

TEACHING AND LEARNING AT UCT

a report on the 2005 academic year

- The proportion of SA African and white students declined by three percentage points in each case (to 17% and 43% respectively) between 2001 and 2005. Over this period, the proportion of international students increased by five percentage points to 19%. Similar trends were apparent at both the undergraduate and

postgraduate levels. In 2005, SA African students made up 19% of the total undergraduate enrolment (22% in 2001) and 13% of the postgraduate enrolment (16% in 2001). The 2005 proportions of white and international postgraduates (46% and 22% respectively) were both markedly higher than the African fraction.

Graduates and Success Rates

- The 2005 Higher Education Management Information System Submissions 3 return to the Department of Education indicates that a total of 6 041 students successfully completed a degree or diploma in 2005. Between 2001 and 2005, the overall graduate total, therefore, grew by 43% while the institutional head count grew by 20%. At the same time, the institutional “graduation rate” increased by three percentage points to 27.4% in 2005, suggesting that there was a marked improvement in efficiency in relation to student completions. There were particularly large increases in the numbers of master’s and doctoral graduates between 2004 and 2005: master’s and doctoral graduates together made up 19% (15% in 2004) of all graduates in 2005. The substantial changes in the numbers of master’s and doctoral completions between 2004 and 2005, to a large extent, reflect necessary changes in institutional practice with regard to technical registrations that were effected in the transition from the Heritage to the PeopleSoft student system. The removal of the Technical Registration option (in 2006), coupled with the backdating of these qualifier results right up to June this year, resulted in the increased graduate numbers, especially at the senior postgraduate level.
- Overall success rates in courses at the important 100-level improved by six percentage points between 2001 and 2005. The overall success rates in level 200 and level 300 courses improved to a lesser degree (by three percentage points in each case) between 2001 and 2005, reaching levels of 85% and 90% success respectively.
- There were marked improvements in the success rates of African students in courses at the 100, 200, 300 and 400 levels between 2001 and 2005. Improvement in coloured, Indian and white undergraduate course success rates was located mainly at the 100-level. Although the performance gap between African students (at the lower extreme) and white students (at the upper extreme) closed significantly across all course levels, there were still marked undergraduate course success-rate differentials by race in 2005.
- 89% of all undergraduates either completed their degrees or achieved CON codes at the end of 2005, ie met standard re-admission requirements. At the same time, the overall proportion of undergraduate students requiring faculty or Senate permission to re-register dropped to 5% in 2004, and the pro-

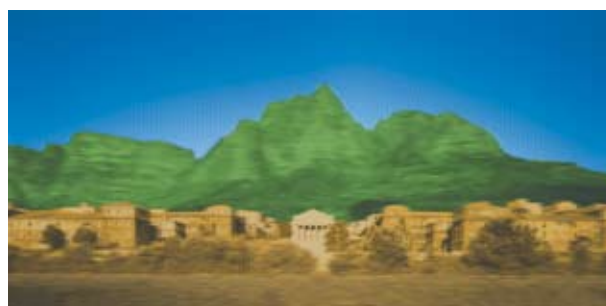
portion excluded on academic grounds remained at 4% of all undergraduates. The overall proportion of “successful” white students (95% in 2005) was, however, markedly higher than that among African and coloured students (80% and 86%, respectively). A total of 17% of all African undergraduates, 11% of coloured undergraduates, 9% of Indian undergraduates and 5% of white undergraduates did not meet readmission requirements at the end of 2005.



- Analyses of the longitudinal progress of first-time-entering students within the 1998-2001 entry cohorts showed an overall five-percentage-points improvement in undergraduate completion rates (up to 65% among the 2001 cohort). The improved longitudinal performance of the 2001 cohort, in comparison with the 1997 one, resulted from a five-percentage-points decrease in the rate of drop-out in good academic standing combined with a smaller (two percentage points) decrease in the rate of academic exclusions. The overall proportion of academic exclusions among the 2000 entry cohort dropped by three percentage points in comparison with that among the 1997 entry cohort.
- Cohort completion rates across the 1997-2001 entry years varied markedly in relation to entry faculty and race. The rate of academic exclusion among African entrants improved by three percentage points over these successive cohorts to 27% of the 2001 cohort. The equivalent cumulative proportions of academic exclusions among the coloured, Indian and white cohorts were 22%, 19% and 7% respectively. Cumulative rates of drop-out in good academic standing among the 2001 cohorts were highest among Indian and coloured students (19% and 17% respectively), and lowest among white and African students (14% and 13% respectively).

Academic Staffing and Student:Staff Ratios (permanent and T3 staff only)

- In 2005 there were 720 permanent or T3 full-time academic staff spread across the six faculties and the GSB.
- The overall weighted full-time equivalent (FTE) student:academic staff ratios across the institution increased slightly from 33 in 2003 to 34 in 2005. Weighted FTE enrolment to academic staff ratios in the Faculties of Commerce, EBE, Health Sciences and the GSB increased between 2003 and 2005, indicating that permanent academic staffing provision had not kept pace with the increase in FTE student enrolment during this period. At the same time, the weighted FTE:academic staff ratios in the Faculty of Humanities, and more so in the Faculty of Law, dropped between 2003 and 2005, suggesting improvement in academic staffing provision in relation to the student load in these faculties.
- Between 2001 and 2005, the proportion of academic staff with doctoral or master's qualifications was in the region of 85-87%. The figures for 2003 should be disregarded due to the very high numbers of academic staff with unknown highest formal qualification levels.
- The institutional proportion of academic staff ranked at senior lecturer and above was 78% in 2005, down from 81% in 2001. In 2005 there were no full-time permanent and T3 contract academic staff at the assistant lecturer level.
- Between 2001 and 2005, the proportions of African, coloured and Indian academic staff each increased by three



percentage points to 9%, 7% and 6% respectively. During this period, the proportion of international academic staff increased by one percent, and the proportion of white South African academics dropped by 10 percentage points.

- The proportion of academic staff aged 50 years and above increased from 41% in 2001 to 47% in 2005. This was complemented by a four-percentage-point drop in the proportion of staff aged 45-49 years.

The 2005 Teaching and Learning Report is an interim one. It is intended that next year's report will give an account of progress in relation to interventions planned for 2006 and will also be enhanced with qualitative contributions relating to teaching and learning priorities from each of the faculties. From 2007 onwards, the Teaching and Learning Report will be linked to the University Quality Improvement Plan.

Full-time academic staff and FTE student:staff ratios 2003-2005

	Full-time academic staff			Ratio FTE Enr Students to FT academic staff		
	2003	2004	2005	2003	2004	2005
Commerce	82	76	89	63	71	64
GSB	20	20	19	19	17	26
EBE	90	93	94	28	30	32
Health Sciences	106	113	119	25	26	27
Humanities	198	198	200	31	30	29
Law	34	38	39	60	51	50
Science	155	155	160	25	26	25
TOTAL	685	693	720	33	34	34

Institutional
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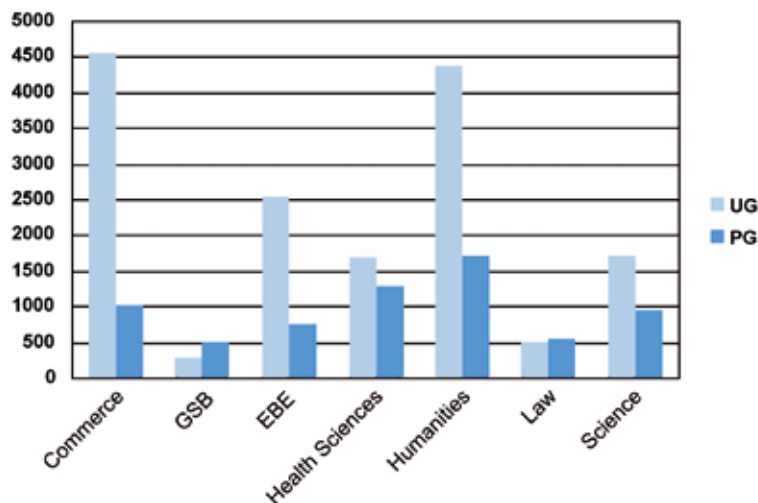
The following key aspects of teaching and learning at UCT are apparent in the Appendix of Tables to the 2005 Teaching and Learning Report:

STUDENTS

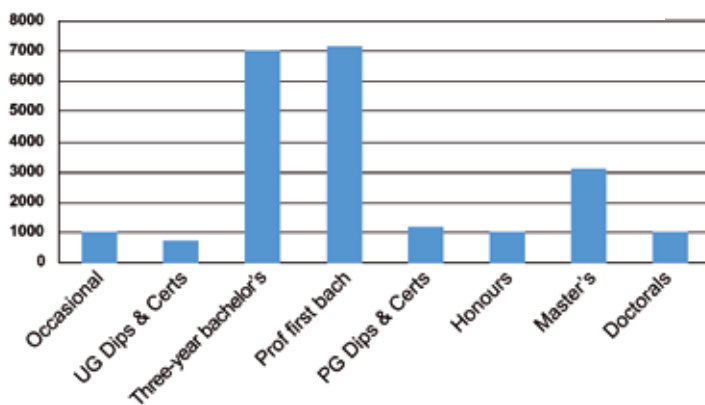
Enrolments and Enrolment Profiles

- A total of 21 942 students (15 533 undergraduates and 6 409 postgraduates) enrolled at UCT in 2005. Between 2001 and 2005, growth in enrolments at the undergraduate level (4.9% per annum) somewhat exceeded that at the postgraduate level (3.5% per annum). In 2005, postgraduate enrolments (including those at the postgraduate diploma and honours levels) made up 29% of the total enrolment.
- UCT's proportional head-count enrolment in the science, engineering and technology (SET) faculties (Engineering & the Built Environment, Health Sciences and Science) made up 40% of the total enrolment in 2005, but significant numbers of students registered in the Faculty of Commerce specialise in information systems and are effectively SET students. UCT's 2005 SET head-count proportion, therefore, significantly exceeded the benchmark of 30% set by the National Plan for Higher Education (NPHE). The total enrolment within the business/management area (17%) was markedly lower than the 30% NPHE benchmark.
- Continued growth in undergraduate enrolments at UCT is not related to increases in the new undergraduate intake, but rather the result of an earlier "bulge" of new undergraduates moving through the university, coupled with an apparent increase in the numbers and proportions of undergraduates taking more than the minimum enrolment time to complete their qualifications.
- The first-time-entering undergraduate (FU) intake fluctuated within the 3 600-3 800 range across the 2001-2005 period. The prior matriculation performance of successive intakes, however, reflected marked increases in the proportions of A- and B-aggregate FUs (up from 37% in 2001 to 75% in 2005), and substantial declines in the proportions of notional C-aggregate entrants (down from 26% in 2000 to 15% in 2005) and D- and E-aggregates (down to 3% in 2005 from 14% in 2001).
- At the postgraduate level, there was substantial growth in honours enrolments (up 37%), master's enrolments (up 19%) and doctoral enrolments (up 37%) between 2001 and 2005.
- UCT's enrolment profile by formal qualification types remained relatively stable over the 2001-2005 period. Enrolments at the professional first bachelors level and general academic first bachelor's level were approximately equal in 2005. Master's plus doctoral enrolments have consistently made up 18% of the total enrolment at UCT.

Undergraduate and postgraduate enrolments by faculty: 2005



Head-count enrolments by qualification type: 2005



Trends in 100-level undergraduate success rates, by race: 2001-2005

