

# TEACHING AND LEARNING REPORT

2023

Celebrating Success



# CONTENTS

**Forward**

**Introduction**

**Chapter 2: Overview of Teaching and Learning Portfolio**

**Chapter 3: Teaching and Learning in the Faculties**

**Chapter 4: Institutional Support for Teaching and Learning**

**Chapter 5: Conclusion**

**Chapter 6: Teaching and Learning in Numbers**

**Appendix A: UCT Institutional Grant Projects 2021–2023**

**Appendix B: UCT-led UCDG Collaborative Grants 2023**

**Appendix C: Data Tables**

# FORWARD



Professor Mosa Moshabela  
Vice-Chancellor and Principal

The annual Teaching and Learning Reports are a golden thread in the institutional fabric, building connections across time and presenting a rich body of knowledge, stories and experiences. It is a privilege, as the recently appointed Vice-Chancellor, to reflect on the achievements and challenges of 2023 in the Teaching and Learning space.

Celebrating success is a fitting theme for the Report and it resonates with the priorities that I set for my term, emphasising excellence of the Academic project at the heart of the institution. I am encouraged that the report conceptualises success holistically, exploring both qualitative and quantitative data; and providing the experiences of students and staff. The report shows that well-being, positive relationships, collaboration and a supportive institutional culture are critical elements for the success of students and staff. Furthermore, the report authentically highlights the challenges and points out the areas of improvement. We cannot underplay our shortcomings and the need for a humanising experience for our students and staff.

We have a huge task ahead and a responsibility to make a positive difference in the world. The challenges are great, and we are choosing to move forward from a position of strength and not deficit; by celebrating and building on success while we improve and address the challenges. I commend the efforts, resilience and hard work of students, their teachers and staff in general in this regard.

In closing, the report demonstrates the importance of collaboration and partnership in the teaching and learning environment and it brings home the African proverb that I like to quote:

“If you want to go fast, go alone. If you want to go far, go together.”



# INTRODUCTION

In 2023, the University of Cape Town continued to enhance and strengthen teaching and learning following the disruptive COVID years. In July 2023, Emerita Professor Linda Ronnie was appointed acting DVC: Teaching and Learning after the end of Professor Harsha Kathard's term as Acting DVC: Teaching and Learning.

Enhancements to UCT's teaching and learning ecosystem continued with the rollout of Amathuba, UCT's new learning management system. This new platform integrates course evaluation tools that allow students' feedback and experiences to contribute to future course design and offerings.

Building on lessons learnt during the COVID period, a draft Digital and Online Education Policy is currently under consideration for adoption. This policy enables blended learning course designs in increasingly complex and rich teaching environments. We are also finalising a new assessment policy that situates assessment as both an educational and social practice, and which promotes innovation and inclusivity in assessment to help students succeed. It was thus prescient that the theme of the UCT 2023 Teaching and Learning conference was "Assessment Entangled". The conference attracted a wide range of papers, panels and workshops from staff and students from across UCT, shaping the conversation around the many facets of assessment including inclusive and socially just assessment strategies, the implications of AI, and how assessment practices inform and intersect with University of the Future project.

The global awareness and wide availability of generative AI tools such as ChatGPT created new opportunities as well as concerns for universities. The Centre for Innovation in Learning and Teaching (CILT) in the Centre for Higher Education Development (CHED) released guidelines for staff and students for teaching, learning, and research to better understand the affordances of AI tools in relation to academic integrity, prevailing hegemonic discourses based on Global North datasets, and assessment re-designs. As leaders in higher education, we aim to assist our students in using the tools of AI critically and with discernment.

Faculty-wide curriculum change projects also gained momentum in 2023. These are faculty projects that seek to decolonise, transform, and renew undergraduate curricula at UCT. More details can be found in the faculty reports.

The final graduation ceremonies for 2023 were held on 14 and 15 December, and brought the total number of graduates for the year to more than 7088, including more than 223 PhD graduates. Graduation ceremonies reaffirm the success of the academic project and the key university functions of teaching and learning, alongside research. They also provide a wonderful platform for celebrating the hard work of students, and of their teachers and mentors.

# REPORT STRUCTURE

This report is structured as follows. Chapter 2 provides an overview of the Teaching and Learning portfolio, including the improvement plan based on feedback from the 2022 institutional audit, policy developments, updates on academic reviews, and the results from the 2023 South African Survey of Student Engagement (SASSE). Chapter 3 provides teaching and learning reflections from faculty perspectives, including a discussion of contextual issues, student achievements, and faculty facts and figures. Chapter 4 provides an overview of the institutional services that support teaching and learning across the university. These include contributions from CHED, Student Wellness, and Residence Life. The conclusion in Chapter 5 summarises learnings from the year and plans for 2024. Chapter 6 provides a more detailed quantitative analysis of teaching and learning in 2023. This institutional overview includes comparison with previous years in terms of student and staff profiles, student success, and other indicators.

Faculty reports were compiled by the following:

- Commerce: Deputy Dean, Professor Ulrike Rivett
- Engineering and the Built Environment (EBE): Deputy Dean, Associate Professor Malibongwe Manono
- Graduate School of Business (GSB): Director, Dr Catherine Duggan
- Health Sciences (HEA): Deputy Dean, Dr Kerrin Begg
- Humanities (HUM): Deputy Dean, Associate Professor Shannon Morreira
- Law: Deputy Dean, Associate Professor Jameelah Omar
- Science (SCI): Deputy Dean, Professor Muthama Muaysa





# CHAPTER 2

## OVERVIEW OF THE TEACHING AND LEARNING PORTFOLIO

This chapter provides an overview of the Teaching and Learning (T&L) portfolio. It starts with the progress made on the development of UCT's improvement plan following the recommendations from the institutional audit conducted in 2022. The chapter also reports on governance of T&L by highlighting key issues and topics that were considered by the Senate T&L Committee in 2023, provides an update on academic reviews that were piloted in 2023, and honours the recipients of the Distinguished Teacher awards.

### 2.1 IMPROVEMENT PLAN 2023

UCT received the final audit report from the Council on Higher Education (CHE) on 6 September 2023. The CHE gave the university a deadline of end-November 2023 to address the recommendations therein, implement policies and plans, mitigate identified risks, and implement any other actions that flow from the report.

The process to develop the improvement plan was to critically engage with the 30 recommendations, and in accordance with our commitment to integrated quality, it was noted that a number of the recommendations are related. The approach was therefore to organise our response in relation to the following five themes or organising categories:

- a) Student Access and Success
- b) Student Support
- c) Teaching and Learning
- d) Academic Staff
- e) Systems and Policies

Although some overlap exists between these categories, it was noted that aspects such as student access and success, and student support intersect between executive portfolios and core functions. These areas deserve distinct focus in the improvement plan and are strong points for quality management.

In developing the action plan and prioritising improvements, we considered what may be 'low hanging fruit' and what must be addressed immediately. Some of the action plan dates extend further than the end of 2024. UCT is expected to submit quarterly progress reports, and the Institutional Planning Department (IPD) will affect this in consultation with the DVCs.

The CHE requires both a narrative section to the improvement plan and an action plan table. In the narrative section, we organise our responses to recommendations according to the organising categories and where necessary we discuss responses to recommendations together. In the action plan, we respond to each recommendation separately and have grouped the recommendations according to our organising categories. Not only does the CHE require details on what action will be taken, timelines, and responsible parties, but also what indicators, evidence, and resources have been allocated to an action.

Some of the actions are already underway, while other actions have plans that need to be strengthened. To make progress on these, the following are important points from the list of recommendations:

- Further integration of undergraduate student support and the development of a framework on this and ongoing student success work
- Identifying the minimum requirements for security measures in areas flagged as particularly dangerous, and ensuring that this is communicated to students; identifying where safety measures need to be increased
- Investigating ways for UCT to further assess satisfaction in student services
- Engaging the deans on how to strengthen accountability in relation to external examiner reports and feedback
- Implementing an updated accreditation form
- Investigating how many academics on soft funding are not teaching
- Identifying whether UCT has a universal completion of HR174 forms
- Investigating whether there is consistent treatment of T&L across all ad hom promotion criteria at UCT, and if not, provide a rationale for this and understand the extent to which the criteria are not explicit
- Understanding the reasons for the declining proportion of academic staff with doctoral qualifications
- Recommencing work related to the staff workload model
- Developing a cover statement for all UCT policies for periodic review
- Implementing a departmental review pilot and quality assurance framework
- Reviewing the framework related to SR policy
- Improving management of information related to partnerships
- And implementing a graduate destination tracker

One recommendation, which was for UCT to address senior staff turnover using a comprehensive formal investigation with clearly specified terms of reference, is dealt with separately from the other 29 recommendations, as it is a council-related matter.



## 2.2 ACADEMIC DEPARTMENTAL REVIEWS

In 2018, all academic departmental reviews were suspended. Work was then done to develop a proposed programme review framework, shifting the focus from departments to programmes within the university. This framework, however, did not receive complete support from the university, and after reflection, it was decided to revert to departmental reviews under a revised framework.

Weaknesses highlighted from the previous review system were as follows:

- The previous review system operated on a 10-year cycle, with a requirement for only one undergraduate and one postgraduate programme to be reviewed as part of the process.
- Data from these reviews were not effectively collected and utilised for the purposes of strengthening the institutional-level quality management system.
- There was a lack of insight into cross-cutting institutional quality issues.
- The reviews were not integrated with programme accreditation and professional body accreditation processes, resulting in incomplete quality loops.
- The review documentation lacked clear links to wider institutional and faculty levels, including strategic plans and budgets.
- Despite having a mechanism to provide institutional-level data on academic departments, it was not effectively utilised.

These weaknesses indicated a need for improvement in the review system to address these issues and enhance the overall quality assurance mechanisms within the institution. In 2022, the Academic Planning and Development Committee (APDC) approved a draft 'reframed' framework for reviews and four departments were proposed by deans for a pilot review, which commenced in 2023. One review was conducted in 2023 by the School of Education in the Faculty of Humanities, with the following reviews scheduled for 2024: Department of Health Science Education, Department of Political Studies, and the Department of Astronomy.

Qualitative data has been collected throughout the process, focusing on various aspects such as administrative planning, departmental preparation and support, support panels, site visits, and the review process itself. Reflections on the process to date have been made, with considerations for planning future reviews.



## 2.3 ASSESSMENT POLICY

The UCT Assessment Policy was last updated in 2015. There have been substantial shifts in the science of assessment since then and in our understanding of the role and practice of assessment. Guided by the Assessment Framework Working Group (AFWG), and partly supported by a University Capacity Development Grant (UCDG) entitled “Enabling student success through transformed programmes of assessment”, a process to revise the policy has been underway since 2021.

This year, extensive revision of the policy was undertaken after consultations and an open feedback process in 2022 and again after six institution-wide open consultations in 2023. These engagements were shaped by academic staff, professional and administrative staff (PASS), students, and staff from academic and service departments. A subsequent offer of bespoke faculty-level engagements was not taken up by any of the faculties. Feedback was obtained on the final draft from members of the AFWG and Deputy Deans: Teaching and Learning. The policy was tabled for approval at the final Senate meeting in 2023 but was not discussed due to extended discussions of other items. The policy will therefore be considered for approval by Senate in early 2024.

Should the policy be adopted, the following proposals have been made:

- a) The AFWG should proceed with the further development and deployment of an implementation plan for the Assessment Policy. Some work has already been started, including the development of a Good Practice Assessment Guide, an Assessment Studio (a consultation-based professional development opportunity where academics can focus on enhancing their assessment practice), and a series of Good Practice Case Studies.
- b) Faculties should proceed with the development of faculty-level guidelines and implementation based on the Policy and Good Practice Guides. In accordance they should develop implementation plans for ratification by the faculty Teaching and Learning Committee and Faculty Board.
- c) The AFWG, the Examinations and Assessment Committee, and the Deferred Examinations Committee should convene an offsite planning session to address the urgent need to reimagine the assessment system at UCT, informed by the work of the Deferred Examinations Task Team and consultations conducted by the AFWG.



## **2.4 ONLINE EDUCATION POLICY**

Work in advancing digitally enabled education, undertaken by the Online Education Sub-Committee (OESC), focused on drafting and updating the 2017 UCT Online Education Policy after consulting institutional stakeholders.

Hereafter, it was decided that a set of principles and definitions would be incorporated into a new draft Online Education Policy, with the Centre for Innovation in Learning and Teaching (CILT) in the Centre for Higher Education and Development (CHED) and the Institutional Planning Department (IPD) forming the core writing team. The draft policy was presented to the Senate Teaching and Learning Committee in June 2023, after which the committee's feedback was included in the draft policy. The feedback provided helped the OESC members further develop the policy to clarify definitions of digital education and blended learning, course design principles, the national regulatory environment for digital education, and the roles of teachers, professional staff, and students. Faculty Deputy Deans: Teaching and Learning requested further consultations at faculty-based Teaching and Learning Committees, which were scheduled for 2024.

## **2.5 LANGUAGE POLICY**

UCT is revising its language policy, last approved in 2013, to align with the New Language Policy Framework for Public Higher Education Institutions (NLFPHEIs) in South Africa. This review, led by the director of the Multilingualism Education Project (MEP) within CHED, involves the Language Policy Committee (LPC) and the Language Policy Task Team (LPTT). In 2023, the proposed draft policy served before the Senate Executive Committee and feedback was received. The policy will be finalised in 2024.

## **2.6 UCT COURSES AND SUSTAINABLE DEVELOPMENT GOALS**

The United Nation's 17 Sustainable Development Goals (SDGs) are a critical metric used globally by universities to understand their contribution towards addressing the world's greatest challenges, whether it be through their research, teaching, or operations. The university has done an analysis of all of its courses for 2023 to map its courses against the 17 SDGs to determine which courses relate to which SDGs. This initiative was led by Manfred Braune, UCT's Director for Environmental Sustainability, in collaboration with Information and Communication Technology Services (ICTS) and faculty colleagues.

The analysis was performed by using an AI Language Learning Module that was trained to analyse UCT's course outlines and titles from course handbooks for indications of any SDGs that are most likely to be addressed in these courses in some way or another. This was then run as a computer programme in an automated process to analyse all of UCT's courses in this manner, with a resultant matrix that has every course listed with the relevant SDGs associated with the respective courses. In future years, this process will be refined to make the outputs even more accurate and more visible to the public. In 2024, these will be added to the LMS for the course handbook so that course convenors can revise this for future years. A summary of the results are given in Table 1.

Table 1 A summary of the courses offered by UCT that touch on SDGs for 2023

		All Faculties	Humanities	Commerce	Law	Health Sciences	EBE	Science
SDG1	<b>No Poverty</b>	110	27	34	9	20	12	8
SDG2	<b>Zero Hunger</b>	29	7	4	1	10	1	6
SDG3	<b>Good Health and Wellbeing</b>	1014	73	19	16	841	28	37
SDG4	<b>Quality Education</b>	560	251	49	8	114	56	81
SDG5	<b>Gender Equality</b>	420	201	39	47	106	12	15
SDG6	<b>Clean Water and Sanitation</b>	115	5	4	15	12	65	14
SDG7	<b>Affordable and Clean Energy</b>	107	3	5	5	0	84	10
SDG8	<b>Decent Work and Economic Growth</b>	867	84	317	99	110	206	51
SDG9	<b>Industry, Innovation, and Infrastructure</b>	1213	55	207	79	196	469	207
SDG10	<b>Reduced Inequality</b>	1354	592	166	177	270	80	69
SDG11	<b>Sustainable Cities and Communities</b>	545	44	28	37	35	327	74
SDG12	<b>Responsible Consumption and Production</b>	414	23	38	38	29	225	61
SDG13	<b>Climate Action</b>	345	24	14	30	21	165	91
SDG14	<b>Life Below Water</b>	105	3	2	25	7	24	44
SDG15	<b>Life on Land</b>	200	22	5	24	14	70	65
SDG16	<b>Peace, Justice, and Strong Institutions</b>	1479	494	216	257	339	107	66
SDG17	<b>Partnerships for the Goals</b>	137	22	29	26	38	6	16

## 2.7 DISTINGUISHED TEACHING AWARDS

UCT's commitment to curriculum renewal and embracing critical pedagogies is evident in the citations below for the 2023 Distinguished Teacher Awards, awarded to Associate Professor Pippin Anderson - Environmental and Geographical Sciences (EGS); Dr Marcin Nejthardt - Anaesthesia and Perioperative Medicine (AAE); and Associate Professor Tasleem Ras - Family, Community and Emergency Care (FCE).



### **Associate Professor Pippin Anderson - Environmental and Geographical Sciences (EGS)**

Associate Professor Pippin Anderson skilfully combines creative in-class activities and fieldwork to present engaging content and to provide an extensive development opportunity in reading, writing, logical thinking, and argumentation. Drawing on her own multi-disciplinary background, Pippin fosters a holistic understanding of complex systems that draws on ecology, urban planning, sociology, and environmental science.

Her flipped classroom approach to undergraduate teaching allows for in-depth classroom discussions that disrupt traditional

power dynamics and lead to novel cognitive engagement. According to a colleague, students often surprise themselves with what they imagine and articulate in Pippin's classes. She employs several innovative approaches to cater for a range of learning styles and, through her kind and engaging way, creates a safe space in her classroom in which all students feel comfortable contributing.

As a leading figure in curriculum design in EGS, Pippin's influence is felt far beyond her own courses. In addition, her ability to relate to students on a personal level has seen her fulfil a vital pastoral role in her department.

As Director of Graduate Studies in EGS for over 10 years, Associate Professor Anderson has a highly regarded reputation as a champion for postgraduate interests and regularly presents on a wide range of topics at postgraduate workshops. As a supervisor, Pippin is skilled in detecting when a student needs space for independent thought and when they require a guiding hand. Her postgraduate taught courses are a mix of peer-led learning and field-based reflection which culminate in a group research project selected from individual students' presented research questions and field methods.

By overtly positioning herself, her students are made aware of the limitations of their own positionalities, and soon come to appreciate that the diversity of the student body is a strength for learning. Together with a focus on advanced theoretical engagement and the development of critical thinking, Pippin delivers on her stated goal that "students must leave UCT knowing that their view is one of many, and if it is to be prioritised over others this must be on the basis of sound methods that include an ethic of kindness and care". *Citation by Dr Spencer Wheaton*



### **Dr Marcin Nejthardt - Anaesthesia and Perioperative Medicine (AAE)**

Dr Marcin Nejthardt is a consultant anaesthetist and Head Clinical Unit at Groote Schuur Hospital in the Department of Anaesthesia and Perioperative Medicine. He is a Joint Staff appointee whose responsibilities include, but are not limited to, clinical services, teaching both undergraduate and postgraduate students, and training of staff. Marcin creates safe spaces for students and registrars where hierarchies are challenged and where learning is centred around patient wellbeing. He teaches within the context of the South African health care system, recognises the value in celebrating the

diversity of our student population, and understands that empathy is key to being an excellent physician. He explains that: “In-theatre learning is a very unique and privileged experience. My role to students is to include them and teach them to be part of a very diverse team... of surgeons, anaesthetists, nursing staff, and allied health providers with a common purpose of caring for a vulnerable patient. In this high-stakes environment what is learnt often depends on how it is taught.”

The impact of Dr Nejthardt’s teaching is not restricted to the theatre or tutorial room but leaves a lasting imprint not only on those that he has mentored and taught but also future generations of doctors. This is attested by both students and colleagues:

“I believe it takes a village to pass the FCA exams, but more specifically, people like Marcin who are tirelessly dedicated to teaching, to supporting, and who never failed to believe in registrars like me.”

“He is inspiring in his knowledge, but also in his kindness and softness of character.”

“On my return to the Eastern Cape I started employing Marcin's teaching methods. As a result, I managed to help ten medical officers pass their diploma in anaesthetics examinations.”

Dr Nejthardt is involved in curriculum renewal within the field of anaesthesiology, and this is not the first time that his contribution to teaching has been recognised. He has been honoured with the Best Teacher Award on a number of occasions in the Department of Anaesthesia and Perioperative Medicine, but as he himself stated, he is not interested in conventional measures of success but rather in creating a more human clinician who understands their role as an advocate and instrument of change. His teaching is reflective and intentional in its purpose and is an example that we should all aspire to. *Citation by A/Prof Zenda Woodman*



**Associate Professor Tasleem Ras - Family, Community and Emergency Care (FCE)**

Dr Tasleem Ras is an associate professor in the division of Family Medicine within the School of Public Health at the University of Cape Town. As a lecturer in family medicine, he trains Postgraduate Diploma and Master of Medicine students, contributing significantly to the discipline that shapes primary health care and community wellbeing. In addition to being a leading clinical practitioner, Dr Ras is also a scholar of education for which he has earned a PhD. His dedication to excellence in medical

education is not only demonstrated by the prolific impact he has had on generations of family health professionals, but is also showcased by his track record of world class contributions to knowledge production through conference presentations, and paper and textbook publications, all of which have earned him national recognition as an esteemed educator.

Dr Ras articulates his teaching philosophy as being embedded in Ubuntu – a celebration of humanity. He reasons that the education project is built on the interconnectedness of humanity: “It frees the student by awakening within themselves a recognition of their unknown potential and helps them in recognising the humanity of the other.” As a scholar of education, he describes his pedagogy as “experiential, transformative and expansive”, and he “borrows liberally from social learning and transformative educational theories”. His teaching is based on experiences which disrupt and provoke emotional responses and reflection, which culminates in transformation of the individual.

As a leader in Health Sciences education, his work extends beyond the classroom, including spearheading a national DHET-sponsored project that influences medical specialist training across South Africa. His teaching philosophy aligns with the unique challenges posed by South Africa's unequal society, calling for a pedagogical approach that bridges biomedical and social sciences.

Dr Ras' students commend him for his exceptional teaching methods and supportive approach. First-year registrars in the Family Medicine programme express their appreciation for his approachability, use of real-life examples, and creation of a safe and engaging learning environment. Dr Ras is recognised for making learning enjoyable, employing simulations, and infusing practicality into each topic. Students highlight his inspiration, knowledge, passion, humility, and authenticity, emphasising that such a teacher is a rare find.

The selection committee acknowledges Dr Ras' significant contributions to curriculum change and transformation in the field of Family Medicine. His focus on designing innovative teaching methods aligns with the goal of producing family physicians capable of meeting community needs. The committee also notes Dr Ras' high level of reflection, evident in his systematic development of processes and frameworks in order to achieve educational objectives. As reflected in the testimonials by his colleagues and students, Dr Ras' commitment to inclusivity, vulnerability, and teaching with both his head and heart sets him apart. Dr Ras is an exceptional educator, deserving of the highest recognition for his unwavering dedication to his students and his trade. *Citation by Ms Carla Fourie and Dr Marlon Swai*

## 2.8 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 UCDP grant is an earmarked grant, the university enters into an agreement with the DHET on 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 projects via the University Capacity Development Grant (UCDG)
- University-led collaborative grants
- Nationally-led grants aligned to the [Staffing South Africa's Universities Framework](#)

The management, monitoring, and reporting of the UCDG projects are located in the CHED.

### UCT institutional grant

In 2023, UCT anticipated funding from the DHET to the amount of R13 071 779. This was later reduced to R12 926 000, with the first tranche of R6.3m having been received in July 2023. Delayed payments from the DHET and concerns relating to budget cuts (as in 2022) created some implementation challenges for projects. Despite delays, all projects were successfully concluded in 2023.

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

## 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 capacity within the university system. UCT was the institutional lead on the following four collaborative projects that concluded in 2023:

1. University Staff Doctoral Programme (Climate Risk, Resilience, and Sustainable Development), 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. Enabling Registrar Success through Transformed Assessment (WBA), FHS

A fifth project, the University Staff Doctoral Programme (Engineering Education) has experienced implementation challenges since its initiation. A reconceptualised approach to enable implementation was developed by the project leader and a request was made to the DHET to extend implementation beyond 2023. The DHET has yet to finalise their decision in this regard.

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

## 2.9 SASSE SURVEY 2023

The [South African Survey of Student Engagement](#) (SASSE) is a national survey that collects information about undergraduate student participation in activities and programmes that promote their learning and personal development. The survey enables universities to reflect on student experience and teaching and learning practices at their own institutions and in relation to peer universities.

The survey collects student perspectives in four areas: academic challenges, learning with peers, experiences with staff, and the campus environment. There is a further set of questions related to exposure to high-impact practices. At UCT, SASSE is administered by Data Analytics for Student Success (DASS) and linked to the [Siyaphumelela](#) (“We Succeed”) initiative that seeks to broaden evidence-based student success strategies.

UCT administered the SASSE survey in 2018 (n=1170), 2021 (n=215), and most recently in 2023 (n=2006). In 2023, UCT had 2006 respondents of a possible 17 266 undergraduates, i.e. a response rate of 11.6%. Below, we report on some of the results from the survey as they pertain to teaching and learning.

### Overall student experience at UCT

UCT provides a challenging and engaging academic environment, emphasising critical thinking and practical application of knowledge. The curriculum is demanding and most students (87%) indicated that they feel significantly challenged by their modules.

Students are highly engaged in activities like presentations, group projects, and tutorials, but we could do better at encouraging student collaborations. For example, only 42% of students reported working with other students to prepare for exams.

Lecturers use examples effectively to explain course content, but there is room for improvement in providing formative feedback to students. 56% of students indicated seldom receiving feedback on draft work and 54% indicated seldom receiving feedback on assignments and tests in a timely manner, i.e. soon after submission.

In response to how their experience at UCT has contributed to their knowledge, skills, and personal development in particular areas, 87% of students reported “*very much or quite a bit*” in relation to their ability to think critically and analytically. 59% of students reported positively on their development of job- or work-related skills and more than 60% of students reported that their experience has contributed to developing a sense of citizenship, being socially aware and socially responsive, and understanding people from diverse backgrounds. In contrast to the above, 70% of students reported that their experience has contributed very little to developing entrepreneurial skills or mindset.

## Student ideas on how UCT could improve

In the final question of the survey, students were prompted to answer the question: “What one change would most improve the educational experience at this institution?” The top five areas that students commented on were teaching and learning (453 references), workload and balance (171 references), advising and communication (158 references), community and connectedness (152 references), and inclusivity (142 references).



Students frequently reported feeling stressed and overwhelmed by the volume and pace of work, which often leads to surface-level learning rather than deep understanding. This heavy workload, combined with a strong emphasis on final exams, creates significant pressure.

Teaching quality emerged as another critical factor in the student experience. Students reported significant variability in teaching quality across departments and individual lecturers, with many students calling for more engaging and interactive teaching methods.

Language and inclusivity were significant concerns, particularly for second-language English speakers. Many students faced challenges due to the dominance of English in teaching and expressed a desire for more linguistic diversity. This language barrier is perceived to negatively impact academic performance and participation, creating an uneven playing field for students from diverse backgrounds.

Support and feedback are areas where students see room for improvement. There is a consistent call for more detailed and timely feedback on assignments, tests, and exams, as well as better communication from lecturers about course expectations. Students also emphasised the need for more individualised attention and support, especially for those from disadvantaged backgrounds or struggling with mental health issues.

There's a strong emphasis on the desire for more practical, career-oriented learning, including internships, field work, and industry exposure integrated into their programmes. Many students reported feeling underprepared for the



# CHAPTER 3

## TEACHING AND LEARNING IN THE FACULTIES

In this chapter, deputy deans reflect on teaching and learning in their faculties in 2023. While the reports vary in length and depth, the following serve as framing parameters for these faculty reports:

- Key contextual issues
- Student success
- Curriculum change and review
- Celebrating achievements

Each faculty report also includes infographics showing key indicators for size and shape, and student performance. In addition, faculty reports include comments on faculty facts and figures related to enrolments and student success and progression. The reports are testimony to the dedication and commitment of all staff to promote student success through enhancing the student experience of teaching and learning at UCT. Reports in this chapter are ordered alphabetically by faculty.



## 3.1 FACULTY OF COMMERCE

The Faculty of Commerce centres teaching and learning on Goal 3 of the UCT's Vision 2030: *To offer a holistic, innovative and future-oriented education.* Additionally, all engagement is underpinned by the Commerce Strategy of Inclusivity, Care and Transformation in Teaching and Learning.

In 2023, we remained committed to our journey of the faculty-wide curriculum review with a student-centric perspective. New and revised courses and programmes were presented to the faculty's accreditation committee. Credit and workload reviews across all degrees were finalised, and a thorough throughput analysis provided evidence to adapt progression rules for improved throughput and graduation rates to be implemented in 2024.

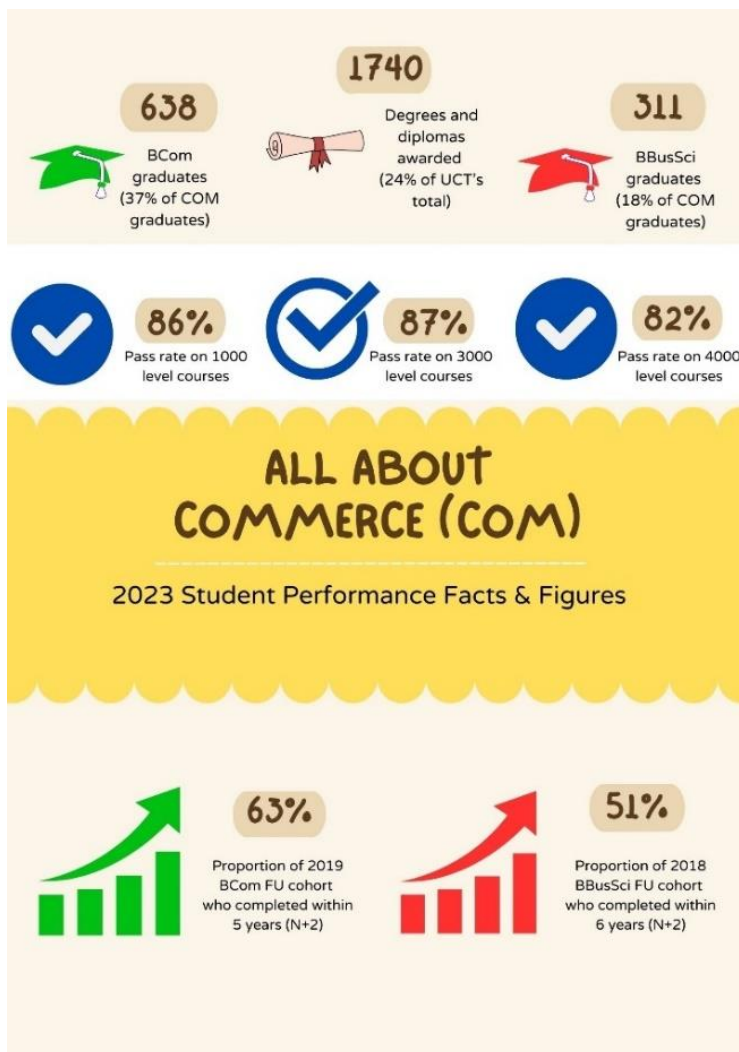
Data and research continue to play a critical role in how we engage with teaching and learning. Since 2020, the faculty has used data to gain insight into our students' learning journeys through empirical evidence.

2023 marked the closing of the COVID-19 era. We truly returned with all activities to campus – from orientation to registration, student advising, teaching and learning, tests, and examinations. Positive aspects and innovations from the online time were kept and reflected on. As a faculty and community, we celebrated the return to physical spaces and the experience of our campus bringing us together with the common goal of teaching and learning.



## Student success

- The Chartered Accountant (CA) accreditation rates in 2023 marked the second highest in UCT's history, with 987 qualifying candidates.
- After a hiatus of three years, we were thrilled to hold an in-person awards ceremony again on Thursday, 30 March 2023.
- In the recent Central and Eastern European, Middle Eastern and African (CEEMEA) regional London Stock Exchange Group (LESG) Workspace Portfolio Management University Competition held on Wednesday, 29 November, FTX students Jemma Warsop and Andile Mdladlana stood out among the five winners. The competition spanned two months, engaging participants in an investment game focused on US shares. After a rigorous selection based on various criteria, including investment performance, the top 20 contenders advanced through a report and two online presentations to 10 finalists, resulting in five winners. Impressively, among 46 universities from 16 CEEMEA countries, UCT and the Commerce Faculty had the distinction of having two students in the top 20 – an accomplishment that speaks volumes about the calibre of both our students and the faculty's teaching. Congratulations to Jemma and Andile for this remarkable achievement!



- Third-year BBusSc students Luke Roberts and Raphael Rubin won the monthly prize in the Speculator Portfolio University category of the JSE Investment Challenge for March 2023. The students were encouraged to participate in the challenge in the FTX3004F course, and we are delighted to see classroom theory turned into success.
- The number of students taking part in Hackathon initiatives is increasing year by year. In 2023, we saw students winning the GradHack Discovery Hackathon, the Syft Analytics Hackathon, and MTN MoMO Hackathon.
- The Commerce Student Council (CSC) is essential to the governance of the faculty. With the ongoing support of students, concerns and issues were identified and addressed promptly. In 2023, regular meetings with the Deanery were held, allowing the faculty to effectively engage and resolve matters quickly and collaboratively.



## The Commerce T&L Committee

The Commerce Teaching and Learning Committee is the initial meeting point for engaging and collaborating across departments in all matters related to teaching and learning. As a faculty representative of the Senate Teaching and Learning Committee, a key task in 2023 was the engagement on institution-wide policy developments, such as the review of the Assessment Policy as well as the Language Policy.

The Commerce Faculty Strategy expresses that our approach to care and transformation must entail inviting students, staff, and other stakeholders to contribute to the teaching and learning conversation across the faculty. Our “Third Thursdays: Commerce Education Matters” initiative has facilitated such engagement. Important topics are discussed every third Thursday of the month. This entailed, in 2023, discussions on best practices for lecture recording (staff and students presented their views), the assessment policy, the digital and online education policy, and information about the use of ChatGPT in the classroom. The Third Thursday initiative has become an important tool for shaping and enhancing teaching and learning within the faculty. It provides an opportunity to stop, reflect, receive input, and align practises with broader institutional goals. It also facilitates the implementation of innovative teaching approaches across the departments. Besides that, it is an exciting platform for engagement and the creation of a teaching network for colleagues beyond the boundaries of discipline and department.

## The strategic implementation of the extended degree programme

After the full implementation of the FECR code (i.e. progression requirements not met but allowed to continue) in 2022, 2023 marked the first year that the Commerce Faculty set timelines during the year to identify academically vulnerable first-year students. A data analysis of student throughput over eight years showed that between 10% and 15% of all first-year students in the faculty extend their degree by failing one of the core courses, such as mathematics or statistics. Additionally, in some programmes (e.g. Accounting, Finance with Accounting, and Actuarial Science), failing specific first-year courses can result in having to leave the programme after one year of studies as progression requirements have not been met. To improve the pass rate in the first year, alleviate the mental health burden, and reduce workload, students who failed key milestones were contacted and received guidance to plan their academic career. This was done after the first set of tests, at the end of the first semester, and at the end of August. Students who had failed two or more courses were given the opportunity to move on to the equivalent extended degree programmes. This movement resulted in reducing the curriculum load by one or two courses, allowing students to spend more time engaging with core concepts and building a better foundation for the following years. Additionally, all academically vulnerable students were required to engage with mentors and take part in DOC1103H.

## Equitable access and success

Since 2020, the faculty has been more intentional about shaping the purpose and future of its educational development efforts. Recognising the limitations of programmes focused solely on equity, we understand that these models can inadvertently reinforce stereotypes and divisions. Furthermore, the landscape of academic disadvantage and educational vulnerability has evolved over the past five years, highlighting the urgent need to broaden the support provided by the Education Development Unit (EDU) to encompass all vulnerable Commerce students.

The faculty's decision to transition 86 mainstream students to extended degree programmes following the June exams stems from a commitment to enhancing throughput rates within standard timelines. This move also acknowledges the potential benefits of the associated output subsidy, which can help foster a more supportive academic environment. For many funded students, enrolling in the extended degree programme offers the advantage of receiving an additional year of funding under this formalised structure.

In alignment with Academic Development principles, the faculty redefined "equitable access" by expanding the concept beyond admission to integrate comprehensive support structures at crucial vulnerability points in a student's first year. Two critical points of access and support have emerged:

1. At admission: A disadvantage score addresses disparities in prior schooling and preparedness, ensuring that inequalities are considered from the outset.
2. Post-transition: After the first semester, the faculty focuses on students' wellbeing, addressing challenges with empathetic and responsive support to foster an inclusive learning environment.

## Student advising as a function of T&L

Throughout the academic year, students have numerous opportunities to seek guidance from staff. Academic advising is increasingly recognised as essential, leading to several initiatives by CHED and EDU to integrate advising as an integral part of teaching and learning. For instance, academic advising during registration goes beyond simple course selection; it is a vital extension of the educational experience. Through interaction with staff, students receive personalised guidance and mentorship, allowing them to navigate their academic journey with confidence. Advising fosters open dialogue, enabling advisors to celebrate achievements, outline learning pathways, and connect students with essential support services. This approach promotes equitable access to resources, empowering students from diverse backgrounds to reach their full potential within the academic community.

To prepare staff for advising and mentorship opportunities, EDU provided training that equipped academic and PASS staff across various departments with the necessary knowledge and tools to effectively guide students. By emphasising the unique curriculum pathways and challenges students face, this cross-departmental training improved communication and collaboration. It also highlighted shared challenges encountered by EDU and mainstream students, creating opportunities for joint initiatives supporting student success across the faculty.

Additionally, the EDU team implemented workshops for all FOCR/RAC students, focusing on themes such as academic success, wellbeing, and exam preparation. These workshops, the personalised academic advising, and the psychosocial support throughout the year demonstrate the faculty's commitment to enhancing teaching and learning. By offering tailored resources and guidance, this initiative aims to improve student success and ensure equitable access to the support needed for academic achievement.

## Initiatives from EDU

In partnership with [The Saville Foundation](#) and [The Greenlight Movement](#), a team of EDU academic and PASS staff are developing a wellbeing metric to assist students in assessing and improving their wellbeing. The tool enables students to evaluate their quality of life and identify pathways for personal growth. By highlighting challenges students may encounter, the Commerce Faculty will gain valuable insights to provide targeted support, fostering an inclusive environment where students can thrive.

The Commerce EDU is deeply committed to fostering a strong sense of community and belonging among its students. Events like the first-year induction fun day, annual awards ceremony, and the Autumn Graduation celebration are key moments that bring together students, staff, and funders to celebrate diversity and shared success. With support from partners like Investec and The Saville Foundation, these events create inclusive spaces where students, particularly those from historically underrepresented backgrounds, feel valued and supported. From acknowledging academic achievements to easing the transition into university life, Commerce EDU's initiatives build a connected, thriving community that nurtures every student's growth and development.



## Implementation of revised rules to increase throughput and improve engagement

In 2023, the faculty revised several degree and programme progression rules to enhance student throughput and provide more explicit degree requirements in the handbook. A critical update was the implementation of the FECR rule. The FECR rule affects students who cannot complete their degrees within the minimum time frame and have, for the first time, not met progression requirements, leading to an extended degree completion time of N+1.

To help students better understand these requirements, those affected receive a probation letter from their department outlining which courses must be passed in a specified time frame to avoid academic exclusion (N+2). All FECR students are reviewed after the first semester of the following year to determine if they are on track, or if they should transition to other degree programmes within the faculty.

Implementing these changes has led to a noticeable decrease in exclusion rates over the past two years and has improved student agency. A clear indication of this progress is that students reach out for help earlier when encountering difficulties. This proactive communication is a vital step toward supporting academic success and enhancing overall throughput within the faculty.

## Key contextual aspects

As in other years, 2023 was marked by several events that created a specific context to the academic year and impacted the teaching and learning space. Below some examples that impacted the Commerce Faculty.

### ***Protests 2023***

In the first week of the first semester in 2023, student protests disrupted the start of teaching. Within the faculty, an analysis was done at the end of 2022 to ascertain the number of students who were impacted negatively due to funding restrictions. Considering this, funding from the Dean's office had been made available for support. Additionally, students were granted permission to take part in classes and access the relevant learning platforms until the grace period of the university expired.

Students and course convenors as well as administrative staff are negatively impacted when such disruptions occur. The most vulnerable students are uncertain if they will be allowed to continue in courses whilst waiting for the settlement of outstanding fees. Academics must find appropriate ways to support students in these situations and this results in additional workload. For administrative staff, the individual tracking of students on grace period may result in errors and exceptions that set precedents.

### ***Harambe project implementation***

In 2023, programme enrolment was, for the first time, implemented in the Faculty of Commerce for all first-year students' registration. While this was a success, the ideal scenario of rolling programme enrolment into the second year has been curtailed.

Unfortunately, due to financial constraints in 2022, programme enrolment had not been implemented from the second year onwards, resulting in a loss of the gains of 2022 as the first-year students from 2022 registered with blank shopping cart in 2023. This meant increased workload for academic and PASS staff.

During 2023, programme enrolment for the faculty was again not part of the development priority for the registration cycle of 2024. As the funding for the Harambe project is managed centrally, the faculty has limited ability to negotiate project priorities. The Harambe project is proving to be critical for future operations of the faculty in the context of streamlining student engagement, FEC and RAC processes and integrating all communication within one system.

### ***Funding challenges***

Many students experience funding challenges that have far-reaching implications: Growing student debt, mental health challenges, and food insecurity, to name but a few. In 2023, the faculty used its Commerce Crisis Fund to provide food, essential items, and bus tickets for students where needed. However, this is a miniscule contribution to the increasing concern of funding and support for students.

### ***Curriculum change and review***

The Commerce curriculum review moved into its second phase from 2023 onwards. The core focus remained unblocking the curriculum by implementing strategies identified in 2022. Course credit and workload calculations were made a requirement for submission of new course proposals to the Commerce Academic Planning Committee. In terms of governance and quality assurance, departments engaged with the professional body competency frameworks and ensured that these aligned with the graduate attributes.

The project of developing a core degree that speaks to the graduate attributes of a Bachelor of Commerce was re-envisioned through the Bachelor of Commerce in Management Studies. This innovative approach allowed 40 students to graduate who would previously have faced exclusion.

Additionally, we re-introduced (after the hiatus of COVID-19) an analysis of pass-rates across all courses, the external examiner report review, and the FEC process review. Emanating from these reviews, several changes were suggested and will be implemented in 2024.

## Commerce facts and figures

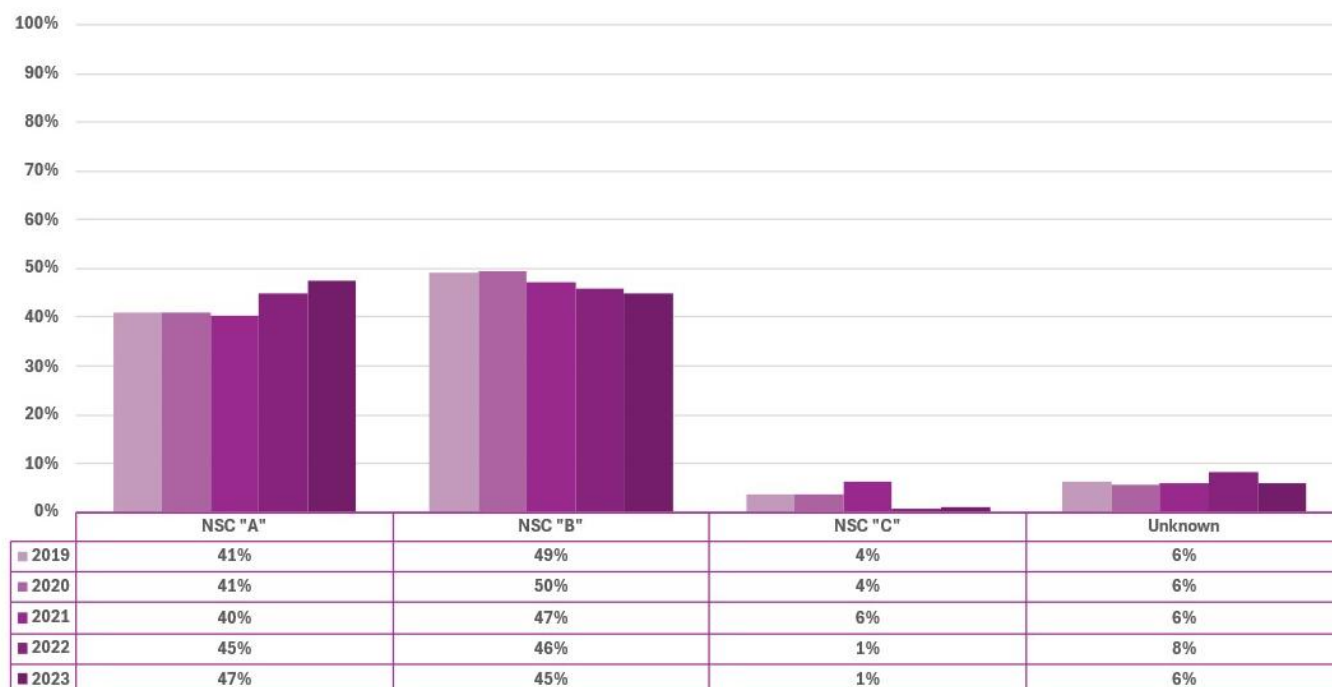
### ***NSC profile of first-time entering undergraduates***

We use the table below to show the proportion of National Senior Certificate (NSC) aggregate equivalent for incoming first-time entering undergraduate (FU) students.

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

The NSC aggregate equivalent analysis for the Faculty of Commerce shows an increase in proportion of incoming students with 'A' aggregate since 2022. 'C' aggregates have decreased, which may be attributed to the strict implementation of the entrance requirements.

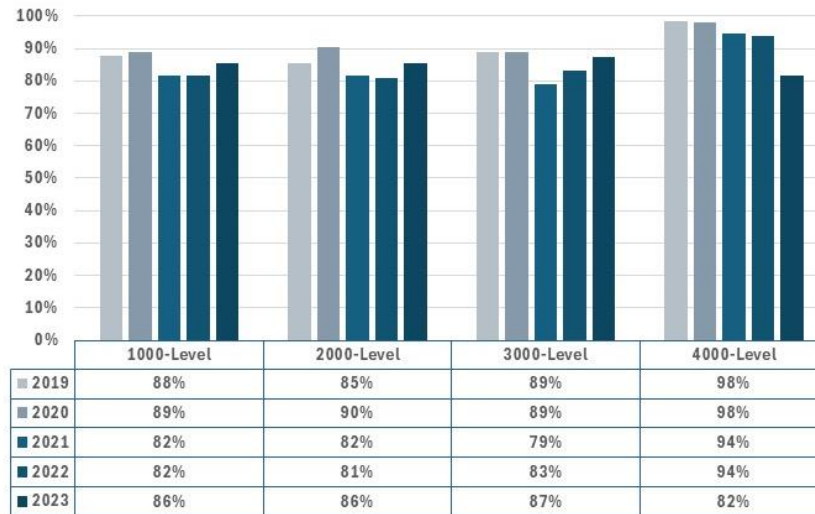
Figure 3.1.1 NSC aggregate equivalent of first-time entering Commerce undergraduates



**Course success rates**

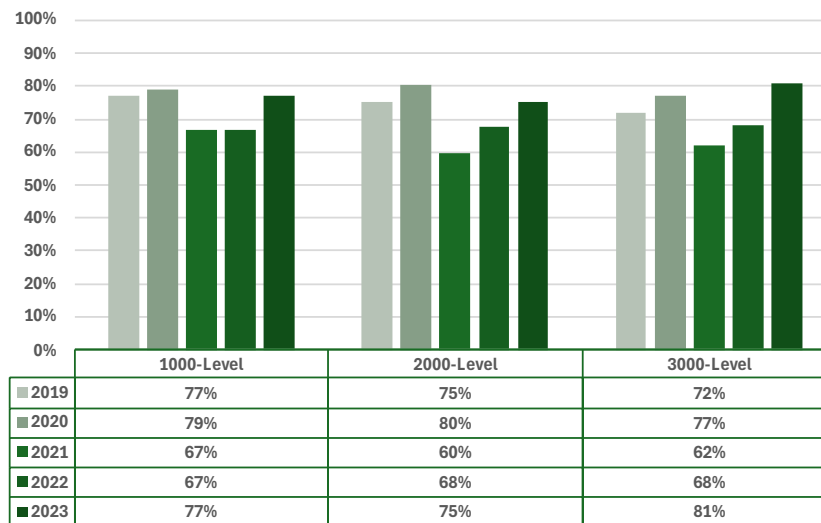
The success rates of all students on Commerce undergraduate courses remained high, above 80%. Success rates improved from 2022 to 2023 for courses up to 3000-level, but dropped in 2023 for 4000-level courses from 94% to 82%.

Figure 3.1.2(a) Success rates of all students on Commerce undergraduate courses



The success rates of EDU students in extended degrees shows a recovery from the COVID-19 period at all course levels. Extended-degree students were disproportionately affected by emergency remote teaching and learning. The additional support provided to these students during the first and second year of study shows in the improved performance in the third year of 2023.

Figure 3.1.2(b) Success rates of extended degree students on Commerce undergraduate courses



### Academic concessions and exclusions

Students with academic concessions have faculty or Senate permission to continue, while those who have readmission refused on academic grounds are excluded.

Figure 3.1.3 below illustrates the effects of consistently applying the N and N+1 rule in the Commerce Faculty, where N is minimum time to completion. Students who have failed progression requirements and can no longer complete their degrees within the minimum duration of N years are given a Faculty Examination Committee (FEC) related code. In 2023, 33.5% of Commerce students fell into this category, which aligns with the national average for Bachelor of Commerce programmes.

Research indicates that most of our programmes and the associated workload are completed in four years. By strategically implementing the extended degree option, we can effectively treat a four-year duration as the new N value. This adjustment is reflected in the graphs below, which show a downward trend of the academic exclusion rate. This positive trend can be anticipated going forward as students are given the opportunity to reduce their workload and complete their degrees in a more manageable timeframe of four years.

Figure 3.1.3 Students with faculty/Senate permission to continue or readmission refused on academic grounds



### Cohort completion rates

The cohort completion rates consider only students who start and end in the same programme. In this section, we show years to completion of graduate cohorts in specific Commerce programmes. We also show proportions of FU cohorts who complete in N years (minimum time), N+1 years, and N+2 years.

#### Bachelor of Commerce (BCom) (3-year programme)

Figure 3.1.4 below shows the years to completion amongst 2015–2019 BCom graduate cohorts. It shows that over these years, increasing proportions of graduates take an additional year (four years total) to finish their programme. However, with the changes in programme structures, curriculum reviews, and greater mobility between degree programmes, the faculty is confident that completion in minimum time will improve. It is important to note that the numbers below do not include students who left their degree programme.

Figure 3.1.4 Years to completion of BCom graduate cohorts 2015–2019

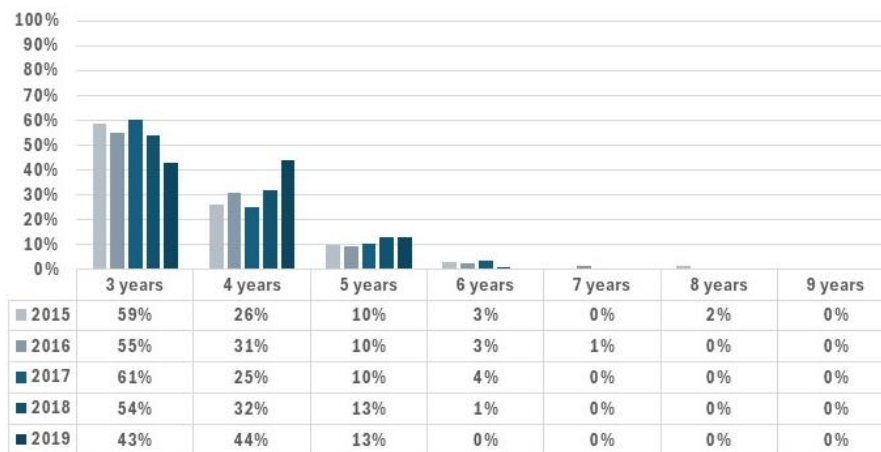
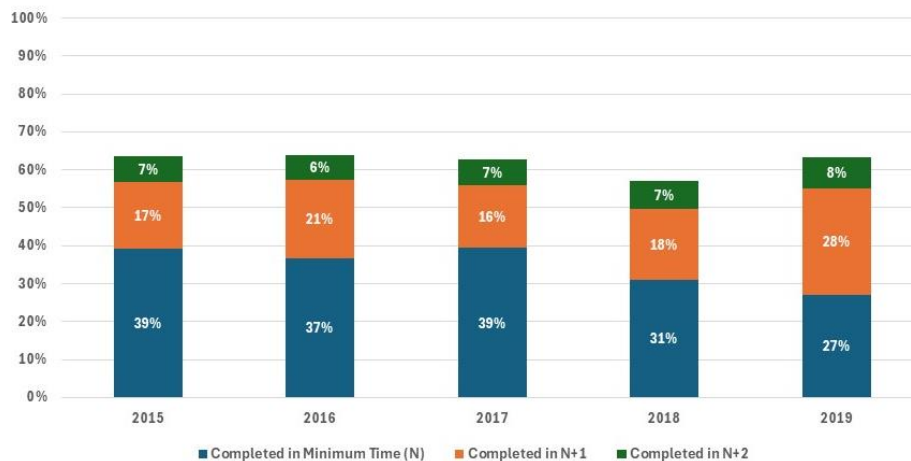


Figure 3.1.5 below shows the proportion of 2015–2019 FU BCom cohorts who completed in up to N+2 years. It shows that for each cohort, just under 60% completed within N+1 years, and an additional 6-8% completed in N+2 years.

Figure 3.1.5 Proportion of 2015–2019 FU BCom cohorts who completed in up to N+2 years



*Bachelor of Commerce Extended programme (BCom Extended) (4-year programme)*

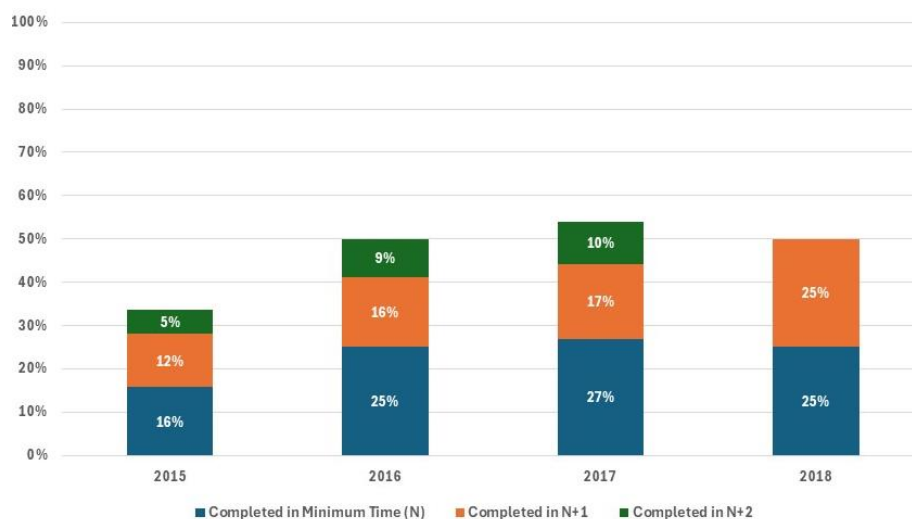
Figure 3.1.6 below shows the years to completion amongst 2015–2019 BCom Extended programme graduate cohorts. It shows that over these years, increasing proportions of extended programme graduates are taking the minimum four years to complete their programme. Note, completion rates are as at 2023, so the 2019 graduate cohort only has completions up to five years.

Figure 3.1.6 Years to completion of BCom Extended programme graduate cohorts 2015–2019



Figure 3.1.7 shows the proportion of 2015–2018 FU BCom Extended cohorts who completed in up to N+2 years. 2019 cohorts can only have completions up to N+1 years by 2023, so are not compared here. The figure shows that for the 2015–2017 cohorts, an additional 5-10% completed in N+2 years. Zero students graduated in N+2 years from the 2018 cohort.

Figure 3.1.7 Proportion of 2015–2019 FU BCom Extended cohorts who completed in up to N+2 years



*Bachelor of Business Science (BBusSc) (4-year programme)*

Figure 3.1.8 shows the years to completion amongst 2015–2019 BBusSc graduate cohorts. The analysis of the 2015–2019 Business Science graduate cohorts shows that substantially more students complete their degree programme in the minimum time. Note, completion rates are as at 2023, so the 2019 graduate cohort only has completions up to five years.

Again, the data only presents students who remain in their programme, and it is important to note that a substantial number of Business Science students move into a Bachelor of Commerce degree within the first two years of their studies. These students would not be represented here and therefore the figure may be slightly skewed towards the strongest students who remain within their original degree.

Figure 3.1.8 Years to completion of BBusSc graduate cohorts 2015–2019

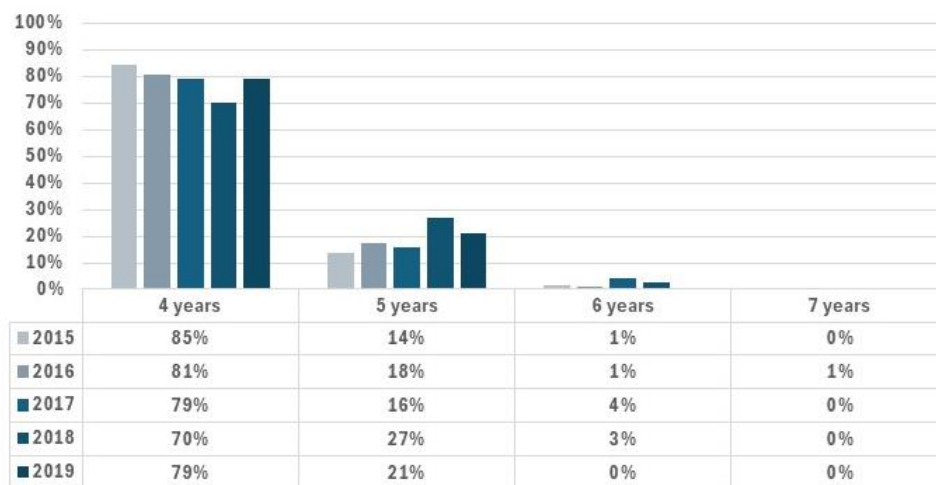
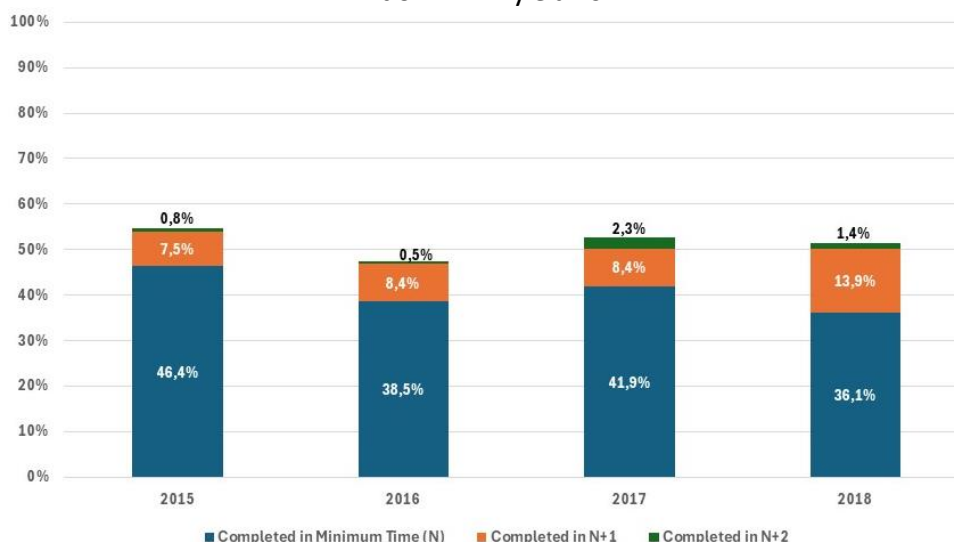


Figure 3.1.9 shows the proportion of 2015–2018 FU BBusSc cohorts who completed up to N+2 years. 2019 cohorts can only have completions up to N+1 years by 2023, so are not compared here. The figure shows that for the 2015–2017 cohorts only an additional 1-2% completed in N+2 years.

Figure 3.1.9 Proportion of 2015–2019 FU BBusSc cohorts who completed up to N+2 years

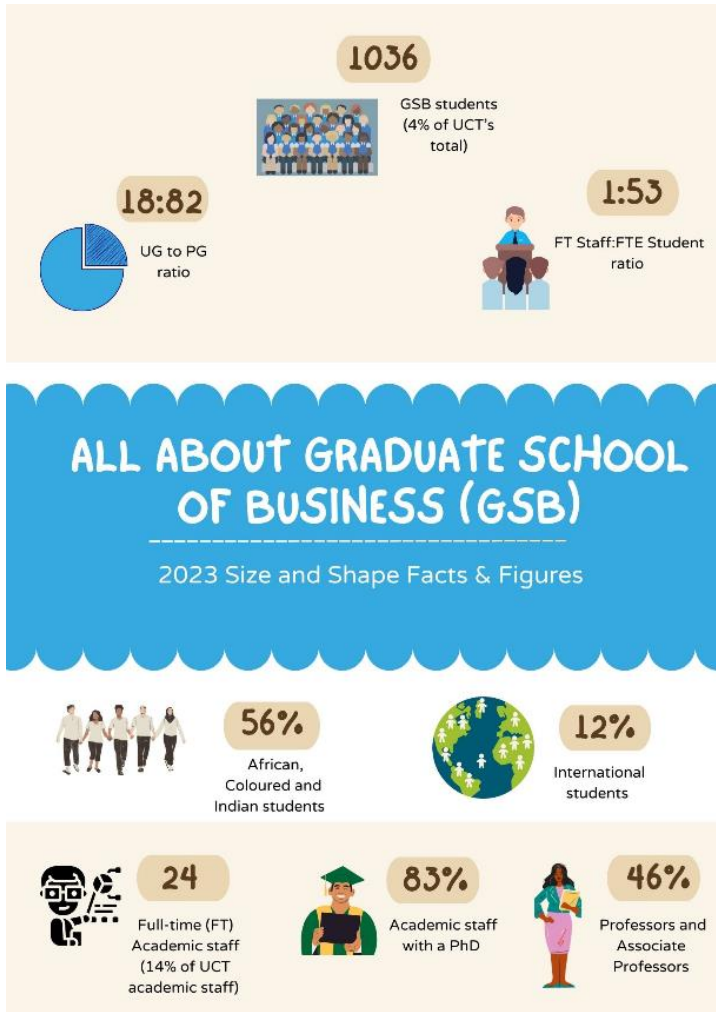


## 3.2 GRADUATE SCHOOL OF BUSINESS

In 2023, the Graduate School of Business (GSB) saw a number of successes associated with its 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 its current five-year strategic plan, the GSB seeks to: (1) use its convening power, unique perspective, and expertise to drive positive societal change in South Africa and beyond; (2) be the leading authority in understanding business and the business environment in Africa; and (3) be a global pacesetter for research, teaching, and thought leadership focused on understanding – and identifying creative solutions to – critical challenges in complex environments.

### School-wide teaching and learning successes

In 2023 the GSB underwent its third reaccreditation exercise in three years, hosting deans from top business schools in Europe and Latin America as part of an AACSB reaccreditation review. The AACSB standards are strongly focused on teaching and learning, with particular attention paid to curricular quality, student preparedness, and the metrics the school uses for assurance of learning. The review went extremely well and the GSB was awarded a full renewal of its AACSB reaccreditation, with the deans noting the “strong level of support provided to students and the attention to the overall successful operation of the teaching activities” in their final report. The panel also specifically commended the GSB on its international outlook, the successes of its Case Writing Centre – which, they noted, “has established a real presence on the global stage” – and the school’s recent “deep review” of its MBA programme, which resulted in the “strengthening of the curriculum and the learner experience” as well as a “laudable” focus on student preparedness and programme quality. With this full AACSB renewal, the GSB now has its best accreditation status in nearly two decades, with top reviews and full accreditation renewals from all three global accreditation agencies: EQUIS, AMBA and AACSB.



In 2023 the successes of the GSB's teaching and learning activities were also reflected in its global rankings:

- The MBA programme was ranked 27<sup>th</sup> globally by the *Better World MBA* ranking, which looks at 209 of the best MBA programmes in the world and ranks the top 40 for their focus on sustainability and impact. The GSB's MBA was the only African programme and one of only two programmes from emerging markets to earn a place on the top-40 list.
- The Executive MBA (EMBA) programme was ranked 51<sup>st</sup> in the global QS EMBA rankings and was ranked among the 100 best EMBA's in the world by the UK's Financial Times. Both rankings, which are the most influential and comprehensive for business schools, identified the UCT GSB as the best programme in Africa, and the GSB's EMBA was once again the only African programme to make the FT list.
- The GSB's Master of Management Specialising in International Management ("MIM") distinguished itself among the 34 global member schools of the CEMS Alliance, which jointly deliver the degree. In 2023, five of the courses that the GSB offered students in this global programme were top-ranked by students – no other school in the network (which includes distinguished business schools at 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) received top marks from students for more than two courses.

## Student successes and engagements

- An MBA student, Onkutlwile Motlogelwa, was selected to represent the GSB at the 2023 Berlin Global Dialogues, a high-level global forum intended to unite leaders from business and policy spheres "to shape a world in transition". As one of the student representatives from around the world at the event, Onkutlwile had unparalleled access to engage with high-level global decisionmakers in conversations focused on economic fragmentation, international cooperation, and innovations to shape a just and sustainable energy transition. Another MBA student, Cecilia Malila, published her case: "The future of work: A hybrid work model in a public sector organisation" in the GSB's Emerald Case Collection with the aid of her supervisors Preeya Daya and Geoff Bick.
- An MPhil student, Prashana Rampersad, co-authored a significant [discussion paper](#) for the Groningen Declaration Network on academic supports for displaced persons (including refugees, asylum seekers, and internally displaced persons).
- Two EMBA students had their inspiring stories highlighted by UCT News, including [Manisha Govender](#), who described the EMBA as "a transformative journey", and [Aniqah Deers](#), whose thesis on maternal influence on their daughters' career progression was influenced by her late mother.
- The GSB's MIM students worked with a number of global companies, including Siemens, Cartier, and Beiersdorf, to present prototype solutions to real-world issues faced by these companies. The student recommendations, which were presented directly to executives within these companies, were extremely well received, with one executive describing the GSB's students as having the "best project [their company executives] have seen" among 24 projects run with students at top business schools around the world.
- GSB students participated in a number of charity functions to raise money for local causes, including an MIM student fundraiser that raised R15 000 for [U-Turn](#), an organisation that supports the journey out of homelessness, and contributions from MBA and EMBA students to fund 150 "mini-libraries" consisting of plastic boxes of books and stationary to children in Jim se Bos through the GSB's engagement with the Hopelink Children's Library.

## Curriculum review and change

In 2023 the GSB continued its multi-year curricular review process, which seeks to update all of the programmes at the school to ensure they remain relevant and pedagogically innovative.

### ***Master of Business Administration (MBA)***

Following a shift in the delivery dates and methods for the Modular MBA in 2022, in 2023 the dates for the full-time MBA were shifted to begin in August and end in August. These new dates will bring the full-time programme more closely into line with the majority of business schools around the world, thereby facilitating student exchange between the GSB and its nearly 50 international partner schools and making it easier for international students to join the programme.

In 2023, the school also implemented a significant curricular change across both its Modular and Full-Time MBA programmes. All core MBA courses were grouped into three overarching “framework courses”, including *Business and Leadership in Global Contexts*, *Managing Complex Environments*, and *Strategic Decision-making in Changing Environments*. Each of these three broad courses now contains individual modules (previously stand-alone courses), many of which have been updated to reflect the school’s focus on sustainability and impact. These new modules include: *Doing Business in Africa*; *Strategy, Society and the Environment*; *Politics and Economics in Context*; *Purposeful People Management*; *Strategic Entrepreneurship*; and *Research for Responsible Managers*. This shift has allowed the MBA programme to be more flexible and agile and has created new opportunities to develop interdisciplinary assessments that require students to synthesise what they have learned across multiple modules.

In one of the new modules, *Doing Business in Africa*, MBA students met with entrepreneurs at the school’s facility in Philippi to provide practical consulting advice to these local ventures. One of the entrepreneurs who took part in the engagement posted a glowing report on social media, noting: “Creating a space where township-based entrepreneurs have access to world class knowledge and expertise from international and local MBA students who consult at an enterprise level is a true game changer. The networking, engagements, and conversations that took place in this room have the power to transform local businesses.”

### ***MPhil in Inclusive Innovation (MPhil)***

The GSB’s MPhil programme continued its process of curricular review and development, which is intended to enhance throughput and student success in this research-intensive programme. In 2023, these new efforts included the initiation of a new writing retreat, during which a number of MPhil students spent several days immersing themselves in their research and writing with the MPhil Programme Director. The programme also launched an annual showcase to celebrate the impact of the work done by current students and alumni in the MPhil programme. Throughout the year the MPhil also opened a number of its lectures to the broader community, including lectures on topics such as “Inclusion, disability and structural violence” and opportunities to engage with organisations working at the intersection of business, impact, and sustainability.

### ***Postgraduate Diploma in Management Practice (PGDip MP)***

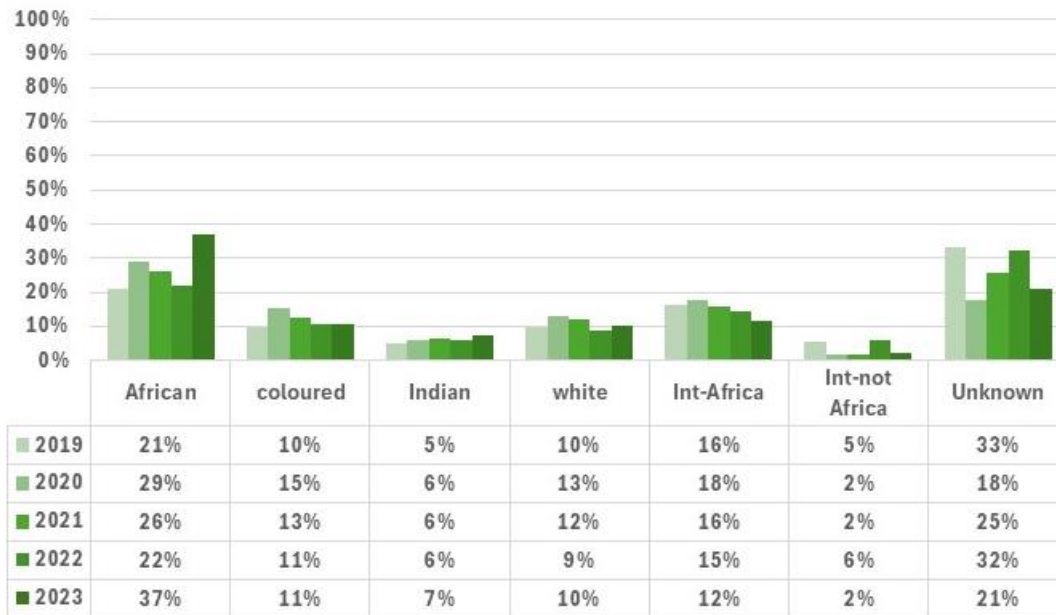
The PGDip MP, which recently added a fully live online intake in addition to its more traditional face-to-face intake, continues to lead the school in digitally mediated pedagogy. In 2023 the programme received funding from the Office of the Deputy Vice Chancellor for Teaching and Learning to develop a fully asynchronous version of the programme. By allowing managers across the continent to engage with the programme in even more flexible ways, this asynchronous intake is likely to attract an even larger number of busy managers, working parents, and students from across the continent (including those outside South Africa’s time zone).

## Diversity and Transformation

### Increased student diversity

The GSB's 2023 enrolments reflected the school's efforts to enhance the diversity of its student cohorts. The majority of the GSB's programmes continue to reflect substantial gender diversity, with several of the school's programmes enrolling cohorts comprised of more than 60% women. In 2023, more than half of GSB students (55%) were black South African – an improvement on previous years and a figure that compares favourably to overall postgraduate enrolments across the university.

Figure 3.2.1 GSB postgraduate enrolments by population group



### Innovative Africa-focused teaching materials

The GSB's Case-Writing Centre (CWC) continued to develop new approaches to producing and sharing case studies about businesses in Africa. In 2023, the CWC launched an innovative new case collection called *Doing Business in Africa* (DBIA), which has entirely reimaged business school case studies to make them more engaging and accessible in ways that reflect the dynamism of business on the continent. These DBIA cases are freely available to the public on the [GSB CWC website](#) and on the [CWC LinkedIn page](#). Each case consists of several parts – including blogs, podcasts, infographics, reading lists, and expert analyses – with a new case element released each week. This multimedia, multi-part approach allows readers, educators, and students to design their own engagement with these cases, as well as ensuring that business leaders, industry experts, and stakeholders from across the continent are able to tell their stories in their own words.



## International student visits and exchanges

In 2023 the GSB welcomed more than 100 international exchange students into its programmes, as well as groups of visiting students from business schools around the world. In total, students from the following nearly 50 global business schools visited the GSB:



## 3.3 ENGINEERING AND THE BUILT ENVIRONMENT

### Key contextual issues

#### Strategy

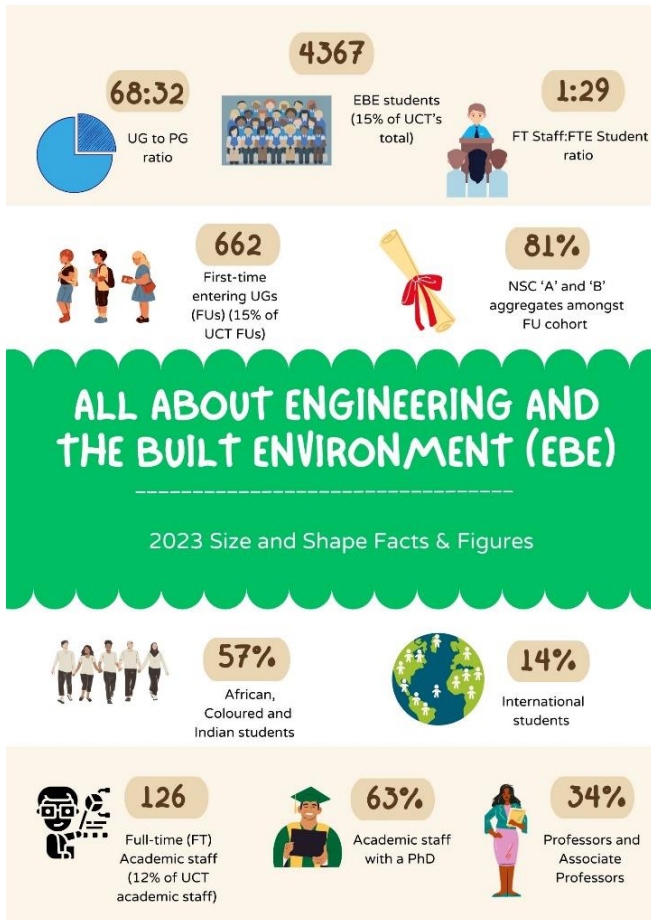
EBE's teaching and learning activities are centred around UCT Vision 2030. As a faculty, our primary investment is in the quality of our education and we are committed to serving our communities by producing the finest EBE professionals for generations to come. Our degrees marry technical skills with creative problem-solving. The faculty, in operationalising UCT Vision 2030, has developed a Vision 2050. The EBE 2050 Future Dreamers programme was initiated as a proactive measure to envision the future landscape of the faculty by 2050.

The EBE Future Dreamers group, consisting of academic, PASS, and technical staff from all EBE departments aged between 25 and 40 years old, was facilitated by Dr Craig Wing. They participated in a series of workshops to conceptualise the vision.

Vision 2050 extends UCT's overarching Vision 2030 strategy goal – to #unleash human potential to create a fair and just society – and focuses on nine key goals:

1. We are caring and collaborative. We focus on excellence, innovation, and sustainability.
2. Our teaching and learning is skills-focused and fundamentals-driven.
3. Our curricula are inclusive and responsive to local and global challenges.
4. We offer customised learning and AI-driven solutions.
5. We are experts and leaders. We integrate research and teaching in strategic and relevant areas.
6. We have spaces and resources for creative thinking.
7. We have digital equality and seamless connectivity.
8. We have streamlined, efficient administration systems.
9. We are connected.

In line with UCT Vision 2030, our Vision 2050 demonstrates our commitment to building a culture of excellence, innovation, and sustainability in our teaching and learning practices for a changing and complex society.



## Governance

### ***The Undergraduate Teaching and Learning Committee***

The Undergraduate Teaching and Learning Committee (UGTLC) manages the faculty's teaching and learning activities at the undergraduate level and reports to the Dean's Advisory Committee and Faculty Board. Chaired by the Deputy Dean for Undergraduate Studies, this committee is responsible for all aspects of the undergraduate programmes – quality assurance, planning and approval of new programmes, programme committee business, and credit rating of courses, just to mention a few. All programmes in EBE are managed by a programme convenor who is responsible to the head of the department for the management of the respective programme(s). The programme convenors and heads of departments work closely together to ensure that their programmes are professionally managed and resourced in every respect.

The Undergraduate Teaching and Learning Committee plays a key role in ensuring that the faculty's commitment to outcomes-based programme objectives and best practice in student assessment are carefully managed, especially with respect to the teaching and learning challenges experienced as a result of the pandemic.

### ***The student voice***

The student voice in EBE is of paramount importance in our governance structures in undergraduate teaching and learning, thus the Academic Officer from the EBE Student Council (EBESC) sits as a student representative on our UGTLC committee. Both the Academic officer and the Chair of the EBESC are members of the EBE Curriculum Review Project Working Group, and there is UCT SRC representation on the Readmissions Committees (RAC).

### ***Professional accreditation***

It is also important to note that, beyond the Council on Higher Education, professional bodies also play a critical role in our teaching and learning frameworks as our degree programmes must adhere to professional competencies or graduate attributes prescribed by our professional accrediting bodies such as the Engineering Council of South Africa (ECSA) for our BSc(Eng) programmes. This therefore means that our teaching and learning activities and credits load must be responsive to frameworks set out by the accrediting professional bodies. The faculty also ensures that academic staff are ECSA registered and regularly hosts workshops about the process and importance of professional registration.

Several accreditation visits and engagements were undertaken during 2023 to ensure EBE qualifications meet accreditation requirements across various professional bodies and programmes. The Department of Construction Economics and Management hosted a successful visit by the South African Council for the Quantity Surveying Profession (SACQSP). The BSc in Construction Studies and BSc (Hons) in Quantity Surveying have received full accreditation from the SACQSP for the next five years. This allows graduates to work as quantity surveyors and enables them to become professional quantity surveyors.

The Department of Construction Economics and Management also hosted a successful accreditation visit by the South African Council for the Project and Construction Management Profession (SACPCMP) in the early part of 2023 for the accreditation of the BSc in Construction Studies and the BSc (Hons) in Construction Management. The degrees received unconditional full accreditation for the next five years.

## Student success stories

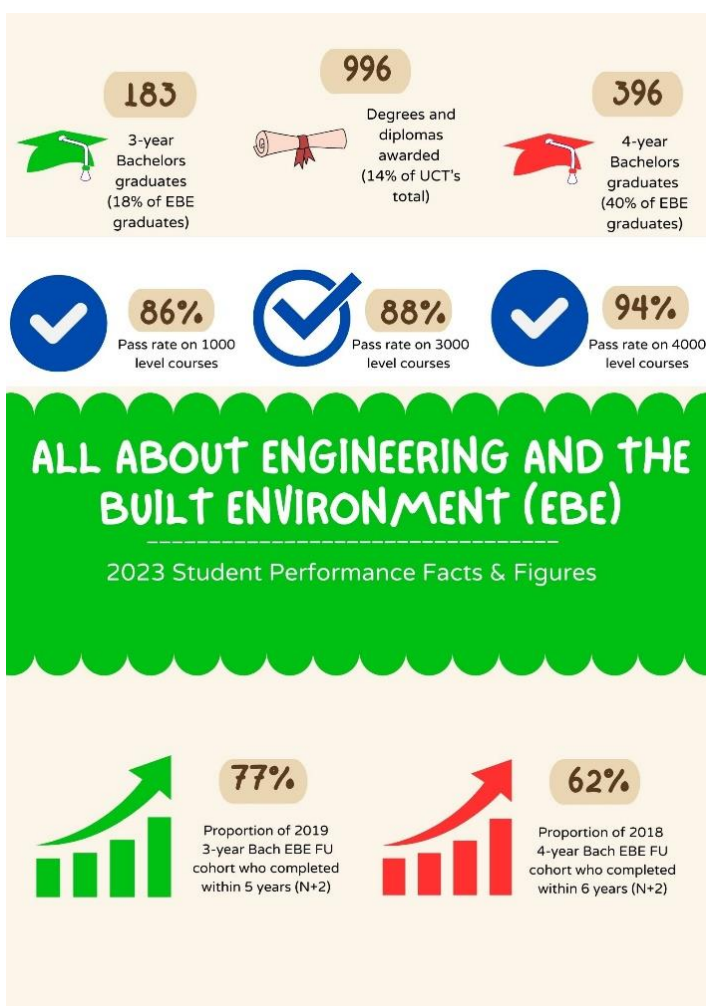
### **Winning the war on bottleneck courses**

The year 2023 marked the successful launch of our new learning platform, Amathuba. As part of this initiative, all first-year courses within the faculty transitioned to the new platform, with some programmes opting to migrate all undergraduate years. While the migration presented its share of challenges, EBE is proud to report that our academic staff, alongside the CILT team, demonstrated remarkable dedication in navigating and addressing these challenges as they arose. The faculty continues to monitor and address any issues to ensure a seamless transition for both staff and students. The faculty continued its successful utilisation of the Tutored Reassessment Programme (TRP) during the 2023 academic year. This programme has proven invaluable for courses identified as 'bottleneck' courses, characterised by unexpectedly high failure rates, as well as those critical to student success, such as Mathematics and Physics for engineering students. The TRP has played a vital role in supporting student progress and facilitating academic success, reflecting our commitment to student-centred learning and support. These developments highlight our ongoing commitment to enhancing the academic experience and supporting student success within EBE. The faculty commends its staff for their dedication and hard work in implementing these initiatives and ensuring their effectiveness.

### **EBE student success stories in the news**

The Faculty of EBE continues to nurture some of the most innovative and driven minds in the country. From water-based solutions to advancing sustainable construction, EBE students are making headlines for their impactful contributions to both local and global challenges.

One shining example is **Tariro Marekwa**, a UCT student who [triumphed in a water-based competition](#). Tariro's achievement stands as a testament to the practical skills and ingenuity that EBE instils in its students, equipping them to tackle pressing environmental issues. Her innovative approach to water sustainability exemplifies the real-world applications of the knowledge and expertise gained during her studies.



Similarly, **Zintle Mtshoke**, a chemical engineering graduate, embodies perseverance and determination. [Her journey](#) to graduation is not only a personal triumph but also a story of resilience that inspires future students to overcome the hurdles they face. She credits her success to both her spiritual connection and the support of her community – a powerful reminder of the holistic experience that shapes an engineer’s journey at UCT.



Further evidence of EBE’s leadership in innovation came when a team of engineers secured an **international innovation title** for their [greywater solution](#), a project that addresses water scarcity – a critical issue in the region. Their work not only demonstrates technical expertise but also positions UCT EBE as a leader in sustainable water management solutions on a global stage.

EBE students also continue to make significant strides in **outreach in science, technology, engineering, and mathematics (STEM)**. UCT’s Department of Electrical Engineering [recently embarked](#) on an outreach initiative, sparking interest in STEM among young learners. This outreach is crucial for cultivating future engineers who will continue to drive innovation in their communities and beyond.



The success story of UCT EBE students would not be complete without mentioning the **Greenovate Awards**, where UCT’s Department of Construction Economics and Management has maintained a dominant presence, [winning seven out of nine competitions](#) since the award’s inception. This consistent excellence in the property/construction stream highlights the faculty’s commitment to fostering sustainable design and construction practices.

## Curriculum change and review

### **Background and context**

The EBE curriculum review project is part of the larger UCT curriculum review project. Across UCT, this project has a number of key focus areas, including student success and pass rates, assessment practices, graduate attributes, and transformation and decolonisation. Within EBE, the following aspects were identified as key for the faculty's curriculum change and review project: credit totals and content overload for undergraduate and postgraduate taught programmes; pass rates and throughput, particularly the consequences of the N+1 progression requirements, including teaching pedagogy and student support for success; duplication of courses and content within EBE; and the possible integration of cross-cutting curriculum content.

The project is due to run for three years (2023–2025) and is funded by the DVC Teaching and Learning. Crucially for EBE, curriculum is thought of as more than just content and teaching style – it encompasses the student's experience from the day they arrive at UCT until their graduation with an EBE degree. Funding is being used to provide administrative support via a Payclass 8 contract appointment, and it is available for teaching relief or for departments to schedule retreats where they can work on curriculum matters.

This project formally started in February 2023 with the appointment of A/Prof Chris von Klemperer as the EBE Assistant Dean for Curriculum Review. After initial meetings with heads of department (HoDs) and programme conveners, a specific EBE Curriculum Review Project Working Group was created. This group meets quarterly and provides support and ongoing engagement with all the programmes regarding planned curricula revisions. A pay class 8 administrative support person was appointed to assist the curriculum review project. Within EBE, there is an urgent need to align credit totals for various taught degrees to the CHE and the ECSA requirements. Many EBE programmes have grown larger in terms of credits than ECSA minima (560) and CHE minima (120 per year for up to Honours). Realigning these programmes can be contentious, but departments were encouraged to use these requirements as disruptors to initiate more comprehensive curricula revisions focused on improving student success. Reducing the total number of credits should help alleviate student overload and its effects on mental health, while also freeing up the academic staff's time for research.

### **Progress on curricula changes and review**

As mentioned, EBE has targeted credit reductions and below are the reviewed EBE programmes and the dates for implementation of their revised curricula:

- Materials Science Honours (2024 implementation)
- GIS Honours (2025 implementation)
- Civil Engineering Undergraduate (2025 implementation)

A further 14 degree programmes have plans for revisions over the next three years, including:

- Chemical Engineering Undergraduate (planned 2026 implementation)
- Architecture BAS and BAS Honours (planned 2027 implementation)
- Landscape Architecture BLA Honours and MLA (planned 2026 implementation)
- City Planning Honours (planned 2026 implementation)
- Geomatics Undergraduate (new programme specialisations)
- Property Studies Undergraduate and Honours (planned 2025 implementation)
- Electrical Engineering (three UG programmes planned 2025 implementation)
- Mechanical Engineering (two UG programmes planned 2026 implementation)

Linked to these credit reductions is an attempt to close the loop and develop data on students' experience of their notional study hours. **A time on task analysis** has been undertaken with a pilot study running in the second semester of 2023. This study polled a group of undergraduate students across the EBE Faculty weekly, asking them to report on their hours spent on various types of course activities (e.g. contact lectures and tutorials as well as time spent assimilating taught content and formal homework). We envisage that this will provide the unique student perspective and allow curricula and teaching to be adjusted where necessary. Based on this pilot study, a weekly poll was integrated into Amathuba so that all undergraduate students in EBE can report on their time for each course they are registered for. This is planned to run for both semesters in 2024, generating unique and crucial data both for this project and future research.

### ***Future plans***

The plans for 2024 are to continue the curricula revisions already underway and start data analysis on the time on task survey data. This survey will be rolled out to all undergraduate students registered in EBE and will run on Amathuba. In terms of 2024, the following additional items have been identified.

- **Curriculum transformation:** The intention is to identify what EBE staff have already implemented and are doing already which could be better disseminated throughout the faculty. There is a sense that there have been many course-level actions. It is anticipated that some of these can be scaled up.
- **More focus on duplication and cross-cutting curriculum content:** While large courses faculty-wide are probably not feasible due to resource requirements on upper campus, there is a hope that we could use a modularised approach to sharing resources across EBE.
- **Student success and throughput:** As a key part of the UCT curriculum review project, this task is ongoing. There is a data-based focus on courses with high failure rates and especially those which have consistently high failure rates. These courses which impede graduation need to receive attention. Where there are programmes and courses with better student success, there is a need to identify these and what we can learn from them.

## Key contextual issues

### ***Winning the challenge on service courses***

In 2023, the faculty faced several key contextual issues regarding undergraduate studies. A major development was the rollout of Amathuba. While the platform's introduction signalled a leap forward in modernising digital education, it was not without challenges. Both academic staff and students experienced a learning curve in adapting to the new system. Ongoing technical issues (e.g. course evaluations, non-compatibility with certain teaching software), particularly during the transition period, required dedicated support to ensure that the user experience improved over time.

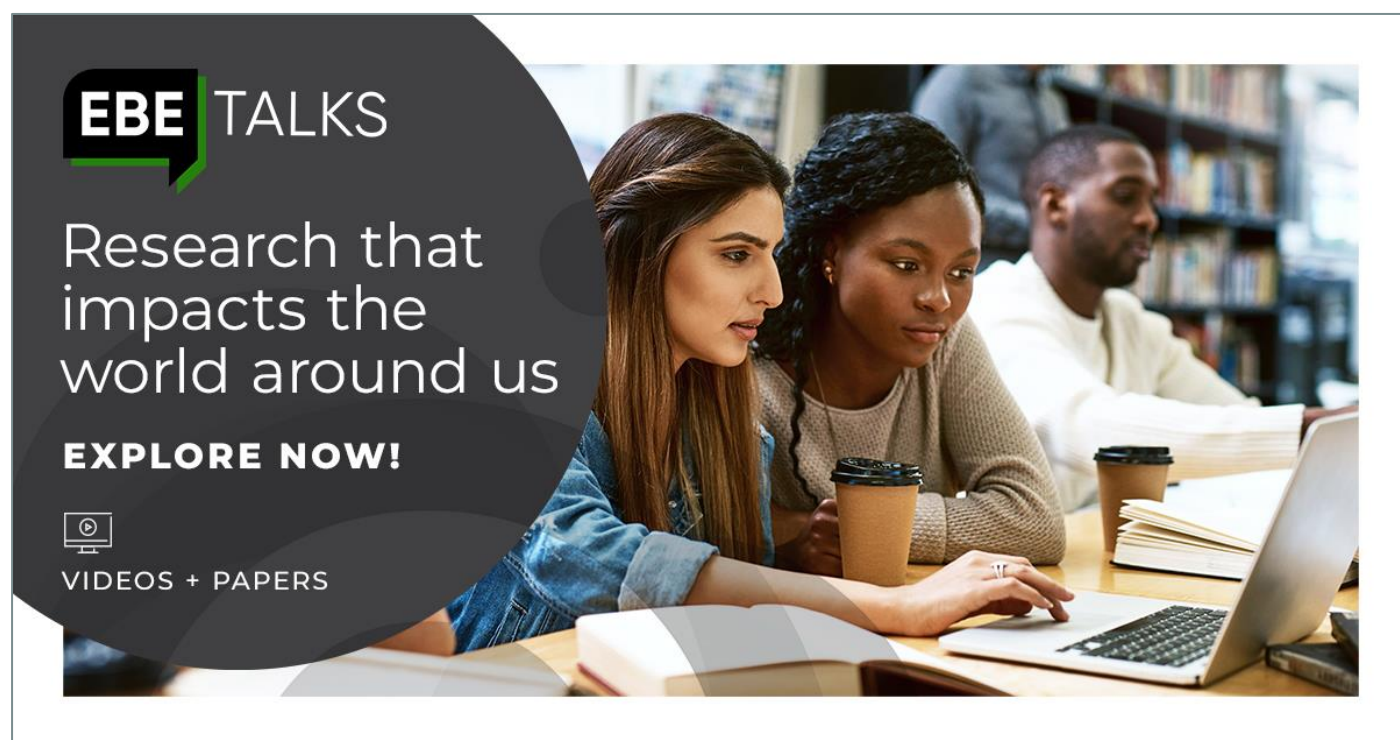
Another critical focus was the pass rates in service courses, specifically Mathematics and Physics for engineering students, and accounting and statistics for construction and property studies students. Encouragingly, there was a noticeable improvement in Mathematics pass rates, attributed to focused teaching interventions and the support of digital resources like the newly launched Mathematics video repository. However, Physics pass rates remained a significant challenge, requiring further attention and targeted strategies to enhance student performance. To address these challenges, EBE implemented SUPPS/TRPs (Supplementary and Tutored Reassessment Programmes) immediately after the November exams for both Maths and Physics. These initiatives proved highly successful in helping students meet the necessary requirements for progression, particularly in courses with historically high failure rates. The targeted reassessment programmes have become a cornerstone of the Faculty's approach to improving student success and retention in critical subjects. We have successfully conducted the EBE Maths and Physics SUPP/DE exams immediately after the November exams in 2023, as well as after the June exams in 2024. Feedback from all the course convenors has been positive.

There are advantages in doing this: students retain the course material more effectively when the SUPP/DE exams are held shortly after the main exams, rather than months later. Initial analyses show that pass rates improved as compared to SUPP exams conducted in January or July, at the end of vacation periods. Further analysis will be done to confirm this trend. Holding the SUPP/DE exams within the marks processing deadlines allows for a quicker turnaround on course results. This means students and staff can make timely decisions regarding academic progression, which is beneficial for advising students. The external examiner reviewed both the main exam and the SUPP/DE exams together, leading to more comprehensive feedback on the assessment process. Students incurred lower costs by staying on for SUPP exams immediately after the main exam period, rather than having to return later. Students reported less anxiety and pressure by completing their exams in a shorter timeframe rather than having to re-engage with the material after a prolonged break. By wrapping up SUPP/DE exams sooner, staff completed the course administration earlier and then could focus on other academic or research responsibilities without interruptions.

## Digitally enabled education

In 2023, EBE embraced digitally enabled education through two significant initiatives. First, EBE successfully integrated Amathuba into our teaching framework. This transition was critical in enhancing the digital learning experience for both staff and students, enabling a more streamlined, accessible, and flexible approach to course management and content delivery. While all first-year courses moved onto the platform, we also piloted on some third-year courses across all undergraduate programmes, and some departments expanded the use of Amathuba across all undergraduate levels.

Additionally, we launched a dedicated Mathematics video resource repository, developed by A/Prof Pragashni Padayachee and Dr Anita Campbell within the ASPECT team. This repository provides comprehensive video materials designed to support students in mastering core mathematical concepts. By leveraging these digital tools, we are not only enriching the educational experience but also laying a foundation for future innovations in teaching and learning.



**EBE TALKS**

Research that impacts the world around us

**EXPLORE NOW!**

VIDEOS + PAPERS

## EBE facts and figures

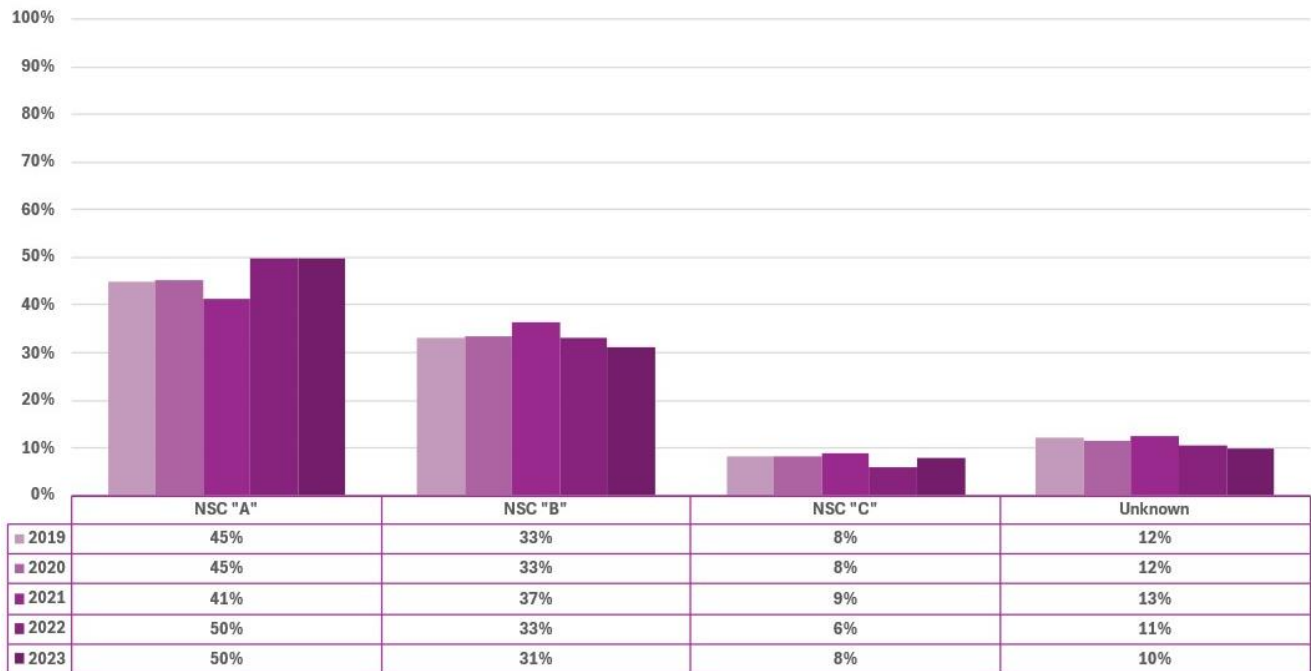
### **NSC profile of first-time entering undergraduates**

We use the table alongside to show the proportion of National Senior Certificate (NSC) aggregate equivalent for incoming students.

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

The NSC aggregate equivalent analysis for the Faculty of EBE shows an increase in proportion of incoming students with 'A' Aggregate since 2021, whereas constant trends can be observed for the 'B', 'C', and non-NSC categories. In 2023, 81% of EBE incoming students had 'A' or 'B' aggregate equivalents. See Figure 3.3.1.

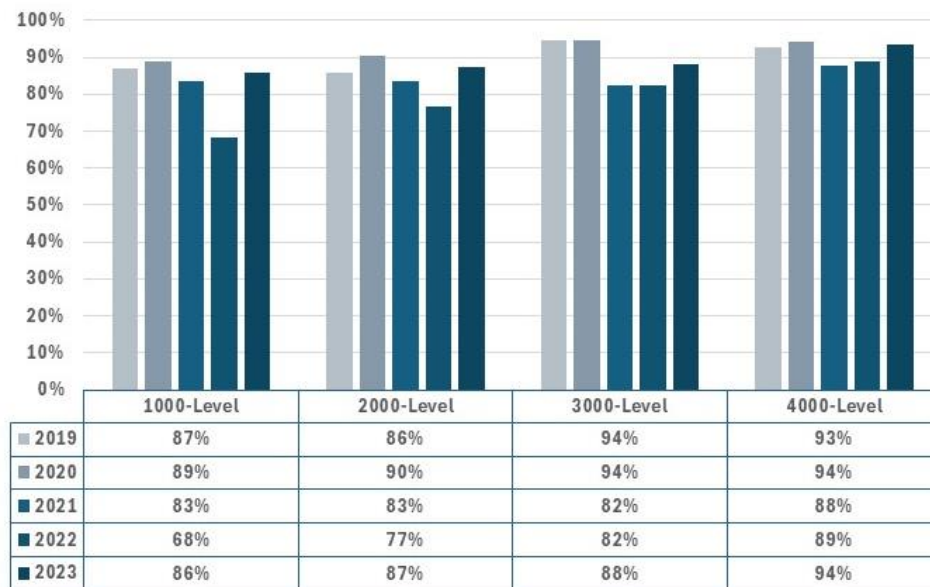
Figure 3.3.1 NSC aggregate equivalent of first-time entering EBE undergraduates



**Course success rates**

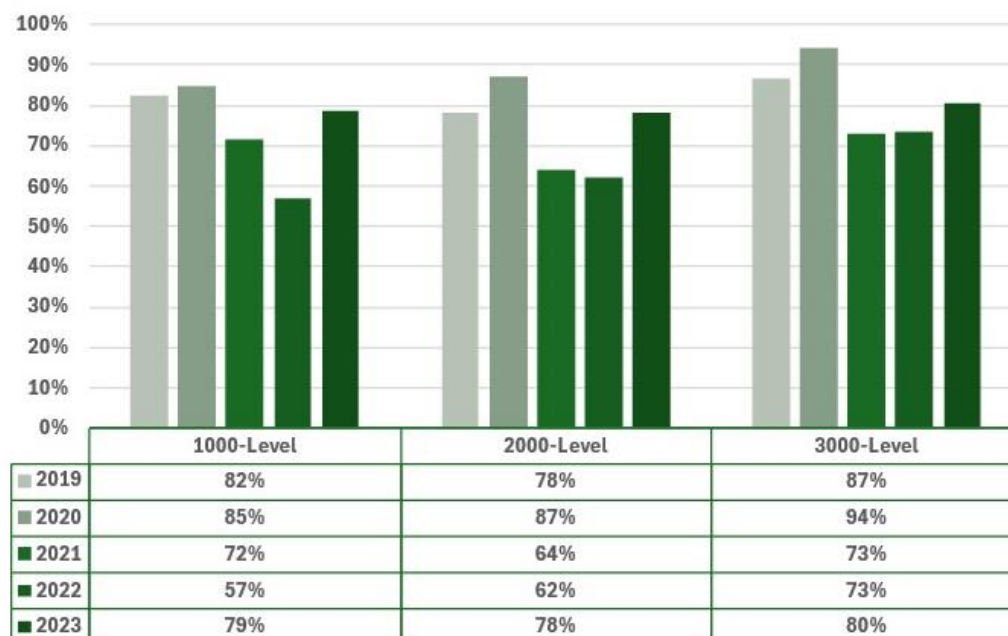
The success rates of all students on EBE undergraduate courses at all levels were above 86%. Success rates improved from 2022 to 2023 for all course levels.

Figure 3.3.2(a) Success Rates of all students on EBE undergraduate courses



The success rates of ASPECT students in extended degrees shows a trend of an increase at all course levels. This can be attributed to various interventions that the faculty has made, e.g. running TRPs/SUPP for Physics and Mathematics for engineers within a reasonable timeframe after the main exam, running of bootcamps, etc.

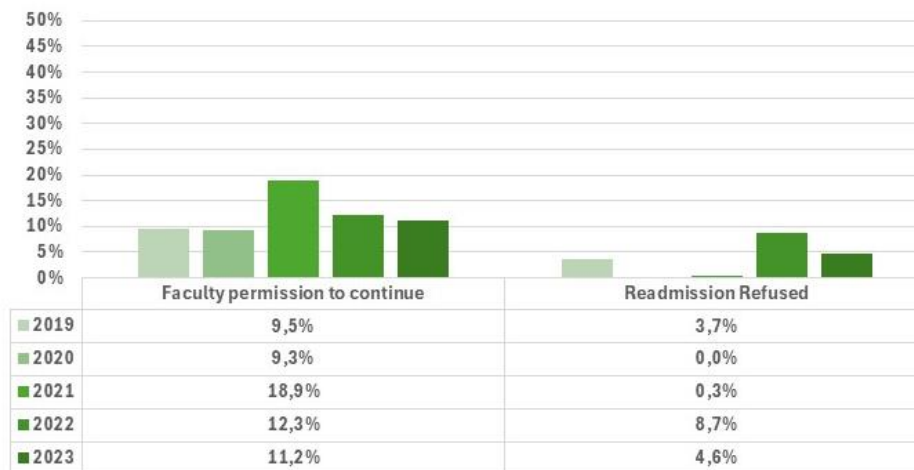
Figure 3.3.2(b) Success rates of extended degree students on EBE undergraduate courses



### **Academic concessions and exclusions**

Students with academic concessions have faculty or Senate permission to continue, while those who have readmission refused on academic grounds are excluded. In EBE, students who cannot complete their degrees within the minimum or standard duration of N years, having failed to meet EBE's progression rules, are given an FEC-related code. Figure 3.3.3 below shows the proportion of undergraduate students who were permitted to continue through the faculty/Senate in 2023 was 11.2%, while 4.6% of the undergraduate students in EBE were academically excluded in 2023. This is an improvement compared to 2022, which saw almost 9% of undergraduate students excluded on academic grounds.

Figure 3.3.3 Students with faculty/Senate permission to continue or readmission refused on academic grounds



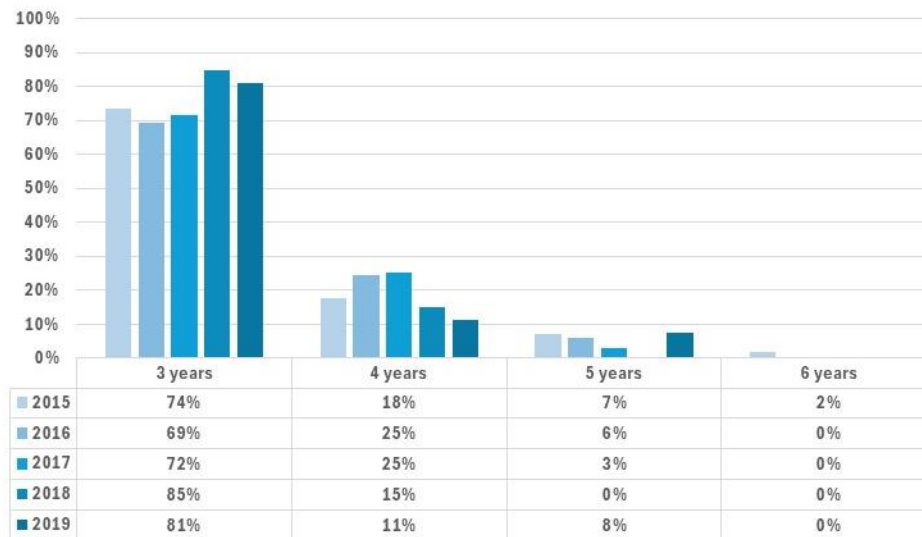
### Cohort completion rates

The cohort completion rates consider only students who start and end in the same programme. In this section, we show years to completion of graduate cohorts in specific EBE programmes. We also show proportions of first-time entering undergraduate (FU) cohorts who complete in N years (minimum time), N+1 years, and N+2 years.

#### Bachelor of Architectural Studies (BAS) (3-year programme)

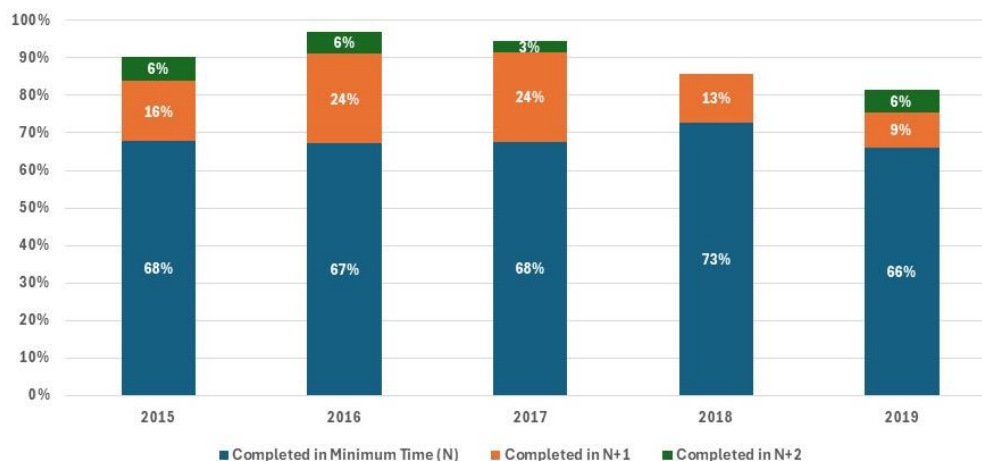
Figure 3.3.4 below shows the years to completion amongst 2015–2019 BAS graduate cohorts. It shows that the majority of BAS graduates completed their studies within three years and there is a positive trend of a decrease in the number of graduates who took longer than three years to complete their degree.

Figure 3.3.4 Years to completion of BAS graduate cohorts 2015–2019



Further, Figure 3.3.5 below shows the proportion of 2015–2019 FU BAS cohorts who completed in up to N+2 years. It shows that, except for the 2019 cohort, more than 80% of the other cohorts completed within N+1 years, and an additional 3–6% completed in N+2 years. For the 2019 cohort, 75% completed within N+1 years, and an additional 6% completed in N+2 years.

Figure 3.3.5 Proportion of 2015–2019 FU BAS cohorts who completed in up to N+2 years



*BSc Construction and Property Studies (3-year programme)*

Figure 3.3.6 shows an increasing trend from the 2017 BSc Construction and Property Studies graduate cohorts completing in three years. However, between 24% and 36% of BSc Construction and Property Studies graduate cohorts take an additional year to complete their studies. It is anticipated that with the curriculum review project that is currently underway, the faculty will likely see an improvement in years to completion.

Figure 3.3.6 Years to completion of BSc Construction and Property Studies graduate cohorts 2015–2019

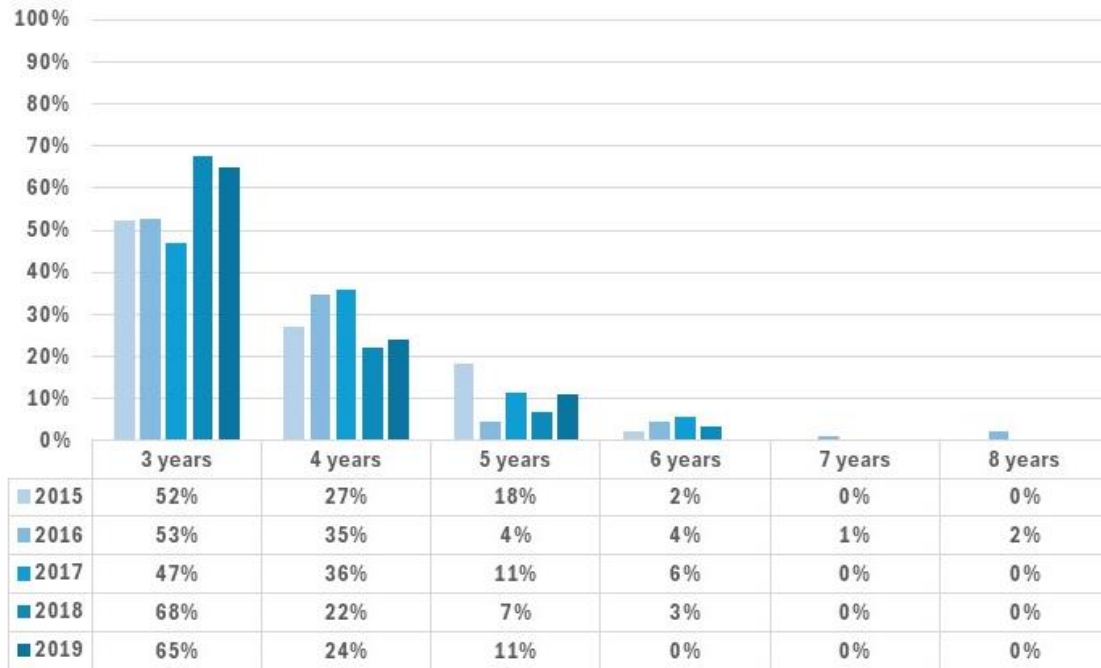
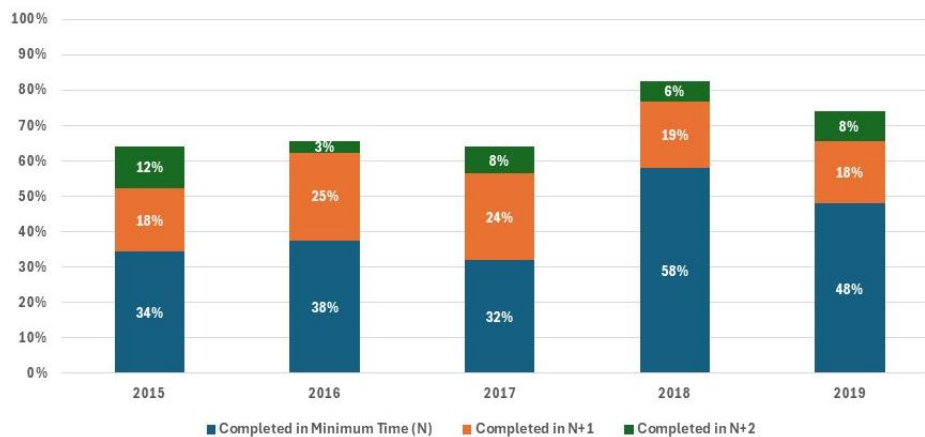


Figure 3.3.7 shows the proportion of 2015–2019 FU BSc Construction and Property Studies cohorts who completed in up to N+2 years. It shows that for each cohort, an additional 3-12% of the cohort completed in N+2 years.

Figure 3.3.7 Proportion of 2015-2019 FU BSc Construction and Property Studies cohorts who completed in up to N+2 years



*BSc Engineering (4-year programme)*

Figure 3.3.8 shows the years to completion amongst 2015–2019 BSc Engineering graduate cohorts. It shows that mostly more than 60% of BSc Engineering graduates completed in four years, with 7-10% completing in six years. The faculty anticipates that this picture will change positively with the curriculum review and change work that the faculty has been undergoing. Note, completion rates are as at 2023, so the 2019 graduate cohort only has completions up to five years.

Figure 3.3.8 Years to completion of BSc Engineering graduate cohorts 2015–2019

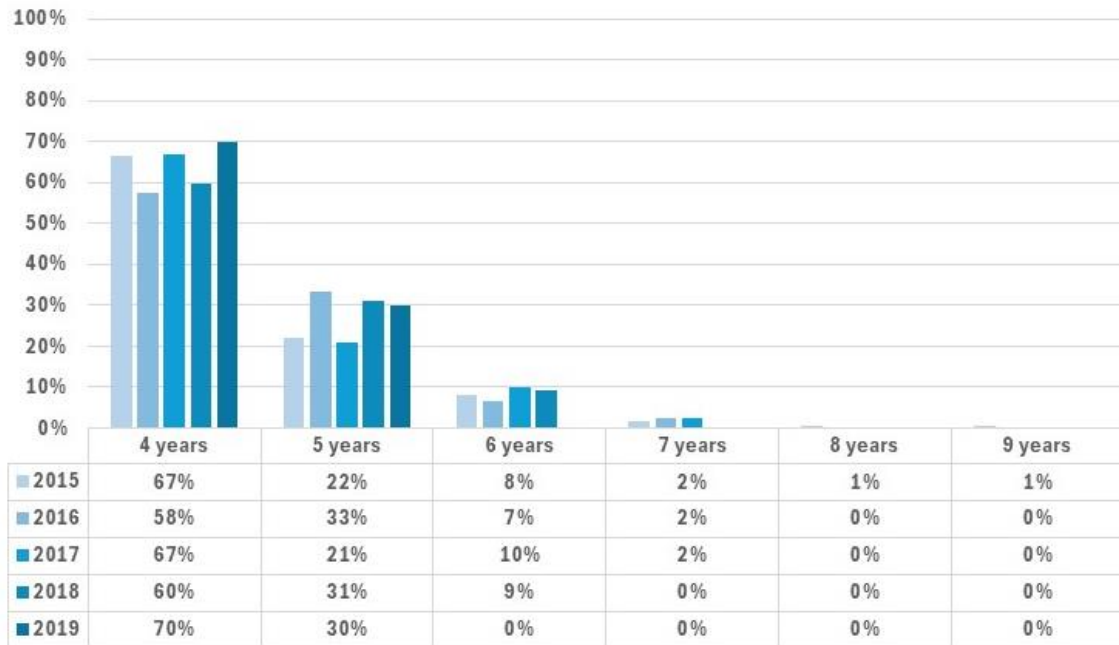
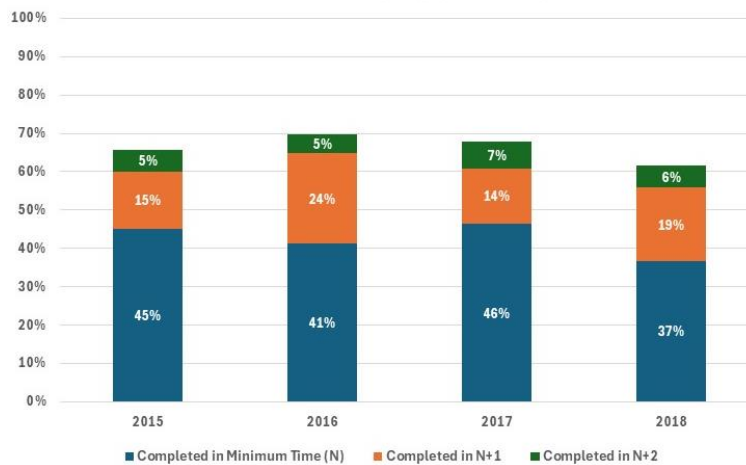


Figure 3.3.9 shows the proportion of 2015–2018 FU BSc Engineering cohorts who completed in up to N+2 years. 2019 cohorts can only have completions up to N+1 years by 2023, so are not compared here. The figure shows that for all cohorts, an additional 5-7% of the cohorts completed in N+2 years.

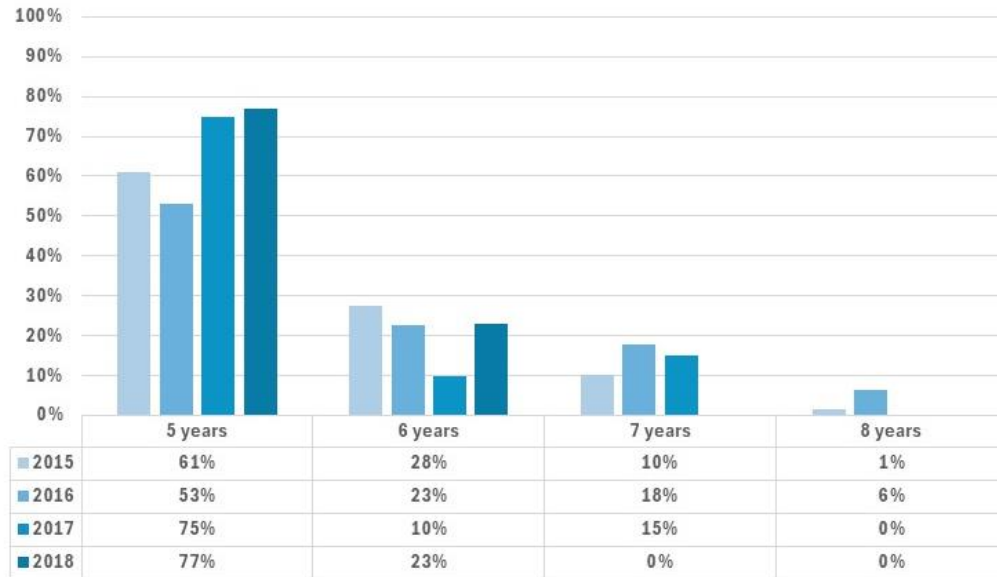
Figure 3.3.9 Proportion of 2015–2018 FU BSc Engineering cohorts who completed in up to N+2 years



*BSc Engineering Extended (5-year programme)*

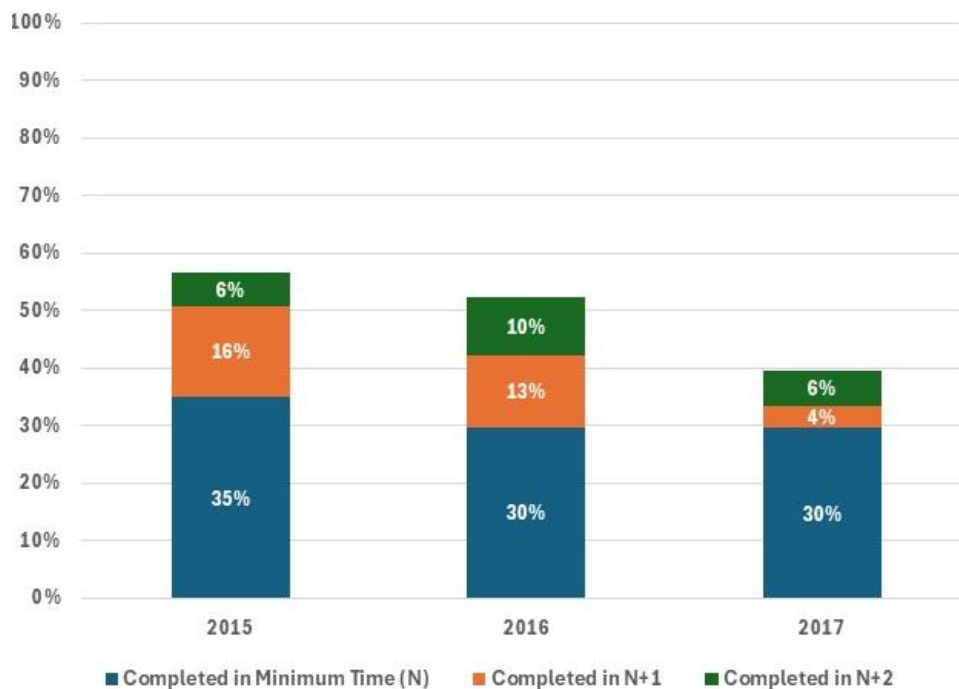
Figure 3.3.10 shows the years to completion amongst 2015–2019 BSc Engineering Extended graduate cohorts. It shows an increasing trend of BSc Engineering Extended graduates completing in five years.

Figure 3.3.10 Years to completion of BSc Engineering Extended graduate cohorts 2015–2019



Since this is a five-year programme, only three BSc Engineering Extended cohorts have completions up to N+2. Figure 3.3.11 shows the proportion of 2015–2017 FU BSc Engineer Extended cohorts who completed up to N+2 years. It shows that an additional 6-10% of each cohort completed in N+2 years.

Figure 3.3.11 Proportion of 2015–2018 FU BSc Engineering Extended cohorts who completed in up to N+2 years



## 3.4 HEALTH SCIENCES

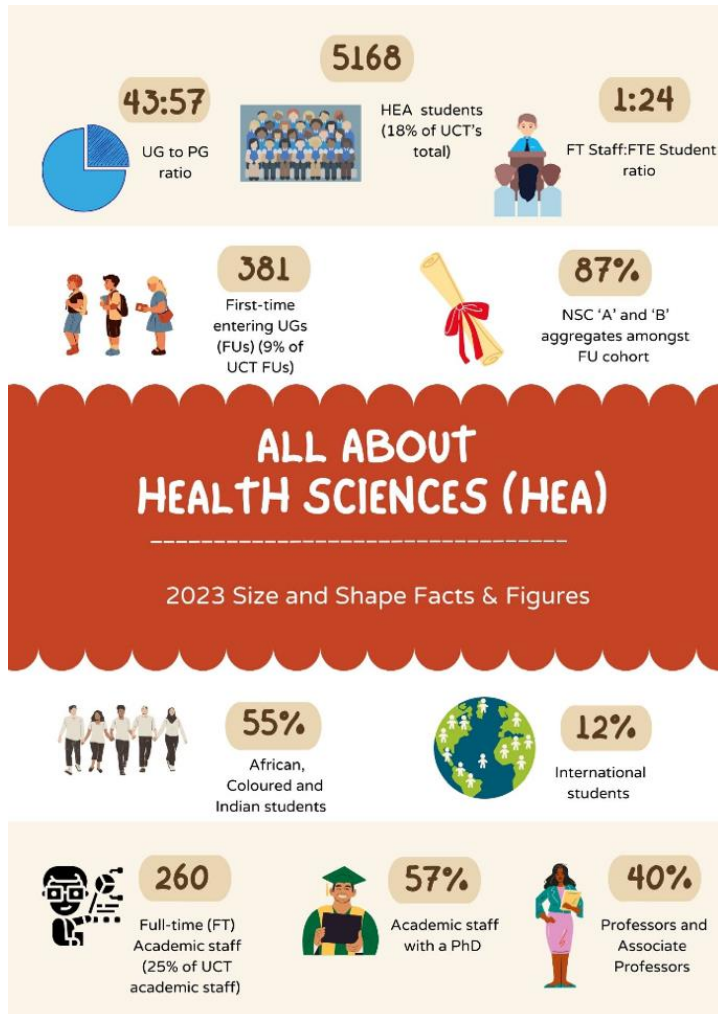
### Key contextual issues

#### Strategy

The strategic purpose of the Faculty of Health Sciences is “To ignite agency for an inclusive and just society built on health equity”, with six strategic focal areas:

- 1) Building a values based inclusive faculty identity that promotes our African heritage;
- 2) Facilitating and promoting excellent and innovative research in service of humanity;
- 3) Innovating in student access, teaching, learning, and support that encourages critical thinking and promotes socially accountable global citizens;
- 4) Enhancing service delivery for priority health concerns and their structural and social determinants through valued partnerships;
- 5) Empowering faculty leadership for adaptive governance and stewardship of resources; and
- 6) Promoting an institutional culture of wellbeing and supported personal and professional development.

Good progress was made across the undergraduate strategic action areas in focal area 3 in 2023, including improving inclusive and engaging learning experience, enhancing student success rates, developing capacity for staff, broadening critical and transformative thinking, and igniting agency and social accountability. Key to strategic delivery in health sciences is collaboration with our Provincial Health Department partners, given how critical the distributed clinical training platform (across 108 sites) is for clinical teaching and learning.



### ***Governance & quality assurance***

A number of governance structures oversee the education enterprise at the Faculty of Health Sciences, including the Faculty Undergraduate Education Committee (FUEC), Postgraduate EXCO, Faculty Teaching and Learning Committee, Accreditation Committee, Assessment Committee and Admissions Policy Committee. These structures review both the strategic and quality assurance elements of undergraduate Teaching, Learning and Assessment. In 2023, an extensive review of enrolment size-and-shape was undertaken; a number of policies in development were engaged with, including the revised Assessment Policy and new draft Academic Misconduct Policy; and admissions, enrolment, and performance were reviewed, with some changes to admissions criteria, course outlines, and progression rules. The Assessment Committee focused on reviewing assessment practices in courses across all programmes. As we engaged on the policies and practices, we also contended with concerning increases in cases of academic dishonesty through plagiarism, fraud, and forgery; and grappled with the anticipated effects of Generative Artificial Intelligence on our models of teaching, learning, and assessment.

The Undergraduate and Postgraduate Professional Degree Programmes are further governed externally through accreditation requirements of the Health Professions Council of South Africa, as mandated by the Council for Higher Education. In 2023, all Postgraduate Medical Specialist and Subspecialist qualifications were evaluated and received accreditation for a further five years.

### **Funding of teaching and learning**

The Clinical Training Grant (CTG) from DHET provides significant teaching resources across all health professional programmes on the clinical teaching platform. The budgetary pressures on this funding continued in 2023, with only 5% increase over the preceding three years. This below-inflationary increase has substantial implications for teaching capacity, especially in the undergraduate space, and prohibited any of the planned investment in equipment and infrastructure and has hampered strategic expansion of learning in distributed clinical platform and community-based settings.

Student funding continued to be under pressure in 2023 with the NSFAS funding restrictions. Approximately 36% of Health Sciences students were NSFAS-dependent in 2023, but this was variable with six classes exceeding 60%. Whilst a relatively small number of students were initially unable to register in 2023 due to fee debt at the start of the academic year, which is a number of weeks ahead of the start for other faculties, the Health Sciences campus experienced disruption due to protest action during some crucial periods in the academic calendar. Negotiations between the university and students resulted in a mediated agreement, granting permission to most Health Sciences students to register despite their debt. Health Sciences took action to pre-emptively engage with students with anticipated fee debt for 2024 during the course of 2023 and facilitated fee debt relief options. In addition, in late 2023 the dean launched a campaign together with the HSSC to [raise funds for the Mayosi Impilo Student Bursary Fund](#) for the dean's 60<sup>th</sup> birthday in 2024.

## System changes impacting teaching and learning

Three significant system changes occurred at the start of 2023:

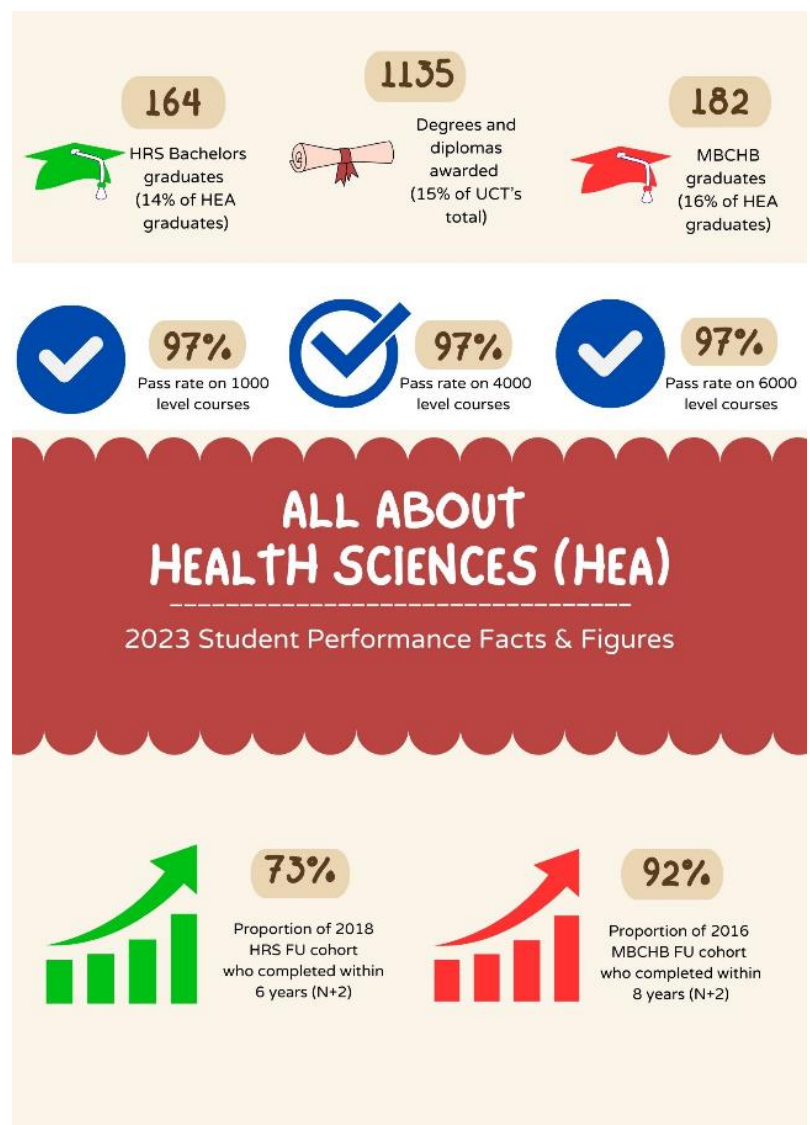
- Project Harambee facilitated the automation of parts of applicant screening which reduced the workload within the admissions team.
- The implementation of programme enrolment across all programmes and years of study in the Health Sciences Faculty facilitated a streamlined online registration process as part of Project Harambee. However, it did come with teething problems, particularly as Health Sciences students return so much earlier in the academic year than other faculties, and therefore “stress-test” new systems before many support staff have returned from the year-end vacation period.
- The transition to the new Learning Management System (LMS), Amathuba, occurred relatively smoothly for about 50 courses, including all first-year courses across all programmes, as well as second- and third-year courses in Audiology and Speech-Language Pathology. Some impacts of the LMS change-over required modifications to assessment formats that could not be accommodated on Amathuba, such as Extended Matching Items.

## Student success stories

### Admissions and equitable access

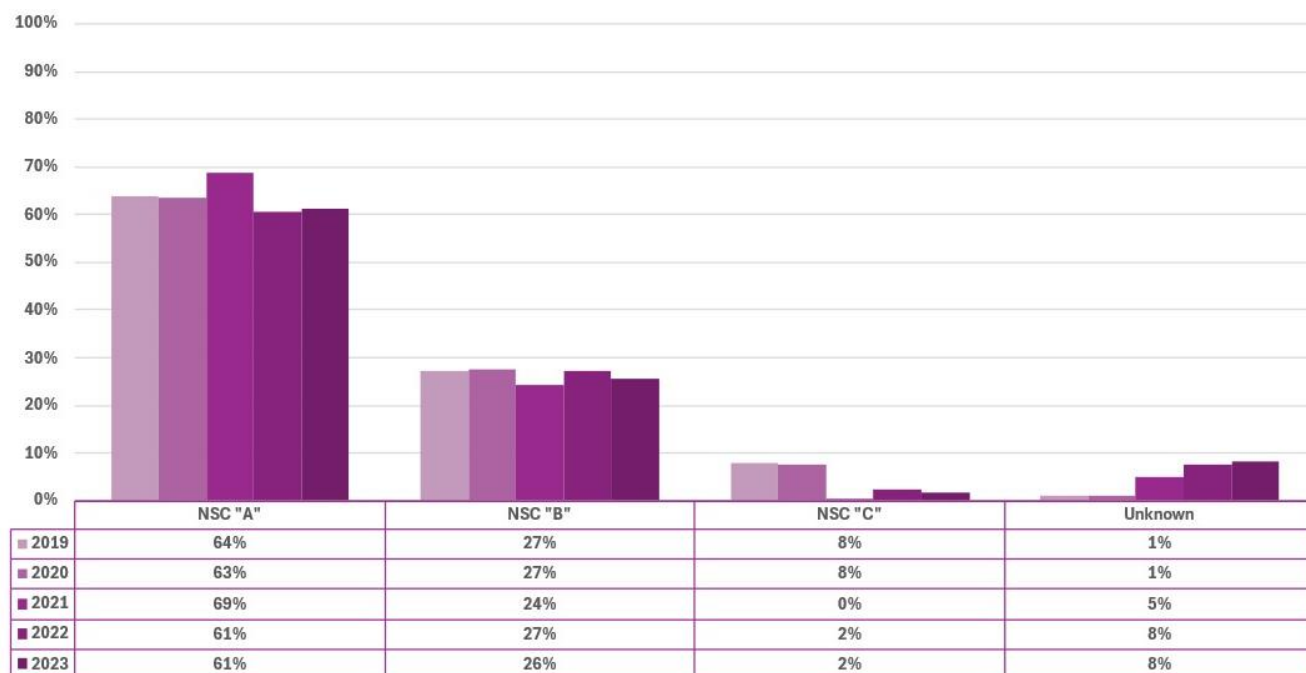
2023 saw similar patterns as previous years in the large numbers of applicants, offers extended, and initial acceptances of offers. However, unanticipated late cancellations put pressure on first-year enrolments. This was later revealed in the application non-uptake survey to be linked to applicant and parent concerns regarding protest action at the time of orientation and registration. In mitigating under-enrolment, we shifted the shape of some classes to include slightly higher proportions of tertiary applicants.

Given the highly competitive nature of our professional programmes, the majority of our first-time entering students enter with NSC results in the ‘A’ and ‘B’ bands (which incorporate academic results and National Benchmark Test results) similar to previous years.



In 2023, across all five professional programmes, 61% of our first-time entering students entered with an NSC 'A' aggregate ( $\geq 480$ ), and a further 26% with 'B' aggregates ( $\geq 420$ ).

Figure 3.4.1 NSC aggregate equivalent of first-time entering Health Sciences undergraduates



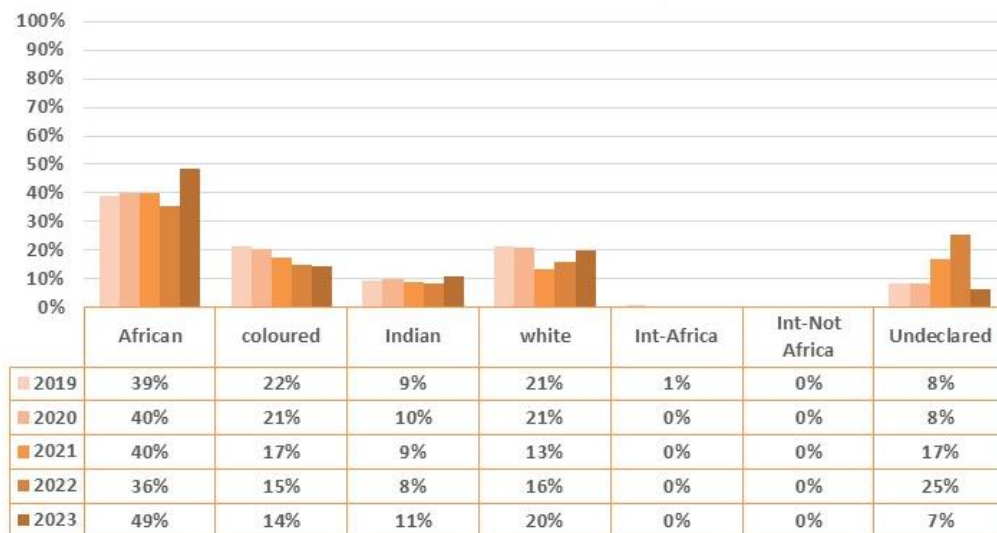
For the highly competitive MBCHB programme, first-time applicants enter exclusively with NSC 'A' aggregates. Health Sciences are receiving and accepting larger numbers of applicants who complete school-leaving certification other than NSC, with 8% of first-time entering students in 2023 vs 1% five years ago. 2023 saw the return to in-person Open Day on Upper Campus, enabling a more personable recruitment engagement for prospective applicants. It was extremely popular with many thousands of learners and parents attending the health sciences lectures and stalls.



Students attend Open Day with Health Sciences on Upper Campus

Undergraduate enrolments viewed by population group shows the diversity of the Health Sciences student body: in 2023, 49% of our undergraduate students identified as African (as compared to 39% in 2019, a positive shift showing that we are attracting excellent Black African students to our degrees); 14% as Coloured (as compared to 22% in 2019, similar to the university-wide average of 16%); 20% White (as compared to 21% in 2019); and 11% Indian. These numbers indicate that the faculty continues to reflect the intended diversity in our student body, whilst acknowledging that a number of students do not self-declare.

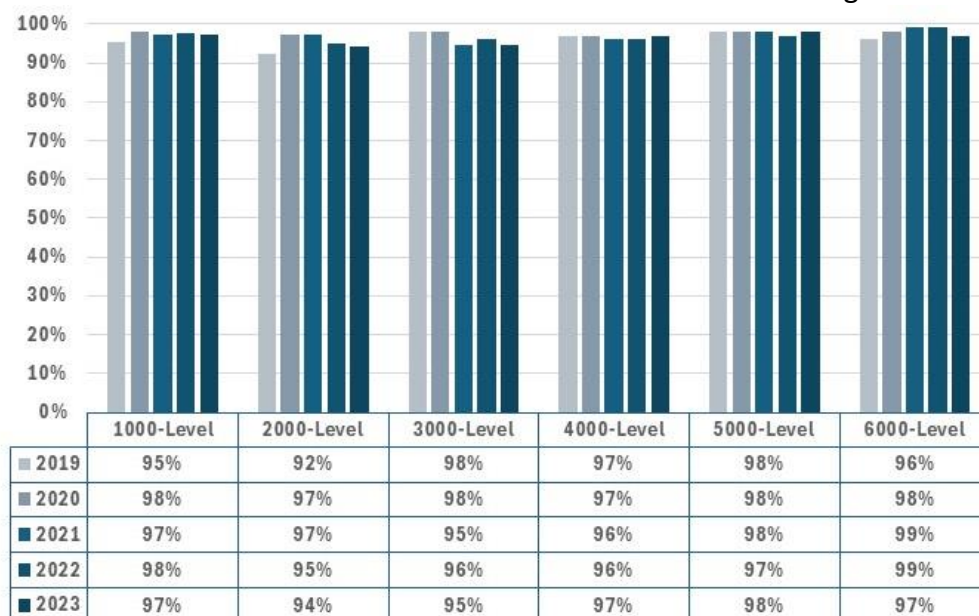
Figure 3.4.2 Proportion of Health Sciences undergraduates by population group



### Student academic success & retention

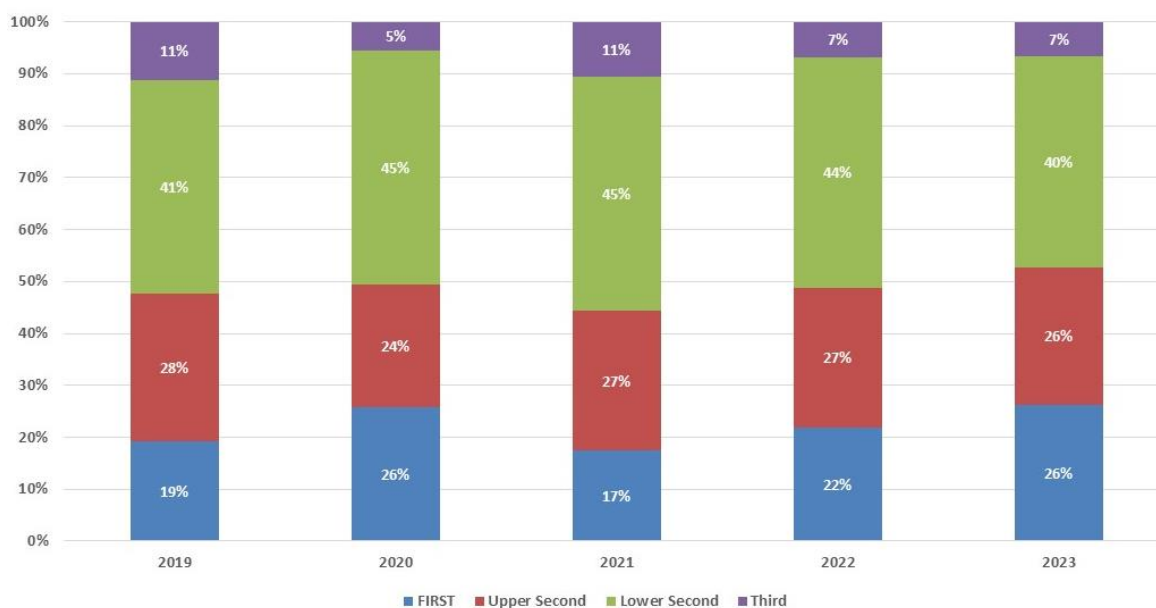
In 2023, the success rates of undergraduate students across courses at all levels continue to be exceptionally high with course pass rates ranging between 94-98%, higher than all other faculties. See Figure 3.4.3 below. While our first-year success rates of 97% in 2023 were slightly higher than in 2019 (95%), and 4000-, 5000-, and 6000-level success rates all remain consistently  $\geq 97\%$ , success rates at the second- and third-year level were slightly lower at 94% and 95%, respectively. This may indicate that we are still seeing the impacts of online and emergency-remote teaching (including at school level) during COVID-19 on our student success rates in those courses.

Figure 3.4.3 Success rates of all students on HEA undergraduate courses



When considering the class of pass for our graduates, it is very encouraging to see positive shifts (Figure 3.4.4(a)), with a higher proportion of graduates attaining first class passes in 2023 (26%) vs 2019 (19%), and a lower proportion attaining third class passes (7% in 2023 vs 11% in 2019). The proportion of graduates attaining upper second and lower second class passes remaining relatively consistent at ~25% and ~40%, respectively.

Figure 3.4.4(a) Class of pass of all HEA Bachelor's graduates



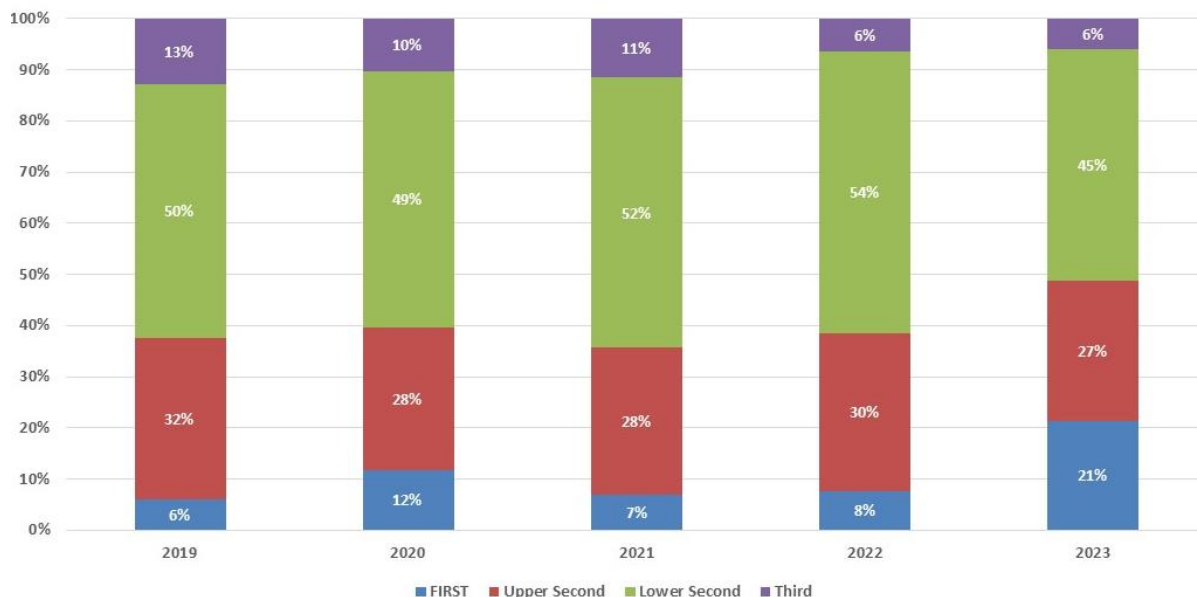
Particularly noteworthy is the positive shift for African graduates (Figure 3.4.4(b)), where the proportion of first-class passes has doubled (5% in 2019 to 11% in 2023), and the third-class passes have almost halved (19% in 2019 to 11% in 2023).

Figure 3.4.4(b) Class of pass of African HEA bachelor's graduates



Similarly for Coloured graduates (Figure 3.4.4(c)), the proportion of first-class passes has more than tripled (6% in 2019 to 21% in 2023), and third-class passes reduced from 13% in 2019 to 5% in 2023.

Figure 3.4.4(c) Class of Pass of 'Coloured' HEA Bachelor's graduates



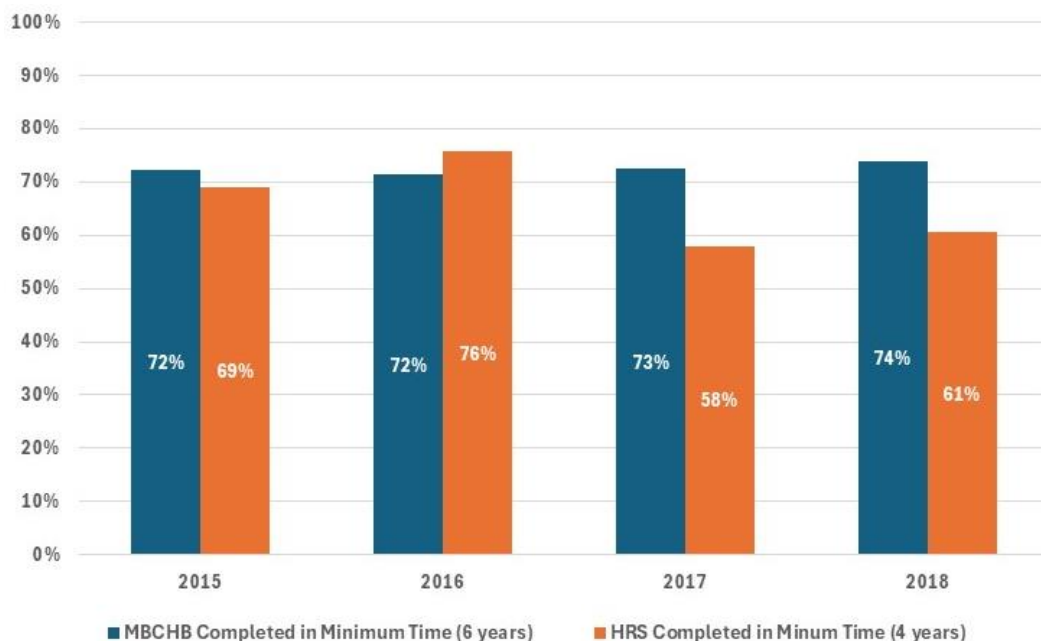
Academic exclusions remained a very small proportion (1%) of all students in Health Sciences, partly as a result of intentional practice by the Faculty Examination Committee to grant faculty concessions for readmission when excludable. Consequently, the proportion of students with concessions to continue and placed on probationary conditions has increased to 8% versus an average of 3% in preceding years (excluding 2021 which followed the 2020 moratorium on exclusions). See Figure 3.4.5 below.

Figure 3.4.5 Students with Faculty/Senate permission to continue or readmission refused on academic grounds



Cohort analysis for completion in minimum time has shown a reasonably consistent 72-74% range for the MBCHB six-year programme. The range for all four Health and Rehabilitation Sciences (HRS) degree programmes (four-year programme) has been a little more varied between 58% (for the 2017 cohort) and 76% (for the 2016 cohort), with the most recent 2019 cohort having 67% completed in minimum time. See Figure 3.4.6 below for completion in minimum time of the 2015–2018 cohorts.

Figure 3.4.6 Proportion of 2015–2018 FU cohorts in Health Sciences who completed in minimum time



Students who are repeating courses, those on concessions to continue, and those who have taken leave-of-absences are placed on Tailored Academic Plans (TAPs), enabling them to complete in as short a time as possible. However, managing multiple individualised bespoke curriculum plans for a large proportion of students (~25% of all MBCHB students in their clinical years) is particularly resource-intensive and may not be sustainable in the longer term. These analyses have fed into our governance, quality assurance, student support, and curriculum transformation processes.

## Student voice

The South African Survey of Student Engagement (SASSE) 2023 results provided some valuable insights as to the undergraduate student experience in the Faculty of Health Sciences. In the category of academic challenge, 70-90% of student respondents expressed positive perceptions about their higher-order learning, and 60-80% of responses were positive regarding reflective and integrative learning. In the category of effective teaching practices, 60-82% of responses were positive for teaching and assessment methods. However, poor perceptions regarding receiving feedback for improvement were concerning and require intervention. Qualitative feedback responses revealed the following themes:

### *Relating to learning and teaching:*

- **Communication issues:** Many students pointed out the need for improved communication from lecturers and administrative staff. This includes timely feedback on assessments and better engagement with students.
- **Study spaces and facilities:** The demand for more study spaces and 24-hour access to libraries and computer labs was a recurring theme, indicating that current facilities might not be meeting student needs, especially during exam periods.
- **Practical learning:** Students expressed a desire for more practical, hands-on learning experiences. This includes early clinical exposure for medical students and more opportunities to apply theoretical knowledge in real-world settings.

### *Relating to psychosocial support:*

- **Mental health support:** A number of students emphasised the need for better mental health support, highlighting the emotional toll of their studies and the inadequacy of current services.
- **Balanced lifestyle:** The need for a balanced lifestyle was a common theme, with students requesting more time for leisure and extracurricular activities. They felt that the current academic demands leave little room for personal wellbeing.
- **Financial concerns:** Financial support and the high cost of education were frequently mentioned. Students expressed stress over tuition fees and daily expenses, suggesting a need for more financial aid and affordable living options.

### *Relating to institutional culture and administrative support:*

- **Inclusivity and diversity:** There were calls for greater inclusivity and support for students from diverse backgrounds. Some responses highlighted experiences of racism and classism, indicating that more needs to be done to create an inclusive environment.
- **Administrative efficiency:** Better administration was a frequent request, with students citing issues like slow responses to emails, last-minute changes to schedules, and inefficient handling of administrative tasks.

Feedback from first-year students tended to focus more on immediate needs such as better communication, financial support, inclusivity, and support for first-year students, whereas feedback from senior students emphasised mental health support, practical learning, better administration, and enhanced student engagement. First-generation students emphasised the need for better communication, mental health support, study spaces, and financial support, as well as highlighting practical learning and inclusivity, whereas those students with at least one parent with a bachelor's degree tended to focus on better administration, mental health support, and communication, as well as stressing the importance of practical learning and inclusivity.

## Stories of student success and engagement

A number of events and initiatives in 2023 show-cased the successes of students, teaching and learning practices and support interventions in the Faculty of Health Sciences:



- Prize-giving ceremonies for both finalists and returning students were held, where more than 125 academic prizes were awarded to outstanding undergraduate students. Importantly Audiology, prizes are given for most improvement in communication/interpersonal skills, recognising an important clinical skill beyond achieving in the classroom/academic courses.
- [Oath-taking ceremonies](https://health.uct.ac.za/articles/2023-04-04-health-sciences-graduation-march-2023) for qualifiers were held at the end of the academic year before entering Internship or Community Service as health professionals, as well as for students before entering the clinical platform. In 2023, the Deanery enabled students who qualify asynchronously to participate in Oath-taking ceremonies throughout the year, either in-person or online.  
<https://www.news.uct.ac.za/article/-2023-02-10-if-its-not-a-calling-find-another-job-dr-imtiaz-sooliman>
- In July 2023, UCT Faculty of Health Sciences hosted the two-day [Joint Academic Meeting](#) (JAM) of Deans from South African and Cuban Medical Schools in Cape Town, chaired by the Deputy Minister of Health, Dr Sibongiseni Dhlomo. UCT then subsequently hosted the graduation ceremony for 450 medical students who completed their studies through the Nelson Mandela/Fidel Castro Medical Collaboration Programme (where students are trained in Cuba and then spend at least 18-months in a clinical integration programme at local universities including UCT). Deputy Minister Dhlomo, representatives from the Cuban Ministry Public of Health, representatives from South Africa and Cuba Medical Schools, as well as provincial Health MECs were present at the graduation hosted by UCT.

- In October, a recognition ceremony was held for the more than 80 Peer Mentors who served diligently in supporting first-year students transition to university life. A professional Psychologist and Social Worker are responsible for the development and ongoing support of these mentors.
- A number of students showcased their contributions to teaching and learning research and practice through presentations at a number of local, national and international conferences, including:
  - Faculty of Health Science’s Celebrating Health Science Education (CHSE) conference,
  - South African Association of Health Educators (SAAHE) conference in Gqeberha,
  - Public Health Association of South Africa (PHASA) conference in Gqeberha, and
  - International Association for Health Professions Education (AMEE) conference in Glasgow, UK.
- In an effort to build safer student communities, the web app Alcohol, Smoking and Substance Involvement Screening Test (ASSIST) was [launched](#) in June by Associate Prof Sibeko in a bid to detect risky substance use, which contributes to social ills, including crime and gender-based violence. The International Technology Transfer Centre South Africa (ITTC), which is based at The University of Cape Town (UCT), developed and piloted the tool in collaboration with several national government departments, including Social Development; Justice and Correctional Services; and Higher Education, Science and Technology.
- During Women’s Month, the [#Power2Protect campaign](#) was launched. The inaugural campaign event was conceptualised and hosted by the student led Pan-African NGO, 16 Ways for 16 Days. The convention entitled, "All hands on deck: Action against gender-based violence in tertiary institutions", facilitated a stimulating expert panel discussion regarding policies, systems, processes, and education relating to GBV in the tertiary space. A key message on the day was the gaining of knowledge of systems to ensure the safety of women, especially the ease of first reporting when there has been an incident. Later in the month, the Faculty of Health Sciences’ Transformation Equity Committee (TEC) hosted a lunchtime [webinar](#) that detailed the strides that the University of Cape Town (UCT) has taken – and the measures yet to be taken – to ensure that gender-diverse individuals and those who identify as women are adequately considered and protected.
- Chante Arab was appointed as the FHS’ gender and sexual diversity advocate, in May 2023. Their role was created to promote LGBTQ+ and gender equality and ensure that UCT policies and practices do not disadvantage LGBTQ+ community members intellectually or professionally.
- During October 2023, the Faculty in collaboration with the Office for Inclusivity and Change and RainbowUCT celebrated South African Pride Month. A variety of [events](#) and [initiatives](#) intended for celebration, socialising and education was hosted, as well as calls to action and memorials.
- Staff and student collaborative activities have been encouraging and inspiring:
  - The Faculty Orchestra performs at many [faculty events](#), and showcases the multi-talented nature of our staff and students
- Student Societies and Organisations have continued to contribute to academic and social spaces, with some exceptional initiatives:
  - SHAWCO celebrated [80 years](#) of service and impact
  - African Research Society celebrated the UCT Faculty of Health Sciences recipients of the prestigious [Order of Mapungubwe](#) (SA's highest national honour): Prof. Wieland Gevers & Prof. Valerie Mizrahi for their remarkable work in medicine and higher education
- And some individual students’ exceptional achievements and activities during 2023 are showcased here:
  - <https://www.news.uct.ac.za/article/-2023-01-18-rhodes-scholar-elect-will-use-postgraduate-research-to-improve-african-lives>

- <https://www.news.uct.ac.za/article/-2023-09-19-med-students-stellar-academic-record-paves-way-for-elective-abroad>
  - <https://www.news.uct.ac.za/article/-2023-11-27-meet-hlamulo-khorommbi-the-newly-elected-president-of-ucts-src>
  - <https://uct.ac.za/students/article/2023-05-02-studying-at-uct-day-in-the-life-of-a-health-sciences-student-andiswa-bhiya>
- Support for teachers as life-long learners and to continue to reflect on and improve their teaching practice continued through the monthly Teacher Forum, which was initially created in 2020 as an interprofessional “safe space” and Learning Collaborative/Community of Practice for Convenors and Teachers to engage, debrief, reflect, think and learn together. In 2023, the forum became CPD-accredited and covered important topics such as: Chat GPT and Artificial Intelligence in Health Professions Education, Being Human in the digital era, Planetary Health & Sustainable Healthcare, Professionalism and Professional conduct, Professional Identity formation in the SA context, Rethinking professional identity formation and professionalism amidst protests and social upheaval in South Africa, Symbolic Access: Medical students' awareness of institutional culture and its influence on their learning, as well as a reflection on Teaching & Learning in 2023.



## Student Support

### **Academic Support**

A number of academic support measures have continued to be provided for health sciences students at the faculty level including:

- The Fundamentals of Health Sciences Programme has continued to be a significant intervention to support students who are struggling. First-year students failing courses at mid-year enter the Fundamentals of Health Sciences course (HSE1001S) in the second semester. The interprofessional course run by the Educational Development Unit 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.
- All students with concessions to continue on probationary conditions are obligated to attend Augmented Support activities, provided by Educational Development Unit, including a Vula/Amathuba site for students to access resources to strengthen their study skills, one-on-one meetings with trained advisors regarding study skills, and group engagement support sessions.
- Students at risk of interrupted progress are connected to an Academic Mentor for support.
- Additional Tutoring is provided in Human Biology and Pathology courses.
- Further academic support initiatives in 2023 were:
  - Tutored supplementary examinations were piloted in the MBCHB programme to assist third year students who failed at mid-year to have an increased change of success and progression.
  - Piloted Near-Peer Learning in Speech-language Pathology and Audiology Programmes to assist with translation and application of foundational theory into practice in the clinical setting. This was funded by UCDP through the Educational Leadership Fellowship.

### **Psychosocial support**

The dedicated Student Development and Support (SDS) Unit at Health Sciences and Student Wellness Services (SWS) 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.

Mental health support remains the highest area of need, however almost all metrics showed some improvement over the course of 2023 vs 2022, with reductions in reported mental ill-health, referrals to SWS for mental ill-health, bereavements, and Leave-of-Absence applications. Lack of funding and student fee debt remained a key stressor for students, and the SDS Unit continued to assist 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. Food insecurity needs increased in 2023 and the faculty instituted 24-hour nutritional support programme during examination periods.

Prevention strategies at the faculty include the Orientation & First Year Experience Programme, and the Peer Mentorship Programme, where every first-year health sciences student is connected to a peer mentor trained by mentor facilitators (Clinical Psychologist/Social Worker). 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. In 2023, SDS established an additional prevention strategy of 2 student support groups facilitated by senior social work students (through their Work-Integrated Learning), which has proved very beneficial.

The faculty assisted with further health and wellbeing support through providing yoga mats and sports equipment to the Health Sciences Student Council (HSSC) for sporting and exercise activities. The faculty provided outdoor furniture in public spaces to facilitate student interaction and connection outside the classroom and to build a sense of community. These facilities have been exceptionally well-utilised through 2023.

## Curriculum change and review

Curriculum change initiatives commenced in all five undergraduate health professional programmes in late 2021, with multiple faculty consultation workshops and student and community engagements in 2022, as well as the commencement of a Faculty Development programme, all creating an environment more conducive to change initiatives. The engagements covered the following aspects:

- Engagement with national and institutional policy documents, relevant literature and the South African 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.
- Faculty priorities were explored in line with the Senate principles for implementing curriculum change. Faculty principles determined by consensus at the consultation workshops: 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).
- 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, aka “pedagogy of place”.
- Prioritisation and decision-making for implementing principles, graduate outcomes, and pedagogical levers.

2023 saw progress in Curriculum Transformation as follows:

- The second cohort of 35 inter-professional teachers was selected for the Educational Leadership Fellowship (ELF). The 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. A further 25 collaborative curriculum change projects were designed by the fellows by the end of 2023.
- Another UCDG-funded project, Centring African Languages to Decolonise Curricula (CALDC), which aims to increase the use of African languages, particularly isiXhosa, as legitimate tools for scholarship in Health Sciences, delivered the second Decolonial Summer School in early 2023. 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.

- The Department of Health Sciences Education (DHRS) in collaboration with student representatives, successfully hosted a Decolonising the Curriculum half day workshop with the student body across the 5 undergraduate programmes in the Department. The format of the workshop was interactive and included student panel presentations and group work activities where students shared their understanding of decolonisation, decolonising the curriculum and what this means in the context of their undergraduate programmes, what it means to them as students and their experiences in the academy. Students also provided suggestions on some practices that could be implemented in teaching environments to create more inclusive spaces. Engagements continued subsequent to the workshop with student members of the Decolonising Curriculum steering committee and working groups, including a two-day workaway to plan activities for 2024.
- “Think-tank” engagements in particular content thematic areas, as well as pedagogical approaches, and expansion of principles, such as: Decolonisation in Health and Rehabilitation Sciences; small group learning pedagogical approaches for MBCHB Year 1-3, reviewing Problem-Based Learning (PBL); decentralised placement and Longitudinal Integrated Clerkship (LIC); Planetary health and sustainable health care; trauma-informed care and violence prevention; and ethics and professional practice.
- Curriculum Transformation Project Assistance: Appointment in Quarter 4 of 2 short-term contract appointments to assist with documenting, project managing and facilitating research of the Curriculum Transformation process.
- Commissioning Curriculum Transformation Workstreams in Quarter 4, viz. Core Curriculum, Integration, Teaching & Learning Framework, Assessment Framework, Novel/Innovative teaching & Learning, Student Centred Learning, Graduate Attributes & Professional Identity Formation, and Faculty Development & Support.

Some additional highlights:

- [Community service with fourth-years](#)
- [South African Sign Language workshop](#)
- [Open Textbook awardee in physiotherapy](#)
- [Orthopaedic curriculum changes](#)

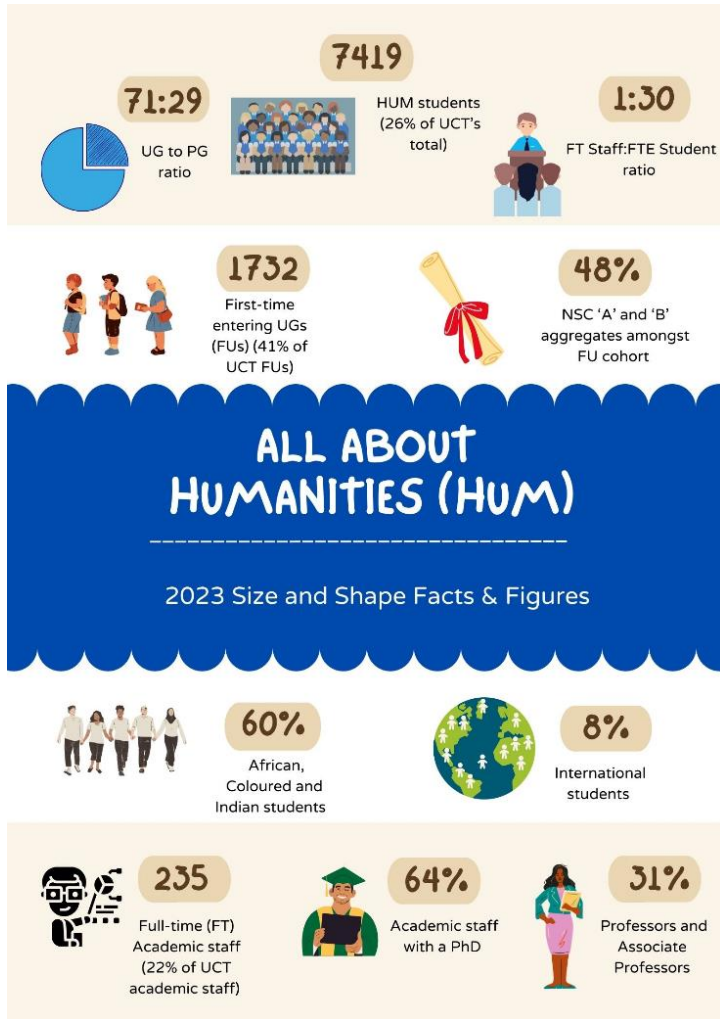
By reviewing and transforming the undergraduate curriculum and developing educational leaders to ensure improved student success, graduating health professionals will be better able to engage the health system and advocate for a high-quality health system providing universal health coverage.

## 3.5 HUMANITIES

### Key contextual issues

2023 saw a continuation of the return to contact teaching across the Humanities Faculty that had properly begun in 2022, following the disruptions of the COVID-19 pandemic in 2020 and 2021. In 2023, unlike 2022, even Orientation was able to run face to face, and we took great joy in being able to welcome our new cohort of first-time entering students in person. Academic advising at Registration was also offered in person, while registration itself occurred online in most programmes. Notably, registration for the general degrees happened entirely online for the first time, as part of the ongoing Harambee project.

In 2022, the Faculty had made changes to undergraduate degree progression rules as a result of the new more restrictive NSFAS funding conditions, with an awareness that not doing so would mean that privately funded students would have more time to finish their degrees than those funded by government, which did not seem to be a socially just position. These rules were implemented in 2023 for the first time, which is a contextual factor worth bearing in mind for its impact on the loads students were able to take, and student progression and throughput. As in previous years, 2023 also saw negotiations between the university and students with fee debt, which were concluded at a point that meant a late start to the semester for those students who were given permission to register despite their debt. 2023 also saw the rollout of a new student learning system, Amathuba: in the Humanities, this meant all first-year courses using the new system. We also, along with the rest of the University, began to grapple properly with the effects of generative AI on our teaching and assessment models.



## Governance and quality assurance

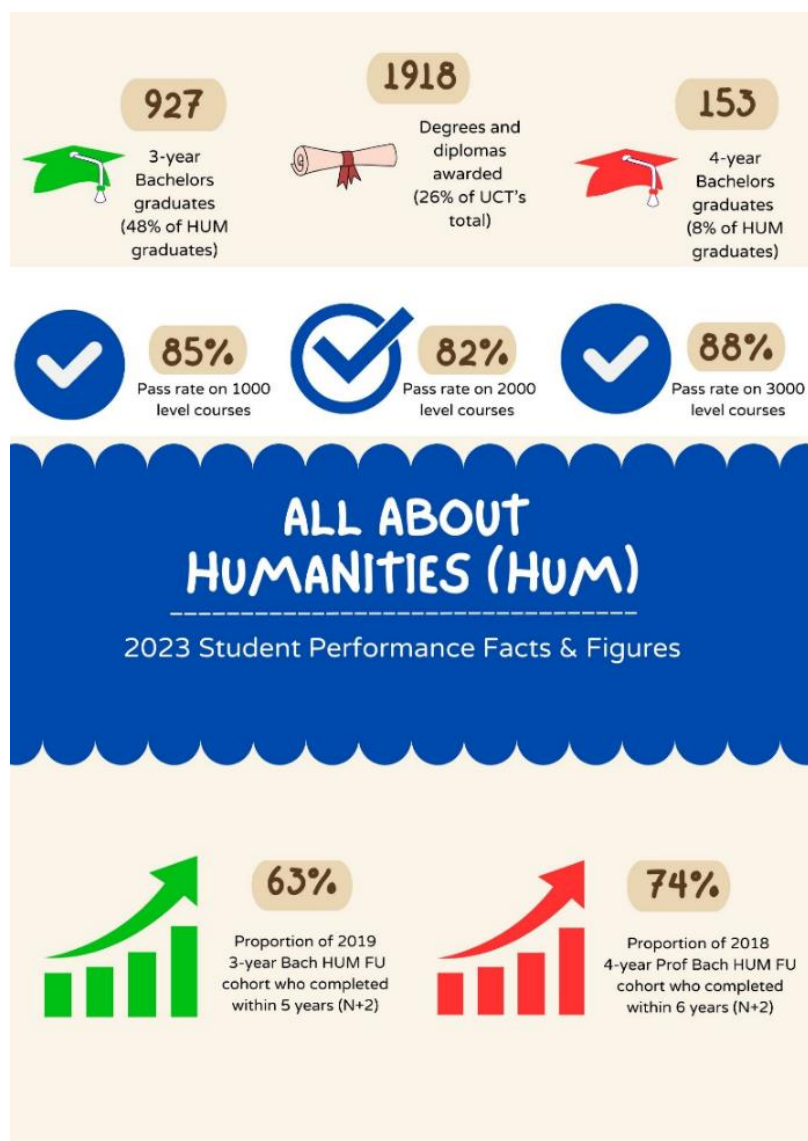
A number of governance structures oversee teaching and learning in Humanities, including the Undergraduate Education Committee; the Graduate Programmes Committee; the Humanities Teaching and Learning Committee; and the Faculty Examination Committee. These committees oversaw teaching and learning in 2023, including changes to course offerings and the handbook; and including a revival of the membership of the Teaching and Learning Committee such that every department now has a representative on the committee. Committees engaged with a number of university policies as they were in the process of development, including the revised Assessment Policy, the new draft Academic Misconduct Policy, and the new draft Digital and Online Education Policy. The Faculty Examination Committee oversaw student grades and progression status.

## Distinguished Teacher Awards

In 2023, three academics in the Humanities Faculty were awarded Distinguished Teacher's Awards. These awards recognise outstanding teaching at the institution. In 2023, Awards were given to Dr George Hull (philosophy department), for his transformative approach to teaching philosophy through a pedagogy of discomfort and empowerment; Dr Yunus Omar (School of Education), for his dedication to inclusivity, innovation and lifelong learning; and to Dr Bianca Tame (Sociology Department), for her careful work in situating students as co-creators of knowledge.

## Student success and support

In last year's teaching and learning report, we focused on two snapshots of initiatives in Humanities in which spoke to the structures being put in place in Humanities towards student support and success. These were the Khanyisa courses and the mentorship programme which pairs junior and senior undergraduate students. These initiatives are ongoing, and remain successful: indeed, in November 2023, the Khanyisa project was awarded the Vice Chancellor's Transformation Award. We see support and success as closely intertwined: in this year's report we thus focus on two more snapshots: firstly, we discuss the newly constituted Umthombo Centre for Student Success; and then we discuss the plus tutorial programme. We also comment on psychosocial support in the Faculty, and academic advising.



### ***The Umthombo Centre for Student Success***

The Umthombo Centre for Student Success is the result of a merger between the Humanities Education Development Unit (EDU) and the Student Support and Engagement Unit in the Humanities Faculty. The aim of the new, merged unit is to provide holistic student support across the Humanities Faculty, from 1<sup>st</sup> year all the way through to PhD studies: with a specific focus on enabling student success, rather than, as has been the case historically, drawing on a deficit model in thinking about student learning. The English translation of Umthombo from isiXhosa is source or wellspring, which reflects the role the Centre hopes to play in student's journeys in the faculty. In 2023, the Centre worked together as a merged Unit for the first time for a full year, including successfully applying for two University Capacity Development Grants from DHET, to support student success at undergraduate and postgraduate level, which will be implemented from 2024. The Faculty is excited to see the fruits of a structural change that focuses directly on students across programmes and disciplines.

### ***The Plus tutorial programme***

The Plus tutorial programme has been running in Humanities since 2013, with a regularly expanding suite of courses which have additional tutorials – plus tuts – attached, for extended degree (4-year) students. In 2023, 14 Teaching Assistants and 128 Tutors, were appointed across 15 departments and 34 courses were appointed to deliver Online/Blended support to students on the 4-year general degree programme, across first-, second-, and third-year text-based courses. This included: 15 first year courses, 15 second year courses and 4 third year courses. The support offered to students included enriched inclusive online pedagogic experiences with a strong focus on academic support and skills for study and success in their disciplines, essay and assessment writing support and exam/project preparation and support, and was facilitated using various modes of delivery: face-face, online synchronous and online asynchronous. In addition, some tutors were appointed to specifically support students (using blended modes) in writing and research, as well as skill-building workshop facilitation.

Providing blended learning support was well received, particularly the addition of writing support tutors. Writing support & workshops were facilitated both online & in-person, and were designed to support students with upcoming assessments and submissions. The implementation of additional blended support in forms of writing consultants and writing workshops had a positive impact on student engagement, as it provided more focused and flexible support especially at times of assessment deadlines and exam preparation.

A key component of the model is ongoing tutor training, both for tutors giving plus tutorials and those tutoring in the Faculty more broadly. To improve the quality of students' learning experience, a blended mode of ongoing tutor and teaching assistant training was facilitated in order to support and equip tutors to effectively teach and provide feedback in blended/online modes. The trainings which were aligned with Universal Design for Learning principles, were offered in two modes: in-person workshops and online modules. The sessions focused on: designing blended pedagogic interventions that are inclusive, support student literacies and skills-building (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 decision to offer training in two modes (in-person and via modules) was so that tutors who were not able to make the in-person sessions (due to timetable clashes) were still able to receive training. Adopting a flexible training programme was well very well received, and created more opportunities for tutors to engage with each other, revisit training offerings, and build an effective and engaged online tutor community where practices and experiences could be shared throughout the semester. As a result of this flexibility, 255 tutors completed the online modules, and 304 attended in-person workshops.

### Psychosocial support and academic advising

As in previous years, in 2023 the faculty ran a series of ongoing support groups for students at risk of academic exclusion (those coded FECR in the end of year FEC), as well as for students who had been excluded but whose appeal to RAC was successful and they were able to return. These students are given comprehensive curriculum advice, and are also required to attend weekly support groups run by the Faculty Student Development Officer. Academic advising is offered to all students throughout the year, with a dedicated cohort of academic staff providing in-person curriculum advice to students during registration, change of curriculum weeks, as well as through drop-in office hours throughout the academic year.

### Humanities facts and figures

2023 saw a high uptake on offers made to first time entering students in the faculty. In combination with the Faculty being asked to make slightly more offers than usual, this meant that our first-year enrolments were higher than expected. Interestingly, the start of undergraduate registration saw a fairly slow rate of registration of returning undergraduate students, which near the end of the registration period picked up to close to normal – indicating perhaps the challenges of meeting the initial fee requirements faced by many students and their families when students come to register, in combination with visa challenges faced by some returning international students, whose visas were not granted in time to register. It is positive, however, that by mid-year (when a much larger cohort than usual of students were given permission to register at mid-year, where their curriculum permitted it), the number of returners registered was well within the norm.

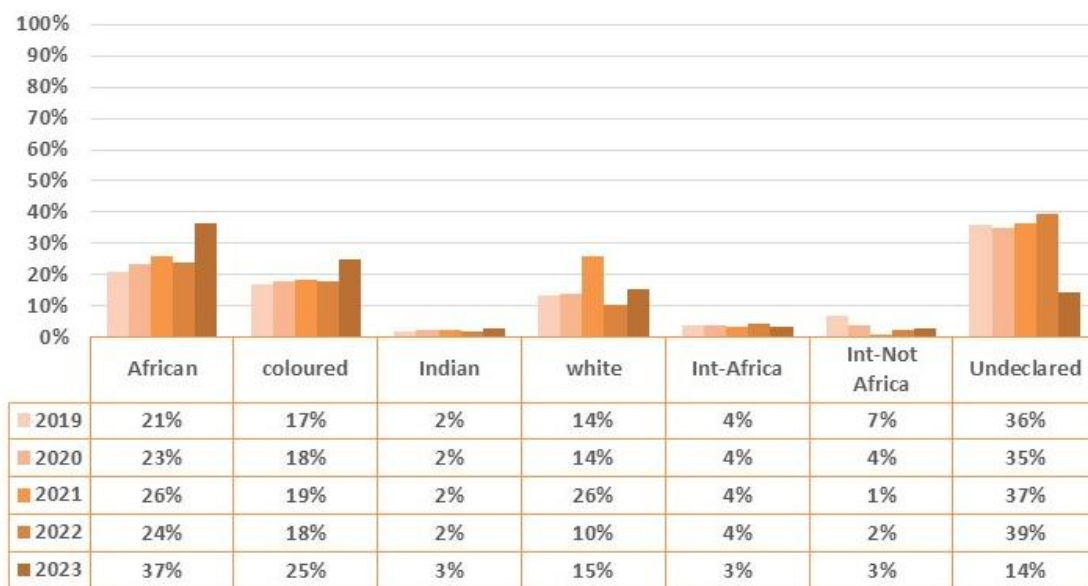
As in previous years, the majority of our first time entering students came to us with NSC results in the B and C band (with those in C and below entering onto the extended degree programmes where they are given additional support). 48% of our first time entering students entered with an NSC score of 420 and above, with 10% of those with an NSC score of above 480. This shows that we are still attracting some of the countries’ high scoring students to the Faculty, while also using our extended degree programmes to offer support to students with slightly lower matric scores but who still show the potential to succeed. See Figure 3.5.1 below.

Figure 3.5.1 NSC aggregate equivalent of first-time entering Humanities undergraduates



Undergraduate enrolments viewed by population group also shows the diversity of this student body. See Figure 3.5.2 below. In 2023, 37% of our undergraduate students identified as African (as compared to 21% in 2019, a positive shift showing that we are attracting excellent Black African students to our degrees); 25% as Coloured (as compared to 17% in 2019, and much higher than the University-wide average of 16%, which we see as very positive given the demographics of the Western Cape, and a recognition that our university should serve the communities in which it is situated); 15% white (as compared to 14% in 2019); and 3% of each Indian, International African, and International from elsewhere. International numbers, which dropped from 11% of our enrolments in 2019 to 5% in 2021 following COVID, have risen slightly to 6% in 2023, a trend we hope continues. The faculty is in close conversations with IAPO about international student placements, and has noted some visa challenges experienced each year during registration.

Figure 3.5.2 Proportion of Humanities undergraduates by population group



In 2023, the success rates of students across undergraduate courses at 1000, 2000, and 3000 level were similar to those in other Faculties in the university, at between 82 to 88%. See Figure 3.5.3(a). While our first-year success rates were slightly higher than in 2019, at 85% success rather than 84%, both second- and third-year level success rates were slightly lower in 2023 than in 2019 (though still above 80%): implying possibly that we are still seeing the effects of the COVID crisis on our student success rates in the higher courses. A second possibility, however, is that we have made changes to a number of first year courses through the Khanyisa programme, which re-designed a suite of courses to allow for reflexive and enriched pedagogy with a focus on active learning, and with an emphasis on re-imagining who the ideal learner in the classroom is, to better reflect contemporary demographics. The fact that our first-year extended degree cohort's success rate sits significantly higher at 82% at 1000-level than the university average for extended degrees of 74%, supports this interpretation. See Figure 3 (b) below. This is good news for our ongoing curriculum change process, which is described below.

Figure 3.5.3(a) Success rates of all students on Humanities undergraduate courses

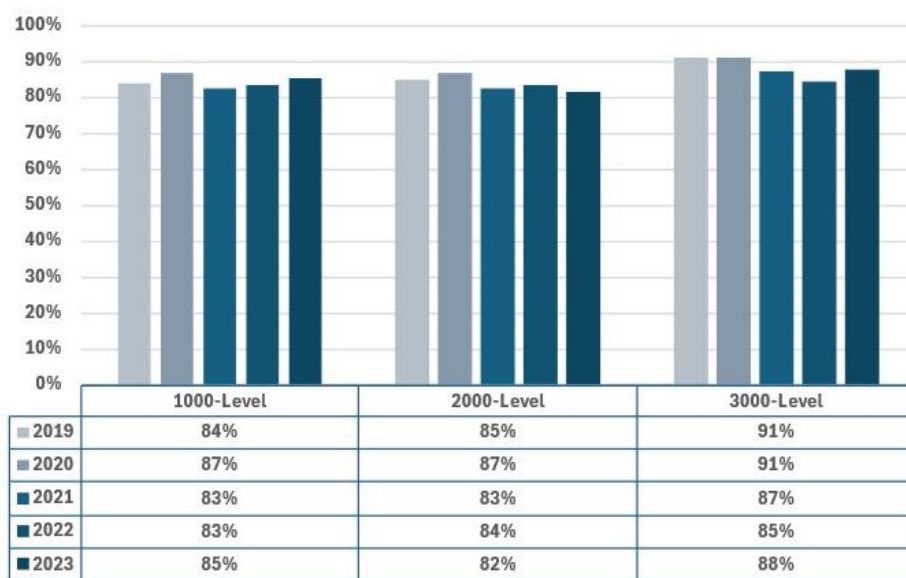
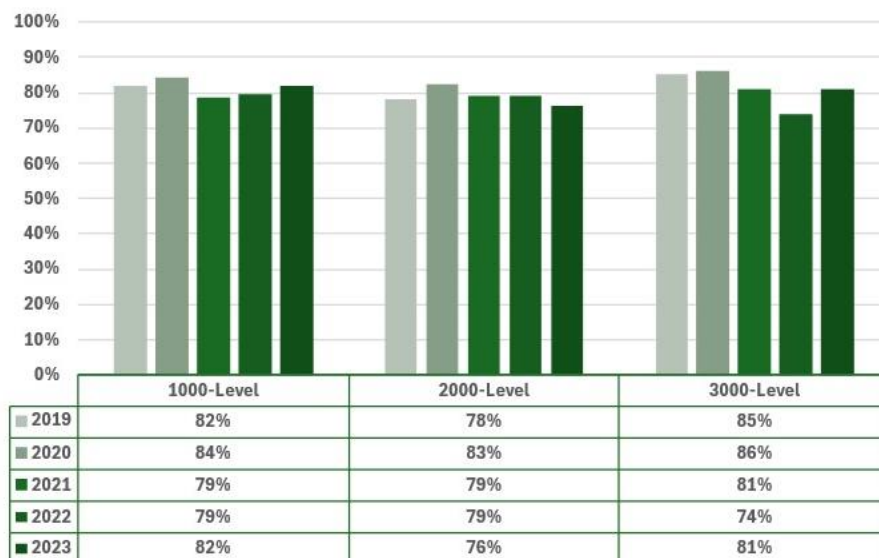


Figure 3(b) Success rates of all extended degree students on Humanities undergraduate courses



At the other end of the scale, academic exclusions, as well as the proportion of students who received a concession to continue on academic probation, were higher in 2023 than is usual in the faculty. See Figure 3.5.4 below.

Figure 3.5.4 Students with faculty/senate permission to continue or readmission refused on academic grounds



Both the exclusions and the cohort analysis below likely reflect the more stringent progression rules brought into play under N+1; and are both indicative of the huge importance of the curriculum change process that we have underway – if we are able to bring positive changes into the second and third year offerings such as we have seen in first year offerings through the Khanyisa project, we will hopefully see better success, including in terms of throughput differentials, and fewer exclusions going forward.



### Cohort completion rates

The cohort completion rates consider only students who start and end in the same programme. In this section, we show years to completion of graduate cohorts in Humanities BA/BSocSc three-year programmes and BA/BSocSc Extended programmes. We also show proportions of FU cohorts who complete in N years (minimum time), N+1 years and N+2 years.

#### BA/BSocSc (3-year programmes)

Figure 5 below shows the years to completion amongst 2015–2019 BA/BSocSc graduate cohorts. It shows that on average close to 70% of graduates took three years and since the 2017 cohort increasing proportions of graduates completed their degree in three years.

Figure 3.5.5 Years to completion of BA/BSocSc graduate cohorts 2015–2019

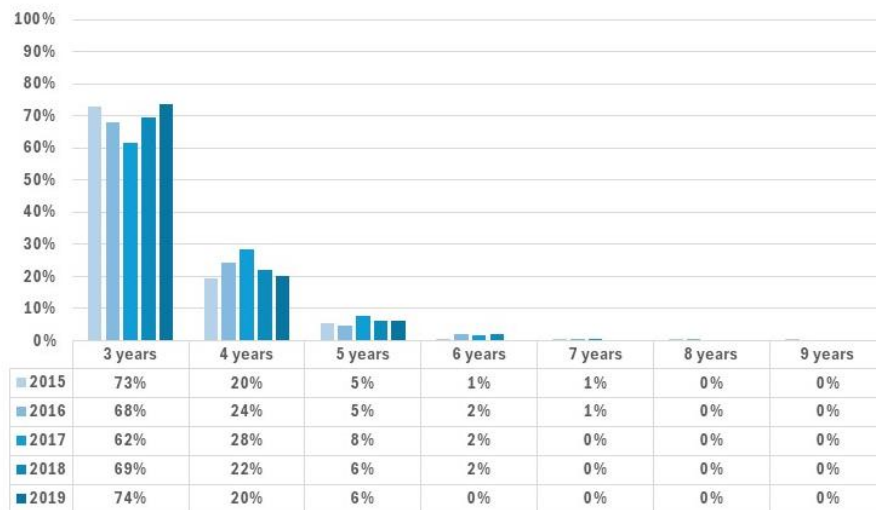
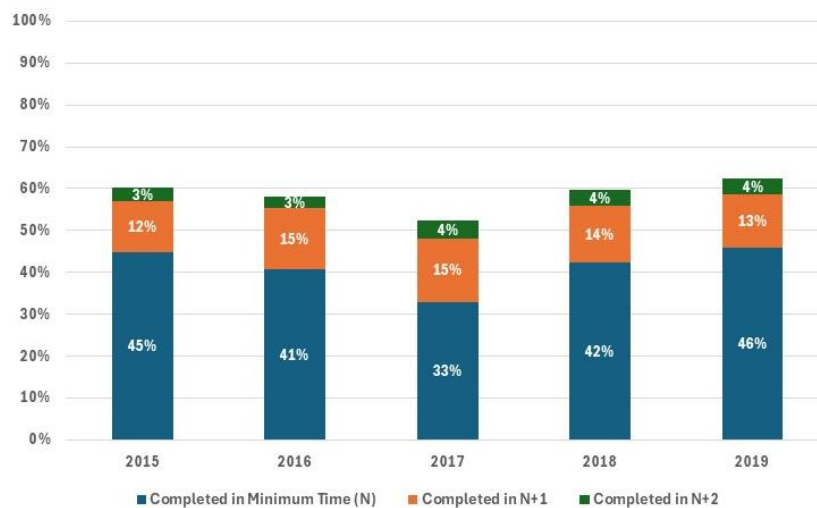


Figure 3.5.6 below shows the proportion of 2015–2019 FU BA/BSocSc cohorts who completed up to N+2 years. It shows that for each cohort an additional 3-4% completed in N+2 years.

Figure 3.5.6 Proportion of 2015–2019 FU BA/BSocSc cohorts who completed up to N+2 years



*BA/BSocSc Extended (4-year programmes)*

Figure 3.5.7 below shows the years to completion amongst 2015–2019 BA/BSocSc Extended graduate cohorts. It shows that more than 60% of each BA/BSocSc Extended graduate cohort took four years to complete. However, since the 2017 graduate cohort, increasing proportions of graduate cohorts took an additional year (five years) to complete. Note, completion rates are as at 2023, so the 2019 graduate cohort only has completions up to five years.

Figure 3.5.7 Years to completion of BA/BSocSc Extended graduate cohorts 2015–2019

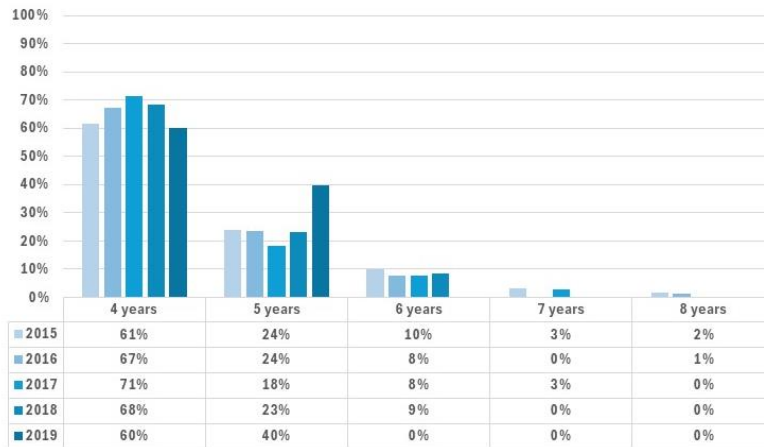
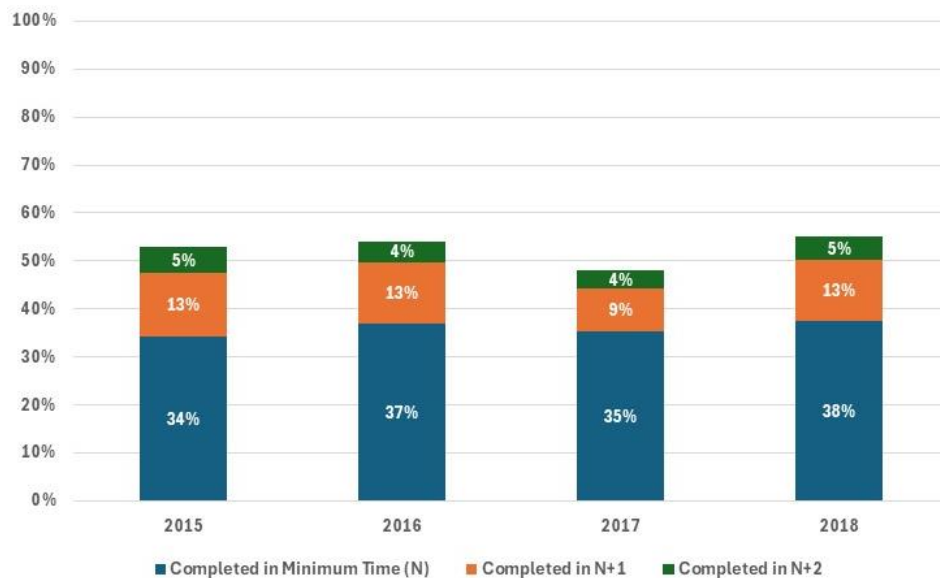


Figure 3.5.8 below shows the proportion of 2015–2019 FU BA/BSocSc Extended cohorts who completed up to N+2 years. 2019 cohorts can only have completions up to N+1 years by 2023, so are not compared here. The figure shows that for the 2015–2018 cohorts an additional 4-5% completed in N+2 years.

Figure 3.5.8 Proportion of 2015–2019 FU BA/BSocSc Extended cohorts who completed up to N+2 years



## Student voices

UCT students took part in the 2023 South African Student Engagement Survey (SASSE). The survey included one qualitative, open-ended question, 'what one change would most improve the educational experience at this institution?' Overall, responses from Humanities students reflected a desire for a more supportive, equitable, and cohesive educational environment: including better financial and mental health support; changes to the University calendar to better recognise students' assessment load across multiple courses, particularly where the Faculty has shifted away from exams towards a coursework model; and the need for a more inclusive environment that accommodates diverse backgrounds, languages, and socioeconomic statuses. Students emphasised the importance of making education accessible and reducing barriers for disadvantaged students.

## Curriculum review and change

In 2023, the Faculty developed a proposal for curriculum change, which was taken to Faculty Board in August and approved. Our proposal centres around three core strategies, with a focus on the BA and BSocSc degrees at this stage, as they constitute our largest enrolments. One, the reduction of credits in undergraduate degrees, particularly at 1000 and 2000 level; two, a process of consultation with departments of their offerings within majors so as to ensure that courses within majors are well-aligned and scaffolded; and three, reflecting with departments on current teaching practices, particularly as concerns assessment. The changes proposed are driven primarily by an awareness that undergraduate students are currently overloaded, and that contemporary prevalent assessment practices (which focus largely on essay writing as a means of assessing skills) may need re-working or expanding in our current context. There is also scope for thinking about assessment in light of the growth of generative Artificial Intelligence (AI) technologies.

### ***Steps taken so far***

The 2015–2017 student protests tabled a call to 'decolonise curricula' on South African campuses. South African students have expressed frustration with the Eurocentrism of curriculum content and with the forms of pedagogic interaction offered. Academics in the Humanities Faculty have largely, to date, taken student critiques seriously. Research conducted with academics in the Faculty, however, found that the initial predominant response amongst academics to the call to decolonise was to alter *content* of courses. In so doing, the regulative discourse which underlies the organisation and presentation of knowledge within courses is often left unchanged. Interviews with students indicate that it is not only content but also regulative discourse which is experienced as alienating and limits possibilities for learning. The Khanyisa courses, as mentioned above, thus grew out of an awareness of a need to shift both the regulative discourse and to provide crucial academic support to incoming students.

In addition, we have also recognised that the credit weighting of our undergraduate degree, particularly at 1000 and 2000 level, is higher than is necessary, thus overloading students and staff. In the next phase of curriculum change, we are proposing to work with Departments to reduce credits at 1000 and 2000 level, and to ensure that teaching practices at 3000 level (where credits need to stay as they are in order for the degree to remain accredited) align with credit weighting, such that the notional learning hours are accurate. In so doing, we are also proposing that we work with departments and academics across 1000, 2000 and 3000 level courses, in order to think about the regulative discourse that governs Humanities courses more widely. A working group of the UEC was set up in 2023 to consider how best to implement credit reduction, and an audit of students' actual learning hours across third year courses was also undertaken. A proposal for more substantive pedagogical change was approved by Hum Faculty Board in August 2023, and will be implemented from 2024. Project goals include working with departments who offer majors in the BA and BSocSc degrees to consider their pedagogy and assessment methods, as well as working with departments to consider the organisation of knowledge within undergraduate majors. The process will be iterative, beginning with data gathering and analysis on throughput, success, student load, and student experience; followed by workshops held with departments to discuss the data, and to re-think pedagogy and assessment methods in light of what the data shows.

## 3.6 LAW

### Key contextual issues

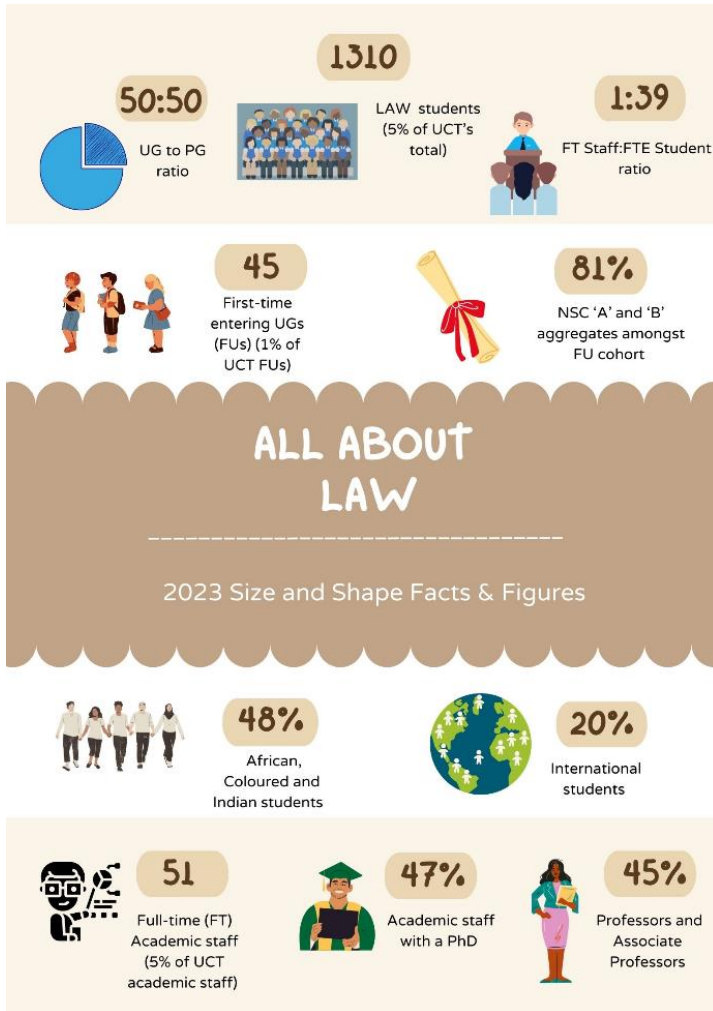
#### **Faculty Vision 2030**

The Law Faculty followed a consultation process (during 2022) and developed its own Vision in line with the UCT Vision 2030. A key area of work in achieving our [Faculty Vision](#) is “building a community of teaching and learning practice that co-creates high-quality innovative, research-informed, skills-based participatory learning and critical thinking”. The aim for 2023 was to rebuild and improve opportunities for students to be active in their own learning with the support of the Law Faculty.

#### **Return to campus**

2023 was the second year of the resumption of face-to-face lectures, with all activities returning to campus which allowed for improved engagement between staff and students and encouraging students to develop social circles amongst their peers. Teaching staff paid particular attention to supporting students to acclimate back to in-person class participation in lectures and tutorials, and the return to invigilated examinations. Orientation was held in person for the first time since 2020. For first years, registration and support for registration was available on-site in the Law Faculty. Returning students largely registered online, a success of the online system as part of the Harambee Project that was being onboarded.

The number of social events in the Law Faculty also increased in 2023, which offered greater opportunities for students to enjoy activities that promoted active learning and engagement. These activities include moot exercises and competitions, community service, and Law Student Council (LSC) organised events.



### Migration to Amathuba

2023 also saw the migration of all preliminary year LLB courses from Vula to Amathuba. This was particularly important for new students who will use this online learning platform for the duration of their degree. Amathuba offers various options for staff to continue a blended learning model, and to provide support to students in the form of voluntary practice questions and other exercises that can be done asynchronously and at the student's own pace.

### Artificial intelligence

The Law Faculty, like the rest of higher education globally, had to grapple with the problem of Artificial Intelligence (AI) Large Language Models (such as ChatGPT) that became popular in 2023. For the discipline of Law, the use of AI is particularly controversial because much of the art of law is to be found in the use of language to critique, analyse and persuade. There are also immense positive opportunities that AI offers us, and the Law Faculty began an informal process to develop best practices for guiding students on using AI responsibly while maintaining academic integrity.

### Funding constraints

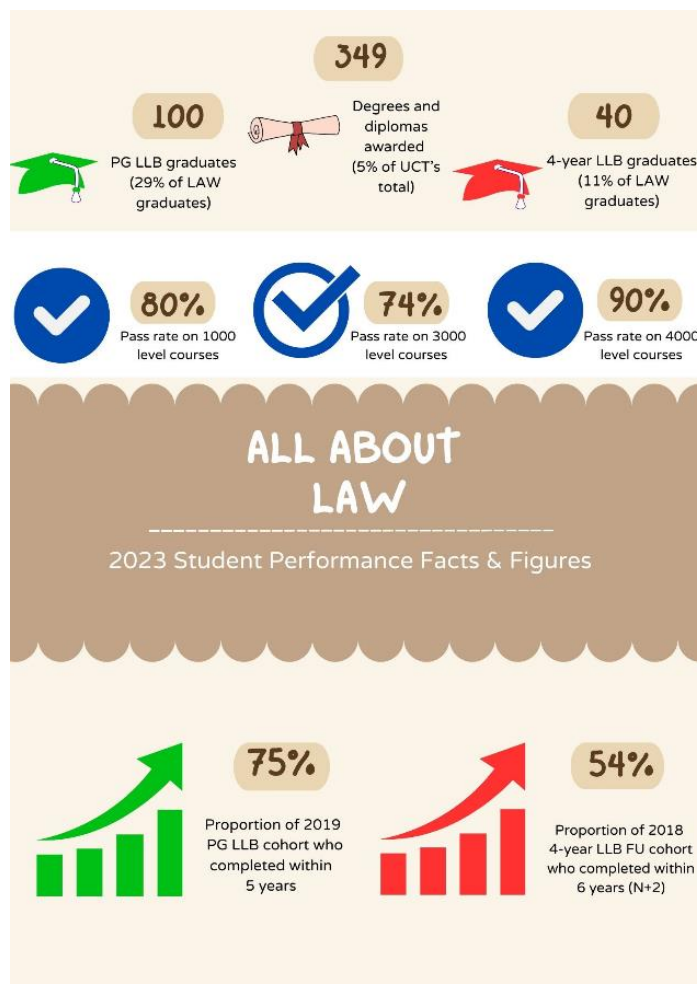
Students who register for the LLB as a second undergraduate degree have been significantly affected by funding constraints. These are students who either complete a full undergraduate degree and then register for an LLB (in the graduate stream), or those who complete some Law courses as a major as part of their Humanities or Commerce degrees, and then register to complete the remainder of the LLB in 2 years. These cohorts of students are not eligible for NSFAS funding. They also do not qualify for undergraduate funding at UCT (because of constrained funding sources, first degree students are prioritised), and they do not qualify for postgraduate funding because the LLB is an undergraduate degree. The lack of funding for these cohorts of students has had a significant impact on access for students who do not have private funding.

## Student success

### Community service

The Community Service programme is a compulsory part of the LLB degree. Students have to complete preparatory seminars and a research assignment that builds their legal knowledge and contributes to social justice. Students also have to complete fieldwork hours, where they meet with clients under supervision, provide legal education on constitutional rights to disadvantaged high schools or work in pro bono law clinics. A number of student organisations exist that run their own community service projects, showing great initiative. These projects include (but are not limited to):

- Shawco Law, which manages a legal education project at a number of different high schools;
- Students for Law and Social Justice (SLSJ), which operates an advice office under supervision; and
- Chamber of Legal Students, which provides legal support services to respondents in disciplinary processes at high schools and universities (UCT Law students receive preparatory training to offer this service).





Training for members of the Chamber of Legal Students

**CALL FOR ARTICLES!**

**A**

**Altum Sonatur** is looking for writers to submit essays for this term's theme:

**'R** effecting on the 2023 UCT fee/housing **CRISIS'**

- Articles to be 750-1250 words long
- Articles must be completed by 23 April
- Writers will be assigned an editor to assist them

For more details such as topic ideas and specifications, email: [altumsonatur2023@gmail.com](mailto:altumsonatur2023@gmail.com)

**GET PUBLISHED**

### Student publications

Law students run a student magazine called Altum Sonatur. The students write the articles and source the funding for the publication. In 2023, three of the issues published focused on “Disruption”, “Autonomy”, and “Crisis” respectively.

UCT Law students are co-editors of a student-run legal journal in collaboration with Stellenbosch law students, by choosing the best research papers in both universities each year. This publication is called *Responsa Meridiana*, and students are responsible for sourcing and reviewing the articles and for funding.

### **Moot competitions**

The UCT Law Moot Committee, the Centre for Law & Society and the UCT Moot Society hosted the 2023 Kate O'Regan Intersvarsity Moot Competition. A range of alums and Faculty friends served as judges in the early rounds, with Justice Albie Sachs, Ashraf Mahomed, Professor Chirwa, Justice Bess Nkabinde and Justice David Unterhalter serving variously as the judges for the semi-finals and finals. The finals were held in a packed Moot Court, with the UCT team winning the competition and being awarded the Cup. Runners up were the team from UJ. It was a great competition, with participants from eight universities around the country. Several other [Moot competitions](#) saw individual students participating, supported, and coached by staff.



*UCT Internal rounds – Kate O'Regan Moot Competition 2023*

### **Law Schools Global League 2023 Summer School**

A final year LLB student and an LLM student attended the Law Schools Global League (LSGL) Summer School in London, UK which focused on the theme *Transitioning to Net Zero* which highlighted the urgent need for decisive action to curb greenhouse gas emissions if the threat of global warming is to be effectively addressed. The LSGL Annual Summer School is taught by academics from the LSGL member universities and attended by students from across the world. The four course modules change each year depending on the academics involved. Some historical examples are modules on Climate Change; Justice and Courts; New Trends in International Taxation; Corporate Governance (From Comparative to Global); and Current Challenges in Trade and Investment Law. UCT Professors Danwood Chirwa (Dean) and Fatima Khan (Director: Internationalisation) attended the LSGL annual conference at the *Dickson Poon Law School* at King's College London.

## Curriculum development, change and review

### ***The Teaching and Learning Committee***

The Law Faculty's Teaching and Learning Committee, which comprises of staff and student representatives, plays a pivotal role in enhancing the quality of education in higher education institutions. This committee serves as a bridge between faculty, students, and administration, ensuring that teaching and learning practices are continuously improved and aligned with the institution's goals. The Committee is responsible for promoting best practices in teaching and learning by making recommendations to the Academic Planning Committee in the Faculty for policy development. The Committee facilitates communication between faculty and students, providing a platform for discussing and addressing academic concerns. By including student representatives, the committee ensures that student voices are heard and considered in decision-making processes.

The committee supports the professional development of faculty members by organising workshops, seminars, and training sessions. These initiatives help faculty stay updated with the latest teaching methodologies and technologies, ultimately enhancing their teaching effectiveness.

### ***Regional Law Teachers' Conference***

The Law Faculty is a co-organiser of the annual Regional Law Teachers' Conference which UCT, UWC and Stellenbosch University coordinate and participate in. In 2023, a number of Faculty attended and 4 members of staff that each presented a paper on the theme "Driving Impactful Learning in the Classroom and Beyond".



*Staff participants at the Regional Law Teachers' Conference 2023*

### **Curriculum change work**

The Law Faculty used 2023 to move forward with the Curriculum Change work. The first phase of the work focused on review of the credit load and the possible link to student throughput. During 2023 a workshop was held to think about big issues related to curriculum – why we teach and how we teach. The second phase of the work was meant to focus on what we teach and the coherence of content and skills in the different years of the LLB. This work will continue in 2024.



*Curriculum Change workshop with staff and students, October 2023*

## Student support

### **First-year orientation**

The first-year Orientation inducts students into the Law Faculty and UCT. It plays an acclimating role for both academic expectations and build a sense of community. One of the key objectives of orientation is to foster a sense of belonging among new students. Through various social activities, students have the opportunity to meet their peers, faculty, and staff, which helps in building a supportive network. Students also have the opportunity to meet some of their lecturers, are given a tour around the Law Faculty building, and of upper campus. The LLB programme at UCT has multiple different streams of entry and students in these different cohorts have different levels of preparation to



*UCT Law 2023 Orientation Leaders*

begin a law degree. The orientation for the 4-year undergraduate stream, for example, serves as an important bridge between high school and university life. Orientation programmes often include sessions on academic skills, such as time management, study techniques, and understanding the curriculum. These sessions are designed to equip students with the tools they need to succeed academically. The UCT Law Faculty Orientation Team received a 2023 Excellence Award from UCT's Centre for Orientation for “best orientation planning” and “for having registered the highest number of first year students in a single day”.

### ***The role of student advisors***

Academic advisors play a crucial role in promoting teaching and learning in higher education in South Africa. Their responsibilities extend beyond mere course selection and registration assistance; they are pivotal in fostering student success and engagement. They provide personalised support, helping students navigate academic requirements, institutional policies, and available resources. Student advisors are responsible for providing academic advice, but very often are called on to listen to students' personal challenges, including, financial, relational and health, including mental health. Academic advisors support the teaching and learning process in the Law Faculty by providing feedback to the Faculty about student needs and challenges. [This feedback](#) feeds into curriculum development and teaching strategies, ensuring that they are aligned with student needs and learning styles.

### ***The role of Teaching Assistants***

Teaching Assistants (tutors) play a crucial role in the Law Faculty in bridging the gap between lecturers and students. Many students are not comfortable consulting with their lecturers directly, at least at first, and tutors are available for walk-in consultations, can look over practice papers, and guide students about when the student needs to engage the lecturer. Tutors receive on-the-ground information from students and can relate these back to the lecturer, which can assist the lecturer to understand how students are faring with the coursework and where additional support is needed.

### ***PASS classes***

The Law Faculty offers "PASS" classes which are aimed at providing additional support to students so that they can achieve academic success at the end of the academic year. After the mid-year assessments, students who are at academic risk are identified and invited to attend the classes, which are aimed at skills-development. There are modules focused on legal research, writing and analytical skills such as reading and summarising a case, writing an essay or an opinion, or answering a problem question. The PASS classes also assist students to manage and prioritise their time.



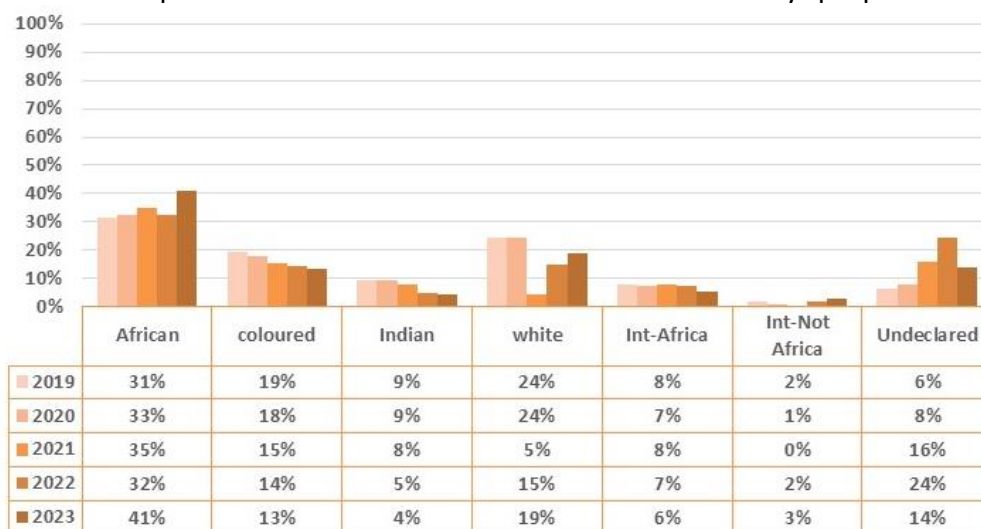
## Law facts and figures

The Admissions planning process that prepared for 2023 enrolment resulted in 45 new students in the 4-year undergraduate LLB stream (LB002), which is the cohort that are accepted straight from high school.

The Law Faculty offers various service courses to other Faculties. To Commerce, the courses are Business Law I and II, Company Law, Labour Law, and to Engineering, Law for Engineers. These courses include more than 200 additional students that are served by the Law Faculty.

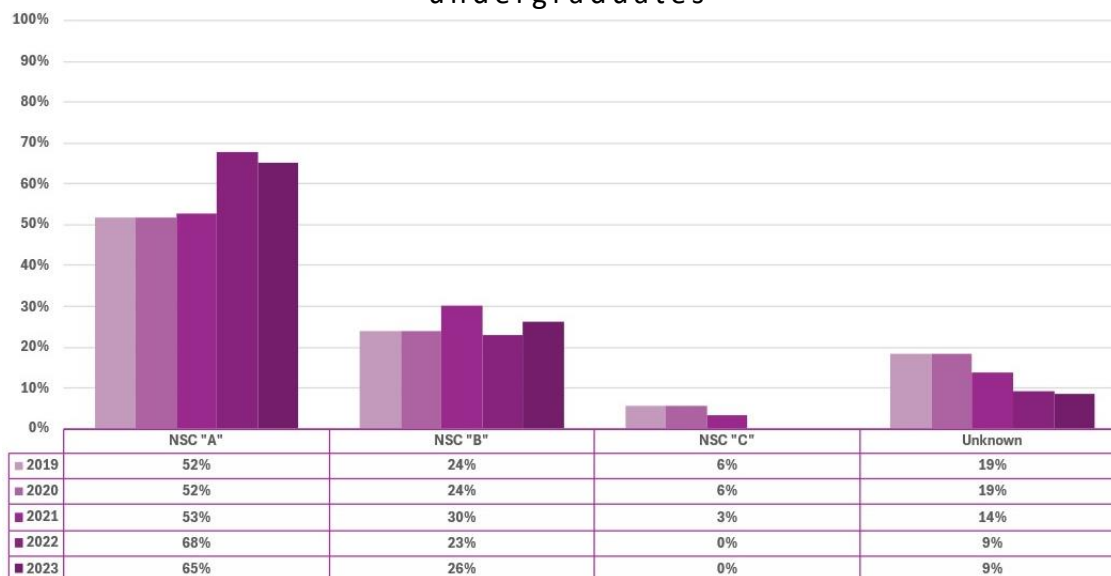
The total enrolments for Law in 2023 was 639 registered students across the difference streams and at different year levels. This matches the general pattern of total enrolments for a five-year period (2019 – 2023). The Law Faculty has made great strides in its strategic enrolment planning to diversify the class demographic and target students in redress groups. The proportion of ‘African’ Law undergraduate students increased from 32% in 2022 to 41% in 2023. See Figure 3.6.1 below.

Figure 3.6.1 Proportion of Law UGRD enrolments by population group



The National Senior Certificate (NSC) aggregate equivalent analysis for the Faculty of Law, shows that 54% of incoming Law undergraduate students in 2023 achieved an ‘A’ aggregate and a further 26% had ‘B’ aggregates. See Figure 3.6.2.

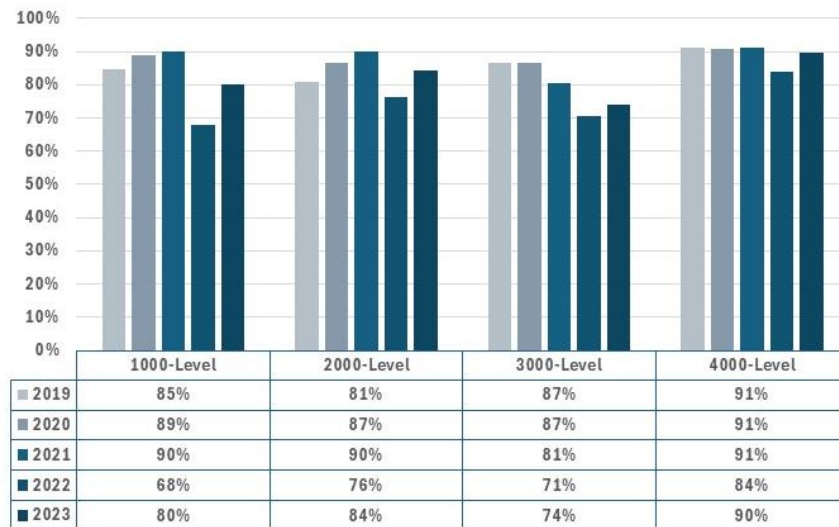
Figure 3.6.2 NSC aggregate equivalent of first-time entering Law undergraduates



**Course success rates**

The success rates of all students on Law undergraduate courses improved from 2022 to 2023 for courses at all levels, with the highest success of 90% for 4000-Level courses. See Figure 3.6.3.

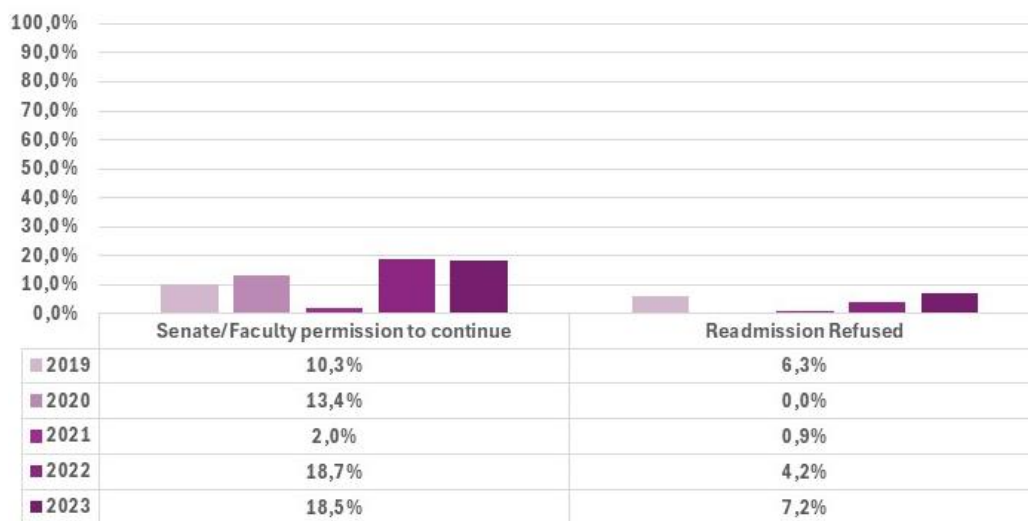
Figure 3.6.3 Success rates of all students on Law undergraduate courses



**Academic concessions and exclusions**

The proportion of undergraduate Law students who were academically excluded increased from 4% in 2022 to 7% in 2023. This may be a reflection of the lingering effect of learning losses for students during COVID. The proportion of students receiving academic concessions to continue remained the same as in 2022, at 19% of Law undergraduate students. See Figure 3.6.4.

Figure 3.6.4 Students with Faculty/Senate permission to continue or readmission refused on academic grounds



### Cohort completion rates

The cohort completion rates consider only students who start and end in the same programme. In this section, we show years to completion of graduate cohorts in Bachelor of Law four-year undergraduate programme and Bachelor of Law (postgraduate) programme. For the Bachelor of Law four-year programme we also show proportions of FU cohorts who complete in N years (minimum time), N+1 years and N+2 years. However, for Bachelor of Law (postgraduate) programme we look at completion in five years as students take either two or three years to complete in minimum time.

#### Bachelor of Law (LLB) (4-year programme)

Figure 3.6.5 below shows an increasing proportion of 2015–2019 LLB graduate cohorts completed in the minimum time of four years. Much lower proportions of graduates in each cohort completed in five or six years. Note, completion rates are as at 2023, so the 2019 graduate cohort only has completions up to five years.

Figure 3.6.5 Years to completion of LLB (4-year programme) graduate cohorts 2015–2019

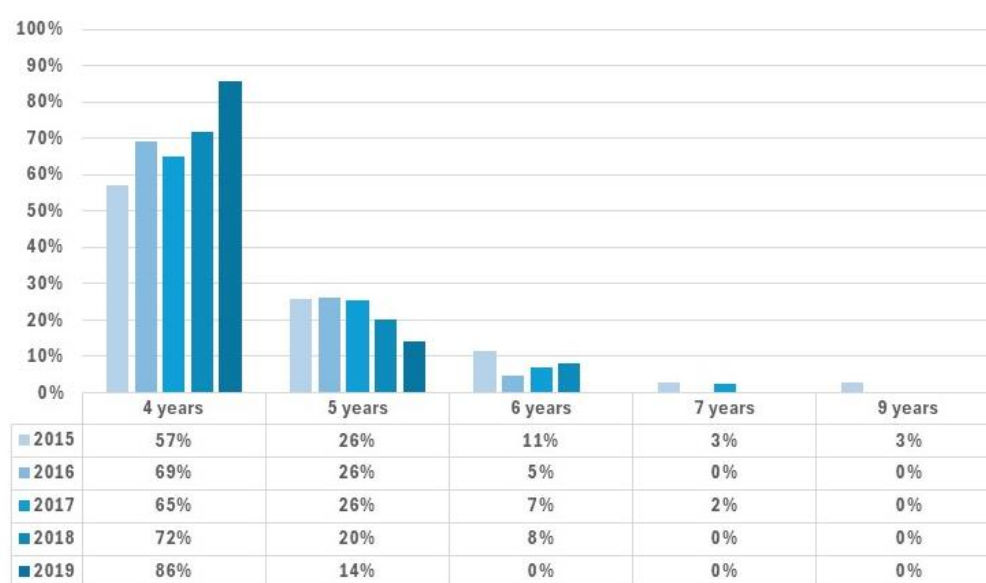
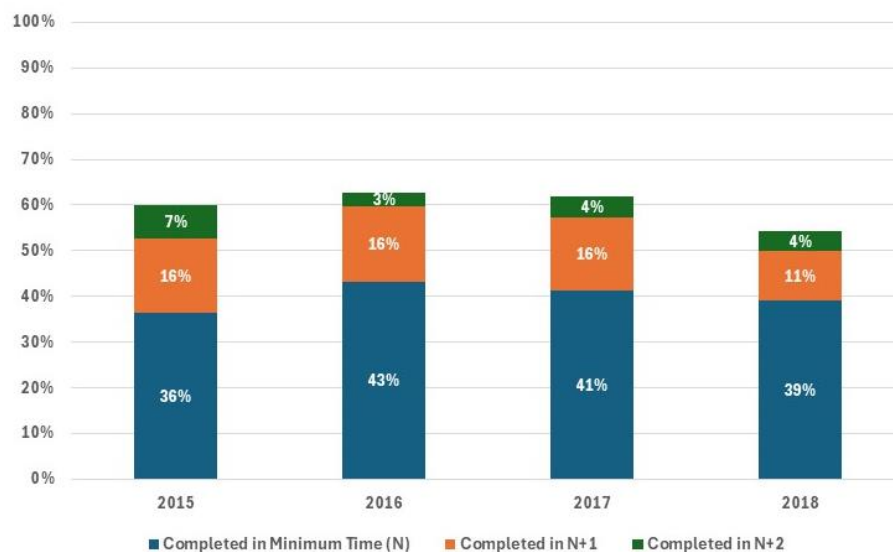


Figure 3.6.6 below shows the proportion of 2015–2018 FU LLB cohorts who completed up to N+2 years. 2019 cohorts can only have completions up to N+1 years by 2023, so are not compared here. The figure shows that for the 2015–2018 cohorts an additional 3-7% completed in N+2 years.

Figure 3.6.6 Proportion of 2015–2019 FU LLB cohorts who completed up to N+2 years



### *Bachelor of Law (LLB) (Postgraduate)*

The minimum time to completion for the LLB (postgraduate) could be two or three years. Figure 3.6.7 below shows on average, just over 50% of LLB (postgraduate) graduate cohorts from 2015–2019 completed in two years, and a further average of about 30-40% completed in three years.

Figure 3.6.7 Years to completion of LLB (postgraduate) graduate cohorts 2015–2019

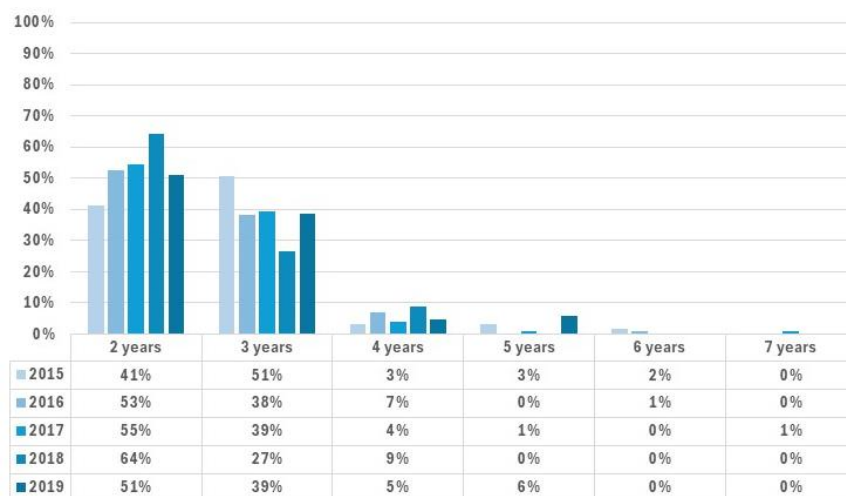
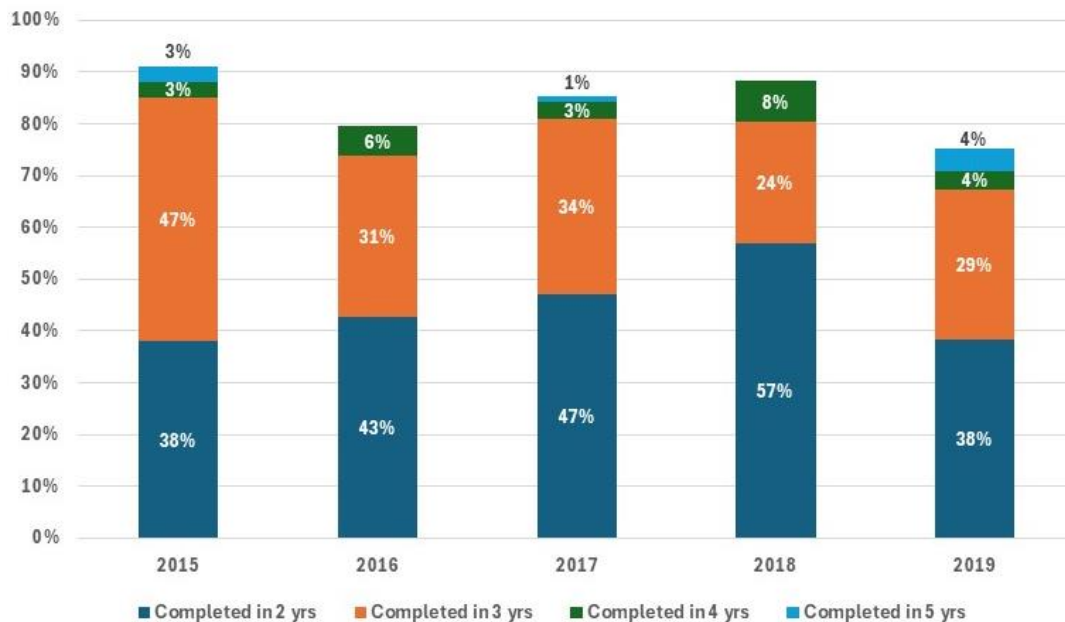


Figure 3.6.8 below shows the proportion of 2015–2019 LLB (postgraduate) incoming cohorts who completed up to five years after starting. The figure shows an additional 6-8% of LLB (postgraduate) cohorts completed in four or five years.

Figure 3.6.8 Proportion of 2015–2019 LLB (postgraduate) cohorts who completed in up to five years



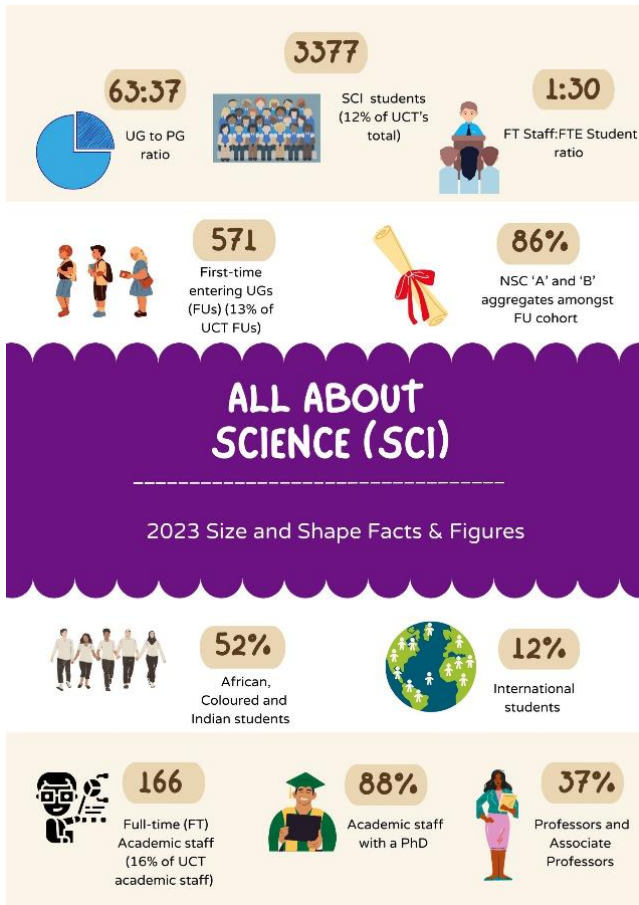
## 3.7 SCIENCE

### Key contextual issues

In 2023, a full return to face-to-face teaching and learning was implemented in Science. This included a return to full capacity use of laboratories and field-based activities. At the same time, innovative approaches to teaching, developed during the disrupted period, were retained to enhance effectiveness of teaching and learning. These included the incorporation of blended learning resources in courses with large cohorts in Computer Science and Statistics, where online resources were available for learning outside of the lecture room, with focused contact periods arranged for small groups over the learning period.

Science has served as pilot and adopter of change in the use of Amathuba and in implementing Programme Enrolment. The broad foundational-level curriculum leads into four major streams of study; however, senior courses in various majors differ in prerequisites, requiring careful coding of programme enrolment rules. Registration of first-year students into the majors was conducted on the last two days of registration week to give students an opportunity to attend presentations regarding what each major entails. The majority of returning students were able to register online by themselves under Programme Enrolment. Challenges in the registration pipeline, particularly where students lacked prerequisites or were changing majors, required engagement with student advisors and support from dedicated programme enrolment personnel. In 2023, all first-year courses were transferred to the Amathuba platform. Furthermore, several departments rolled out full use of the Amathuba platform for taught courses up to the BSc Honours level.

Stronger synergy between teaching and curriculum advising was fostered in 2023. Examination and term test results were used to monitor student progress, with the mid-year FEC focusing on ensuring potential qualifiers had all the necessary credits to meet degree and major requirements, as well as identifying students at risk. Those at risk were referred to student advisors and support structures. Recognising the negative impact of delaying reassessments, supplementary exams for first-semester courses were offered at the beginning of the second semester, allowing progress into second-semester courses. For service courses in Engineering, rapidly marking November exams enabled a window for the focused Tutored Reassessment Programme (TRP) and supplementary examinations before the December holidays.



## Curriculum change and review

Curriculum review and implementation is an ongoing process in Science. Discussions on improving foundational-level Mathematics, presented through the accreditation process in 2022, were implemented in 2023. These changes involved the semesterisation of MAM1000W and the implementation of additional learning time and support in the augmented stream, as well as the extended degree offering of the course. These substantial changes to MAM1000W were motivated by the desire to improve the pass rate, noting that this course is required in several learning streams in Commerce and Science.

Faculty-wide curriculum change workshops and consultations were held at various levels. Three facilitated workshops brought together all departments and involved student advisors, with input from the faculty board. Major issues identified include the credit overload (typically 432 credits versus the SAQA-accredited 360 credits); a lack of common interpretation of what constitutes a credit; variation in learning outcomes at different levels of study; early channelling of students into streams and lack of flexibility between streams; and a lack of alignment between the curriculum and desired graduate attributes.

While all BSc majors share a common requirement for a single course in mathematics, the various streams differ in their foundational courses. The general bachelor's degree emphasises general principles and theory as preparation for entry into general employment or postgraduate programmes. As UCT students are a major pipeline into postgraduate studies, there is tension between teaching content for general employment versus preparing for postgraduate studies, especially in fields such as Astronomy, where postgraduate studies frequently require a foundation in Mathematics, Physics and Computer Science.

Therefore, the curriculum change discussions allowed opportunities to establish common ground across the BSc offerings on how: to determine 'credit'; to identify key graduate attributes that the faculty and major streams aspire to achieve; and to evaluate the coherence of the BSc degree pipeline from level 1000 to level 4000. There is consensus that Science BSc graduates should be equipped with the following attributes: i) subject-specific foundations; ii) problem-solving skills; iii) transferable skills (analytical skills, mathematical fluency, technological fluency, communication, teamwork); and iv) professionalism and ethics.

At the same time, recent exit interviews by Career Services have identified that the employability of Science graduates is driven by unique attributes, including creative thinking, communication, teamwork effectiveness, planning and ways of working (time management, agile thinking), and mental flexibility (creativity, adaptability, and the ability to learn). Science has taken a multifaceted approach to curriculum development and change, with the immediate development and accreditation of courses in emerging 'niche' fields (Data Science, Artificial Intelligence); the development and refinement of multidisciplinary foundational courses; and further engagements to reduce credit overload.

## Student support

The Science Faculty undertook several initiatives to improve its support services available to undergraduate students in 2023. A Student Development Officer (SDO) was appointed to centralise and enhance student support within the faculty. In 2023, the faculty formally launched the official Science Mentorship Programme, recruiting 22 mentors and reaching more than 150 first-year students. The faculty also piloted an extended first-year orientation programme that regularly informed students about important deadlines, encouraged healthy behaviours, and provided help-seeking advice.



A key feature of the ongoing efforts to improve student support is the development of the “*Science is Tough (But So Are You!)*” textbook, which seeks to extend the Science Orientation curriculum into a year-long programme. This textbook guides students on how to learn science through an African lens. The thematic areas of the textbook include student belonging, essential skills for success, decolonising science, thriving at UCT, learning to learn, and exploring a future in science.

Through the role of the SDO, the faculty has also improved how it offers help and advice to students experiencing difficulties, provided access to emergency funding for students in distress, and enhanced the support offered to students going through the RAC Appeals process.

The BSc extended degree programme provides a key support intervention in the Science Faculty for students who need additional support to adapt to tertiary study. In addition, at-risk students and those admitted under Faculty or Senate concessions (FEC, RAC) were also added to the Impumelelo Academic Recovery Programme, which engaged 375 students in 2023. All students in the Impumelelo Programme were required to submit academic recovery plans and meet with the SDO once per semester to discuss their academic performance and any difficulties they may have faced. These students were also required to submit monthly self-assessment quizzes via the Programme’s Vula site. Results from this programme indicated that 53% of the 375 students managed to meet the Faculty’s readmission requirements, or graduated, by the end of 2023.

For general academic assistance, students taking Science courses were able to access the Help@Science sessions, where paid tutors were available in the Science Learning Centre in the Chris Hani building between 16h00 and 18h00, Monday to Friday. Unfortunately, funding for this programme has ended, and it will not run from 2024 onwards.

## Student voices

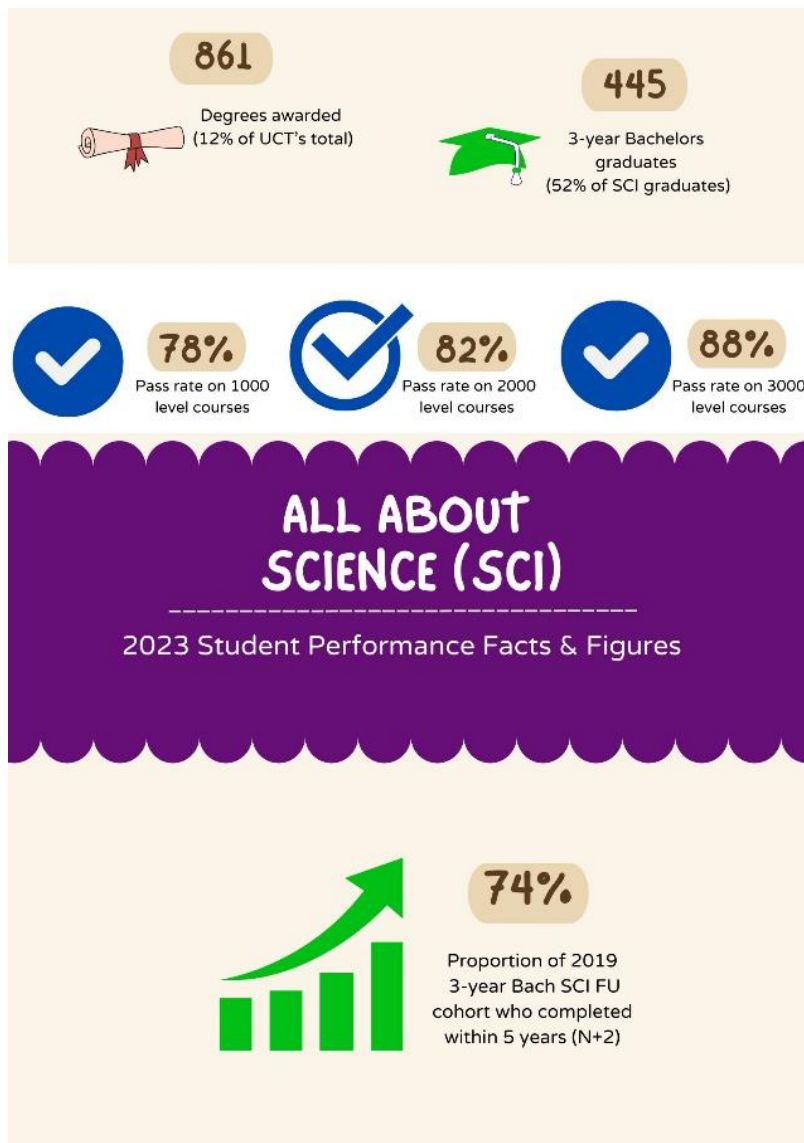
An analysis of responses from students in the Science Faculty (n=206) to the question “*What one change would most improve the educational experience at this institution?*”, in the 2023 South Africa Survey of Student Engagement (SASSE), revealed the following common themes:

- **Administrative and financial challenges (22% of responses):** Students reported challenges with financial aid and communication with the administration, which resulted in stress and confusion, particularly for students from disadvantaged backgrounds.
- **Academic Support and Communication (34% of responses):** Several students highlighted the need for more engagement with lecturers and tutors, both in the classroom and outside of the formal teaching time. There were reports of poor coordination between departments in scheduling deliverables, often leading to clashes and increased stress.
- **Mental Health and Wellbeing (15% of responses):** Students mention that the current counselling services are limited and not always available when needed. They stress the importance of addressing academic pressure, financial stress, and personal issues in a more supportive manner.
- **Inclusion and Diversity (10% of responses):** Many responses mentioned the need for the institution to be more inclusive, particularly for students from disadvantaged socioeconomic backgrounds. Students expressed concerns about feeling isolated due to the lack of support in adjusting to university life and the competitive academic environment.
- **Facilities and Infrastructure (12% of responses):** There were multiple suggestions for improving campus facilities, including better study spaces, water dispensers, and transportation services like the Jammie shuttle. Some students also requested improvements in student accommodation and campus cleanliness.
- **Workload and Exam Scheduling (19%):** The pace and volume of academic work was a recurring concern. Students feel overwhelmed by the intensity of the workload and requested more balanced scheduling, particularly during exam and test weeks.



## Student success

Science students continue to excel beyond the classroom. While celebrating participants in a diverse range of events, we would like to single out Manelisi Ncube, one of the winners of this year's Syft Analytics Hackathon. The Syft Analytics Hackathon 2023 was open to third- and fourth-year students studying computer science, engineering, or any similar degree at a university in South Africa and took place between May and September 2023. The first round occurred on the 20th of May, with over 500 students participating. Only 50 qualified for the second round, which took place in July. The final round required participants to design and create a full-stack web application from scratch in just seven days. "I was absolutely surprised to receive the email and I'm extremely happy to have represented UCT's excellence in the competition," said [Manelisi](#).



## Science facts and figures

### Undergraduate enrolments

The Faculty of Science has had a growth in undergraduate enrolments from 2019 to 2023 of 5.7%, with first-time entering students increasing by 30% from 2019 (438) to 2023 (571). The proportion of first-time entering undergraduates with an NSC “A” aggregate increased to 64% in 2023 (Figure 3.7.1). The diversity of our student body is comparable to the rest of the university (Figure 3.7.2).

Figure 3.7.1 NSC Aggregate Equivalent of first-time entering Science undergraduates

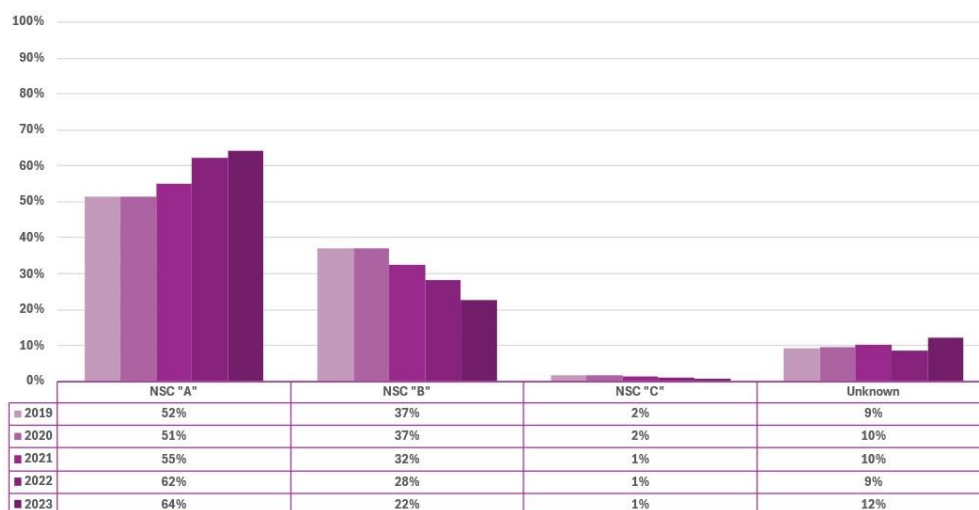
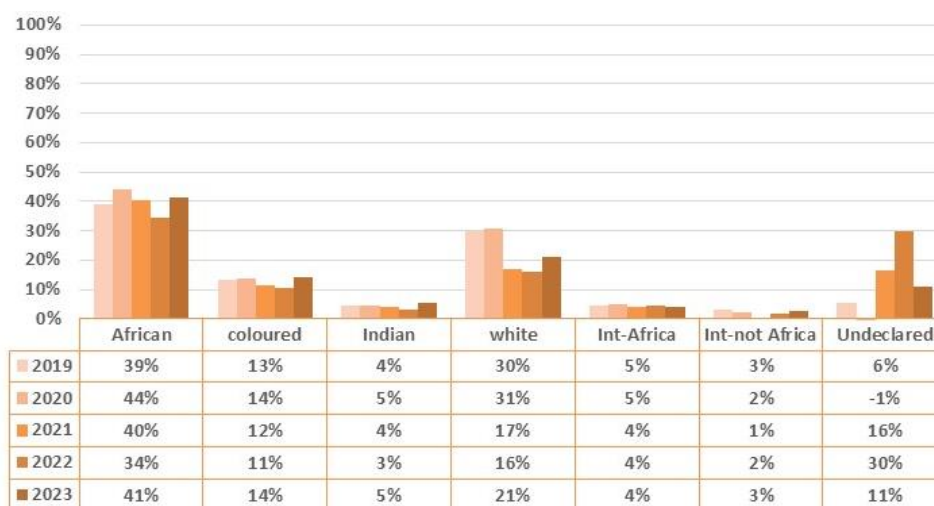


Figure 3.7.2 Proportion of Science undergraduates by population group



### Academic success and progression

Success rates in undergraduate courses are lowest in 1000-level courses, reflecting the challenges students face in adapting to studying at University (Figure 3.7.3). Course-level success rates are lower in the extended degree programme than in the three-year BSc programme by approximately 12% (Figure 3.7.4).

Figure 3.7.3 Success rates of all students on Science undergraduate courses

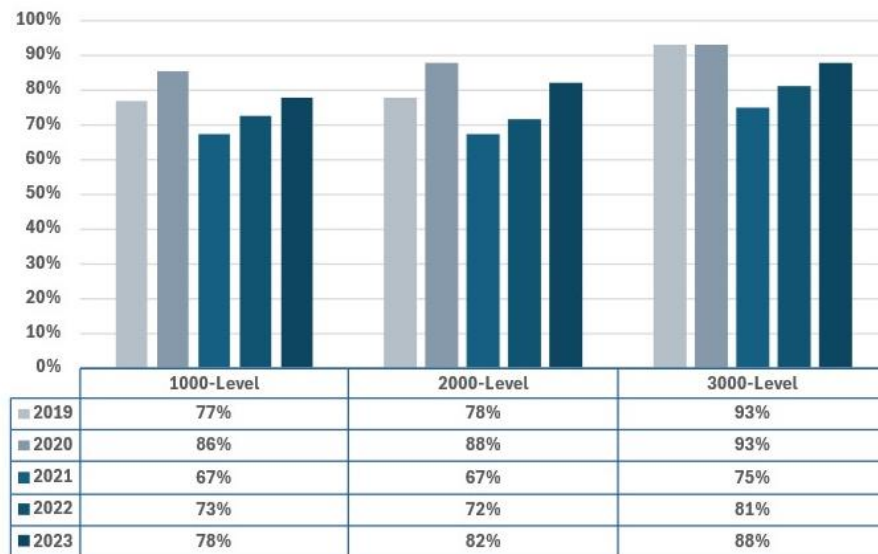


Figure 3.7.4 Success rates of extended degree students on Science undergraduate courses

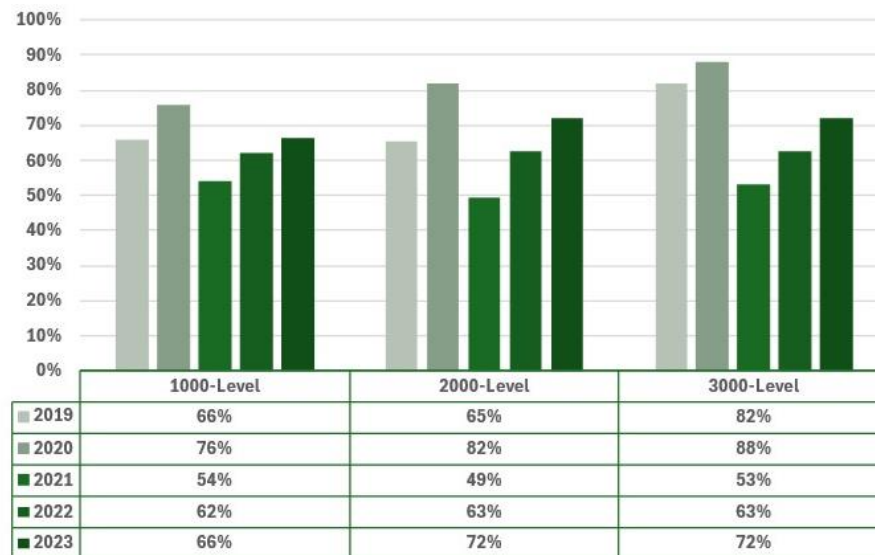
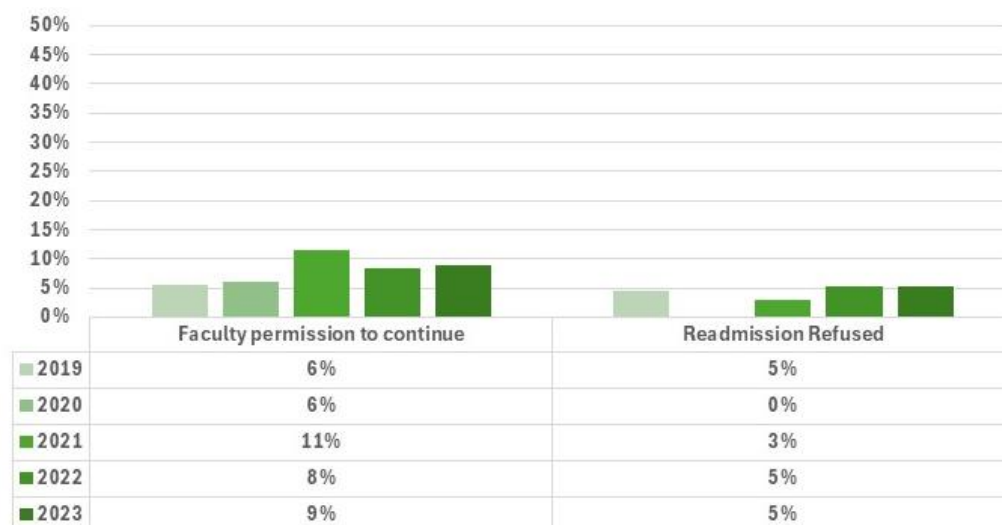


Figure 3.7.5 below shows the proportion of Science undergraduate students who were permitted to continue through the Faculty/Senate in 2023 was 9%, while 5% of the undergraduate students in Science were academically excluded in 2023. These were similar to 2022 figures.

Figure 3.7.5 Students with faculty/Senate permission to continue or readmission refused on academic grounds



In 2023, the Science Faculty rules for progression were updated to ensure that students registered in 2023 meet the N+1 rules for continued readmission. This represents a more demanding standard than that for students registered prior to 2023.

Below we show years to completion of graduate cohorts in specific Science programmes. We also show proportions of FU cohorts who complete in N years (minimum time), N+1 years and N+2 years.

*Bachelor of Science (BSc) (3-year programme)*

Figure 3.7.6 below shows the years to completion amongst 2015–2019 BSc graduate cohorts. It shows that increasing proportions of BSc graduate cohorts completed in three years. Much lower proportions of BSc graduate cohorts completed in four and five years.

Figure 3.7.6 Years to completion of BSc graduate cohorts 2015–2019

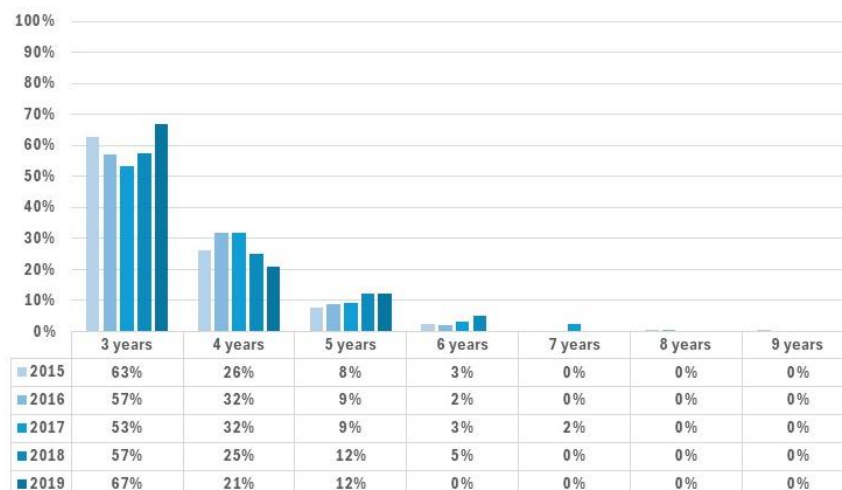
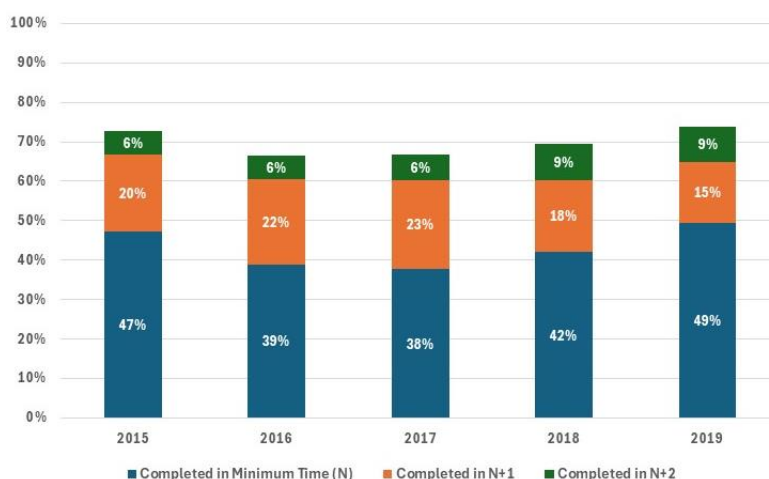


Figure 3.7.7 below shows the proportion of 2015–2019 FU BSc cohorts who completed up to N+2 years. It shows that for each cohort more than 60% completed within N+1 years, and an additional 6-9% completed in N+2 years.

Figure 3.7.7 Proportion of 2015–2019 FU BSc cohorts who completed up to N+2 years



*Bachelor of Science (BSc) Extended (4-year programme)*

Figure 3.7.8 below shows the years to completion amongst 2015-2019 BSc Extended graduate cohorts. It shows that increasing proportions of BSc Extended graduate cohorts completed in five years. For three of the graduate cohort groups (2015, 2016 and 2019) a larger proportion completed in five years than four years. Note, completion rates are as at 2023, so the 2019 graduate cohort only has completions up to five years.

Figure 3.7.8 Years to completion of BSc Extended graduate cohorts 2015–2019

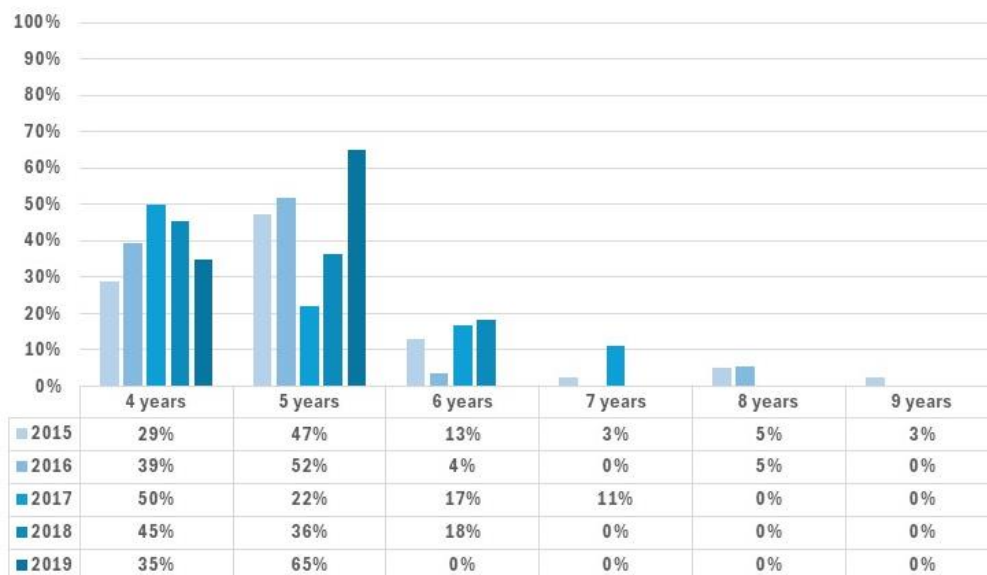
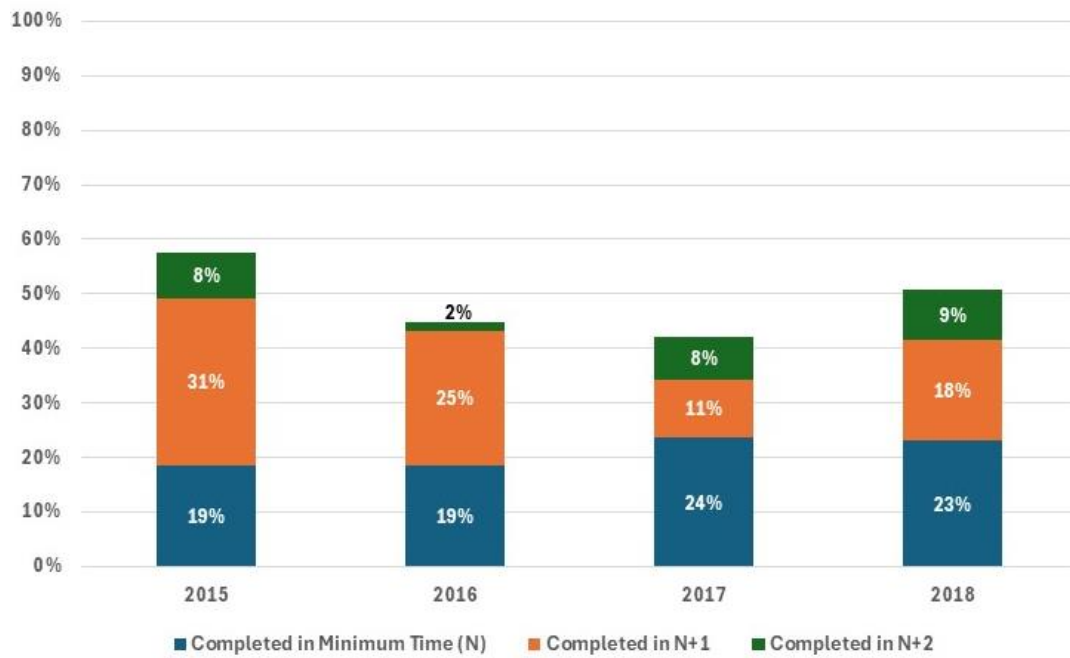


Figure 3.7.9 below shows the proportion of 2015–2018 FU BSc Extended cohorts who completed up to N+2 years. 2019 cohorts can only have completions up to N+1 years by 2023, so are not compared here. The figure shows that for the 2015–2018 cohorts an additional 2-9% completed in N+2 years.

Figure 3.7.9 Proportion of 2015–2019 FU BSc extended cohorts who completed up to N+2 years





# CHAPTER 4

## INSTITUTIONAL SUPPORT FOR TEACHING AND LEARNING

The Centre for Higher Education Development (CHED) as a cross-faculty structure is located in the broad field of Higher Education Development globally, which includes the development of educational opportunities and support for students, staff, and the curriculum. Although CHED works collaboratively with others to shape and strengthen the academic project, it is also a hub of scholarly and research-oriented work that informs current trends in teaching and learning nationally and globally. Its mandate is to facilitate learning, build teaching communities, inform teaching and learning policy, advocate for scholarly teaching and learning environments, and support the scholarship on teaching and learning.

In South Africa, this field, which is better known as academic development, emerged mainly as student support programmes in the form of tutorial support, language support, bridging or foundation courses, and skills courses. While initially aimed at equity and epistemological access, the field has also realised that in higher education currently, all students need support through academic, digital, epistemic, mathematical, social, and other literacies. In addition, the professionalisation of higher education has meant that staff development is a critical function of educational development centres. In recent years, curriculum development and change have been foregrounded. The diversity of the field is both a strength and a source of challenge. Its heartland work, focused on epistemological and social access for the majority of university students, is counterbalanced with the academy's need for efficiency and impact. It manages the delicate balance of educational development advocacy and institutional support.

In 2023, CHED played a pivotal role in advancing educational innovation and student success. CHED has made significant impact in faculties with the work of the Academic Development Programme (ADP) and other departments, particularly in the realms of educational technology and by establishing hubs of excellence in research, student success, curriculum change, and staff development. By leveraging data and pedagogical strategies, CHED engaged in teaching and learning practices through academic staff development workshops, making support more accessible and effective for staff across the campus.

In the area of educational technology, CHED initiatives such as Amathuba and Explorance Blue that integrate digital platforms and resources into the curriculum, enhanced both in-person and online learning experiences. These innovations have not only improved staff engagement but also ensured that UCT remains at the forefront of global educational trends.

Additionally, CHED's commitment to student support has been instrumental in fostering student success. Through targeted programmes like Siyaphumela, the Writing Centre, and Careers Service, CHED continues to address the barriers to learning, providing personalised support that helps students navigate academic challenges and achieve their full potential. CHED's holistic approach, combining technology with robust support systems, has contributed to the academic landscape at UCT.

Several of the initiatives in this section of the report were bolstered by the DHET's University Capacity Development Grant (UCDG) initiative, with its strong focus on transformation, capacity development, and student success. The second cycle of funding concluded in 2023, and CHED led preparation for the next funding cycle, together with faculties, in the second half of the year.

## 4.1 ACADEMIC STAFF PROFESSIONAL DEVELOPMENT

The Academic Staff and Professional Development (ASPD) unit supports academics by developing and enhancing their ability to fulfil their roles as university teachers, researchers, and members of the UCT academic community. Staff at various stages of their academic career participated in professional development initiatives in order to exercise agency in meaningful ways in the educational project. The suite of professional development programmes offered to academic staff involves various CHED units that contribute towards its educational development work in faculties across the university. This suite includes the MMUF, nGAP, NAPP, ESAPP, and HODEP discussed below.

### Mellon Mays Undergraduate Fellowship (MMUF)

Funded by the [Andrew W Mellon Foundation](#), the primary objective of the MMUF is to address the issue of underrepresentation in the academy. The two-year programme identifies five outstanding undergraduate, third-year students (annually) in Mellon-designated humanities, arts, and social science fields who intend to pursue a PhD and a career in academia. Through the provision of financial support, mentoring, and stimulating academic activities, the programme aims to establish fellows on an academic career track which will lead to their becoming scholars in their field. Started at UCT in 2002, UCT MMUF has produced 28 PhDs, with five fellows currently registered in PhD programmes, both in South Africa and abroad. As of 2023, due to a shift in the foundation's strategic direction, South African MMUF universities would no longer choose new cohorts. Support for the 2022/2023 cohort remained ongoing until honours graduation at the end of 2023, when budget grants came to an end. Graduate fellows in the system continue to be supported informally.

### Next Generation of Academic Practitioners Programme (nGAP)

The nGAP, initiated by the Department of Higher Education under the Staffing South Africa's Universities Framework (SSAUF), is a pivotal initiative aimed at enhancing academic staffing at universities. It addresses several critical challenges in the higher education sector, including the unequal representation of staff, an ageing academic workforce, disproportionate staff-to-student ratios, and the need for expertise to meet the sector's growing demands.



In 2023, UCT's nGAP hosted three development retreats that focused on writing and academic development, innovative assessment, disability sensitisation, and proposal writing. Notable sessions included a discussion on structured mentoring, a presentation by the Dean of CHED on academic development, and a seminar by Penn State University on social justice in education. To enhance this support, the programme coordinator conducted annual review and planning meetings with the 25 nGAP lecturers, supervisors, mentors, and heads of departments. The programme also emphasised individual support through one-on-one sessions between lecturers and the coordinator, supplemented by professional counselling services.

From Phase 1 in 2015 through Phase 9 in 2023, UCT has been awarded 40 nGAP posts, with 34 academics currently engaged in the programme and 10 having completed it. In 2023, UCT successfully secured four nGAP posts in Phase 9. Additionally, three members earned PhDs, two of whom were promoted to senior lecturer positions, with one receiving dual recognition from UCT and Paris 1 Sorbonne University. Another highlight in 2023 was that one academic received the National Research Foundation's Research Excellence Award for Early Career/Emerging Researchers, and another was appointed head of department before exiting the programme.

### New Academic Practitioners' Programme (NAPP)

Since its inception in 2004, the UCT New Academics' Practitioners Programme (NAPP) has engaged over 900 academic staff, offering a structured induction for new academics. Running in both the first and second semesters, NAPP includes a two-and-a-half-day residential retreat, and two full-day workshops each semester focusing on teaching, learning, assessment, and curriculum. The programme concludes with the NAPP Teaching Project, where participants address a teaching challenge identified at the start, applying insights from the workshops.



In 2023, the first-semester cohort had 21 participants from the Commerce, Engineering and the Built Environment (EBE), Health Sciences, Law, Humanities, and Science faculties, with 19 completing the programme. The second-semester cohort included 19 new academics from the same faculties, with 14 participants finishing. Feedback from both cohorts was positive, highlighting the programme's impact on pedagogical knowledge and practice, and its benefits for ad hominem promotions.

### Established & Seasoned Academic Practitioners' Programme (ESAPP)

The Established and Seasoned Academic Practitioners' Programme (ESAPP) targets academics with 5-15 years of experience, focusing on postgraduate teaching and supervision. In 2023, ESAPP had 15 participants from Law, Health Sciences, Science, Humanities, EBE, and CHED. The programme started with a residential retreat in May and workshops in September 2023, covering Signature Pedagogies for Postgraduate Supervision and the Supervisory Philosophy Project. Participants developed an electronic supervisory portfolio that included their supervisory philosophy and pedagogical approaches. This offered participants a different form of reflective pedagogy, providing them with a structured tool for reflective practice and a way to document their ongoing professional development in relation to supervisory practices.

### Heads of Department/Division Enhancement Programme (HoDEP)

The Heads of Department/Division Enhancement Programme (HoDEP) provides support for middle-level leadership and new heads of departments (HoDs). In 2023, HoDEP included 16 participants from Commerce, EBE, Health Sciences, Humanities, and CHED. The programme featured a residential retreat in August, focusing on leadership in the South African higher education landscape. In November 2023, workshops were held with participants who developed their leadership philosophy and practices. The programme was valued for the opportunity to interact with UCT executives and the reflective space for learning from experienced HoDs, helping participants craft their leadership styles within a community of practice. Collectively, these initiatives had effectively supported academics at various career stages in 2023 by enhancing their teaching, supervisory skills, and leadership abilities.

### Tutor Development Programme (TDP)

An important constituency within the academic project is tutoring staff. Tutors, who often reach students in a relatable way, form part of the staff development initiatives offered in CHED. The Tutor Development Programme (TDP) focuses on the enhancement of tutoring skills through comprehensive training and support and aims to support the development of tutors to strengthen students' essential skills in academic reading, writing, critical thinking, numeracy, and digital literacy. It emphasises inclusive teaching practices and a representative identity to reflect UCT's diversity. Through a multi-tiered curriculum, mentorship, and blended learning, the TDP equips tutors to address student challenges effectively and prepares them for future academic roles. By enhancing teaching quality and fostering institutional change, the TDP positions tutors as pivotal in advancing student success and contributing to UCT's academic community.

In 2023, the TDP focused on the refinement of its tutor training framework and curriculum and support initiatives through initial consultations with faculty representatives nominated by faculty Deputy Deans for Teaching and Learning. It became clear from these consultations that UCT has strongly differentiated tutoring practices, with different models operating even within faculties. While this differentiation is in many ways desirable for supporting diverse teaching and learning practices, it was also clear that the institution needs to develop a common framework for understanding such practices across contexts. Funding was sought, through the DHET UCDG to produce and implement such a framework for the university.

In addition, the TDP is aimed at the development of interest in potential academic pathways for tutors. In 2023, key activities in this regard included:

1. Community of Practice for Capacity Building: In first semester of 2023, a small but experienced interest group convened to develop the contextual knowledge that would inform tutor support activities at UCT. Bi-weekly meetings were held to discuss inclusive pedagogy, academic literacy, and blended learning. Key stakeholders, including faculty representatives, HR, and special interest groups were consulted and it emerged that diverse tutor models and training were practiced. Re-alignment of practices in line with legislative requirements will form part of the project in 2024.
2. Establishment of a Collaborative Team: Much of the work in 2023, including the conversations mentioned above, surfaced key groups and individuals who should contribute to the common tutor training programme at UCT. A Collaborative Team was established towards the end of 2023 and will drive the project into its next phase in 2024.

## AI in Education

In 2023, the availability of generative artificial intelligence (AI) tools like ChatGPT sparked interest and concern in higher education globally and in the South African sector. In response and under the direction of the DVC Teaching and Learning, UCT's Online Education Sub-Committee (OESC) established an AI in Education Working Group to provide guidance and raise awareness about AI in teaching and learning. The group, chaired by CILT's Director, focused on key areas including awareness-raising, training for teaching with AI, AI literacy, assessment, academic integrity, and governance, and provided steering for CILT's AI in education staff development activities in 2023, summarised as follows:

- Creating and regularly updating [comprehensive guides for staff and students](#), covering topics such as assessment, academic integrity, teaching and learning with AI tools, and the ethical use of generative AI in research. These have been positively received and are also being used by a number of institutions outside of UCT.
- Responding to requests for presentations, webinars, and discussions across various faculties and departments, engaging with staff and students on AI-related topics in education. Throughout 2023, CILT conducted 17 presentations and workshops across all of UCT's faculties providing inputs at faculty as well as department level, garnering over 600 attendances. There was also engagement with key university bodies, including UCT Libraries and the Research Office, as well as various ethics committees and student representatives.
- Organising panel discussions on topics of general interest to staff and students as well as developing a podcast series. These panels and podcasts explored responses to teaching with ChatGPT, challenges with AI text detection tools, and students' perspectives on using generative AI.
- AI also featured in the 2023 UCT Teaching and Learning conference with the DVC Teaching and Learning chairing a panel with UCT academics to explore issues and future strategies regarding assessment and AI.

The activities have brought institutional awareness to the challenges and opportunities of generative AI and are helping shape department and faculty responses. It is envisaged that 2024 activities will intensify work to develop strategies responding to AI in the disciplines as well as looking at innovation projects to leverage the potential of AI in the teaching and learning space.

## 4.2 STUDENT DEVELOPMENT

### Academic Development Programme (ADP)

ADP's Teaching and Learning initiatives in the faculties and within the institution include formal teaching on Extended Curriculum Programmes (ECPs) and mainstream courses at the undergraduate level and on postgraduate courses. This teaching sits alongside educational development initiatives which support student success. These include staff development/tutor training within the faculties and the Writing Centres, which entails critically engaging staff on curricula and pedagogic practices, broad curriculum review within faculties, as well as postgraduate teaching and learning initiatives which support the development of research literacies.

In 2023, ADP, following CHED's "Visibility and Impact" theme, mapped its interventions to identify best practices and areas needing adjustment to meet evolving student and staff needs. Enrolment in ECPs rose to 785 first-time students in 2023 from 628 in 2022. Some units rebranded extended courses to promote general student success. There was a significant increase in the number of mainstream students that were supported by ADP staff within courses and other support structures. An area where this was evident was within the support provided by the Writing Centres. ADP staff supported 2724 consultations with around 1421 undergraduate and postgraduate students and conducted 160 workshops for over 7190 students, earning excellent feedback. Blended research writing courses reached 424 postgraduates, showing increased demand. ADP also managed the Writing for Postgraduate Completion Programme, reflecting its integral role in research support.

Student feedback surveys, as well as letters of recommendation from faculty staff, point to the positive impact of the Writing Centres on students' writing processes, disciplinary enculturation and on staff's approaches to teaching and supervision. Importantly, staff have noted the impact of the Writing Centres on throughput. Feedback from academics pointed to causal evidence of how the improvement in postgraduate students' writing directly impacts key faculty metrics, particularly the time to degree completion and final grades. This reflects the Writing Centres' role in furthering the university's mission of providing transformative education, which unleashes students' potential.

ADP staff made significant contributions to shaping thinking and practice, particularly in relation to Curriculum Change Review processes in the faculties. Performance data reflect how ECP students performed equally well (within 5%) compared to equivalent mainstream courses in some units. An important redress objective within ADP's staff development initiatives is to increase the number of Black postgraduate students who become academics. The 371 tutors reached through tutor training reflect the extensive reach of ADP's staff development work in the Writing Centres and across ADP's units. ADP also worked productively with staff across the institution on course design and curricula, programme reviews, supervision training, emerging researcher workshops, and orientation programmes for new and established academics.

## D-school Programmes

The d-school offered the following core programmes in 2023: DT Foundations programmes, the DTinAfrika programme, and the DT Week.

### ***Foundations programme***

The d-school ran two Foundations programmes: one in March and one in May 2023, with a total of 33 students (15 and 18, respectively) having participated. These were final-year undergraduate and postgraduate students from various disciplines, encouraging diverse ideas to flourish. They learnt to work in multidisciplinary teams of five to six students, each team guided by a professional DT coach. The teams worked on real-world challenges provided by the d-school's project partners and presented project solutions to project partners at the end. Working on these projects, the students were taken through a programme of learning the tools and process of design thinking, towards ultimately developing a design thinking mindset.

### ***DTinAfrika programme***

The 2023 Design thinking in Afrika (DTinAfrika) programme was designed as a coach-light programme to give students ownership of the design thinking process. The collaborative initiative ran over two weeks in July 2023 in partnership with American University of Cairo (Egypt), Ashesi University and Kwame Nkrumah University of Science and Technology (KNUST) in Ghana, and University of Nairobi Department of Art & Design (Kenya). A total of 24 third-year undergraduate and postgraduate students from these institutions participated in diverse teams with students from across Africa.

### ***DT Week***

DT week is an annually held, student-focused programme that took place in November 2023. The programme is open to all students, from any academic institution in South Africa, who can attend in-person. The event was an overall success with a total of 67 students completing the workshop.

## 4.3 CURRICULUM REVIEW & DEVELOPMENT

The Curriculum Change Initiative was funded by the UCT Staff Development Committee in 2023. Led by the CHED and supported by the Institutional Planning Department (IPD), the initiative offered specialised training to facilitators to guide curriculum review processes that faculties were engaged in. The initiative was focused on the philosophy of decolonisation, reflecting critically on curriculum knowledge, structure, pedagogy, credit loads, progression rules, teaching and learning activities, and assessment practices. The aim of the initiative is to re-align curriculum design and practice on the lived experience of students as a way of improving student success. The focus areas in 2023 were as follows:

- Recruiting and training curriculum change facilitators to guide activities within the university's curriculum change initiatives.
- Implementing workshops and group collaboration strategies for curriculum change in accordance with the Curriculum Change Framework produced by the Curriculum Change Working Group (2018) and the Senate-approved proposal (2019), "Taking Curriculum Change Forward".
- Facilitate curriculum change workshops and meetings for faculties and departments to hold discussions on the current curriculum change/review initiatives.

Through the initiative, 11 facilitators were recruited and trained, and a curriculum change facilitation retreat was held. The retreat focused on several key areas including:

- Engagement with scholarship on decolonial education philosophies and curriculum;
- Development of materials to support faculties in curriculum review and change processes; and
- Enhancement of facilitation techniques to improve faculty engagement and manage resistance to change.

Facilitators successfully led workshops and meetings in the Law and Science faculties, as well as Finance department, where they provided valuable insights into programme design and greater alignment with the expected graduate attributes, curriculum content, pedagogy, credit loads, and notional hours of learning.

## 4.4 LANGUAGE DEVELOPMENT

In 2023, the Multilingual Education Project (MEP) in CHED translated a total of 14 course outlines into isiXhosa and Afrikaans to enhance multilingual teaching. The initiative also included offering isiXhosa to 19 Health Sciences students and integrating architectural terminology into the course.

In the first and second semester of 2023, MEP registered 188 students and 54 staff members for the IsiXhosa course. Afrikaans was not offered in 2023 as a result of funding constraints for the initiative.

The MEP, representing UCT, facilitated a comprehensive Language Resources Audit led by the South African Centre for Digital Language Resources (SADiLaR) on behalf of Universities South Africa (USAf).

In November, MEP collaborated with the Mechanical Engineering department and PanSALB to develop an IsiXhosa Mechanical Engineering glossary [News](#). Additionally, MEP secured language policy development funds through the University Capacity Development Programme (UCDP) under DHET. UCT also participated in CoPAL's 3rd Vice Chancellors' Colloquium hosted by the University of KwaZulu-Natal in December, with its focus on teaching and learning of African languages.

## 4.5 SPECIAL PROJECTS & INITIATIVES

In addition to the range of higher education development initiatives in CHED that are available to the academic community, it also led multiple institutional initiatives in 2023.

### Migration of course evaluations to Amathuba

As part of the Learning Platforms Update Project, a new course evaluation system for UCT, the Explorance Blue system, was identified and integrated with Amathuba in the second half of 2023. A breakdown of courses that formed part of the pilot is listed by faculty in Table 4.5.

Table 4.5 Number of departments and courses using Explorance Blue in Sem 2 of 2023

	COM	EBE	LAW	SCI	HUM	FHS	Total
Departments using Explorance Blue evaluations	4	6	2	9	13	5	<b>39</b>
Courses using Explorance Blue evaluations	6	40	3	30	29	8	<b>116</b>

Explorance Blue introduces the ability to standardise course evaluation questions at different levels for easier comparison of results across courses and across years. Faculties with a previously agreed, faculty-wide structure for course evaluations (e.g. EBE and Law) transitioned to the new system relatively easily. In faculties where the practice of course evaluations varied across departments, more time was needed to improve consistency of such practices.

The first implementation cycle of the new system surfaced a few technical and process challenges and highlighted the need for a university-wide framework or policy for course evaluations. Funding for the development of this framework, together with staff training initiatives on course evaluation practices will be made available through the DHET UCDG in 2024.

## Data Analytics for Student Success (DASS)

Led by CILT and supported by a team with representatives from different parts of the university, the Data Analytics for Student Success (DASS) project focuses on building institutional capabilities to harness the power of data for actionable insights that support student success. In 2023 the main activities of the DASS were:

- Distribution of the “Know your Course and Students” reports to course convenors at the start of the first and second semesters. These reports give teaching staff important context about the student cohort within their courses, provide diagnostic information from National Benchmark Test results which can be used to inform teaching and curriculum decisions, and present a history of course performance over time with a focus on equity and achievement gaps. Limitations in the accuracy of course convenor data captured on PeopleSoft has meant that not all course convenors receive these reports in time, and further dissemination strategies will be implemented in 2024.
- Building capacity of UCT staff to engage with and use data analytics through a series of webinars, presentations and workshops on topics including the “Know your Course and Students” reports, the Business Intelligence Data Dictionary, and using Business Objects Cohort Throughput reports.
- The South African Association of Institutional Researchers (SAAIR) Learner Analytics Bootcamp was hosted by UCT in May 2023, with over 40 delegates from Southern African universities who attended the event. The bootcamp was themed “Learner Analytics in Curriculum Development or Improvement” and included a series of workshops, expert presentations, and a panel discussion.
- Development and launch of the [DASS website](#) at the 2023 TLC. The website was developed to increase visibility and awareness of data analytics within the UCT community and provide a collection of related resources related to analytics and data literacy.
- Ad-hoc data analysis for activities, courses, and programmes in Commerce, EBE, Health Sciences, Science, and CHED.
- Implementation of the South African Surveys of Student Engagement (SASSE) and Lecturer Survey of Student Engagement (LSSE) at UCT from August to November 2023. The SASSE and LSSE reports provide insight into student and lecturer perceptions of teaching and learning practices and how these compare to survey results from UCT's peer group of universities in South Africa. The results of the survey will be available during 2024.

## Teaching and Learning Conference 2023

The 2023 UCT Teaching and Learning Conference (TLC2023) was organised by CILT with the theme, "Assessment Entangled: Rethinking for Excellence, Transformation, and Sustainability". Opened by the VC Emeritus Prof Daya Reddy, the one-and-a-half-day event, held in the new Neville Alexander Building attracted 282 registrations and 260 attendees over the two days. A [book of abstracts](#) was produced for attendees, while a [highlights video](#) enabled post-conference capturing of participant reflections. The programme featured two keynote speakers:

- Dr Jan McArthur, from the Department of Educational Research, Lancaster University, who discussed “Holistic and authentic assessment: the need to realise the potential”, and
- A/Prof Kasturi Behari-Leak, the Dean of CHED, who explored the connection between AI and pedagogy through her presentation, “Can the artificial and the real co-exist? A case for AI through a humanising pedagogy lens”.

TLC2023 received 38 diverse proposals encompassing presentations, workshops, and panels, addressing key issues emerging in the UCT context including assessment in an era of artificial intelligence, curriculum change and assessment, and the role of data and analytics for student success. The theme and related topics sparked robust discussion amongst participants with students and staff coming together in a community of learning to make a successful event.

## 4.6 STUDENT SUPPORT

### Academic Advising Initiative (AAI)

This was an initiative led by the ADP and funded by the UCDG. Although project funding for the AAI came to an end in 2023, there was progress on four projects.

#### **Res Life Tutor Training**

In 2022, the AAI embarked on a partnership with Student Housing and Residence Life (SHRL) to offer peer advisor training to tutors within the residence system. This was aimed at enabling tutors to facilitate a sense of belonging within the university community, particularly within the residence system. The AAI and SHRL partnership reached a total of 300 tutors and mentors over the project period.

#### **UCT CARES**

This service continued in 2023 with fewer queries, largely due to the UCT Chatbot. In 2023, FHSCares was launched for specialised queries. Most queries are related to academic support, with the Commerce Faculty having the most queries in this category (n=140). The service continued to be used for special activities, such as responding to queries about the RAC process.

#### **Phambili**

By embedding the principles of developmental advising into the programme, Phambili aimed to empower students to reengage with their academics. The Phambili programme featured four modules in 2023, with 237 participants over three cycles. In each cycle, students worked through asynchronous content, attended one to two peer advisor-facilitated sessions, attended one synchronous lecture or discussion with the whole cohort, and submitted one end-of-term reflection piece.

#### **UCT Chatbot**

CHED initiated and successfully led the development and piloting of a Chatbot to handle student queries. Launched to streamline query handling, the Chatbot was accessed 65 000 times in 2023, with high resolution rates for live and help requests, primarily related to admissions and applications. The return rate was 29%, which means that approximately 3700 users accessed the Chatbot more than once during this period. A total of 12 000 Live Chat Requests were obtained and 11 000 (94%) were accepted and handled by chatbot agents. The next phase of implementation will be taken forward by the institution.

### Careers Service

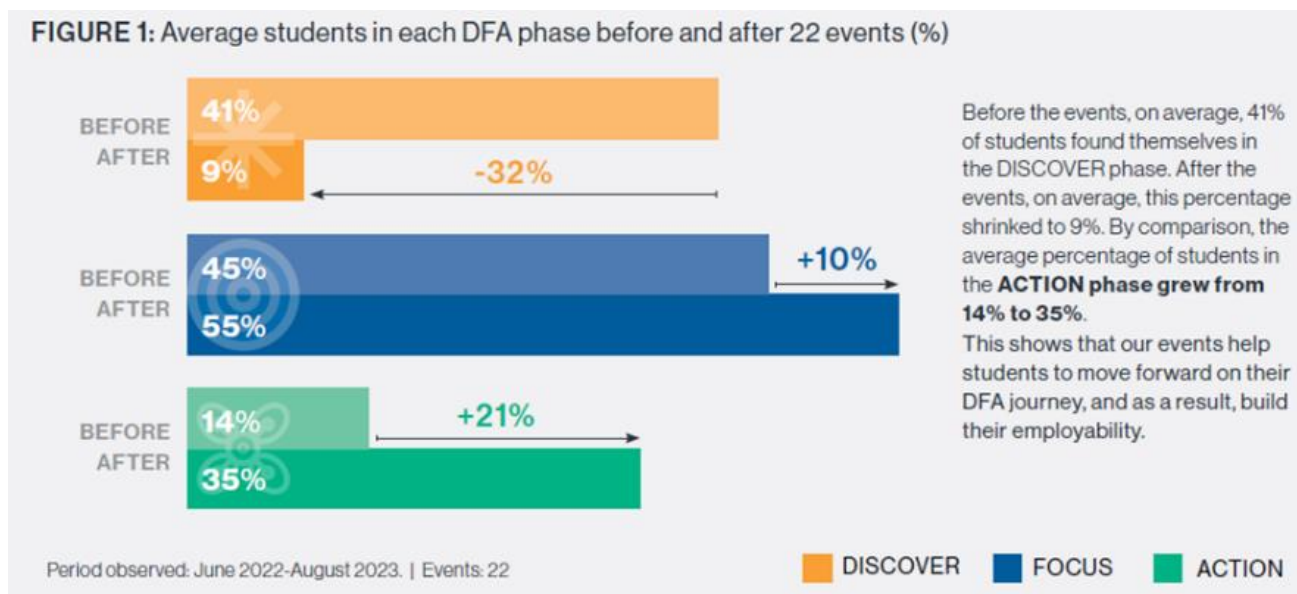
Careers Service's mandate is to enhance students' employability through careers education and development by offering programmes that respond to their questions career readiness.

In June 2022, the Careers Service adopted Kate Daubney's career development framework to better support students' transition to the workforce. In 2023, the Careers Service aimed to integrate the framework more deeply, aligning learning goals and outcomes with their programmes. This allowed the Careers Service to assess the learning outcomes of students participating in its events. Using Daubney's framework, the Careers Service focused on the typical reasons students engage with career advising including:

- The **Self & Career**: who am I and where am I going; what possibilities are open to me?
- The **Employability**: skills, abilities, attributes, experiences (employability assets) needed to get to where students are going in future
- The **World of Work**: what the world of work looks like and requires of the student (faculties involved were Engineering and Humanities)

### Measuring impact through learning gained

The Careers Service assessed learning gained as the distance students travelled between the phases of the career development journey (from Discovery to Focus to Action) using pre- and post- poll statements based on the goals and learning outcomes for 22 programmes/events between June 2022 and August 2023.



A key priority for the Careers Advisory team for 2024 is to expand and refine how it measures learning gained across its programmes, and on one-on-one consultations as an indication of the impact its programmes have in enhancing employability.

### Graduate Exit Survey

The UCT Graduate Exit Survey gathers feedback from the most recent graduating class on their employment status at the time of graduation as well as their future plans. Data gathered from graduates in December 2022 and March and July 2023 suggests that the graduate employment rate at UCT is recovering to pre-pandemic levels and that the number of employment seekers declined slightly from the previous graduating cohort. 79.2% of the 2022/2023 graduates reported to be meaningfully occupied: either employed, self-employed, or studying further. 37% of the 7184 qualifiers responded to the [survey](#).

## 4.7 RESIDENCE LIFE PROGRAMMES

The Student Housing and Residence Life (SHRL) department oversees the residence life programmes which focus primarily on student development. It achieves this by creating engagement opportunities that foster team building, leadership, understanding, and learning. Our dedicated residence life staff, which includes 47 professional and managerial staff, along with approximately 260 student staff, work towards building a community within the residences that is both inclusive and reflective of the diverse university student population.

In 2023, we continued to offer a wide range of educational, social, and cultural initiatives designed to support student development and wellbeing, and provide enriching experiences that extend beyond the confines of the classroom.

### Key accomplishments

- Organised diverse programming initiatives, including workshops, seminars, and cultural events, to promote holistic student development.
- Established peer mentorship programmes to support first-year students in their transition to campus and residences.
- Established tutoring programme to help residents achieve their academic goals.
- Collaborated with academic departments and student organisations to offer specialised programming tailored to the interests of residents.
- Implemented initiatives to promote mental health and wellbeing, including counselling services, stress management workshops, and mindfulness sessions.
- The residence life team reviewed the 11 councils and how each can be supported to offer a signature programme. It looked specifically at successful signature programmes such as The Pitch and the Res4Res to understand how councils can impact the Living and Learning environment. It reflected on the role of the coaching programmes to assist house committee members to achieve leadership and academic goals.
- Facilitated the UCT Lead Innovation learning pathway and included a new programme in collaboration with the d-School. The programme is entitled **Interest Based Leadership** and presented an opportunity for a group of students, not formally in leadership, to participate and find their voice. This will provide new insights into leadership opportunities for students.
- UCT Lead hosted Higher Health student leadership engagement. This was important to link the Department of Student Affairs (DSA) gender-based violence (GBV) strategy to the National GBV strategy and to collaborate with staff.

## 4.8 STUDENT WELLNESS PRIMARY HEALTH SERVICE

The Student Wellness Service (SWS) at UCT provides primary health care across all campuses through a main clinic and satellite locations. The service focuses on promoting healthy lifestyles and offering holistic health care, including health promotion, prevention, early detection, and treatment. Services are provided through virtual and in-person consultations, accessible via an online booking platform. Over the past five years, there has been a significant increase in the demand for mental health services.

### Counselling services

In 2023, SWS relied on donor funding to meet the high demand for mental health services, especially post-COVID. New interventions were introduced, including partnerships with the Panda App, Vimbo App, and Ollie Health for same-day and 24-hour access to counselling. Peak usage times occurred before exams (May–June and October). The most common issues were anxiety, depression, and academic stress.

Table 4.8.1 Demand for counselling services (2018–2023)

Academic Year	Counselling Sessions
2023	10,575
2022	12,234
2021	13,200
2020	10,877
2019	8,200
2018	5,200

Table 4.8.2 Utilisation by faculty (2023)

Faculty	Counselling Sessions
Humanities	3,316 (31.4%)
Health Sciences	1,967 (18.6%)
Science	1,893 (17.9%)
Commerce	1,745 (16.5%)
Law	973 (9.2%)
EBE	447 (4.2%)
GSB	234 (2.2%)

(Note: Humanities and EBE have additional counselling services beyond SWS and these are not included here)

### Medical services

Health promotion activities, including digital campaigns, continued during remote learning. In 2023, two campus-wide health promotion campaigns attracted over 3000 students. Medical consultations totalled 5088, with 70% female, 25% male, and 5% other gender identification. A significant achievement was launching the Student Wellness Pharmacy, which dispensed 2707 prescriptions. A pilot project on Indigenous Health practices was also initiated, including the first Indigenous and Traditional Indaba.

### Peer intervention programme

The Mental Health Peer-led Intervention programme improved access to mental health services, reaching over 3000 students through postgraduate peer counsellors. The programme focused on peer counselling, adjustment support, academic support, and general health promotion.

# CHAPTER 5

## CONCLUSION



Professor Linda Ronnie

DVC: Teaching and Learning

I wish to thank all those who assisted in compiling the 2023 Teaching and Learning Report: the deputy deans, the GSB director, CHED staff, and staff from the Institutional Planning Department. Particular mention must go to our editors, Sarah Boyd and James Domingo.

2023 was a year full of memorable moments of celebration for the university. After coming through the COVID years, managing the transition back to in-person teaching, and addressing the shortcomings caused by the unanticipated consequences of some of our decisions, the teaching and learning project is once again back on track. As seen in the engaging faculty reports, each faculty has reason to celebrate. Whether it be the Commerce faculty's intake of 92% NSC A and B aggregate students and a five-year high with their BCom degrees; the Graduate School of Business with its best accreditation status in nearly two decades, and top reviews and full accreditation renewals from all three global accreditation agencies; Engineering and the Built Environment's 236 master's graduates and 183 three-year bachelor's graduates, both five-year highs; the Faculty of Health Sciences with 97%+ pass rate in four of the six years and 92% cohort completion of 2016 MBChB cohort intake within N+2 (eight years); the Faculty of Humanities and their 1080 bachelor's graduates awarded in 2023 and three of the four Distinguished Teacher Awards going to their academic staff; the Law faculty's 75% of 2018 postgraduate LLB cohort completing within five years and having 20% of their student body being international students; and the Science faculty having 88% of academic staff with PhDs, and 861 degrees awarded with 445 BSc graduates (both five-year highs), there are highlights and achievements in each of the submissions.

The faculty reports also describe the incredible work of the CHED academic support staff who play significant roles in ensuring the scaffolding of the academic process for those students requiring more support to achieve their goals. The institutional work of CHED also shows the multiplicity of the projects being undertaken across the university, such as launching and maintaining our learning platform and providing student support through the Writing Centre and Careers Services.

The various programmes aimed at academic staff and professional development show signs of success and growth. This ongoing work contributes significantly to preparing and motivating staff for and in their academic roles. CILT has also played a huge role, not only in assisting with AI challenges and opportunities, but in the hosting of the DASS, which aims to provide us with student data to take appropriate corrective action in meaningful ways.

Of course, it would be trivialising our current challenges to avoid mention of these. We need to make headway in addressing the weaknesses highlighted in the CHE audit, and while we are on track to remedy those, issues such as assessment practices, curriculum review, and student throughput – in particular how to balance student workload with time to completion – need further attention in 2024. We need also to take student engagement more seriously through addressing aspects such as lecturer engagement and delivery in the classroom, the timeous nature of student feedback, and appropriate workload as evidenced by our results in the SASSE survey for 2023.

In facing our challenges in 2023, I would like to commend not only the faculty deans, the CHED dean, and the GSB director, who played vital roles in leadership, oversight, and coordination, but importantly, the deputy deans responsible for undergraduate affairs. Their day-to-day focus on managing student and staff queries, organising countless workshops to improve curriculum and assessment (amongst others), liaising with Faculty Office staff and the rest of the university's administrative mechanisms, and attending an overwhelming number of meetings, never wavers. The commitment, passion, and enthusiasm of my colleagues, which I have had the pleasure of witnessing firsthand over the past 18 months, play a significant role in the university achieving the success it does. When considering that these individuals still teach, research, and supervise, the office of the DVC: Teaching and Learning would like to express the deepest of gratitude to you. I would also like to mention the SRC representatives with whom I forged bonds of mutual respect and understanding during my term. These student leaders showed not only their love of learning but a selfless desire and true commitment to improve the experiences of others.

Finally, I would like to take the opportunity to thank all staff involved in delivering and improving the student experience, transforming lives inside and outside the classroom. It is you who make UCT the special place it is, and I have been honoured to work alongside you.



# CHAPTER 6

## TEACHING AND LEARNING IN NUMBERS

This chapter reports primarily on undergraduate student headcount enrolments and profiles at an institutional level, as well as undergraduate student academic performance, from 2019 to 2023. Faculty-specific data are provided in each faculty's section. Analysis on postgraduate enrolments, profiles and performance are in the 2023 postgraduate report.

This chapter has three sections. The first section reports on enrolments and enrolment profiles of undergraduate students in the 2023 year and compares annual changes since 2019.

The second section looks at teaching and learning in terms of overall graduate outputs and undergraduate student performance. Cohort analysis of first-time undergraduates is presented only in faculty reports for specific undergraduate programmes.

The third section reports on academic staff profiles and changing FTE student to FTE staff ratios.

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 2023 relative to 2022.

A note on the use of racial categories for population groups 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. In recent years we have continued to compare performance of African and white students to monitor the persistent performance gap that exists especially between these two groups.

# SECTION 1: UNDERGRADUATE STUDENT ENROLMENTS AND ENROLMENT PROFILES

See Tables 1–7 of Appendix C

## 6.1 TOTAL HEADCOUNT ENROLMENTS

In 2023, a total of 29 033 students enrolled at UCT. These were made up of 17 728 (63%) undergraduates and 11 305 (37%) postgraduates.

Figure 6.1 Total student headcount enrolments 2019–2023



## 6.2 UNDERGRADUATE ENROLMENTS

- At the undergraduate level, the average annual growth between 2019 and 2023 was 0.6%.
- The undergraduate enrolment decreased very slightly from 17 951 in 2022 to 17 728 in 2023.
- As shown in Figures 6.2 (a) and (b) below, undergraduate enrolment growth was uneven across the faculties.
- Humanities remained the faculty with the highest proportion of undergraduate enrolments, with 5301 undergraduate enrolments in 2023 (30% of all undergraduate enrolments), followed by Commerce with 4272 enrolments (24% of all undergraduate enrolments).
- The faculty of Science showed the biggest average annual growth of 5.7% in undergraduate enrolments, while EBE showed the biggest average annual decrease of -2.7% in undergraduate enrolments.

Figure 6.2(a) Undergraduate enrolments by faculty 2019–2023

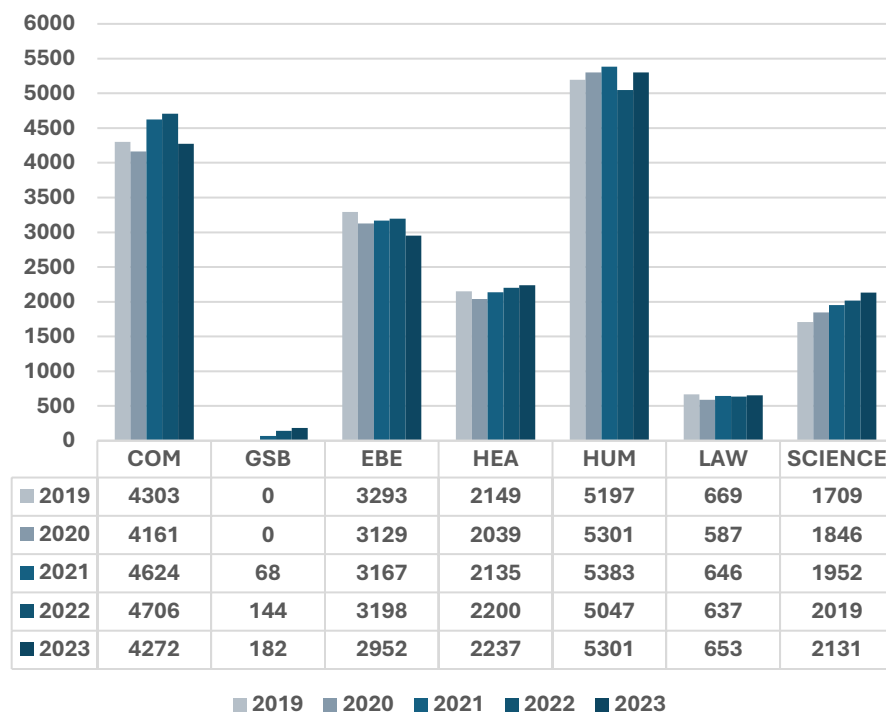
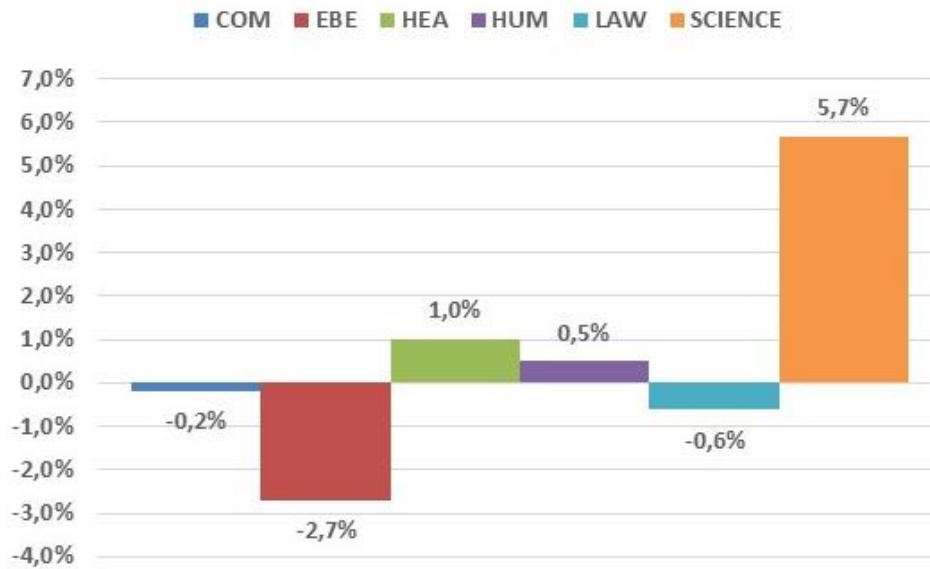


Figure 6.2(b) Average annual change in undergraduate enrolments by faculty 2019–2023

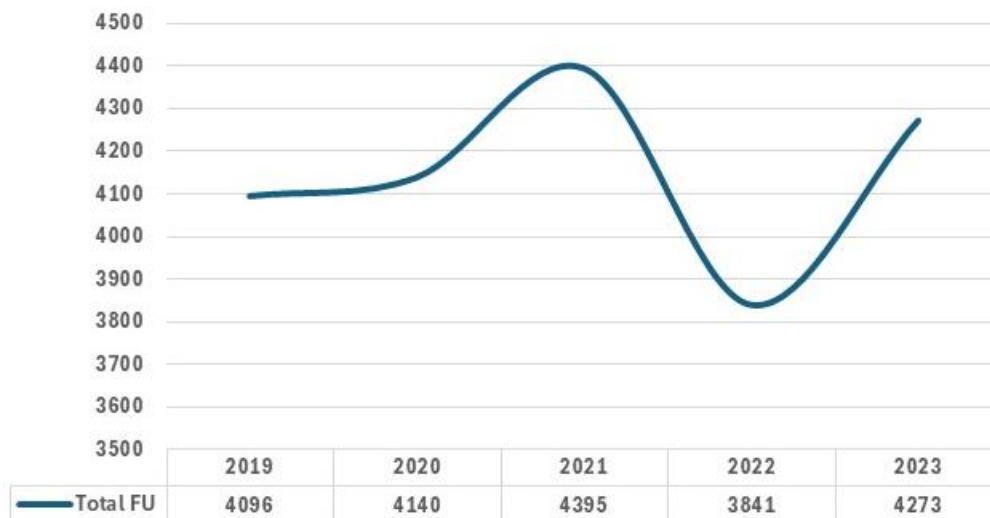


- The 2023 proportional undergraduate enrolment in UCT’s Science, Engineering, and Technology (SET) faculties (EBE, Health Sciences, and Science) decreased from 44.8% in 2022 to 41.3% in 2023.
- At the same time, the proportional undergraduate enrolment in the broad Humanities faculties (including Law) increased from 28.8% in 2022 to 33.6% in 2023.
- The proportional undergraduate enrolment within the Business/Management faculties decreased slightly from 26.4% in 2022 to 25.1% in 2023.

## 6.3 FIRST-TIME ENTERING (FU) UNDERGRADUATES

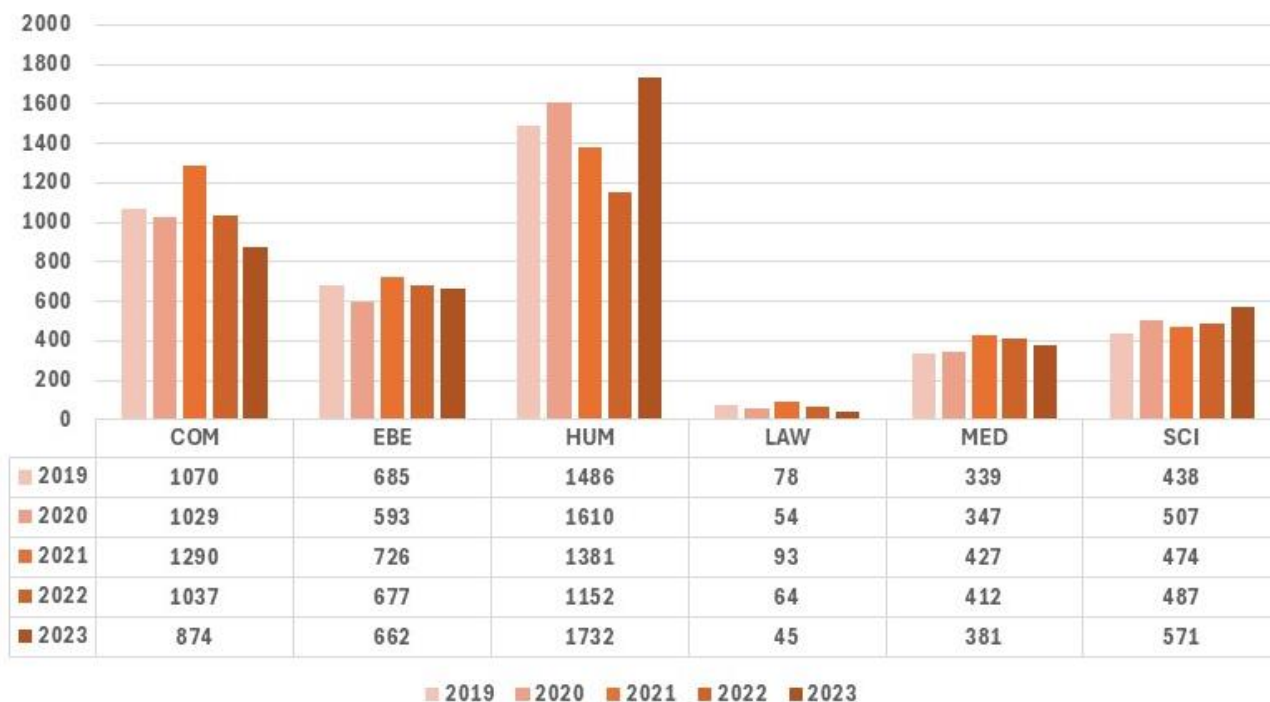
In 2023, there was a total of 4273 first-time entering undergraduates (24% of all undergraduate enrolments). This was up from 3841 in 2022 (11% increase).

Figure 6.3(a) Total first-time entering undergraduate enrolments 2019–2023



- The average annual growth of first-time entering undergraduates between 2019 and 2023 was 1%.
- However, as shown in Figure 6.3(b) below, first-time entering undergraduate enrolment growth was uneven across the faculties.

Figure 6.3(b) First-time entering undergraduate enrolments by faculty 2019–2023

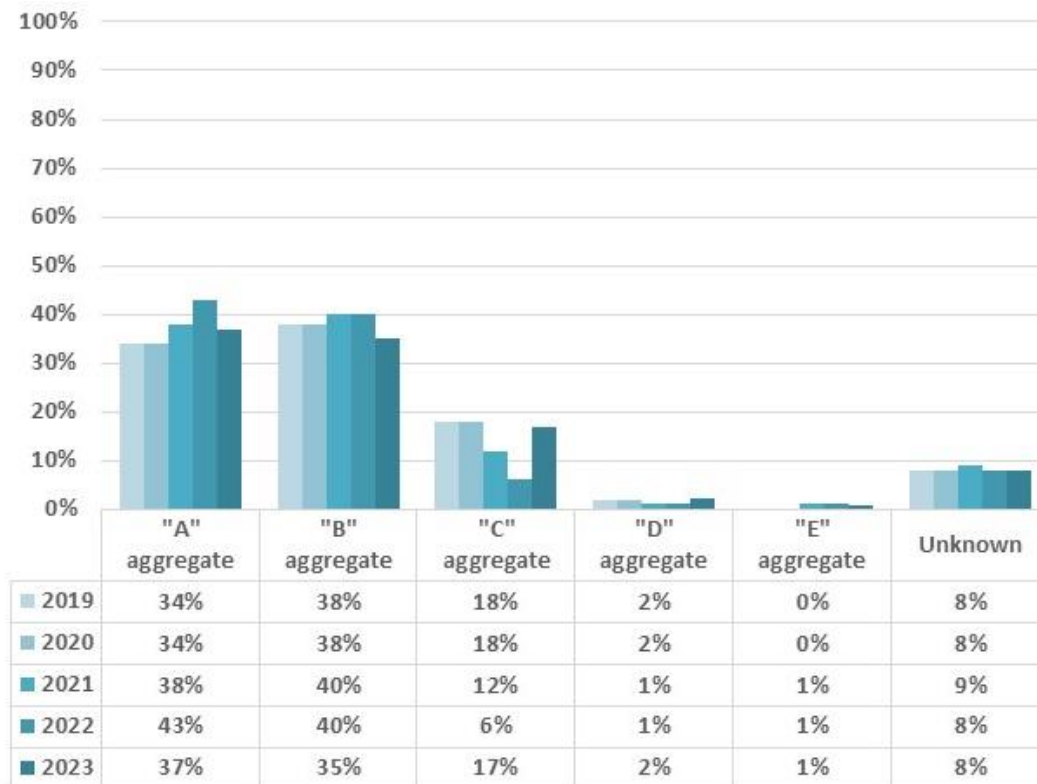


- There was a marked increase in first-time entering undergraduate enrolments in Humanities, from 1152 in 2022 (30% of FU enrolments) to 1732 in 2023 (41% of FU enrolments).
- In contrast, Commerce, EBE and Law have seen declining enrolments in first-time entering undergraduates since 2021.

## 6.4 NSC AGGREGATE EQUIVALENTS OF FIRST-TIME ENTERING (FU) UNDERGRADUATES

UCT continues to attract top performers based on academic achievement on the school leaving National Senior Certificate (NSC). In 2023, 72% of first-time entering undergraduates entered UCT with “A” or “B” NCS equivalent aggregates.

Figure 6.4 NSC aggregate equivalents of first-time entering undergraduates



- 37% of first-time entering undergraduates entered with ‘A’ NSC equivalent aggregates. This was down from 43% in 2022.
- 35% of first-time entering undergraduates entered with ‘B’ NSC equivalent aggregates. This was down from 40% in 2022.
- In contrast, 17% of first-time entering undergraduates entered with ‘C’ NSC equivalent aggregates. This proportion increased from 6% in 2022.
- The distribution of enrolments by NSC aggregates can be viewed in the faculty reports.

## 6.5 DEMOGRAPHIC PROFILE OF UNDERGRADUATES

For the past few years we have struggled to accurately report on student demographic profile in terms of population groups due to a persistent and growing trend of voluntary non-declaration of ‘race’ by students at registration. Within the sector, UCT has in recent years had the largest proportion of ‘Unknown’ population groups for enrolled students. This information is collected largely for statutory reporting to DHET, but also to track progress towards UCTs demographic enrolment targets geared to transformation of the student body.

In 2023, the purpose for collecting this information was made more explicit on registration forms and in 2024 will be made mandatory for students to self-declare race on their registration forms. Consequently, the number of ‘unknown’ undergraduates decreased from 6111 in 2022 (34%) to 2104 in 2023 (12%). This has had a dramatic impact on the increases observed in proportions of all population groups from 2022 to 2023.

Figure 6.5(a) Total undergraduate enrolments by population group, 2019–2023

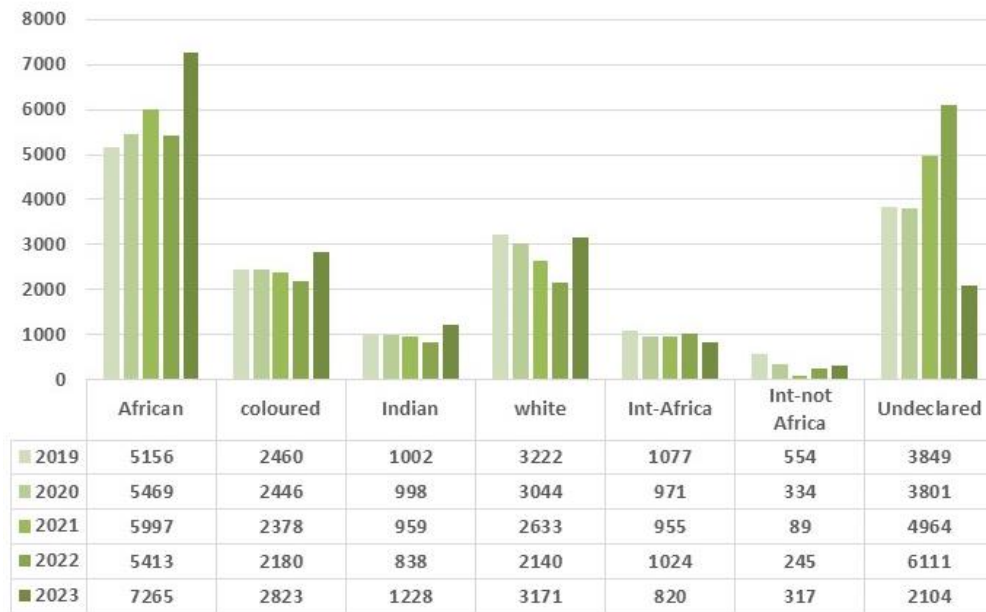
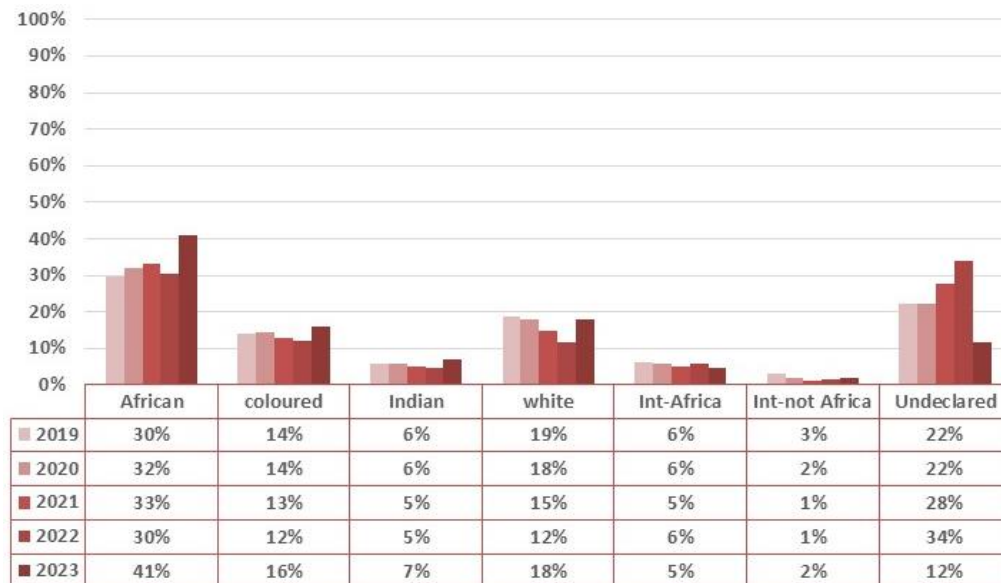


Figure 6.5(b) Proportion of undergraduate enrolments by population group, 2019–2023

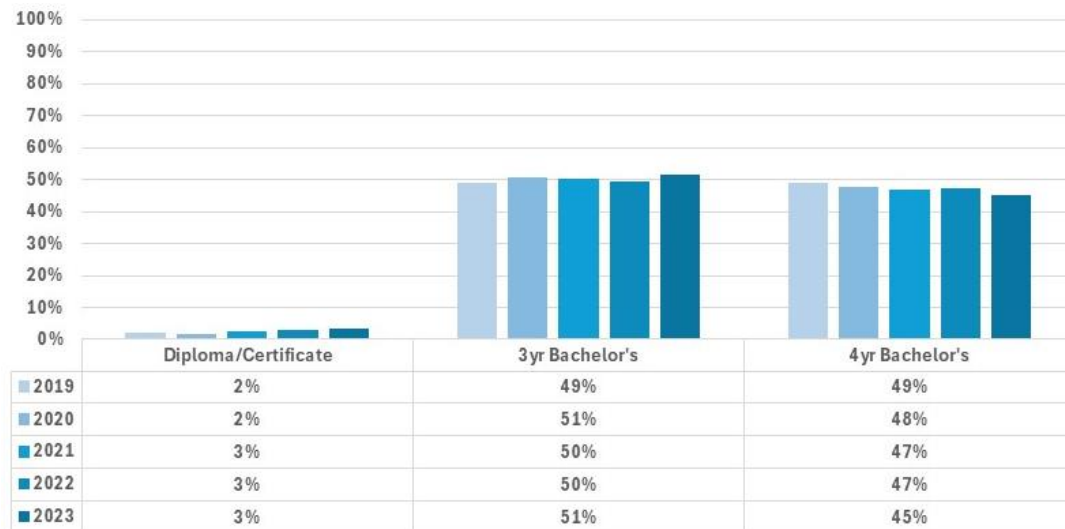


- In 2023, 64% of undergraduate enrolments were Black (African, coloured and Indian), while 18% were white.
- The proportion of total international undergraduates remained stable at 7% in 2023, although the proportion of international undergraduates from Africa declined slightly by 1%. International undergraduate enrolments has not yet recovered to pre-COVID levels, which was 9% of undergraduate enrolments in 2019.

## 6.6 UNDERGRADUATE ENROLMENTS BY QUALIFICATION

Over the 2019–2023 period, enrolments in three-year bachelor’s degrees grew at an average annual rate of 2.3%.

Figure 6.6 Proportion of undergraduate enrolments by qualification, 2019–2023



- Enrolments in three-year bachelor’s degrees made up 51% of undergraduate enrolments in 2023. This was up from 50% of undergraduate enrolments in 2022.
- In contrast, the proportion of undergraduate enrolments in four-year bachelor’s degrees declined from 47% in 2022 to 45% in 2023.

# SECTION 2: UNDERGRADUATE STUDENT PERFORMANCE

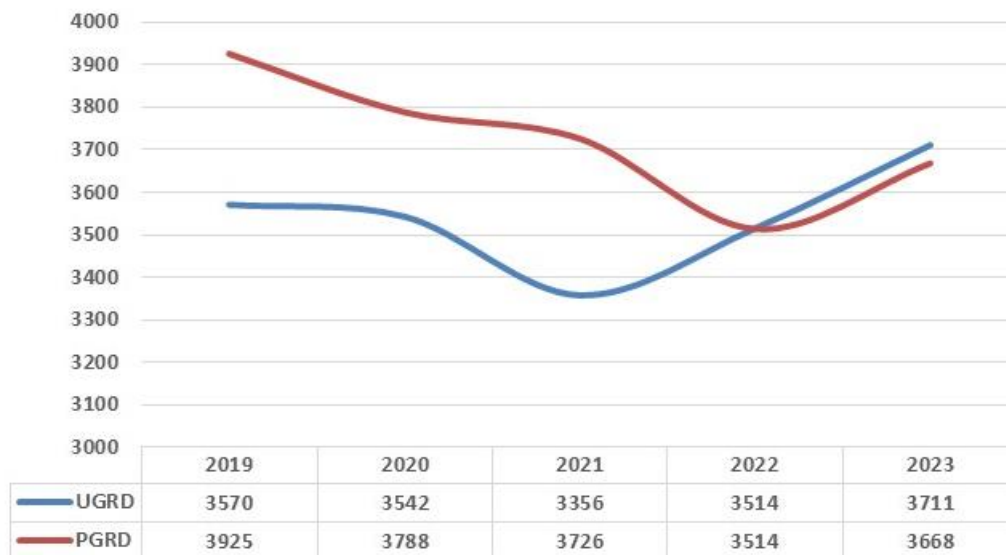
See Tables 13–20 of Appendix C

In this section we look at undergraduate student performance in terms of graduates, class of pass of graduates, conversion rates to postgraduate studies, course success rates and academic progress and exclusions.

## 6.7 TOTAL GRADUATES

In 2023, a total of 7379 students successfully completed a degree or diploma at UCT. These included 3711 (50.3%) undergraduate graduates and 3668 (49.7%) postgraduate graduates.

Figure 6.7 Total number of graduates 2019–2023

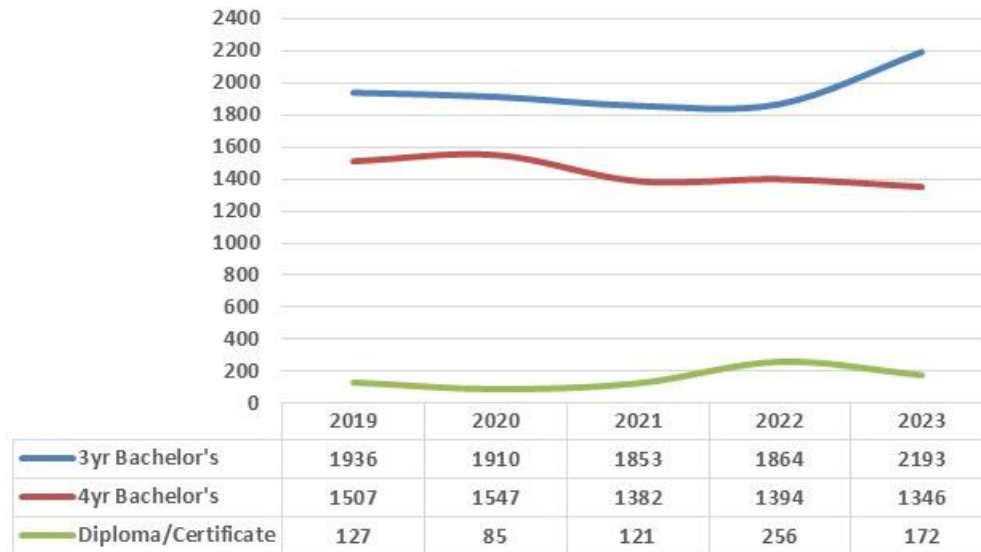


Average annual growth in undergraduate graduates from 2019–2023 was 1%. In contrast, average annual change in postgraduate graduates from 2019–2023 was -2%.

## 6.8 GRADUATES BY UNDERGRADUATE QUALIFICATION

The 2023 undergraduate graduates included 2193 three-year bachelor's graduates and 1346 four-year bachelor's graduates.

Figure 6.8 Graduates by undergraduate qualification 2019–2023



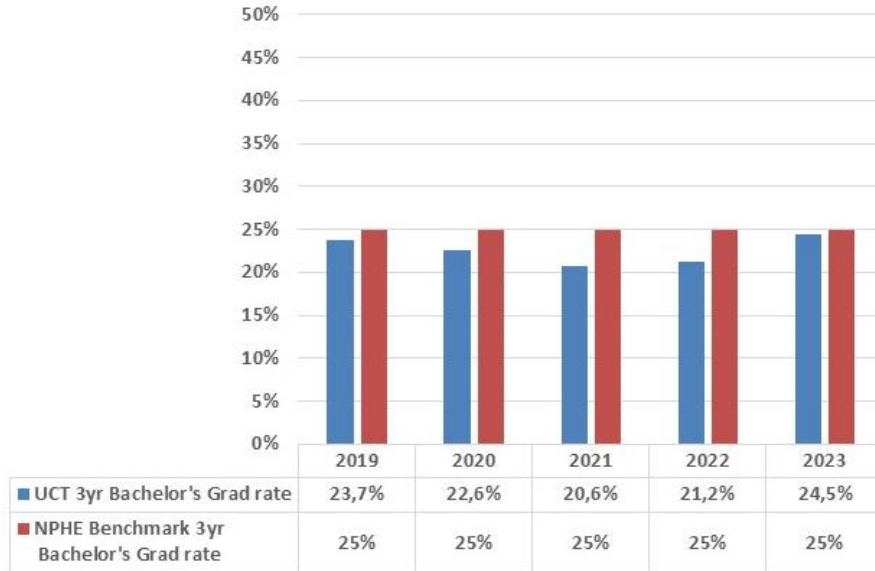
- Three-year bachelor's graduates increased from 1864 (53% of undergraduate graduates) in 2022 to 2193 (59% of undergraduate graduates) in 2023.
- Four-year bachelor's graduates decreased slightly from 1394 (40% of undergraduate graduates) in 2022 to 1346 (36% of undergraduate graduates) in 2023.
- The number of graduates at the undergraduate diploma level also declined from 256 (7% of undergraduate graduates) in 2022 to 172 (5% of undergraduate graduates) in 2023.

## 6.9 UNDERGRADUATE GRADUATION RATES

Graduation rate is a percentage computed from a simple fraction where the numerator is the graduate total and the denominator is all enrolled students in the qualification. The Department of Education specifies graduation rate benchmarks in the National Plan for Higher Education (NPHE). The DHET makes use of benchmark graduation rates by qualification type in arriving at planned FTE enrolments per institution. The calculation of the Graduation Rate is useful under static conditions but not during enrolment growth or decline.

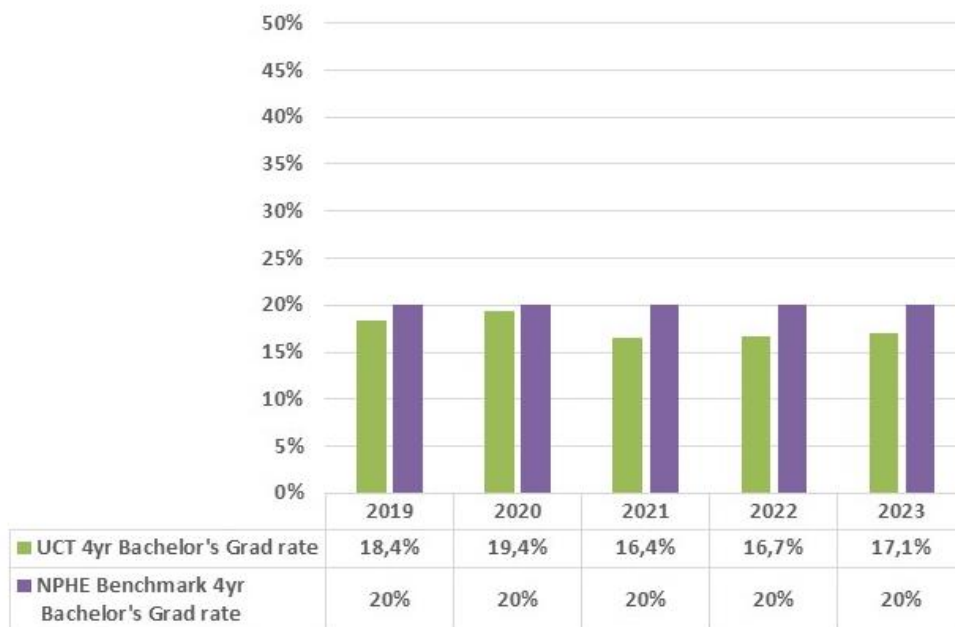
Below we compare UCT's graduation rates by undergraduate qualification types against the NPHE benchmarks. Figure 6.9a below shows that the 2023 graduation rate of 24.5% for three-year bachelor's degrees is the highest in the last five years and is very close to the NPHE Benchmark of 25%.

Figure 6.9(a) Graduation rates for three-year bachelor's degrees 2019–2023



In contrast, Figure 6.9(b) below shows the 2023 graduation rate of 17.1% for four-year bachelor's degrees has increased from 2022, but is still 3% lower than the NPHE benchmark of 20%.

Figure 6.9(b) Graduation rates for four-year bachelor's degrees 2019–2023

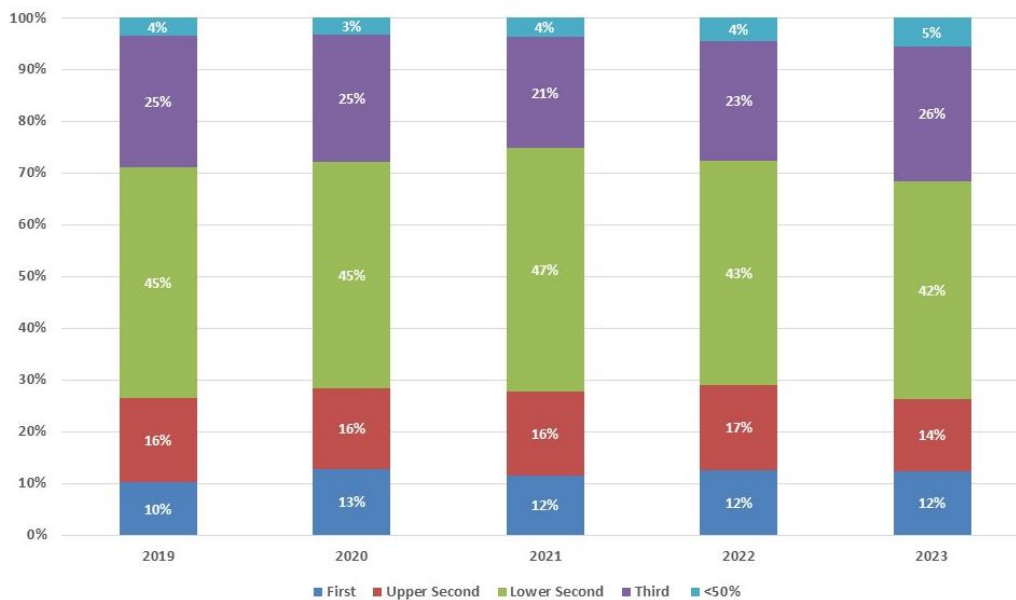


## 6.10 UNDERGRADUATE CLASS OF PASS

The class of pass shown in Figure 6.10a below is measured as the cumulative career grade point average (GPA) of all bachelor's graduates. This is used as a measure of the quality of pass hence the class of pass for bachelor's degrees are frequently used as criteria for entry into postgraduate careers.

Class of passes are categorised as First (above 75%); Upper second (70-75%); Lower Second (60-69%) and Third (50-59%). It is also possible for graduates to complete with a GPA less than 50%, as courses failed during their career are included in the GPA calculation.

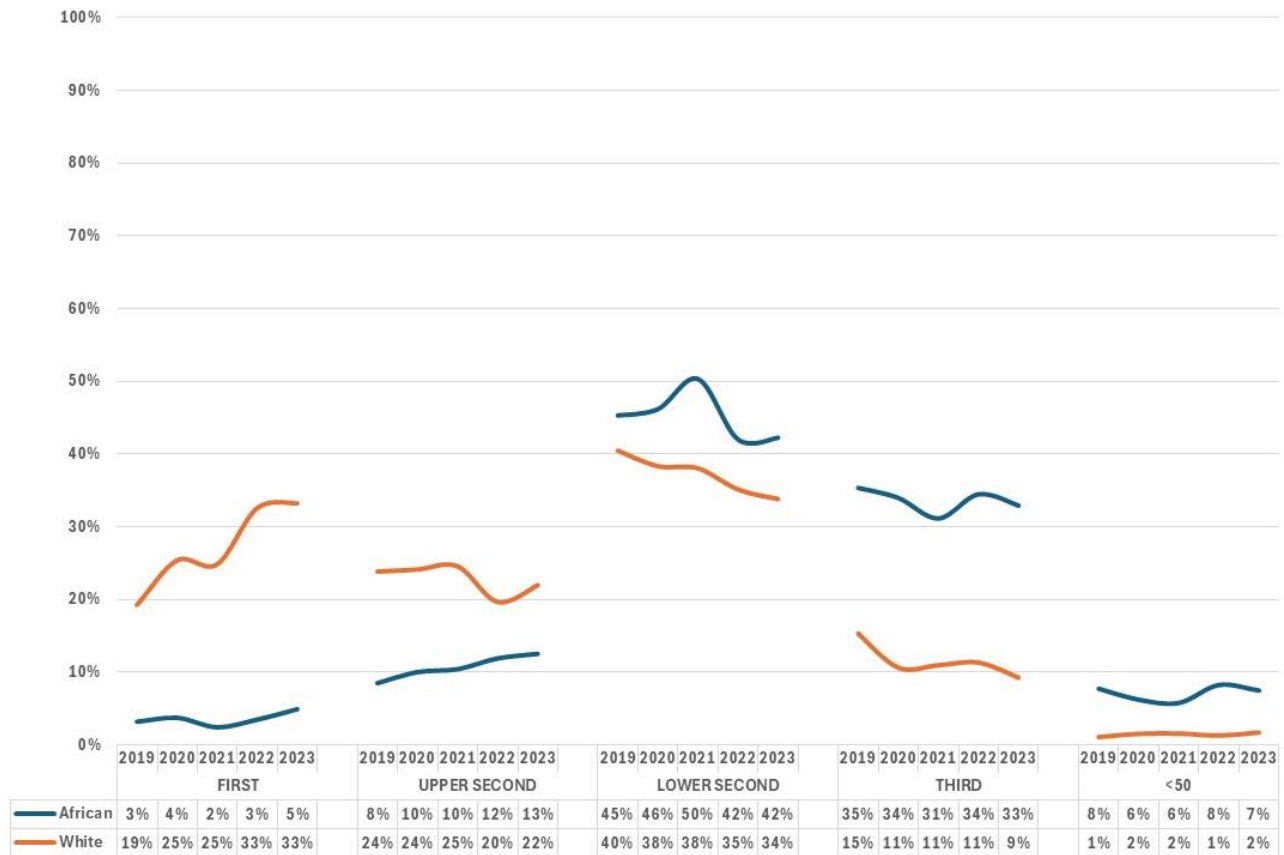
Figure 6.10(a) Class of pass of all bachelor's graduates 2019–2023



- Figure 6.10(a) shows that the proportion of bachelor's graduates achieving first class passes has remained the same as 2022 at 12%, whereas the proportions of graduates achieving Upper-second and Lower-second class passes decreased from 2022 to 2023.
- The proportion of bachelor's graduates achieving third class passes increased from 23% in 2022 to 26% in 2023.
- From 2019 to 2023 between 3-5% of bachelor's graduates achieve less than 50% GPA.

With respect to class of pass as a measure of student academic performance, huge disparities are apparent between graduates from different population groups. Figure 6.10b below compares class of pass for African and white bachelor's graduates from 2019 to 2023.

Figure 6.10(b) Class of pass of African and white bachelor's graduates 2019–2023



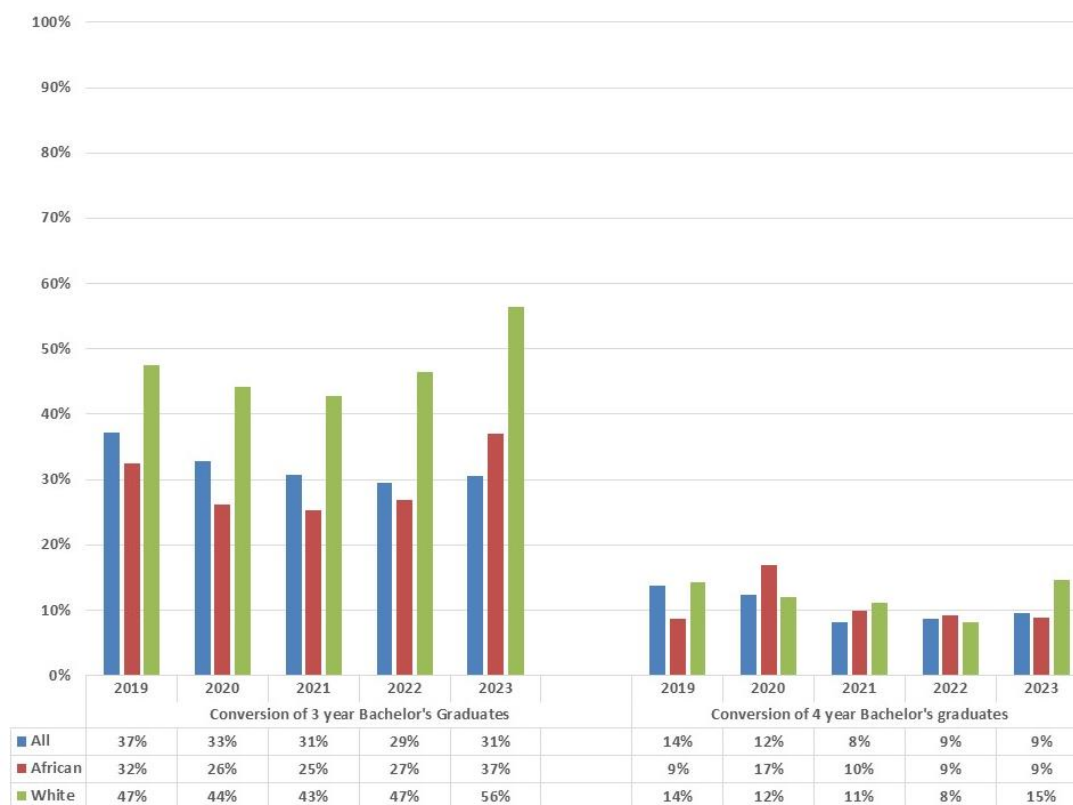
- At the top end of student academic performance, much higher proportions of white bachelor's graduates achieve first class or upper second class passes compared with African graduates with the same class of pass.
- While the proportion of African bachelor's graduates achieving first class passes increased from 3% to 5% from 2019 to 2023, this is in stark contrast to the 19-33% proportions and proportional increase of white bachelor's graduates achieving first class passes from 2019-2023.
- At the lower end of performance, much higher proportions of African bachelor's graduates achieve third class passes or GPA's less than 50%, compared with white graduates with the same class of pass.
- While the proportion of African bachelor's graduates achieving third class passes ranged from 31% to 35% from 2019 to 2023, this is in stark contrast to the 9-15% range of proportions of white bachelor's graduates achieving third class passes from 2019 to 2023.

## 6.11 CONVERSION RATES FROM UNDERGRADUATE TO POSTGRADUATE CAREERS

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. The conversion rate is based on the graduate cohort in a year.

In Figure 6.11 below we consider only UCT undergraduate graduates who enrolled for UCT postgraduate studies and therefore do not account for UCT undergraduate graduates doing postgraduate studies elsewhere. In some ways this is a measure of holding on to our own graduates.

Figure 6.11 Conversion rate of bachelor's graduates to postgraduate studies 2019–2023



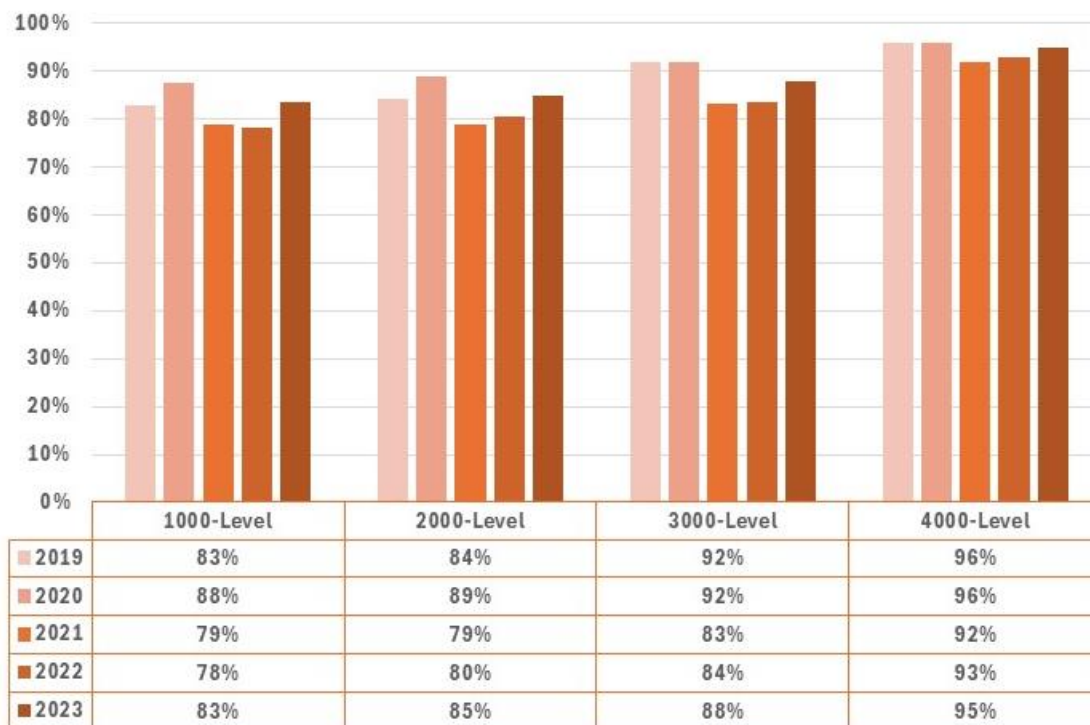
- Figure 6.11 above shows, the conversion rate among all three-year bachelor's graduates increased from 29% in 2022 to 31% in 2023.
- The conversion rate for all four-year bachelor's graduates remained the same at 9% for 2022 and 2023.
- Figure 6.11 also shows that there are pronounced differences in conversion rates between African and white three-year bachelor's graduates.
- Minor differences between African and white three-year graduates in conversion rates of four-year bachelor's graduates were noted.
- The conversion rate amongst African three-year bachelor's graduates in 2023 was 37% compared to the conversion rate of 56% amongst white three-year bachelor's graduates.

## 6.12 UNDERGRADUATE COURSE SUCCESS RATES

Course success rates depicted here are degree credit success rates, i.e. Full-time Equivalent (FTE) course completions as a fraction of FTE course enrolments, extracted from HEMIS Submission 3 for each year. Course success rates are the weighted averages of pass rates for undergraduate courses offered in each faculty.

Figure 6.12(a) below shows the success rates of all students for 1000-4000 level undergraduate courses.

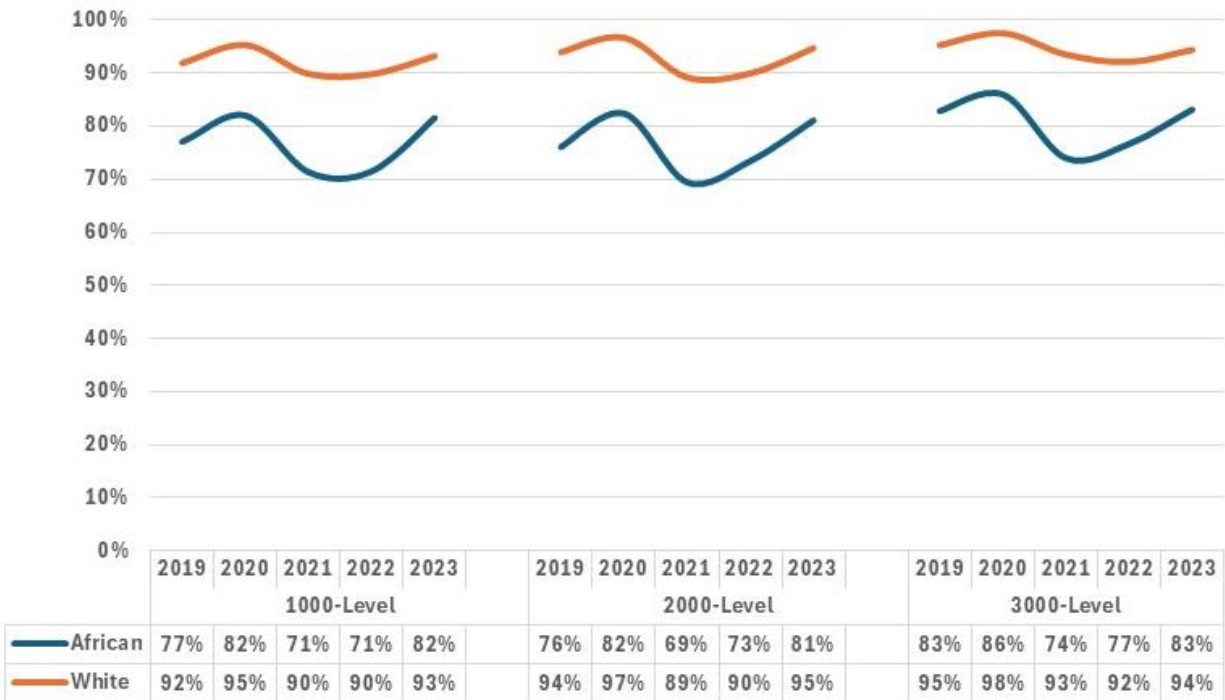
Figure 6.12(a) Success rates of all students on undergraduate courses 2019–2023



- Course success rates are above 80% for 1000-3000 level courses and above 90% for 4000 level courses.
- Course success rates increased at all undergraduate course levels from 2022 to 2023, with the biggest increases at 1000 and 2000 level courses.
- Course success rates increased by 4-5% from 2022 to 2023 for 1000, 2000 and 3000 level courses.

With respect to course success rates as a measure of performance, Figure 6.12(b) below shows a persistent gap in success rates between African and white students on 1000-3000 level undergraduate courses.

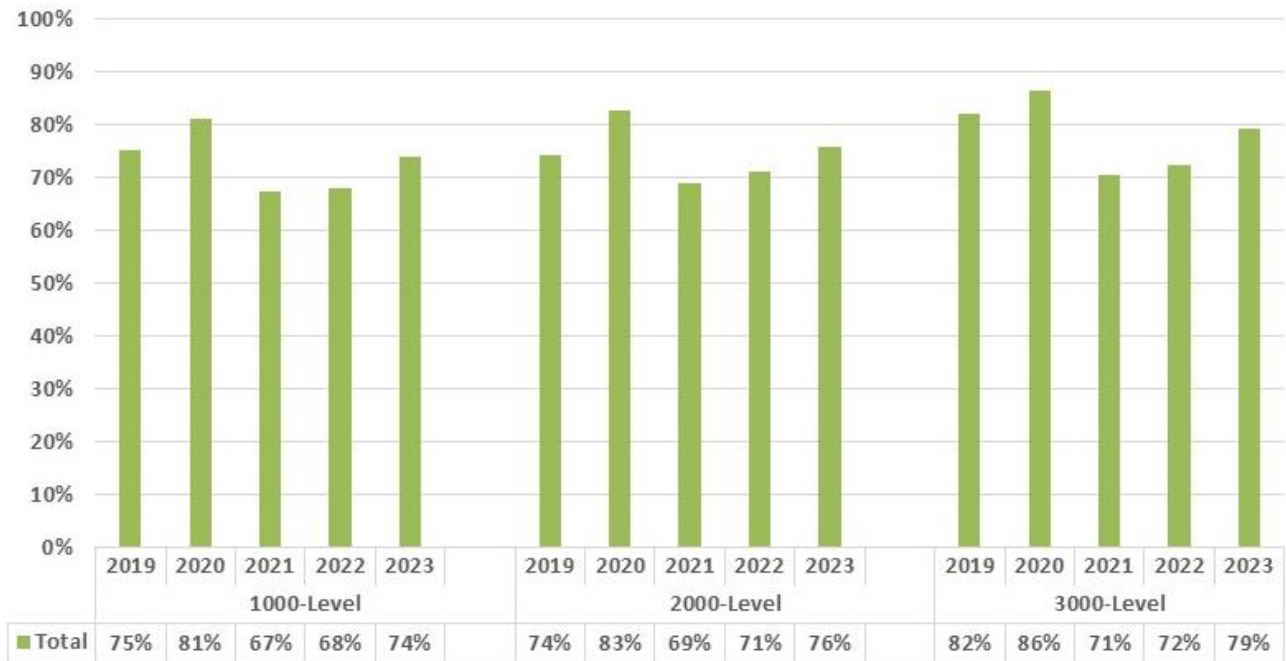
Figure 6.12 b Success rates of African and white students on undergraduate courses 2019–2023



- For 1000-level courses, success rates of African students ranged between 71-82% over the 2019-2023 period, in contrast to success rates of white students at this level, which ranged between 90-95% over the same period.
- Similarly, for 2000-level courses, success rates of African students ranged between 69-82% between 2019–2023, in contrast to success rates of white students at this level, which ranged between 89-95% over the same period.
- Although the gap is slightly smaller for 3000-level courses, we still see that success rates of African students at this level ranged between 74-86% from 2019–2023, in contrast to success rates of white students at this level, which ranged between 92-95% over the same period.

Undergraduate course success rate patterns amongst Extended degree students are shown in Figure 6.12(c) below. Although on average course success rates for Extended degree students are lower than for all students at the same course level, success rates for Extended Degree students have shown an upward trend since the dramatic drops of 2021.

Figure 6.12(c) Success rates of extended degree students on undergraduate courses 2019–2023



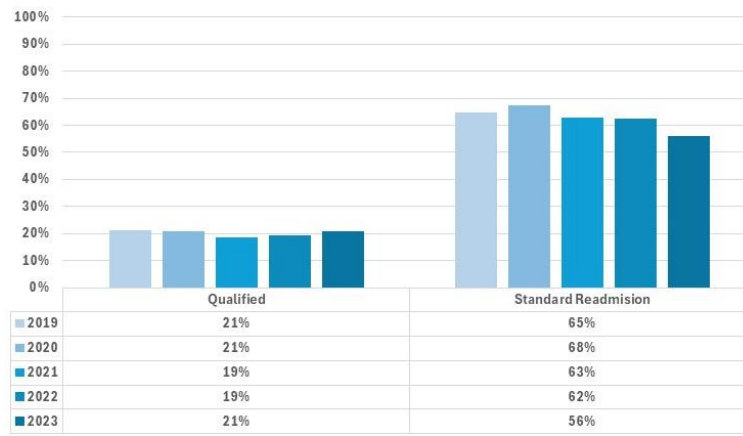
- Course success rates for Extended degree students are very similar at all course levels year on year.
- Course success rates for 1000-level and 2000-level courses have returned to 2019 levels while course success rates for 3000-level courses slightly lags the 2019 level.
- At 1000-level, course success rates for Extended degree students increased from 68% in 2022 to 74% in 2023.
- At 2000-level, course success rates for Extended degree students increased from 71% in 2022 to 76% in 2023.
- At 3000-level, course success rates for Extended degree students increased from 72% in 2022 to 79% in 2023.

## 6.13 UNDERGRADUATE ACADEMIC PROGRESS

Academic progress is gauged from the academic progress codes assigned to each student at the end of the academic year. Students who have made ‘successful’ academic progress are those who have qualified (completed their qualifications) and those who meet the standard readmission criteria to continue to their next year of study. Students who do not meet the standard readmission criteria are either granted faculty or Senate permission to continue their studies or are academically excluded. While concession rules are faculty specific, students who receive concessions to continue effectively repeat the year, which prolongs the time to degree among those who ultimately graduate. Some faculties code all students who are on track to complete in more than the minimum time, as ‘concession’ students.

Figure 6.13(a) below shows the proportion of all undergraduate students from 2019–2023 who either completed their degrees or met the standard readmission criteria at the end of that academic year.

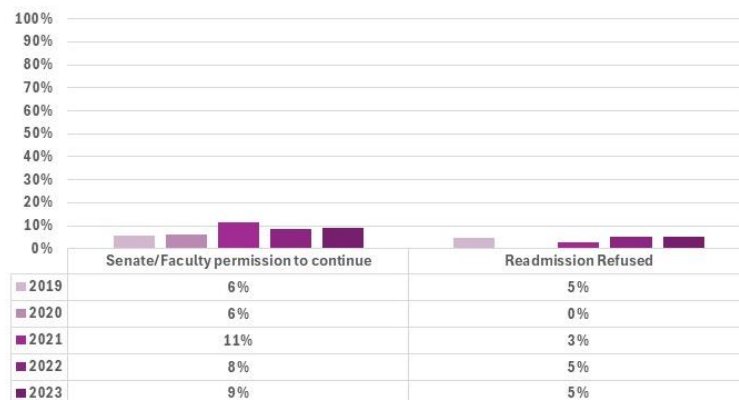
Figure 6.13(a) Completions and standard readmissions 2019–2023



- The proportion of all undergraduate students who completed their degree increased from 19% in 2022 to 21% in 2023. This is similar to 2019 and 2020 proportions.
- In contrast, the proportion of all undergraduate students who met the standard readmission criteria to continue dropped from 62% in 2022 to 56% in 2023. This is the lowest proportion for the period 2019–2023.

Figure 6.13(b) below shows the proportion of undergraduate students from 2019–2023 who either had faculty’s or Senate’s permission to continue or were academically excluded. These proportions are much lower than students who do meet readmission requirements. In 2023, 9% of undergraduate students had senate or faculty permission to continue and 5% were academically excluded.

Figure 6.13(b) Academic concessions and exclusions 2019–2023



# SECTION 3: ACADEMIC STAFF PROFILES AND STUDENT-STAFF RATIOS

See Tables 8–12 of Appendix C

In this section we look at staff FTE to student FTE ratios as well as staff profiles in terms of qualifications, rank, age and demographics. Where appropriate, we look at variations across faculties.

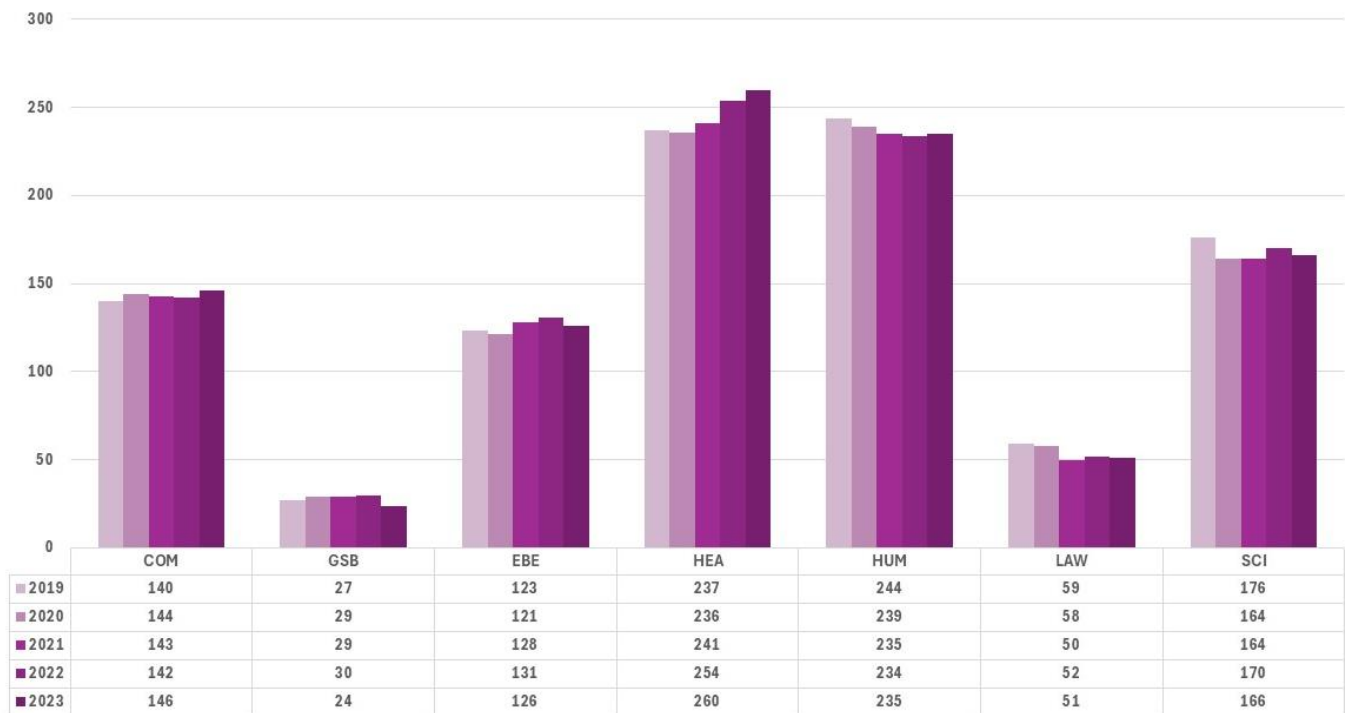
## 6.14 STUDENT-STAFF RATIOS

To measure student - staff ratios we use weighted full-time equivalent (FTE) student enrolments per academic staff member across faculties. Academic staff in CHED are not included in the figures below as CHED does not have enrolled students.

### Full-time academic staff

In 2023, UCT had a total of 1060 full-time academic staff (including CHED) (1069 in 2022). The data are based on full-time instruction/research staff reflected in the annual HEMIS submissions and includes GOB and non-GOB funded appointments. Figure 6.14(a) below shows full-time academic staff across all faculties from 2019–2023, excluding CHED.

Figure 6.14(a) Full-time academic staff per faculty 2019–2023



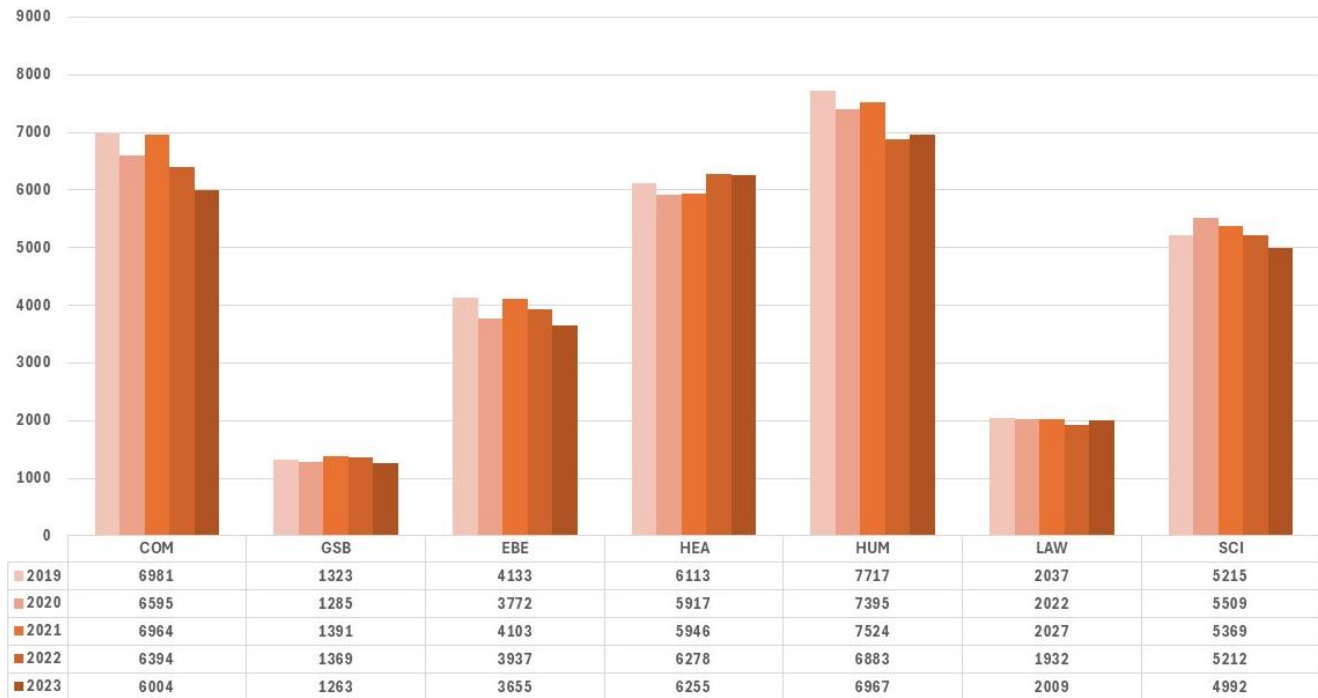
- The number of full-time academic staff across faculties shows a mostly stable trend with small increases or decreases over the years.
- Health Sciences and Humanities have the highest number of academic staff, making up 25% and 22% of all full-time academic staff in 2023 respectively.
- Health Sciences experienced the most notable growth from 2022 to 2023 with the addition of six academic staff, followed by Commerce who gained four academic staff members in 2023.
- GSB saw the most significant decline from 2022 to 2023, losing six academic staff members, with smaller reductions of academic staff in EBE, Humanities, Law, and Science.

## Weighted FTE student enrolments

Weighted FTE student enrolment reflects the full-time equivalent enrolments weighted by funding levels as follows: undergraduate & equivalent (x1); honours & equivalent (x2); master's (x3); doctoral enrolments (x4).

In 2023, UCT had a total of 31 145 weighted FTE student enrolments, down from 32 004 in 2022. These include undergraduate and postgraduate full-time equivalent student enrolments. Figure 6.14(b) below shows weighted FTE student enrolments across all faculties from 2019–2023.

Figure 6.14(b) Weighted FTE student enrolments per faculty 2019–2023



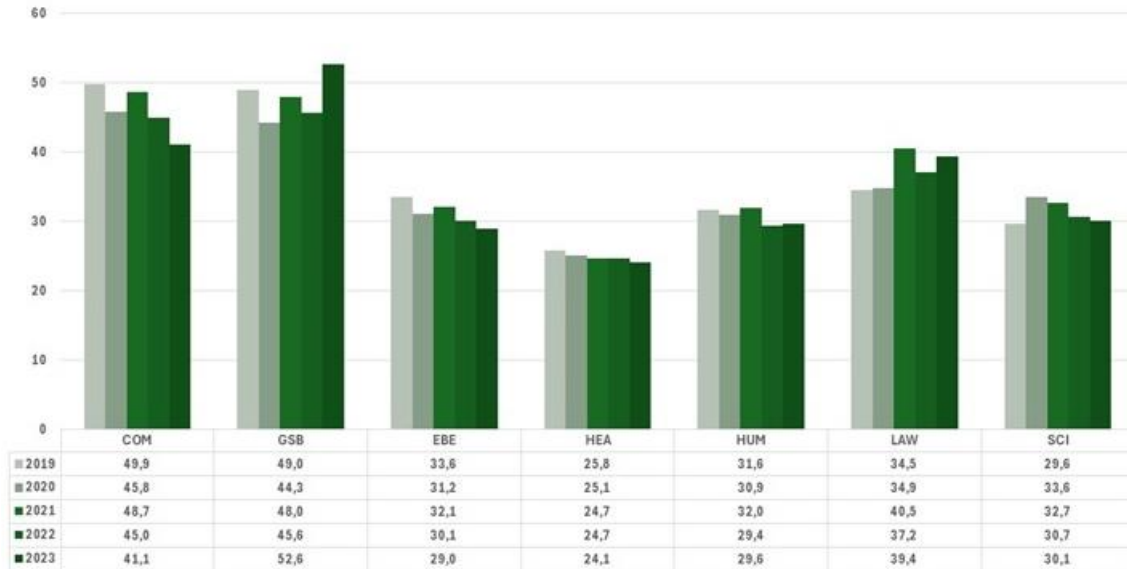
- Humanities have the highest weighted FTE student enrolments, making up 22% of all FTE student enrolments in 2023.
- Humanities and Law are the only faculties that saw growth in weighted FTE enrolled students from 2022 to 2023.
- Commerce, GSB, EBE and Science have experienced decreasing weighted FTE student enrolments for three consecutive years to 2023.

## Weighted FTE student to FTE staff ratio

The ratio of FTE students to FTE staff tells you how many full-time equivalent enrolled students per full-time staff member and is used as a quality indicator for teaching and learning. Differential growth in student enrolments and academic staffing across the faculties gave rise to the shifts in weighted FTE enrolments per academic staff member across the institution.

In 2023, the overall ratio of weighted FTE enrolments to full-time academic staff dropped from 29.9 in 2022 to 29.4 in 2023. Figure 6.14(c) below shows the weighted FTE Student to FTE Staff Ratio for all faculties.

Figure 6.14(c) Weighted FTE student to FTE staff ratio per faculty 2019–2023

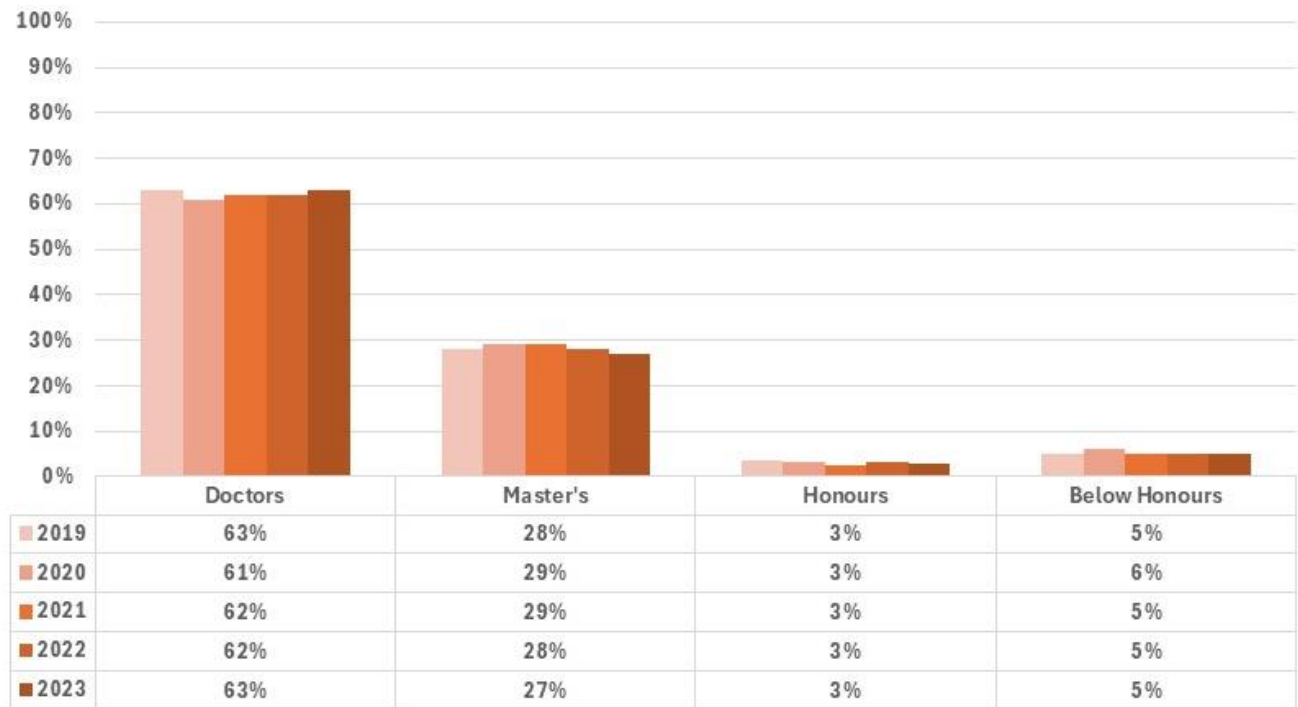


- In 2023, the student-staff ratio in Health Sciences was the lowest for all faculties at 24.1 students per staff member in contrast to the highest student-staff ratio of 52.6 in GSB.
- Commerce, EBE, Health Sciences and Science saw student-staff ratios decline from 2022 to 2023.
- GSB, Humanities and Law saw student-staff ratios increase from 2022 to 2023.
- Student-staff ratios in Commerce and Law are close to 40 students per staff member, while EBE, Humanities and Science have ratios closer to 30 students per staff member.

## 6.15 ACADEMIC STAFF QUALIFICATIONS

Figure 6.15 below shows the proportions of academic staff by highest formal qualification. A critical indicator for a research-intensive institution is the proportion of academic staff holding doctoral degrees.

Figure 6.15 Academic staff by highest qualification 2019–2023

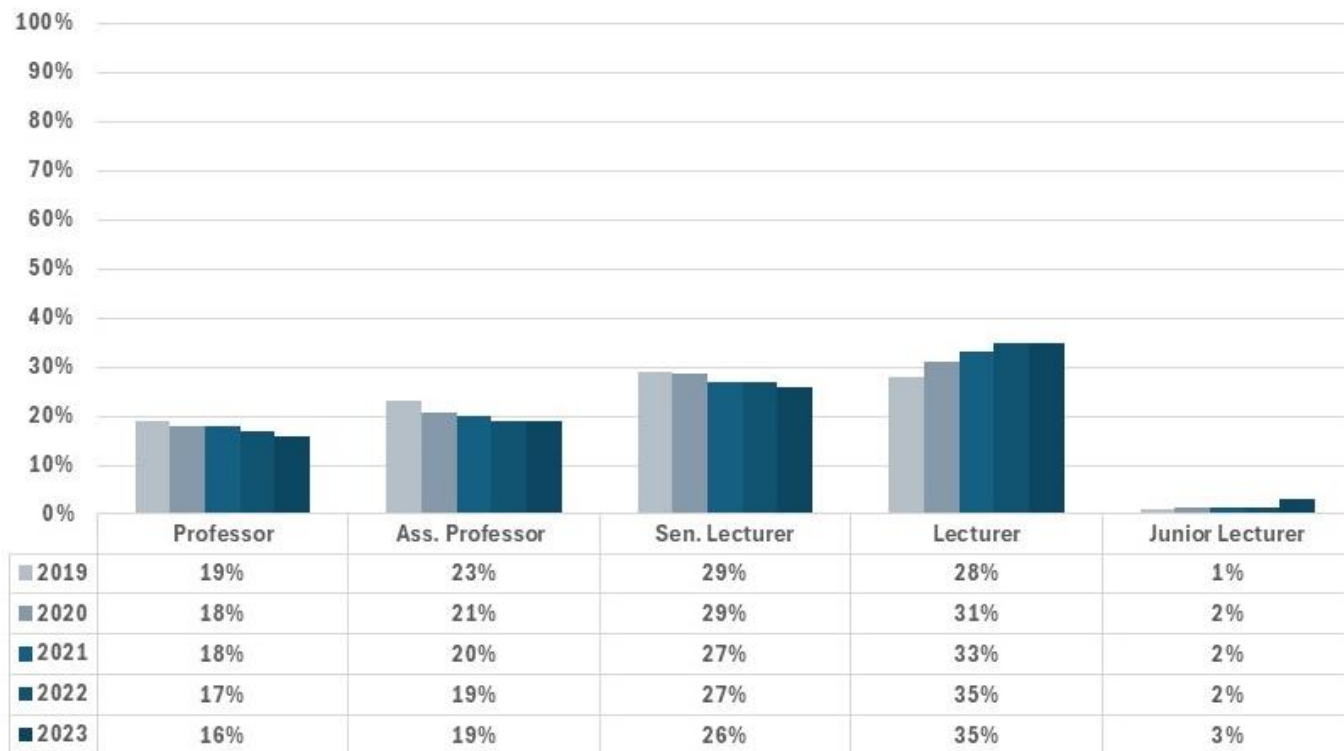


- The majority of academic staff hold a doctoral qualification, maintaining a consistently high proportion over the years. This proportion increased from 62% in 2022 to 63% of academic staff in 2023.
- Master's degree holders make up the second-largest group, ranging from 27-29% of academic staff from 2019 to 2023.
- The proportion of staff holding Honours qualifications or Below Honors has remained stable at 8% since 2021.

## 6.16 ACADEMIC STAFF RANKS

Figure 6.16 below shows the proportion of academic staff by academic rank, where professor is the highest rank and junior lecturer is the lowest rank. The shifts in academic rank, 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.

Figure 6.16 Academic staff by academic rank 2019–2023

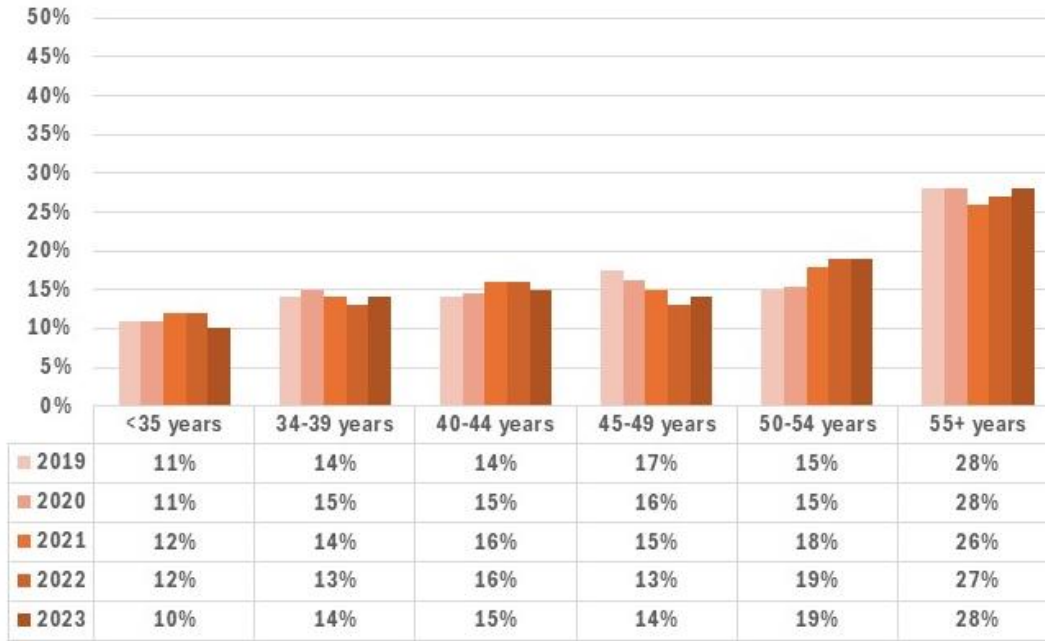


- From 2019–2023 there has been a consistent decline in the proportion of academic staff at the higher academic ranks (Professors and Associate Professors).
- In 2023, Professor and Associate Professors make up 35% of all academic staff.
- This is equivalent to the proportion of academic staff at Lecturer level, which has remained stable at 35% from 2022 to 2023.
- The proportion of staff at Senior Lecturer level has also seen consistent declines and make up 26% of academic staff in 2023.
- The Junior Lecturer rank, while consistently the smallest group, has shown a slight increase from 2% in 2022 to 3% in 2023.

## 6.17 ACADEMIC STAFF AGE GROUPS

Figure 6.17 below shows the distribution of academic staff by age group in five-year bands up to age 55+. In 2023, the 55+ age group was the largest, up from 27% in 2022 to 28% of academic staff in 2023. This group includes academic staff close to retirement. The second largest age group was in the 50-54-year age group, which remained stable at 19% of academic staff.

Figure 6.17 Academic staff by age group 2019–2023

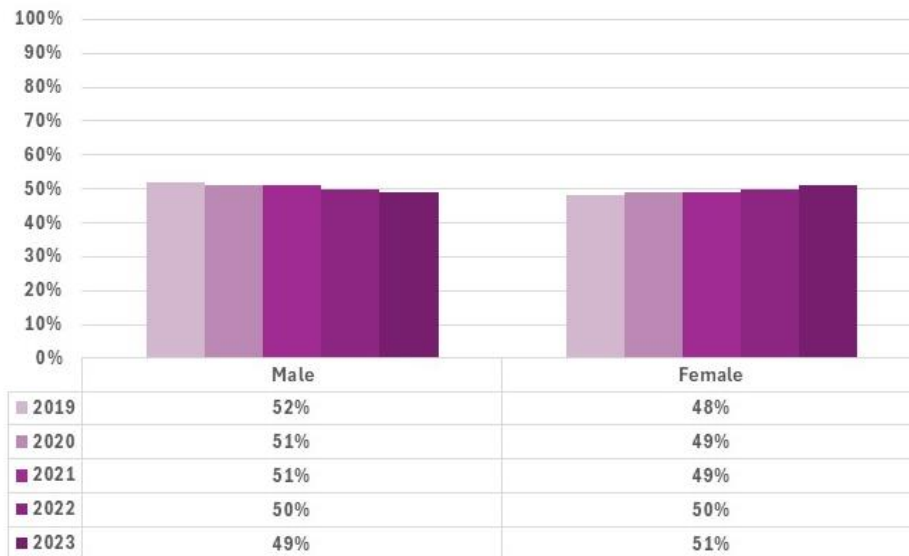


- Academic staff between 40 and 49 years (two age bands) make up 29% of all academic staff.
- In 2023, 24% of academic staff were younger than 40 years old.

## 6.18 ACADEMIC STAFF GENDER

From having had equal proportions in 2022, the proportion of male staff members dropped to 49% and female staff members increased to 51% in 2023.

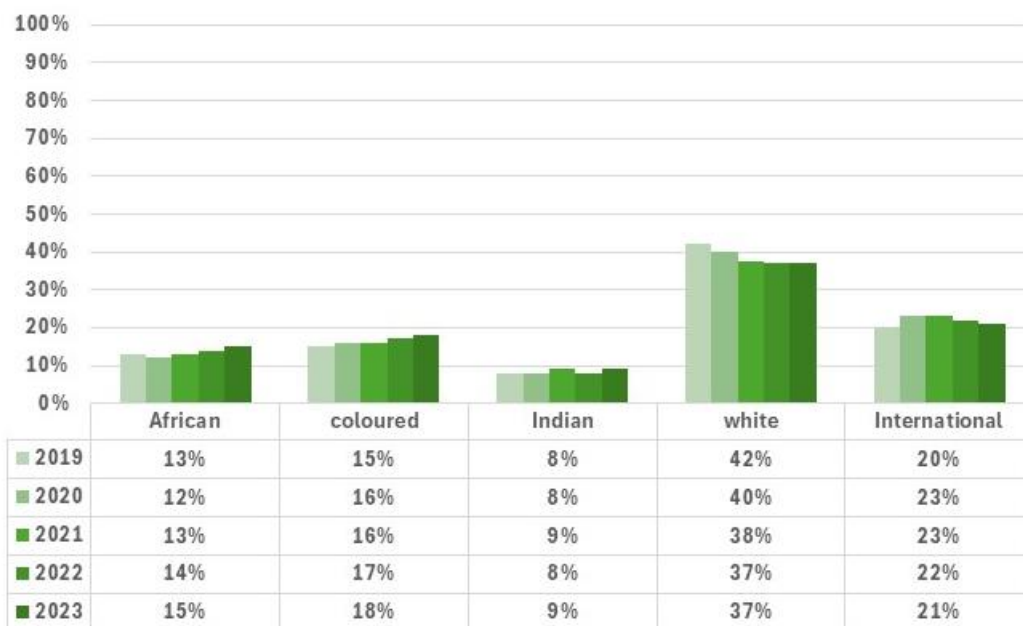
Figure 6.18 Academic staff by gender 2019–2023



## 6.19 ACADEMIC STAFF POPULATION GROUPS

UCT is committed to transform the demographic profile of academic staff, hence it continues to be important to track academic staff by population groups. Figure 6.19 below shows the proportion of academic staff by population groups, extracted from HEMIS, separating South Africans by population group and including all internationals within a single category. Figure 6.19 shows that there has been steady progress made in the employment of Black academic staff in the last five years.

Figure 6.19 Academic staff by population group 2019–2023



- In 2023, Black South African academic staff (African, coloured, Indian) made up 42% of all academic staff, up from 39% in 2022.
- The proportion of African academic staff increased from 14% to 15% in 2022 to 2023, while the proportion of coloured academic staff increased from 17% in 2022 to 18% in 2023.
- The proportion of white academic staff remained stable at 37% of all academic staff.
- The proportion of International academic staff dropped from 22% in 2022 to 21% in 2023.

# APPENDIX A

## UCT INSTITUTIONAL GRANT PROJECTS 2021–2023

Note: All the projects commenced in 2021 and completed 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 education levels.</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
	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	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

transforming our pedagogies	8	<b>To enhance and improve the quality of educational leadership and management at UCT. 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 B

## UCT-LED UCDG COLLABORATIVE GRANTS 2023

Note: All the projects commenced before 2022; we report here only on 2023 progress.

Project	Aims of Project	2023 Progress
<p>University Staff Doctoral Programme (Climate Risk, Resilience, and Sustainable Development) 2018–2023, ACDI</p>	<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. 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. The outstanding scholars submitted their theses in 2023 and the project was concluded.</p>
<p>Diagnostic Mathematics Information for Student Retention and Success (DMISRS), CEA in CHED</p>	<p>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 sector.</p>	<p>Overall, the CAMP initiative and ALEKS have shown promise in addressing mathematics gaps in students' prior knowledge, improving student outcomes, and enhancing the overall learning experience. CAMP initiative’s additional impact goal that emerged during this project, which holds significant implications for future studies, is educators' keen interest in digital solutions to enhance student support programmes and their readiness to participate in pilot initiatives. The project garnered strong interest from first-year mathematics lecturers, with widespread buy-in from course convenors across multiple institutions, including UCT. However, challenges arose regarding educators' familiarity with the learning platform, their confidence in integrating it into their teaching methodologies, and time constraints for proper implementation. This underscores the importance of incorporating a</p>

		comprehensive training component to facilitate the successful integration of such solutions on a larger scale, addressing educators' needs and ensuring effective implementation across diverse educational settings.
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.	The overall goal of this project was to capacitate staff developers to initiate and convene successful induction programmes which could address historical and systematic challenges at their institutions while creating a new cadre of academics who can respond to the pressing challenges of the current institutional and national context in higher education. This project and its activities were designed to enable participants to theorise and conceptualise induction programmes for their specific contexts; ensuring that programmes are relevant and meaningful for the different institutional types and cohorts served. This outcome was achieved, as evident in the institutional case studies included in the NATHEP Book Project. Nine institutional case studies were included in the NATHEP Book Project, which are scheduled to be published by the end of 2024.
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 experienced several implementation challenges. Aspects of the proposal for implementation were reconceptualised to include a broader range of candidates in the programme. The proposal was discussed with the DHET in 2023, who approved project re-conceptualisation, in principle. The proposal was submitted for DHET approval and the project awaits a formal outcome before proceeding with implementation.
Enabling Registrar Success through Transformed Assessment (WBA)	To make Workplace Based Assessments a credible process that contributes to registrar success in a range of South African settings.	This project was initiated in 2023, after experiencing initial funding delays from the DHET. Several activities were successfully implemented in 2023. Highlights in 2023 included the expansion of the project partners network to include nine universities, and improved access to locally relevant WBA guidelines.

# APPENDIX C

## DATA TABLES

### STUDENT PROFILES & ENROLMENTS

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

<b>Faculty</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Average annual change</b>
Commerce	6554 23%	6485 23%	6846 23%	6654 23%	6356 22%	-0.8%
GSB	867 3%	739 3%	1018 3%	1127 4%	1036 4%	4.6%
EBE	4801 17%	4555 16%	4643 16%	4672 16%	4367 15%	-2.3%
Health Sciences	4820 17%	4742 17%	4873 16%	5151 18%	5168 18%	1.8%
Humanities	7327 26%	7490 26%	7657 26%	7201 24%	7419 26%	0.3%
Law	1276 4%	1267 4%	1313 4%	1288 4%	1310 5%	0.7%
Science	2996 10%	3169 11%	3268 11%	3332 11%	3377 12%	3.0%
<b>TOTAL</b>	<b>28641</b> <b>100%</b>	<b>28447</b> <b>100%</b>	<b>29618</b> <b>100%</b>	<b>29425</b> <b>100%</b>	<b>29033</b> <b>100%</b>	<b>0.3%</b>

*Percentages should be read down each column*

**Notes:**

- 1. In a head-count total, students are counted as units even if they are part-time students taking less a full-time curriculum.
- 2. The 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.
- 3. A faculty's head count total is the total of students enrolled for the various degrees, diplomas and certificates

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

<b>Faculty</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Average annual change</b>
Commerce	4303 25%	4161 24%	4624 68%	4706 26%	4272 24%	-0.2%
GSB	0 0%	0 0%	68 7%	144 1%	182 1%	
EBE	3293 19%	3129 18%	3167 68%	3198 18%	2952 17%	-2.7%
Health Sciences	2149 12%	2039 12%	2135 44%	2200 12%	2237 13%	1.0%
Humanities	5197 30%	5301 31%	5383 70%	5047 28%	5301 30%	0.5%
Law	669 4%	587 3%	646 49%	637 4%	653 4%	-0.6%
Science	1709 10%	1846 11%	1952 60%	2019 11%	2131 12%	5.7%
<b>TOTAL</b>	<b>17320</b> <b>100%</b>	<b>17063</b> <b>100%</b>	<b>17975</b> <b>61%</b>	<b>17951</b> <b>100%</b>	<b>17728</b> <b>100%</b>	<b>0.6%</b>

Percentages should be read down each column

**Table 3**  
**First-Time Entering Undergraduate student enrolments**

<b>Faculty</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Ave Annual Change</b>
COM	1070 26%	1029 25%	1290 29%	1037 27%	874 20%	-5%
GSB			4 0%	12 0%	8 0%	41%
EBE	685 17%	593 14%	726 17%	677 18%	662 15%	-1%
HUM	1486 36%	1610 39%	1381 31%	1152 30%	1732 41%	4%
LAW	78 2%	54 1%	93 2%	64 2%	45 1%	-13%
MED	339 8%	347 8%	427 10%	412 11%	381 9%	3%
SCI	438 11%	507 12%	474 11%	487 13%	571 13%	7%
<b>TOTAL</b>	<b>4096</b> <b>100%</b>	<b>4140</b> <b>100%</b>	<b>4395</b> <b>100%</b>	<b>3841</b> <b>100%</b>	<b>4273</b> <b>100%</b>	<b>1%</b>

**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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	1811	1958	2211	1960	2329	586	634	665	619	770	425	439	433	389	561	1014	867	781	647	1085	607	562	569	614	492	139	129	54	73	122	6554	6485	6846	6654	6356
	28%	30%	25%	29%	37%	9%	10%	16%	9%	12%	6%	7%	27%	6%	9%	15%	13%	16%	10%	17%	9%	9%	8%	9%	8%	2%	2%	1%	1%	2%	100%	100%	100%	100%	100%
GSB	183	213	266	251	398	84	113	124	109	100	42	45	63	63	78	83	95	115	88	94	140	131	152	143	110	47	12	16	59	19	867	739	1018	1127	1036
	21%	29%	3%	22%	38%	10%	15%	3%	10%	10%	5%	6%	4%	6%	8%	10%	13%	2%	8%	9%	16%	18%	15%	13%	11%	5%	2%	2%	5%	2%	100%	100%	100%	100%	100%
EBE	1498	1483	1587	1393	1828	556	506	420	357	378	348	330	298	240	300	1175	1081	928	728	777	769	654	629	735	560	87	70	38	72	63	4801	4555	4643	4672	4367
	31%	33%	18%	30%	42%	12%	11%	11%	8%	9%	7%	7%	19%	5%	7%	24%	24%	19%	16%	18%	16%	14%	14%	16%	13%	2%	2%	1%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	1185	1229	1318	1224	1740	697	681	669	632	670	362	387	376	379	428	1013	987	936	913	1081	559	547	533	663	536	76	70	72	101	87	4820	4742	4873	5151	5168
	25%	26%	15%	24%	34%	14%	14%	18%	12%	13%	8%	8%	24%	7%	8%	21%	21%	19%	16%	21%	12%	12%	11%	13%	10%	2%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Humanities	1466	1734	1983	1721	2579	1134	1279	1358	1248	1659	172	193	192	166	233	1147	1158	1069	869	1206	456	434	418	429	355	503	325	139	222	238	7327	7490	7657	7201	7419
	20%	23%	23%	24%	35%	15%	17%	36%	17%	22%	2%	3%	12%	2%	3%	16%	15%	22%	12%	16%	6%	6%	5%	6%	5%	7%	4%	2%	3%	3%	100%	100%	100%	100%	100%
Law	334	330	379	326	434	202	179	159	149	145	86	70	69	48	49	277	249	226	181	209	188	204	212	211	186	73	72	39	58	75	1276	1267	1313	1288	1310
	26%	26%	4%	25%	33%	16%	14%	4%	12%	11%	7%	6%	4%	4%	4%	22%	20%	5%	14%	16%	15%	16%	16%	16%	14%	6%	6%	3%	5%	6%	100%	100%	100%	100%	100%
Science	907	1009	1049	920	1138	340	361	358	348	433	141	144	149	114	172	946	982	844	713	810	293	281	281	307	279	131	125	81	126	140	2996	3169	3268	3332	3377
	30%	32%	12%	28%	34%	11%	11%	10%	10%	13%	5%	5%	9%	3%	5%	32%	31%	17%	21%	24%	10%	9%	9%	9%	8%	4%	4%	2%	4%	4%	100%	100%	100%	100%	100%
TOTAL	7384	7956	8793	7795	10446	3399	3753	3753	3462	4155	1576	1608	1580	1399	1821	5655	5419	4899	4139	5272	3012	2813	2794	3102	2518	1056	803	439	711	744	28441	28447	29618	29425	29033
	26%	28%	30%	26%	36%	13%	13%	13%	12%	14%	6%	6%	5%	5%	6%	20%	19%	17%	14%	18%	11%	10%	9%	11%	9%	4%	3%	1%	2%	3%	100%	100%	100%	100%	100%

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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	1256	1372	1579	1424	1646	354	371	399	404	545	293	298	303	297	453	573	458	433	424	829	285	264	264	301	223	94	55	18	37	58	4303	4161	4624	4706	4272
	29%	33%	34%	30%	39%	8%	9%	9%	9%	13%	7%	7%	7%	6%	11%	13%	11%	16%	9%	19%	7%	6%	6%	6%	5%	2%	1%	0%	1%	1%	100%	100%	100%	100%	100%
GSB	0	0	19	35	81	0	0	4	5	8	0	0	3	5	17	0	0	2	2	6	0	0	0	0	11	0	0	0	0	0	0	0	68	144	182
	0%	0%	28%	24%	45%	0%	0%	6%	3%	4%	0%	0%	4%	3%	9%	0%	0%	0%	1%	3%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%
EBE	1102	1091	1154	1070	1362	407	359	282	231	248	265	249	220	159	227	818	757	596	421	505	443	375	358	377	280	42	38	14	38	31	3293	3129	3167	3198	2952
	33%	35%	36%	33%	46%	12%	11%	9%	7%	8%	8%	8%	7%	5%	8%	25%	24%	23%	13%	17%	13%	12%	11%	12%	9%	1%	1%	0%	1%	1%	100%	100%	100%	100%	100%
Health Sciences	835	815	852	783	1086	463	419	371	327	317	199	202	192	183	241	458	428	351	346	440	13	8	9	5	7	0	0	2	2	0	2149	2039	2135	2200	2237
	39%	40%	40%	36%	49%	22%	21%	17%	15%	14%	9%	10%	9%	8%	11%	21%	21%	13%	16%	20%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	1084	1245	1383	1201	1940	879	968	998	910	1310	107	117	114	103	148	704	733	683	527	821	206	197	192	206	177	351	195	42	119	151	5197	5301	5383	5047	5301
	21%	23%	26%	24%	37%	17%	18%	19%	18%	25%	2%	2%	2%	2%	3%	14%	14%	26%	10%	15%	4%	4%	4%	4%	3%	7%	4%	1%	2%	3%	100%	100%	100%	100%	100%
Law	209	191	225	206	268	130	105	98	88	88	62	55	50	30	29	163	142	119	96	123	53	43	50	47	36	11	4	3	12	17	669	587	646	637	653
	31%	33%	35%	32%	41%	19%	18%	15%	14%	13%	9%	9%	8%	5%	4%	24%	24%	5%	15%	19%	8%	7%	8%	7%	6%	2%	1%	0%	2%	3%	100%	100%	100%	100%	100%
Science	670	755	785	694	882	227	234	226	213	307	76	77	77	61	113	506	526	449	324	447	77	84	82	88	86	56	42	12	37	60	1709	1709	1952	2019	2131
	39%	44%	40%	34%	41%	13%	14%	12%	11%	14%	4%	5%	4%	3%	5%	30%	31%	17%	16%	21%	5%	5%	4%	4%	4%	3%	2%	1%	2%	3%	100%	100%	100%	100%	100%
TOTAL	5156	5469	5987	5413	7265	2460	2446	2378	2180	2823	1002	998	959	838	1228	3222	3044	2633	2140	3171	1077	971	955	1024	820	554	334	89	245	317	17320	17063	17875	17951	17728
	30%	32%	33%	30%	41%	14%	14%	100%	12%	16%	6%	6%	5%	5%	7%	19%	18%	15%	12%	18%	6%	6%	100%	6%	5%	3%	2%	1%	1%	2%	100%	100%	100%	100%	100%

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**  
**NSC aggregate equivalents of all first-time entering undergraduates**

Faculty	"A" aggregate					"B" aggregate					"C" aggregate					"D" aggregate				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	41%	41%	40%	45%	47%	49%	50%	47%	46%	45%	4%	4%	6%	1%	1%	0%	0%	0%	0%	0%
EBE	45%	45%	41%	50%	50%	33%	33%	37%	33%	31%	8%	8%	9%	6%	8%	2%	2%	1%	1%	1%
Health Sciences	64%	63%	69%	61%	61%	27%	27%	24%	27%	26%	8%	8%	0%	2%	2%	0%	0%	0%	0%	1%
Humanities	12%	12%	15%	18%	10%	36%	36%	43%	50%	38%	39%	39%	28%	17%	38%	3%	3%	3%	2%	5%
Law	52%	52%	53%	68%	65%	24%	24%	30%	23%	26%	6%	6%	3%	0%	0%	0%	0%	0%	0%	0%
Science	52%	51%	55%	62%	64%	37%	37%	32%	28%	22%	2%	2%	1%	1%	1%	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>1395</b>	<b>1405</b>	<b>1535</b>	<b>1616</b>	<b>1535</b>	<b>1555</b>	<b>1565</b>	<b>1768</b>	<b>1493</b>	<b>1459</b>	<b>717</b>	<b>721</b>	<b>520</b>	<b>236</b>	<b>695</b>	<b>64</b>	<b>64</b>	<b>46</b>	<b>26</b>	<b>92</b>
	<b>34%</b>	<b>34%</b>	<b>38%</b>	<b>43%</b>	<b>37%</b>	<b>38%</b>	<b>38%</b>	<b>40%</b>	<b>40%</b>	<b>35%</b>	<b>18%</b>	<b>18%</b>	<b>12%</b>	<b>6%</b>	<b>17%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>

Faculty	"E" aggregate					Not known					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	0%	0%	0%	0%	0%	6%	6%	6%	8%	6%	1045	1042	1436	872	872
EBE	0%	0%	0%	0%	0%	12%	12%	13%	11%	10%	597	598	731	662	662
Health Sciences	0%	0%	2%	2%	2%	1%	1%	5%	8%	8%	358	364	429	378	378
Humanities	1%	1%	1%	2%	1%	9%	9%	9%	11%	7%	1514	1527	1239	1622	1622
Law	0%	0%	0%	0%	0%	19%	19%	14%	9%	9%	54	54	93	46	46
Science	0%	0%	0%	0%	0%	9%	10%	10%	9%	12%	512	514	482	569	569
<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>20</b>	<b>32</b>	<b>29</b>	<b>331</b>	<b>356</b>	<b>375</b>	<b>355</b>	<b>339</b>	<b>4080</b>	<b>4099</b>	<b>4410</b>	<b>3758</b>	<b>4149</b>
	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>8%</b>	<b>8%</b>	<b>9%</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

**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 7**  
**Headcount undergraduate student enrolments by formal qualification**

Faculty	U/grad diplomas and certificates					3yr bachelor's degrees					Prof bachelor's degrees					Total Undergraduate (excluding occasional)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	8	8	11	4	7	2044	1889	2132	2274	2071	2148	2223	2462	2393	2135	4200	4120	4605	4671	4213
	0%	0%	0%	0%	0%	49%	46%	46%	49%	49%	51%	54%	53%	51%	51%	100%	100%	100%	100%	100%
GSB			68	144	182												68	144	182	
			100%	100%	100%												100%	100%	100%	100%
EBE						635	641	663	669	670	2634	2472	2504	2514	2271	3269	3113	3167	3183	2941
						19%	21%	21%	21%	23%	81%	79%	79%	79%	77%	100%	100%	100%	100%	100%
Health Sciences	39	11	35	35	44	2	4				2072	1996	2074	2138	2169	2113	2011	2109	2173	2213
	2%	1%	2%	2%	2%	0%	0%				98%	99%	98%	98%	98%	100%	100%	100%	100%	100%
Humanities	278	286	376	358	327	3845	4115	4242	3856	4138	660	683	720	695	672	4783	5084	5338	4909	5137
	6%	6%	7%	7%	6%	80%	81%	79%	79%	81%	14%	13%	13%	14%	13%	100%	100%	100%	100%	100%
Law											660	585	646	628	639	660	585	646	628	639
											100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science						1650	1809	1938	1975	2075						1650	1809	1938	1975	2075
						100%	100%	100%	100%	100%						100%	100%	100%	100%	100%
<b>TOTAL</b>	<b>325</b>	<b>305</b>	<b>490</b>	<b>541</b>	<b>560</b>	<b>8176</b>	<b>8458</b>	<b>8975</b>	<b>8774</b>	<b>8954</b>	<b>8174</b>	<b>7959</b>	<b>8406</b>	<b>8368</b>	<b>7886</b>	<b>16675</b>	<b>16722</b>	<b>17871</b>	<b>17683</b>	<b>17400</b>
	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>49%</b>	<b>51%</b>	<b>50%</b>	<b>50%</b>	<b>51%</b>	<b>49%</b>	<b>48%</b>	<b>47%</b>	<b>47%</b>	<b>45%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# STAFF PROFILES AND STUDENT-STAFF RATIOS

Table 8a

*Full-time academic staff in each faculty*

Faculty	Full-time academic staff					% of total full-time academic staff				
	2020	2021	2022	2022	2023	2019	2020	2021	2022	2023
CHED	57	53	53	56	52	5%	5%	5%	5%	5%
Commerce	144	143	143	142	146	14%	14%	14%	13%	14%
GSB	29	29	29	30	24	3%	3%	3%	3%	2%
EBE	121	128	128	131	126	12%	12%	12%	12%	12%
Health Sciences	236	241	241	254	260	23%	23%	23%	24%	25%
Humanities	239	235	235	234	235	23%	23%	23%	22%	22%
Law	58	50	50	52	51	6%	6%	5%	5%	5%
Science	164	164	164	170	166	16%	16%	16%	16%	16%
<b>TOTAL</b>	<b>1048</b>	<b>1043</b>	<b>1043</b>	<b>1069</b>	<b>1060</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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	6981	6595	6964	6394	6004	140	144	143	142	146	49.9	45.8	48.7	45.0	41.1
GSB	1323	1285	1391	1369	1263	27	29	29	30	24	49.0	44.3	48.0	45.6	52.6
EBE	4133	3772	4103	3937	3655	123	121	128	131	126	33.6	31.2	32.1	30.1	29.0
Health Sciences	6113	5917	5946	6278	6255	237	236	241	254	260	25.8	25.1	24.7	24.7	24.1
Humanities	7717	7395	7524	6883	6967	244	239	235	234	235	31.6	30.9	32.0	29.4	29.6
Law	2037	2022	2027	1932	2009	59	58	50	52	51	34.5	34.9	40.5	37.2	39.4
Science	5215	5509	5369	5212	4992	176	164	164	170	166	29.6	33.6	32.7	30.7	30.1
<b>TOTAL</b>	<b>33521</b>	<b>32494</b>	<b>33323</b>	<b>32005</b>	<b>31145</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>	<b>1060</b>	<b>31.5</b>	<b>31.0</b>	<b>31.9</b>	<b>29.9</b>	<b>29.4</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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	51%	49%	53%	52%	50%	42%	42%	40%	41%	42%	5%	7%	6%	5%	6%
Commerce	46%	42%	45%	48%	49%	33%	39%	40%	37%	35%	5%	4%	3%	4%	7%
GSB	78%	76%	76%	80%	83%	19%	21%	21%	17%	13%	4%	3%	0%	0%	0%
EBE	63%	62%	63%	63%	63%	29%	28%	28%	27%	26%	2%	3%	2%	3%	2%
Health Sciences	56%	53%	55%	55%	57%	31%	33%	32%	31%	30%	5%	4%	3%	4%	5%
Humanities	66%	64%	65%	63%	64%	27%	28%	27%	29%	26%	3%	3%	3%	3%	4%
Law	44%	45%	44%	48%	47%	51%	47%	48%	44%	45%	2%	2%	2%	2%	2%
Science	89%	88%	88%	88%	88%	9%	10%	11%	11%	11%	1%	0%	0%	0%	0%
<b>TOTAL</b>	<b>669</b>	<b>637</b>	<b>646</b>	<b>665</b>	<b>663</b>	<b>297</b>	<b>309</b>	<b>302</b>	<b>303</b>	<b>291</b>	<b>37</b>	<b>33</b>	<b>27</b>	<b>33</b>	<b>37</b>
	<b>63%</b>	<b>61%</b>	<b>62%</b>	<b>62%</b>	<b>63%</b>	<b>28%</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>27%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

Faculty	Below Honours					Unknown					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	2%	2%	6%	2%	2%	0%	0%	0%	0%	0%	57	57	53	56	52
Commerce	16%	14%	3%	10%	9%	0%	1%	1%	1%	1%	140	140	143	142	146
GSB	0%	0%	0%	3%	4%	0%	0%	0%	0%	0%	27	27	29	30	24
EBE	5%	6%	2%	7%	9%	0%	1%	1%	1%	1%	123	123	128	131	126
Health Sciences	6%	8%	3%	7%	7%	2%	1%	2%	2%	2%	237	237	241	254	260
Humanities	3%	4%	3%	4%	5%	0%	0%	2%	1%	1%	244	244	235	234	235
Law	3%	7%	2%	6%	6%	0%	0%	0%	0%	0%	59	59	50	52	51
Science	1%	1%	0%	1%	1%	0%	1%	0%	0%	0%	176	176	164	170	166
<b>TOTAL</b>	<b>55</b>	<b>62</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>	<b>1060</b>
	<b>5%</b>	<b>6%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>0%</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 10

## Academic staff by rank

Faculty	Professor					Associate Professor					Senior Lecturer				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	2%	2%	2%	2%	2%	14%	11%	11%	14%	10%	44%	44%	43%	41%	42%
Commerce	16%	15%	15%	15%	16%	22%	20%	21%	18%	18%	24%	24%	22%	23%	21%
GSB	19%	14%	17%	17%	13%	37%	34%	31%	33%	33%	26%	34%	34%	33%	42%
EBE	21%	19%	17%	15%	17%	25%	23%	20%	20%	17%	36%	34%	33%	33%	30%
Health Sciences	27%	26%	27%	27%	24%	16%	14%	14%	15%	16%	33%	31%	29%	30%	29%
Humanities	14%	11%	10%	9%	7%	28%	27%	26%	24%	24%	26%	25%	23%	22%	21%
Law	24%	22%	24%	25%	25%	25%	24%	24%	21%	20%	24%	24%	24%	27%	24%
Science	22%	23%	20%	20%	19%	23%	20%	21%	19%	17%	27%	26%	26%	23%	23%
<b>TOTAL</b>	<b>206</b>	<b>189</b>	<b>184</b>	<b>183</b>	<b>173</b>	<b>241</b>	<b>217</b>	<b>211</b>	<b>207</b>	<b>198</b>	<b>312</b>	<b>299</b>	<b>283</b>	<b>289</b>	<b>276</b>
	<b>19%</b>	<b>18%</b>	<b>18%</b>	<b>17%</b>	<b>16%</b>	<b>23%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>19%</b>	<b>29%</b>	<b>29%</b>	<b>27%</b>	<b>27%</b>	<b>26%</b>

Faculty	Lecturer					Asst./Junior Lecturer					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	40%	44%	43%	43%	46%	0%	0%	0%	0%	0%	57	57	53	56	52
Commerce	37%	38%	38%	40%	39%	1%	3%	4%	4%	6%	140	140	143	142	146
GSB	19%	17%	17%	17%	13%	0%	0%	0%	0%	0%	27	27	29	30	24
EBE	16%	20%	26%	27%	26%	2%	4%	4%	5%	10%	123	123	128	131	126
Health Sciences	23%	28%	28%	27%	29%	1%	1%	2%	2%	2%	237	237	241	254	260
Humanities	31%	36%	40%	44%	45%	1%	1%	1%	1%	3%	244	244	235	234	235
Law	27%	28%	28%	27%	31%	0%	2%	0%	0%	0%	59	59	50	52	51
Science	27%	31%	32%	36%	37%	1%	0%	1%	2%	3%	176	176	164	170	166
<b>TOTAL</b>	<b>295</b>	<b>327</b>	<b>346</b>	<b>370</b>	<b>376</b>	<b>9</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>37</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>	<b>1060</b>
	<b>28%</b>	<b>31%</b>	<b>33%</b>	<b>35%</b>	<b>35%</b>	<b>1%</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

Table 11

Academic staff by age group

Faculty	<35 years					35-39 years					40-44 years					45-49 years				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	2%	0%	4%	7%	6%	19%	23%	17%	11%	13%	16%	12%	15%	21%	15%	11%	11%	15%	11%	15%
Commerce	26%	26%	26%	19%	16%	18%	21%	17%	20%	20%	14%	13%	14%	17%	16%	16%	14%	12%	10%	10%
GSB	7%	7%	7%	3%	4%	15%	17%	17%	17%	8%	7%	10%	7%	13%	13%	33%	24%	28%	27%	38%
EBE	9%	12%	13%	11%	9%	15%	11%	13%	12%	17%	11%	18%	16%	18%	13%	18%	15%	14%	12%	12%
Health Sciences	9%	9%	10%	9%	8%	10%	12%	10%	11%	12%	15%	15%	19%	16%	16%	19%	17%	16%	14%	15%
Humanities	8%	7%	7%	7%	9%	13%	13%	15%	14%	11%	12%	13%	14%	15%	16%	17%	18%	15%	15%	14%
Law	22%	21%	20%	25%	22%	20%	22%	18%	12%	18%	10%	9%	8%	12%	10%	19%	14%	14%	10%	10%
Science	10%	9%	12%	15%	11%	11%	13%	12%	12%	15%	19%	19%	19%	16%	16%	18%	16%	13%	12%	13%
<b>TOTAL</b>	122	117	126	126	109	146	155	141	141	149	148	152	164	164	162	186	169	154	154	145
	11%	11%	12%	12%	10%	14%	15%	14%	13%	14%	14%	15%	16%	16%	15%	17%	16%	15%	13%	14%

Faculty	50-54 years					55+ years					Unknown					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	18%	19%	17%	21%	27%	35%	35%	32%	29%	23%	0%	0%	0%	0%	0%	57	57	53	56	52
Commerce	11%	10%	13%	13%	16%	16%	17%	18%	21%	21%	0%	0%	0%	0%	0%	140	144	143	142	146
GSB	11%	17%	21%	17%	25%	26%	24%	21%	23%	13%	0%	0%	0%	0%	0%	27	29	29	30	24
EBE	22%	23%	22%	23%	17%	25%	21%	23%	24%	31%	0%	0%	0%	0%	0%	123	121	128	131	126
Health Sciences	16%	14%	16%	19%	18%	31%	33%	29%	30%	32%	0%	0%	0%	0%	0%	237	236	241	254	260
Humanities	18%	18%	19%	20%	20%	33%	31%	30%	30%	31%	0%	0%	0%	0%	0%	244	239	235	234	235
Law	10%	14%	20%	19%	16%	19%	21%	20%	23%	25%	0%	0%	0%	0%	0%	59	58	50	52	51
Science	12%	13%	18%	16%	17%	30%	31%	27%	29%	27%	0%	0%	0%	0%	0%	176	164	164	170	166
<b>TOTAL</b>	163	162	183	183	198	298	293	275	275	297	0	0	0	0	0	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>	<b>1060</b>
	15%	15%	18%	19%	19%	28%	28%	26%	27%	28%	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 12a**  
**Academic staff by race**

Faculty	African					Coloured					Indian					White				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	12%	11%	11%	16%	17%	14%	14%	17%	16%	17%	12%	11%	11%	11%	10%	49%	46%	40%	34%	31%
Commerce	14%	15%	15%	15%	13%	15%	15%	17%	17%	17%	11%	12%	13%	15%	14%	43%	40%	36%	37%	38%
GSB	33%	21%	21%	20%	17%	11%	10%	14%	13%	13%	7%	7%	7%	7%	8%	30%	28%	21%	17%	21%
EBE	11%	9%	11%	11%	13%	9%	11%	11%	12%	13%	3%	3%	8%	8%	6%	46%	43%	42%	42%	44%
Health Sciences	10%	9%	10%	11%	11%	23%	25%	23%	25%	26%	7%	8%	10%	9%	10%	47%	43%	41%	41%	38%
Humanities	20%	19%	20%	22%	23%	15%	15%	16%	17%	19%	7%	7%	6%	4%	6%	35%	33%	31%	32%	29%
Law	14%	12%	16%	19%	18%	15%	16%	16%	17%	12%	14%	12%	10%	10%	14%	51%	52%	48%	44%	47%
Science	7%	6%	7%	8%	11%	10%	10%	10%	11%	10%	8%	7%	7%	6%	7%	41%	40%	39%	39%	38%
<b>TOTAL</b>	<b>142</b>	<b>129</b>	<b>139</b>	<b>152</b>	<b>168</b>	<b>161</b>	<b>163</b>	<b>168</b>	<b>184</b>	<b>189</b>	<b>83</b>	<b>82</b>	<b>92</b>	<b>88</b>	<b>92</b>	<b>451</b>	<b>421</b>	<b>393</b>	<b>399</b>	<b>387</b>
	<b>13%</b>	<b>12%</b>	<b>13%</b>	<b>14%</b>	<b>15%</b>	<b>15%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>18%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>8%</b>	<b>9%</b>	<b>42%</b>	<b>40%</b>	<b>38%</b>	<b>37%</b>	<b>37%</b>

Faculty	International					Unknown					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	12%	19%	21%	21%	21%	0%	0%	0%	2%	4%	57	57	53	56	52
Commerce	16%	19%	17%	16%	16%	1%	1%	1%	1%	1%	140	144	143	142	146
GSB	19%	34%	38%	43%	42%	0%	0%	0%	0%	0%	27	29	29	30	24
EBE	29%	33%	27%	26%	23%	2%	1%	1%	1%	2%	123	121	128	131	126
Health Sciences	11%	14%	15%	13%	13%	1%	1%	2%	1%	2%	237	236	241	254	260
Humanities	22%	24%	25%	24%	23%	2%	2%	2%	1%	0%	244	239	235	234	235
Law	7%	9%	10%	10%	10%	0%	0%	0%	0%	0%	59	58	50	52	51
Science	32%	35%	36%	35%	34%	1%	1%	1%	1%	1%	176	164	164	170	166
<b>TOTAL</b>	<b>211</b>	<b>241</b>	<b>239</b>	<b>235</b>	<b>221</b>	<b>15</b>	<b>12</b>	<b>12</b>	<b>11</b>	<b>13</b>	<b>1063</b>	<b>1048</b>	<b>1043</b>	<b>1069</b>	<b>1060</b>
	<b>20%</b>	<b>23%</b>	<b>23%</b>	<b>22%</b>	<b>21%</b>	<b>1%</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 12b**  
**Academic staff by gender**

Faculty	Male					Female					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
CHED	39%	39%	42%	39%	40%	61%	61%	58%	61%	60%	57	57	53	56	52
Commerce	59%	60%	61%	63%	61%	41%	40%	39%	37%	39%	140	140	143	142	146
GSB	67%	66%	69%	60%	50%	33%	34%	31%	40%	50%	27	27	29	30	24
EBE	67%	64%	67%	66%	65%	33%	36%	33%	34%	35%	123	123	128	131	126
Health Sciences	35%	34%	34%	32%	32%	65%	66%	66%	68%	68%	237	237	241	254	260
Humanities	50%	49%	48%	48%	47%	50%	51%	52%	52%	53%	244	244	235	234	235
Law	36%	34%	34%	37%	37%	64%	66%	66%	63%	63%	59	59	50	52	51
Science	68%	68%	66%	65%	63%	32%	32%	34%	35%	37%	176	176	164	170	166
<b>TOTAL</b>	<b>550</b>	<b>550</b>	<b>550</b>	<b>539</b>	<b>522</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>530</b>	<b>538</b>	<b>1063</b>	<b>1063</b>	<b>1043</b>	<b>1069</b>	<b>1060</b>
	<b>52%</b>	<b>51%</b>	<b>51%</b>	<b>50%</b>	<b>49%</b>	<b>48%</b>	<b>49%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentages should be read across each row

# STUDENT PERFORMANCE

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

Faculty	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgraduate Diplomas				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	4	4	4	1	1	584	483	391	519	638	371	360	322	384	311	518	404	372	279	290
	0%	0%	0%	0%	0%	29%	27%	25%	32%	37%	19%	20%	20%	23%	18%	26%	23%	23%	17%	17%
GSB	0	0	0	60	74	0	0	0	0	0	0	0	0	0	0	166	128	120	141	194
	0%	0%	0%	17%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	53%	50%	33%	39%	51%
EBE	0	0	0	0	0	175	168	156	116	183	431	554	410	411	396	14	4	4	6	6
	0%	0%	0%	0%	0%	18%	14%	16%	12%	18%	43%	47%	43%	44%	40%	0%	0%	0%	1%	1%
Health Sciences	31	11	30	31	32	1	4	0	0	0	402	362	352	336	346	229	216	220	237	239
	3%	1%	3%	3%	3%	0%	0%	0%	0%	0%	37%	35%	34%	32%	31%	21%	21%	21%	22%	21%
Humanities	92	74	87	164	65	820	863	932	861	927	132	122	149	139	153	236	222	282	195	203
	5%	4%	4%	9%	3%	43%	45%	46%	45%	48%	7%	6%	7%	7%	8%	12%	12%	14%	10%	11%
Law	0	0	0	0	0	0	0	0	0	0	171	149	149	124	140	12	14	13	6	6
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	49%	39%	41%	37%	40%	3%	4%	4%	2%	2%
Science	0	0	0	0	0	356	392	374	368	445	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	46%	48%	48%	47%	52%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>127</b>	<b>85</b>	<b>121</b>	<b>256</b>	<b>172</b>	<b>1936</b>	<b>1910</b>	<b>1853</b>	<b>1864</b>	<b>2193</b>	<b>1507</b>	<b>1547</b>	<b>1382</b>	<b>1394</b>	<b>1346</b>	<b>1175</b>	<b>988</b>	<b>1011</b>	<b>864</b>	<b>938</b>
	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>4%</b>	<b>2%</b>	<b>26%</b>	<b>26%</b>	<b>26%</b>	<b>27%</b>	<b>30%</b>	<b>20%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>	<b>18%</b>	<b>16%</b>	<b>13%</b>	<b>14%</b>	<b>12%</b>	<b>13%</b>

Faculty	Honours					Master's					Doctors					Total				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	311	315	284	263	262	182	183	179	161	220	35	28	34	21	18	2005	1773	1586	1628	1740
	0%	18%	18%	16%	15%	9%	10%	11%	10%	13%	2%	2%	2%	1%	1%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	151	126	244	159	105	0	0		9	7	317	254	364	369	380
	0%	0%	0%	0%	0%	47%	50%	67%	44%	28%	0%	0%	0%	2%	2%	100%	100%	100%	100%	100%
EBE	145	182	160	152	143	202	228	193	217	236	50	31	28	38	32	1017	1167	951	940	996
	14%	16%	17%	16%	14%	20%	20%	20%	23%	24%	5%	3%	3%	4%	3%	100%	100%	100%	100%	100%
Health Sciences	101	85	95	90	111	265	260	247	268	332	69	90	85	94	75	1098	1028	1029	1056	1135
	9%	8%	9%	9%	10%	23%	25%	24%	25%	29%	6%	9%	8%	9%	7%	100%	100%	100%	100%	100%
Humanities	434	406	390	335	347	173	189	123	180	184	47	40	44	42	39	1934	1916	2007	1916	1918
	23%	21%	19%	17%	18%	8%	10%	6%	9%	10%	2%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	158	195	182	175	183	8	20	23	26	20	349	378	367	331	349
	0%	0%	0%	0%	0%	45%	52%	50%	53%	52%	2%	5%	6%	8%	6%	100%	100%	100%	100%	100%
Science	196	203	175	188	180	171	152	169	182	180	52	67	60	50	56	775	814	778	788	861
	25%	25%	22%	24%	21%	22%	19%	22%	23%	21%	7%	8%	8%	6%	7%	100%	100%	100%	100%	100%
<b>TOTAL</b>	<b>1187</b>	<b>1191</b>	<b>1104</b>	<b>1028</b>	<b>1043</b>	<b>1302</b>	<b>1333</b>	<b>1337</b>	<b>1342</b>	<b>1440</b>	<b>261</b>	<b>276</b>	<b>274</b>	<b>280</b>	<b>247</b>	<b>7495</b>	<b>7330</b>	<b>7082</b>	<b>7028</b>	<b>7379</b>
	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>15%</b>	<b>14%</b>	<b>17%</b>	<b>18%</b>	<b>19%</b>	<b>19%</b>	<b>20%</b>	<b>4%</b>	<b>4%</b>	<b>4%</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

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

Faculty	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees				
						NPHE BENCHMARK GRAD. RATE: 25%					NPHE BENCHMARK GRAD. RATE: 20%				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	50.0%	50.0%	36.4%	25.0%	14.3%	28.6%	25.6%	18.3%	22.8%	30.8%	17.3%	16.2%	13.1%	16.0%	14.6%
EBE						27.6%	26.2%	23.5%	17.3%	27.3%	16.4%	22.4%	16.4%	16.3%	17.4%
Health Sciences	79.5%	100.0%	85.7%	88.6%	72.7%	100.0%					19.4%	18.1%	17.0%	15.7%	16.0%
Humanities	33.1%	25.9%	23.1%	45.8%	19.9%	21.3%	21.0%	22.0%	22.3%	22.4%	20.0%	17.9%	20.7%	20.0%	22.8%
Law											25.9%	25.5%	23.1%	19.7%	21.9%
Science						21.6%	21.7%	19.3%	18.6%	21.4%					
<b>TOTAL</b>	<b>39.1%</b>	<b>27.9%</b>	<b>24.7%</b>	<b>47.3%</b>	<b>30.7%</b>	<b>23.7%</b>	<b>22.6%</b>	<b>20.6%</b>	<b>21.2%</b>	<b>24.5%</b>	<b>18.4%</b>	<b>19.4%</b>	<b>16.4%</b>	<b>16.7%</b>	<b>17.1%</b>

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

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL																																		
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023																									
Commerce	67	71	70	66	71	129	92	91	120	96	412	384	325	377	426	279	223	186	275	377	41	45	32	54	46	928	815	704	892	1016	7%	9%	10%	7%	7%	14%	11%	13%	13%	9%	44%	47%	46%	42%	42%	30%	27%	26%	31%	37%	4%	6%	5%	6%	5%	100%	100%	100%	100%	100%
EBE	71	106	66	66	91	90	110	66	86	79	278	332	283	233	280	143	151	136	133	130	12	8	11	9	19	594	707	562	527	599	12%	15%	12%	13%	15%	15%	16%	12%	16%	13%	47%	47%	50%	44%	47%	24%	21%	24%	25%	22%	2%	1%	2%	2%	3%	100%	100%	100%	100%	100%
Health Sciences	77	93	61	73	90	114	86	94	90	91	165	163	158	148	139	45	20	37	23	23	2	2	1	1	2	403	364	351	335	345	19%	26%	17%	22%	26%	28%	24%	27%	27%	26%	41%	45%	45%	44%	40%	11%	5%	11%	7%	7%	0%	1%	0%	0%	1%	100%	100%	100%	100%	100%
Humanities	66	79	96	120	118	153	170	186	174	188	445	457	537	468	511	235	214	209	195	254	46	43	51	42	92	945	963	1079	999	1163	7%	8%	9%	12%	10%	16%	18%	17%	17%	16%	47%	47%	50%	47%	44%	25%	22%	19%	20%	22%	5%	4%	5%	4%	8%	100%	100%	100%	100%	100%
Law	1	3		4	1	6	4	5	8	6	33	26	20	21	17	16	25	20	15	14			1		3	56	59	45	48	41	2%	5%	0%	8%	2%	11%	7%	11%	17%	15%	59%	44%	44%	44%	41%	29%	42%	44%	31%	34%	0%	2%	0%	0%	7%	100%	100%	100%	100%	100%
Science	52	80	67	66	77	43	69	61	49	47	132	122	142	124	156	114	102	81	94	146	14	14	21	34	37	355	387	372	367	463	15%	21%	18%	18%	17%	12%	18%	16%	13%	10%	37%	32%	38%	34%	34%	32%	26%	22%	26%	32%	4%	4%	6%	9%	8%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>334</b>	<b>432</b>	<b>360</b>	<b>395</b>	<b>448</b>	<b>535</b>	<b>531</b>	<b>503</b>	<b>527</b>	<b>507</b>	<b>1465</b>	<b>1484</b>	<b>1465</b>	<b>1371</b>	<b>1529</b>	<b>832</b>	<b>735</b>	<b>669</b>	<b>735</b>	<b>944</b>	<b>115</b>	<b>113</b>	<b>116</b>	<b>140</b>	<b>199</b>	<b>3281</b>	<b>3295</b>	<b>3113</b>	<b>3168</b>	<b>3627</b>																														
<b>Total row%</b>	<b>10%</b>	<b>13%</b>	<b>12%</b>	<b>12%</b>	<b>12%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>14%</b>	<b>45%</b>	<b>45%</b>	<b>47%</b>	<b>43%</b>	<b>42%</b>	<b>25%</b>	<b>25%</b>	<b>21%</b>	<b>23%</b>	<b>26%</b>	<b>4%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>5%</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																																		
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023																									
Commerce	6	6	6	6	11	24	19	14	17	30	127	91	85	95	123	100	84	75	120	129	21	17	18	26	24	278	217	198	264	317	2%	3%	3%	2%	3%	9%	9%	7%	6%	9%	46%	42%	43%	36%	39%	36%	39%	38%	45%	41%	8%	8%	9%	10%	8%	100%	100%	100%	100%	100%
EBE	7	11	3	6	8	9	13	10	21	18	79	72	76	69	91	44	51	50	65	56	8	5	6	6	5	147	152	145	167	178	5%	7%	2%	4%	4%	6%	9%	7%	13%	10%	54%	47%	52%	41%	51%	30%	34%	34%	39%	31%	5%	3%	4%	4%	3%	100%	100%	100%	100%	100%
Health Sciences	7	7	6	5	15	21	18	25	29	32	82	93	83	75	70	27	12	23	13	15	2	1			2	139	131	137	122	134	5%	5%	4%	4%	11%	15%	14%	18%	24%	24%	59%	71%	61%	61%	52%	19%	9%	17%	11%	11%	1%	1%	0%	0%	1%	100%	100%	100%	100%	100%
Humanities	6	4	5	10	5	17	19	33	32	45	97	87	131	103	121	92	74	66	64	75	30	22	17	18	28	242	206	252	227	274	2%	2%	2%	4%	2%	7%	9%	13%	14%	16%	40%	42%	52%	45%	44%	38%	36%	26%	28%	27%	12%	11%	7%	8%	10%	100%	100%	100%	100%	100%
Law						2		1	1		10	15	4	6	6	4	8	10	7	6						14	25	14	14	13	0%	0%	0%	0%	0%	0%	8%	0%	7%	8%	71%	60%	29%	43%	46%	29%	32%	71%	50%	46%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	3	3		4	12	7	13	5	7	5	23	31	43	31	32	59	57	37	42	64	10	7	7	24	19	102	111	92	108	132	3%	3%	0%	4%	9%	7%	12%	5%	6%	4%	23%	28%	47%	29%	24%	58%	51%	40%	39%	48%	10%	6%	8%	22%	14%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>29</b>	<b>31</b>	<b>20</b>	<b>31</b>	<b>51</b>	<b>78</b>	<b>84</b>	<b>87</b>	<b>107</b>	<b>131</b>	<b>418</b>	<b>389</b>	<b>422</b>	<b>379</b>	<b>443</b>	<b>326</b>	<b>286</b>	<b>261</b>	<b>311</b>	<b>345</b>	<b>71</b>	<b>52</b>	<b>48</b>	<b>74</b>	<b>78</b>	<b>922</b>	<b>842</b>	<b>838</b>	<b>902</b>	<b>1048</b>																														
<b>Total row%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>	<b>3%</b>	<b>5%</b>	<b>8%</b>	<b>10%</b>	<b>10%</b>	<b>12%</b>	<b>13%</b>	<b>45%</b>	<b>46%</b>	<b>50%</b>	<b>42%</b>	<b>42%</b>	<b>35%</b>	<b>34%</b>	<b>31%</b>	<b>34%</b>	<b>33%</b>	<b>8%</b>	<b>6%</b>	<b>6%</b>	<b>8%</b>	<b>7%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>																														

Percentages should be read across each row

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

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL																																		
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023																									
Commerce	4	7	1	4	4	13	4	5	4	10	45	44	30	37	53	43	29	28	17	29	2	7	4	8	4	107	91	68	70	100	4%	8%	1%	6%	4%	12%	4%	7%	6%	10%	42%	48%	44%	53%	53%	40%	32%	41%	24%	29%	2%	8%	6%	11%	4%	100%	100%	100%	100%	100%
EBE	6	12	5	4	7	12	18	11	9	3	35	49	42	31	28	21	26	19	12	11	2		2		3	76	105	79	56	52	8%	11%	6%	7%	13%	16%	17%	14%	16%	6%	46%	47%	53%	59%	54%	28%	25%	24%	21%	21%	3%	0%	3%	0%	6%	100%	100%	100%	100%	100%
Health Sciences	6	8	6	6	18	32	19	25	24	23	50	34	46	43	38	13	7	10	5	5		1	1	1		101	69	88	79	84	6%	12%	7%	8%	21%	32%	28%	28%	30%	27%	50%	49%	52%	54%	45%	13%	10%	11%	6%	6%	0%	1%	1%	1%	0%	100%	100%	100%	100%	100%
Humanities	10	3	8	15	17	19	22	25	32	25	113	106	116	96	108	75	54	53	40	45	4	7	12	9	20	221	192	214	192	215	5%	2%	4%	8%	8%	9%	11%	12%	17%	12%	51%	55%	54%	50%	50%	34%	28%	25%	21%	21%	2%	4%	6%	5%	9%	100%	100%	100%	100%	100%
Law	1					1		2			11	5	7	9	3	1	10	3	5	6			1			13	17	10	16	9	8%	0%	0%	0%	0%	0%	6%	0%	13%	0%	85%	29%	70%	56%	33%	8%	59%	30%	31%	67%	0%	6%	0%	0%	0%	100%	100%	100%	100%	100%
Science	4	5	2	2	4	6	4	8	7	5	22	30	22	17	20	17	17	14	9	15		1	4	2	3	49	57	50	37	47	8%	9%	4%	5%	9%	6%	7%	16%	19%	11%	45%	53%	44%	46%	43%	35%	30%	28%	24%	32%	0%	2%	8%	5%	6%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>31</b>	<b>35</b>	<b>22</b>	<b>31</b>	<b>50</b>	<b>82</b>	<b>68</b>	<b>74</b>	<b>78</b>	<b>66</b>	<b>276</b>	<b>268</b>	<b>263</b>	<b>233</b>	<b>250</b>	<b>170</b>	<b>143</b>	<b>127</b>	<b>88</b>	<b>111</b>	<b>8</b>	<b>17</b>	<b>23</b>	<b>20</b>	<b>30</b>	<b>567</b>	<b>531</b>	<b>509</b>	<b>450</b>	<b>507</b>																														
<b>Total row%</b>	<b>5%</b>	<b>7%</b>	<b>4%</b>	<b>7%</b>	<b>10%</b>	<b>14%</b>	<b>13%</b>	<b>15%</b>	<b>17%</b>	<b>13%</b>	<b>49%</b>	<b>50%</b>	<b>52%</b>	<b>52%</b>	<b>49%</b>	<b>30%</b>	<b>27%</b>	<b>25%</b>	<b>20%</b>	<b>22%</b>	<b>1%</b>	<b>3%</b>	<b>5%</b>	<b>4%</b>	<b>6%</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									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	10	3	4	4	6	18	7	5	4	3	41	38	26	28	42	33	29	15	22	18	7	5	1	2	2	109	82	51	60	71	100%	100%	100%	100%	100%
EBE	7	11	10	4	11	6	7	2	2	5	25	29	31	15	25	17	19	18	9	7	0%	0%	1	2	4	55	66	62	30	52	100%	100%	100%	100%	100%
Health Sciences	14	6	3	8	11	8	10	11	9	11	9	13	17	14	15			2		1						31	29	33	31	38	100%	100%	100%	100%	100%
Humanities	2	1	2	3	2	5	5	3	2	4	17	15	10	17	6	10	6	5	5	4	1	1	4	2	5	35	28	24	29	21	100%	100%	100%	100%	100%
Law			1	1				2	3		1	3	4	3	1	7	4	6		1						8	7	12	7	5	100%	100%	100%	100%	100%
Science	4	8	2	7	1	1	3	1	4	4	10	8	9	4	8	6	3	5	2	3	0%	1	2	1	3	21	23	19	18	19	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>37</b>	<b>29</b>	<b>21</b>	<b>27</b>	<b>32</b>	<b>38</b>	<b>32</b>	<b>24</b>	<b>24</b>	<b>27</b>	<b>103</b>	<b>106</b>	<b>97</b>	<b>81</b>	<b>97</b>	<b>73</b>	<b>61</b>	<b>51</b>	<b>38</b>	<b>34</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>16</b>	<b>259</b>	<b>235</b>	<b>201</b>	<b>175</b>	<b>206</b>					
<b>Total row%</b>	<b>14%</b>	<b>12%</b>	<b>10%</b>	<b>15%</b>	<b>16%</b>	<b>15%</b>	<b>14%</b>	<b>12%</b>	<b>14%</b>	<b>13%</b>	<b>40%</b>	<b>45%</b>	<b>48%</b>	<b>46%</b>	<b>47%</b>	<b>28%</b>	<b>26%</b>	<b>25%</b>	<b>22%</b>	<b>17%</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>3%</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

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

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023					
Commerce	34	23	14	19	36	57	31	20	18	34	135	92	43	37	68	61	27	18	13	21	5	7	4	3	2	292	180	99	90	161	100%	100%	100%	100%	100%
EBE	40	55	32	31	44	37	49	28	23	27	77	114	93	56	49	35	26	23	19	14	2	2			3	189	246	176	129	137	100%	100%	100%	100%	100%
Health Sciences	43	63	41	51	41	42	36	27	18	19	16	16	5	4	2	3	1	0	2	2	0%	0%	0%	0%	0%	104	116	73	75	64	100%	100%	100%	100%	100%
Humanities	38	32	40	48	60	67	56	68	41	47	99	77	83	65	70	23	21	23	16	12	5	3	5	2	3	232	189	219	172	192	100%	100%	100%	100%	100%
Law	2		1			6			2	4	4	2	4	1	3	2	1			1	0%	0%	0%	0%	0%	12	5	4	4	8	100%	100%	100%	100%	100%
Science	31	49	56	42	44	21	41	38	14	18	59	37	52	44	37	24	18	17	17	13	1	2	3	3	4	136	147	166	120	116	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>186</b>	<b>224</b>	<b>183</b>	<b>192</b>	<b>225</b>	<b>230</b>	<b>213</b>	<b>181</b>	<b>116</b>	<b>149</b>	<b>390</b>	<b>338</b>	<b>280</b>	<b>207</b>	<b>229</b>	<b>148</b>	<b>94</b>	<b>81</b>	<b>67</b>	<b>63</b>	<b>11</b>	<b>14</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>965</b>	<b>883</b>	<b>737</b>	<b>590</b>	<b>678</b>					
<b>Total row%</b>	<b>19%</b>	<b>25%</b>	<b>25%</b>	<b>33%</b>	<b>33%</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>20%</b>	<b>22%</b>	<b>40%</b>	<b>38%</b>	<b>38%</b>	<b>35%</b>	<b>34%</b>	<b>15%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>9%</b>	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>1%</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

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

Faculty	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023					
Commerce	6	8	7	4	0%	8	8	7	8	9	36	31	33	29	27	24	19	16	25	33	4	3	2	3	4	78	69	65	69	73	100%	100%	100%	100%	100%
EBE	10	17	13	13		21	22	11	18		54	61	31	44		19	24	19	16		2	1	1	2		106	125	75	93		100%	100%	100%	100%	
Health Sciences	1	1	1		9	5		2	1	11	2				37			1		18					2	8	1	4	1	77	100%	100%	100%	100%	100%
Humanities	4	5	6	7	10	11	16	11	6	11	44	38	28	24	35	14	11	7	9	16	5	5	4	1		78	75	56	47	72	100%	100%	100%	100%	100%
Law		1		1				3		1	6	1	1	2	2	2	1	1	2						1	8	3	5	5	4	100%	100%	100%	100%	100%
Science	5	10	3	4	6	5	6	3	5	2	11	8	7	10	15	6	4	3	8	8	3	2	4	1	1	30	30	20	28	32	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>26</b>	<b>42</b>	<b>30</b>	<b>29</b>	<b>25</b>	<b>50</b>	<b>52</b>	<b>37</b>	<b>38</b>	<b>34</b>	<b>153</b>	<b>139</b>	<b>100</b>	<b>109</b>	<b>116</b>	<b>65</b>	<b>59</b>	<b>47</b>	<b>60</b>	<b>75</b>	<b>14</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>8</b>	<b>308</b>	<b>303</b>	<b>225</b>	<b>243</b>	<b>258</b>					
<b>Total row%</b>	<b>8%</b>	<b>14%</b>	<b>13%</b>	<b>12%</b>	<b>10%</b>	<b>16%</b>	<b>17%</b>	<b>16%</b>	<b>16%</b>	<b>13%</b>	<b>50%</b>	<b>46%</b>	<b>44%</b>	<b>45%</b>	<b>45%</b>	<b>21%</b>	<b>19%</b>	<b>21%</b>	<b>25%</b>	<b>29%</b>	<b>5%</b>	<b>4%</b>	<b>5%</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

**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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	135	112	94	97	172	55	35	23	29	17	557	441	384	507	703	371	374	320	385	313
	24%	25%	24%	19%	24%	15%	9%	7%	8%	5%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	72	69	64	51	77	80	89	64	64	83	171	164	155	116	199	423	543	407	411	414
	42%	42%	41%	44%	39%	19%	16%	16%	16%	20%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences		1				6	4	4	6	6	1	4				402	162	352	335	346
	0%	25%				1%	2%	1%	2%	2%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	283	227	225	213	250	33	10	5	11	14	813	837	932	823	946	132	126	149	176	225
	35%	27%	24%	26%	26%	25%	8%	3%	6%	6%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						16	18	9	9	7						56	59	45	48	41
						29%	31%	20%	19%	17%						100%	100%	100%	100%	100%
Science	215	192	183	173	206						355	387	374	367	463					
	61%	50%	49%	47%	44%						100%	100%	100%	100%	100%					
<b>Total no.</b>	<b>705</b>	<b>601</b>	<b>566</b>	<b>534</b>	<b>705</b>	<b>190</b>	<b>156</b>	<b>105</b>	<b>119</b>	<b>127</b>	<b>1897</b>	<b>1833</b>	<b>1845</b>	<b>1813</b>	<b>2311</b>	<b>1384</b>	<b>1264</b>	<b>1273</b>	<b>1355</b>	<b>1339</b>
<b>Total row%</b>	<b>37%</b>	<b>33%</b>	<b>31%</b>	<b>29%</b>	<b>31%</b>	<b>14%</b>	<b>12%</b>	<b>8%</b>	<b>9%</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:
1. "Converted" 3 Year bachelor's graduates are those who enrolled for a UCT honours degree in the year following their bachelor's graduation.
  2. "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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	52	29	30	45	88	6	5	5	3	6	230	167	154	202	273	48	50	44	62	44
	23%	17%	19%	22%	32%	13%	10%	11%	5%	14%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	16	13	13	12	36	12	22	17	22	17	34	30	27	26	56	113	122	118	141	126
	47%	43%	48%	46%	64%	11%	18%	14%	16%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						1	1		3	2	1	3				138	55	138	122	134
						1%	2%	0%	2%	1%	100%	100%				100%	100%	100%	100%	100%
Humanities	78	47	53	50	87	4	12	0	3	4	210	193	233	199	241	32	13	20	28	33
	37%	24%	23%	25%	36%	13%	92%	0%	11%	12%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						7	5	11	3	2						14	25	14	14	13
						50%	20%	79%	21%	15%						100%	100%	100%	100%	100%
Science	41	43	32	37	49						102	111	93	108	132					
	40%	39%	34%	34%	37%						100%	100%	100%	100%	100%					
<b>Total no.</b>	<b>187</b>	<b>132</b>	<b>128</b>	<b>144</b>	<b>260</b>	<b>30</b>	<b>45</b>	<b>33</b>	<b>34</b>	<b>31</b>	<b>577</b>	<b>504</b>	<b>507</b>	<b>535</b>	<b>702</b>	<b>345</b>	<b>265</b>	<b>334</b>	<b>367</b>	<b>350</b>
<b>Total row%</b>	<b>32%</b>	<b>26%</b>	<b>25%</b>	<b>27%</b>	<b>37%</b>	<b>9%</b>	<b>17%</b>	<b>10%</b>	<b>9%</b>	<b>9%</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>	<b>100%</b>

Percentages should be read across each row

**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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	16 19%	17 32%	15 33%	9 19%	21 29%	5 21%	1 3%	0 0%	4 17%	0 0%	83 100%	53 100%	46 100%	47 100%	73 100%	24 100%	38 100%	22 100%	23 100%	27 100%
EBE	8 31%	5 19%	2 10%	1 11%	10 40%	8 16%	5 6%	7 12%	3 6%	5 16%	26 100%	26 100%	21 100%	9 100%	25 100%	50 100%	79 100%	58 100%	47 100%	31 100%
Health Sciences		1 100%				0 0%	0 0%	0 0%	0 0%	1 1%		1 100%				101 100%	37 100%	88 100%	79 100%	84 100%
Humanities	55 28%	38 22%	44 24%	29 18%	53 31%	10 37%	1 6%		1 3%	4 9%	194 100%	174 100%	187 100%	162 100%	170 100%	27 100%	18 100%	27 100%	30 100%	46 100%
Law						3 23%	5 29%	2 20%	4 25%	1 11%						13 100%	17 100%	10 100%	16 100%	9 100%
Science	31 63%	29 51%	24 47%	18 49%	21 45%						49 100%	57 100%	51 100%	37 100%	47 100%					
<b>Total no.</b>	<b>110</b>	<b>90</b>	<b>85</b>	<b>57</b>	<b>105</b>	<b>26</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>352</b>	<b>311</b>	<b>305</b>	<b>255</b>	<b>315</b>	<b>215</b>	<b>189</b>	<b>205</b>	<b>195</b>	<b>197</b>
<b>Total row%</b>	<b>31%</b>	<b>29%</b>	<b>28%</b>	<b>22%</b>	<b>33%</b>	<b>12%</b>	<b>6%</b>	<b>4%</b>	<b>6%</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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	13 23%	9 21%	6 30%	7 24%	16 40%	10 19%	3 8%	1 3%	3 10%	1 3%	57 100%	43 100%	20 100%	29 100%	40 100%	52 100%	39 100%	31 100%	31 100%	31 100%
EBE	4 40%	1 20%	4 50%	1 33%	4 44%	6 13%	5 8%	9 17%	5 19%	10 23%	10 100%	5 100%	8 100%	3 100%	9 100%	45 100%	61 100%	54 100%	27 100%	43 100%
Health Sciences						0 0%	1 25%	0 0%	1 3%	1 0%						31 100%	4 100%	33 100%	31 100%	38 100%
Humanities	11 33%	7 26%	10 43%	8 33%	4 19%	1 50%	0 0%	0 0%	0 0%		33 100%	27 100%	23 100%	24 100%	21 100%	2 100%	1 100%	1 100%	5 100%	
Law						1 13%	0 0%	0 0%	0 0%	2 40%						8 100%	7 100%	12 100%	7 100%	5 100%
Science	10 48%	14 61%	11 58%	9 50%	14 74%						21 100%	23 100%	19 100%	18 100%	19 100%					
<b>Total no.</b>	<b>38</b>	<b>31</b>	<b>31</b>	<b>25</b>	<b>38</b>	<b>18</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>121</b>	<b>98</b>	<b>70</b>	<b>74</b>	<b>89</b>	<b>138</b>	<b>112</b>	<b>131</b>	<b>101</b>	<b>101</b>
<b>Total row%</b>	<b>31%</b>	<b>32%</b>	<b>44%</b>	<b>34%</b>	<b>43%</b>	<b>13%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>13%</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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	25	9	6	5	29	29	11	4	5	8	96	30	35	33	67	196	150	64	57	94
	26%	30%	17%	15%	43%	15%	7%	6%	9%	9%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	30	41	35	24	19	24	31	24	13	27	69	77	69	33	41	120	169	107	96	101
	43%	53%	51%	73%	46%	20%	18%	22%	14%	27%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						2	3	2	2	3						104	54	73	75	65
						2%	6%	3%	3%	5%						100%	100%	100%	100%	100%
Humanities	87	54	55	55	80	5	1	1		6	207	167	181	147	159	25	22	38	25	38
	42%	32%	30%	37%	50%	20%	5%	3%		16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						5	2	1	1	1						12	5	4	4	8
						42%	40%	25%	25%	13%						100%	100%	100%	100%	100%
Science	99	82	97	71	88						136	147	166	120	116					
	73%	56%	58%	59%	76%						100%	100%	100%	100%	100%				0%	0
<b>Total no.</b>	<b>241</b>	<b>186</b>	<b>193</b>	<b>155</b>	<b>216</b>	<b>65</b>	<b>48</b>	<b>32</b>	<b>21</b>	<b>45</b>	<b>508</b>	<b>421</b>	<b>451</b>	<b>333</b>	<b>383</b>	<b>457</b>	<b>400</b>	<b>286</b>	<b>257</b>	<b>306</b>
<b>Total row%</b>	<b>47%</b>	<b>44%</b>	<b>43%</b>	<b>47%</b>	<b>56%</b>	<b>14%</b>	<b>12%</b>	<b>11%</b>	<b>8%</b>	<b>15%</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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	19	12	14	12	15	5	6	1	4	1	58	40	42	46	59	20	29	22	23	14
	33%	30%	33%	26%	25%	25%	21%	5%	17%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	12	9	4	8	6	19	31	10	17	21	27	19	17	16	20	79	106	58	77	58
	44%	47%	24%	50%	30%	24%	29%	17%	22%	36%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						3	0	0	0							8	1	4	1	
						38%	0%	0%	0%							100%	100%	100%	100%	
Humanities	15	12	9	9	18	2	2	1	5		65	61	45	36	57	13	14	11	11	15
	23%	20%	20%	25%	32%	15%	14%	9%	45%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						2	0	3	1	1						8	3	5	5	4
						25%	0%	60%	20%	25%						100%	100%	100%	100%	100%
Science	20	17	6	9	20						30	30	21	28	32					
	67%	57%	29%	32%	63%						100%	100%	100%	100%	100%				0%	0%
<b>Total no.</b>	<b>66</b>	<b>50</b>	<b>33</b>	<b>38</b>	<b>59</b>	<b>31</b>	<b>39</b>	<b>15</b>	<b>27</b>	<b>23</b>	<b>180</b>	<b>150</b>	<b>125</b>	<b>126</b>	<b>168</b>	<b>128</b>	<b>153</b>	<b>100</b>	<b>117</b>	<b>91</b>
<b>Total row%</b>	<b>37%</b>	<b>33%</b>	<b>26%</b>	<b>30%</b>	<b>35%</b>	<b>24%</b>	<b>25%</b>	<b>15%</b>	<b>23%</b>	<b>25%</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 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				
	2019	2020	2021	2022	2022	2018	2019	2020	2021	2022	2019	2020	2021	2022	2022	2019	2020	2021	2022	2022
Commerce	65	46	40	53	53	26	19	20	10	11	295	209	200	275	275	149	157	151	165	165
	22%	22%	20%	19%	19%	13%	13%	13%	7%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	17	24	21	19	19	20	20	21	26	17	78	69	59	58	58	102	149	131	104	104
	22%	35%	36%	33%	33%	20%	20%	14%	20%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	1				1	5	3	2	2	1	3			302	143	259	232	232	
	0%	33%				0%	2%	2%	1%	1%	100%	100%			100%	100%	100%	100%	100%	
Humanities	216	169	183	161	161	18	23	7	3	7	599	633	672	603	603	94	97	104	127	127
	36%	27%	27%	27%	27%	16%	24%	7%	3%	6%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						12	9	13	7	7						40	42	28	35	35
						35%	23%	31%	25%	20%						100%	100%	100%	100%	100%
Science	103	88	90	83	83						168	185	174	167	167					
	61%	48%	52%	50%	50%						100%	100%	100%	100%	100%					
<b>Total no.</b>	<b>401</b>	<b>328</b>	<b>334</b>	<b>316</b>	<b>316</b>	<b>77</b>	<b>76</b>	<b>64</b>	<b>48</b>	<b>44</b>	<b>1141</b>	<b>1099</b>	<b>1105</b>	<b>1103</b>	<b>1103</b>	<b>687</b>	<b>588</b>	<b>673</b>	<b>663</b>	<b>663</b>
<b>Total row%</b>	<b>35%</b>	<b>30%</b>	<b>30%</b>	<b>29%</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				
	2019	2020	2021	2022	2022	2019	2020	2021	2022	2022	2019	2020	2021	2022	2022	2019	2020	2021	2022	2022
Commerce	70	66	66	45	45	36	15	15	18	18	262	232	183	231	231	222	217	169	220	220
	27%	28%	36%	19%	19%	16%	7%	9%	8%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	55	45	45	32	32	60	68	68	47	47	93	95	96	58	58	321	394	276	307	307
	59%	47%	47%	55%	55%	19%	17%	25%	15%	15%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						1	1	1	4	4		1				100	19	93	103	103
						1%	5%	1%	4%	4%		100%				100%	100%	100%	100%	100%
Humanities	64	58	58	51	51	10	3	3	4	4	211	204	254	216	216	38	29	45	48	48
	30%	28%	23%	24%	24%	26%	10%	7%	8%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						7	5	5	2	2						16	17	17	13	13
						44%	29%	29%	15%	15%						100%	100%	100%	100%	100%
Science	112	104	104	89	89						187	202	200	199	199					
	60%	51%	52%	45%	45%						100%	100%	100%	100%	100%					
<b>Total no.</b>	<b>301</b>	<b>273</b>	<b>273</b>	<b>217</b>	<b>217</b>	<b>114</b>	<b>92</b>	<b>92</b>	<b>75</b>	<b>75</b>	<b>753</b>	<b>734</b>	<b>733</b>	<b>704</b>	<b>704</b>	<b>697</b>	<b>676</b>	<b>600</b>	<b>691</b>	<b>691</b>
<b>Total row%</b>	<b>40%</b>	<b>37%</b>	<b>37%</b>	<b>31%</b>	<b>31%</b>	<b>16%</b>	<b>14%</b>	<b>15%</b>	<b>11%</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					4000-Level					5000-Level					6000-Level									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	88%	89%	82%	82%	86%	85%	90%	82%	81%	86%	89%	89%	79%	83%	87%	98%	98%	94%	94%	82%															
GSB													93%	96%	95%																				
EBE	87%	89%	83%	68%	86%	86%	90%	83%	77%	87%	94%	94%	82%	82%	88%	93%	94%	88%	89%	94%															
Health Sciences	95%	98%	97%	98%	97%	92%	97%	97%	95%	94%	98%	98%	95%	96%	95%	97%	97%	96%	96%	97%	98%	98%	98%	97%	98%	96%	98%	99%	99%	97%					
Humanities	84%	87%	83%	83%	85%	85%	87%	83%	84%	82%	91%	91%	87%	85%	88%																				
Law	85%	89%	90%	68%	80%	81%	87%	90%	76%	84%	87%	87%	81%	71%	74%	91%	91%	91%	84%	90%															
Science	77%	86%	67%	73%	78%	78%	88%	67%	72%	82%	93%	93%	75%	81%	88%																				
All Faculties	83%	88%	79%	78%	83%	84%	89%	79%	80%	85%	92%	92%	83%	84%	88%	96%	96%	92%	93%	95%															

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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Business/Commerce	87%	88%	81%	81%	85%	85%	90%	75%	79%	84%	86%	89%	79%	85%	88%
Science/Technology	81%	88%	74%	76%	82%	83%	91%	76%	79%	87%	92%	95%	82%	85%	90%
Education	87%	94%	90%	92%	97%	88%	88%	95%	97%	44%	96%	92%	92%	84%	87%
Broad Humanities	84%	87%	84%	81%	85%	84%	87%	83%	82%	85%	88%	90%	85%	82%	85%
Grand Total	83%	88%	79%	78%	83%	84%	89%	79%	80%	85%	89%	92%	83%	84%	88%

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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
African	77%	82%	71%	71%	82%	76%	82%	69%	73%	81%	83%	86%	74%	77%	83%
Coloured	81%	89%	82%	82%	85%	83%	88%	82%	82%	84%	90%	92%	84%	83%	86%
Indian	86%	94%	85%	84%	88%	87%	95%	85%	81%	89%	91%	96%	84%	86%	91%
White	92%	95%	90%	90%	93%	94%	97%	89%	90%	95%	95%	98%	93%	92%	94%
International	85%	90%	83%	80%	85%	86%	90%	78%	81%	89%	90%	92%	83%	84%	91%
All Students	83%	88%	79%	78%	83%	84%	89%	79%	80%	85%	89%	92%	83%	84%	88%

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

Level Reg Yr	1000-Level					2000-Level					3000-Level				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
<b>Commerce</b>	77%	79%	67%	67%	77%	75%	80%	60%	68%	75%	72%	77%	62%	68%	81%
<b>EBE</b>	82%	85%	72%	57%	79%	78%	87%	64%	62%	78%	87%	94%	73%	73%	80%
<b>Health Sciences</b>	80%	100%	72%	89%	83%	69%	87%	87%	89%	71%	94%	96%	83%	94%	57%
<b>Humanities</b>	82%	84%	79%	79%	82%	78%	83%	79%	79%	76%	85%	86%	81%	74%	81%
<b>Law</b>	79%	85%	84%	36%	59%	67%	85%	83%	60%	78%	60%	81%			
<b>Science</b>	66%	76%	54%	62%	66%	65%	82%	49%	63%	72%	82%	88%	53%	63%	72%
<b>All Faculties</b>	75%	81%	67%	68%	74%	74%	83%	69%	71%	76%	82%	86%	71%	72%	79%

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

Level Reg Yr	1000-Level					2000-Level					3000-Level				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
<b>e</b>	76%	78%	65%	66%	76%	73%	78%	56%	64%	71%	72%	76%	61%	68%	80%
<b>y</b>	69%	79%	57%	63%	69%	71%	85%	62%	65%	76%	85%	92%	67%	73%	76%
<b>Broad Humanities</b>	82%	84%	79%	77%	80%	77%	83%	79%	78%	77%	84%	85%	80%	74%	81%
<b>Grand Total</b>	75%	81%	67%	68%	74%	74%	83%	69%	71%	76%	82%	86%	71%	72%	79%

**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).

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

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	930	815	708	893	1091	2672	2847	2849	2688	1881	434	369	833	719	1664	117	0	124	285	279	76	58	66	97	46	4211	4097	4611	4700	4961	100%	100%	100%	100%	100%
	22%	20%	15%	19%	22%	63%	69%	62%	57%	38%	10%	9%	18%	15%	34%	3%	0%	3%	6%	6%	2%	1%	2%	2%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	594	707	562	527	600	2184	2010	1909	1905	2030	312	289	601	397	353	122	0	10	279	146	87	58	99	90	31	3270	3105	3172	3216	3160	100%	100%	100%	100%	100%
	18%	23%	18%	16%	19%	67%	65%	60%	59%	64%	10%	9%	19%	12%	11%	4%	0%	0%	9%	5%	3%	2%	3%	3%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	434	372	1168	366	376	1587	1535	3183	1683	1632	58	23	614	76	172	17	0	244	31	31	37	21	76	140	11	2117	2006	5349	2222	2222	100%	100%	100%	100%	100%
	21%	19%	22%	16%	17%	75%	77%	60%	76%	73%	3%	1%	11%	3%	8%	1%	0%	5%	1%	1%	2%	1%	4%	3%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	1037	1037	149	1163	1228	2921	3239	390	3134	3202	552	671	60	310	596	150	0	31	168	308	157	125	111	20	80	4785	5058	650	4943	5414	100%	100%	100%	100%	100%
	22%	21%	23%	24%	23%	61%	64%	60%	63%	59%	12%	13%	9%	6%	11%	3%	0%	5%	3%	6%	3%	3%	2%	3%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	173	142	382	124	141	367	348	1660	351	327	68	78	43	119	119	42	0	19	27	46	14	12	15	24	10	662	583	2128	637	643	100%	100%	100%	100%	100%
	26%	24%	18%	19%	22%	55%	60%	78%	55%	51%	10%	13%	2%	19%	19%	6%	0%	1%	4%	7%	2%	2%	3%	1%	2%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science	355	387	374	367	463	1104	1260	1215	1274	1340	91	107	221	167	188	76	0	57	104	112	24	26	42	71	28	1652	1796	1938	1995	2131	100%	100%	100%	100%	100%
	21%	22%	19%	18%	22%	67%	70%	63%	64%	63%	6%	6%	11%	8%	9%	5%	0%	3%	5%	5%	1%	2%	2%	4%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>3523</b>	<b>3460</b>	<b>3343</b>	<b>3440</b>	<b>3899</b>	<b>10835</b>	<b>11239</b>	<b>11206</b>	<b>11035</b>	<b>10412</b>	<b>1515</b>	<b>1537</b>	<b>2372</b>	<b>1788</b>	<b>3092</b>	<b>524</b>	<b>0</b>	<b>485</b>	<b>894</b>	<b>922</b>	<b>395</b>	<b>300</b>	<b>409</b>	<b>442</b>	<b>206</b>	<b>16697</b>	<b>16645</b>	<b>17848</b>	<b>17713</b>	<b>18531</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total row%</b>	<b>21%</b>	<b>21%</b>	<b>19%</b>	<b>19%</b>	<b>21%</b>	<b>65%</b>	<b>68%</b>	<b>63%</b>	<b>62%</b>	<b>56%</b>	<b>9%</b>	<b>9%</b>	<b>13%</b>	<b>10%</b>	<b>17%</b>	<b>3%</b>	<b>0%</b>	<b>3%</b>	<b>5%</b>	<b>5%</b>	<b>2%</b>	<b>2%</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>	<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									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	280	217	199	266	332	703	712	824	734	697	186	189	445	293	787	63	0	75	165	136	17	29	40	38	15	1248	1147	1583	1496	1967	100%	100%	100%	100%	100%
	22%	19%	13%	18%	17%	56%	62%	52%	49%	35%	15%	16%	28%	20%	40%	5%	0%	5%	11%	7%	1%	3%	3%	3%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	147	152	145	167	175	725	706	637	598	990	146	164	348	171	242	68	0	6	154	61	24	49	28	36	11	1103	1071	1164	1126	1479	100%	100%	100%	100%	100%
	13%	14%	12%	15%	12%	66%	66%	55%	53%	67%	13%	15%	30%	15%	16%	6%	0%	1%	14%	4%	2%	5%	2%	3%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	141	132	271	133	141	625	607	769	586	792	35	17	235	51	115	10	0	82	16	19	13	27	33	21	3	819	783	1390	807	1070	100%	100%	100%	100%	100%
	17%	17%	19%	16%	13%	76%	78%	55%	73%	74%	4%	2%	17%	6%	11%	1%	0%	6%	2%	2%	2%	3%	2%	3%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	265	223	29	267	293	562	481	141	747	1323	177	216	27	116	296	48	0	21	70	118	32	23	8	40	25	1075	943	226	1240	2055	100%	100%	100%	100%	100%
	25%	24%	13%	22%	14%	52%	51%	62%	60%	64%	16%	23%	12%	9%	14%	4%	0%	9%	6%	6%	3%	2%	4%	3%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law	40	35	143	30	28	112	100	642	114	137	28	41	32	51	74	25	0	16	15	26	9	4	9	5	3	209	180	842	215	268	100%	100%	100%	100%	100%
	19%	19%	17%	14%	10%	54%	56%	76%	53%	51%	13%	23%	4%	24%	28%	12%	0%	2%	7%	10%	4%	2%	1%	2%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science	102	111	93	109	130	437	527	467	424	587	66	81	152	97	129	56	0	47	62	57	16	28	26	24	7	669	747	785	716	910	100%	100%	100%	100%	100%
	15%	15%	12%	15%	14%	65%	71%	59%	59%	65%	10%	11%	19%	14%	14%	8%	0%	6%	9%	6%	2%	4%	3%	3%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>975</b>	<b>870</b>	<b>880</b>	<b>972</b>	<b>1099</b>	<b>3164</b>	<b>3133</b>	<b>3480</b>	<b>3203</b>	<b>4526</b>	<b>638</b>	<b>708</b>	<b>1239</b>	<b>779</b>	<b>1643</b>	<b>270</b>	<b>0</b>	<b>247</b>	<b>482</b>	<b>417</b>	<b>111</b>	<b>160</b>	<b>144</b>	<b>164</b>	<b>64</b>	<b>5123</b>	<b>4871</b>	<b>5990</b>	<b>5600</b>	<b>7749</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total row%</b>	<b>19%</b>	<b>18%</b>	<b>15%</b>	<b>17%</b>	<b>14%</b>	<b>62%</b>	<b>64%</b>	<b>58%</b>	<b>57%</b>	<b>58%</b>	<b>12%</b>	<b>15%</b>	<b>21%</b>	<b>14%</b>	<b>21%</b>	<b>5%</b>	<b>0%</b>	<b>4%</b>	<b>9%</b>	<b>5%</b>	<b>2%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>1%</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:
- "Other" academic standing codes include cancellations and disciplinary codes

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

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL									
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Commerce	107	91	68	70	102	181	158	238	254	290	50	31	76	59	226	11	0	10	22	29	4	2	6	4	4	349	284	394	411	651	100%	100%	100%	100%	100%
	31%	32%	17%	17%	16%	52%	56%	60%	62%	45%	14%	11%	19%	14%	35%	3%	0%	3%	5%	4%	0%	1%	1%	1%	1%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	76	105	79	56	52	271	205	154	134	174	42	28	39	28	23	14	0	2	11	8	5	6	8	10	1	408	344	282	239	258	100%	100%	100%	100%	100%
	19%	31%	28%	23%	20%	66%	60%	55%	56%	67%	10%	8%	14%	12%	9%	3%	0%	1%	5%	3%	1%	2%	3%	4%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	101	69	237	80	86	339	317	571	238	202	15	3	119	6	26	5	0	52	5	2	4	20	17	6	1	464	409	996	335	317	100%	100%	100%	100%	100%
	22%	17%	24%	24%	27%	73%	78%	57%	71%	64%	3%	1%	12%	2%	8%	1%	0%	5%	1%	1%	1%	5%	2%	2%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	246	215	22	228	231	458	395	56	577	920	126	129	11	50	161	21	0	5	34	38	15	11	4	26	8	866	750	98	915	1358	100%	100%	100%	100%	100%
	28%	29%	22%	25%	17%	53%	53%	57%	63%	68%	15%	17%	11%	5%	12%	2%	0%	5%	4%	3%	2%	1%	4%	3%	1%										

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

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL																																		
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023																									
Commerce	109	82	52	60	75	147	115	199	179	215	33	14	42	49	230	3	0	4	13	14	2	6	3	4	3	294	217	300	305	537	37%	38%	17%	20%	14%	50%	53%	66%	59%	43%	11%	6%	14%	16%	43%	1%	0%	1%	4%	3%	1%	3%	1%	1%	1%	100%	100%	100%	100%	100%
EBE	55	66	62	30	50	171	163	124	114	162	24	13	29	17	19	8	0	10	10	6	7	5	5	9	1	265	247	220	180	238	21%	27%	28%	17%	21%	65%	66%	56%	63%	68%	9%	5%	13%	9%	8%	3%	0%	0%	6%	3%	3%	2%	2%	5%	0%	100%	100%	100%	100%	100%
Health Sciences	32	29	24	32	37	160	165	71	155	185	4	1	13	2	15	1	0	3	1	1	2	3	2	5		199	198	113	195	238	16%	15%	21%	16%	16%	80%	83%	63%	79%	78%	2%	1%	12%	1%	6%	1%	0%	3%	1%	0%	1%	2%	2%	3%	0%	100%	100%	100%	100%	100%
Humanities	35	28	20	29	21	55	50	25	67	104	10	9	2	6	16	3	0	2	2	8	3	1	1	1	2	106	88	50	105	151	33%	32%	40%	28%	14%	52%	57%	50%	64%	69%	9%	10%	4%	6%	17%	3%	0%	4%	2%	5%	3%	1%	2%	1%	1%	100%	100%	100%	100%	100%
Law	16	14	34	13	7	40	34	156	12	20	5	4	1	3	3	0	0	1	1		0%	0%	0%	3%	0%	61	52	193	30	30	26%	27%	18%	43%	23%	66%	65%	81%	40%	67%	8%	8%	1%	10%	10%	0%	0%	0%	3%	0%	0%	0%	1%	1%	0%	100%	100%	100%	100%	100%
Science	21	23	19	18	19	51	53	52	36	91	1	1	4	5	4	1	0	1	3	3	0%	1%	1%	2%	0%	74	78	77	63	114	28%	29%	25%	29%	17%	69%	68%	68%	57%	80%	1%	1%	5%	8%	4%	1%	0%	1%	5%	0%	0%	1%	1%	2%	0%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>268</b>	<b>242</b>	<b>211</b>	<b>182</b>	<b>209</b>	<b>624</b>	<b>580</b>	<b>627</b>	<b>563</b>	<b>777</b>	<b>77</b>	<b>42</b>	<b>91</b>	<b>82</b>	<b>287</b>	<b>16</b>	<b>0</b>	<b>10</b>	<b>30</b>	<b>29</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>21</b>	<b>6</b>	<b>999</b>	<b>880</b>	<b>953</b>	<b>878</b>	<b>1308</b>																														
<b>Total row%</b>	<b>27%</b>	<b>28%</b>	<b>22%</b>	<b>21%</b>	<b>16%</b>	<b>62%</b>	<b>66%</b>	<b>66%</b>	<b>64%</b>	<b>59%</b>	<b>8%</b>	<b>5%</b>	<b>10%</b>	<b>9%</b>	<b>22%</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>0%</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 19e**  
Academic progress codes of all White undergraduates

Faculty	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL																																		
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023																									
Commerce	292	180	99	90	161	243	117	288	294	520	26	13	34	32	215	6	0	3	12	12	2	3	7	13	3	569	313	431	429	911	51%	58%	23%	21%	18%	43%	37%	67%	69%	57%	5%	4%	8%	7%	24%	1%	0%	1%	0%	1%	100%	100%	100%	100%	100%					
EBE	189	246	176	129	137	575	475	378	262	359	36	24	24	24	15	4	0	9	9	9	0%	0%	0%	2%	2%	817	753	596	431	524	23%	33%	30%	30%	26%	70%	63%	63%	61%	69%	4%	3%	4%	6%	3%	0%	0%	0%	2%	2%	2%	1%	3%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	104	117	220	75	65	352	288	386	273	372	2	29	1	5		0	0	10	0%	0%	4	21	25	5	3	462	426	670	354	445	23%	27%	33%	21%	15%	76%	68%	58%	77%	84%	0%	0%	4%	0%	1%	0%	0%	1%	0%	0%	1%	5%	4%	1%	1%	100%	100%	100%	100%	100%
Humanities	232	192	56	174	192	403	383	59	308	583	33	22	3	14	30	2	0	1	3	20	13	14	2	19	7	683	591	121	518	832	34%	32%	46%	34%	23%	59%	61%	49%	59%	70%	5%	4%	2%	3%	4%	0%	0%	1%	1%	2%	2%	2%	2%	4%	1%	100%	100%	100%	100%	100%
Law	67	50	73	30	38	82	86	281	60	74	7	2	4	8	8	4	0	1	1	3	3	1	5	3	1	163	139	359	97	122	41%	36%	20%	31%	31%	50%	62%	78%	62%	61%	4%	1%	0%	4%	7%	2%	0%	0%	0%	1%	2%	1%	1%	3%	1%	100%	100%	100%	100%	100%
Science	136	147	166	121	116	345	350	251	188	311	8	2	12	6	8	4	0	3	4	4	9	10	15	16	3	502	509	444	334	442	27%	29%	37%	36%	26%	69%	69%	57%	56%	70%	2%	0%	3%	2%	2%	1%	0%	0%	1%	1%	2%	2%	3%	5%	1%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>1020</b>	<b>932</b>	<b>790</b>	<b>619</b>	<b>709</b>	<b>2000</b>	<b>1679</b>	<b>1643</b>	<b>1385</b>	<b>2219</b>	<b>112</b>	<b>63</b>	<b>102</b>	<b>81</b>	<b>281</b>	<b>20</b>	<b>0</b>	<b>14</b>	<b>15</b>	<b>46</b>	<b>44</b>	<b>57</b>	<b>72</b>	<b>63</b>	<b>21</b>	<b>3196</b>	<b>2731</b>	<b>2621</b>	<b>2163</b>	<b>3276</b>																														
<b>Total row%</b>	<b>32%</b>	<b>34%</b>	<b>30%</b>	<b>29%</b>	<b>22%</b>	<b>63%</b>	<b>61%</b>	<b>63%</b>	<b>64%</b>	<b>68%</b>	<b>4%</b>	<b>2%</b>	<b>4%</b>	<b>4%</b>	<b>9%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>3%</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

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																																		
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023																									
Commerce	78	69	65	69	73	236	248	187	168	95	36	21	59	53	121	10	0	7	15	15	11	1	6	7	5	371	339	324	312	309	21%	20%	20%	22%	24%	64%	73%	58%	54%	31%	10%	6%	18%	17%	39%	3%	0%	2%	5%	5%	3%	0%	2%	2%	2%	100%	100%	100%	100%	100%
EBE	106	125	75	93	82	359	289	289	247	263	48	35	64	41	38	18	0	22	4	4	7	20	9	4	6	538	469	437	407	393	20%	27%	17%	23%	21%	67%	62%	66%	61%	67%	9%	7%	15%	10%	10%	3%	0%	0%	5%	1%	1%	4%	2%	1%	2%	100%	100%	100%	100%	100%
Health Sciences	8	1	59	1	1	6	7	163	6	15		31	1	2		0	4					8				14	8	265	8	18	57%	13%	22%	13%	6%	43%	88%	62%	75%	83%	0%	0%	12%	13%	11%	0%	0%	2%	0%	0%	0%	0%	3%	0%	0%	100%	100%	100%	100%	100%
Humanities	79	76	11	47	77	162	150	33	166	136	25	31	10	6	22	3	0	2	7	10	7	1	7	3	3	276	258	56	233	248	29%	29%	20%	20%	31%	59%	58%	59%	71%	55%	9%	12%	18%	3%	9%	1%	0%	4%	3%	4%	3%	0%	0%	3%	1%	100%	100%	100%	100%	100%
Law	18	8	4	15	13	33	31	5	25	24	8	10	7	6		3	0	4	1	1	1	3	1	1	2	63	52	10	51	46	29%	15%	40%	29%	28%	52%	60%	50%	49%	52%	13%	19%	0%	14%	13%	5%	0%	0%	8%	2%	2%	6%	10%	0%	4%	100%	100%	100%	100%	100%
Science	30	30	21	28	34	64	75	80	69	85	4	4	1	5	7	3	0	2	2	2	2	4	2	1	1	103	109	106	106	129	29%	28%	20%	26%	26%	62%	69%	75%	65%	66%	4%	4%	1%	5%	5%	3%	0%	0%	2%	2%	2%	0%	4%	2%	1%	100%	100%	100%	100%	100%
<b>Total no.</b>	<b>319</b>	<b>309</b>	<b>235</b>	<b>253</b>	<b>280</b>	<b>860</b>	<b>800</b>	<b>757</b>	<b>681</b>	<b>618</b>	<b>121</b>	<b>101</b>	<b>165</b>	<b>113</b>	<b>196</b>	<b>37</b>	<b>0</b>	<b>13</b>	<b>50</b>	<b>32</b>	<b>28</b>	<b>25</b>	<b>28</b>	<b>20</b>	<b>17</b>	<b>1365</b>	<b>1235</b>	<b>1198</b>	<b>1117</b>	<b>1143</b>																														
<b>Total row%</b>	<b>23%</b>	<b>25%</b>	<b>20%</b>	<b>23%</b>	<b>24%</b>	<b>63%</b>	<b>65%</b>	<b>63%</b>	<b>61%</b>	<b>54%</b>	<b>9%</b>	<b>8%</b>	<b>14%</b>	<b>10%</b>	<b>17%</b>	<b>3%</b>	<b>0%</b>	<b>1%</b>	<b>4%</b>	<b>3%</b>	<b>2%</b>	<b>2%</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

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

Table 20a  
Completion Rates for Three-year undergraduate programmes up to N+2 (five years)

	Bachelor of Commerce (BCom)					Bachelor of Architectural Studies (BAS)					Bachelor of Science (BSc) in Construction & Property Studies					Bachelor of Arts/Social Science (BA/BSocSc)					Bachelor of Science (BSc)				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Completed in Minimum Time (N)</b>	144	149	158	108	96	42	45	48	51	43	23	47	25	40	46	335	329	254	306	406	171	151	134	144	176
<i>3 years</i>	39%	37%	39%	31%	27%	68%	67%	68%	73%	66%	34%	38%	32%	58%	48%	45%	41%	33%	42%	46%	47%	39%	38%	42%	49%
<b>Completed in N+1</b>	64	84	66	64	99	10	16	17	9	6	12	31	19	13	17	90	118	117	98	111	71	84	80	63	55
<i>4 years</i>	17%	21%	16%	18%	28%	16%	24%	24%	13%	9%	18%	25%	24%	19%	18%	12%	15%	15%	14%	13%	20%	22%	23%	18%	15%
<b>Completed in N+2</b>	25	26	27	26	29	4	4	2		4	8	4	6	4	8	25	22	32	28	35	21	23	23	31	32
<i>5 years</i>	7%	6%	7%	7%	8%	6%	6%	3%	0%	6%	12%	3%	8%	6%	8%	3%	3%	4%	4%	4%	6%	6%	6%	9%	9%
<b>FU Cohort total</b>	<b>366</b>	<b>406</b>	<b>401</b>	<b>347</b>	<b>354</b>	<b>62</b>	<b>67</b>	<b>71</b>	<b>70</b>	<b>65</b>	<b>67</b>	<b>125</b>	<b>78</b>	<b>69</b>	<b>96</b>	<b>747</b>	<b>806</b>	<b>770</b>	<b>723</b>	<b>883</b>	<b>362</b>	<b>388</b>	<b>355</b>	<b>343</b>	<b>356</b>

Notes

1. Completion rates in these tables are for FU cohorts who started and ended in the same programme.
2. Percentages are proportions of the cohort but do not equal 100% as they do not include students from the cohort who completed in another programme or completed in more than N+2 years or did not complete at all.

Table 20b  
Completion Rates for Four-year undergraduate programmes up to N+2 (six years)

	Bachelor of Business Science (BBusSc)				Bachelor of Science (BSc) in Engineering				Bachelor of Law (LLB) 4-year programme				Health & Rehab 4-year Programmes				HUM Performing Arts 4-year Programmes			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
<b>Completed in Minimum Time (N)</b>	296	244	234	210	190	163	203	152	20	29	28	18	143	138	123	74	79	54	63	84
<i>4 years</i>	46%	39%	42%	36%	45%	41%	46%	37%	36%	43%	41%	39%	69%	76%	58%	61%	60%	58%	59%	68%
<b>Completed in N+1</b>	48	53	47	81	63	94	63	79	9	11	11	5	28	10	34	11	6	7	10	9
<i>5 years</i>	8%	8%	8%	14%	15%	24%	14%	19%	16%	16%	16%	11%	14%	5%	16%	9%	5%	8%	9%	7%
<b>Completed in N+2</b>	5	3	13	8	23	19	30	24	4	2	3	2	6	7	9	4	3		2	3
<i>6 years</i>	1%	0%	2%	1%	5%	5%	7%	6%	7%	3%	4%	4%	3%	4%	4%	3%	2%		2%	2%
<b>FU Cohort total</b>	<b>638</b>	<b>633</b>	<b>559</b>	<b>581</b>	<b>421</b>	<b>396</b>	<b>437</b>	<b>414</b>	<b>55</b>	<b>67</b>	<b>68</b>	<b>46</b>	<b>207</b>	<b>182</b>	<b>212</b>	<b>122</b>	<b>131</b>	<b>93</b>	<b>107</b>	<b>123</b>

Notes

1. Completion rates in these tables are for FU cohorts who started and ended in the same programme.
2. Percentages are proportions of the cohort but do not equal 100% as they do not include students from the cohort who completed in another programme or completed in more than N+2 years or did not complete at all.
3. 2019 cohorts only have completions to N+1 years so are not included here.
4. Health & Rehabilitation Science 4-year programmes include BSc Audiology, BSc Occupational Therapy, BSc Physiotherapy, BSc Speech & Language Pathology.
5. HUM Performing Arts 4-year programmes include BA Fine Art, BA Theatre & Performance, Bachelor of Music (BMus), BMus Dance

Table 20c

Completion Rates for Four -year Extended undergraduate programmes up to N+2 (six years)

	Bachelor of Commerce (BCom) -Extended				Bachelor of Arts/Social Science (BA/BSocSc) - Extended				Bachelor of Science (BSc)- Extended			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
<b>Completed in Minimum Time (N)</b>	23	14	14	4	75	94	102	71	11	22	27	15
<i>4 years</i>	16%	25%	27%	25%	34%	37%	35%	38%	19%	19%	24%	23%
<b>Completed in N+1</b>	18	9	9	4	29	33	26	24	18	29	12	12
<i>5 years</i>	12%	16%	17%	25%	13%	13%	9%	13%	31%	25%	11%	18%
<b>Completed in N+2</b>	8	5	5		12	11	11	9	5	2	9	6
<i>6 years</i>	5%	9%	10%	0%	5%	4%	4%	5%	8%	2%	8%	9%
<b>FU Cohort total</b>	<b>146</b>	<b>56</b>	<b>52</b>	<b>16</b>	<b>219</b>	<b>255</b>	<b>289</b>	<b>189</b>	<b>59</b>	<b>118</b>	<b>114</b>	<b>65</b>

**Notes**

1. Completion rates in these tables are for FU cohorts who started and ended in the same programme.
2. Percentages are proportions of the cohort but do not equal 100% as they do not include students from the cohort who completed in another programme or completed in more than N+2 years or did not complete at all.
3. 2019 cohorts only have completions to N+1 years so are not included here.
4. Extended programmes with fewer than 50 average enrolments per year are not included here.
5. Five-year extended programmes are not included here as only three cohorts from 2015 have completions to N+2 years.

Table 20d

Completion Rates for Bachelor of Law (LLB) Postgraduate up to five years

	Bachelor of Law (LLB) Postgraduate				
	2015	2016	2017	2018	2019
<b>Completed in 2 years</b>	51	52	54	58	54
	38%	43%	47%	57%	38%
<b>Completed in 3 years</b>	63	38	39	24	41
	47%	31%	34%	24%	29%
<b>Completed in 4 years</b>	4	7	4	8	5
	3%	6%	3%	8%	4%
<b>Completed in 5 years</b>	4		1		6
	3%	0%	1%	0%	4%
<b>Starting Cohort Total</b>	<b>134</b>	<b>122</b>	<b>115</b>	<b>102</b>	<b>141</b>

**Notes**

1. The LLB postgraduate cohort are students who have a first undergraduate degree and complete an LLB in minimum time of two or three years.
2. Percentages are proportions of the cohort but do not equal 100% as they do not include students from the cohort who completed in another programme or completed in more than five years or did not complete at all.