognising that tutors serve as key facilitators of student learning and play a vital role in creating collaborative, interdisciplinary, and student-centred educational experiences, the initiative sought to empower tutors to become active agents of change and innovation, ensuring that their instructional practices align with the institution's broader goals of integration. The programme operated through a collaborative working group comprising key stakeholders from various departments and disciplines responsible for pooling information, mapping developmental areas, defining core competencies, ensuring professional behaviour, and establishing a comprehensive tutoring curriculum.



A framework for a coordinated approach to the UCT Tutor Development Programme was developed that offers insights and recommendations for future development and enhancement of tutor effectiveness and support. While there was much activity in 2022 around collaborative curriculum design, resources (including funding and staff capacity) were sorely lacking. The working group will continue to engage in collaborative tutor curriculum development workshops focused on pedagogical training, psychosocial support,

and multilingualism. A pilot initiative to create modules customised for implementation in select faculties will assess modules' effectiveness and gather valuable feedback for further refinement. Furthermore, collaboration with the Integrated Student Success working group will ensure alignment and maximise the impact of our tutor development initiatives across the university and will enable the programme to create a holistic and integrated approach to support student success.

### Tutor training support to faculties

Departments see an increasing need to train teaching assistants and tutors in learning theory and pedagogic strategy, classroom management, relationship building, and assessment. The need for this kind of support became more visible and crucial with the Covid-era move to Emergency Remote Teaching. Within CHED, the Writing Centre (reported above) and CILT have ongoing activities supporting tutors through workshops and webinars.



Workshops run by CILT for tutors in 2022 included sessions on engagement and community building, online facilitation, and grading and feedback. Four webinars were offered to master's and PhD students who have tutoring or teaching responsibilities as part of an online collaboration between CILT and the Office of Postgraduate Studies.

**Table 5.1: Webinars for master's and PhD students doing tutoring or teaching**

Webinar Topics	Number of Registrations
Teaching strategies for higher education classrooms	40
Planning for a lecture	54
Teaching strategies for small groups	39
Marking and feedback	35



### 4.3 Teaching and Learning Conference 2022

The 2022 UCT Teaching and Learning Conference made an exciting return to in-person proceedings in 2022 after a two-year hiatus due to the Covid-19 lockdown. This blended event comprised an in-person conferencing day on 25 October and a fully virtual day of panel proceedings on 27 October.

The purpose of the conference was to reflect, connect, and envision a socially just teaching and learning environment at UCT. In line with this approach, the first day of the conference was opened with a panel keynote on “A collective responsibility towards a reframed teaching and learning experience at UCT”. Day Two virtual proceedings opened with a keynote by Prof Mpine Makoe, Commonwealth of Learning Chair in Open Education Resources/Practices and Professor in Open Distance eLearning at the University of South Africa, on “Social justice as a visionary lens for the future of higher education”.



Highlights mentioned by attendees in the post-conference survey included:

- panel discussions,
- the virtual day keynote address,
- networking sessions,
- the inclusion of voices of younger emerging academics and range of expertise,
- learning more about Amathuba and hearing academic staff who piloted their courses on Amathuba share their experiences and their students' experiences,
- getting the opinion of other conference attendees during the panel discussion, and
- presentations and knowledge sharing.

CILT's Digital Media Unit provided the studio infrastructure and livestreaming facility for the virtual day of the conference, which was a landmark event in that it was broadcast from the One Button Studios with panellists participating in person. A total of 189 attendees participated in the in-person day and 139 attendees participated in the virtual day, spending an average of three-and-a-half hours participating in proceedings.

This collaboration in the conference proceedings was the first time the new CILT studios in the Steve Biko building were used for a livestream event. Visit [the CILT YouTube channel](#) to view video outputs from the in-person and virtual conference days.



# CHAPTER 5: CONCLUSION



In the introduction, we called 2022 a transition year, particularly in relation to the return to full contact activities after the restrictions imposed during the Covid-19 pandemic. However, 2022 was a transitional year in a number of other ways. Covid-19 interrupted or slowed down projects supporting the implementation of the teaching and learning component of Vision 2030. In particular, with the Taking Curriculum Change Forward project, although the project started in 2021, it only achieved momentum during 2022. Related to curriculum change is the crucial issue of language of instruction and multilingualism. UCT's new language policy is still under review. However, key developments for advancing a more inclusive language policy, namely the Multilingualism in Education Project (MEP) and the UCDG-funded Centring African Languages to Decolonise Curricula (CALDC), were made this year. Both projects successfully hosted workshops and colloquiums to advance the focus on African languages in higher education.

In the ambit of policy development, one of the shortcomings identified in the self-assessment report to the CHE was not having developed a new framework to conduct departmental reviews. During 2022, we started addressing this and we intend to be ready to pilot a new policy for departmental reviews during 2023.

---

While the 2022 transitions were largely a reflection of pandemic-related disruptions, there were other areas in which the Covid-19 pandemic acted as a catalytic force.

---

While the 2022 transitions were largely a reflection of pandemic-related disruptions, there were other areas in which the Covid-19 pandemic acted as a catalytic force. The most obvious one is the implementation of a new learning management system. While this initiative, again, started in 2021 and had been long in the making, 2022 was a crucial year for the implementation of the Amathuba LMS, which led to the upgrade of courses in relation to learning design. The Senate Teaching and Learning Committee therefore advanced UCT's goal to offer digitally-enabled education with the approval of the relevant policy this year.

The partnership between faculties and the Centre for Higher Education Development to support academic recovery of struggling students, also started in 2021, continued throughout 2022 and evolved into a much more integrated approach to student success. Fundamental in this regard, as this report shows, was the consistent development of capabilities for data analytics to support teaching and learning at course level.

In previous reports, we have provided detailed analysis of changes made to progression rules and academic exclusions to mitigate the impact of Covid-19 on students. As indicated in the individual faculty reports, as well as in the general

analysis, despite the support provided, many students have not progressed through their courses as expected. 2022 saw the implementation of the 2021 Senate policy on progression, which stipulates that where a student fails to meet the published progression requirements for the first time, they are granted a concession to continue under probation, and with the necessary support to help them succeed. Only when a student fails to meet the readmission criteria for a second year are they denied readmission and given the opportunity to appeal to the Readmissions Appeal Committee. Overall, 15% of undergraduate students failed to meet minimum readmission requirements in 2022. As the quantitative analysis chapter shows, UCT maintained its success rate during 2022, with no major changes in the achievement gap. Despite this, the major problem faced by academics is to manage students repeating courses and the impact that returning students have on enrolment planning as well as on input and output subsidy.

Covid-19 heightened concerns from academics and students with assessment. Although some faculties, like the Faculty of Humanities, have already made policy decisions to move away from summative assessment practices, the overall university policy still needs to engage with the issue of assessment in greater depth. As this report has indicated, the Teaching and Learning Committee is focused on the development of a consistent assessment framework for the university. This, together with the work done on artificial intelligence as a teaching and learning tool, will set the university on a good path to improve its assessment practices.

Among the important institutional projects started in 2022 were the review of the 2016 Admissions Policy, which is in its sixth year of implementation. While the policy has served the university well, it is important to ensure that adjustments are made to the disadvantage factors and that we assess the overall impact of the policy. Equally important, and also involving the research portfolio, is the review of the size and shape of the university, which was last undertaken a decade ago. This project started in 2022 and will have to be finalised in 2023. The outcome of this exercise will determine the future of the university within a ten-year horizon, not only in terms of its enrolment carrying capacity, but also in relation to its academic offerings. This is a crucial exercise to define UCT's future in the national and international landscape of higher education.

At a national level, three key changes to the NSFAS policy were implemented in 2022. First, NSFAS funding is now only guaranteed for N+1 years, and not N+2 years in certain cases. Second, the funding cap was removed and full funding was guaranteed for all NSFAS students. Third, the gross family income limit was raised from R122 000 per annum to R350 000 per annum, and the financial eligibility of students re-assessed. These changes, together with the capping on residence fees and administrative problems, in the context of the country's poor economic performance constitute a major obstacle to the management of student success at an institutional level. These changes will impact UCT's approach to teaching and

learning as it will be important to ensure that students do not exceed the N+1 rule. This will have to be done in a context of growing fiscal constraints and a stagnant higher education budget.

As we mentioned in the first chapter of this report, the quality audit by the CHE was an important event which required a wide mobilisation of faculties, students, and executives to prepare a self-assessment and interact with the audit panel. The preliminary feedback to the institution was overall positive, and highlighted areas for improvement which did not come as a surprise. We expect that the final audit report due next year will help concentrate the attention of the institution on the development of the requisite improvement plan, and that this plan will work to advance many of the key teaching and learning objectives within the individual faculties and UCT as an institution

# CHAPTER 6: TEACHING AND LEARNING IN NUMBERS



## INTRODUCTION

This section examines student and staff headcounts and profiles, as well as student academic performance, from 2018 to 2022. The section has three parts. The first part refers specifically to enrolments and enrolment profiles of students in the 2022 year and how this compares to the growth experienced since 2018. The second part relates to academic staff composition and changing student-staff ratios. The third part looks at teaching and learning in terms of graduate outputs, and undergraduate and postgraduate student performance.

Each sub-section begins with a note identifying the relevant tables contained in Appendix A. Unless otherwise stated, comparisons are year-on-year, referring to 2022 in comparison with 2021. Exceptions are the sub-sections dealing with undergraduate course performance (specifically performance on level 1000 courses) and first-time entering cohort analyses.

A note on the use of racial categories in this report: for monitoring purposes and in response to our reporting obligations to DHET, it is necessary to use apartheid racial designations. In this report, we use the following self-declared classifications to refer to students and staff: African, Coloured, Indian, White, and international. The classification 'Black' encompasses African, Coloured, and Indian South Africans.

## 6.1 Student enrolments and enrolment profiles

*See Tables 1-7 & 12 of Appendix A*

In 2022, a total of 29 215 students (17 741 undergraduates and 11 474 postgraduates) enrolled at UCT. This represented a 0.4% increase on the 2021 figure.

### Undergraduate

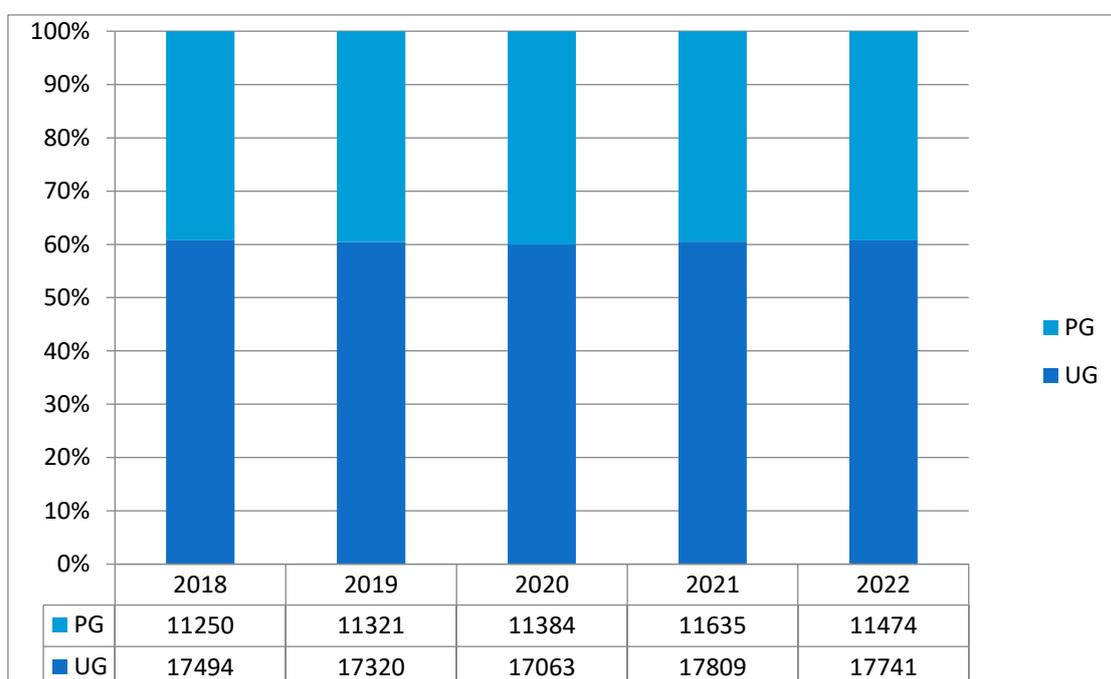
At the undergraduate level, the enrolment decreased very slightly from 17 809 in 2021 to 17 741. The decreased enrolment was entirely located in the Faculty of Humanities (down from 5 336 in 2021 to 4 976 in 2022) and can be attributed to this faculty heeding the institutional call to put a brake on the 2022 new undergraduate intake to avoid an over-enrolment subsidy penalty from the DHET. At the undergraduate level, the average annual growth rate between 2018 and 2022 was 0.4% as enrolments in 2021 recovered from a steady decline between 2017 and 2020. The decrease in undergraduate enrolments between 2017 and 2020 has been ascribed to multiple factors: a drop in the numbers of foreign students in the Semester Study Abroad programme (possibly as a consequence of the student protests between 2015 and 2017 and the subsequent severe drought in the Western Cape); the discontinuation of two advanced diplomas and one online postgraduate diploma programme in the Faculty of Commerce; and a decrease in enrolments in professional first bachelor's degrees, particularly in the Faculty of Commerce.

The reversal of the enrolment trend in 2021 was largely the result of the Covid-19 moratorium on academic exclusions at the end of 2020: at the end of 2020, a total of 887 undergraduate students were coded FECR rather than RENN. Also in 2020, during the remote teaching situation, undergraduate course success rates were markedly higher than in prior years. The combined effect of these two Covid-19-related phenomena was a marked increase in undergraduate retention between 2020 and 2021. At the same time, 2021 was the first year of enrolment in the GSB's Advanced Diploma in Management Development (68 students in 2021 and 144 in 2022).

## Postgraduate

Between 2021 and 2022, postgraduate enrolments (including enrolments at the postgraduate diploma and honours levels) decreased in all of the faculties, other than the Faculty of Health Sciences. However, the decreases were very minor in EBE, Law, and Science. The largest decreases were apparent in the Commerce and Humanities, at 8.5% and 5.3% respectively. The postgraduate enrolment in the Faculty of Health Sciences grew by 7.8% to 2951 in 2022. Overall, between 2018 and 2022, the postgraduate enrolment grew at a rate of 1.4% per annum, peaking at 11 635 in 2021. The postgraduate fraction of the total enrolment increased from 37.9% in 2018 to 40% in 2020, dropping slightly to 39.3% in 2022.

**Figure 6.1: Changes in headcount enrolments, 2018–2022**



### Enrolments by faculty

As shown in Figures 6.2, 6.3, and 6.4, enrolment growth was uneven across the faculties with Commerce, EBE, and Law experiencing net decreases between 2018 and 2022, largely as a result of programme discontinuations in the case of Commerce. There were, however, marked increases in the enrolments in the faculties of Science, Health Sciences, Humanities, and the GSB. The Faculty of Commerce experienced a net decrease of 124 headcounts between 2018 and 2022, mainly due to a decline in enrolments at the postgraduate level. EBE experienced a net decrease of 292 students between 2018 and 2022; this was apparent at both the undergraduate and postgraduate levels. Humanities remained the largest faculty in 2022 with 7130 students (24.4% of the institutional total) enrolled in their programmes, 4976 at the undergraduate level, and 2154 at the postgraduate level.

Figure 6.2: Undergraduate enrolments by faculty, 2018–2022

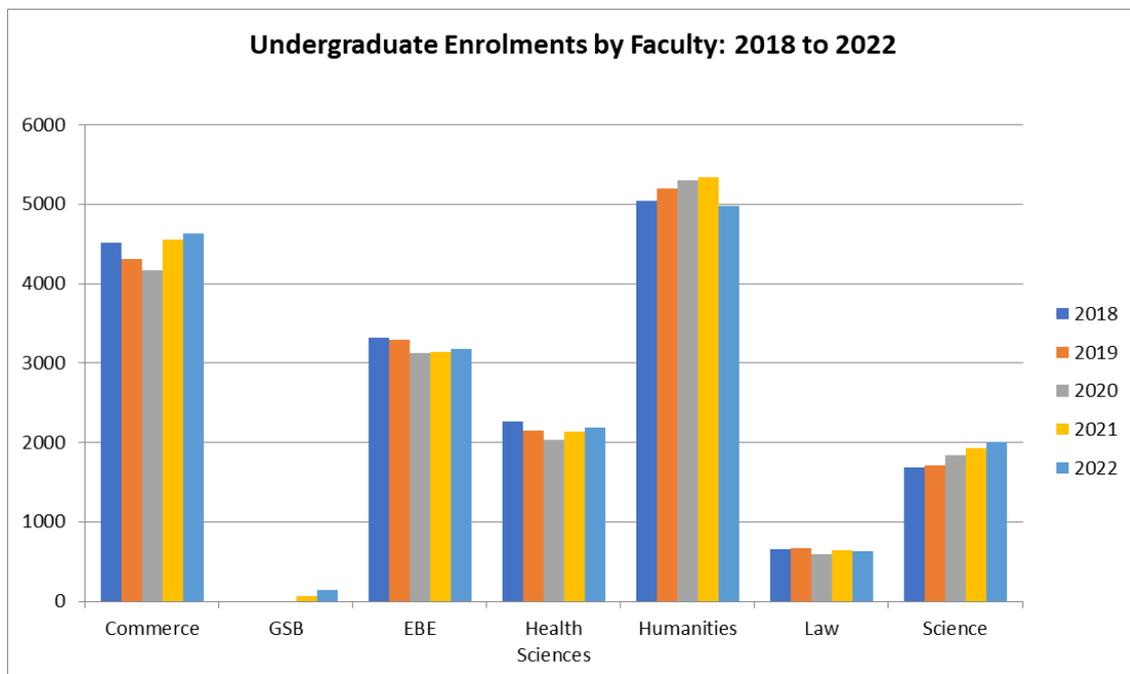


Figure 6.3: Postgraduate enrolments by faculty 2018–2022

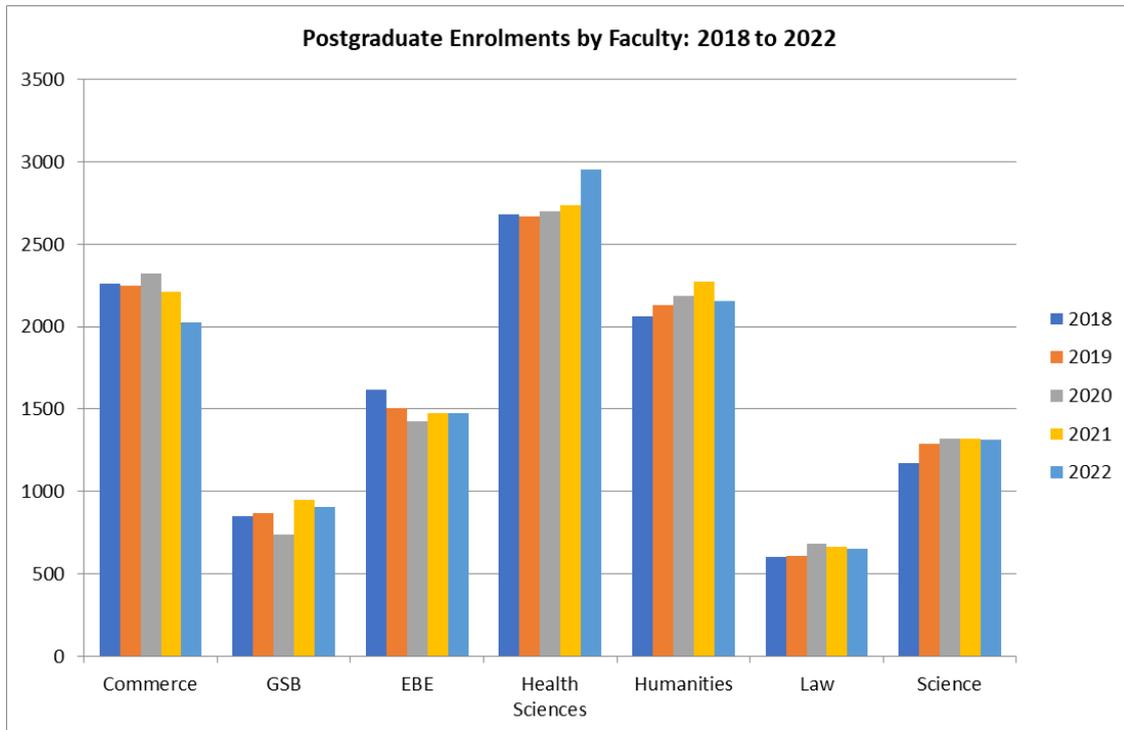
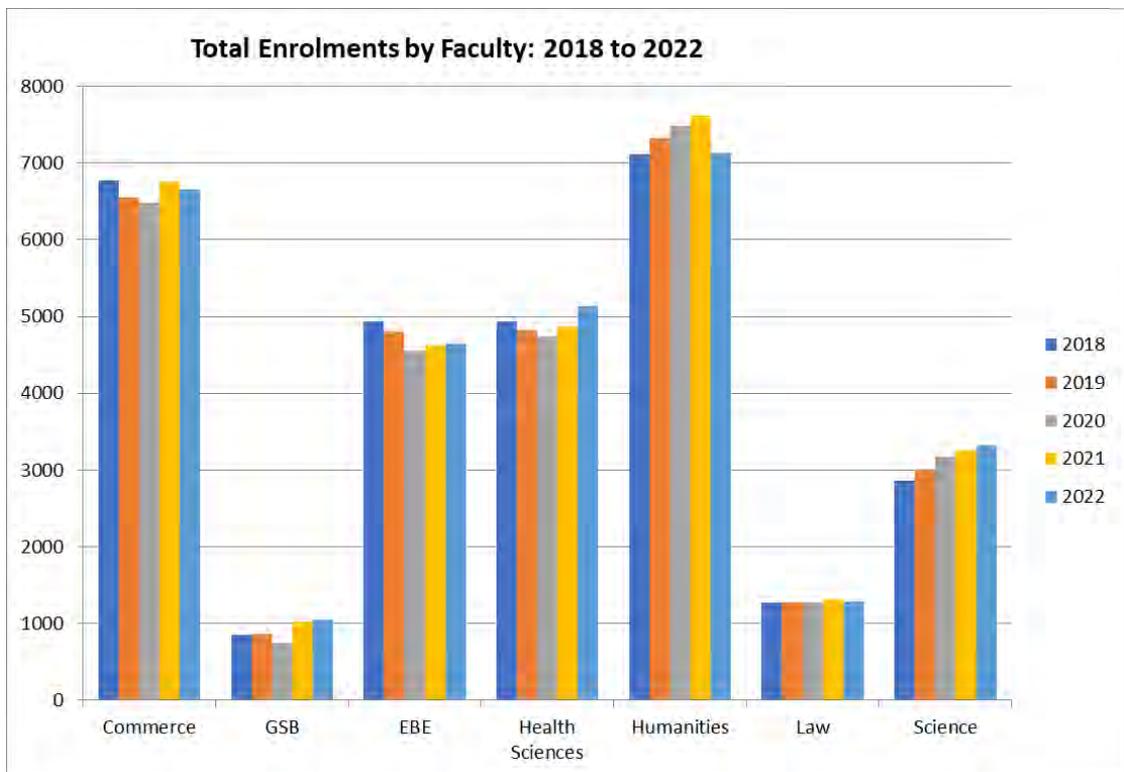


Figure 6.4: Total enrolments by faculty, 2018–2022

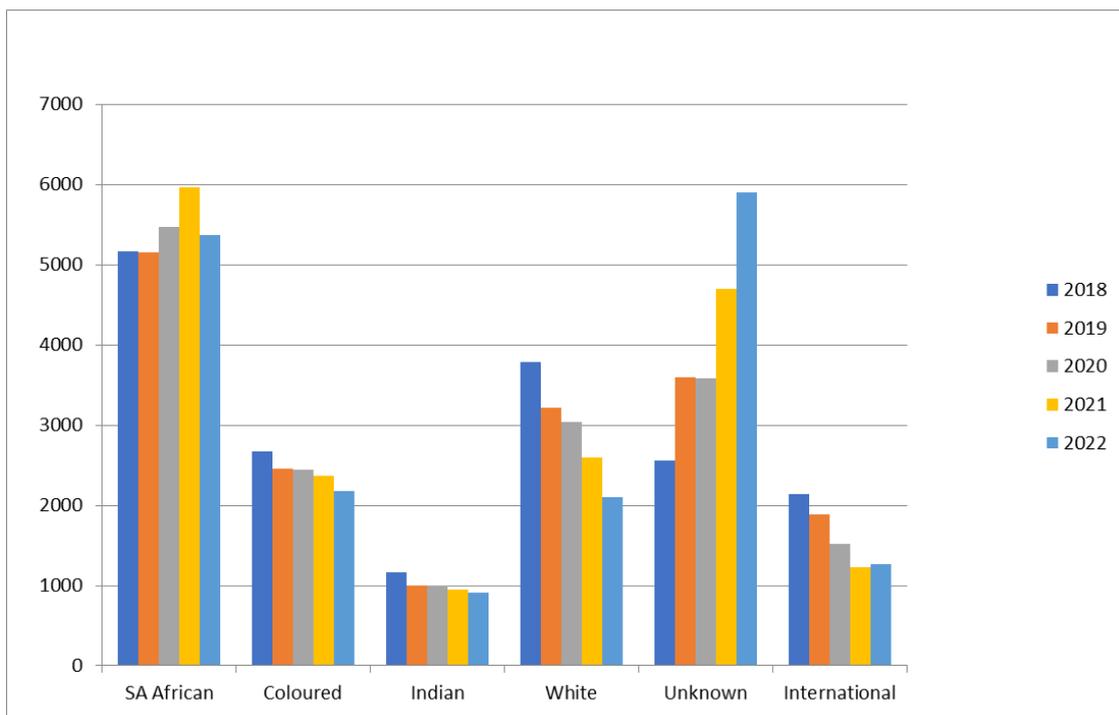


The 2022 proportional headcount enrolment in UCT’s Science, Engineering, and Technology (SET) faculties (EBE, Health Sciences, and Science) increased slightly to 44.8% in 2022 (up from 43.3% of the total enrolment in 2021). At the same time, the proportional enrolment within the Business/Management remained level 26.4% in 2022 while the proportional enrolment in the broad Humanities faculties (including Law) dropped slightly from 30.3% in 2021 to 28.8%.

### Demographic profile of undergraduates

Looking at the demographic profile of UCT students, it is important to note, once again, the persistent and growing trend of students’ refusal to declare race in their registration forms. The non-declaration of race, as shown in Figure 6.5, has had an increasingly adverse impact on UCT’s ability to assess its progress towards its demographic enrolment targets in recent years. In 2022, 7695 South African students (31.5% of the total enrolment, 34.5% of all SA undergraduates, and 26.1% of all SA postgraduates) chose not to self-declare race. While this practice has a substantial impact on the university’s ability to report accurately and to access government subsidies that support increasing numbers of SA African 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. Furthermore, drawing inferences from this data by race could be misleading because of the large proportion of Unknown declarations of race amongst students. However, for statutory reporting, the data is included in this report.

Figure 6.5: Undergraduate enrolments by race, 2018–2022

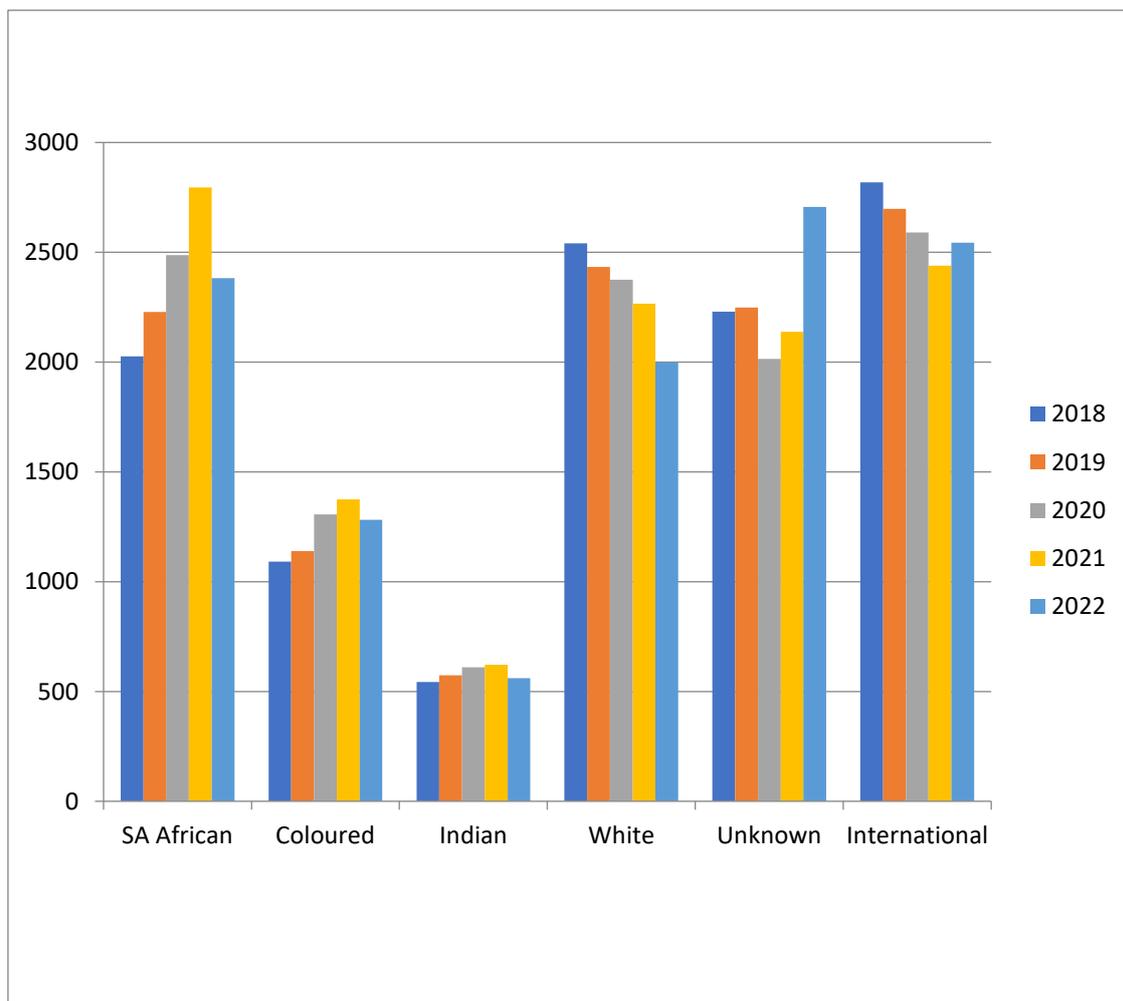


The proportion of international undergraduates dropped slightly between 2018 and 2022 from 6.8% to 5.8%. Data gathered as part of the annual “No Show” survey have shown that the social action of 2015-2017 played a substantial role in applicants deciding not to enrol at UCT in 2018; international enrolments may take several years to recover. The marked decline in international enrolments from outside Africa (down from 795 in 2018 to 97 in 2021, and back up to 245 in 2022) to largely reflect the collapse of UCT’s Semester Study Abroad programme.

### Demographic profile of postgraduates

The international fraction of the postgraduate enrolment decreased steadily from 22.8% in 2018 to 18.7% in 2021, and then increasing slightly to 22.2% in 2022. The 2018–2021 decrease was largely in relation to full degree students (as opposed to occasional students).

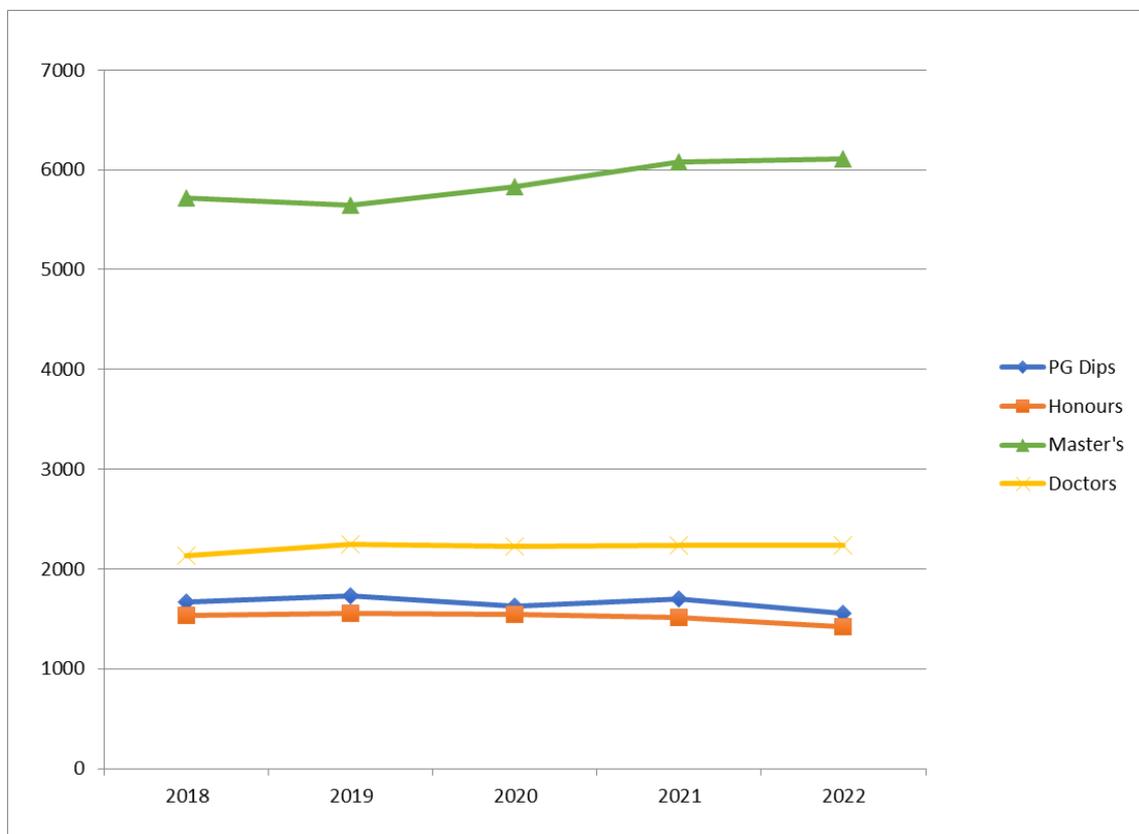
Figure 6.6: Postgraduate enrolments by race, 2018–2022



## Enrolments by qualification types

Over the 2018–2022 period, postgraduate enrolments grew at a rate of 1.4% per annum. Enrolments in postgraduate diplomas dropped quite markedly in 2022 (down from 1698 in 2021 to 1557) mainly due to decreased enrolments in Commerce (down from 694 to 543) and Humanities (down from 335 to 254). The 2022 honours enrolment dropped somewhat from 1511 in 2021 to 1421 in 2022, but the honours fraction of the overall enrolment remained level at 5% over the five-year period. Master's enrolments increased steadily between 2018 and 2022 by 1.7% per annum to 6111 in 2022. Doctoral enrolments grew by 1.2% per annum over the period, peaking at 2245 in 2019. By 2022, master's and doctoral enrolments combined made up 28.6% of the total enrolment (compared to 27.3% in 2018).

Figure 6.7: Growth in postgraduate enrolments by qualification type, 2018–2022



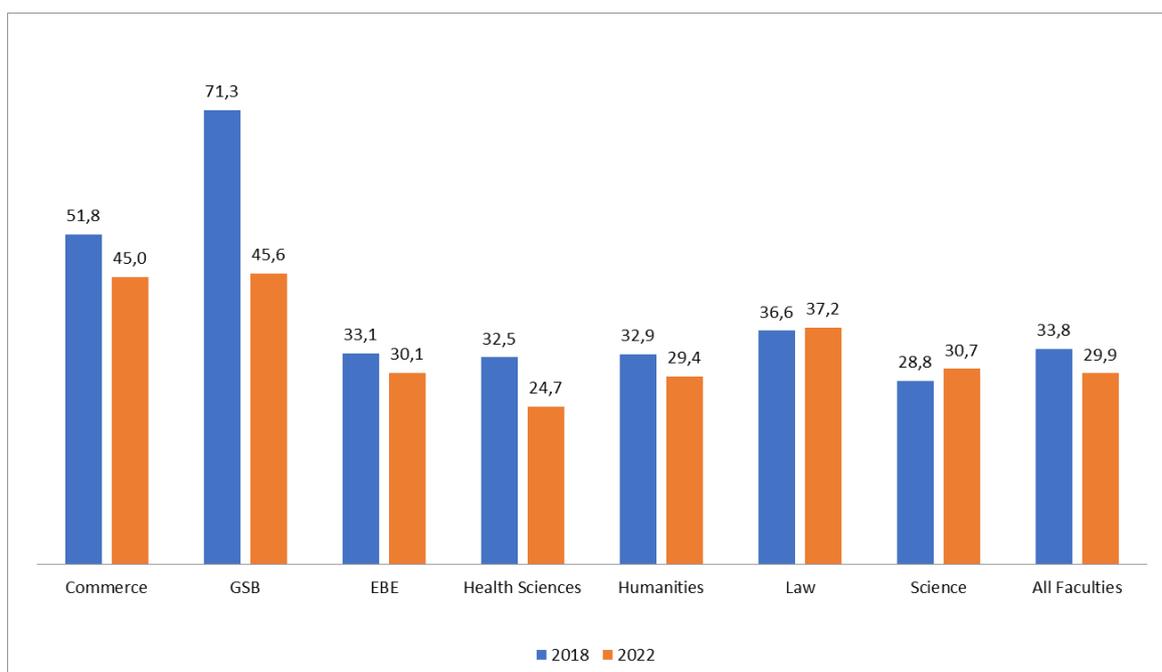
## 6.2 Academic staffing and student-staff ratios

See Tables 8–11 of Appendix A

As shown in Figure 6.8, 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 across the institution. In 2022, there were 1069 (1043 in 2021) permanent, full-time academic staff in the teaching ranks spread across the six faculties, the GSB and the Centre for Higher Education development (CHED). UCT's permanent (and formerly T3) academic staffing complement grew by 1.8% per annum between 2018 and 2022. By contrast, student headcounts grew by 0.4% per annum over this period, while weighted FTE enrolment decreased by 1.3% per annum, despite the enrolment growth at the postgraduate level.

The overall ratio of weighted FTE enrolments to full-time academic staff therefore dropped from 33.8 in 2018 to 29.9 in 2022. The decreased student-staff ratios were not consistent across all faculties. In Commerce, the GSB, EBE, Health Sciences, and Humanities, the student-staff ratios as measured in this report declined over the 2018–2022 period. By 2021, the ratios of weighted FTE to full-time academic staff 48.4 in Commerce, 24.5 in Health Sciences, and 46.4 in the GSB. In Law and Science, however, the ratios of weighted FTE enrolments per full-time academic staff member increased over the 2018–2022 period to 37.2 and 30.7, respectively.

Figure 6.8: Weighted FTE enrolments per academic staff member, 2018 and 2022



## Staff qualifications

Table 9 of Appendix A shows the highest formal qualifications held by academic staff in the teaching ranks by year and by faculty. A critical indicator is the proportion of academic staff holding doctoral degrees and it is therefore concerning to note that this proportion has dropped from 68% in 2018 down to 62% in 2022. Conversely, the proportion holding master's degrees increased by 3 percentage points to 28% in 2022, while the proportion of staff qualified at the honours level and below increased slightly to 8% in 2022 (the same as in 2021). The proportions of staff holding doctoral degrees varied widely by faculty: in 2022, at the lower end, 48% of Law and Commerce academic staff held doctoral degrees, while at the upper end, 88% of academics in Science and 80% of those in the GSB were doctoral graduates. A particularly large proportion of the academic staff in Law (44%) held a master's degree as their highest formal qualification whilst a substantial proportion of Commerce academic staff (14%) held an honours level or lower qualification.

Lecturers made up the largest proportion of the academic staff in 2022 (35%, up from 23% in 2018), followed by Senior Lecturers (27%, down from 29% in 2018) and associate professors (19%, down from 25% in 2018). There was a net gain of 144 staff ranked at the lecturer level between 2018 and 2022, while the number of junior/assistant lecturers increased to 20 in 2022 (from 12 in 2018). Conversely, there were net decreases in the numbers of associate professors and professors: the number of professors dropped from 221 in 2018 to 183 in 2022, while the number of associate professors dropped from 254 in 2018 to 207 in 2022. These shifts, along with those in the qualification profile among academic staff, suggest that there has been a considerable degree of juniorisation of UCT's academic staffing complement over the review period.

## Staff demographics

Table 11a of Appendix A shows the distribution of academic staff by age group in five-year bands up to age 55+. In 2021, the 55+ group was the largest (27% of all staff), followed by the 50-54-year age group (19%) and the 40-44 age group at 16% of the total. Only 25% of the 2022 academic staff were younger than 40 years old.

Table 6.1 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 2022. Those in the 55+ years group represent the so-called “aging professoriate” who will be retiring in the next 10 years. Of the 292 staff in this age group in 2022, just under half (150 in total, 72 males and 78 females) were self-declared White. White staff (52 female and 37 male) also made up almost half of the 199 staff in the 50-54 years age group, and 32% of the 155 staff in the 45-49 years age group in 2021. 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. Self-declared African and White staff made up 24% and 25% of this group, respectively, while 19% were international, 20% were self-declared Coloured and 10% were self-declared Indian. The proportions of female staff largely decreased with increasing age group: 53% of those below 45 years, 47% of 45-49 years, 55% of 50-54 years, and 41% of the 55+ years. The proportions of female staff largely decreased with increasing age group: 53% of those below 45 years, 47% of 45-49 years, 55% of 50-54 years, and 41% of the 55+ years.

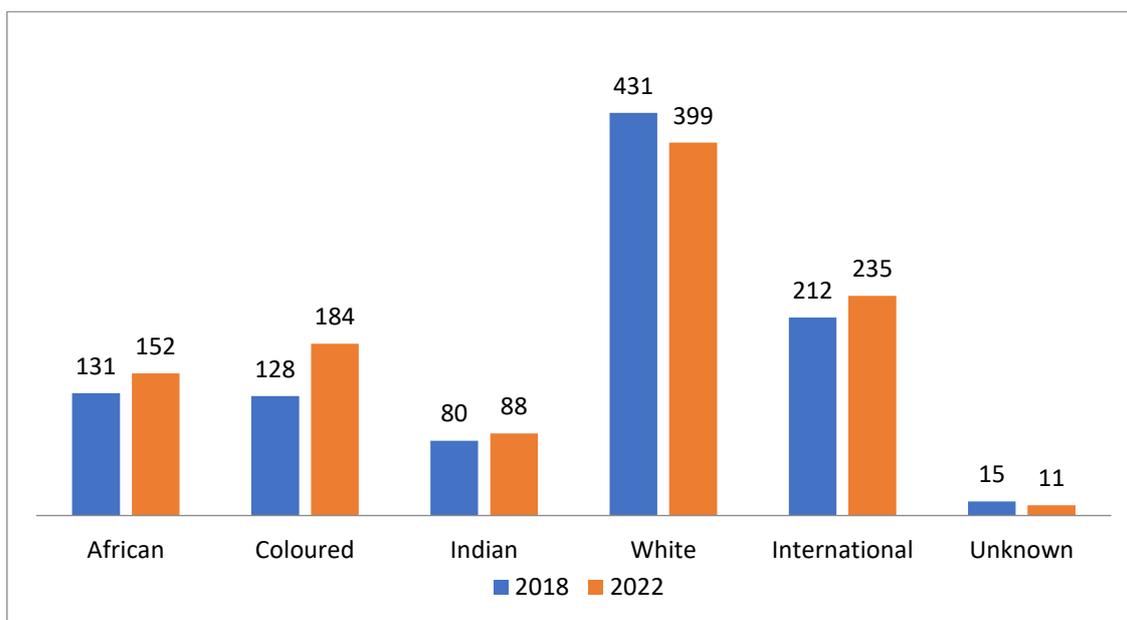
**Table 6.1: Academic staff by race and gender, 2022**

	African		Coloured		Indian		White		International		Unknown		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
<45	52 11,8%	55 12,5%	49 11,2%	40 9,1%	33 7,5%	13 3,0%	63 14,4%	48 10,9%	34 7,7%	48 10,9%	2 0,5%	2 0,5%	439 100,0%
45-49	8 5,8%	7 5,0%	14 10,1%	7 5,0%	3 2,2%	5 3,6%	21 15,1%	24 17,3%	16 11,5%	31 22,3%	3 2,2%	0 0,0%	139 100,0%
50-54	8 4,0%	11 5,5%	21 10,6%	15 7,5%	4 2,0%	6 3,0%	59 29,6%	34 17,1%	19 9,5%	22 11,1%	0 0,0%	0 0,0%	199 100,0%
55+	3 1,0%	8 2,7%	19 6,5%	19 6,5%	11 3,8%	13 4,5%	72 24,7%	78 26,7%	16 5,5%	49 16,8%	0 0,0%	4 1,4%	292 100,0%
<b>All Staff</b>	<b>71</b> <b>6,6%</b>	<b>81</b> <b>7,6%</b>	<b>103</b> <b>9,6%</b>	<b>81</b> <b>7,6%</b>	<b>51</b> <b>4,8%</b>	<b>37</b> <b>3,5%</b>	<b>215</b> <b>20,1%</b>	<b>184</b> <b>17,2%</b>	<b>85</b> <b>8,0%</b>	<b>150</b> <b>14,0%</b>	<b>5</b> <b>0,5%</b>	<b>6</b> <b>0,6%</b>	<b>1069</b> <b>100,0%</b>

While UCT still has fundamental work to do to change the profile of its academic staff to give credence to the declared institutional commitment to transformation (see Figure 6.9), there has been important progress made in the employment of Black academics in the last five years. At the same time, there has been a drop in the participation of White people in the UCT academic workforce since 2018. In 2022, White staff made up 37% of the academic staff complement, in comparison to SA African staff (14%) and Coloured staff (17%). The number of White academics dropped by 13.6% from 431 in 2018 to 399 in 2022. Overall, the proportion of Black academic staff increased from 34% in 2018 to 39% in 2022.

Figure 6.9 (based on Table 11b of Appendix A), 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 (21 staff) in SA African staff between 2018 and 2022. Over the 2018–2022 period, UCT gained 56 Coloured staff, 8 Indian staff, and 23 international staff. An examination of the countries of origin of the 235 international staff in 2022 shows that 88 (37%) were from countries in Africa and 147 (63%) were from countries outside Africa.

**Figure 6.9: Full-time academic staff by race, 2018 and 2022**



In terms of gender, Table 11c of Appendix A shows that the proportion of female academic staff increased to 50% by the end of 2022 (up from 45% in 2018). The proportions of female academics were however higher than those of male academics in the following faculties: CHED (61% female), Health Sciences (68% female), Law (63% female), and Humanities (52% female) in 2022. Conversely, male academics dominated in the Faculty of Commerce (63%), the GSB (60%), EBE (66%), and the Faculty of Science (65% of all academic staff in 2022).

### 6.3 Student performance

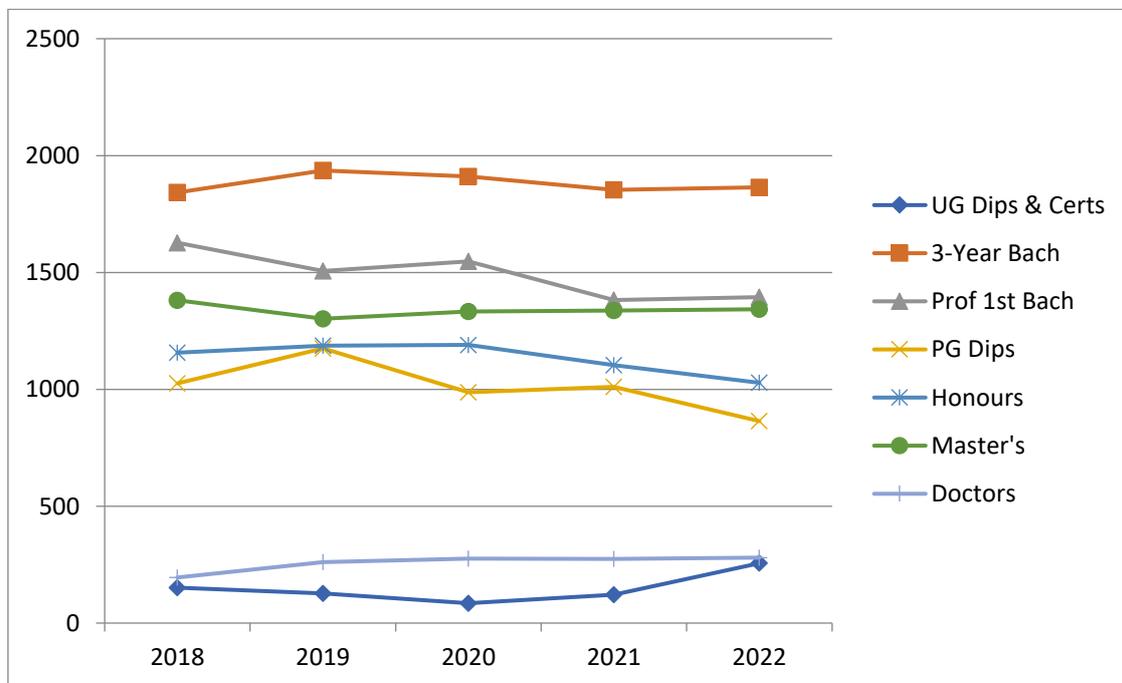
See Tables 13–26 of Appendix A

#### Graduates and success rates

As shown in Figure 6.10, the 2022 HEMIS return to the DHET indicates that 7028 students successfully completed a degree or diploma in 2022 (down from 7082 in 2021). The 2022 graduates included 1342 master’s graduates (up from 1337 in 2021) and 280 doctoral graduates (up from 274 in 2021). The largest numbers of 2022 doctoral graduates were from Health Sciences (94) and Science (50). At the master’s level, the largest numbers of graduates were from Health Sciences (268), EBE (217), and Science (182).

Three-year bachelor’s graduates made up the largest group in 2022 (1864, 27% of all graduates). Professional first bachelor’s graduates peaked in 2018 at 1627, dropping to 1394 in 2022. The number of graduates at the undergraduate diploma level declined progressively (down to 85 in 2020, and recovering to 256 in 2022), reflecting the relatively smaller enrolments in this qualification type. Graduations at the postgraduate diploma level fluctuated widely over the 2018–2022 period, reflecting the variations in enrolments in this qualification type over the period. Honours graduations increased slightly to 1191 in 2020, dropping back to 1104 in 2021 and 1028 in 2022.

Figure 6.10: Changes in graduates by qualification type, 2018–2022



## Graduations by qualification types

Table 14 of Appendix A shows that the 2022 graduation rates in four qualification types remain markedly lower than those specified in the NPHE. These are three-year bachelor's degrees (21.5% against the NPHE benchmark of 25%), professional first bachelor's degrees (16.9% against the NPHE benchmark of 20%), master's degrees (22% against the NPHE benchmark of 33%), and the doctoral level (12.5% against the NPHE benchmark of 20%). It should be noted that various adaptations to academic progression rules during the Covid-19 pandemic gave rise to higher levels of retention and lower levels of completion in the 2021 academic year. These include the moratorium on academic exclusions as well as concession that effectively extended the duration of enrolment at the undergraduate level. The honours level graduation rate (72.3% in 2021) has been consistently higher than the NPHE benchmark (60%), while at the postgraduate diploma level, the 2022 graduation rate (55.5%) was almost five percentage points lower than in the NPHE benchmark and markedly lower than in prior years.

## Class of passes

The Table 15 series of Appendix A shows the class of pass (measured as the cumulative career grade point average (GPA)) among all bachelor's graduates by faculty, race, and gender. Although there was some variation across 2018–2022 period, it appears that the proportions of bachelor's graduates achieving in the first class (12%) and upper second class (17%) did not change markedly. Certain changes in the class of pass among bachelor's graduates would have been expected in 2021 in the aftermath of the Covid-19 pandemic. There was a small decrease in the proportion of bachelor's graduates achieving a first class pass between 2020 and 2021 (from 13% to 12%). There was an overall slight decrease in the proportion graduating in the lower second class band (46% in 2018, decreasing to 45% in both 2019 and 2020, increasing to 47% in 2021, and dropping to 43% in 2022). The proportion of graduates completing with third class GPAs largely fluctuated between 23% and 25% during the five-year period, while the proportion completing with GPAs below 50% was quite stable at around 3-4% of all bachelor's graduates.

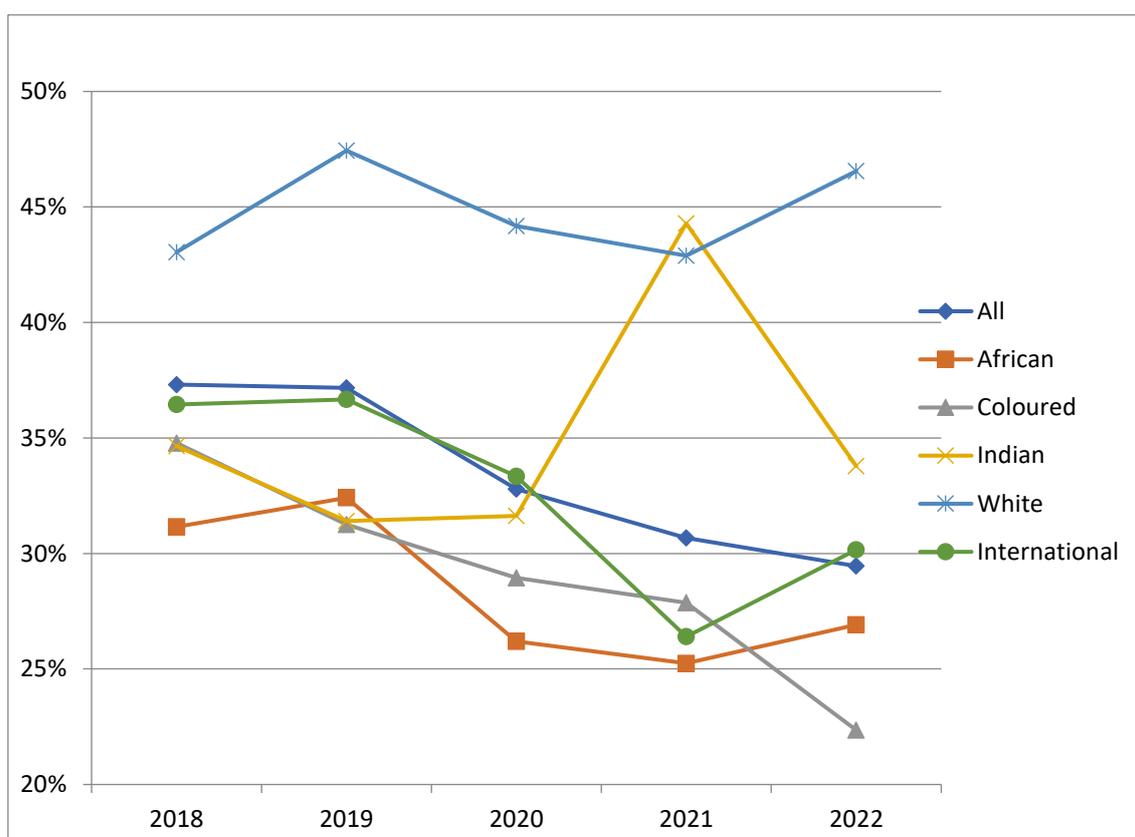
The class of pass differed quite markedly between faculties. In 2022, 49% of Health Sciences students achieved first or upper second class passes, along with 31% in Science, 29% in EBE, 29% in Humanities, and 20% in Commerce. By contrast, only 17% of Law graduates had GPAs in the 70-74% range, while 8% had achieved first class GPAs. GPAs in the lower second class range made up the largest proportion of the graduates in all faculties. Between 21% and 32% of graduates in Commerce, EBE, and Science graduates had GPAs in the third class band. By comparison, students with third class GPAs were 7% in Health Sciences and 44% in Law 44%.

## Conversion rates from undergraduate to postgraduate

The Table 16 series of Appendix A shows the rates of conversion of bachelor's graduates into postgraduate study. Three-year bachelor's graduates who entered at least an honours degree in the year following graduation, and professional first bachelor's graduates who similarly entered at least a master's programme, are considered to have converted to postgraduate study.

As Figure 6.11 shows, in general, the conversion rate among three-year bachelor's graduates decreased progressively between 2018 and 2022 (although there were pronounced differences across faculties and race groups), from 37% in 2018 to 33% in 2019 and 29% in 2020. Conversely, the conversion rate for professional first bachelor's graduates increased between 2018 and 2019, dropping by two percentage points to 12% in 2020 and 9% or lower over the 2021–2022 period. It should be noted that following graduation, professional first bachelor's graduates in Health Sciences overwhelmingly transition into Community Service (which must be completed before these graduates are able to practice their professions), hence the negligible conversion rate into postgraduate studies in this faculty.

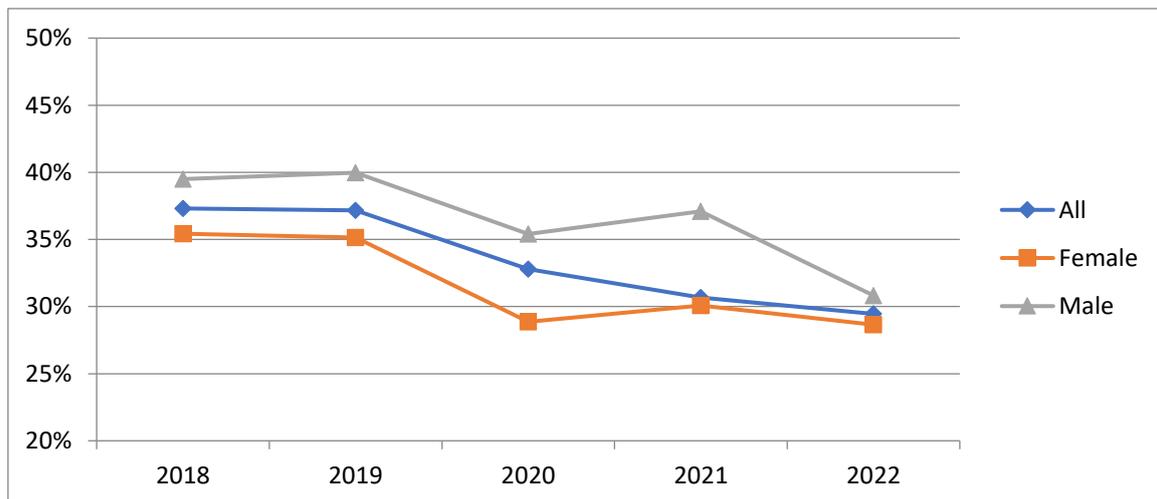
**Figure 6.11: Conversion rates among three-year bachelor's graduates to postgraduate study by race, 2018–2022**



The highest conversion rates among three-year bachelor's graduates took place in Science (peaking at 61% in 2019) and EBE (peaking at 44% in 2022). Looking specifically at the shifts between 2021 and 2022, it is of interest to note that the conversion rates among EBE and Humanities graduates improved somewhat, while there were marked decreases in Commerce (down five percentage points to 19%) and Science (down a further two percentage points to 47% of all three-year bachelor's graduates). The rate of conversion to honours studies in EBE three-year bachelor's programmes is particularly important as completion of related honours programmes is essential for professional practice in Architecture, Construction Studies, and Property Studies.

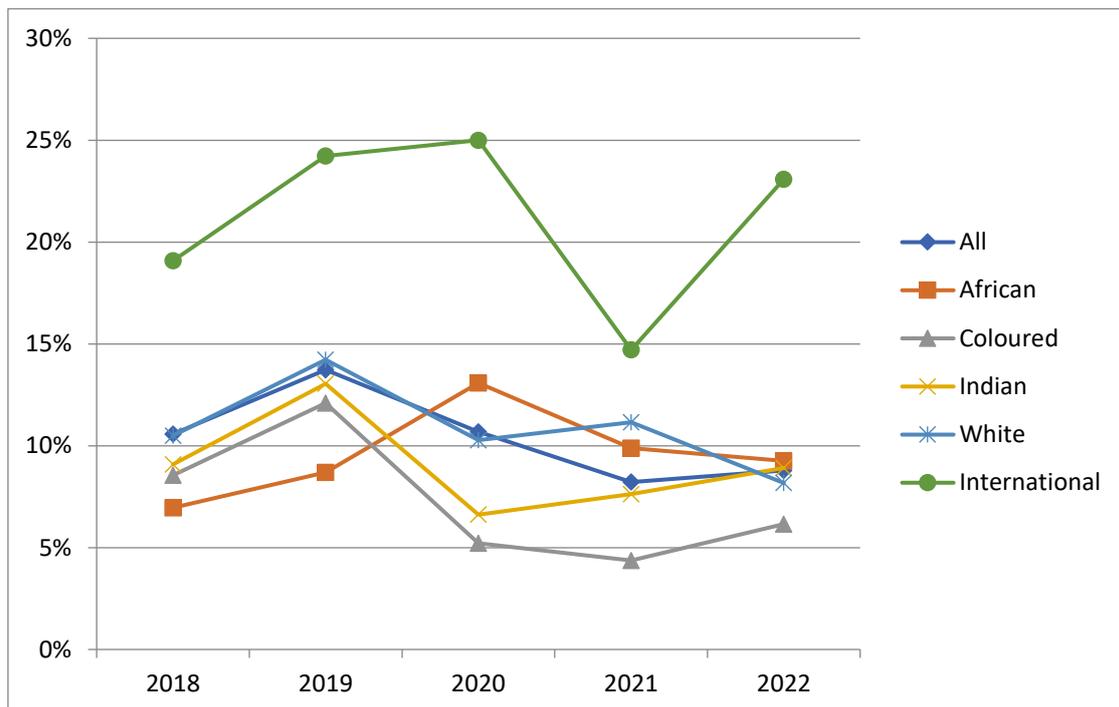
The conversion rate among female graduates was highest at 36% in 2018, dropping to 29% in 2022. The conversion rates were not consistent across the faculties. Looking at the 2022 graduates, the conversion rate for three-year bachelor's graduates was 50% in Science, 33% in EBE, 27% in Humanities, and 19% in Commerce. The conversion rate was highest among male three-year bachelor's graduates at 40% in 2019, dropping to 39% in 2020 and 2021, and to 31% in 2022. Here too, the conversion rates were not consistent across the faculties. The conversion rates among male graduates were lowest in Commerce (19%) and Humanities (24%), followed by Science (45%), and the EBE (55%). The 17-percentage-point decline in the conversion rate among male Commerce graduates is particularly concerning.

**Figure 6.12: Conversion of three-year bachelor's graduates to postgraduate study by gender, 2018–2022**



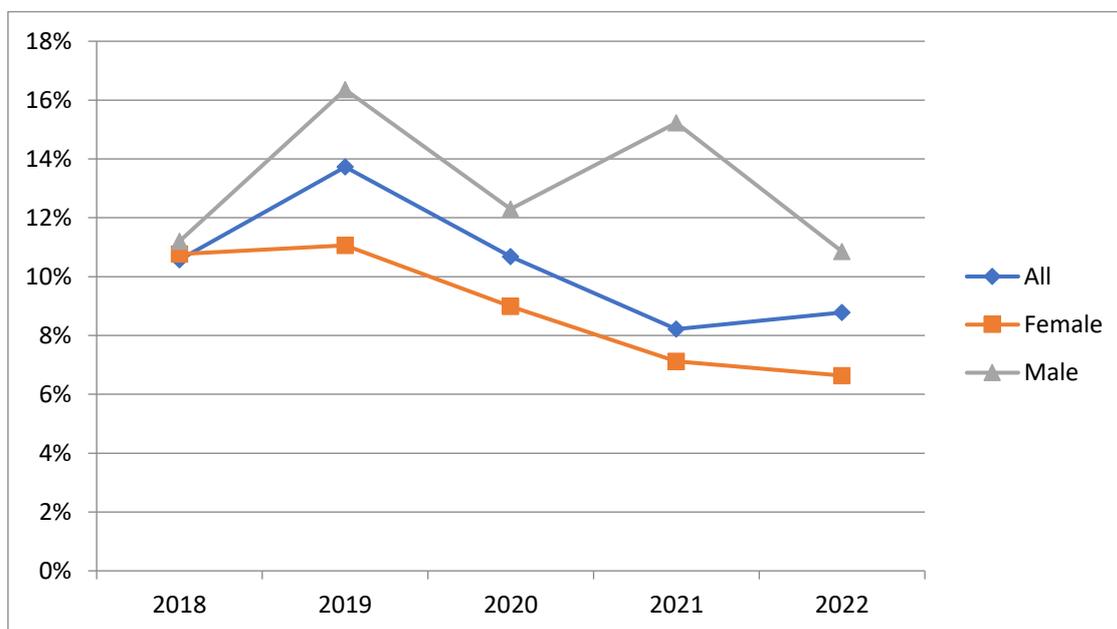
In terms of the conversion of professional first bachelor’s graduates into postgraduate study, the rate tended to be far lower than that among three-year bachelor’s graduates, peaking at 14% in 2019 and dropping to 9% in 2022. In 2022, the conversion rate was highest among graduates in Law (19%) and EBE graduates (16%), while there were marked declines in Humanities (6%) and Commerce (8%). The conversion rate among international professional first bachelor’s graduates was consistently higher than that among South African graduates, peaking at 25% in 2020 and dropping slightly to 23% in 2022.

**Figure 6.13: Conversion of professional first bachelor’s graduates to postgraduate study by race, 2018-2022**



The conversion rate among female graduates fluctuated between 7% (in 2022) and 11% over the five-year period. The conversion rate among male four-year students remained level over the period, peaking at 16% in 2019, dropping back to 11% in 2022.

**Figure 6.14: Conversion of professional first bachelor's graduates to postgraduate study by gender, 2018–2022**



### Course success rates – 1000 level

The overall undergraduate course success rate in 2019 was 85.1%, which was a slight increase on the 2018 figure of 84%. In 2020, the undergraduate course success rate increased markedly to 89.2%. In 2021, the overall undergraduate course success rate dropped back to 80%, stabilising at 80.3% in 2022. Please note that the course success rates depicted here are FTE success rates, i.e. FTE course completions as a fraction of FTE course enrolments, extracted from HEMIS Sub 3 for each year.

The Table 17 series of Appendix A shows that the success rate for the overall 1000-level course peaked at 88% in 2020 (the first year of the Covid-19 pandemic), dropping back to pre-Covid levels in 2021 (79%) and 2022 (78%). Between 2019 and 2020, there were small increases in the undergraduate success rates in Commerce (up 1 percentage point to 89%) and in EBE (up 2 percentage points to 89%). The increases between 2019 and 2020 were moderate in In Health Sciences (up 3 points to 98%), Law (up 3 points to 87%), and Humanities (up 4 points to 89%), while in Science the 1000-level success rate increased by 9 percentage points to 86%.

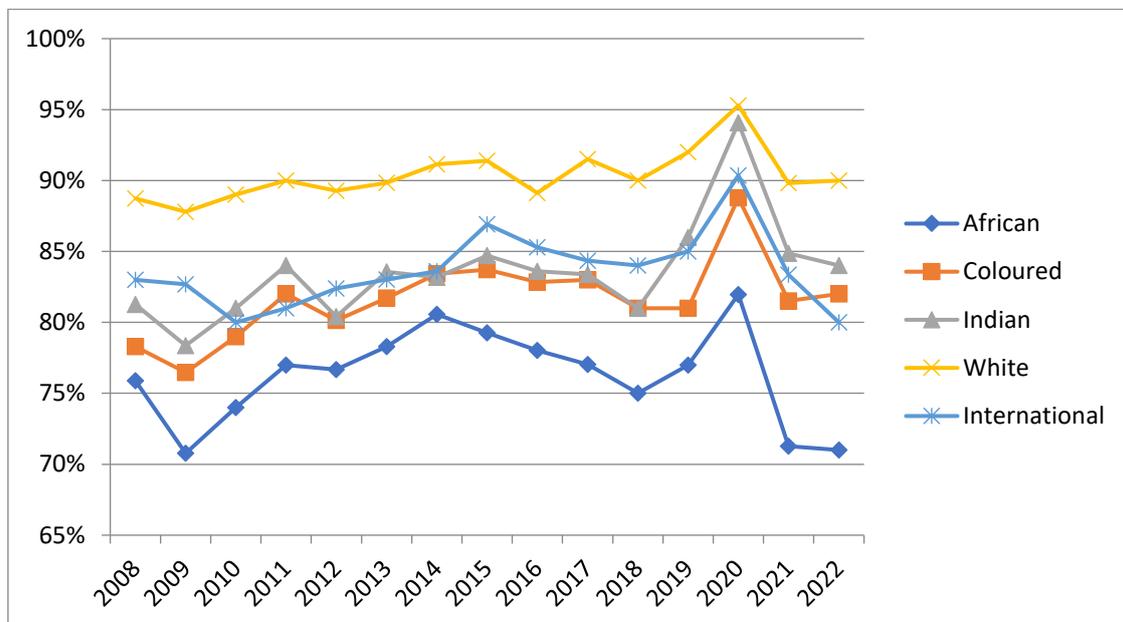
In 2021, the overall 1000-level course success rate dropped back by 9 percentage points to 79% (4 percentage points below the pre-Covid average of 83%); there was a further drop-off to 78% in 2022. All of the faculties were affected by the 2021 decrease, but this was most apparent in Science where there was an 18 percentage-point decrease.

In all cases, Table 17b shows some improvement in the 1000-level course success rate up to and including 2020. 1000-level enrolments in Education were very small, and decreasing, and thus success rates in this CESM group are not discussed further. In the subsequent years, the level-1000 success rate dropped quite markedly to 81% in Business/Commerce courses (down 8 percentage points), 74% in SET courses (down 14 percentage points), and 81% in Humanities courses (down 3 percentage points).

A general comment is that the 2020 success rates were markedly (and disproportionately) better than in prior years, which is counterintuitive given the Covid-19 teaching delivery challenges that prevailed during 2020.

The overall 1000-level course success rate dropped from 79% in 2021 to 78% in 2022.

Figure 6.15: 1000-level course success rates by race, 2008–2022



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 first writing of the first NSC exams, and that performance within subsequent cohorts is likely to be more in line with that among cohorts entering prior to 2009.

### Course success rates – 2000 and 3000 levels

The overall success rate in 2000-level courses increased by 5 percentage points between 2019 and 2020 to 89%. Increased success rates at the 2000-level were apparent across all faculties: in all faculties other than Humanities, the increase was at least 4 percentage points, while in Science there was a 10 percentage-point increase. 2000-level course success rates dropped by 10 percentage points overall to 79% in 2021, and more or less stabilised at 80% in 2022.

The Table 17 series also shows an overall increase of 3 percentage points in the success rate in 3000-level courses between 2019 and 2020. The Faculty of Law experienced a particularly large increase between 2019 and 2020 (up 9 percentage points to 87%). Other than Education, all CESM groups showed increased 3000-level success rates of 2-3 percentage points. The overall 3000-level course success rate dropped by 9 percentage points between 2020 and 2021, increasing slightly to 84% in 2022.

The 2022 3000-level success rates varied widely by faculty, ranging from 71% at the lower end (Law) and 96% at the upper end (the GSB and Health Sciences).

### Course success rates – Foundation students

Tables 18a and 18b of Appendix A 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. The 1000-level course success rate increased by 6 percentage points to 81% in 2020, dropping back markedly to just 67% in 2021 and 2022. The relatively poor performance at this level in 2021 and 2022 suggests that students who completed the NSC in the Covid years were less equipped to make the transition to university study than their predecessors. Students in the SET disciplines fared particularly poorly: the 2021 1000-level success rate among these students was just 57%, i.e. 22 percentage points lower than in 2020. Similar patterns are apparent among returning (2000- and 3000-level) foundation students in 2021 and 2022, in this case suggesting that foundation students' performance was adversely impacted by the remote learning experience at UCT. The 2021 course success rate among 2000-level Business/Commerce students dropped by 22 percentage points in 2021 (to 56%) while that among 2000-level SET students dropped by 23 percentage points to 62%. Some improvement was apparent in 2022, particularly among Business/Commerce students where the 2000-level success rate improved to 64%. It is of interest to note that between 2018 and 2022 the performance of foundation students in 1000- and 2000-level courses was largely similar. Between 2018 and 2019, the performance among 3000-level foundation students was around 7

percentage points higher than among 2000-level students. This differential dropped to just 3 percentage points over the 2020 – 2022 period.

### Undergraduate academic progress code analysis

As shown in Table 19 of Appendix A, 82-88% of all undergraduates were 'successful' over the 2018–2022 period, where the measure of success is the completion of a degree/diploma or meeting standard readmission requirements (in which case a CONT academic standing code is awarded). In 2020, 88% of all undergraduates were 'successful' while 9% failed to meet minimum readmission requirements for readmission, i.e. they required faculty or Senate permission to re-register. In 2021 and 2022, the proportion of successful students dropped to 82%. Given the Covid-19 pandemic and the required shift to Emergency Remote Teaching, there was a moratorium on academic exclusions at the end of 2020 and thus, no academic exclusions are reflected in the tables for the 2020 year. Academic exclusions resumed at the end of 2021: 3% of all undergraduates were excluded in 2021 while 5% were excluded in 2022.

The proportion of undergraduates requiring a concession to continue their studies increased from 9% in 2020 to 13% in 2021 and 10% in 2022. Students who receive concessions to continue effectively repeat the year, which prolongs the time to degree among those who ultimately graduate. At the end of 2020, four of the faculties (Commerce, EBE, Humanities, and Law) awarded concessions to at least 9% of their undergraduate students. The Faculty of Science awarded concessions to 6% of its undergraduates. At the end of 2021, there were marked increases in the proportions of concessions awarded in all faculties other than Humanities and Law: 18% in Commerce, 19% in EBE, and 11% in Health Sciences and Science. The situation normalised to a certain extent at the end of 2022, but particularly large proportions of students in Law (19%) and Commerce (15%) were awarded concessions.

Overall, 15% of undergraduate students failed to meet minimum readmission requirements in 2022.

### Five-year first-time entering undergraduate cohort analysis

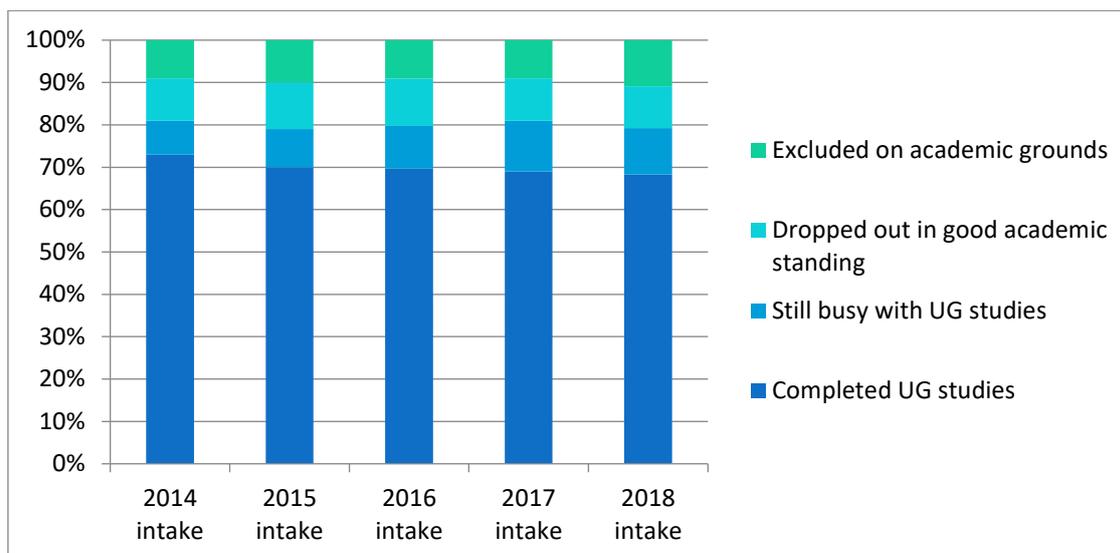
The Table 20 series of Appendix A tracks progress of the 2014–2018 first-time entering undergraduate (FU) cohorts. These overall entry cohorts showed a marked consistency in relation to completion rates across the 2015-2018 cohorts (69-70%), representing a three- to four-percentage-point decline in comparison with the 2014 cohort (where the overall completion rate was 73%). The proportion of each cohort still busy with their studies increased by four percentage points to

12% in respect of the 2017 FU cohort while the proportion dropping out in good academic standing remained level at 10-11% of each of the cohorts analysed here. Between nine and 11 of each of the cohorts analysed here were excluded on academic grounds.

Analysis of the five-year longitudinal progress of FUs within the 2018 entry cohorts showed that 69% had completed a degree/diploma by the end of 2022, while 11% of the 2018 entrants were still busy with their undergraduate studies after five years. The potential completion rate within the 2018 cohort was therefore 80%. The total attrition within the 2018 cohort after five years was 21% of all entrants, which was very similar to the overall attrition rates among the prior cohorts shown here.

The academic exclusion rates in two faculties increased markedly between the 2014 and 2018 FU cohorts. In the case of EBE, the academic exclusion rate was 9% among the 2014 cohort, increasing to 14% in 2018. In the case of Law, 10% of the 2014 FU cohort were excluded on academic grounds, increasing to 22% among in 2018 (note that a particularly large proportion of the 2015 cohort, 25%, were excluded on academic grounds). In the case of Law, the cohort completion rate across the intakes shown in the table set fluctuated markedly, with 69% of the 2014 cohort graduating after five years, dropping to 49% in 2015. The intakes into undergraduate Law are very small in comparison with the other faculties and thus, relatively small fluctuations in the proportions of each cohort still busy with their studies, as well as the proportions refused readmission on academic grounds, have had a marked impact on the completion rates across the various cohorts.

Figure 6.16: Academic progress of the 2014–2018 FU cohorts



Cohort completion rates across the 2014–2018 FU cohorts varied widely in relation to entry faculty and race

Overall, 69% of all first-time undergraduate students in 2018 had completed their studies within five years of initial registration.

It should be noted that the FU cohort size across the group of programmes monitored here decreased slightly by 1.9% per annum to 3006 across the 2014–2018 intake period.

Of particular interest is the impact of the new approach to the Extended Degree Programme (EDP) in Science, which was introduced in 2013. Prior to 2013, students were admitted directly into the General Entry Programme for Science (GEPS), but from 2013, all students have been admitted into the mainstream (the SB001). All students are then required to write a set of formal class tests at mid-term of the first semester (mid-March). Using the marks achieved in these tests, together with the results of the school-leaving examinations and the National Benchmark Tests (NBTs), selected students are then counselled to convert to the four-year EDP – the SB016. The EDP is structured such that students entering the programme receive additional academic and general support to improve their chances of graduating in minimum time.

Among the 2012 Science FUs cohort, 65% completed their studies, 20% were excluded on academic grounds, and a further 10% had dropped out in good academic standing. In comparison, 68% of the first cohort of the new EDP (the 2013 cohort) had completed their studies after five years of study, while 70% of the second EDP and 72% of the third EDP cohort had graduated within five years. It is noteworthy that the rates of academic exclusion among these 2013–2015 cohorts

(13-14% in each case) were markedly lower than those pertaining to the GEPS approach. Unfortunately, the analysis shows a marked decrease in the completion rate within the 2016 cohort (down to 65%), resulting from a 6-percentage point increase in the drop-out rate in good academic standing (up to 13%) and a 2-percentage point increase in the academic exclusion rate (up to 15%). The completion rate among the 2017 Science FU cohort dropped further to 62%, but improved to 67% in 2018.

Table 21 in Appendix A shows the extended degree programmes remained problematic – particularly in the Science (25%), Law (23%), and Engineering (21%). In Humanities, however, the academic exclusion rate dropped from 21% among the 2014 cohort to 10% among the 2018 cohort; over the same period, the rate of drop-out in good academic standing dropped from 17% of the 2014 FU cohort to 7% of the 2018 FU cohort. Over this period, the proportion still registered for undergraduate study in Humanities, however, increased from 9% among the 2014 cohort to 13% of the 2018 cohort.

The overall completion rates within the 2014–2017 EDPs appeared to have stabilised at 54%, but increased to 61% in the 2018 FU intake. The proportion of successive EDP cohorts still busy with their studies, however, increased to 19% in the 2014 cohort, 22% in the 2016 cohort, and 21% in the 2017 cohort. There was a marked increase in the completion rate among the 2018 cohort (up to 61%). This would appear to be largely as a result of a decrease in the proportion of the 2018 FU cohort (17%, in comparison with 21% of the prior 2017 FU cohort still busy with their studies after five years). The completion rates within the EDPs tended to vary quite markedly by programme, and from year to year. However, the completion rates among the 2018 EDP cohorts were as follows:

- 71% within the BCom (61% in 2017)
- 56% within the BbusSc (65% in 2017)
- 50% within the BSc(Eng) (34% in 2017)
- 31% within the LLB (50% in 2017)
- 42% within the BSc (38% in 2017)
- 69% within the BA+BsocSc (66% in 2017)

Overall attrition in the EDPs dropped by levelled at 24% among the 2018 cohort in comparison with the 2017 FU cohort. The 2018 attrition rate however represented a 4-percentage-point decrease in comparison with that among the 2014 cohort (28% of the total intake).

## Time to degree

The Table 22 series in Appendix A summarises the years to completion among graduates of the 2014–2018 entry cohorts in five large faculties (excluding Health Sciences). Table 22a shows that the proportion of first-time entering undergraduates completing their studies in three years increased from 25% (in the 2014) to 32% (in the 2018 cohort). The proportion of graduates completing in four years increased by 5 percentage points (up from 39% of the 2014 cohort to 44% of the equivalent 2018 cohort).

Looking at graduates within the three-year programmes (BA, Bcom, BSc, and BSocSc) in 2018, there were marked variations in completion rates: 53% of the BA graduates, 48% of the BSocSc graduates, 53% of the BSc graduates, and 42% of the Bcom graduates. The proportions of graduates completing four-year programmes within the minimum time also varied markedly: 68% of the BbusSc graduates, 75% of the LLB graduates, and 54% of the BSc(Eng) graduates.

Looking specifically at the 2017 FU graduates (given that the 2018 cohort has only run for five years rather than the full six-year period), and specifically in respect of the three-year degrees, it is important to note that 22% of Bcom graduates, 20% of Science graduates, 17% of BSocSc graduates, and 16% of BA graduates had taken up to six years to complete their three-year degrees.

# APPENDIX A:

## TABLES OF STUDENT AND STAFF DATA

**Table 1**  
**Total undergraduate plus postgraduate head count student enrolments**

Faculty	2018	2019	2020	2021	2022	Average annual change
Commerce	6777 24%	6554 23%	6485 23%	6763 23%	6653 23%	-0,5%
GSB	850 3%	867 3%	739 3%	1018 3%	1052 4%	5,5%
EBE	4939 17%	4801 17%	4555 16%	4618 16%	4647 16%	-1,5%
Health Sciences	4940 17%	4820 17%	4742 17%	4871 17%	5134 18%	1,0%
Humanities	7110 25%	7327 26%	7490 26%	7610 26%	7130 24%	0,1%
Law	1265 4%	1276 4%	1267 4%	1311 4%	1284 4%	0,4%
Science	2863 10%	2996 10%	3169 11%	3253 11%	3315 11%	3,7%
<b>TOTAL</b>	<b>28744</b> <b>100%</b>	<b>28641</b> <b>100%</b>	<b>28447</b> <b>100%</b>	<b>29444</b> <b>100%</b>	<b>29215</b> <b>100%</b>	<b>0,4%</b>

Percentages should be read down each column

**Notes:**

- In a head-count total, students are counted as units even if they are part-time students taking less a full-time curriculum.
- The 2018-2022 head count totals shown were extracted from the HEMIS Sub 3 student tables for each year. Unique, **unduplicated** head counts were extracted using the derived head count enrolment data element 589.
- A faculty's head count total is the total of students enrolled for the various degrees, diplomas and certificates

**Table 2**  
**Undergraduate student enrolments**

Faculty	2018	2019	2020	2021	2022	Average annual change
Commerce	4516 26%	4303 25%	4161 24%	4551 26%	4630 26%	0,6%
GSB	0 0%	0 0%	0 0%	68 0%	144 1%	
EBE	3321 19%	3293 19%	3129 18%	3143 18%	3173 18%	-1,1%
Health Sciences	2259 13%	2149 12%	2039 12%	2133 12%	2183 12%	-0,9%
Humanities	5048 29%	5197 30%	5301 31%	5336 30%	4976 28%	-0,4%
Law	660 4%	669 4%	587 3%	645 4%	633 4%	-1,0%
Science	1690 10%	1709 10%	1846 11%	1933 11%	2002 11%	4,3%
<b>TOTAL</b>	<b>17494</b> <b>100%</b>	<b>17320</b> <b>100%</b>	<b>17063</b> <b>100%</b>	<b>17809</b> <b>100%</b>	<b>17741</b> <b>100%</b>	<b>0,4%</b>

Percentages should be read down each column

**Table 3**  
**Postgraduate student enrolments**

<b>Faculty</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>Average annual change</b>
Commerce	2107 19%	2261 20%	2324 20%	2212 19%	2023 100%	-1,0%
GSB	812 7%	850 8%	739 6%	950 8%	908 100%	2,8%
EBE	1591 15%	1618 14%	1426 13%	1475 13%	1474 100%	-1,9%
Health Sciences	2497 23%	2681 24%	2703 24%	2738 24%	2951 100%	4,3%
Humanities	1931 18%	2062 18%	2189 19%	2274 20%	2154 100%	2,8%
Law	717 7%	605 5%	680 6%	666 6%	651 100%	-2,4%
Science	1197 11%	1173 10%	1323 12%	1320 11%	1313 100%	2,3%
<b>TOTAL</b>	<b>10852</b> <b>100%</b>	<b>11250</b> <b>100%</b>	<b>11384</b> <b>100%</b>	<b>11635</b> <b>100%</b>	<b>11474</b> <b>100%</b>	<b>1,4%</b>

*Percentages should be read down each column*

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 4**  
Headcount student enrolments by population group

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

Faculty	African					Coloured					Indian					White					International: Rest of Africa					International: Not from Africa					Total								
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021
Commerce	1900	1811	1958	2197	1957	708	596	634	860	626	675	425	439	431	386	1319	1014	867	761	643	622	607	562	568	629	208	139	129	54	61	6777	6654	6465	6763	6653				
GSB	110	103	213	260	242	54	64	113	124	99	30	47	45	63	53	83	83	85	115	79	177	140	131	152	127	31	47	12	16	15	650	687	738	1010	1092				
EBE	1424	1498	1483	1579	1390	590	556	506	420	356	379	348	330	297	238	1289	1175	1081	921	727	809	789	654	629	734	119	87	70	37	72	4939	4601	4555	4616	4647				
Health Sciences	297	317	335	345	307	127	127	117	97	83	67	75	76	67	57	206	243	245	209	169	167	165	147	143	165	27	27	27	17	21	1000	1000	1000	1000	1000				
Humanities	1427	1466	1734	1874	1706	1191	1134	1274	1355	1245	170	172	183	193	182	1301	1147	1158	1064	859	518	456	434	418	424	671	503	325	139	222	7110	7327	7480	7810	7130				
Law	288	334	330	379	323	210	202	179	169	148	78	88	70	69	48	285	277	249	225	181	178	188	204	212	211	104	73	72	39	58	1265	1276	1267	1311	1284				
Science	237	267	267	294	257	173	167	147	127	126	67	73	67	67	47	237	227	207	177	143	143	157	167	167	167	67	67	67	37	57	1000	1000	1000	1000	1000				
<b>TOTAL</b>	<b>7197</b>	<b>7384</b>	<b>7956</b>	<b>8759</b>	<b>7755</b>	<b>3761</b>	<b>3599</b>	<b>3753</b>	<b>3744</b>	<b>3454</b>	<b>1708</b>	<b>1576</b>	<b>1608</b>	<b>1575</b>	<b>1378</b>	<b>6323</b>	<b>5655</b>	<b>5419</b>	<b>4662</b>	<b>4105</b>	<b>3149</b>	<b>3012</b>	<b>2613</b>	<b>2793</b>	<b>3100</b>	<b>1392</b>	<b>1056</b>	<b>803</b>	<b>438</b>	<b>711</b>	<b>26744</b>	<b>26641</b>	<b>26447</b>	<b>29444</b>	<b>29215</b>				

Percentages should be read across each row

**Table 5**  
Undergraduate student enrolments by population group

Faculty	African					Coloured					Indian					White					International: Rest of Africa					International: Not from Africa					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	1340	1256	1372	1565	1412	479	354	371	304	401	435	293	290	301	284	503	673	450	413	411	307	285	264	263	300	123	94	55	27	37	4516	4303	4161	4551	4830
GSB	0	0	0	19	35	0	0	0	4	5	0	0	0	3	5	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	144
EBE	1010	1102	1091	1146	1067	422	407	359	282	230	289	265	249	219	157	695	618	757	589	420	472	443	375	358	376	84	42	38	14	38	3321	3293	3129	3143	3103
Health Sciences	307	337	357	367	347	137	127	117	97	77	97	87	87	77	57	267	257	247	197	137	147	137	127	117	127	27	17	17	0	17	1000	1000	1000	1000	1000
Humanities	1097	1084	1245	1374	1168	924	879	958	995	907	104	107	117	114	99	820	704	733	678	517	270	206	187	192	208	500	351	195	43	119	5048	5197	5301	5336	4976
Law	227	277	237	267	247	167	177	167	197	167	27	27	27	27	27	167	147	147	137	107	57	47	47	47	47	167	117	47	47	12	860	869	867	845	633
Science	207	277	337	357	327	227	197	167	157	147	97	97	97	87	57	277	247	247	187	157	67	87	77	87	77	27	27	17	17	27	1000	1000	1000	1000	1000
<b>TOTAL</b>	<b>6171</b>	<b>6156</b>	<b>6469</b>	<b>6963</b>	<b>6373</b>	<b>2669</b>	<b>2486</b>	<b>2448</b>	<b>2369</b>	<b>2172</b>	<b>1166</b>	<b>1002</b>	<b>998</b>	<b>954</b>	<b>817</b>	<b>3782</b>	<b>3322</b>	<b>3044</b>	<b>2598</b>	<b>2106</b>	<b>1181</b>	<b>1077</b>	<b>971</b>	<b>954</b>	<b>1022</b>	<b>798</b>	<b>564</b>	<b>334</b>	<b>97</b>	<b>245</b>	<b>17484</b>	<b>17320</b>	<b>17083</b>	<b>17809</b>	<b>17741</b>

Percentages should be read across each row

Note

1. Students with unknown nationality and/or race are not included in the population group columns but do appear in the Total column

**Table 6**  
Postgraduate student enrolments by population group

Faculty	African					Coloured					Indian					White					International: Rest of Africa					International: Not from Africa					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	554	555	586	632	545	227	232	263	266	225	150	132	141	130	102	476	441	409	348	232	315	322	298	305	329	85	43	74	27	44	2261	2251	2304	2212	2023
GSB	116	183	213	247	207	104	105	113	126	117	70	67	67	67	67	217	207	187	167	117	147	147	137	147	167	47	27	37	17	27	1000	1000	1000	1000	1000
EBE	1496	1519	1579	1679	1579	632	607	579	507	425	476	441	409	348	232	1319	1175	1081	921	727	809	789	654	629	734	119	87	70	37	72	4939	4601	4555	4616	4647
Health Sciences	308	350	414	466	441	221	234	262	298	305	149	163	185	184	196	572	555	559	585	567	541	546	539	524	658	88	76	70	72	99	2681	2671	2703	2738	2951
Humanities	330	382	489	600	520	267	255	321	360	338	66	65	76	78	63	481	443	425	386	342	248	250	237	226	223	171	148	130	96	103	2062	2130	2189	2274	2154
Law	165	215	205	236	186	109	128	115	95	95	37	47	27	37	37	187	197	167	167	137	237	227	247	247	257	157	107	107	57	77	1000	1000	1000	1000	1000
Science	209	237	254	284	226	92	113	127	132	135	47	65	67	72	57	407	440	456	395	389	213	216	197	199	219	78	75	83	72	89	1173	1287	1323	1320	1313
<b>TOTAL</b>	<b>2026</b>	<b>2228</b>	<b>2487</b>	<b>2796</b>	<b>2382</b>	<b>1092</b>	<b>1139</b>	<b>1307</b>	<b>1375</b>	<b>1282</b>	<b>543</b>	<b>574</b>	<b>610</b>	<b>621</b>	<b>461</b>	<b>2541</b>	<b>2433</b>	<b>2375</b>	<b>2266</b>	<b>1999</b>	<b>1968</b>	<b>1935</b>	<b>1842</b>	<b>1839</b>	<b>2078</b>	<b>597</b>	<b>495</b>	<b>469</b>	<b>341</b>	<b>466</b>	<b>11250</b>	<b>11321</b>	<b>11384</b>	<b>11635</b>	<b>11474</b>

Percentages should be read across each row

Note

1. Students with unknown nationality and/or race are not included in the population group columns but do appear in the Total column

**Table 7**  
**NSC/SC aggregate equivalents of all first-time entering undergraduates**

Faculty	"A" aggregate					"B" aggregate					"C" aggregate					"D" aggregate				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	46%	41%	41%	40%	45%	44%	49%	50%	47%	46%	0%	4%	4%	6%	1%	0%	0%	0%	0%	0%
EBE	44%	45%	45%	41%	50%	35%	33%	33%	37%	33%	6%	8%	8%	9%	6%	1%	2%	2%	1%	1%
Health Sciences	70%	64%	63%	69%	61%	21%	27%	27%	24%	27%	5%	8%	8%	0%	2%	0%	0%	0%	0%	0%
Humanities	15%	12%	12%	15%	18%	36%	36%	36%	43%	50%	37%	39%	39%	28%	17%	2%	3%	3%	3%	2%
Law	16%	52%	52%	53%	68%	63%	24%	24%	30%	23%	2%	6%	6%	3%	0%	0%	0%	0%	0%	0%
Science	46%	52%	51%	55%	62%	42%	37%	37%	32%	28%	3%	2%	2%	1%	1%	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>1414</b>	<b>1395</b>	<b>1405</b>	<b>1535</b>	<b>1616</b>	<b>1429</b>	<b>1555</b>	<b>1565</b>	<b>1768</b>	<b>1493</b>	<b>512</b>	<b>717</b>	<b>721</b>	<b>520</b>	<b>236</b>	<b>31</b>	<b>64</b>	<b>64</b>	<b>46</b>	<b>26</b>
	<b>38%</b>	<b>34%</b>	<b>34%</b>	<b>38%</b>	<b>43%</b>	<b>38%</b>	<b>38%</b>	<b>38%</b>	<b>40%</b>	<b>40%</b>	<b>14%</b>	<b>18%</b>	<b>18%</b>	<b>12%</b>	<b>6%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>

Faculty	"E" aggregate					Not known					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	0%	0%	0%	0%	0%	9%	6%	6%	6%	8%	1007	1045	1042	1436	872
EBE	0%	0%	0%	0%	0%	14%	12%	12%	13%	11%	736	597	598	731	662
Health Sciences	0%	0%	0%	2%	2%	4%	1%	1%	5%	8%	333	358	364	429	378
Humanities	1%	1%	1%	1%	2%	9%	9%	9%	9%	11%	1193	1514	1527	1239	1622
Law	0%	0%	0%	0%	0%	19%	19%	19%	14%	9%	63	54	54	93	46
Science	0%	0%	0%	0%	0%	8%	9%	10%	10%	9%	429	512	514	482	569
<b>TOTAL</b>	<b>9</b>	<b>18</b>	<b>18</b>	<b>20</b>	<b>32</b>	<b>366</b>	<b>331</b>	<b>356</b>	<b>375</b>	<b>355</b>	<b>3761</b>	<b>4080</b>	<b>4099</b>	<b>4410</b>	<b>3758</b>
	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>10%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>8%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Notes :**

- The calculation of aggregate equivalents of NSC writers is as follows:

NSC Raw points	Aggregate equivalent
>=480	A
420 - 479	B
360 - 419	C
300 - 359	D
299 and <	E

- Most of those with aggregates shown as 'not known' are foreign students.
- The data is extracted from PeopleSoft early in the academic year.

**Table 8a**
**Full-time academic staff in each faculty**

Faculty	Full-time academic staff					% of total full-time academic staff				
	2019	2020	2021	2022	2022	2018	2019	2020	2021	2022
CHED	57	57	53	53	56	5%	5%	5%	5%	5%
Commerce	140	144	143	143	142	13%	14%	14%	14%	13%
GSB	27	29	29	29	30	3%	3%	3%	3%	3%
EBE	123	121	128	128	131	12%	12%	12%	12%	12%
Health Sciences	237	236	241	241	254	22%	23%	23%	23%	24%
Humanities	244	239	235	235	234	23%	23%	23%	23%	22%
Law	59	58	50	50	52	6%	6%	6%	5%	5%
Science	176	164	164	164	170	17%	16%	16%	16%	16%
<b>TOTAL</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1043</b>	<b>1069</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read down each column

Notes:

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

**Table 8b**
**FTE student to full-time academic staff ratios**

Faculty	Wt. FTE Enrolled Students					Full-time Academic staff					Ratio FTE Enr Students to FT academic staff				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2017	2018	2019	2021	2022
Commerce	7193	6981	6595	6964	6394	139	140	144	143	142	51,8	49,9	49,9	48,7	45,0
GSB	1427	1323	1285	1391	1369	20	27	29	29	30	71,3	49,0	49,0	48,0	45,6
EBE	4235	4133	3772	4103	3937	128	123	121	128	131	33,1	33,6	33,6	32,1	30,1
Health Sciences	6232	6113	5917	5946	6278	192	237	236	241	254	32,5	25,8	25,8	24,7	24,7
Humanities	7408	7717	7395	7524	6883	225	244	239	235	234	32,9	31,6	31,6	32,0	29,4
Law	2015	2037	2022	2027	1932	55	59	58	50	52	36,6	34,5	34,5	40,5	37,2
Science	5147	5215	5509	5369	5212	179	176	164	164	170	28,8	29,6	29,6	32,7	30,7
<b>TOTAL</b>	<b>33657</b>	<b>33521</b>	<b>32494</b>	<b>33323</b>	<b>32005</b>	<b>997</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>	<b>33,8</b>	<b>31,5</b>	<b>31,5</b>	<b>31,9</b>	<b>29,9</b>

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

Table 9

## Academic staff by highest formal qualification

Faculty	Doctors					Master's					Honours				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	56%	51%	49%	53%	52%	37%	42%	42%	40%	41%	5%	5%	7%	6%	5%
Commerce	45%	46%	42%	45%	48%	33%	33%	39%	40%	37%	6%	5%	4%	3%	4%
GSB	90%	78%	76%	76%	80%	5%	19%	21%	21%	17%	5%	4%	3%	0%	0%
EBE	67%	63%	62%	63%	63%	27%	29%	28%	28%	27%	2%	2%	3%	2%	3%
Health Sciences	66%	56%	53%	55%	55%	25%	31%	33%	32%	31%	2%	5%	4%	3%	4%
Humanities	72%	66%	64%	65%	63%	24%	27%	28%	27%	29%	2%	3%	3%	3%	3%
Law	47%	44%	45%	44%	48%	51%	51%	47%	48%	44%	2%	2%	2%	2%	2%
Science	90%	89%	88%	88%	88%	9%	9%	10%	11%	11%	1%	1%	0%	0%	0%
<b>TOTAL</b>	<b>674</b>	<b>669</b>	<b>637</b>	<b>646</b>	<b>665</b>	<b>250</b>	<b>297</b>	<b>309</b>	<b>302</b>	<b>303</b>	<b>26</b>	<b>37</b>	<b>33</b>	<b>27</b>	<b>33</b>
	<b>68%</b>	<b>63%</b>	<b>61%</b>	<b>62%</b>	<b>62%</b>	<b>25%</b>	<b>28%</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

Faculty	Below Honours					Unknown					Total				
	2018	2019	2020	2021	2021	2018	2019	2020	2021	2021	2018	2019	2020	2021	2021
CHED	2%	2%	2%	6%	2%	0%	0%	0%	0%	0%	59	57	57	53	56
Commerce	16%	16%	14%	3%	10%	0%	0%	1%	1%	1%	139	140	140	143	142
GSB	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	20	27	27	29	30
EBE	3%	5%	6%	2%	7%	0%	0%	1%	1%	1%	128	123	123	128	131
Health Sciences	5%	6%	8%	3%	7%	2%	2%	1%	2%	2%	192	237	237	241	254
Humanities	2%	3%	4%	3%	4%	1%	0%	0%	2%	1%	225	244	244	235	234
Law	0%	3%	7%	2%	6%	0%	0%	0%	0%	0%	55	59	59	50	52
Science	1%	1%	1%	0%	1%	0%	0%	1%	0%	0%	179	176	176	164	170
<b>TOTAL</b>	<b>41</b>	<b>55</b>	<b>62</b>	<b>56</b>	<b>57</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>11</b>	<b>997</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>
	<b>4%</b>	<b>5%</b>	<b>6%</b>	<b>5%</b>	<b>5%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 10**  
**Academic staff by rank**

Faculty	Professor					Associate Professor					Senior Lecturer				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	2%	2%	2%	2%	2%	17%	14%	11%	11%	14%	47%	44%	44%	43%	41%
Commerce	14%	16%	15%	15%	15%	24%	22%	20%	21%	18%	26%	24%	24%	22%	23%
GSB	15%	19%	14%	17%	17%	40%	37%	34%	31%	33%	20%	26%	34%	34%	33%
EBE	24%	21%	19%	17%	15%	27%	25%	23%	20%	20%	36%	36%	34%	33%	33%
Health Sciences	37%	27%	26%	27%	27%	18%	16%	14%	14%	15%	29%	33%	31%	29%	30%
Humanities	16%	14%	11%	10%	9%	32%	28%	27%	26%	24%	29%	26%	25%	23%	22%
Law	31%	24%	22%	24%	25%	25%	25%	24%	24%	21%	18%	24%	24%	24%	27%
Science	23%	22%	23%	20%	20%	26%	23%	20%	21%	19%	27%	27%	26%	26%	23%
<b>TOTAL</b>	<b>221</b>	<b>206</b>	<b>189</b>	<b>184</b>	<b>183</b>	<b>254</b>	<b>241</b>	<b>217</b>	<b>211</b>	<b>207</b>	<b>294</b>	<b>312</b>	<b>299</b>	<b>283</b>	<b>289</b>
	<b>22%</b>	<b>19%</b>	<b>18%</b>	<b>18%</b>	<b>17%</b>	<b>25%</b>	<b>23%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>29%</b>	<b>29%</b>	<b>29%</b>	<b>27%</b>	<b>27%</b>

Faculty	Lecturer					Asst./Junior Lecturer					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	34%	40%	44%	43%	43%	0%	0%	0%	0%	0%	59	57	57	53	56
Commerce	35%	37%	38%	38%	40%	0%	1%	3%	4%	4%	139	140	140	143	142
GSB	25%	19%	17%	17%	17%	0%	0%	0%	0%	0%	20	27	27	29	30
EBE	13%	16%	20%	26%	27%	0%	2%	4%	4%	5%	128	123	123	128	131
Health Sciences	15%	23%	28%	28%	27%	1%	1%	1%	2%	2%	192	237	237	241	254
Humanities	22%	31%	36%	40%	44%	0%	1%	1%	1%	1%	225	244	244	235	234
Law	25%	27%	28%	28%	27%	0%	0%	2%	0%	0%	55	59	59	50	52
Science	23%	27%	31%	32%	36%	0%	1%	0%	1%	2%	179	176	176	164	170
<b>TOTAL</b>	<b>226</b>	<b>295</b>	<b>327</b>	<b>346</b>	<b>370</b>	<b>2</b>	<b>9</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>997</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>
	<b>23%</b>	<b>28%</b>	<b>31%</b>	<b>33%</b>	<b>35%</b>	<b>0%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 11a**

**Academic staff by age group**

Faculty	<35 years					35-39 years					40-44 years					45-49 years				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	10%	2%	0%	4%	7%	10%	19%	23%	17%	11%	14%	16%	12%	15%	21%	17%	11%	11%	15%	11%
Commerce	27%	26%	26%	26%	19%	21%	18%	21%	17%	20%	10%	14%	13%	14%	17%	16%	16%	14%	12%	10%
GSB	10%	7%	7%	7%	3%	15%	15%	17%	17%	17%	10%	7%	10%	7%	13%	25%	33%	24%	28%	27%
EBE	8%	9%	12%	13%	11%	15%	15%	11%	13%	12%	13%	11%	18%	16%	18%	20%	18%	15%	14%	12%
Health Sciences	7%	9%	9%	10%	9%	11%	10%	12%	10%	11%	11%	15%	15%	19%	16%	19%	19%	17%	16%	14%
Humanities	9%	8%	7%	7%	7%	9%	13%	13%	15%	14%	14%	12%	13%	14%	15%	20%	17%	18%	15%	15%
Law	27%	22%	21%	20%	25%	15%	20%	22%	18%	12%	9%	10%	9%	8%	12%	18%	19%	14%	14%	10%
Science	8%	10%	9%	12%	15%	14%	11%	13%	12%	12%	16%	19%	19%	19%	16%	20%	18%	16%	13%	12%
<b>TOTAL</b>	119	122	117	126	126	131	146	155	141	141	126	148	152	164	164	188	186	169	154	154
	12%	11%	11%	12%	12%	13%	14%	15%	14%	13%	13%	14%	15%	16%	16%	19%	17%	16%	15%	13%

Faculty	50-54 years					55+ years					Unknown					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	14%	18%	19%	17%	21%	36%	35%	35%	32%	29%	0%	0%	0%	0%	0%	59	57	57	53	56
Commerce	11%	11%	10%	13%	13%	15%	16%	17%	18%	21%	0%	0%	0%	0%	0%	139	140	144	143	142
GSB	20%	11%	17%	21%	17%	20%	26%	24%	21%	23%	0%	0%	0%	0%	0%	20	27	29	29	30
EBE	20%	22%	23%	22%	23%	26%	25%	21%	23%	24%	0%	0%	0%	0%	0%	128	123	121	128	131
Health Sciences	14%	16%	14%	16%	19%	38%	31%	33%	29%	30%	0%	0%	0%	0%	0%	192	237	236	241	254
Humanities	16%	18%	18%	19%	20%	32%	33%	31%	30%	30%	0%	0%	0%	0%	0%	225	244	239	235	234
Law	9%	10%	14%	20%	19%	22%	19%	21%	20%	23%	0%	0%	0%	0%	0%	55	59	58	50	52
Science	9%	12%	13%	18%	16%	33%	30%	31%	27%	29%	0%	0%	0%	0%	0%	179	176	164	164	170
<b>TOTAL</b>	137	163	162	183	183	296	298	293	275	275	0	0	0	0	0	<b>997</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>
	14%	15%	15%	18%	19%	30%	28%	28%	26%	27%	0%	0%	0%	0%	0%	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 11b**

**Academic staff by race**

Faculty	African					Coloured					Indian					White				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	12%	12%	11%	11%	16%	14%	14%	14%	17%	16%	10%	12%	11%	11%	11%	54%	49%	46%	40%	34%
Commerce	14%	14%	15%	15%	15%	14%	15%	15%	17%	17%	9%	11%	12%	13%	15%	45%	43%	40%	36%	37%
GSB	35%	33%	21%	21%	20%	15%	11%	10%	14%	13%	10%	7%	7%	7%	7%	15%	30%	28%	21%	17%
EBE	10%	11%	9%	11%	11%	7%	9%	11%	11%	12%	4%	3%	3%	8%	8%	46%	46%	43%	42%	42%
Health Sciences	11%	10%	9%	10%	11%	18%	23%	25%	23%	25%	10%	7%	8%	10%	9%	48%	47%	43%	41%	41%
Humanities	18%	20%	19%	20%	22%	14%	15%	15%	16%	17%	7%	7%	7%	6%	4%	35%	35%	33%	31%	32%
Law	13%	14%	12%	16%	19%	15%	15%	16%	16%	17%	13%	14%	12%	10%	10%	51%	51%	52%	48%	44%
Science	8%	7%	6%	7%	8%	8%	10%	10%	10%	11%	8%	8%	7%	6%	6%	42%	41%	40%	39%	39%
<b>TOTAL</b>	<b>131</b>	<b>142</b>	<b>129</b>	<b>139</b>	<b>139</b>	<b>128</b>	<b>161</b>	<b>163</b>	<b>168</b>	<b>168</b>	<b>80</b>	<b>83</b>	<b>82</b>	<b>92</b>	<b>92</b>	<b>431</b>	<b>451</b>	<b>421</b>	<b>393</b>	<b>393</b>
	<b>13%</b>	<b>13%</b>	<b>12%</b>	<b>13%</b>	<b>14%</b>	<b>13%</b>	<b>15%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>8%</b>	<b>43%</b>	<b>42%</b>	<b>40%</b>	<b>38%</b>	<b>37%</b>

Faculty	International					Unknown					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	10%	12%	19%	21%	21%	0%	0%	0%	0%	2%	59	57	57	53	56
Commerce	15%	16%	19%	17%	16%	2%	1%	1%	1%	1%	139	140	144	143	142
GSB	25%	19%	34%	38%	43%	0%	0%	0%	0%	0%	20	27	29	29	30
EBE	32%	29%	33%	27%	26%	1%	2%	1%	1%	1%	128	123	121	128	131
Health Sciences	11%	11%	14%	15%	13%	2%	1%	1%	2%	1%	192	237	236	241	254
Humanities	24%	22%	24%	25%	24%	3%	2%	2%	2%	1%	225	244	239	235	234
Law	9%	7%	9%	10%	10%	0%	0%	0%	0%	0%	55	59	58	50	52
Science	33%	32%	35%	36%	35%	1%	1%	1%	1%	1%	179	176	164	164	170
<b>TOTAL</b>	<b>212</b>	<b>211</b>	<b>241</b>	<b>239</b>	<b>239</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>997</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>
	<b>21%</b>	<b>20%</b>	<b>23%</b>	<b>23%</b>	<b>22%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 11c**  
**Academic staff by gender**

Faculty	Male					Female					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
CHED	37%	39%	39%	42%	39%	63%	61%	61%	58%	61%	59	57	57	53	56
Commerce	61%	59%	60%	61%	63%	39%	41%	40%	39%	37%	139	140	140	143	142
GSB	70%	67%	66%	69%	60%	30%	33%	34%	31%	40%	20	27	27	29	30
EBE	68%	67%	64%	67%	66%	32%	33%	36%	33%	34%	128	123	123	128	131
Health Sciences	40%	35%	34%	34%	32%	60%	65%	66%	66%	68%	192	237	237	241	254
Humanities	52%	50%	49%	48%	48%	48%	50%	51%	52%	52%	225	244	244	235	234
Law	42%	36%	34%	34%	37%	58%	64%	66%	66%	63%	55	59	59	50	52
Science	71%	68%	68%	66%	65%	29%	32%	32%	34%	35%	179	176	176	164	170
<b>TOTAL</b>	<b>553</b>	<b>550</b>	<b>550</b>	<b>550</b>	<b>539</b>	<b>444</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>530</b>	<b>997</b>	<b>1063</b>	<b>1063</b>	<b>1043</b>	<b>1069</b>
	<b>55%</b>	<b>52%</b>	<b>51%</b>	<b>51%</b>	<b>50%</b>	<b>45%</b>	<b>48%</b>	<b>49%</b>	<b>49%</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

*Percentages should be read across each row*

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 12**  
**Headcount student enrolments by formal qualification**

Faculty	Occasional students					U/grad diplomas and certificates					3yr bachelor's degrees					Prof bachelor's degrees					Post Grad Diplomas				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	163	130	112	36	52	40	8	8	11	4	2067	2044	1889	2105	2255	2303	2148	2223	2406	2336	763	742	713	694	543
	2%	2%	2%	1%	1%	1%	0%	0%	0%	0%	31%	31%	29%	31%	34%	34%	33%	34%	36%	35%	11%	11%	11%	10%	8%
GSB	0	40	0	11	47	0	0	0	68	144	0	0	0	0	0	0	0	0	0	0	260	246	200	233	293
	0%	5%	0%	1%	4%	0%	0%	0%	7%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	31%	29%	27%	23%	28%
EBE	65	33	29	9	25	0	0	0	0	0	611	635	641	657	657	2673	2634	2472	2485	2501	17	13	11	21	20
	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	12%	13%	14%	14%	14%	54%	55%	54%	54%	54%	0%	0%	0%	0%	0%
Health Sciences	77	79	76	77	56	53	39	11	35	35	4	2	4	0	0	2183	2072	1996	2072	2121	389	406	372	394	432
	2%	2%	2%	2%	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	0%	44%	43%	42%	43%	41%	8%	8%	8%	8%	8%
Humanities	520	437	243	63	159	263	278	286	376	358	3620	3845	4115	4197	3793	681	660	663	718	687	210	289	303	335	254
	7%	6%	3%	1%	2%	4%	4%	4%	5%	5%	51%	52%	55%	55%	53%	10%	9%	9%	9%	10%	3%	4%	4%	4%	4%
Law	15	16	4	2	12	0	0	0	0	0	0	0	0	0	0	647	660	585	644	624	26	30	25	21	15
	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	51%	52%	46%	49%	49%	2%	2%	2%	2%	1%
Science	105	69	46	21	62	0	0	0	0	0	1605	1650	1809	1923	1958	0	0	0	0	0	0	0	0	0	0
	4%	2%	1%	1%	2%	0%	0%	0%	0%	0%	56%	55%	57%	59%	59%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>945</b>	<b>804</b>	<b>510</b>	<b>219</b>	<b>413</b>	<b>356</b>	<b>325</b>	<b>305</b>	<b>490</b>	<b>541</b>	<b>7907</b>	<b>8176</b>	<b>8458</b>	<b>8882</b>	<b>8663</b>	<b>8487</b>	<b>8174</b>	<b>7959</b>	<b>8325</b>	<b>8269</b>	<b>1665</b>	<b>1726</b>	<b>1624</b>	<b>1698</b>	<b>1557</b>
	<b>3%</b>	<b>3%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>28%</b>	<b>29%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>29%</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>5%</b>

Faculty	Honours					Master's					Doctors					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	514	540	471	482	480	623	628	780	698	670	304	314	289	331	313	6777	6554	6485	6763	6653
	8%	8%	7%	7%	7%	9%	10%	12%	10%	10%	4%	5%	4%	5%	5%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	590	581	539	706	567	0	0	0	0	1	850	867	739	1018	1052
	0%	0%	0%	0%	0%	69%	67%	73%	69%	54%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	177	180	215	209	202	1103	990	900	934	940	293	316	287	303	302	4939	4801	4555	4618	4647
	4%	4%	5%	5%	4%	22%	21%	20%	20%	20%	6%	7%	6%	7%	6%	100%	100%	100%	100%	100%
Health Sciences	114	106	85	104	94	1526	1482	1529	1557	1738	594	634	669	632	658	4940	4820	4742	4871	5134
	2%	2%	2%	2%	2%	31%	31%	32%	32%	34%	12%	13%	14%	13%	13%	100%	100%	100%	100%	100%
Humanities	539	511	540	522	443	879	902	941	1002	1040	398	405	379	397	396	7110	7327	7490	7610	7130
	8%	7%	7%	7%	6%	12%	12%	13%	13%	15%	6%	6%	5%	5%	6%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	422	403	467	479	471	155	167	186	165	162	1265	1276	1267	1311	1284
	0%	0%	0%	0%	0%	33%	32%	37%	37%	37%	12%	13%	15%	13%	13%	100%	100%	100%	100%	100%
Science	185	213	229	194	202	578	655	673	706	685	390	409	412	409	408	2863	2996	3169	3253	3315
	6%	7%	7%	6%	6%	20%	22%	21%	22%	21%	14%	14%	13%	13%	12%	100%	100%	100%	100%	100%
<b>TOTAL</b>	<b>1529</b>	<b>1550</b>	<b>1540</b>	<b>1511</b>	<b>1421</b>	<b>5721</b>	<b>5641</b>	<b>5829</b>	<b>6082</b>	<b>6111</b>	<b>2134</b>	<b>2245</b>	<b>2222</b>	<b>2237</b>	<b>2240</b>	<b>28744</b>	<b>28641</b>	<b>28447</b>	<b>29444</b>	<b>29215</b>
	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

## UNIVERSITY OF CAPE TOWN | TEACHING &amp; LEARNING REPORT 2022

**Table 13**  
**Total degrees and diplomas awarded**

Faculty	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgraduate Diplomas				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	17	4	4	4	1	543	584	483	391	519	495	371	360	322	384	486	518	404	372	279
	1%	0%	0%	0%	0%	27%	29%	27%	25%	32%	24%	19%	20%	20%	23%	24%	26%	23%	23%	17%
GSB	0	0	0	0	60	0	0	0	0	0	0	0	0	0	138	166	128	120	141	
	0%	0%	0%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	37%	53%	50%	33%	39%	
EBE	0	0	0	0	0	149	175	168	156	116	410	431	554	410	411	4	14	4	4	6
	0%	0%	0%	0%	0%	16%	18%	14%	16%	12%	43%	43%	47%	43%	44%	0%	0%	0%	0%	1%
Health Sciences	48	31	11	30	31	3	1	4	0	0	409	402	362	352	336	224	229	216	220	237
	4%	3%	1%	3%	3%	0%	0%	0%	0%	0%	37%	37%	35%	34%	32%	20%	21%	21%	21%	22%
Humanities	86	92	74	87	164	798	820	863	932	861	162	132	122	149	139	162	236	222	282	195
	5%	5%	4%	4%	9%	43%	43%	45%	46%	45%	9%	7%	6%	7%	7%	9%	12%	12%	14%	10%
Law	0	0	0	0	0	0	0	0	0	0	151	171	149	149	124	12	12	14	13	6
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	42%	49%	39%	41%	37%	3%	3%	4%	4%	2%
Science	0	0	0	0	0	349	356	392	374	368	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	50%	46%	48%	48%	47%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>151</b>	<b>127</b>	<b>85</b>	<b>121</b>	<b>256</b>	<b>1842</b>	<b>1936</b>	<b>1910</b>	<b>1853</b>	<b>1864</b>	<b>1627</b>	<b>1507</b>	<b>1547</b>	<b>1382</b>	<b>1394</b>	<b>1026</b>	<b>1175</b>	<b>988</b>	<b>1011</b>	<b>864</b>
	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>4%</b>	<b>25%</b>	<b>26%</b>	<b>26%</b>	<b>26%</b>	<b>27%</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>	<b>14%</b>	<b>16%</b>	<b>13%</b>	<b>14%</b>	<b>12%</b>

Faculty	Honours					Master's					Doctors					Total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	325	311	315	284	263	144	182	183	179	161	29	35	28	34	29	2039	2005	1773	1586	1636
	16%	0%	18%	18%	16%	7%	9%	10%	11%	10%	1%	2%	2%	2%	100%	100%	100%	100%	100%	
GSB	0	0	0	0	0	239	151	126	244	159	0	0	0	1	377	317	254	364	361	
	0%	0%	0%	0%	0%	63%	47%	50%	67%	44%	0%	0%	0%	0%	100%	100%	100%	100%	100%	
EBE	123	145	182	160	152	245	202	228	193	217	16	50	31	28	38	947	1017	1167	951	940
	13%	14%	16%	17%	16%	26%	20%	20%	20%	23%	2%	5%	3%	3%	4%	100%	100%	100%	100%	100%
Health Sciences	101	101	85	95	90	267	265	260	247	268	47	69	90	85	94	1099	1098	1028	1029	1056
	9%	9%	8%	9%	9%	24%	23%	25%	24%	25%	4%	6%	9%	8%	9%	100%	100%	100%	100%	100%
Humanities	438	434	406	390	335	185	173	189	123	180	35	47	40	44	42	1866	1934	1916	2007	1916
	23%	23%	21%	19%	17%	10%	8%	10%	6%	9%	2%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	184	158	195	182	175	11	8	20	23	26	358	349	378	367	331
	0%	0%	0%	0%	0%	51%	45%	52%	50%	53%	3%	2%	5%	6%	8%	100%	100%	100%	100%	100%
Science	170	196	203	175	188	117	171	152	169	182	57	52	67	60	50	693	775	814	778	788
	25%	25%	25%	22%	24%	17%	22%	19%	22%	23%	8%	7%	8%	8%	6%	100%	100%	100%	100%	100%
<b>TOTAL</b>	<b>1157</b>	<b>1187</b>	<b>1191</b>	<b>1104</b>	<b>1028</b>	<b>1381</b>	<b>1302</b>	<b>1333</b>	<b>1337</b>	<b>1342</b>	<b>195</b>	<b>261</b>	<b>276</b>	<b>274</b>	<b>280</b>	<b>7379</b>	<b>7495</b>	<b>7330</b>	<b>7082</b>	<b>7028</b>
	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>15%</b>	<b>19%</b>	<b>17%</b>	<b>18%</b>	<b>19%</b>	<b>19%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

## UNIVERSITY OF CAPE TOWN | TEACHING &amp; LEARNING REPORT 2022

**Table 14**  
**"Graduation Rates" by formal qualification type**

Faculty	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgrad diplomas				
						NPHE BENCHMARK GRAD. RATE: 25%					NPHE BENCHMARK GRAD. RATE: 20%					NPHE BENCHMARK GRAD. RATE: 60%				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	42,5%	50,0%	50,0%	36,4%	25,0%	26,3%	28,6%	25,6%	18,6%	23,0%	21,5%	17,3%	16,2%	13,4%	16,4%	63,7%	69,8%	56,7%	53,6%	51,4%
GSB																53,1%	67,5%	64,0%	51,5%	48,1%
EBE						24,4%	27,6%	26,2%	23,7%	17,7%	15,3%	16,4%	22,4%	16,5%	16,4%	23,5%	107,7%	36,4%	19,0%	30,0%
Health Sciences	90,6%	79,5%	100,0%	85,7%	88,6%		50,0%	100,0%			18,7%	19,4%	18,1%	17,0%	15,8%	57,6%	56,4%	58,1%	55,8%	54,9%
Humanities	32,7%	33,1%	25,9%	23,1%	45,8%	22,0%	21,3%	21,0%	22,2%	22,7%	23,8%	20,0%	17,9%	20,8%	20,2%	77,1%	81,7%	73,3%	84,2%	76,8%
Law											23,3%	25,9%	25,5%	23,1%	19,9%	46,2%	40,0%	56,0%	61,9%	40,0%
Science						21,7%	21,6%	21,7%	19,4%	18,8%										
<b>TOTAL</b>	<b>42,4%</b>	<b>39,1%</b>	<b>27,9%</b>	<b>24,7%</b>	<b>47,3%</b>	<b>23,3%</b>	<b>23,7%</b>	<b>22,6%</b>	<b>20,9%</b>	<b>21,5%</b>	<b>19,2%</b>	<b>18,4%</b>	<b>19,4%</b>	<b>16,6%</b>	<b>16,9%</b>	<b>61,6%</b>	<b>68,1%</b>	<b>60,8%</b>	<b>59,5%</b>	<b>55,5%</b>

Faculty	Honours					Master's					Doctors					Total				
	NPHE BENCHMARK GRAD. RATE: 60%					NPHE BENCHMARK GRAD. RATE: 33%					NPHE BENCHMARK GRAD. RATE: 20%					DHET BENCHMARK FOR UCT: 26%				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	63,2%	57,6%	66,9%	58,9%	54,8%	23,1%	29,0%	23,5%	25,6%	24,0%	9,5%	11,1%	9,7%	10,3%	9,3%	30,1%	30,6%	27,3%	23,5%	24,6%
GSB						40,5%	26,0%	23,4%	34,6%	28,0%						44,4%	36,6%	34,4%	35,8%	34,3%
EBE	69,5%	80,6%	84,7%	76,6%	75,2%	22,2%	20,4%	25,3%	20,7%	23,1%	5,5%	15,8%	10,8%	9,2%	12,6%	19,2%	21,2%	25,6%	20,6%	20,2%
Health Sciences	88,6%	95,3%	100,0%	91,3%	95,7%	17,5%	17,9%	17,0%	15,9%	15,4%	7,9%	10,9%	13,5%	13,4%	14,3%	22,2%	22,8%	21,7%	21,1%	20,6%
Humanities	81,3%	84,9%	75,2%	74,7%	75,6%	21,0%	19,2%	20,1%	12,3%	17,3%	8,8%	11,6%	10,6%	11,1%	10,6%	26,2%	26,4%	25,6%	26,4%	26,9%
Law						43,6%	39,2%	41,8%	38,0%	37,2%	7,1%	4,8%	10,8%	13,9%	16,0%	28,3%	27,4%	29,8%	28,0%	25,8%
Science	91,9%	92,0%	88,6%	90,2%	93,1%	20,2%	26,1%	22,6%	23,9%	26,6%	14,6%	12,7%	16,3%	14,7%	12,3%	24,2%	25,9%	25,7%	23,9%	23,8%
<b>TOTAL</b>	<b>75,7%</b>	<b>76,6%</b>	<b>77,3%</b>	<b>73,1%</b>	<b>72,3%</b>	<b>24,1%</b>	<b>23,1%</b>	<b>22,9%</b>	<b>22,0%</b>	<b>22,0%</b>	<b>9,1%</b>	<b>11,6%</b>	<b>12,4%</b>	<b>12,2%</b>	<b>12,5%</b>	<b>25,7%</b>	<b>26,2%</b>	<b>25,8%</b>	<b>24,1%</b>	<b>24,1%</b>

Note: NPHE = National Plan for Higher Education

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 15a**  
*Class of pass of all bachelor's graduates by graduation year*

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	100	67	71	70	66	157	129	92	91	120	472	412	384	325	377	274	279	223	186	275	40	41	45	32	54	1043	928	815	704	892
	10%	7%	9%	10%	7%	15%	14%	11%	13%	13%	45%	44%	47%	46%	42%	26%	30%	27%	26%	31%	4%	4%	6%	5%	6%	100%	100%	100%	100%	100%
EBE	73	71	106	66	66	87	90	110	66	86	245	278	332	283	233	145	143	151	136	133	9	12	8	11	9	559	594	707	562	527
	13%	12%	15%	12%	13%	16%	15%	16%	12%	16%	44%	47%	47%	50%	44%	26%	24%	21%	24%	25%	2%	2%	1%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	72	77	93	61	73	104	114	86	94	90	215	165	163	158	148	18	45	20	37	23	2	2	2	1	1	411	403	364	351	335
	18%	19%	26%	17%	22%	25%	28%	24%	27%	27%	52%	41%	45%	45%	44%	4%	17%	5%	11%	7%	0%	0%	1%	0%	0%	100%	100%	100%	100%	100%
Humanities	69	66	79	96	120	143	153	170	186	174	477	445	457	537	468	219	235	214	209	195	50	46	43	51	42	958	945	963	1079	999
	7%	7%	8%	9%	12%	15%	16%	18%	17%	17%	50%	47%	47%	50%	47%	23%	25%	22%	19%	20%	5%	5%	4%	5%	4%	100%	100%	100%	100%	100%
Law	1	1	3		4	5	6	4	5	8	20	33	26	20	21	20	16	25	20	15	1					47	56	59	45	48
	2%	2%	5%	0%	8%	11%	11%	7%	11%	17%	43%	59%	44%	44%	44%	43%	29%	42%	44%	31%	2%	0%	2%	0%	0%	100%	100%	100%	100%	100%
Science	55	52	80	67	66	41	43	69	61	49	134	132	122	142	124	105	114	102	81	94	14	14	14	21	34	349	355	387	372	367
	16%	15%	21%	18%	18%	12%	12%	18%	16%	13%	38%	37%	32%	38%	34%	30%	32%	26%	22%	26%	4%	4%	4%	6%	9%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>370</b>	<b>334</b>	<b>432</b>	<b>360</b>	<b>395</b>	<b>537</b>	<b>535</b>	<b>531</b>	<b>503</b>	<b>527</b>	<b>1563</b>	<b>1465</b>	<b>1484</b>	<b>1465</b>	<b>1371</b>	<b>781</b>	<b>832</b>	<b>735</b>	<b>669</b>	<b>735</b>	<b>116</b>	<b>115</b>	<b>113</b>	<b>116</b>	<b>140</b>	<b>3367</b>	<b>3281</b>	<b>3295</b>	<b>3113</b>	<b>3168</b>
<b>Total row%</b>	<b>11%</b>	<b>10%</b>	<b>13%</b>	<b>12%</b>	<b>12%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>46%</b>	<b>45%</b>	<b>45%</b>	<b>47%</b>	<b>43%</b>	<b>23%</b>	<b>25%</b>	<b>25%</b>	<b>21%</b>	<b>23%</b>	<b>3%</b>	<b>4%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

Note: 1. The data for these tables reflect cumulative grade point averages for first bachelor's graduates and was derived from PeopleSoft at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 13, which are HEMIS derived.

**Table 15b**  
*Class of pass of all African bachelor's graduates by graduation year*

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	11	6	6	6	6	27	24	19	14	17	114	127	91	85	95	87	100	84	75	120	18	21	17	18	26	257	278	217	198	264
	4%	2%	3%	3%	2%	11%	9%	9%	7%	6%	44%	46%	42%	43%	36%	34%	36%	39%	38%	45%	7%	8%	8%	9%	10%	100%	100%	100%	100%	100%
EBE	3	7	11	3	6	3	9	13	10	21	56	79	72	76	69	52	44	51	50	65	4	8	5	6	6	118	147	152	145	167
	3%	5%	7%	2%	4%	3%	6%	9%	7%	13%	47%	54%	47%	52%	41%	44%	30%	34%	34%	39%	3%	5%	3%	4%	4%	100%	100%	100%	100%	100%
Health Sciences	5	7	7	6	5	23	21	18	25	29	112	82	93	83	75	9	27	12	23	13	2	2	1			151	139	131	137	122
	3%	5%	5%	4%	4%	15%	15%	14%	18%	24%	74%	59%	71%	61%	61%	6%	19%	9%	17%	11%	1%	1%	1%	0%	0%	100%	100%	100%	100%	100%
Humanities	2	6	4	5	10	11	17	19	33	32	86	97	87	131	103	87	92	74	66	64	28	30	22	17	18	214	242	206	252	227
	1%	2%	2%	2%	4%	5%	7%	9%	13%	14%	40%	40%	42%	52%	45%	41%	38%	36%	26%	28%	13%	12%	11%	7%	8%	100%	100%	100%	100%	100%
Law						1	2		1		4	10	15	4	6	11	4	8	10	7						16	14	25	14	14
	0%	0%	0%	0%	0%	6%	0%	8%	0%	7%	25%	71%	60%	29%	43%	69%	29%	32%	71%	50%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	1	3	3		4	4	7	13	5	7	26	23	31	43	31	41	59	57	37	42	8	10	7	7	24	80	102	111	92	108
	1%	3%	3%	0%	4%	5%	7%	12%	5%	6%	33%	23%	28%	47%	29%	51%	58%	51%	40%	39%	10%	10%	6%	8%	22%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>22</b>	<b>29</b>	<b>31</b>	<b>20</b>	<b>31</b>	<b>69</b>	<b>78</b>	<b>84</b>	<b>87</b>	<b>107</b>	<b>398</b>	<b>418</b>	<b>389</b>	<b>422</b>	<b>379</b>	<b>287</b>	<b>326</b>	<b>286</b>	<b>261</b>	<b>311</b>	<b>60</b>	<b>71</b>	<b>52</b>	<b>48</b>	<b>74</b>	<b>836</b>	<b>922</b>	<b>842</b>	<b>838</b>	<b>902</b>
<b>Total row%</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>	<b>3%</b>	<b>8%</b>	<b>8%</b>	<b>10%</b>	<b>10%</b>	<b>12%</b>	<b>48%</b>	<b>45%</b>	<b>46%</b>	<b>50%</b>	<b>42%</b>	<b>34%</b>	<b>35%</b>	<b>34%</b>	<b>31%</b>	<b>34%</b>	<b>7%</b>	<b>8%</b>	<b>6%</b>	<b>6%</b>	<b>8%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 15c**  
*Class of pass of all Coloured bachelor's graduates by graduation year*

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	8	4	7	1	4	20	13	4	5	4	54	45	44	30	37	52	43	29	28	17	5	2	7	4	8	139	107	91	68	70	100%	100%	100%	100%	100%
EBE	6	6	12	5	4	3	12	18	11	9	27	35	49	42	31	20	21	26	19	12	0%	3%	0%	3%	0%	56	76	105	79	56	100%	100%	100%	100%	100%
Health Sciences	9	6	8	6	6	18	32	19	25	24	54	50	34	46	43	5	13	7	10	5			1	1	1	86	101	69	88	79	100%	100%	100%	100%	100%
Humanities	4	10	3	8	15	16	19	22	25	32	98	113	106	116	96	58	75	54	53	40	12	4	7	12	9	188	221	192	214	192	100%	100%	100%	100%	100%
Law	1					2		1		2	5	11	5	7	9	4	1	10	3	5	1					12	13	17	10	16	100%	100%	100%	100%	100%
Science	6	4	5	2	2	4	6	4	8	7	16	22	30	22	17	10	17	17	14	9	4	1	4	2	2	40	49	57	50	37	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>33</b>	<b>31</b>	<b>35</b>	<b>22</b>	<b>31</b>	<b>63</b>	<b>82</b>	<b>68</b>	<b>74</b>	<b>78</b>	<b>254</b>	<b>276</b>	<b>268</b>	<b>263</b>	<b>233</b>	<b>149</b>	<b>170</b>	<b>143</b>	<b>127</b>	<b>88</b>	<b>22</b>	<b>8</b>	<b>17</b>	<b>23</b>	<b>20</b>	<b>521</b>	<b>567</b>	<b>531</b>	<b>509</b>	<b>450</b>					
<b>Total row%</b>	<b>6%</b>	<b>5%</b>	<b>7%</b>	<b>4%</b>	<b>7%</b>	<b>12%</b>	<b>14%</b>	<b>13%</b>	<b>15%</b>	<b>17%</b>	<b>49%</b>	<b>49%</b>	<b>50%</b>	<b>52%</b>	<b>52%</b>	<b>29%</b>	<b>30%</b>	<b>27%</b>	<b>25%</b>	<b>20%</b>	<b>4%</b>	<b>1%</b>	<b>3%</b>	<b>5%</b>	<b>4%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>					

Percentages should be read across each row

**Table 15d**  
*Class of pass of all Indian bachelor's graduates by graduation year*

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022					
Commerce	8	10	3	4	4	16	18	7	5	4	62	41	38	26	28	46	33	29	15	22	6	7	5	1	2	138	109	82	51	60	100%	100%	100%	100%	100%
EBE	5	7	11	10	4	6	6	7	2	2	24	25	29	31	15	19	17	19	18	9	2					56	55	66	62	30	100%	100%	100%	100%	100%
Health Sciences	9	14	6	3	8	12	8	10	11	9	17	9	13	17	14	1				2	0%	0%	0%	0%	0%	39	31	29	33	31	100%	100%	100%	100%	100%
Humanities	1	2	1	2	3	4	5	5	3	2	15	17	15	10	17	6	10	6	5	5	1	1	1	4	2	27	35	28	24	29	100%	100%	100%	100%	100%
Law	1					1					3	1	3	4	3	2	7	4	6		6					6	8	7	12	7	100%	100%	100%	100%	100%
Science	3	4	8	2	7	3	1	3	1	4	12	10	8	9	4	8	6	3	5	2	0%	0%	0%	0%	0%	26	21	23	19	18	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>26</b>	<b>37</b>	<b>29</b>	<b>21</b>	<b>27</b>	<b>42</b>	<b>38</b>	<b>32</b>	<b>24</b>	<b>24</b>	<b>133</b>	<b>103</b>	<b>106</b>	<b>97</b>	<b>81</b>	<b>82</b>	<b>73</b>	<b>61</b>	<b>51</b>	<b>38</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>292</b>	<b>259</b>	<b>235</b>	<b>201</b>	<b>175</b>					
<b>Total row%</b>	<b>9%</b>	<b>14%</b>	<b>12%</b>	<b>10%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>14%</b>	<b>12%</b>	<b>14%</b>	<b>46%</b>	<b>40%</b>	<b>45%</b>	<b>48%</b>	<b>46%</b>	<b>28%</b>	<b>28%</b>	<b>26%</b>	<b>25%</b>	<b>22%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>3%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>					

Percentages should be read across each row

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 15e**  
*Class of pass of all White bachelor's graduates by graduation year*

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	60	34	23	14	19	66	57	31	20	18	150	135	92	43	37	48	61	27	18	13	4	5	7	4	3	328	292	180	99	90	100%	100%	100%	100%	100%
EBE	36	40	55	32	31	42	37	49	28	23	82	77	114	93	56	20	35	26	23	19	2		2			182	189	246	176	129	100%	100%	100%	100%	100%
Health Sciences	45	43	63	41	51	48	42	36	27	18	26	16	16	5	4	2	3	1		2						121	104	116	73	75	100%	100%	100%	100%	100%
Humanities	52	38	32	40	48	76	67	56	88	41	152	99	77	83	65	32	23	21	23	16	3	5	3	5	2	315	232	189	219	172	100%	100%	100%	100%	100%
Law	1		2		1	1	6			2	5	4	2	4	1	1	2	1								8	12	5	4	4	100%	100%	100%	100%	100%
Science	37	31	49	56	42	25	21	41	38	14	64	59	37	52	44	32	24	18	17	17	1	1	2	3	3	159	136	147	166	120	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>231</b>	<b>186</b>	<b>224</b>	<b>183</b>	<b>192</b>	<b>258</b>	<b>230</b>	<b>213</b>	<b>181</b>	<b>116</b>	<b>479</b>	<b>390</b>	<b>338</b>	<b>280</b>	<b>207</b>	<b>135</b>	<b>148</b>	<b>94</b>	<b>81</b>	<b>67</b>	<b>10</b>	<b>11</b>	<b>14</b>	<b>12</b>	<b>8</b>	<b>1113</b>	<b>965</b>	<b>883</b>	<b>737</b>	<b>590</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total row%</b>	<b>21%</b>	<b>19%</b>	<b>25%</b>	<b>25%</b>	<b>33%</b>	<b>23%</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>20%</b>	<b>43%</b>	<b>40%</b>	<b>38%</b>	<b>38%</b>	<b>35%</b>	<b>12%</b>	<b>15%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>					

Percentages should be read across each row

**Table 15f**  
*Class of pass of all international bachelor's graduates by graduation year*

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022					
Commerce	8	6	8	7	4	15	8	8	7	8	50	36	31	33	29	26	24	19	16	25	3	4	3	2	3	102	78	69	65	69	100%	100%	100%	100%	100%
EBE	17	10	17	13	13	30	21	22	11	18	46	54	61	31	44	30	19	24	19	16	1	2	1	1	2	124	106	125	75	93	100%	100%	100%	100%	100%
Health Sciences		1	1	1			5		2	1	2	2				1			1							3	8	1	4	1	100%	100%	100%	100%	100%
Humanities	4	4	5	6	7	14	11	16	11	6	75	44	38	28	24	21	14	11	7	9	6	5	5	4	1	120	78	75	56	47	100%	100%	100%	100%	100%
Law			1		1			3			2	6	1	1	2	1	2	1	1	2						3	8	3	5	5	100%	100%	100%	100%	100%
Science	2	5	10	3	4	4	5	6	3	5	8	11	8	7	10	10	6	4	3	8	1	3	2	4	1	25	30	30	20	28	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>31</b>	<b>26</b>	<b>42</b>	<b>30</b>	<b>29</b>	<b>63</b>	<b>50</b>	<b>52</b>	<b>37</b>	<b>38</b>	<b>183</b>	<b>153</b>	<b>139</b>	<b>100</b>	<b>109</b>	<b>89</b>	<b>65</b>	<b>59</b>	<b>47</b>	<b>60</b>	<b>11</b>	<b>14</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>377</b>	<b>308</b>	<b>303</b>	<b>225</b>	<b>243</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total row%</b>	<b>8%</b>	<b>8%</b>	<b>14%</b>	<b>13%</b>	<b>12%</b>	<b>17%</b>	<b>16%</b>	<b>17%</b>	<b>16%</b>	<b>16%</b>	<b>49%</b>	<b>50%</b>	<b>46%</b>	<b>44%</b>	<b>45%</b>	<b>24%</b>	<b>21%</b>	<b>19%</b>	<b>21%</b>	<b>25%</b>	<b>3%</b>	<b>5%</b>	<b>4%</b>	<b>5%</b>	<b>3%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>					

Percentages should be read across each row

**Table 16a**  
**Conversion of all bachelor's graduates to postgraduate study by graduation year**

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	152 28%	135 24%	112 25%	94 24%	97 19%	51 10%	55 15%	35 9%	23 7%	29 8%	548 100%	557 100%	441 100%	384 100%	507 100%	495 100%	371 100%	374 100%	320 100%	385 100%
EBE	60 41%	72 42%	69 42%	64 41%	51 44%	67 16%	80 19%	89 16%	64 16%	64 16%	148 100%	171 100%	164 100%	155 100%	116 100%	411 100%	423 100%	543 100%	407 100%	411 100%
Health Sciences	2 67%	0%	1 25%			1 0%	6 1%	4 2%	4 1%	6 2%	3 100%	1 100%	4 100%			408 100%	402 100%	162 100%	352 100%	335 100%
Humanities	263 33%	283 35%	227 27%	225 24%	213 26%	25 15%	33 25%	10 8%	5 3%	11 6%	796 100%	813 100%	837 100%	932 100%	823 100%	162 100%	132 100%	126 100%	149 100%	176 100%
Law						17 36%	16 29%	18 31%	9 20%	9 19%						47 100%	56 100%	59 100%	45 100%	48 100%
Science	211 60%	215 61%	192 50%	183 49%	173 47%						349 100%	355 100%	387 100%	374 100%	367 100%					
<b>Total no.</b>	<b>688</b>	<b>705</b>	<b>601</b>	<b>566</b>	<b>534</b>	<b>161</b>	<b>190</b>	<b>156</b>	<b>105</b>	<b>119</b>	<b>1844</b>	<b>1897</b>	<b>1833</b>	<b>1845</b>	<b>1813</b>	<b>1523</b>	<b>1384</b>	<b>1264</b>	<b>1273</b>	<b>1355</b>
<b>Total row%</b>	<b>37%</b>	<b>37%</b>	<b>33%</b>	<b>31%</b>	<b>29%</b>	<b>11%</b>	<b>14%</b>	<b>12%</b>	<b>8%</b>	<b>9%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

Note:

- "Converted" 3 Year bachelor's graduates are those who enrolled for a UCT honours degree in the year following their bachelor's graduation.
- "Converted" professional first bachelor's graduates are those who enrolled for a UCT master's degree in the year following their bachelor's graduation.

**Table 16b**  
**Conversion of African bachelor's graduates to postgraduate study by graduation year**

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	44 23%	52 23%	29 17%	30 19%	45 22%	6 9%	6 13%	5 10%	5 11%	3 5%	193 100%	230 100%	167 100%	154 100%	202 100%	64 100%	48 100%	50 100%	44 100%	62 100%
EBE	6 24%	16 47%	13 43%	13 48%	12 46%	13 14%	12 11%	22 18%	17 14%	22 16%	25 100%	34 100%	30 100%	27 100%	26 100%	93 100%	113 100%	122 100%	118 100%	141 100%
Health Sciences	1 100%					0 0%	1 1%	1 2%	3 0%	3 2%	1 100%	1 100%	3 100%			150 100%	138 100%	55 100%	138 100%	122 100%
Humanities	69 36%	78 37%	47 24%	53 23%	50 25%	1 5%	4 13%	12 92%	0 0%	3 11%	192 100%	210 100%	193 100%	233 100%	199 100%	22 100%	32 100%	13 100%	20 100%	28 100%
Law						4 25%	7 50%	5 20%	11 79%	3 21%						16 100%	14 100%	25 100%	14 100%	14 100%
Science	33 41%	41 40%	43 39%	32 34%	37 34%						80 100%	102 100%	111 100%	93 100%	108 100%					
<b>Total no.</b>	<b>153</b>	<b>187</b>	<b>132</b>	<b>128</b>	<b>144</b>	<b>24</b>	<b>30</b>	<b>45</b>	<b>33</b>	<b>34</b>	<b>491</b>	<b>577</b>	<b>504</b>	<b>507</b>	<b>535</b>	<b>345</b>	<b>345</b>	<b>265</b>	<b>334</b>	<b>367</b>
<b>Total row%</b>	<b>31%</b>	<b>32%</b>	<b>26%</b>	<b>25%</b>	<b>27%</b>	<b>7%</b>	<b>9%</b>	<b>17%</b>	<b>10%</b>	<b>9%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>34%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

## UNIVERSITY OF CAPE TOWN | TEACHING &amp; LEARNING REPORT 2022

**Table 16c**  
Conversion of Coloured bachelor's graduates to postgraduate study by graduation year

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	29 36%	16 19%	17 32%	15 33%	9 19%	6 10%	5 21%	1 3%	0 0%	4 17%	81 100%	83 100%	53 100%	46 100%	47 100%	58 100%	24 100%	38 100%	22 100%	23 100%
EBE	3 23%	8 31%	5 19%	2 10%	1 11%	5 12%	8 16%	5 6%	7 12%	3 6%	13 100%	26 100%	26 100%	21 100%	9 100%	43 100%	50 100%	79 100%	58 100%	47 100%
Health Sciences			1 100%			0 0%	0 0%	0 0%	0 0%	0 0%			1 100%			86 100%	101 100%	37 100%	88 100%	79 100%
Humanities	45 27%	55 28%	38 22%	44 24%	29 18%	3 13%	10 37%	1 6%	0 0%	1 3%	165 100%	194 100%	174 100%	187 100%	162 100%	23 100%	27 100%	18 100%	27 100%	30 100%
Law						5 42%	3 23%	5 29%	2 20%	4 25%						12 100%	13 100%	17 100%	10 100%	16 100%
Science	27 68%	31 63%	29 51%	24 47%	18 49%						40 100%	49 100%	57 100%	51 100%	37 100%					
<b>Total no.</b>	<b>104</b>	<b>110</b>	<b>90</b>	<b>85</b>	<b>57</b>	<b>19</b>	<b>26</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>299</b>	<b>352</b>	<b>311</b>	<b>305</b>	<b>255</b>	<b>222</b>	<b>215</b>	<b>189</b>	<b>205</b>	<b>195</b>
<b>Total row%</b>	<b>35%</b>	<b>31%</b>	<b>29%</b>	<b>28%</b>	<b>22%</b>	<b>9%</b>	<b>12%</b>	<b>6%</b>	<b>4%</b>	<b>6%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 16d**  
Conversion of Indian bachelor's graduates to postgraduate study by graduation year

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	13 19%	13 23%	9 21%	6 30%	7 24%	6 8%	10 19%	3 8%	1 3%	3 10%	67 100%	57 100%	43 100%	20 100%	29 100%	71 100%	52 100%	39 100%	31 100%	31 100%
EBE	4 44%	4 40%	1 20%	4 50%	1 33%	6 13%	6 13%	5 8%	9 17%	5 19%	9 100%	10 100%	5 100%	8 100%	3 100%	47 100%	45 100%	61 100%	54 100%	27 100%
Health Sciences	0 0%					0 0%	0 0%	1 25%	0 0%	1 3%	1 100%					38 100%	31 100%	4 100%	33 100%	31 100%
Humanities	9 38%	11 33%	7 26%	10 43%	8 33%	0 0%	1 50%	0 0%	0 0%	0 0%	24 100%	33 100%	27 100%	23 100%	24 100%	3 100%	2 100%	1 100%	1 100%	5 100%
Law						3 50%	1 13%	0 0%	0 0%	0 0%						6 100%	8 100%	7 100%	12 100%	7 100%
Science	18 69%	10 48%	14 61%	11 58%	9 50%						26 100%	21 100%	23 100%	19 100%	18 100%					
<b>Total no.</b>	<b>44</b>	<b>38</b>	<b>31</b>	<b>31</b>	<b>25</b>	<b>15</b>	<b>18</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>127</b>	<b>121</b>	<b>98</b>	<b>70</b>	<b>74</b>	<b>165</b>	<b>138</b>	<b>112</b>	<b>131</b>	<b>101</b>
<b>Total row%</b>	<b>35%</b>	<b>31%</b>	<b>32%</b>	<b>44%</b>	<b>34%</b>	<b>9%</b>	<b>13%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 16e**  
Conversion of White bachelor's graduates to postgraduate study by graduation year

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	28 27%	25 26%	9 30%	6 17%	5 15%	24 11%	29 15%	11 7%	4 6%	5 9%	105 100%	96 100%	30 100%	35 100%	33 100%	223 100%	196 100%	150 100%	64 100%	57 100%
EBE	24 47%	30 43%	41 53%	35 51%	24 73%	23 18%	24 20%	31 18%	24 22%	13 14%	51 100%	69 100%	77 100%	69 100%	33 100%	131 100%	120 100%	169 100%	107 100%	96 100%
Health Sciences						0 0%	2 2%	3 6%	2 3%	2 3%						120 100%	104 100%	54 100%	73 100%	75 100%
Humanities	84 34%	87 42%	54 32%	55 30%	55 37%	10 14%	5 20%	1 5%	1 3%		244 100%	207 100%	167 100%	181 100%	147 100%	71 100%	25 100%	22 100%	38 100%	25 100%
Law						1 13%	5 42%	2 40%	1 25%	1 25%						8 100%	12 100%	5 100%	4 100%	4 100%
Science	105 66%	99 73%	82 56%	97 58%	71 59%						159 100%	136 100%	147 100%	166 100%	120 100%					0
<b>Total no.</b>	<b>242</b>	<b>241</b>	<b>186</b>	<b>193</b>	<b>155</b>	<b>58</b>	<b>65</b>	<b>48</b>	<b>32</b>	<b>21</b>	<b>560</b>	<b>508</b>	<b>421</b>	<b>451</b>	<b>333</b>	<b>553</b>	<b>457</b>	<b>400</b>	<b>286</b>	<b>257</b>
<b>Total row%</b>	<b>43%</b>	<b>47%</b>	<b>44%</b>	<b>43%</b>	<b>47%</b>	<b>10%</b>	<b>14%</b>	<b>12%</b>	<b>11%</b>	<b>8%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 16f**  
Conversion of international bachelor's graduates to postgraduate study by graduation year

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	20 31%	19 33%	12 30%	14 33%	12 26%	4 11%	5 25%	6 21%	1 5%	4 17%	65 100%	58 100%	40 100%	42 100%	46 100%	37 100%	20 100%	29 100%	22 100%	23 100%
EBE	21 50%	12 44%	9 47%	4 24%	8 50%	18 22%	19 24%	31 29%	10 17%	17 22%	42 100%	27 100%	19 100%	17 100%	16 100%	82 100%	79 100%	106 100%	58 100%	77 100%
Health Sciences						0 0%	3 38%	0 0%	0 0%	0 0%						3 100%	8 100%	1 100%	4 100%	1 100%
Humanities	29 31%	15 23%	12 20%	9 20%	9 25%	7 26%	2 15%	2 14%	1 9%	5 45%	93 100%	65 100%	61 100%	45 100%	36 100%	27 100%	13 100%	14 100%	11 100%	11 100%
Law						0 0%	2 25%	0 0%	3 60%	1 20%						3 100%	8 100%	3 100%	5 100%	5 100%
Science	12 48%	20 67%	17 57%	6 29%	9 32%						25 100%	30 100%	30 100%	21 100%	28 100%					0%
<b>Total no.</b>	<b>82</b>	<b>66</b>	<b>50</b>	<b>33</b>	<b>38</b>	<b>29</b>	<b>31</b>	<b>39</b>	<b>15</b>	<b>27</b>	<b>225</b>	<b>180</b>	<b>150</b>	<b>125</b>	<b>126</b>	<b>152</b>	<b>128</b>	<b>153</b>	<b>100</b>	<b>117</b>
<b>Total row%</b>	<b>36%</b>	<b>37%</b>	<b>33%</b>	<b>26%</b>	<b>30%</b>	<b>19%</b>	<b>24%</b>	<b>25%</b>	<b>15%</b>	<b>23%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

## UNIVERSITY OF CAPE TOWN | TEACHING &amp; LEARNING REPORT 2022

**Table 16g**  
Conversion of female bachelor's graduates to postgraduate study by graduation year

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	71 26%	65 22%	46 22%	40 20%	53 19%	26 13%	19 13%	20 13%	10 7%	11 7%	278 100%	295 100%	209 100%	200 100%	275 100%	193 100%	149 100%	157 100%	151 100%	165 100%
EBE	14 26%	17 22%	24 35%	21 36%	19 33%	20 20%	20 20%	21 14%	26 20%	17 16%	54 100%	78 100%	69 100%	59 100%	58 100%	99 100%	102 100%	149 100%	131 100%	104 100%
Health Sciences		0 0%	1 33%			1 0%	5 2%	3 2%	2 1%	2 1%		1 100%	3 100%		278 100%	302 100%	143 100%	259 100%	232 100%	
Humanities	193 34%	216 36%	169 27%	183 27%	161 27%	18 16%	23 24%	7 7%	3 3%	7 6%	569 100%	599 100%	633 100%	672 100%	603 100%	111 100%	94 100%	97 100%	104 100%	127 100%
Law						12 35%	9 23%	13 31%	7 25%	7 20%						34 100%	40 100%	42 100%	28 100%	35 100%
Science	100 60%	103 61%	88 48%	90 52%	83 50%						166 100%	168 100%	185 100%	174 100%	167 100%					
<b>Total no.</b>	<b>380</b>	<b>401</b>	<b>328</b>	<b>334</b>	<b>316</b>	<b>77</b>	<b>76</b>	<b>64</b>	<b>48</b>	<b>44</b>	<b>1067</b>	<b>1141</b>	<b>1099</b>	<b>1105</b>	<b>1103</b>	<b>715</b>	<b>687</b>	<b>588</b>	<b>673</b>	<b>663</b>
<b>Total row%</b>	<b>36%</b>	<b>35%</b>	<b>30%</b>	<b>30%</b>	<b>29%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>7%</b>	<b>7%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 16h**  
Conversion of male bachelor's graduates to postgraduate study by graduation year

Faculty	Conversion of 3 year Bachelor's Graduates					Conversion of Professional Bachelor's graduates					All 3 Year Bachelor's Graduates					All Professional Bachelor's Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	81 29%	70 27%	66 28%	66 36%	45 19%	24 8%	36 16%	15 7%	15 9%	18 8%	279 100%	262 100%	232 100%	183 100%	231 100%	294 100%	222 100%	217 100%	169 100%	220 100%
EBE	46 53%	55 59%	45 47%	45 47%	32 55%	47 16%	60 19%	68 17%	68 25%	47 15%	86 100%	93 100%	95 100%	96 100%	58 100%	285 100%	321 100%	394 100%	276 100%	307 100%
Health Sciences						0 0%	1 1%	1 5%	1 1%	4 4%	1 100%		1 100%		101 100%	100 100%	19 100%	93 100%	103 100%	
Humanities	70 31%	64 30%	58 28%	58 23%	51 24%	6 16%	10 26%	3 10%	3 7%	4 8%	225 86%	211 100%	204 100%	254 100%	216 100%	38 100%	38 100%	29 100%	45 100%	48 100%
Law						5 36%	7 44%	5 29%	5 29%	2 15%						14 100%	16 100%	17 100%	17 100%	13 100%
Science	111 59%	112 60%	104 51%	104 52%	89 45%						189 100%	187 100%	202 100%	200 100%	199 100%					
<b>Total no.</b>	<b>308</b>	<b>301</b>	<b>273</b>	<b>273</b>	<b>217</b>	<b>82</b>	<b>114</b>	<b>92</b>	<b>92</b>	<b>75</b>	<b>780</b>	<b>753</b>	<b>734</b>	<b>733</b>	<b>704</b>	<b>732</b>	<b>697</b>	<b>676</b>	<b>600</b>	<b>691</b>
<b>Total row%</b>	<b>39%</b>	<b>40%</b>	<b>37%</b>	<b>37%</b>	<b>31%</b>	<b>11%</b>	<b>16%</b>	<b>14%</b>	<b>15%</b>	<b>11%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

**Table 17a**  
**Summary of undergraduate success rates by Faculty and by course level**

Level	1000-Level					2000-Level					3000-Level				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	86%	88%	89%	82%	82%	86%	85%	90%	82%	81%	86%	89%	89%	79%	83%
GSB														93%	96%
EBE	79%	87%	89%	83%	68%	82%	86%	90%	83%	77%	90%	94%	94%	82%	82%
Health Sciences	95%	95%	98%	97%	98%	91%	92%	97%	97%	95%	96%	98%	98%	95%	96%
Humanities	84%	84%	87%	83%	83%	85%	85%	87%	83%	84%	91%	91%	91%	87%	85%
Law	81%	85%	89%	90%	68%	81%	81%	87%	90%	76%	76%	87%	87%	81%	71%
Science	75%	77%	86%	67%	73%	79%	78%	88%	67%	72%	89%	93%	93%	75%	81%
<b>All Faculties</b>	<b>81%</b>	<b>83%</b>	<b>88%</b>	<b>79%</b>	<b>78%</b>	<b>84%</b>	<b>84%</b>	<b>89%</b>	<b>79%</b>	<b>80%</b>	<b>89%</b>	<b>92%</b>	<b>92%</b>	<b>83%</b>	<b>84%</b>

Notes :

1. These success rates are the weighted averages for the undergraduate courses offered by the departments in each faculty, extracted from successive HEMIS submissions

**Table 17b**  
**Summary of undergraduate success rates by CESM group and by course level**

Level	1000-Level					2000-Level					3000-Level				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Business/Commerce	85%	87%	88%	81%	81%	85%	85%	90%	75%	79%	87%	86%	89%	79%	85%
Science/Technology	78%	81%	88%	74%	76%	82%	83%	91%	76%	79%	89%	92%	95%	82%	85%
Education	83%	87%	94%	90%	92%	95%	88%	88%	95%	97%	97%	96%	92%	92%	84%
Broad Humanities	84%	84%	87%	84%	81%	85%	84%	87%	83%	82%	88%	88%	90%	85%	82%
<b>Grand Total</b>	<b>81%</b>	<b>83%</b>	<b>88%</b>	<b>79%</b>	<b>78%</b>	<b>84%</b>	<b>84%</b>	<b>89%</b>	<b>79%</b>	<b>80%</b>	<b>89%</b>	<b>89%</b>	<b>92%</b>	<b>83%</b>	<b>84%</b>

Notes :

1. The Business/Commerce CESM group includes CESM 04 courses only.
2. The Education CESM group includes CESM 07 courses only.
3. The Science/Technology group includes CESMs 02, 06, 08, 09, 13, 14 and 15.
4. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 12 (Law).

**Table 17c**  
**Summary of undergraduate success rates by population group and by course level**

Level	1000-Level					2000-Level					3000-Level				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>Reg Yr</b>															
<b>African</b>	75%	77%	82%	71%	71%	76%	76%	82%	69%	73%	81%	83%	86%	74%	77%
<b>Coloured</b>	81%	81%	89%	82%	82%	84%	83%	88%	82%	82%	89%	90%	92%	84%	83%
<b>Indian</b>	81%	86%	94%	85%	84%	84%	87%	95%	85%	81%	88%	91%	96%	84%	86%
<b>White</b>	90%	92%	95%	90%	90%	92%	94%	97%	89%	90%	94%	95%	98%	93%	92%
<b>International</b>	84%	85%	90%	83%	80%	87%	86%	90%	78%	81%	90%	90%	92%	83%	84%
<b>All Students</b>	<b>81%</b>	<b>83%</b>	<b>88%</b>	<b>79%</b>	<b>78%</b>	<b>84%</b>	<b>84%</b>	<b>89%</b>	<b>79%</b>	<b>80%</b>	<b>89%</b>	<b>89%</b>	<b>92%</b>	<b>83%</b>	<b>84%</b>

**Table 18a**  
**Summary of course success rates among foundation students by Faculty and by course level**

Level	1000-Level					2000-Level					3000-Level				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Reg Yr															
Commerce	72%	77%	79%	67%	67%	73%	75%	80%	60%	68%	78%	72%	77%	62%	68%
EBE	71%	82%	85%	72%	57%	75%	78%	87%	64%	62%	81%	87%	94%	73%	73%
Health Sciences	82%	80%	100%	72%	89%	66%	69%	87%	87%	89%	93%	94%	96%	83%	94%
Humanities	83%	82%	84%	79%	79%	78%	78%	83%	79%	79%	84%	85%	86%	81%	74%
Law	70%	79%	85%	84%	36%	67%	67%	85%	83%	60%	64%	60%	81%		
Science	66%	66%	76%	54%	62%	68%	65%	82%	49%	63%	76%	82%	88%	53%	63%
All Faculties	75%	75%	81%	67%	68%	74%	74%	83%	69%	71%	80%	82%	86%	71%	72%

**Table 18b**  
**Summary of course success rates among foundation students by CESM group and by course level**

Level	1000-Level					2000-Level					3000-Level				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Reg Yr															
Business	70%	76%	78%	65%	66%	70%	73%	78%	56%	64%	78%	72%	76%	61%	68%
Science	68%	69%	79%	57%	63%	71%	71%	85%	62%	65%	80%	85%	92%	67%	73%
Broad Humanities	82%	82%	84%	79%	77%	77%	77%	83%	79%	78%	82%	84%	85%	80%	74%
Grand Total	75%	75%	81%	67%	68%	74%	74%	83%	69%	71%	80%	82%	86%	71%	72%

**Notes :**

1. The Business/Commerce CESM group includes CESM 04 courses only
2. The Science/Technology group includes CESMs 02, 06, 08, 09, 13, 14 and 15.
3. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 12 (Law).

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 19a**  
*Academic progress codes of all undergraduates*

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2017	2018	2019	2020	2022	2017	2018	2019	2020	2022
Commerce	1061	930	815	708	893	2678	2672	2847	2849	2688	469	434	369	833	719	129	117	0	124	285	76	58	66	97	115	4413	4211	4097	4611	4700
	24%	22%	20%	15%	19%	61%	63%	69%	62%	57%	11%	10%	9%	18%	15%	3%	3%	0%	3%	6%	2%	1%	2%	2%	2%	100%	100%	100%	100%	100%
EBE	560	594	707	562	527	2142	2184	2010	1909	1905	401	312	289	601	397	101	122	0	10	279	87	58	99	90	108	3291	3270	3105	3172	3216
	17%	18%	23%	18%	16%	65%	67%	65%	60%	59%	12%	10%	9%	19%	12%	3%	4%	0%	0%	9%	3%	2%	3%	3%	3%	100%	100%	100%	100%	100%
Health Sciences	460	434	372	1168	366	1693	1587	1535	3183	1683	37	58	23	614	76	16	17	0	244	31	37	21	76	140	66	2243	2117	2006	5349	2222
	21%	21%	19%	19%	16%	75%	75%	77%	60%	76%	2%	3%	1%	11%	3%	1%	1%	0%	5%	1%	2%	1%	4%	3%	3%	100%	100%	100%	100%	100%
Humanities	1044	1037	1037	149	1163	2775	2921	3239	390	3134	444	552	671	60	310	147	150	0	31	168	157	125	111	20	168	4567	4785	5058	650	4943
	23%	22%	21%	23%	24%	61%	61%	64%	60%	63%	10%	12%	13%	9%	6%	3%	3%	0%	5%	3%	3%	3%	2%	3%	3%	100%	100%	100%	100%	100%
Law	152	173	142	382	124	362	367	348	1660	351	90	68	78	43	119	34	42	0	19	27	14	12	15	24	16	652	662	583	2128	637
	23%	26%	24%	18%	19%	56%	55%	60%	78%	55%	14%	10%	13%	2%	19%	5%	6%	0%	1%	4%	2%	2%	3%	1%	3%	100%	100%	100%	100%	100%
Science	349	355	387	374	367	1016	1104	1260	1215	1274	117	91	107	221	167	101	76	0	57	104	24	26	42	71	83	1607	1652	1796	1938	1995
	22%	21%	22%	19%	18%	63%	67%	70%	63%	64%	7%	6%	6%	11%	8%	6%	5%	0%	3%	5%	1%	2%	2%	4%	4%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>3626</b>	<b>3523</b>	<b>3460</b>	<b>3343</b>	<b>3440</b>	<b>10666</b>	<b>10835</b>	<b>11239</b>	<b>11206</b>	<b>11035</b>	<b>1558</b>	<b>1515</b>	<b>1537</b>	<b>2372</b>	<b>1788</b>	<b>528</b>	<b>524</b>	<b>0</b>	<b>485</b>	<b>894</b>	<b>395</b>	<b>300</b>	<b>409</b>	<b>442</b>	<b>556</b>	<b>16773</b>	<b>16697</b>	<b>16645</b>	<b>17848</b>	<b>17713</b>
<b>Total row%</b>	<b>22%</b>	<b>21%</b>	<b>21%</b>	<b>19%</b>	<b>19%</b>	<b>64%</b>	<b>65%</b>	<b>68%</b>	<b>63%</b>	<b>62%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>13%</b>	<b>10%</b>	<b>3%</b>	<b>3%</b>	<b>0%</b>	<b>3%</b>	<b>5%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

- Note:
- The data for these tables was derived from PeopleSoft at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 2, which are HEMIS derived.
  - "Other" academic standing codes include cancellations and disciplinary codes

**Table 19b**  
*Academic progress codes of all African undergraduates*

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	264	280	217	199	266	767	703	712	824	734	224	186	189	445	293	57	63	0	75	165	25	17	29	40	38	1337	1248	1147	1583	1496
	20%	22%	19%	13%	18%	57%	56%	62%	52%	49%	17%	15%	16%	28%	20%	4%	5%	0%	5%	11%	2%	1%	3%	3%	3%	100%	100%	100%	100%	100%
EBE	118	147	152	145	167	628	725	706	637	598	186	146	164	348	171	51	68	0	6	154	30	24	49	28	36	1013	1103	1071	1164	1126
	12%	13%	14%	12%	15%	62%	66%	66%	55%	53%	18%	13%	15%	30%	15%	5%	6%	0%	1%	14%	3%	2%	5%	2%	3%	100%	100%	100%	100%	100%
Health Sciences	160	141	132	271	133	671	625	607	769	586	21	35	17	235	51	9	10	0	82	16	14	13	27	33	21	875	819	783	1390	807
	18%	17%	17%	19%	16%	77%	76%	78%	55%	73%	2%	4%	2%	17%	6%	1%	1%	0%	6%	2%	2%	2%	3%	2%	3%	100%	100%	100%	100%	100%
Humanities	238	265	223	29	267	592	562	481	141	747	180	177	216	27	116	49	48	0	21	70	33	32	23	8	40	1082	1075	943	226	1240
	22%	25%	24%	13%	22%	54%	52%	51%	62%	60%	16%	16%	23%	12%	9%	4%	4%	0%	9%	6%	3%	3%	2%	4%	3%	100%	100%	100%	100%	100%
Law	29	40	35	143	30	105	112	100	642	114	42	28	41	32	51	12	25	0	16	15	5	9	4	9	5	193	209	180	842	215
	15%	19%	19%	17%	14%	54%	54%	56%	76%	53%	22%	13%	23%	4%	24%	6%	12%	0%	2%	7%	3%	4%	2%	1%	2%	100%	100%	100%	100%	100%
Science	80	102	111	93	109	385	437	527	467	424	93	66	81	152	97	75	56	0	47	62	9	16	28	26	24	642	669	747	785	716
	12%	15%	15%	12%	15%	60%	65%	71%	59%	59%	14%	10%	11%	19%	14%	12%	8%	0%	6%	9%	1%	2%	4%	3%	3%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>889</b>	<b>975</b>	<b>870</b>	<b>880</b>	<b>972</b>	<b>3148</b>	<b>3164</b>	<b>3133</b>	<b>3480</b>	<b>3203</b>	<b>746</b>	<b>638</b>	<b>708</b>	<b>1239</b>	<b>779</b>	<b>253</b>	<b>270</b>	<b>0</b>	<b>247</b>	<b>482</b>	<b>116</b>	<b>111</b>	<b>160</b>	<b>144</b>	<b>164</b>	<b>5152</b>	<b>5123</b>	<b>4871</b>	<b>5990</b>	<b>5600</b>
<b>Total row%</b>	<b>17%</b>	<b>19%</b>	<b>18%</b>	<b>15%</b>	<b>17%</b>	<b>61%</b>	<b>62%</b>	<b>64%</b>	<b>58%</b>	<b>57%</b>	<b>14%</b>	<b>12%</b>	<b>15%</b>	<b>21%</b>	<b>14%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>	<b>4%</b>	<b>9%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

- Note:
- "Other" academic standing codes include cancellations and disciplinary codes

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 19c**  
*Academic progress codes of all Coloured undergraduates*

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	139	107	91	68	70	267	181	158	238	254	46	50	31	76	59	23	11	0	10	22	7		4	2	6	482	349	284	394	411	100%	100%	100%	100%	100%
	29%	31%	32%	17%	17%	55%	52%	56%	60%	62%	10%	14%	11%	19%	14%	5%	3%	0%	3%	5%	1%	0%	1%	1%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	56	76	105	79	56	282	271	205	154	134	63	42	28	39	28	12	14	0	2	11	10	5	6	8	10	423	408	344	282	239	100%	100%	100%	100%	100%
	13%	19%	31%	28%	23%	67%	66%	60%	55%	56%	15%	10%	8%	14%	12%	3%	3%	0%	1%	5%	2%	1%	2%	3%	4%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	86	101	69	237	80	385	339	317	571	238	14	15	3	119	6	5	5	0	52	5	7	4	20	17	6	497	464	409	996	335	100%	100%	100%	100%	100%
	17%	22%	17%	24%	24%	77%	73%	78%	57%	71%	3%	3%	1%	12%	2%	1%	1%	0%	5%	1%	1%	1%	5%	2%	2%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	195	246	215	22	228	580	458	395	56	577	91	126	129	11	50	27	21	0	5	34	25	15	11	4	26	918	866	750	98	915	100%	100%	100%	100%	100%
	21%	28%	29%	22%	25%	63%	53%	53%	57%	63%	10%	15%	17%	11%	5%	3%	2%	0%	5%	4%	3%	2%	1%	4%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	29	26	25	90	25	83	77	66	272	44	20	16	16	5	18	13	9	0	3	3	4	3	2	4	1	149	131	109	371	91	100%	100%	100%	100%	100%
	19%	20%	23%	24%	27%	56%	59%	61%	73%	48%	13%	12%	15%	1%	20%	9%	7%	0%	0%	3%	3%	2%	2%	1%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science	40	49	57	50	37	135	157	154	147	148	12	7	13	14	18	10	10	0	4	3	3	3	3	9	9	200	226	227	224	215	100%	100%	100%	100%	100%
	20%	22%	25%	22%	17%	68%	69%	68%	66%	69%	6%	3%	6%	6%	8%	5%	4%	0%	2%	1%	2%	1%	1%	4%	4%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>545</b>	<b>605</b>	<b>562</b>	<b>546</b>	<b>496</b>	<b>1732</b>	<b>1483</b>	<b>1295</b>	<b>1438</b>	<b>1395</b>	<b>246</b>	<b>256</b>	<b>220</b>	<b>264</b>	<b>179</b>	<b>90</b>	<b>70</b>	<b>0</b>	<b>73</b>	<b>78</b>	<b>56</b>	<b>30</b>	<b>46</b>	<b>44</b>	<b>58</b>	<b>2669</b>	<b>2444</b>	<b>2123</b>	<b>2365</b>	<b>2206</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total row%</b>	<b>20%</b>	<b>25%</b>	<b>26%</b>	<b>23%</b>	<b>22%</b>	<b>65%</b>	<b>61%</b>	<b>61%</b>	<b>63%</b>	<b>63%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>8%</b>	<b>3%</b>	<b>3%</b>	<b>0%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>100%</b>									

Percentages should be read across each row

Note: 1. "Other" academic standing codes include cancellations and disciplinary codes

**Table 19d**  
*Academic progress codes of all Indian undergraduates*

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL									
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Commerce	139	109	82	52	60	230	147	115	199	179	46	33	14	42	49	8	3	0	4	13	5	2	6	3	4	428	294	217	300	305	100%	100%	100%	100%	100%
	32%	37%	38%	17%	20%	54%	50%	53%	66%	59%	11%	11%	6%	14%	16%	2%	1%	0%	1%	4%	1%	1%	3%	1%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	57	55	66	62	30	187	171	163	124	114	37	24	13	29	17	11	8	0	10	10	10	7	5	5	9	302	265	247	220	180	100%	100%	100%	100%	100%
	19%	21%	27%	28%	17%	62%	65%	66%	56%	63%	12%	9%	5%	13%	9%	4%	3%	0%	0%	6%	3%	3%	2%	2%	5%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	40	32	29	24	32	157	160	165	71	155	1	4	1	13	2	1	0	3	1	1	2	2	3	2	5	200	199	198	113	195	100%	100%	100%	100%	100%
	20%	16%	15%	21%	16%	79%	80%	83%	63%	79%	1%	2%	1%	12%	1%	0%	1%	0%	3%	1%	1%	1%	2%	2%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	28	35	28	20	29	65	55	50	25	67	11	10	9	2	6	6	3	0	2	2	4	3	1	1	1	114	106	88	50	105	100%	100%	100%	100%	100%
	25%	33%	32%	40%	28%	57%	52%	57%	50%	64%	10%	9%	10%	4%	6%	5%	3%	0%	4%	2%	4%	3%	1%	2%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	10	16	14	34	13	35	40	34	156	12	12	5	4	1	3	2	0	0	1	3	2	2	1	2	1	61	61	52	193	30	100%	100%	100%	100%	100%
	16%	26%	27%	18%	43%	57%	66%	65%	81%	40%	20%	8%	8%	1%	10%	3%	0%	0%	0%	3%	3%	0%	0%	1%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science	26	21	23	19	18	55	51	53	52	36	2	1	1	4	5	2	1	0	1	3	0	0	1	1	1	85	74	78	77	63	100%	100%	100%	100%	100%
	31%	28%	29%	25%	29%	65%	69%	68%	68%	57%	2%	1%	1%	5%	8%	2%	1%	0%	1%	5%	0%	0%	1%	1%	2%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>300</b>	<b>268</b>	<b>242</b>	<b>211</b>	<b>182</b>	<b>729</b>	<b>624</b>	<b>580</b>	<b>627</b>	<b>563</b>	<b>109</b>	<b>77</b>	<b>42</b>	<b>91</b>	<b>82</b>	<b>29</b>	<b>16</b>	<b>0</b>	<b>10</b>	<b>30</b>	<b>23</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>21</b>	<b>1190</b>	<b>999</b>	<b>880</b>	<b>953</b>	<b>878</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total row%</b>	<b>25%</b>	<b>27%</b>	<b>28%</b>	<b>22%</b>	<b>21%</b>	<b>61%</b>	<b>62%</b>	<b>66%</b>	<b>66%</b>	<b>64%</b>	<b>9%</b>	<b>8%</b>	<b>5%</b>	<b>10%</b>	<b>9%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>100%</b>									

Percentages should be read across each row

Note: 1. "Other" academic standing codes include cancellations and disciplinary codes

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 19e**  
**Academic progress codes of all White undergraduates**

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL																																		
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022																									
Commerce	330	292	180	99	90	509	243	117	288	294	45	26	13	34	32	7	6	0	3	3	9	2	3	7	13	900	569	313	431	429	37%	51%	58%	23%	21%	57%	43%	37%	67%	69%	5%	5%	4%	8%	7%	1%	1%	0%	1%	0%	1%	0%	1%	2%	3%	100%	100%	100%	100%	100%
EBE	182	189	246	176	129	601	575	475	378	262	44	36	24	24	24	11	4	0	0	9	18	13	8	18	7	856	817	753	596	431	21%	23%	33%	30%	30%	70%	70%	63%	63%	61%	5%	4%	3%	4%	6%	1%	0%	0%	0%	2%	2%	2%	1%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	122	104	117	220	75	383	352	288	386	273	2	29	1	1	0	10	11	4	21	25	5	517	462	426	670	354	24%	23%	27%	33%	21%	74%	76%	68%	58%	77%	0%	0%	0%	4%	0%	0%	0%	0%	1%	0%	2%	1%	5%	4%	1%	100%	100%	100%	100%	100%				
Humanities	316	232	192	56	174	442	403	363	59	308	29	33	22	3	14	8	2	0	1	3	22	13	14	2	19	817	683	591	121	518	39%	34%	32%	46%	34%	54%	59%	61%	49%	59%	4%	5%	4%	2%	3%	1%	0%	0%	1%	1%	3%	2%	2%	2%	4%	100%	100%	100%	100%	100%
Law	69	67	50	73	30	97	82	86	281	60	9	7	2	4	2	4	0	0	0	2	3	1	5	3	179	163	139	359	97	39%	41%	36%	20%	31%	54%	50%	62%	78%	62%	5%	4%	1%	0%	4%	1%	2%	0%	0%	0%	1%	2%	1%	1%	3%	100%	100%	100%	100%	100%	
Science	159	136	147	166	121	328	345	350	251	188	6	8	2	12	6	5	4	0	0	3	9	9	10	15	16	507	502	509	444	334	31%	27%	29%	37%	36%	65%	69%	69%	57%	56%	1%	2%	0%	3%	2%	1%	1%	0%	0%	1%	2%	2%	2%	3%	5%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>1178</b>	<b>1020</b>	<b>932</b>	<b>790</b>	<b>619</b>	<b>2360</b>	<b>2000</b>	<b>1679</b>	<b>1643</b>	<b>1385</b>	<b>133</b>	<b>112</b>	<b>63</b>	<b>102</b>	<b>81</b>	<b>34</b>	<b>20</b>	<b>0</b>	<b>14</b>	<b>15</b>	<b>71</b>	<b>44</b>	<b>57</b>	<b>72</b>	<b>63</b>	<b>3776</b>	<b>3196</b>	<b>2731</b>	<b>2621</b>	<b>2163</b>	<b>31%</b>	<b>32%</b>	<b>34%</b>	<b>30%</b>	<b>29%</b>	<b>63%</b>	<b>63%</b>	<b>61%</b>	<b>63%</b>	<b>64%</b>	<b>4%</b>	<b>4%</b>	<b>2%</b>	<b>4%</b>	<b>4%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

Note: 1. "Other" academic standing codes include cancellations and disciplinary codes

**Table 19f**  
**Academic progress codes of all International undergraduates**

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL																																		
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022																									
Commerce	105	78	69	65	69	239	236	248	187	168	30	36	21	59	53	12	10	0	7	15	6	11	1	6	7	392	371	339	324	312	27%	21%	20%	20%	22%	61%	64%	73%	58%	54%	8%	10%	6%	18%	17%	3%	3%	0%	2%	5%	2%	3%	0%	2%	2%	100%	100%	100%	100%	100%
EBE	124	106	125	75	93	357	359	289	289	247	52	48	35	64	41	12	18	0	0	22	9	7	20	9	4	554	538	469	437	407	22%	20%	27%	17%	23%	64%	67%	62%	66%	61%	9%	9%	7%	15%	10%	2%	3%	0%	0%	5%	2%	1%	4%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	5	8	1	59	1	14	6	7	163	6	0	0	0	31	1	0	0	0	4	0	0	0	0	8	0	19	14	8	265	8	26%	57%	13%	22%	13%	74%	43%	88%	62%	75%	0%	0%	0%	12%	13%	0%	0%	0%	3%	0%	100%	100%	100%	100%	100%					
Humanities	122	79	76	11	47	190	162	150	33	166	24	25	31	10	6	11	3	0	2	7	15	7	1	0	7	362	276	258	56	233	34%	29%	29%	20%	20%	52%	59%	58%	59%	71%	7%	9%	12%	18%	3%	3%	1%	0%	4%	3%	4%	3%	0%	0%	3%	100%	100%	100%	100%	100%
Law	10	18	8	4	15	30	33	31	5	25	4	8	10	0	7	4	3	0	0	4	1	1	3	1	0	49	63	52	10	51	20%	29%	15%	40%	29%	61%	52%	60%	50%	49%	8%	13%	19%	0%	14%	8%	5%	0%	0%	8%	2%	2%	6%	10%	0%	100%	100%	100%	100%	100%
Science	25	30	30	21	28	68	64	75	80	69	2	4	4	1	5	4	3	0	0	2	2	2	0	4	2	101	103	109	106	106	25%	29%	28%	20%	26%	67%	62%	69%	75%	65%	2%	4%	4%	1%	5%	4%	3%	0%	0%	2%	2%	2%	0%	4%	2%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>391</b>	<b>319</b>	<b>309</b>	<b>235</b>	<b>253</b>	<b>898</b>	<b>860</b>	<b>800</b>	<b>757</b>	<b>681</b>	<b>112</b>	<b>121</b>	<b>101</b>	<b>165</b>	<b>113</b>	<b>43</b>	<b>37</b>	<b>0</b>	<b>13</b>	<b>50</b>	<b>33</b>	<b>28</b>	<b>25</b>	<b>28</b>	<b>20</b>	<b>1477</b>	<b>1365</b>	<b>1235</b>	<b>1198</b>	<b>1117</b>	<b>26%</b>	<b>23%</b>	<b>25%</b>	<b>20%</b>	<b>23%</b>	<b>61%</b>	<b>63%</b>	<b>65%</b>	<b>63%</b>	<b>61%</b>	<b>8%</b>	<b>9%</b>	<b>8%</b>	<b>14%</b>	<b>10%</b>	<b>3%</b>	<b>3%</b>	<b>0%</b>	<b>1%</b>	<b>4%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

Note: 1. "Other" academic standing codes include cancellations and disciplinary codes

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 20a**  
Five year cohort survival analysis of the 2014, 2015, 2016, 2017 and 2018 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students (SA and International)

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	305 75%	286 74%	305 75%	388 74%	418 75%	921 78%	938 73%	857 75%	768 73%	711 73%	361 75%	404 75%	430 70%	410 70%	331 58%	42 68%	35 49%	48 61%	47 63%	32 54%
Continuing undergraduate studies	17 4%	18 5%	15 4%	16 3%	28 5%	78 7%	114 9%	100 9%	115 11%	96 10%	36 7%	25 5%	79 13%	56 10%	112 20%	8 13%	12 17%	9 11%	9 12%	8 14%
Dropped out in good academic standing	60 15%	65 17%	60 15%	82 16%	62 11%	100 8%	135 10%	112 10%	89 8%	82 8%	39 8%	51 9%	58 9%	50 9%	53 9%	5 8%	7 10%	7 9%	7 9%	6 10%
Refused readmission on academic grounds	27 7%	19 5%	25 6%	39 7%	53 9%	85 7%	99 8%	79 7%	77 7%	88 9%	45 9%	59 11%	46 8%	70 12%	78 14%	6 10%	18 25%	15 19%	12 16%	13 22%
<b>Total</b>	<b>409 100%</b>	<b>388 100%</b>	<b>405 100%</b>	<b>525 100%</b>	<b>561 100%</b>	<b>1184 100%</b>	<b>1286 100%</b>	<b>1148 100%</b>	<b>1049 100%</b>	<b>977 100%</b>	<b>481 100%</b>	<b>539 100%</b>	<b>613 100%</b>	<b>586 100%</b>	<b>574 100%</b>	<b>61 100%</b>	<b>72 100%</b>	<b>79 100%</b>	<b>75 100%</b>	<b>59 100%</b>

Status after 5 years	Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	280 70%	305 72%	320 65%	288 62%	274 67%	388 72%	378 70%	466 68%	421 72%	303 71%	2346 73%	2426 70%	2273 69%	2273 69%	2069 69%
Continuing undergraduate studies	34 8%	31 7%	33 7%	65 14%	48 12%	27 5%	32 6%	51 7%	53 9%	35 8%	232 8%	267 9%	389 10%	389 12%	327 11%
Dropped out in good academic standing	31 8%	31 7%	66 13%	40 9%	28 7%	68 13%	60 11%	95 14%	64 11%	56 13%	349 10%	398 10%	326 11%	326 10%	287 10%
Refused readmission on academic grounds	58 14%	56 13%	75 15%	72 15%	59 14%	53 10%	68 13%	70 10%	48 8%	32 8%	319 9%	310 10%	297 9%	297 9%	323 11%
<b>Total</b>	<b>413 100%</b>	<b>423 100%</b>	<b>494 100%</b>	<b>465 100%</b>	<b>409 100%</b>	<b>536 100%</b>	<b>538 100%</b>	<b>682 100%</b>	<b>586 100%</b>	<b>426 100%</b>	<b>3246 100%</b>	<b>3421 100%</b>	<b>3285 100%</b>	<b>3285 100%</b>	<b>3006 100%</b>

**Notes:**

1. This table is an analysis of the academic progress of the 2014, 2015, 2016, 2017 and 2018 FU cohorts carried out five years after their initial enrolment at UCT
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.
3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.
4. Students dropping out in good academic standing are students who had left the University without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.
5. The Commerce intakes include students enrolling for the 3-year BCom and for the 4-year BBusSc
6. The Engineering total is for 4-year degrees only. Engineering figures are updated after 5 years because of the large numbers of students taking 6 years to complete their studies
7. Percentages are to be read down each column.
8. "Other" Academic codes not shown individually but included in total, include leave of absence, expulsions, rustication and disciplinary codes.

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

Table 20b

Five year cohort survival analysis of the 2014, 2015, 2016, 2017 and 2018 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: African students

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law					
	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	
Completed undergraduate bachelors' degree (graduated)	65 64%	48 70%	57 70%	70 73%	96 75%	233 69%	193 65%	228 66%	233 63%	212 65%	81 65%	80 67%	96 56%	115 59%	98 43%	12 57%	10 33%	15 50%	18 62%	12 44%	
Continuing undergraduate studies	6 6%	9 13%	6 7%	9 9%	9 7%	37 11%	42 14%	46 13%	66 18%	50 15%	10 8%	8 7%	40 23%	28 14%	56 24%	5 24%	4 13%	5 17%	3 10%	3 10%	5 19%
Dropped out in good academic standing	17 17%	8 12%	10 12%	10 10%	6 5%	27 8%	29 10%	26 7%	25 7%	16 5%	11 9%	9 8%	18 10%	21 11%	24 10%	1 5%	5 17%	4 13%	3 10%	3 10%	3 11%
Refused readmission on academic grounds	13 13%	4 6%	8 10%	7 7%	17 13%	42 12%	33 11%	47 14%	46 12%	49 15%	22 18%	23 19%	18 10%	30 15%	51 22%	3 14%	11 37%	6 20%	5 17%	7 26%	
<b>Total</b>	<b>101</b> <b>100%</b>	<b>69</b> <b>100%</b>	<b>81</b> <b>100%</b>	<b>96</b> <b>100%</b>	<b>128</b> <b>100%</b>	<b>339</b> <b>100%</b>	<b>297</b> <b>100%</b>	<b>347</b> <b>100%</b>	<b>370</b> <b>100%</b>	<b>327</b> <b>100%</b>	<b>124</b> <b>100%</b>	<b>120</b> <b>100%</b>	<b>172</b> <b>100%</b>	<b>194</b> <b>100%</b>	<b>229</b> <b>100%</b>	<b>21</b> <b>100%</b>	<b>30</b> <b>100%</b>	<b>30</b> <b>100%</b>	<b>29</b> <b>100%</b>	<b>27</b> <b>100%</b>	

Status after 5 years	Science					Social Science - BSocSc					Total				
	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake
Completed undergraduate bachelors' degree (graduated)	64 46%	65 52%	76 48%	83 43%	86 47%	121 63%	112 57%	125 60%	112 70%	76 68%	508 61%	597 59%	613 58%	613 58%	580 58%
Continuing undergraduate studies	19 14%	20 16%	19 12%	51 26%	34 19%	16 8%	15 8%	27 13%	28 17%	18 16%	98 13%	143 14%	221 17%	221 21%	172 17%
Dropped out in good academic standing	13 9%	3 2%	13 8%	12 6%	13 7%	22 12%	25 13%	24 11%	10 6%	6 5%	79 10%	95 9%	79 9%	79 8%	68 7%
Refused readmission on academic grounds	42 30%	36 29%	51 32%	48 25%	50 27%	32 17%	45 23%	34 16%	11 7%	10 9%	152 16%	164 18%	136 17%	136 13%	184 18%
<b>Total</b>	<b>138</b> <b>100%</b>	<b>124</b> <b>100%</b>	<b>159</b> <b>100%</b>	<b>194</b> <b>100%</b>	<b>183</b> <b>100%</b>	<b>191</b> <b>100%</b>	<b>197</b> <b>100%</b>	<b>210</b> <b>100%</b>	<b>161</b> <b>100%</b>	<b>110</b> <b>100%</b>	<b>837</b> <b>100%</b>	<b>999</b> <b>100%</b>	<b>1049</b> <b>100%</b>	<b>1049</b> <b>100%</b>	<b>1004</b> <b>100%</b>

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

Table 20c

Five year cohort survival analysis of the 2014, 2015, 2016, 2017 and 2018 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: Coloured students

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	68 74%	51 69%	73 74%	100 83%	94 75%	115 75%	115 74%	92 70%	77 80%	54 68%	43 68%	45 78%	61 69%	58 65%	46 66%	10 67%	10 63%	16 62%	6 32%	10 53%
Continuing undergraduate studies	3 3%	4 5%	6 6%	3 2%	12 10%	8 5%	14 9%	23 17%	10 10%	8 10%	10 16%	1 2%	15 17%	9 10%	14 20%	0 0%	4 25%	4 15%	5 26%	2 11%
Dropped out in good academic standing	12 13%	11 15%	13 13%	13 11%	10 8%	14 9%	11 7%	10 8%	4 4%	5 6%	3 5%	3 5%	6 7%	8 9%	5 7%	2 13%	0 0%	0 0%	2 11%	2 11%
Refused readmission on academic grounds	9 10%	8 11%	6 6%	5 4%	10 8%	16 10%	15 10%	7 5%	5 5%	13 16%	7 11%	9 16%	6 7%	14 16%	5 7%	3 20%	2 13%	6 23%	6 32%	5 26%
<b>Total</b>	<b>92</b> 100%	<b>74</b> 100%	<b>98</b> 100%	<b>121</b> 100%	<b>126</b> 100%	<b>153</b> 100%	<b>155</b> 100%	<b>132</b> 100%	<b>96</b> 100%	<b>80</b> 100%	<b>63</b> 100%	<b>58</b> 100%	<b>88</b> 100%	<b>89</b> 100%	<b>70</b> 100%	<b>15</b> 100%	<b>16</b> 100%	<b>26</b> 100%	<b>19</b> 100%	<b>19</b> 100%

Status after 5 years	Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	37 82%	25 74%	46 66%	56 69%	28 65%	64 67%	75 77%	121 78%	81 75%	64 69%	321 71%	409 71%	372 71%	372 72%	296 69%
Continuing undergraduate studies	2 4%	1 3%	4 6%	8 10%	8 19%	7 8%	7 7%	13 8%	12 11%	8 9%	31 7%	65 10%	59 12%	59 11%	52 12%
Dropped out in good academic standing	2 4%	2 6%	8 11%	3 4%	4 9%	19 15%	8 8%	8 5%	10 9%	11 12%	35 11%	45 8%	40 8%	40 8%	37 9%
Refused readmission on academic grounds	4 9%	5 15%	12 17%	14 17%	3 7%	15 12%	7 7%	13 8%	5 5%	10 11%	46 11%	50 10%	44 9%	44 9%	46 11%
<b>Total</b>	<b>45</b> 100%	<b>34</b> 100%	<b>70</b> 100%	<b>81</b> 100%	<b>43</b> 100%	<b>125</b> 100%	<b>97</b> 100%	<b>155</b> 100%	<b>108</b> 100%	<b>93</b> 100%	<b>434</b> 100%	<b>569</b> 100%	<b>515</b> 100%	<b>515</b> 100%	<b>431</b> 100%

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 20d**  
**Five year cohort survival analysis of the 2014, 2015, 2016, 2017 and 2018 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: Indian students**

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake
Completed undergraduate bachelors' degree (graduated)	6 50%	9 69%	9 75%	12 92%	14 82%	130 76%	91 71%	94 76%	69 76%	47 78%	63 79%	45 78%	49 82%	38 63%	28 65%	4 57%	4 44%	2 40%	11 92%	4 80%
Continuing undergraduate studies	2 17%	2 15%	0 0%	0 0%	1 6%	15 9%	16 13%	13 11%	8 9%	10 17%	4 5%	1 2%	3 5%	12 20%	8 19%	2 29%	2 22%	0 0%	0 0%	0 0%
Dropped out in good academic standing	4 33%	1 8%	3 25%	1 8%	1 6%	21 12%	12 9%	9 7%	5 5%	1 2%	6 8%	3 5%	2 3%	2 3%	4 9%	1 14%	1 11%	2 40%	1 8%	1 20%
Refused readmission on academic grounds	0 0%	1 8%	0 0%	0 0%	1 6%	6 3%	9 7%	7 6%	9 10%	2 3%	7 9%	9 16%	6 10%	8 13%	3 7%	0 0%	2 22%	1 20%	1 20%	0 0%
<b>Total</b>	<b>12</b> <b>100%</b>	<b>13</b> <b>100%</b>	<b>12</b> <b>100%</b>	<b>13</b> <b>100%</b>	<b>17</b> <b>100%</b>	<b>172</b> <b>100%</b>	<b>128</b> <b>100%</b>	<b>123</b> <b>100%</b>	<b>91</b> <b>100%</b>	<b>60</b> <b>100%</b>	<b>80</b> <b>100%</b>	<b>58</b> <b>100%</b>	<b>60</b> <b>100%</b>	<b>60</b> <b>100%</b>	<b>43</b> <b>100%</b>	<b>7</b> <b>100%</b>	<b>9</b> <b>100%</b>	<b>5</b> <b>100%</b>	<b>12</b> <b>100%</b>	<b>5</b> <b>100%</b>

Status after 5 years	Science					Social Science - BSocSc					Total				
	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake
Completed undergraduate bachelors' degree (graduated)	20 91%	10 83%	27 68%	20 74%	15 75%	20 77%	11 73%	22 81%	42 70%	14 88%	170 75%	203 65%	161 72%	161 74%	122 76%
Continuing undergraduate studies	0 0%	0 0%	3 8%	1 4%	2 10%	2 8%	1 7%	1 4%	6 10%	1 6%	22 10%	20 17%	24 12%	24 11%	22 14%
Dropped out in good academic standing	1 5%	1 8%	7 18%	4 15%	1 5%	1 4%	2 13%	2 7%	3 5%	1 6%	20 10%	25 10%	14 9%	14 6%	9 6%
Refused readmission on academic grounds	1 5%	1 8%	3 8%	2 7%	2 10%	3 12%	0 0%	2 7%	9 15%	0 0%	22 5%	19 7%	21 7%	21 10%	8 5%
<b>Total</b>	<b>22</b> <b>100%</b>	<b>12</b> <b>100%</b>	<b>40</b> <b>100%</b>	<b>27</b> <b>100%</b>	<b>20</b> <b>100%</b>	<b>26</b> <b>100%</b>	<b>15</b> <b>100%</b>	<b>27</b> <b>100%</b>	<b>60</b> <b>100%</b>	<b>16</b> <b>100%</b>	<b>235</b> <b>100%</b>	<b>267</b> <b>100%</b>	<b>218</b> <b>100%</b>	<b>218</b> <b>100%</b>	<b>161</b> <b>100%</b>

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 20e**  
**Five year cohort survival analysis of the 2014, 2015, 2016, 2017 and 2018 intakes of first-time entering undergraduates five years**  
**after initial enrolment in 5 large faculties: White**

Status after 5 years	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	119 82%	123 85%	107 88%	114 88%	82 87%	311 87%	328 83%	309 82%	196 87%	80 89%	114 84%	129 81%	148 83%	119 90%	107 78%	10 83%	6 86%	9 100%	4 100%	2 100%
Continuing undergraduate studies	6 4%	0 0%	1 1%	0 0%	2 2%	9 3%	15 4%	11 3%	10 4%	7 8%	8 6%	2 1%	8 4%	3 2%	12 9%	1 8%	0 0%	0 0%	0 0%	0 0%
Dropped out in good academic standing	17 12%	21 14%	14 11%	13 10%	6 6%	27 8%	39 10%	49 13%	19 8%	3 3%	10 7%	19 12%	17 9%	6 5%	13 9%	1 8%	0 0%	0 0%	0 0%	0 0%
Refused readmission on academic grounds	3 2%	1 1%	0 0%	2 2%	4 4%	9 3%	13 3%	8 2%	1 0%	0 0%	3 2%	9 6%	6 3%	4 3%	6 4%	1 0%	1 14%	0 0%	0 0%	0 0%
<b>Total</b>	<b>145</b> 100%	<b>145</b> 100%	<b>122</b> 100%	<b>129</b> 100%	<b>94</b> 100%	<b>356</b> 100%	<b>395</b> 100%	<b>377</b> 100%	<b>226</b> 100%	<b>90</b> 100%	<b>135</b> 100%	<b>159</b> 100%	<b>179</b> 100%	<b>132</b> 100%	<b>138</b> 100%	<b>12</b> 100%	<b>7</b> 100%	<b>9</b> 100%	<b>4</b> 100%	<b>2</b> 100%

Status after 5 years	Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	114 83%	140 81%	137 77%	98 82%	108 91%	102 86%	79 83%	105 75%	102 90%	60 87%	805 85%	815 82%	627 79%	627 87%	439 86%
Continuing undergraduate studies	7 5%	7 4%	5 3%	1 1%	4 3%	2 2%	1 1%	3 2%	1 1%	0 0%	25 4%	28 4%	24 4%	24 3%	25 5%
Dropped out in good academic standing	11 8%	15 9%	26 15%	18 15%	7 6%	15 13%	12 13%	31 22%	7 6%	9 13%	106 9%	137 11%	62 14%	62 9%	38 7%
Refused readmission on academic grounds	5 4%	10 6%	9 5%	2 2%	0 0%	0 0%	3 3%	1 1%	3 3%	0 0%	37 2%	24 4%	10 2%	10 1%	10 2%
<b>Total</b>	<b>137</b> 100%	<b>172</b> 100%	<b>177</b> 100%	<b>119</b> 100%	<b>119</b> 100%	<b>119</b> 100%	<b>95</b> 100%	<b>140</b> 100%	<b>113</b> 100%	<b>69</b> 100%	<b>973</b> 100%	<b>1004</b> 100%	<b>723</b> 100%	<b>723</b> 100%	<b>512</b> 100%

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 21**  
**Five year cohort survival analysis of the 2013, 2014, 2015, 2016 and 2017 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students in extended programmes**

Status after 5 years	Commerce - BCom					Commerce (BBusSc)					Engineering - BSc(Eng)					Law				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	83 66%	80 60%	109 69%	109 61%	124 71%	87 64%	93 68%	86 67%	81 65%	90 69%	49 59%	69 56%	100 49%	50 34%	90 50%	4 33%	3 16%	4 27%	4 50%	4 31%
Continuing undergraduate studies	11 9%	24 18%	26 16%	33 18%	17 10%	23 17%	22 16%	20 16%	27 22%	34 21%	7 8%	11 9%	59 27%	56 38%	34 21%	4 33%	7 37%	6 40%	1 13%	4 31%
Dropped out in good academic standing	14 11%	11 8%	5 3%	12 7%	9 5%	10 7%	5 4%	5 3%	8 6%	8 5%	9 11%	9 8%	22 10%	20 13%	13 8%	2 17%	2 11%	2 13%	1 13%	2 15%
Refused readmission on academic grounds	17 13%	18 14%	19 12%	25 14%	25 14%	15 11%	17 12%	16 13%	11 9%	29 18%	18 22%	29 25%	30 14%	23 15%	34 21%	2 17%	7 37%	5 33%	2 25%	3 23%
<b>Total</b>	<b>128</b> 100%	<b>133</b> 100%	<b>159</b> 100%	<b>179</b> 100%	<b>175</b> 100%	<b>135</b> 100%	<b>137</b> 100%	<b>128</b> 100%	<b>125</b> 100%	<b>161</b> 100%	<b>83</b> 100%	<b>118</b> 100%	<b>219</b> 100%	<b>149</b> 100%	<b>161</b> 100%	<b>12</b> 100%	<b>19</b> 100%	<b>15</b> 100%	<b>8</b> 100%	<b>13</b> 100%

Status after 5 years	Science					BA + BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
Completed undergraduate bachelors' degree (graduated)	54 49%	31 52%	53 46%	43 38%	27 42%	122 53%	115 53%	159 61%	193 66%	189 69%	391 54%	519 54%	480 54%	480 55%	514 61%
Continuing undergraduate studies	21 19%	12 20%	17 15%	36 32%	17 27%	21 9%	27 12%	32 12%	32 11%	36 13%	103 19%	160 19%	185 22%	185 21%	142 17%
Dropped out in good academic standing	5 5%	1 2%	11 9%	7 6%	4 6%	38 17%	28 15%	26 11%	31 11%	19 7%	56 8%	74 8%	77 8%	77 9%	56 7%
Refused readmission on academic grounds	30 27%	16 27%	35 30%	28 25%	16 25%	49 21%	49 22%	42 16%	38 13%	28 10%	136 20%	147 20%	127 17%	127 15%	135 16%
<b>Total</b>	<b>110</b> 100%	<b>60</b> 100%	<b>116</b> 100%	<b>114</b> 100%	<b>64</b> 100%	<b>230</b> 100%	<b>219</b> 100%	<b>261</b> 100%	<b>294</b> 100%	<b>272</b> 100%	<b>686</b> 100%	<b>898</b> 100%	<b>869</b> 100%	<b>869</b> 100%	<b>846</b> 100%

Percentages are to be read down each column

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 22a**  
**Years to completion among graduates within the 2014, 2015, 2016, 2017 and 2018 first-time entering undergraduate cohorts**  
**after initial enrolment in 5 large faculties: ALL students (SA and International)**

Years to Graduation	Arts - BA					Commerce: BCom					Commerce: BBusSc					Engineering - BSc(Eng)				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	208	212	186	197	220	164	174	151	158	110	25	49	42	38	34	2	18	2	5	4
	65%	72%	61%	54%	53%	48%	47%	43%	45%	42%	4%	8%	8%	8%	8%	1%	4%	0%	1%	1%
4 Years	75	60	88	122	155	113	114	123	116	96	404	418	354	314	269	204	223	188	230	176
	23%	20%	29%	34%	37%	33%	31%	35%	33%	37%	65%	65%	64%	66%	60%	59%	52%	44%	56%	53%
5 Years	25	17	22	37	43	57	56	59	52	55	160	135	125	88	147	97	126	179	126	151
	8%	6%	7%	10%	10%	17%	15%	17%	15%	21%	26%	21%	23%	18%	33%	28%	29%	42%	31%	46%
6 Years	12	5	7	6	0	9	24	21	26	0	36	38	30	39	0	44	63	61	49	0
	4%	2%	2%	2%	0%	3%	7%	6%	7%	0%	6%	6%	5%	8%	0%	13%	15%	14%	12%	0%
<b>All Graduates</b>	<b>320</b>	<b>294</b>	<b>303</b>	<b>362</b>	<b>418</b>	<b>343</b>	<b>368</b>	<b>354</b>	<b>352</b>	<b>261</b>	<b>625</b>	<b>640</b>	<b>551</b>	<b>479</b>	<b>450</b>	<b>347</b>	<b>430</b>	<b>430</b>	<b>410</b>	<b>331</b>
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Years to Graduation	Law					Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	2	0	1		1	155	173	151	135	144	206	209	231	182	144	762	835	764	715	657
	4%	0%	2%	0%	3%	51%	54%	45%	43%	53%	53%	51%	48%	41%	48%	25%	20%	9%	30%	30%
4 Years	30	22	30	29	23	81	87	109	114	83	124	143	182	186	114	1031	1067	1074	1111	916
	63%	50%	57%	58%	72%	27%	27%	32%	37%	30%	32%	35%	38%	42%	38%	39%	44%	19%	46%	46%
5 Years	10	13	17	18	8	54	42	60	41	47	46	56	51	53	45	449	445	513	415	496
	21%	30%	32%	36%	25%	18%	13%	18%	13%	17%	12%	14%	11%	12%	15%	26%	25%	10%	17%	17%
6 Years	6	9	5	3	0	15	17	17	22	0	11	0	21	23	0	133	156	162	168	0
	13%	20%	9%	6%	0%	5%	5%	5%	7%	0%	3%	0%	4%	5%	100%	10%	10%	0%	7%	7%
<b>All Graduates</b>	<b>48</b>	<b>44</b>	<b>53</b>	<b>50</b>	<b>32</b>	<b>305</b>	<b>319</b>	<b>337</b>	<b>312</b>	<b>274</b>	<b>387</b>	<b>408</b>	<b>485</b>	<b>444</b>	<b>303</b>	<b>2375</b>	<b>2503</b>	<b>2513</b>	<b>2409</b>	<b>2069</b>
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>										

**Notes:**

1. This table is an analysis of the academic progress of the 2013, 2014, 2015, 2016 and 2017 FU cohorts carried out six years (five years in the case of the 2016 cohort) after their initial enrolment at UCT.
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 22b**  
**Years to completion among graduates within the 2014, 2015, 2016, 2017 and 2018 first-time entering undergraduate cohorts**  
**after initial enrolment in 5 large faculties: African**

Years to Graduation	Arts - BA					Commerce: BCom					Commerce: BBusSc					Engineering - BSc(Eng)				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	26 40%	29 52%	18 33%	25 36%	34 35%	39 34%	47 36%	58 37%	73 46%	50 39%	3 3%	10 9%	5 5%	7 7%	6 7%	1 1%	1 1%	0 0%	1 1%	0 0%
4 Years	28 43%	20 36%	27 50%	33 47%	49 51%	48 42%	43 33%	62 40%	48 30%	42 33%	71 60%	53 50%	45 48%	50 49%	31 36%	36 44%	28 35%	38 40%	49 43%	36 37%
5 Years	11 17%	5 9%	7 13%	8 11%	13 14%	28 24%	26 20%	27 17%	23 15%	35 28%	44 37%	36 34%	31 33%	29 28%	48 56%	25 31%	35 44%	36 38%	47 41%	62 63%
6 Years	0 0%	2 4%	2 4%	4 6%	0 0%	0 0%	13 10%	8 5%	14 9%	0 0%	0 0%	8 7%	12 13%	16 16%	0 0%	19 23%	15 19%	22 23%	18 16%	0 0%
<b>All Graduates</b>	<b>65</b> 100%	<b>56</b> 100%	<b>54</b> 100%	<b>70</b> 100%	<b>96</b> 100%	<b>115</b> 100%	<b>129</b> 100%	<b>155</b> 100%	<b>158</b> 100%	<b>127</b> 100%	<b>118</b> 100%	<b>107</b> 100%	<b>93</b> 100%	<b>102</b> 100%	<b>85</b> 100%	<b>81</b> 100%	<b>79</b> 100%	<b>96</b> 100%	<b>115</b> 100%	<b>98</b> 100%

Years to Graduation	Law					Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	1 8%	0 0%	0 0%	0 0%	1 8%	14 22%	19 23%	9 11%	18 19%	18 21%	42 35%	42 31%	39 29%	23 19%	16 21%	126 25%	148 20%	129 9%	147 22%	125 22%
4 Years	8 67%	6 43%	8 47%	13 68%	7 58%	23 36%	28 34%	36 43%	41 44%	37 43%	55 45%	56 41%	66 49%	61 52%	39 51%	269 39%	234 44%	282 19%	295 44%	241 42%
5 Years	3 25%	4 29%	7 41%	5 26%	4 33%	27 42%	23 28%	31 37%	21 23%	31 36%	24 20%	30 22%	22 16%	26 22%	21 28%	162 26%	159 25%	161 10%	159 24%	214 37%
6 Years	0 0%	4 29%	2 12%	1 5%	0 0%	0 0%	12 15%	8 10%	13 14%	0 0%	0 0%	9 7%	8 6%	8 7%	0 0%	19 10%	63 10%	62 0%	74 11%	0 0%
<b>All Graduates</b>	<b>12</b> 100%	<b>14</b> 100%	<b>17</b> 100%	<b>19</b> 100%	<b>12</b> 100%	<b>64</b> 100%	<b>82</b> 100%	<b>84</b> 100%	<b>93</b> 100%	<b>86</b> 100%	<b>121</b> 100%	<b>137</b> 100%	<b>135</b> 100%	<b>118</b> 100%	<b>76</b> 100%	<b>576</b> 100%	<b>604</b> 100%	<b>634</b> 100%	<b>675</b> 100%	<b>580</b> 100%

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 22c**  
**Years to completion among graduates within the 2014, 2015, 2016, 2017 and 2018 first-time entering undergraduate cohorts**  
**after initial enrolment in 5 large faculties: Coloured**

Years to Graduation	Arts - BA					Commerce: BCom					Commerce: BBusSc					Engineering - BSc(Eng)				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	41 60%	30 55%	33 46%	42 45%	38 40%	27 47%	25 46%	18 37%	21 36%	8 36%	2 4%	2 3%	3 5%	8 15%	4 13%	0 0%	1 2%	0 0%	0 0%	0 0%
4 Years	22 32%	20 36%	30 42%	41 44%	41 44%	20 34%	16 30%	16 33%	22 38%	12 55%	33 58%	50 69%	32 58%	35 64%	19 59%	20 47%	18 40%	19 31%	28 48%	23 50%
5 Years	5 7%	4 7%	7 10%	10 11%	15 16%	11 19%	10 19%	6 12%	8 14%	2 9%	22 39%	16 22%	17 31%	11 20%	9 28%	18 42%	14 31%	38 62%	24 41%	23 50%
6 Years	0 0%	1 2%	2 3%	1 1%	0 0%	0 0%	3 6%	9 18%	7 12%	0 0%	0 0%	4 6%	3 5%	1 2%	0 0%	5 12%	12 27%	4 7%	6 10%	0 0%
<b>All Graduates</b>	<b>68</b> <b>100%</b>	<b>55</b> <b>100%</b>	<b>72</b> <b>100%</b>	<b>94</b> <b>100%</b>	<b>94</b> <b>100%</b>	<b>58</b> <b>100%</b>	<b>54</b> <b>100%</b>	<b>49</b> <b>100%</b>	<b>58</b> <b>100%</b>	<b>22</b> <b>100%</b>	<b>57</b> <b>100%</b>	<b>72</b> <b>100%</b>	<b>55</b> <b>100%</b>	<b>55</b> <b>100%</b>	<b>32</b> <b>100%</b>	<b>43</b> <b>100%</b>	<b>45</b> <b>100%</b>	<b>61</b> <b>100%</b>	<b>58</b> <b>100%</b>	<b>46</b> <b>100%</b>

Years to Graduation	Law					Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2013 intake	2014 intake	2015 intake	2017 intake	2018 intake
3 Years	0 0%	0 0%	1 6%	0 0%	0 0%	15 41%	15 56%	15 31%	16 28%	13 46%	41 49%	28 33%	41 33%	30 34%	26 41%	126 29%	101 26%	111 29%	117 29%	89 30%
4 Years	6 60%	6 46%	7 39%	3 38%	8 80%	15 41%	5 19%	20 42%	31 53%	13 46%	33 39%	38 45%	61 49%	45 51%	29 45%	149 44%	153 43%	185 53%	205 53%	145 49%
5 Years	4 40%	4 31%	8 44%	3 38%	2 20%	7 19%	5 19%	11 23%	7 12%	2 7%	10 12%	15 18%	18 14%	7 8%	9 14%	77 19%	68 25%	105 18%	70 18%	62 21%
6 Years	0 0%	3 23%	2 11%	2 25%	0 0%	0 0%	2 7%	2 4%	4 7%	0 0%	0 0%	3 4%	5 4%	7 8%	0 0%	5 8%	28 6%	27 0%	28 0%	0 0%
<b>All Graduates</b>	<b>10</b> <b>100%</b>	<b>13</b> <b>100%</b>	<b>18</b> <b>100%</b>	<b>8</b> <b>100%</b>	<b>10</b> <b>100%</b>	<b>37</b> <b>100%</b>	<b>27</b> <b>100%</b>	<b>48</b> <b>100%</b>	<b>58</b> <b>100%</b>	<b>28</b> <b>100%</b>	<b>84</b> <b>100%</b>	<b>84</b> <b>100%</b>	<b>125</b> <b>100%</b>	<b>89</b> <b>100%</b>	<b>64</b> <b>100%</b>	<b>357</b> <b>100%</b>	<b>350</b> <b>100%</b>	<b>428</b> <b>100%</b>	<b>420</b> <b>100%</b>	<b>296</b> <b>100%</b>

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

Table 22d

Years to completion among graduates within the 2014, 2015, 2016, 2017 and 2018 first-time entering undergraduate cohorts  
after initial enrolment in 5 large faculties: Indian

Years to Graduation	Arts - BA					Commerce: BCom					Commerce: BBusSc					Engineering - BSc(Eng)				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	4 67%	7 64%	5 56%	4 40%	8 57%	12 43%	17 47%	7 26%	10 40%	1 17%	2 2%	4 6%	2 3%	3 6%	4 10%	0 0%	0 0%	0 0%	0 0%	0 0%
4 Years	2 33%	2 18%	4 44%	4 40%	5 36%	11 39%	12 33%	9 33%	10 40%	3 50%	44 43%	36 51%	50 68%	31 60%	21 51%	36 57%	25 43%	15 31%	21 50%	20 71%
5 Years	0 0%	1 9%	0 0%	2 20%	1 7%	5 18%	6 17%	9 33%	3 12%	2 33%	56 55%	19 27%	16 22%	12 23%	16 39%	21 33%	18 31%	23 47%	17 40%	8 29%
6 Years	0 0%	1 9%	0 0%	0 0%	0 0%	0 0%	1 3%	2 7%	2 8%	0 0%	0 0%	11 16%	6 8%	6 12%	0 0%	6 10%	15 26%	11 22%	4 10%	0 0%
<b>All Graduates</b>	<b>6 100%</b>	<b>11 100%</b>	<b>9 100%</b>	<b>10 100%</b>	<b>14 100%</b>	<b>28 100%</b>	<b>36 100%</b>	<b>27 100%</b>	<b>25 100%</b>	<b>6 100%</b>	<b>102 100%</b>	<b>70 100%</b>	<b>74 100%</b>	<b>52 100%</b>	<b>41 100%</b>	<b>63 100%</b>	<b>58 100%</b>	<b>49 100%</b>	<b>42 100%</b>	<b>28 100%</b>

Years to Graduation	Law					Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2013 intake	2014 intake	2016 intake	2017 intake	2018 intake
3 Years	2 50%	0 0%	0 0%	0 0%	0 0%	12 60%	7 54%	15 48%	12 55%	10 67%	15 75%	9 64%	11 48%	4 31%	9 64%	47 21%	44 19%	40 21%	33 21%	32 26%
4 Years	2 50%	2 33%	2 100%	3 27%	3 75%	4 20%	5 38%	8 26%	8 36%	4 27%	5 25%	4 29%	11 48%	7 54%	5 36%	104 41%	86 46%	99 52%	84 52%	61 50%
5 Years	0 0%	2 33%	0 0%	8 73%	1 25%	4 20%	1 8%	4 13%	1 5%	1 7%	0 0%	1 7%	0 0%	0 0%	0 0%	86 23%	48 24%	52 27%	43 27%	29 24%
6 Years	0 0%	2 33%	0 0%	0 0%	0 0%	0 0%	0 0%	4 13%	1 5%	0 0%	0 0%	0 0%	1 4%	2 15%	0 0%	6 14%	30 11%	24 0%	15 0%	0 0%
<b>All Graduates</b>	<b>4 100%</b>	<b>6 100%</b>	<b>2 100%</b>	<b>11 100%</b>	<b>4 100%</b>	<b>20 100%</b>	<b>13 100%</b>	<b>31 100%</b>	<b>22 100%</b>	<b>15 100%</b>	<b>20 100%</b>	<b>14 100%</b>	<b>23 100%</b>	<b>13 100%</b>	<b>14 100%</b>	<b>243 100%</b>	<b>208 100%</b>	<b>215 100%</b>	<b>175 100%</b>	<b>122 100%</b>

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 22e**  
**Years to completion among graduates within the 2014, 2015, 2016, 2017 and 2018 first-time entering undergraduate cohorts**  
**after initial enrolment in 5 large faculties: White**

Years to Graduation	Arts - BA					Commerce: BCom					Commerce: BBusSc					Engineering - BSc(Eng)				
	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake
3 Years	98 82%	120 86%	87 80%	81 84%	61 74%	50 65%	54 63%	35 59%	26 57%	10 50%	15 6%	20 7%	25 10%	14 9%	5 8%	1 1%	1 1%	0 0%	2 2%	3 3%
4 Years	16 13%	13 9%	18 17%	13 13%	19 23%	19 25%	23 27%	18 31%	11 24%	9 45%	199 85%	207 76%	183 71%	119 76%	46 77%	83 73%	89 69%	74 50%	87 73%	64 60%
5 Years	5 4%	6 4%	2 2%	3 3%	2 2%	8 10%	7 8%	4 7%	8 17%	1 5%	20 9%	37 14%	44 17%	18 12%	9 15%	26 23%	29 22%	56 38%	24 20%	40 37%
6 Years	0 0%	0 0%	2 2%	0 0%	0 0%	0 0%	2 2%	2 3%	1 2%	0 0%	0 0%	8 3%	6 2%	5 3%	0 0%	4 4%	10 8%	18 12%	6 5%	0 0%
<b>All Graduates</b>	<b>119</b> <b>100%</b>	<b>139</b> <b>100%</b>	<b>109</b> <b>100%</b>	<b>97</b> <b>100%</b>	<b>82</b> <b>100%</b>	<b>77</b> <b>100%</b>	<b>86</b> <b>100%</b>	<b>59</b> <b>100%</b>	<b>46</b> <b>100%</b>	<b>20</b> <b>100%</b>	<b>234</b> <b>100%</b>	<b>272</b> <b>100%</b>	<b>258</b> <b>100%</b>	<b>156</b> <b>100%</b>	<b>60</b> <b>100%</b>	<b>114</b> <b>100%</b>	<b>129</b> <b>100%</b>	<b>148</b> <b>100%</b>	<b>119</b> <b>100%</b>	<b>107</b> <b>100%</b>

Years to Graduation	Law					Science					Social Science - BSocSc					Total				
	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake	2014 Intake	2015 Intake	2016 Intake	2017 Intake	2018 Intake
3 Years	1 10%	0 0%	0 0%	0 0%	0 0%	76 67%	107 69%	92 67%	69 72%	78 72%	74 73%	89 77%	77 73%	69 69%	49 82%	315 43%	391 38%	316 42%	261 42%	206 47%
4 Years	8 80%	5 83%	8 89%	4 100%	2 100%	28 25%	39 25%	34 25%	22 23%	22 20%	21 21%	22 19%	22 21%	25 25%	9 15%	374 44%	398 43%	357 48%	281 48%	171 39%
5 Years	1 10%	1 17%	1 11%	0 0%	0 0%	10 9%	6 4%	11 8%	5 5%	8 7%	7 7%	5 4%	5 5%	6 6%	2 3%	77 10%	91 15%	123 10%	64 10%	62 14%
6 Years	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 2%	1 1%	0 0%	0 0%	0 0%	0 0%	2 2%	0 0%	0 0%	4 3%	23 4%	31 0%	12 0%	0 0%
<b>All Graduates</b>	<b>10</b> <b>100%</b>	<b>6</b> <b>100%</b>	<b>9</b> <b>100%</b>	<b>4</b> <b>100%</b>	<b>2</b> <b>100%</b>	<b>114</b> <b>100%</b>	<b>155</b> <b>100%</b>	<b>138</b> <b>100%</b>	<b>96</b> <b>100%</b>	<b>108</b> <b>100%</b>	<b>102</b> <b>100%</b>	<b>116</b> <b>100%</b>	<b>106</b> <b>100%</b>	<b>100</b> <b>100%</b>	<b>60</b> <b>100%</b>	<b>770</b> <b>100%</b>	<b>903</b> <b>100%</b>	<b>827</b> <b>100%</b>	<b>618</b> <b>100%</b>	<b>439</b> <b>100%</b>

# UNIVERSITY OF CAPE TOWN | TEACHING & LEARNING REPORT 2022

**Table 22f**  
**Years to completion among graduates within the 2014, 2015, 2016, 2017 and 2018 first-time entering undergraduate cohorts**  
**after initial enrolment in 5 large faculties: International**

Years to Graduation	Arts - BA					Commerce: BCom					Commerce: BBusSc					Engineering - BSc(Eng)				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	16 80%	12 86%	22 88%	14 67%	22 81%	30 67%	21 58%	21 53%	19 50%	10 43%	1 3%	6 11%	6 15%	3 8%	5 19%	0 0%	0 0%	2 3%	2 3%	1 2%
4 Years	2 10%	2 14%	1 4%	5 24%	3 11%	11 24%	14 39%	13 33%	12 32%	10 43%	28 78%	32 60%	26 63%	25 64%	16 59%	31 67%	43 61%	37 55%	44 66%	28 65%
5 Years	2 10%	0 0%	1 4%	2 10%	2 7%	4 9%	1 3%	6 15%	6 16%	3 13%	8 22%	10 19%	8 20%	7 18%	6 22%	9 20%	20 28%	24 36%	11 16%	14 33%
6 Years	0 0%	0 0%	1 4%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	0 0%	5 9%	1 2%	4 10%	0 0%	6 13%	8 11%	4 6%	10 15%	0 0%
<b>All Graduates</b>	<b>20</b> 100%	<b>14</b> 100%	<b>25</b> 100%	<b>21</b> 100%	<b>27</b> 100%	<b>45</b> 100%	<b>36</b> 100%	<b>40</b> 100%	<b>38</b> 100%	<b>23</b> 100%	<b>37</b> 100%	<b>53</b> 100%	<b>41</b> 100%	<b>39</b> 100%	<b>27</b> 100%	<b>46</b> 100%	<b>71</b> 100%	<b>67</b> 100%	<b>67</b> 100%	<b>43</b> 100%

Years to Graduation	Law					Science					Social Science - BSocSc					Total				
	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake	2014 intake	2015 intake	2016 intake	2017 intake	2018 intake
3 Years	0 0%	0 0%	0 0%	0 0%	0 0%	25 68%	15 68%	9 53%	10 67%	20 87%	27 66%	33 59%	39 75%	26 67%	9 75%	99 34%	87 40%	99 36%	74 36%	67 42%
4 Years	4 100%	2 50%	5 83%	5 71%	3 75%	8 22%	4 18%	6 35%	3 20%	1 4%	12 29%	21 38%	10 19%	10 26%	3 25%	96 46%	118 40%	98 50%	104 50%	64 40%
5 Years	0 0%	2 50%	0 0%	2 29%	1 25%	4 11%	3 14%	1 6%	2 13%	2 9%	2 5%	2 4%	2 4%	2 5%	0 0%	29 15%	38 17%	42 14%	32 14%	28 18%
6 Years	0 0%	0 0%	1 17%	0 0%	0 0%	0 0%	0 0%	1 6%	0 0%	0 0%	0 0%	0 0%	1 2%	1 3%	0 0%	6 5%	13 4%	9 0%	16 0%	0 0%
<b>All Graduates</b>	<b>4</b> 100%	<b>4</b> 100%	<b>6</b> 100%	<b>7</b> 100%	<b>4</b> 100%	<b>37</b> 100%	<b>22</b> 100%	<b>17</b> 100%	<b>15</b> 100%	<b>23</b> 100%	<b>41</b> 100%	<b>56</b> 100%	<b>52</b> 100%	<b>39</b> 100%	<b>12</b> 100%	<b>230</b> 100%	<b>256</b> 100%	<b>248</b> 100%	<b>226</b> 100%	<b>159</b> 100%

# APPENDIX B:

## UCT INSTITUTIONAL GRANT PROJECTS (2021–2023)

Note: all the projects commenced in 2021 and will be in the final year of the funding cycle in 2023.

Focus, Vision 2030	No	Project Description	Faculties
<b>Student Development</b> <ul style="list-style-type: none"> <li>Facilitating students' engagement with their own learning</li> <li>Offering top-end digitally enabled education (DEE) at the UG, PG, and continuous</li> </ul>	1	<b>Academic Advising for Student Success:</b> an intervention across a range of platforms to support students across important points of transition. It aims to improve the experiences of staff and students by empowering students to make decisions, based on data, regarding their degree and course choices to reduce the average time to completion.	CHED, Commerce
	2	<b>Enhancing Academic Literacies through Tutor and Curriculum Development:</b> widens access to disciplinary literacy practices and curricula using critical pedagogies to tap into and nurture students' critical engagement with course materials and their real-life experiences. Developed blended resources to enhance the teaching and learning of academic literacies in an online environment.	CHED, Humanities
	3	<b>Redesigning Blended Courses:</b> To promote inclusive digitally-enabled education (DEE) using Universal Design Principles (UDL) to improve social inclusion in blended courses, enhance the quality of online teaching and learning support materials and contribute to improved undergraduate student success. CILT staff offer training sessions for lecturers on designing inclusive and accessible courses.	CHED, Humanities

education levels.	4	<b>Academic and psychosocial support for Mathematics and Physics undergraduate students:</b> To improve the progression and throughput of undergraduate Mathematics students in Science and EBE and Physics students in EBE by offering academic support in the Maths Learning Centre and psychosocial support from psychologists.	Science, EBE
	5	<b>Tutoring towards academic resilience in Science Faculty:</b> To improve progression, throughput and the student success rate of first-year students in the Science Faculty through the provision of trained tutors in the Science Learning Centre.	Science
	6	<b>TheHUB Connection:</b> Creating Socially Engaged Learning Pathways in Health Science Faculty for Tutors to support student development in Human Biology. Tutors receive training to develop communication, time management, leadership and teaching skills in the hope that they will be inspired to pursue academic careers. Trained tutors will assist with improving the progression and throughput of undergraduates.	Health Sciences
<b>Staff Development</b>  Continuously renewing and transforming our pedagogies	7	<b>Enhancing Curriculum Leadership in the Health Science Faculty:</b> to improve the quality of educational leadership to exercise curriculum revision in that faculty and strengthen curriculum management in all undergraduate programmes. It aims for revised programmes that are better aligned with students' needs and addresses the performance gap.	Health Sciences
	8	<b>To enhance and improve the quality of educational leadership and management at UCT.</b>  <b>Enhancing Academics as Teachers and Leaders (EATL):</b> development opportunities for established academics and Heads of Departments in their roles as teachers and leaders to equip them better for the current challenges of the 21st-century classroom - the Established and Seasoned Academic Practitioners Programme (ESAPP) and the Heads of Departments and Divisions (HODEP).	Dean's Office, CHED

	9	<b>Research Development:</b> programmes aim to increase the pool of academics with PhDs and to enhance the prospects of academics with PhDs of progressing in their academic careers (particularly South African black and female). They also strive to enhance the ability of emerging researchers (to develop an Engaged Scholarship profile/portfolio).	Research Office
	10	<b>Assessment Project:</b> Develop an institutional framework for assessment, improve the quality of assessment at undergraduate level across all faculties, and equip academics to implement assessments for their courses.	CILT, CHED
<b>Curriculum/ Programme Development</b>  Offer an innovative and socially engaged curriculum at the cutting edge of disciplines and professions	11	<b>Centring African Languages to Decolonise Curricula:</b> Increase the awareness and use of African languages, particularly isiXhosa, as legitimate tools for scholarship in Health Sciences. The project outcomes are the improved quality of undergraduate teaching of isiXhosa as a language for communication and increased recognition of African languages as legitimate cultural capital to be valued as 'currency' for learning in university curricula and for community engagement.	Health Sciences
	12	<b>Khanyisa Courses:</b> Develop and implement decolonial courses and pedagogies by a cohort of academics and teaching assistants to increase the number of academics and TAs that are capacitated to design and deliver courses with enriched pedagogy and content in line with decolonial Africanist aims. Increase in the suite of curricula and materials reflecting decolonial, Africanist content and aims are available in core or elective courses for all humanities first-year students (across 3 and 4-year degree programmes).	Humanities
	13	<b>Curriculum Review:</b> Aims to improve throughput rates and undergraduate student success of students through curriculum review in the Commerce Faculty. Course and programme convenors understand how to engage in curriculum review and are capacitated for future curriculum change. Principles for curriculum change are mainstreamed across UG courses. Curriculum Change Grants are awarded to academics on submission of proposals to conduct curriculum reviews in their courses.	DVC, Commerce, CHED

<b>Programme Management</b>	14	Additional Capacity for Programme and Financial Management, Monitoring and Evaluation of Institutional and Collaborative Grants with CREST, and meeting reporting deadlines for the DHET.	CHED, DVC
-----------------------------	----	---	-----------

## APPENDIX C:

# UCT-LED UCDG COLLABORATIVE GRANTS 2022

Note: All the projects commenced before 2022; we report here only on 2022 progress.

Project	Aims of Project	2022 Progress
University Staff Doctoral Programme (Climate Risk, Resilience, and Sustainable Development) 2018–2023, ACDI	<p>Increase the number of university staff qualified to PhD level in the field of Climate Risk, Resilience and Sustainability Development who have networks and skills to lead the advancement of this knowledge of their field in their universities, training the next generation and promoting positive societal impact through engaged scholarship and policy influence, targeting black and female university academic staff.</p> <p>The project appealed to the DHET to use the investment interest earned for supervisors to attend a conference, publication fees or staff exchange to explore future collaboration opportunities.</p>	<p>Supported scholars financially and academically and have drawn expertise from project team members and other experts in the field, which spoke to scholars' academic needs and where they were in their research and provided tools and information to assist them in progressing in their academic careers.</p> <p>Shared learning resources with partner universities and opened access to PhD and Postdoc scholars from the University of Fort Hare, University of Cape Town, and University of Venda. Three scholars submitted their thesis and graduated in 2022; three more scholars will submit in 2023.</p>
Diagnostic Mathematics Information for Student Retention and Success (DMISRS), CEA in	To ensure a larger pool of Mathematics diagnostic information to inform the first-year mathematics teaching and learning practices. The analysis of diagnostic information and an overview of current curriculum-integrated support initiatives are the focus of presentations to the higher education mathematics	Hybrid Symposium, "What does it take to teach Mathematics for, and in, higher education?" Presentations showed an expanding awareness of the student experience and the need to place students at the forefront. Institutional engagements continue and case studies are being written up.

CHED	sector.	
New Academics Transition into Higher Education Programme (NATHEP), CHED	Offers training for academic developers in relation to inducting new academics into their roles as teachers in higher education, such as equipping them to theorise and conceptualise induction programmes for their specific contexts. Developing basic principles for induction practices across the sector through a collaborative, consultative and inclusive process. Support participants to initiate and convene successful induction programmes at their institutions that aim to address historical and systemic challenges and create a new cadre of academics who can respond to the pressing challenges of the current institutional and national context.	Finalise the induction programmes for new academics at the different institutions. NATHEP group members provided feedback on converting these models for induction into institutional case studies to increase national dialogue and collaboration through issues raised through the case studies and stakeholders. A book project and a special issue of a journal have been secured to disseminate the outputs. The Steering Committee of 5 members has ensured the smooth implementation of the programme and the development of the case studies.
University Staff Doctoral Programme (Engineering Education) 2018–2023	To provide support for academic staff members to gain a PhD specialising in Engineering Education.	The project has not been able to get off the ground as candidates were disqualified as they were not permanent employees at their universities

# **APPENDIX D:** **KNOW YOUR COURSE/STUDENT REPORT**



# Know Your Course/Students (KYCS) Dashboards





# KNOW YOUR STUDENTS

842 Students enrolled for 2023

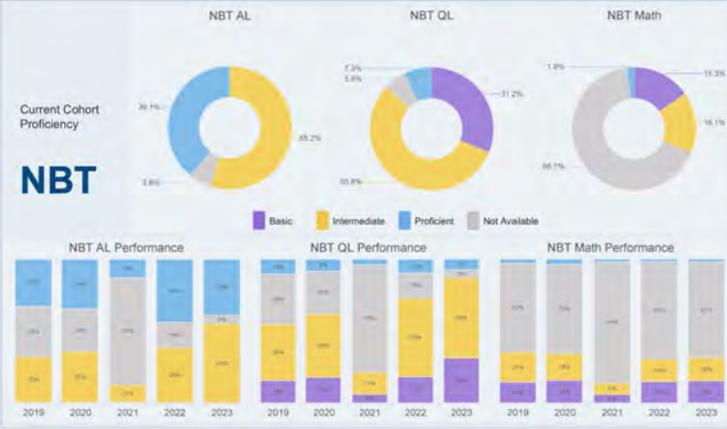
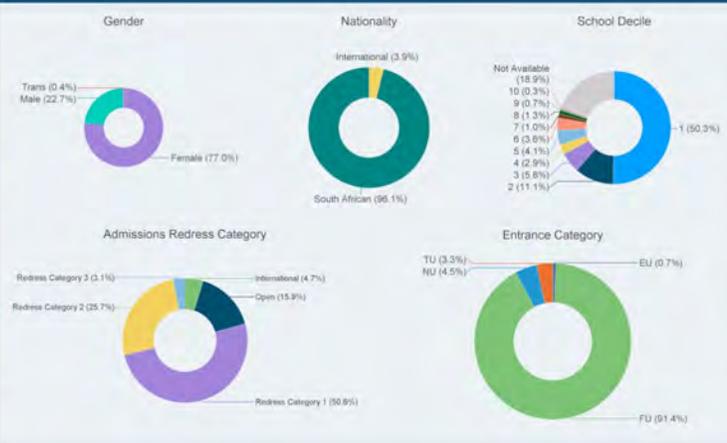
**School Decile**  
Ranking of UCT feeder schools by performance.

**Redress Categories**

- Admission without any redress considerations.
- Open: Preferential admission based on certain criteria.
- International student.

**Entrance Categories**

- FU: First time entering undergraduate student.
- TU: Transfer student.
- NU: Non-entering undergraduate student.
- NP: Non-entering postgraduate student.
- EU: Entering undergraduate student.
- N/A: Not available.



Give Feedback \*Companion Document Report refresh date: 2023-07-21

# Know Your Students:

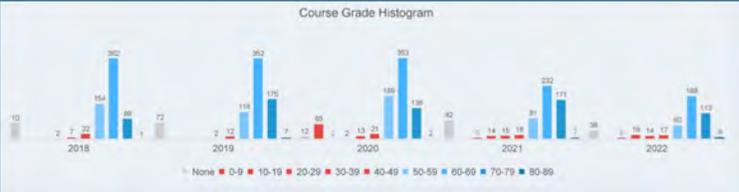
## Biographic, Demographic and Academic Details



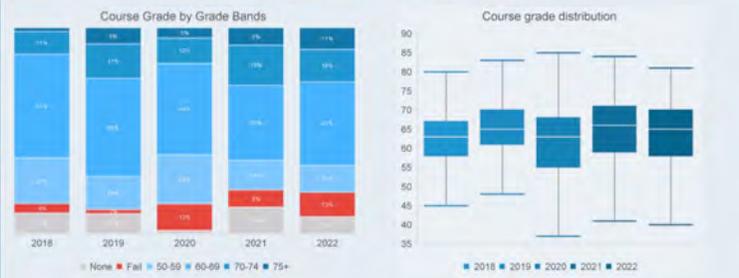
# KNOW YOUR COURSE : ACHIEVEMENT

3-year median grade 65%  
3-year pass rate 81%

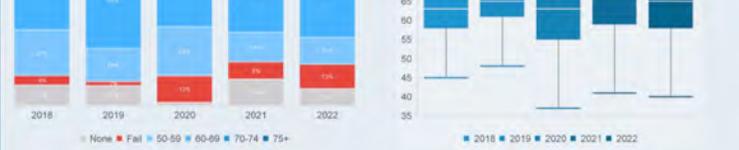
**Course Grade Histogram**  
Historical view of the number of students who achieved a specific grade range in the course.



**Course Grade by Grade Bands**  
The percentage of students in the cohort with grades within each grade band (fail, third, lower second, upper second, first).



**Course grade distribution**



**Course grade distribution**

Half of the class achieved this grade or higher and the other half achieved this grade or lower.

**White Line (Median):** The maximum and the minimum grades that were achieved in the class.

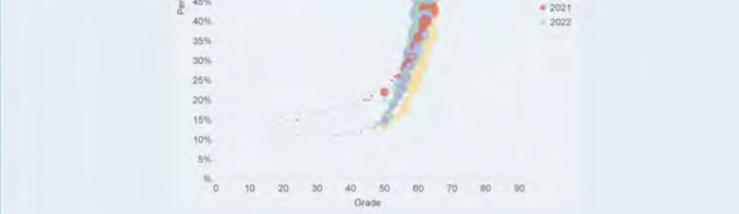
**Top and Bottom Lines:** The grades of the top fine the class (at the top) and the bottom shaded area (second and third quartiles).

**Shaded Area:** Grades of the top 25% of students (first quartile).

**Above shaded area to maximum:** Grades of the bottom 25% of students (fourth quartile).

**Below shaded area to minimum:**

**Cumulative Grade Distribution**



A cumulative distribution plot shows course marks plotted against percentiles, as an alternate visualization to a grade distribution plot. This typically follows an S-curve for a normal distribution of scores. If the shape of this curve looks very different in any particular year, closer investigation may be warranted. The size of the dot represents the number of students with grades at the given percentile.

Give Feedback \*Companion Document Report refresh date: 2023-07-21

# Know Your Course

Achievement in the course in the previous five years





# KNOW YOUR COURSE: ACHIEVEMENT GAPS

6%  
3-year redress gap

**Redress Gap**  
Difference in percentage points between the median grade of students in the Admissions open category and students in redress category 1.

The adjacent headline figure is the average of the percentage point differences over the past 5 years.

## Redress Gap

4%

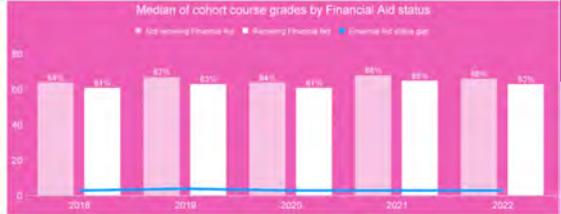


**Financial Aid Status Gap**  
Difference in percentage points between the median grade of students not receiving financial aid and students receiving financial aid.

The adjacent headline figure is the average of the percentage point differences over the past 5 years.

## Financial Aid Status Gap

3%

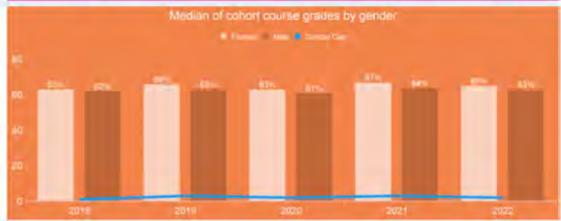


**Gender Gap**  
The difference in median grade of Male and Female students.

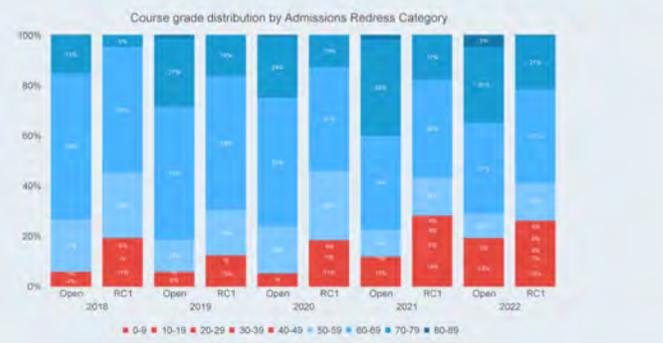
The adjacent headline figure is the average of the percentage point differences over the past 5 years.

## Gender Gap

2%



**Course grade distribution by Admissions Redress Category**  
Percentage of students in each grade band over 5 years for students in the open and redress category 1 admissions categories.



Give Feedback \*Companion Document Report refresh date: 2023-07-21

# Know Your Course: Achievement Gap in Gender, Financial Aid & Redress



# KNOW YOUR STUDENTS: NBT SUBDOMAIN VIEW

6%  
of the variation of grades in this course is explained by NBTs

## NBT Subdomain Analysis

We look at two things when we interpret a subdomain analysis:

The subdomains with the lowest medians. This will help us understand which subdomains this cohort might struggle with.

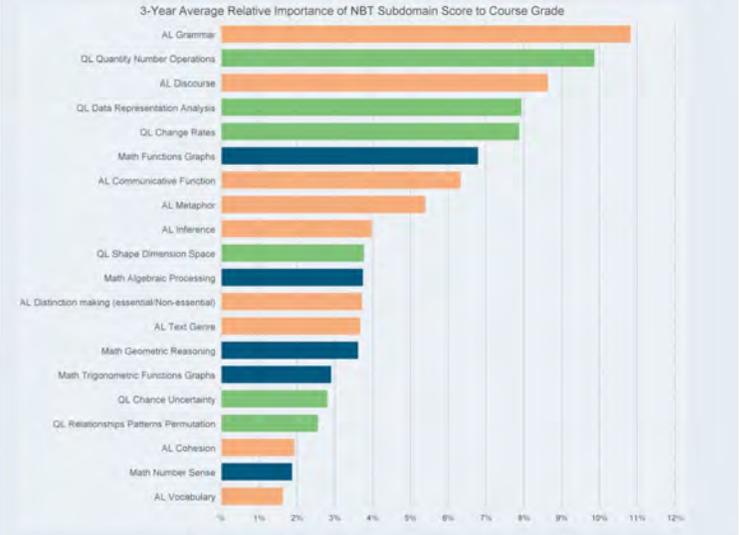
The subdomains with the widest ranges. This shows us where there is the greatest variation in performance and signals that there are differing levels of proficiency.

## Relative Importance of Subdomains

This graph shows the relative importance of the various subdomains in explaining performance on this course. Scores on the subdomains explain the variance in performance in the course and suggests that those subdomains that were identified as having the greatest relative importance have the strongest association with performance in this course.

The tallest bars in the graph represent the subdomains with the highest relative importance. These subdomains explain the most variance in performance on this course.

Please see the for detailed description of what the NBT subdomains are.



This represents a breakdown of the headline figure into constituent parts.

Give Feedback \*Companion Document Report refresh date: 2023-07-21

# Know Your Students: NBT Subdomain Analysis for Diagnostics & Course Design





# KNOW YOUR STUDENTS: PREVIOUS COURSES

Students enrolled for 2023

842

Repeaters (students who failed

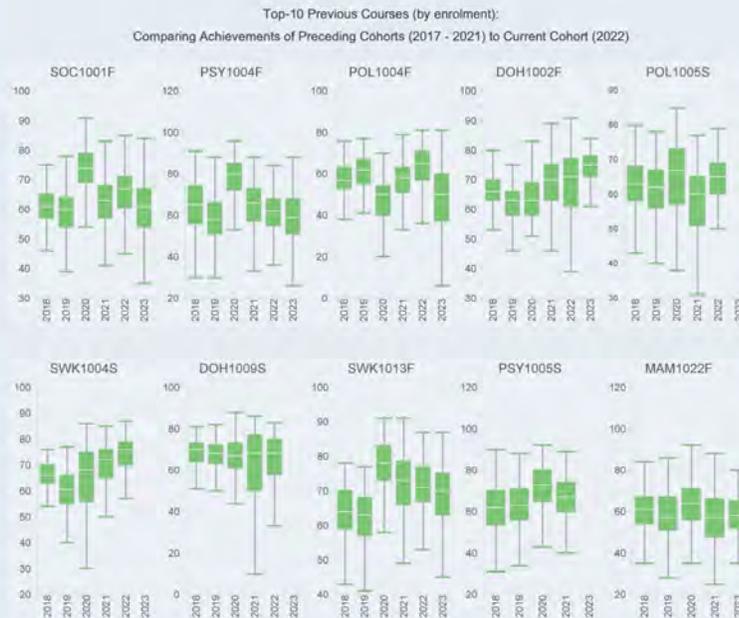
12 (1%)

Distribution of students by Faculty



Previous Courses

Comparing the performance of current cohort to previous cohorts in the top-10 courses taken (by enrollment)



[Give Feedback](#)

[\\*Companion Document](#)

Report refresh date: 2023-07-21

**Know Your Students:**

Historical achievements of your students in other courses

