UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

TEACHING & LEARNING REPORT 2021

Teaching & Learning during COVID-19: Part 2

CONTENTS

MESSAGE FROM THE VICE-CHANCELLOR

A lot happened during 2021, fire that gutted the Jagger Library buildings and the COVID-19 pandemic continued to disrupt and propel our engagements on UCT's Vision 2030. The theme of this report is "Teaching and Learning during COVID-19: Part 2", as it details the decisions and actions that University of Cape Town (UCT) took to ensure that it continued to offer quality undergraduate education and discusses the impact the 2020 teaching and learning decisions and structures had on the year under review.

This report engages with the available UCT and higher education system data to present a critical view of the work completed in 2021. It also

provides an accurate profile of our undergraduate students and analyses their performance in detail while considering the challenges experienced by both staff and students when engaging in Physically Distanced Learning (PDL) and the return to a low-density campus.

Despite the devastation and disruption caused by COVID-19 and the fire, UCT academic and PASS staff have shown incredible commitment and resilience to the undergraduate academic project. This report reflects on this and UCT's response to the crisis in terms of the management of teaching and learning, student performance and staff responses. It is evident that teaching and learning during COVID-19 led to increasing cross-departmental collaboration and significant innovations in developing blended resources for students. It's fair to say that UCT successfully switched from emergency remote teaching to PDL on a low-density campus. Thank you to the former DVC: Teaching and Learning, Associate Professor Lange, the Senate Teaching and Learning Committee, the authors, academics for doing the work and the students who shared their experiences for this report.

PROFESSOR MAMOKGETHI PHAKENG
Vice-Chancellor

INTRODUCTION

This report, prepared by the Senate Teaching and Learning Committee, reflects on undergraduate teaching and learning at the University of Cape Town (UCT) between March and December 2021. Its purpose is to provide an account of what UCT did to continue offering undergraduate education during the second year of the COVID-19 pandemic. It reflects on the difficulties encountered in doing this, how they were circumvented (or not) and their results. In particular, it focuses on the impact that decisions made in the context of 2020 had in the following year.

The data available when preparing this report, on both UCT and the South African higher education system, has allowed for a critical and comparative perspective in the presentation of the work done.

The structures put in place during 2020 to help manage, plan, monitor and communicate various aspects of the institutional response to undergraduate teaching and learning under COVID-19 continued to serve both academics and students well. Chapter 1 of this report looks at the governance and management of teaching and learning during 2021.

This year we decided to dedicate an entire chapter to academic staff. Chapter 2 analyses how academic work changed under COVID-19, and with what consequences. The analysis is underpinned by a national survey conducted under the auspices of Council on Higher Education (CHE) and University South Africa (USAf) and relies on international literature for comparative purposes.

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Chapter 3 takes a detailed look at the profile of UCT 2021 first-time entering students as the first cohort of COVID-19 school-leavers. It pays particular attention to their performance and the university's ability to respond to their needs. It also considers the profile of this student cohort from the point of view of the objectives and implementation of UCT's 2016 Admissions Policy.

Chapter 4 looks at student performance during the second COVID year from the perspective of retention and course success rates at 1000, 2000 and 3000 levels. It reflects on problems identified regarding student learning and their probable causes.

Chapter 5 offers a strategic reflection on the work done in the Teaching and Learning Portfolio between February 2018 and March 2022, and how this relates to Vision 2030. The chapter highlights achievements and gaps in what had been done, and points to pending teaching and learning projects that are important to achieving the objectives of Vision 2030.

The Appendix continues with UCT's important tradition of bringing to the fore an analysis of our teaching and learning data across different variables for a full view of how the institution has responded to its commitments to the Department of Higher Education and Training (DHET). It provides both a narrative and the source tables for the analysis.

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

While every single academic and professional and support staff member supported the teaching and learning effort in the second (and at times, seemingly interminable) year of the pandemic, it is fair to acknowledge the role played once more by the members of the Teaching Online Task Team (TOTT) during 2021, including the student representatives. It is surprising that a meeting that ran for two hours on Friday afternoons was as well attended and productive as the TOTT meeting always was. The role of the deputy deans as the nexus between TOTT and the faculties is acknowledged with gratitude. Equally, the role of faculty-based student representative councils and their contribution to our understanding of the student perspective during 2021 is deeply appreciated.

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This year the team producing this report has been smaller. Special thanks are due to Jane Hendry, Jaamia Galant, Anthea Metcalfe and Paula Harker. We are grateful, as ever, to Memory Muturiki for sharing with us the Student Wellness Annual Report. Our colleagues in CHED provided valuable information on specific sections in the staff and students chapters. It has been a pleasure to collaborate with this team in putting this report together.

ASSOCIATE PROFESSOR LIS LANGE

DVC: Teaching and Learning, and Chairperson of the Teaching and Learning Committee of Senate during 2021

CHAPTER 1

MANAGING TEACHING AND LEARNING IN 2021

INTRODUCTION

As we explained in the 2020 T&L Report, the need to make quick decisions in a sufficiently consultative way led to the creation of ad hoc structures that simultaneously set strategic direction, created policy, monitored the operationalisation of teaching and learning plans, and acted as a troubleshooting space. TOTT, created in the first quarter of 2020, continued fulfilling these functions throughout 2021 (in the postgraduate environment, the DVC Research chaired the Postgraduate Online Task Team, which had a similar role). One of the advantages of TOTT was its overall composition. It included academic faculties and CHED, especially the Academic Development Programme (ADP) and the Centre for Innovation in Learning and Teaching (CILT), the Department of Student Affairs, especially Student Wellness Services (SWS), Financial Aid and the Disability Service, the Institutional Planning Department (IPD), student representatives, and one representative each from the Academic Union (AU) and the Black Academic Caucus (BAC). The frequency of the meetings (once a week, and later once every second week) helped speed up problem-solving and created a sense of community and openness. Similarly, the biweekly meeting of the six teaching and learning deputy deans played an important role in checking implementation issues at each faculty; the group also served as a consultative and advisory body. These meetings were vital in creating frank spaces for discussion and collective direction setting.

The Data Analytics for Student Success (DASS), a pre-COVID project that brings together academics and support departments such as ICTS and the Institutional Planning Department (IPD) with CHED and the academic faculties, provided critical support by offering a comparative analysis of student performance based on institutional data for faculties and departments.

UCT Cares, set up in 2020 by the Academic Advising Project located in CHED, grew exponentially in terms of services provided and of its own capacity development role with peer advising. All the operational infrastructure developed by UCT Cares was invaluable in 2021; not only in helping individual students, but – from a management point of view – in developing an accurate view of the needs and problems to which the university had to respond. We showed the range of issues covered by UCT Cares in the 2020 report.

CHED – and within it, the Academic Development Programme (ADP) and the Centre for Innovation on Learning and Teaching (CILT) – were once again fundamental in guiding different aspects of the teaching effort (supporting the utilisation of Vula; helping with learning design, and offering training and support to all faculties; responding to student needs) and providing a critical voice in TOTT in relation to curriculum structure, pedagogy, assessment, etc.

Framing Physically Distanced Learning

The need to respond to rapid changes characterised the management of the pandemic as a public health crisis. This was no different at higher education institutions. The Framework for Teaching and Learning that introduced emergency remote teaching (ERT) at phase 1 of UCT's COVID-19 strategy in 2020 needed to be revised as the hard lockdown was reduced to levels 1 and 2 after the second COVID-19 wave. Towards the end of 2020, the UCT Senate approved a teaching plan for the first semester of 2021 developed in consultation with faculties and students. Physically Distanced Learning (PDL) replaced ERT in phase 2 of UCT's COVID-19 strategy. This was a form of teaching that combined online teaching and learning with selected forms of face-to-face teaching subject to physical distancing adopted under the health protocols imposed by the pandemic.

Following international trends, UCT worked towards designing a 'low-density' university, especially in terms of the physical concentration of teaching and learning on campus. Crucial elements in all models of low-density universities are the design of timetables and the utilisation of venue space. Unfortunately, UCT did not have sufficient COVID-appropriate venues to manage physical distance for an undergraduate population of over 16 000 students at the end of 2020. Put differently, a full return to campus was not an option. It is worth noting that this decision-making process was influenced not only by the capacity of UCT's venues but also by the experience of several US universities (eg Michigan State, Notre Dame, North Carolina and Chapel Hill) that resumed face-to-face teaching and relaxed physical distancing only to have to close down completely in the face of rising student and staff infections.

However, returning students to the residences was a vital component of planning phase 2 of UCT's COVID-19 strategy (ie PDL). The work done during 2020 with students from disadvantaged households showed that one precondition for the successful implementation of online teaching at UCT is that students have access to connectivity, computers and conducive socio-psychological environments.

Based on the experience of ERT, it had become clear that under physical distanced conditions and observing health protocols it was necessary to plan for students to have a range of pedagogic experiences that would help them to meet the learning outcomes of their degrees. Thus PDL was based on the offering of all undergraduate lectures online except for courses in the performing and creative arts, architecture, languages and the implementation of face-to-face teaching in small groups. Mindful of space restrictions and at their discretion, faculties could offer contact lectures in final-year courses. Students would attend thinned-out tutorials according to faculty capabilities. This meant that on a rotation basis, students were asked to come to campus for face-to-face tutorials, observing physical distancing in approved venues. This required enormous planning effort from the faculties and the venue allocation and timetabling staff. Faculty representatives on the Teaching and Exam Timetable Committee (TETC) and staff in both the venues and the timetabling offices went well beyond the call of duty to deal with the tension between what we wanted and what was possible.

In particular, bringing students back to campus required the allocation of COVID-compliant and appropriate spaces in which students could work while they were not engaged in tutorials or lab sessions. Cooperation with the Departments of Student Affairs and Property and Services helped select and manage appropriate venues. The venues were not always ideal, and student complaints about issues such as the availability of power points, temperature, and environmental noise highlighted the need

for a different way of thinking about the teaching and learning spaces on campus. The fire in the main library in April 2021 complicated the matter of space allocation further as important study venues had to be closed for safety reasons. The fire also disrupted academic activities, as many students had to be evacuated from their residences, which resulted in considerable trauma for staff and students across the university.

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From the point of view of the use of technology, PDL partially relaxed the low-tech measures that characterised ERT. Still, the framework kept the recommendation to limit the use of synchronous online lectures and to continue offering recorded lectures supported by transcripts and notes. Academics were also advised that all online synchronous sessions should be recorded and made available to students later, to avoid disadvantaging students who could not attend. It was also recommended that synchronous teaching time be used for tutorials, small group teaching, demonstrations and interactions that sustain and build on active learning pedagogies. Student workload returned to the pre-COVID-19 demand of 45 hours per week. However, staff were advised that as they had learnt about the limitations imposed by the social environment on students, common sense and a degree of flexibility should characterise interactions with students. In terms of academic rules and processes, UCT wanted to return to its pre-COVID-19 approach in 2021. Invigilated tests and examinations were allowed under strict social distancing conditions in all those courses for which there were concerns about the integrity of assessment. This framework for teaching and learning using PDL functioned in conjunction

with an institutional risk management approach. It was to be replaced by the implementation of emergency plans if UCT was affected by outbreaks of the pandemic.[1]

Regular communication to parents and students from the Office of the Vice-Chancellor (OVC) and from the DVC for Teaching and Learning stressed the different aspects of this plan, the rationale behind it and the extent of the educational services provided to students. This was not always enough to reassure parents, and in many instances there was direct engagement with concerned fee payers about our plans and their implementation.

Concerning cost, three main areas of cost emerged during the first phase of COVID-19: devices, data and extra teaching staff (tutors). Under PDL, the successful delivery of curriculum once again depended on students' access to devices, data and the provision of tutorials. All first-year students were given a device, under different conditions depending on whether or not they were on grants from National Student Financial Aid Scheme (NSFAS). While access to data was partially managed through student access to Eduroam, it did not suffice to cover all student needs. The university set up funds to deal with this at the same time that a renegotiation of the agreement with the four telecommunication companies was being undertaken nationally. The allocated budget for COVID-19 phase 2 also included the hiring of additional tutors. Each faculty submitted a budget with their needs, which were discussed and approved at the executive meeting. The university expenditure on tutors was in excess of R10 million.

1 Unfortunately, due to a miscalculation about the manner in which government was going to manage the introduction of level 4 lockdown in the third wave of COVID-19, the mid-year examinations that were to be conducted on campus were disrupted; with negative consequences in terms of workload for those students affected, as we did not have an alternative plan for proctored exams for all. In order to palliate this, where possible, faculties switched to proctored exams; in other cases, the exams were rescheduled. This latter option was the worst from the point of view of student workload, but at that stage there were no other options. This experience taught us the need to always have a 'Plan B' ready for implementation.

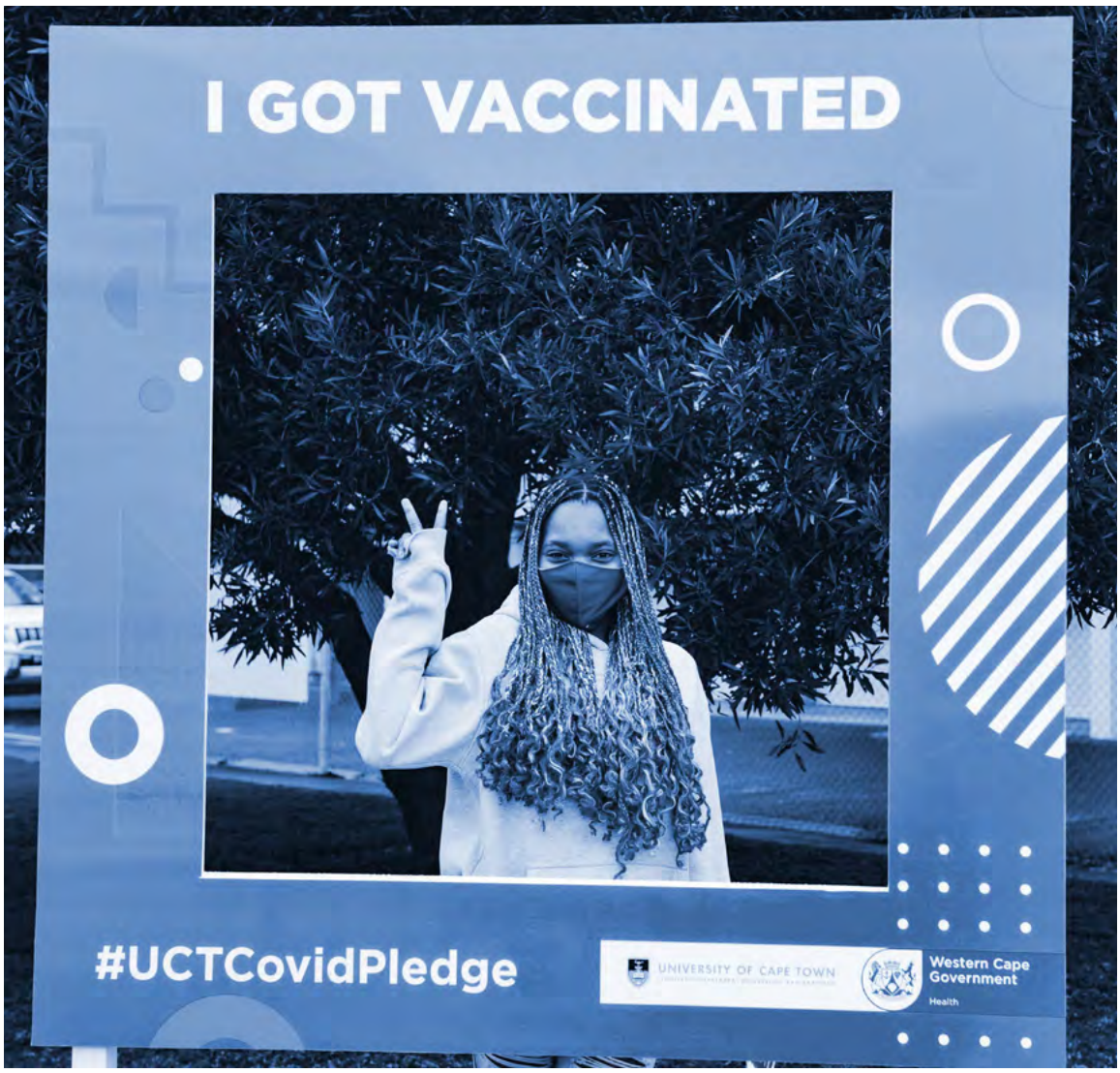
A new aspect of the management of UCT under COVID-19 in 2021 was dealing with the orientation and registration of new first-year students. The 2021 class had the peculiarity of having had most of their last year of schooling completed during the pandemic. This – plus the fact that UCT and other universities, as an exception in 2021, had decided that no National Benchmark Tests (NBTs) would be conducted as part of the admissions process – made the careful orientation of this cohort and the monitoring of their performance particularly important. We discuss in detail the profile of the first-time entering undergraduate (FU) students in chapter 3. To respond to the reception and orientation of these new students, the DVCs for Transformation, Student Affairs and Social Responsiveness and Teaching and Learning co-chaired the Class of 2021 task team, which was responsible for all aspects of the welcoming of UCT's new first-years, in coordination with the faculties. This was a positive experience of teamwork and yielded a good combination of faculty-based and student affairs-based activities. Some of the gaps in the orientation, especially concerning IT literacy, are discussed in chapter 4 of this report.

Conclusion: reflections on decision-making

By the end of 2021, the higher education system had been operating under extraordinary circumstances for almost two years. During this period, constant attention was paid to the tension between two ethical imperatives: not leaving any student behind, and ensuring that the outcomes of learning for all our degrees were as expected by employers, accrediting bodies, and of course students and parents. This had to be done by paying due attention to the costs of failure (including repeating courses) not just for students and the country but for the university finances, in terms of the relationship between enrolment planning and the quantum of government subsidy the university receives.

In terms of responding to the first imperative, UCT approved the suspension of the DP in selected faculties in 2020, which allowed students to proceed

into further courses in 2021 without having passed the previous ones; we allowed students to deregister from courses at no cost as a way to encourage them to manage their workload; we lightened the workload from a nominal 45 hours per week to 30 hours during the first wave; as soon as it was possible, we brought students from disadvantaged households back to campus to provide them with a more conducive environment for



learning. In 2021, it was agreed to add a new academic progression code to the academic rules, to allow students one opportunity in their career to continue their studies despite not having passed a sufficient number of credits (see chapter 3 for a more detailed analysis). Not all these decisions yielded the desired impact, and some were complicated by the state's approach to financial aid. For example, the lighter course load taken on by many students in 2020 and 2021 obviously has an impact on their probable time to completion. This has been overlayed by the revision of the NSFAS rules in respect of funding continuation in 2023 (the n+1 rule); potentially, almost 1 500 UCT students will fall foul of the NSFAS rules.

As we will see in chapter 4, there are some concerns about the impact that some of these decisions in 2020 had on the outcomes of learning of the same students we tried to protect. The experience of 2021 was fundamental in framing plans for teaching and learning in 2022, especially in relation to the creation of academic recovery programmes. Reflection on this matter should not only be about whether or not the decisions were ethically correct, but also about what it takes for the correct decisions to be successfully implemented when the university cannot provide additional safety nets for students to succeed. Put differently, what support does the university need to provide, in a centralised and decentralised manner, to extend the pedagogic as well as the social safety net? Further, at the time of writing this report in 2022, reflection should be more broadly about the readiness of the university in terms of human resources, funding, capabilities, and academic and support services systems to respond to the academic impact that the pandemic will have in years to come on new generations of students.

These conundrums notwithstanding, now as in 2020 it is vital to recognise the resilience, commitment, creativity and sheer capacity for work of all the individuals (in formal and informal committees and task teams) who participated in decision-making, planning and implementation of teaching and learning under COVID-19.

CHAPTER 2

CHANGING ACADEMIC WORK UNDER COVID-19

INTRODUCTION

This chapter looks at academic work under COVID-19 from two perspectives. First, we look comparatively at staff reflections on the experience of teaching during this period. The second part of the chapter looks at the importance of the role of tutors in 2021. In the 2020 T&L Report, we started a reflection on the impact of COVID-19 on academic identity and the definition of the academic profession, based on our own survey data. This report takes the idea further, based on national and international data available through the survey report (2022) by the CHE, USAf and the University of the Free State (UFS): Staff Experience of, and Perspectives on Teaching and Learning and its Future (SEP-TLF), and the Second International Association Survey (IAU) Global Survey Report (2022) on the Impact of COVID-19 on universities: Higher Education One Year into the COVID-19 Pandemic. The chapter is also intended to be a reflection on the changes that might need to take place in relation to academic staff to give expression to the lessons learnt about teaching and learning during the pandemic.

Twenty-four out of 26 higher education public universities participated in the SEP-TLF, led by the Centre for Teaching and Learning at UFS. Participation in the survey was low, with only 1 851 staff members responding, 3.4% of the total academic workforce in public higher education. Most surveys run during COVID-19 have had fairly low response rates. Taking this into account, the results of the survey must be read as indicative. The response from different universities varied. UCT was among the top three institutions in terms of percentage of respondents. Traditional universities were overrepresented in the survey. Approximately a quarter of the respondents to the national survey were from the professoriate, while 38% were lecturers. UFS provided the institutional data to the different universities, so we have the opportunity of seeing how UCT academics' responses compare with the system-level results.

The IAU survey report (2022) reflects 496 responses from 112 countries across Europe, the Americas and the Caribbean, Africa and Asia & Pacific. The range of this survey is much broader, looking into all core functions, governance and finance while including public and private higher education providers.

COMMON THEMES

Several common themes emerged from academic staff experiences of teaching during COVID-19. First and foremost is the blurring of the workspace and the personal space, with the switching of all teaching and meetings to online. Not all families and spaces were equally prepared to have more than one adult working from home, or adults working while home-schooling their children or taking care of elderly relatives; not all households were equally equipped with internet access and not all staff had laptops and the necessary gadgets to mute environmental noise. Gender roles, age and income bracket played out differently for each staff member.

> I am the mother to two children. My eldest daughter only returned to school full-time in the last three weeks. My youngest daughter still goes to school on alternate days. Their father has an immune disorder and they are deeply fearful that he might get COVID. They are also lonely. Trying to establish a stable emotional tenor in the household has been my main objective during lockdown. There is a great deal of disruption in my work life as I try to maintain stability for the family.
>
> I am now the sole provider for my entire family. My sister and partner are both now unemployed. Due to my experience in EdTech I have also had to be support for most of my department, adding a huge strain on my ability to research and publish.

In general, university staff could mainly function from home, as they had laptops or desktops provided by their universities. UCT was no different. A large majority of staff at UCT were self-reliant in terms of internet access, and either did not know about or did not make use of the university allocation for this purpose.

The experience of the blurring of the public and private space during the COVID-19 years had its parallel in the experience of time. The ease of organising online meetings on Zoom and Microsoft Teams, coupled with the need to plan and manage the crisis, multiplied meetings at every level of the university. At the same time, the use of WhatsApp as a means of being in touch with students meant almost 24/7 availability and much longer hours of working.

> Being able to disconnect is hard – it's so easy to say, "I'm just going [to] answer a few more emails while supper is cooking."

Students interviewed by the T&L report writing team acknowledged lecturers and tutors who responded to WhatsApp messages at 11pm as examples of dedication and willingness to accommodate students' circumstances.

The IAU survey report indicates that while the majority of institutions reported a stable situation when looking at staff movements, both in terms of salaries and in terms of recruitment and layoffs, the situation was different when looking at staff workload. For both academic and administrative staff, most institutions reported an increase in workload. For academic staff, 63% of the institutions reported increased workload. Looking at the regional breakdown for academic staff, particularly in the Americas (77%) and Europe (70%), the percentage of Higher Education Institutions (HEIs) reporting an increase in workload was very high compared to the number of HEIs in Asia & Pacific (51%) and Africa (54%) (IAU, 2022: 55-56).
The general SEP-TLF survey report (2022) indicated that 75% of the respondents had experienced increased workload, 61% had difficulty balancing work and home life, 53% experienced burnout and 40% felt isolated. Some of UCT's staff responses illustrate that isolation and missing the connection and social life of the office, combined with work overload, created a sense of burnout among staff and their line managers.

> I struggle with anxiety at the best of times, and work has always been a coping mechanism for me, so disruption is damaging to my strategies for coping.I am very lonely. I have lovely colleagues, and our corridor was always full of laughter. We generated tremendous ideas and energies together, and I really miss that. I had a wonderful sabbatical project in 2020, which kept me happy and focused, but it's over now and I feel stressed and

anxious. I miss my colleagues, and I miss the impromptu ways we enable our collective work life.

Sustaining research funding, research units and research activities has been very stressful. Excessive number of meetings, given the 'convenience' of remote meetings. As a line manager, the expectation that managers are responsible for the work/life balance of staff members and their general mental health, with no support for line managers to relieve them of this expectation and associated burdens. Management clearly putting student wellness above staff wellness. Instances of unfair ruling of top management in favour of students in cases of disputes.
Inability to take any time off, and no support and resources for work overload and burnout. Extremely long working hours and stress; constantly being glued to computer screens.

The mental health of our students is deteriorating. I get so many doctor's certificates saying that students cannot make deadlines because they are suffering from depression, anxiety, etc. This disrupts our schedules and teaching programmes, but it also increases my workload. It is something that needs to be administratively managed; and it requires emotional support from me.

My own children also suffered during lockdown and in the aftermath, and managing their deteriorating mental health has been an added burden. I also felt that colleagues who were lonely during lockdown depended on me for emotional support, which took more time and energy. My research suffered as a consequence of this. I feel frustrated because the work I did – administratively and emotionally – does not have concrete outcomes. It is invisible labour and there is no reward.

Regarding technical, organisational and pedagogical support, most UCT respondents reported that the necessary support was available in terms of institutional communication and guidelines for remote teaching and learning, technological support (such as LMS usage) and pedagogical support for curriculum adjustment, learning design, online assessments, etc. However, staff felt that the university did not or could not provide support in terms of family responsibilities, physical health, work/life balance, etc. UCT academics made use predominantly of learning and design support (65%), remote teaching technique training and guidelines (64%) and technological support (63%). What is interesting is that although a large number of respondents reported that there was mental health support available (79%), only 6% took advantage of it.

Nationally and internationally, academics identified four main preoccupations. In relation to teaching and learning, they were concerned about (i) increasing academic dishonesty, (ii) lack of student engagement, and (iii) not achieving the expected outcomes of learning. These preoccupations are echoed in the 2021 Chronicle of Higher Education report titled *The Future of Teaching: How the Classroom is Being Transformed*. We will return to the specifics of these issues in chapter 4 on student performance. In terms of their professional life, especially at research-intensive universities such as UCT, academics were concerned about (iv) the impact of teaching demands on their research work.

Internationally, the IAU survey found that 61% of the respondent institutions considered that the demands of teaching and learning online negatively impacted research work. Local and international research is showing that, in particular, women academics responsible for child care felt the impact of COVID-19 on their research strongly. The IAU report observes that when less time is dedicated to research, combined with the apparent increase of workload for academic staff during the pandemic, it becomes clear that the pandemic also had negative implications, especially for research, which must be corrected in the immediate future (IAU, 2022:14).

Despite burnout, isolation and general concerns about teaching and learning, academics in South Africa and abroad also recognised the opportunities brought about by remote teaching and distanced learning to rethink teaching and learning more carefully.

> Enormous amount of work changing from the previous mode of teaching to remote teaching, but should be very helpful having these resources in future.
>
> Remote teaching was challenging at first; but once I got used to the institution's platforms, I started to enjoy how easy it was

to bring online resources actively into the lesson in real time.

It has encouraged me to be inventive and create quality online lessons and assessments.

The first hurdle was ensuring that students had access to data, internet connection and a safe working space. Once those had been met, initially I was surprised at just how much teaching and learning is possible online. In some cases, we developed new strategies for teaching and learning or found new ways of doing things that we will continue to use.

Challenging, but absorbing and galvanising. Best-ever thing for me, opportunity to exercise my strengths in innovation and pastoral care, opportunity for creativity which I relished. Growth of confidence in ability. Maintained level of interactivity and engagement with students through use of tools on LMS.

After a massive effort and redesign of all my teaching materials to apply in a synchronous online live-teaching environment, which was very hard, I have now got an amazing set of courses and an amazing way of working online in a live-virtual environment.

The SEP-TLF report (2022: 28-30) provided a sense of staff views of the future of teaching and learning based on the new elements introduced during COVID-19. While agreeing on the importance of harnessing technology, most staff do not associate this with fully online academic offerings. Forms of blended learning seem to be what staff would favour. Staff also acknowledge the need for a greater and more productive use of Learning Management Systems (LMSs). Respondents were not enthusiastic about using social media for teaching purposes (33% supported it). Just over 40% of the respondents thought that the use of data for planning and

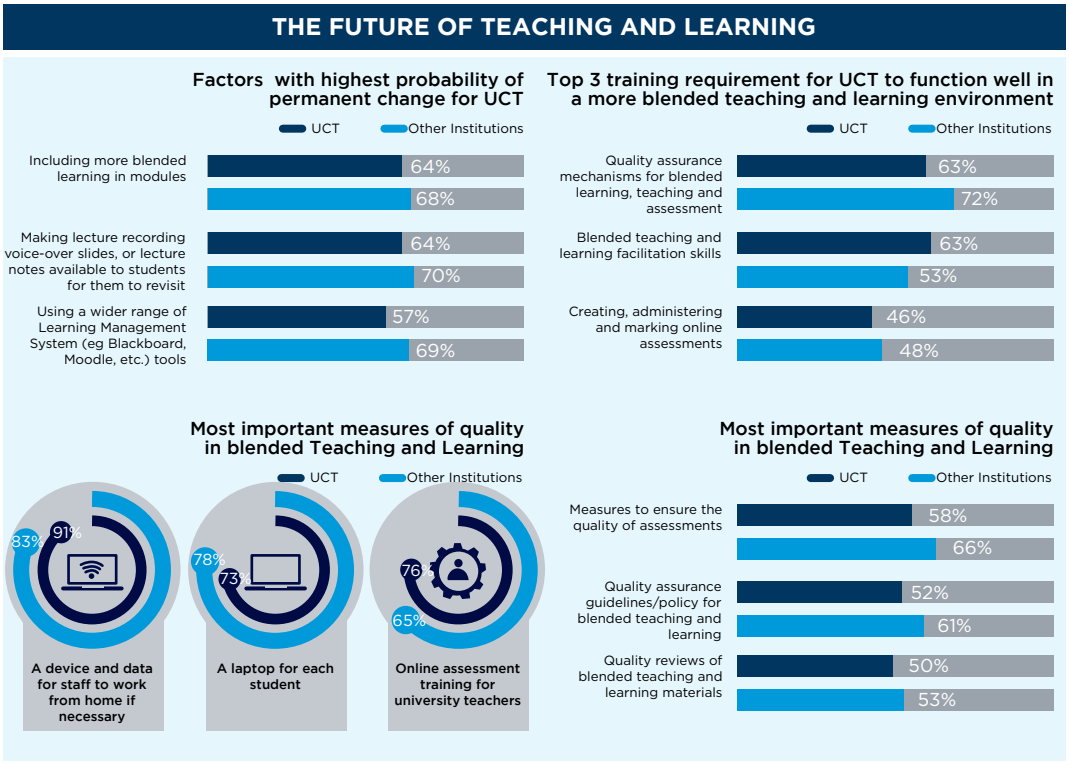
decision-making would be part of the future of teaching and learning, and a similar proportion thought that technological tools will in future help to enhance student engagement. Many participants in the national survey highlighted the need for specific training to function in a blended space.

The following infographic, based on the results of the UCT SEP-TLF report, provides a view of how UCT academics see the future of teaching and learning, and how these views compare with those of their colleagues at other SA universities.

RETHINKING THE ROLE OF TUTORS

Tutorials have always been important opportunities for small-group learning in higher education. Peer learning and guided learning through the presence of a tutor are invaluable opportunities to clarify concepts, understand

Table 3. Redress category of new South African undergraduates: 2017-2020



applications, dispel doubts and apply focused skills learning. During the pandemic, tutors played a crucial double role in undergraduate teaching. On one hand, they provided a reliable link between the individual student trying to learn from home and the university; and on the other, they created a more direct, personal way of teaching, not possible through recorded lectures. One of the conditions for success – in a modality of teaching that could not support virtual personal interaction between principal lecturer and students – was the employment of tutors. This was clear from the beginning of ERT, through PDL; and faculties reflected this understanding in the type and level of tutor, teaching assistant or 'super-tutor' they appointed for their courses. Tutors had varying backgrounds and experience; while most were senior postgraduate students, there were also part-time academics.

There are numerous reasons that a trained, appropriately remunerated tutor and Teaching Assistant (TA) cohort is essential in South African higher education. [2] First and foremost, tutors and TAs constitute the beginning of the pipeline of academic staff replacement. Most tutors and TAs are postgraduate students, and teaching in undergraduate courses introduces them to one aspect of their future life as academics. Secondly, tutors are closer in age and experience to the students they teach; and besides providing personalised teaching, they act as important role models for undergraduate students. In an educational context where greater support will be required to overcome the losses of learning at school level and to balance out the losses of learning in higher education, a strong tutor corps becomes all the more critical. Thirdly, new modalities of learning that rely on flipped classrooms and an increase in guided student engagement with tasks in the classrooms will use significantly more teaching assistants to support course convenors and lecturers.
Tutors, therefore, will require simultaneous development as teachers, and

2 Research done by IPD and the HR department on non-permanent staff who teach has made a number of recommendations about conditions of service for such staff.

disciplinary development. CHED is working on structured training for tutors that supplements disciplinary-based training at departmental level.

CHANGING THE APPROACH TO TEACHING

One of the features of the changing work experience of academics across higher education systems has been the transition from the relatively isolated and individual experience of developing curricula and teaching materials to a team-based approach, in which academics have had to work with learning designers and a variety of specialist professionals to develop and deliver their courses. As stated earlier, these changes happened in a context of crisis, and what was delivered was not online education designed from the ground up. The work of CHED, through the specialist knowledge and expertise housed in CILT, has been fundamental to supporting the 2021 effort and preparing for 2022.

With the ongoing difficulties around the impact of COVID-19 on university

operations, CILT needed to provide ongoing support to teaching staff having to make continual adjustments to their teaching in response to the changing circumstances. This type of responsive support – training, consultations, advising, and hands-on assistance – which dominated the work of the Learning Designers in 2020, became a more stable demand balanced with longer-term course development work in 2021. The faculty-focused team set up in 2020 continued to build relationships with staff and deepen the Learning Designers' (LD) familiarity with the specific disciplinary challenges. The faculties were divided into those in the STEM domains (Science, Engineering and FHS) and those dealing more with concepts and text-based disciplines, namely Commerce, Humanities and Law (CHL). Headed by a senior learning designer-project coordinator, each team comprised two learning designers. The key aspects of the responsive work were:

i) Individual online consultations of 45 minutes

First introduced in 2020, these bookable slots have been a valuable addition to the support available for teaching staff. Learning Designers are allocated to the faculties they work in, and staff may book time to get advice on blended-learning teaching strategies and course site design. The uptake has been lower than in 2020, with a slight decrease overall. The trend includes spikes before the beginning of semesters or exam periods. Feedback from staff has been positive. However, there is room for further updates for hands-on support.

ii) Webinars and support resources

Overall, the LDs and digital media staff created and delivered 78 webinars and workshops, which were attended by 1 647 members of staff (some of these staff would have attended more than one webinar, so it is a count of attendances, not individuals). The most recent audit has identified 116 CILT resources (text and video) created for the UCT teaching context.

Individual Online Consultations

Faculty	2020	2021
Commerce	12	41
Science	23	21
Health Sciences	31	28
Law	10	8
Other	10	8
Engineering	18	11
Humanities	49	28
Total	**153**	**145**

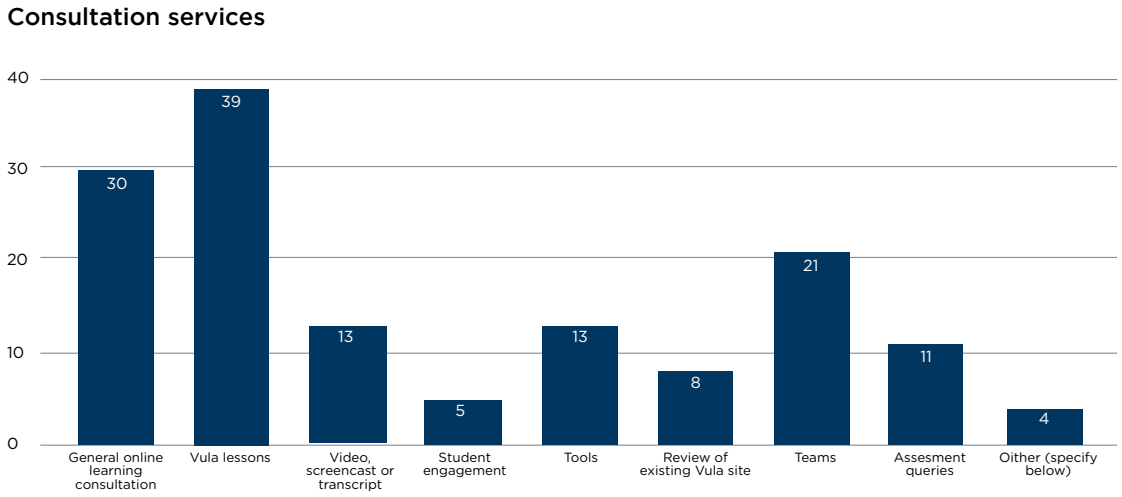


Figure 4. Proportion of new South African 'first in family' undergraduates for degree studies

iii) Rapid Course Refresh Service for Semester 1, 2022

Arising out of concerns about the lack of student engagement, the need to adapt to new conditions allowing greater student access to campus and the exhaustion of teaching staff, CILT developed a rapid refresh service to review and revise Vula course sites for prioritised courses. Faculties were requested to identify the priority courses; although all faculties participated, there was an uneven uptake across the faculties. The service, developed

in September 2021, offered course convenors a consultation session and a diagnostic report (based on a course design checklist) compiled by a LD, followed by a course upgrade with an Edtech Advisor. From October 2021, the Rapid Course Refresh Service worked with over 40 courses from across the faculties in Semester 1.

Rapid Refresh Courses per Faculty

Faculty	Rapid Refresh Courses
Commerce	21 courses
Science	8 courses
Law	5 courses
Humanities	3 courses
Health Sciences	2nd year MBChB
Engineering & the Built Environment	3 courses

Conclusion

At UCT – as at most other contact universities, pivoting into 'online' teaching in the context of COVID-19 – it is not easy to find a clear-cut answer as to whether we taught better or worse during COVID-19. As this chapter shows, there has been a massive institutional effort to do the best available under very trying circumstances. Allowing for important exceptions of substantive improvement in the quality of teaching, the trend might be more along the lines already mentioned in the Chronicle of Higher Education report: only a small percentage of courses have truly improved quality, and academics generally believe that the quality of their courses is either the same or slightly lower (2021: 39). Chapter 4 focuses on how this quality is measured, and on the obstacles to and conditions for quality teaching and learning in the future.

As the evidence presented in this chapter shows, academics' commitment to their students was maintained and often increased, even in the face of

personal difficulties in managing life and work under COVID-19. The same can be said of all the different levels of tutors and TAs deployed across all faculties. Much has been learnt during these years that will need to be reassessed in the future planning of teaching and learning as a way of caring for both academics and students.

CHAPTER 3

KNOWING OUR STUDENTS

INTRODUCTION

In 2020, the collection of socio-economic and psycho-social data available concerning UCT students allowed us to present a more comprehensive analysis of who our students are, and how the undergraduate UCT population has changed since the introduction of the 2016 Admissions Policy; and to reflect on UCT's readiness to respond to the needs and expectations of its changing student body.

This year, we focus this section of the teaching and learning Report on first-time entering undergraduates students (FUs). The reasons are twofold. Firstly, the class of 2021 is the first cohort of students admitted to UCT who finished school under COVID-19 and entered UCT without having written the NBT. Looking at their cohort profile and their performance can tell us important things about the extent to which our teaching and support systems are fit for purpose. This in turn will contribute to identifying those elements of our teaching and support of first-year students that might need adjusting to respond to the learning losses in the schooling system (an issue we will come back to later in this section). In addition, after six years of implementation, a review of the 2016 Admissions Policy is underway, and a detailed analysis of this cohort will contribute to the review.

UCT admits around 4 000 FUs each year. For admissions purposes, each faculty works towards a set of agreed FUs targets, defined by specific programmes or programme groups. Students are offered a study place under the current admissions policy, applying further faculty and programme-specific criteria. These include minimum NSC scores, performance levels in relation to key NSC subjects (such as Mathematics and Physical Science), and in some cases, achievement levels in the NBTs. The UCT admissions policy is designed to ensure that top achievers are offered places at UCT, while ensuring that the incoming cohort increasingly reflects the demographic diversity of our country. While UCT does not use targets to

indicate how many students from economically disadvantaged households it will admit in each programme, the Admissions Policy itself is designed to facilitate the admission of high-performing students from low-income households, by using a disadvantage factor. As will be shown later in this chapter, UCT has been very successful in transforming the socio-economic profile of its student body.

South Africa's inequality is structured along racial lines, and a key element of UCT's admissions policy is to provide redress for South African citizens and permanent residents based on disadvantage. To do this, we look at the school an applicant comes from and his/her family background through the lens of indicators of disadvantage. This yields a 'disadvantage factor',

expressed as a percentage between 0% and 10% (or for the programmes in the Faculty of Health Sciences, between 0% and 20%). We add this percentage to the Faculty Point Score to derive the weighted (for redress) Faculty Point Score (WPS).

This chapter looks at the profile of FUs in terms of demographics, funding, their distribution in the residence system, the weight of disadvantage factors, and the relationship between their NSC results and their performance in their first year at university. Finally, we reflect on the lessons that the performance of the 2021 class teaches us about both the schooling system and UCT's readiness to respond actively to its own admissions policy.

A PROFILE OF UCT'S FIRST-TIME ENTERING UNDERGRADUATE STUDENTS

Who Are They (Demographics)?

In 2021, UCT enrolled 4 075 FU students, or 23% of a total undergraduate population of 17 697 students. The distribution of these students across population groups – 42.8% Black (28.6% African, 10.5% coloured, 3.9% Indian), 10% White and 6.3% International – is fairly consistent with the distribution of the whole undergraduate body in 2021. Black students constituted 52.3% of the undergraduate population (33.6% African, 13.3% Coloured and 5.4% Indian); White students represented 14.5% of the undergraduate body. UCT also has a considerable proportion of the students at undergraduate level who are 'International' (6.7% of all full-degree students in 2021). Most of these students originated from SADC countries (72.5%), with 7.1% coming from other African countries and 6.1% from countries outside Africa.

We have mentioned in previous reports that a growing proportion of students do not declare race at the time of registration. In the 2021 cohort, 40.7% of the FU intake opted not to declare race at registration.

The proportion of students in the total undergraduate population whose race is not declared is 26.5%. [3] In 2021, 4 684 undergraduate did not declare race at the time of registration. As much as this creates problems in UCT's HEMIS reporting, we have sufficiently rich data from the applications/ admission process to produce a fairly accurate profile of our students. We will come back to this in the sections below.

Regarding gender, more than half (53.4%) of UCT FU students in 2021 were female. This proportion is consistent with the weighted average over the 2017-2021 period (54.6%). Only a very small number of FU students did not identify as either male or female (0.07% on average over the 2017-2021 period).

Table 1: First-Time Entering Undergraduates By Race And Nationality, 2017-2021

Race/Nationality	2017	2018	2019	2020	2021
SA African	1 214 29.5%	1 070 29.0%	1 029 26.0%	1 242 31.1%	1 166 28.6%
SA Coloured	625 15.2%	497 13.5%	377 9.5%	475 11.9%	426 10.5%
SA Indian	239 5.8%	150 4.1%	130 3.3%	196 4.9%	157 3.9%
SA White	814 19.8%	572 15.5%	522 13.2%	638 16.0%	409 10.0%
All Africa	258 6.3%	181 4.9%	220 5.6%	184 4.6%	207 5.1%
International excl Africa	45 1.1%	44 1.2%	28 0.7%	18 0.5%	12 0.3%
Other International	57 1.4%	38 1.0%	48 1.2%	50 1.3%	38 0.9%
SA Unknown	861 20.9%	1 139 30.9%	1 594 40.3%	1 194 29.9%	1 660 40.7%
Total	**4 113 100.0%**	**3 691 100.0%**	**3 957 100.0%**	**3 997 100.0%**	**4 075 100.0%**

[3] Indications are that the students with undeclared race are in fact spread across all 'race' groups, rather than concentrated in any particular group. With such a large and increasing proportion of students with unknown race, tracking progress against UCT's demographic transformation goals becomes increasingly difficult.

An examination of the age distribution within the 2021 FU cohort shows that around 77% of the students were aged 18-19 years, while 18% were aged 20-21; younger than 18 was a much smaller proportion (0.5%), while 4% were older than 21 at the time of entering UCT. In other words, the great majority of first-year students are older teens coming to UCT straight from school.

The majority of the respondents lived either in townships (34.8%) or in the suburbs (20.4%), with another 26.6% living in traditional rural areas. When looking at geographical distribution, the majority of the respondents were in Gauteng, KwaZulu-Natal and the Eastern Cape, with only 9% of the respondents hailing from the Western Cape. With this background in mind, we will come back to specific aspects of this survey to contextualise our data.

Where do they come from?

In 2021, 90.5% of the UCT FU student body was made up of South African citizens, with South African permanent residents making up 2.1% of all undergraduates. Among international students, those coming from SADC countries constituted the largest group (65.1% in 2021), while a further 8.4% were from other African countries, and 10.3% were from countries outside Africa. In 2021, UCT had full-degree FU students from 26 countries, with the largest number of non-South Africans by a long way (126) coming from Zimbabwe.

Table 1 shows South African FUs by race, FUs from the rest of Africa, and the relatively small numbers of FU's from countries outside Africa. Combining the South African generic Black group with those from the rest of Africa yields 48% of the total FU enrolment, a drop from the 56.8% black students who enrolled at UCT in 2017. Despite this decrease, which is most probably linked to the remarkably high proportion of 2021 FUs with no declared race, UCT is clearly on the path to being an African global university in terms of its FU intake.

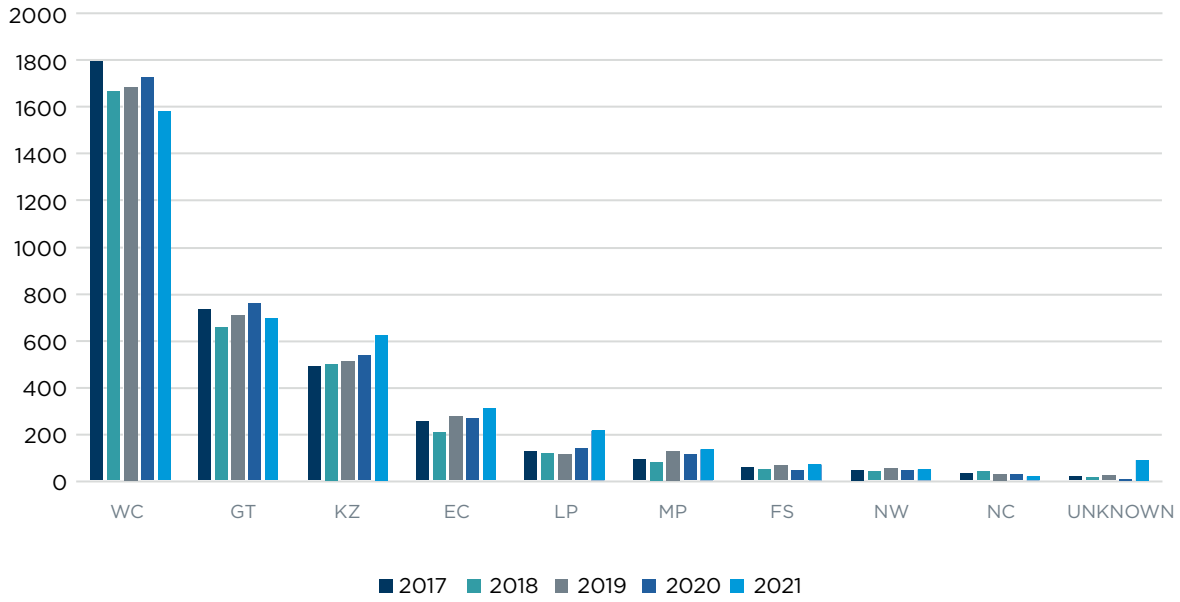
Where do they live?

Looking specifically at South African students and SA permanent residents in 2021, 41.6% of all FUs reported home addresses in the Western Cape. The Western Cape fraction of the FU intake has dropped quite markedly in recent years – down from 49.8% in 2017. At the same time, there were slight increases in the numbers of FUs from KwaZulu-Natal, the Eastern Cape, Limpopo and Mpumalanga.

Combining the South African generic Black group with those from the rest of Africa yields 48% of the total FU enrolment, a drop from the 56.8% Black students who enrolled at UCT in 2017.

In 2021, 19.5% of the students hailed from Gauteng, 14.6% from KwaZulu-Natal, and 7.4% from the Eastern Cape. Relatively small proportions of UCT's undergraduates came from other South African provinces. Nevertheless, the fact that by 2021 close to 60% of FUs had home addresses outside of the Western Cape is a crucial factor in terms of accommodation provision for these students during term time.

Figure 1. Home Province among First-time Entering Undergraduates, 2017-2021



It is therefore of interest that just under 42% of the first-time entering undergraduate enrolment are housed in UCT residences; this fraction has decreased slightly, from 46.4% in 2017 to 41.8% in 2021. Note that the 2020 figure is anomalous because of the COVID-19 situation, which saw the vast majority of residence students returning home during lockdown and residences not being fully occupied due to health regulations.

Table 2 shows the demographic profile of FU students housed in UCT residences over the 2017-2021 period. The table shows decreases in the percentages in residence across all population groups in 2021, mainly because more than 42% of the FU residence cohort did not declare race on registration. The SA African proportion in residence was 46.9% in 2021, while 3.8% were Coloured, 3% were International, 1.9% were White and 1.5% were Indian.

Table 2. First-time Entering Undergraduates in Residence, 2017-2021

Race/Nationality	2017	2018	2019	2020	2021
SA African	990 53.4%	970 55.4%	814 48.9%	420 68.4%	799 46.9%
SA Coloured	155 8.4%	121 6.9%	98 5.9%	34 5.5%	65 3.8%
SA Indian	85 4.6%	55 3.1%	42 2.5%	4 0.7%	25 1.5%
SA White	179 9.7%	102 5.8%	91 5.5%	3 0.5%	32 1.9%
International	149 8.0%	117 6.7%	105 6.3%	19 3.1%	62 3.6%
SA Unknown	295 15.9%	387 22.1%	516 31.0%	134 21.8%	721 42.3%
Total	**1 853** **100.0%**	**1 752** **100.0%**	**1 666** **100.0%**	**614** **100.0%**	**1 704** **100.0%**

Table 3 below shows the redress category profile of 2017-2021 first-time entering undergraduate students in residence. This table shows that the proportions of students in all redress categories other than Redress Category 1 (SA African) decreased markedly over the 2017-2021 period. By 2021, Redress Category 1 students made up 84.9% of all FUs in residence (up from 63.3% in 2017), while the proportion of students in all other redress categories was small (less than 5% in all cases).

By 2021, 73.3% of Redress Category 1 FUs were housed in UCT residences; the equivalent proportions among Redress 2, 3, 4 and Open students were

13.5%, 11.7%, 28.6% and 7.3% respectively. It is interesting to note that large proportions of Redress Category 3 and 4, as well as Open students, were not from the Western Cape (71.5%, 75% and 31.8%, respectively), despite the small proportions of these students living in UCT residences.

Table 3: Redress Categories among First-time Entering Undergraduates in Residence, 2017-2021

Redress Category	2017	2018	2019	2020	2021
Redress Category 1	1 172 63.2%	1 216 69.4%	1 161 69.7%	536 87.3%	1 446 84.9%
Redress Category 2	171 9.2%	151 8.6%	153 9.2%	45 7.3%	82 4.8%
Redress Category 3	99 5.3%	85 4.9%	69 4.1%	7 1.1%	30 1.8%
Redress Category 4	17 0.9%	11 0.6%	14 0.8%	1 0.2%	8 0.5%
Open	241 13.0%	171 9.8%	158 9.5%	6 1.0%	67 3.9%
Unknown	153 8.3%	118 6.7%	111 6.7%	19 3.1%	71 4.2%
Total	**1 853 100.0%**	**1 752 100.0%**	**1 666 100.0%**	**614 100.0%**	**1 704 100.0%**

English speakers made up the largest proportion (50.3% of the total), followed by isiXhosa speakers (14.5%) and isiZulu speakers (12.1%). The proportion of Afrikaans speakers was relatively small (2.6% of the total), while a combined fraction of 16.9% of all undergraduates were speakers of other South African languages.

The home language profile among first-time entering undergraduates has changed as a result of demographic shifts in the student body: for example, the fraction of English speakers dropped from 61.4% in 2017 to the current 50.3%, while the fraction of isiXhosa speakers increased by 2.3 percentage points to 14.5% in 2021, and the fraction of isiZulu speakers increased by 5.4 percentage points to 12.1%. At the same time, the fraction of speakers

Figure 2. **First-time Entering Undergraduate Students not from Western Cape and in UCT residences, 2021**

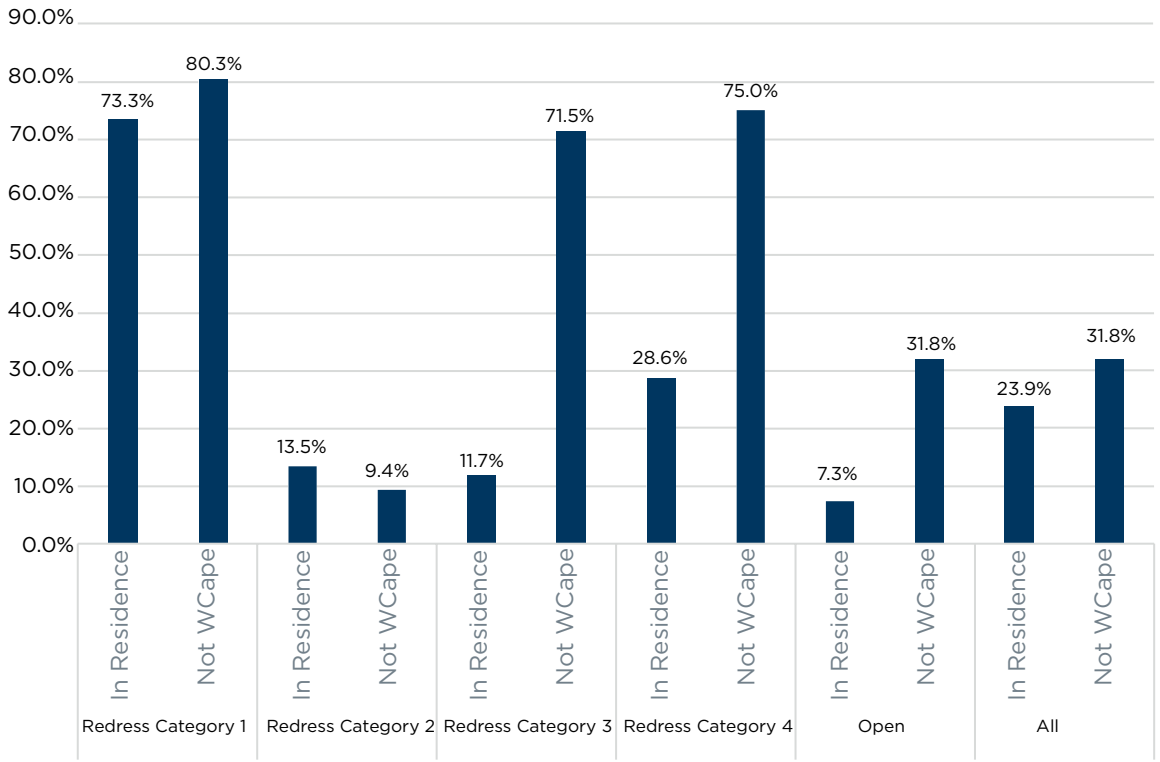
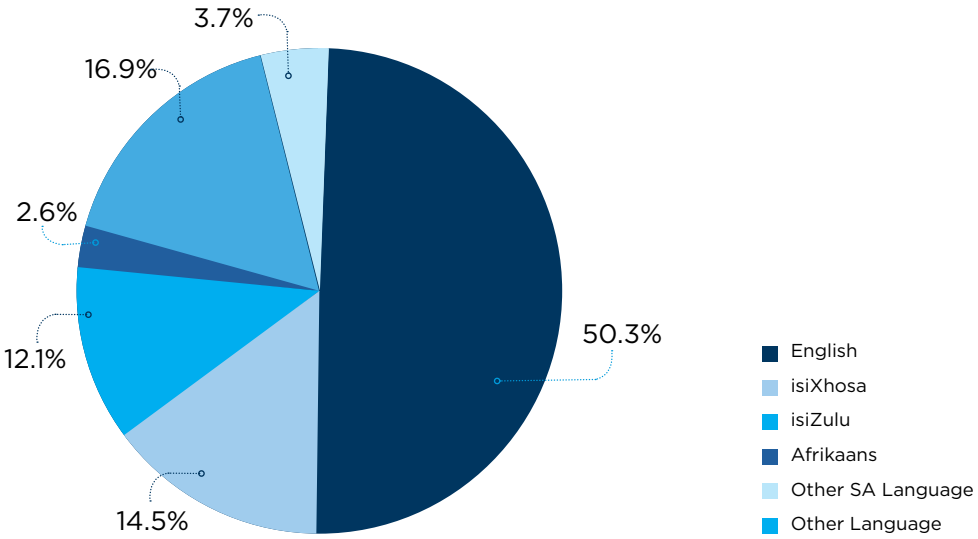


Figure 3. **Home Language Spoken by First-time Entering Undergraduates, 2021**



of other South African languages increased from 11.9% in 2017 to 13.3% of the total in 2021.

Table 4: Home Language Profile of First-time Entering Undergraduates, 2017-2021

Home Language	2017	2018	2019	2020	2021
English	2 527 61.4%	2 276 61.7%	2 314 58.5%	2 346 58.7%	2 051 50.3%
isiXhosa	492 12.0%	431 11.7%	493 12.5%	502 12.6%	591 14.5%
isiZulu	275 6.7%	285 7.7%	344 8.7%	352 8.8%	494 12.1%
Afrikaans	100 2.4%	78 2.1%	99 2.5%	124 3.1%	106 2.6%
Other SA Languages	489 11.9%	441 11.9%	524 13.2%	504 12.6%	687 16.9%
Other/?	213 5.6%	177 4.9%	171 4.6%	159 4.2%	140 3.6%
All FUs	**4 113 100.0%**	**3 691 100.0%**	**3 957 100.0%**	**3 997 100.0%**	**4 075 100.0%**

How are they funded?

In 2021, 1 530 full-degree FU students were supported by NSFAS; this number increased steadily over the 2017-2020 period, from 22.7% of all first- time entering undergraduate enrolments in 2017 to 37.5% in 2021. Growth in funded student numbers was particularly pronounced among African and Coloured students, where the fractions of FUs on financial aid increased by 13.8% and 14.3% per annum respectively.

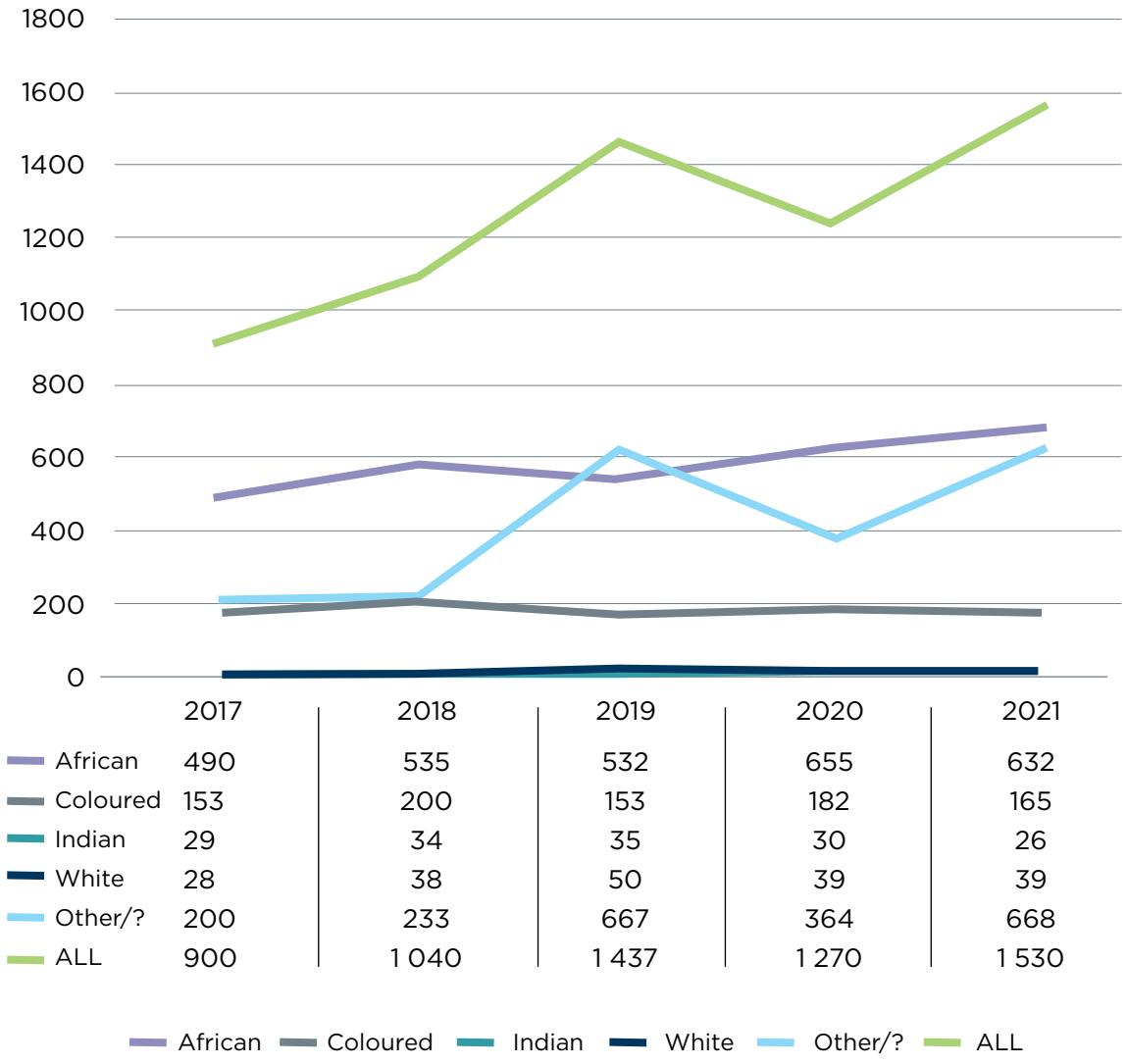
The substantial increase in the proportion of FUs benefiting from state financial assistance is concerning in view of the tightening of the rules regarding the continuation of NSFAS funding. In addition to the funding provision of a maximum of n+1 years of funding (where n is the minimum formal time per programme, allowing for an extra year for extended programmes), the new regulations will require the following levels of course performance for all NSFAS-funded students, other than the first-time entering undergraduate course performance levels.

Table 5: New NSFAS Regulations for Course Performance

Number of courses a student is registered for in any academic term	Number of courses a student must pass for that academic term	% Pass
1	1	100%
2	2	100%
3	2	67%
4	3	75%
5	3	60%
6	4	67%
7	4	57%
8	5	63%
9	6	67%
10	6	60%
11	7	64%
12	8	67%
13	8	62%

While UCT values and appreciates national support for students from disadvantaged households, the conditions for renewal of funding are concerning. It is estimated that country-wide, around 1 400 NSFAS-funded students in 2022 are at risk of losing their funding at the end of 2022. The increasing fraction of the first-time entering undergraduate intake reliant on NSFAS funding is concerning for two reasons: firstly the stress on students whose funding is in the balance, and secondly because of the expectation that UCT will continue to pick up the funding of those who fall foul of the new NSFAS renewal rules and thus add to the enormous pressure on the already constrained General Operations Budget (GOB). The changes in financial-aid-supported FUs over the 2017-2021 period by race are shown in Figure 4 below.

Figure 4. First-time Entering Undergraduates on Financial Aid by Race, 2017-2021



	2017	2018	2019	2020	2021
African	490	535	532	655	632
Coloured	153	200	153	182	165
Indian	29	34	35	30	26
White	28	38	50	39	39
Other/?	200	233	667	364	668
ALL	900	1 040	1 437	1 270	1 530

By 2021, the distribution of the 1 530 FU students on Financial Aid by 'race' group was: 41.3% African, 10.8% Coloured, 2.5% White, 1.7% Indian and 43.7% 'unknown'.

UCT also offers a GAP funding programme for South African students from families with a gross income between R350 000 (the upper limit for

NSFAS funding) and R600 000, who are registered on approved, funded programmes. In contrast, with the marked increase in financial aid students, the numbers supported by GAP have dropped considerably, to the extent that by 2021 there were only 314 GAP-funded students (455 in 2020), 29 of whom were first-time entering. It is possible that students who would previously have been eligible for GAP funding are increasingly supported by the Ikusasa Student Financial Aid Programme (ISFAP), hence the decrease observed in the GAP-funded numbers. By 2021, 41% of all South African FUs received either financial aid or GAP funding; the equivalent proportion in 2017 was 54%, because of the much higher GAP funding number (1 112).

It is essential to consider that the NSFAS budget is particularly strained, and that universities may have to cover deficits on financial aid at a time when no substantive increases in government subsidy will be possible, and fees will be capped. The financial crisis, aggravated by the impact of COVID-19 on the national treasury, is only one of the aspects universities will have to deal with in the coming years. The other one, which also has financial implications, is the comparatively poor academic performance of students on financial aid. We will come back to this matter in the next chapter.

Socio-economic profile of first-time entering undergraduate students

In this section, we look at data drawn from the Applicant Status Reports, as well as from the applicant questions (supporting the Undergraduate Admissions Policy), to get a clearer picture of the socio-economic circumstances of UCT's first-year students. Up to 10 points are awarded in relation to the applicant's family background, derived from specific questions on the application form in respect of South African citizens and permanent residents. These include:

- 1 point each for each parent and any grandparent without a university/technikon degree
- 6 points where the mother's home language is/was a South African language other than English or Afrikaans
- 1 point where the applicant's family receives or received either a child-support grant or a social pension from the state

Together, these scores yield a disadvantage factor of up to 10 points for each applicant, which is expressed as a percentage between 0% and 10% (or for the programmes in the FHS, between 0% and 20%). As explained earlier, this percentage is added to the Faculty Point Score (FPS) in order to derive the WPS for each applicant. A disadvantage factor of 0 points (0%) indicates that no family or school background disadvantage was

reported on the application form, while a disadvantage factor of 10 points (10%) shows that the student came from a family background where all elements of disadvantage (as per the current policy) were present.

With this information as background, we now look at the distribution by race and gender of first-time entering South African undergraduates.

Who are they?

Table 6 shows the profile by race of the SA first-time entering undergraduate intake.

Table 6: Race and Gender of First-time Entering Undergraduates, 2017-2021

Race/Gender	2017	2018	2019	2020	2021
African	1 224 30%	1 063 29%	1 039 27%	1 252 32%	1 166 29%
Coloured	614 15%	491 13%	373 10%	465 12%	426 10%
Indian	232 6%	150 4%	139 4%	191 5%	157 4%
White	777 19%	560 15%	507 13%	622 16%	409 10%
International	343 9%	250 7%	273 7%	241 6%	257 6%
Unknown	825 21%	1 124 31%	1 570 40%	1 154 29%	1 660 41%
Total	4 015 100%	3 638 100%	3 901 100%	3 925 100%	4 075 100%
Female	2 154 54%	1 991 55%	2 135 55%	2 207 56%	2 175 53%
Male	1 854 46%	1 645 45%	1 760 45%	1 715 44%	1 894 46%
Unknown	7 0%	2 0%	6 0%	3 0%	6 0%

Table 6 clearly shows the increase in African students between 2017 and 2020 (with a massive increase in FU students of unknown race in 2021), and the persistent predominance of female students in the FU intake.

Given the substantial proportion of FU students of unknown race (41% in 2021) and the impact of colonialism and apartheid in aligning race and socio-economic disadvantage, it is useful to look at the profile of the new undergraduate intake by redress category (which is derived from the apartheid race classification of students' parents, as stated on the application form).

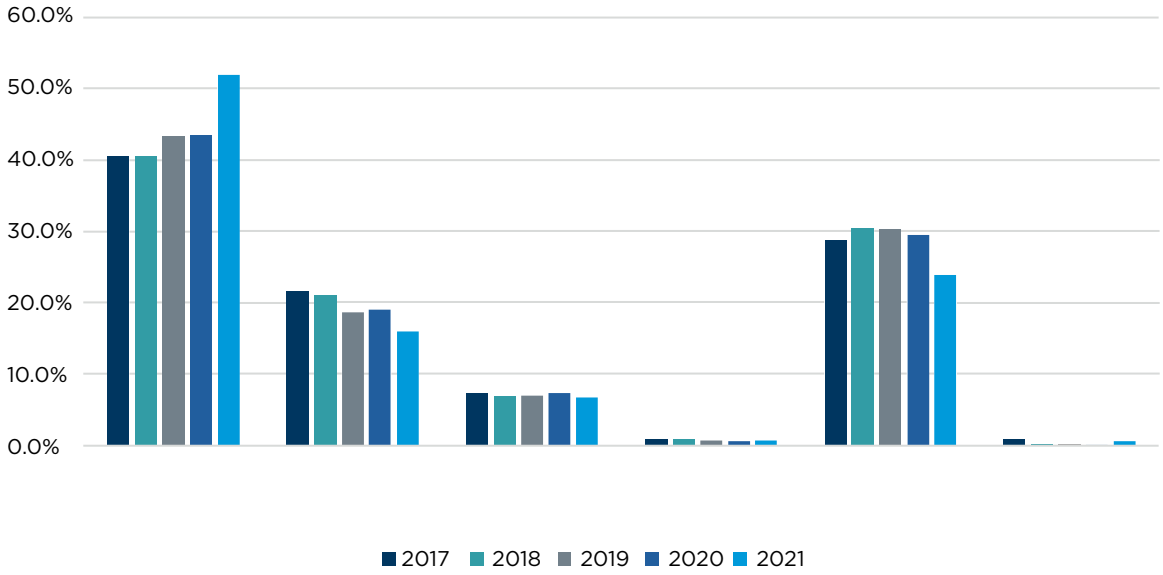
Table 7: Redress Category of SA First-time Entering Undergraduates, 2017-2021

Redress Category	2017	2018	2019	2020	2021
Redress Category 1	1 481 40%	1 370 40%	1 562 43%	1 603 44%	1 973 52%
Redress Category 2	796 22%	714 21%	673 19%	699 19%	609 16%
Redress Category 3	265 7%	233 7%	252 7%	271 7%	256 7%
Redress Category 4	33 1%	29 1%	25 1%	23 1%	28 1%
Open	1 053 29%	1 032 30%	1 093 30%	1 084 29%	911 24%
Unknown	32 1%	6 0%	6 0%	2 0%	25 1%
Total	**3 660 100%**	**3 384 100%**	**3 611 100%**	**3 682 100%**	**3 802 100%**

Table 7 shows that the declared race group proportions are underestimates of the actual enrolments across all redress categories. The redress category analysis indicates that by 2021, 52% of the SA new undergraduate intake were Redress Category 1 (African), 24% were Open (white), 16% were Redress Category 2 (Coloured), and 7% were Redress Category 3 (Indian). It must be noted that where parental race classification was not provided on application, applicants were included in the Open group; so the White proportion of the intake is over-stated.

Figure 5 shows that while the Redress Category 1 fraction of the FU intake increased gradually between 2017 and 2020, this fraction increased dramatically in 2021. Importantly, the 2021 FU intake followed the first year of the COVID-19 pandemic, and FU admissions were made in the absence of NBT results (NBTs were not written during 2020 for use in the 2021

Figure 5. First-time Entering Undergraduates by School Sector, 2021



admissions process). Initially they were also based on Grade 11 final results, as for the most part, no interim Grade 12 results were available to assess 2021 applicants. It must also be recognised that the NSC exams written at the end of 2020 may not have been comparable with earlier NSC results in terms of reliability.

What type of school did they attend?

The majority of the new undergraduate intake, 53,8% in 2021, had attended schools in the public sector. The proportion attending independent schools was 24,7% among the 2021 intake. It is of interest to note that 21,5% of the 2021 FU intake had attended schools that could not be categorised as either public or independent. This indicates that a larger proportion of the 2021 FU intake had attended schools that were not properly categorised on the Peoplesoft system, rather than indicating a major shift in the type of school attended by FUs in 2021. The fractional distribution of schools by sector attended by the 2021 FU intake is shown in Figure 6.

Figure 6. First-time Entering Undergraduates by School Sector, 2021

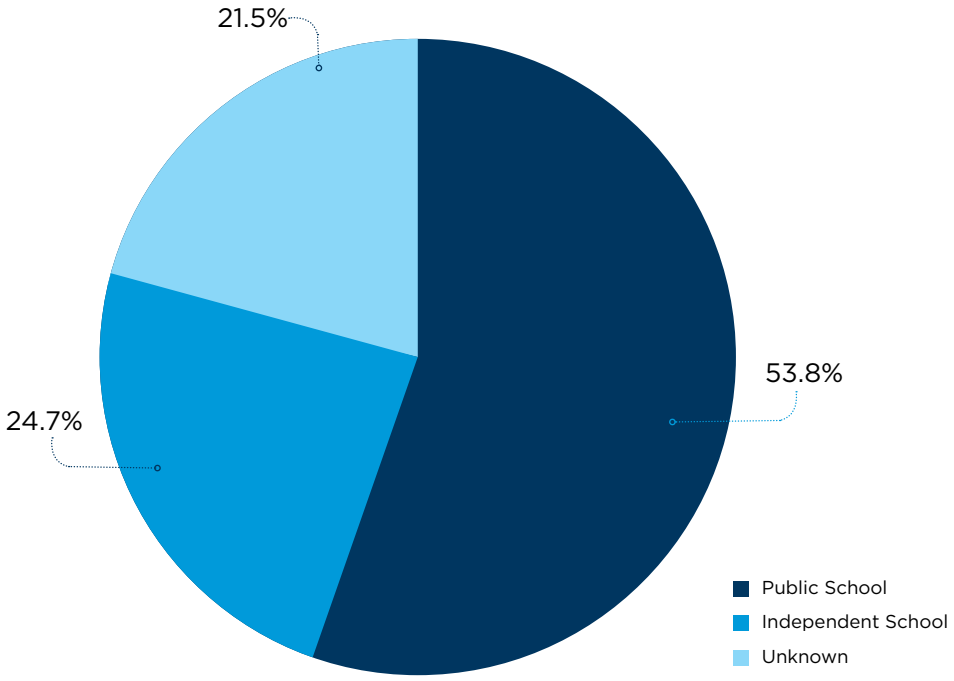


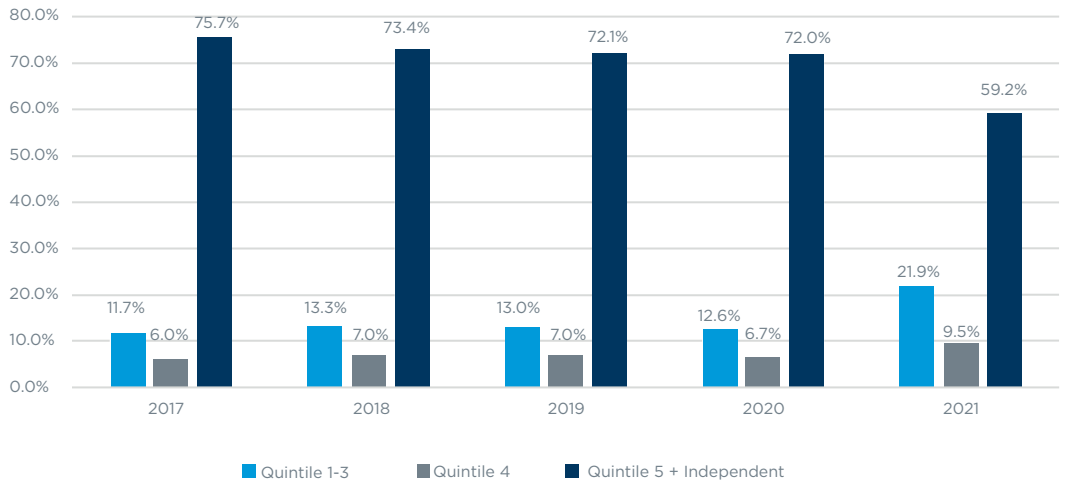
Table 8 below shows the type of school attended by school poverty quintile (where the 'least poor' schools are located in Quintile 5 and the poorest in Quintile 1) or indicates if the school fell within the independent sector, where no quintile is applied. It is clear that UCT draws its students from the least poor (Quintile 5) schools in the public sector (34.5% of the 2021 intake) and from schools in the independent sector (24.7% of the 2021 new undergraduate intake). Together, students from Quintile 5 and independent schools made up just under 60% of the 2021 SA new undergraduate intake, which suggests that Table the majority of UCT's first-year students come from well-resourced schools. More important from the point of view of UCT's readiness to teach and support new students is the marked increase over time in the proportion of students coming from less well-resourced schools, including Quintile 1 schools.

Table 8: School Poverty Quintile among SA First-time Entering Undergraduates

Quintile	2017	2018	2019	2020	2021
1	74 2.0%	65 1.9%	70 1.9%	75 2.0%	145 3.8%
2	124 3.4%	147 4.3%	135 3.7%	124 3.4%	225 5.9%
3	232 6.3%	239 7.0%	264 7.3%	264 7.2%	464 12.2%
4	221 6.0%	237 7.0%	252 7.0%	247 6.7%	360 9.5%
5	1 608 43.9%	1 372 40.4%	1 389 38.5%	1 420 38.6%	1 311 34.5%
Independent	1 161 31.7%	1 119 33.0%	1 216 33.7%	1 232 33.5%	940 24.7%
Unknown	240 6.6%	217 6.4%	285 7.9%	320 8.7%	357 9.4%
Total No.	**3 660 100.0%**	**3 396 100.0%**	**3 611 100.0%**	**3 682 100.0%**	**3 802 100.0%**

A total of 21.9% (up from 12.6% in 2020) of the 2021 intake came from schools in Quintiles 1 to 3, which are the 'no fee' schools, while 9.5% were from Quintile 4 schools. The poverty quintile profile among the 2021 intake was markedly different from that in prior years, probably because of the absence of NBT scores within the admissions process, as seen below.

Figure 7. First-time Entering Undergraduates by School Sector, 2021



Another marker of the type of school attended is the NSC performance decile, which is a component of the disadvantage score calculated within the current admissions policy. The NSC performance decile is effectively an aggregate of the NSC score by school, computed over the previous five years. The distribution of SA new undergraduate students across the school NSC performance deciles tends to confirm that UCT draws its undergraduate students primarily from the better-performing, better-resourced schools in the country. By 2021, 46.7% (56.5% in 2020) of the new undergraduate intake were drawn from the top-performing schools in terms of NSC aggregate performance decile (decile 1), and a further 13,4% were drawn from schools in the decile 2 performance band. Fifty-nine percent (70% in 2020) of the 2021 new undergraduate intake was thus drawn from schools in the two top deciles in terms of aggregate NSC performance. The 2021 NSC school performance decile supports the observation that the 2021 FU intake differed markedly from prior years in relation to the type of school attended.

How did they perform at school?

A key feature of the admissions process is the performance of applicants in the NSC exams. This must be understood in a context where the various academic programmes at UCT set additional requirements in relation to performance, for example on key NSC subjects such as Mathematics, English and Physics, as well as in terms of performance on the NBTs. Since the NBTs were not written during 2020 and were therefore not available for use within the 2021 admissions cycle, most faculties adjusted their non-NBT admissions criteria, as a work-around. This was not necessary for either EBE or Science, where NBT results do not form part of these faculty's admissions criteria.

Looking at overall NSC performance, UCT's FUs have mostly achieved either A or B aggregates on the NSC: in 2021, 41.1% of the SA FU intake had achieved an A aggregate, while a further 40.9% had achieved a B aggregate. A much smaller proportion (11.4% of the 2021 intake) had achieved a C aggregate, with 1.1% of the intake achieving a D aggregate NSC or lower. The tabulation of the NSC symbol distribution among FUs across 2017-2021 shown in table 9 below suggests that the 2021 cohort had higher marks than its predecessors, with 82% achieving either an A or B aggregate.

Table 9: NSC Symbol Distribution among First-time Entering Undergraduate Enrolments, 2017-2021

NSC SYMBOL	2017	2018	2019	2020	2021
A	1 124 30.7%	1 049 30.9%	1 362 37.7%	1 330 36.1%	1 561 41.1%
B	1 371 37.5%	1 256 37.0%	1 442 39.9%	1 484 40.3%	1 555 40.9%
C	728 19.9%	793 23.3%	569 15.8%	681 18.5%	435 11.4%
D	142 3.9%	109 3.2%	47 1.3%	25 0.7%	26 0.7%
E and below	24 0.7%	28 0.8%	26 0.7%	13 0.4%	22 0.6%
Unknown	271 7.4%	165 4.8%	165 4.6%	149 4.0%	203 5.3%
All FU Entrants	**3 660** **100.0%**	**3 399** **100.1%**	**3 611** **100.0%**	**3 682** **100.0%**	**3 802** **100.0%**

The majority of the 2021 FU intake wrote the NSC at the end of 2020, ie after almost a year of lockdowns as a result of the COVID-19 pandemic. It would have been useful to compare NSC results against performance on the standardised NBTs among this group, but this was not possible. It will therefore be important to compare the first-year performance of this cohort with that of earlier intakes.

How did these students score in terms of the disadvantage factor measured using the admissions policy?

We explained earlier in this chapter how the UCT Admissions Policy takes disadvantage into account to achieve redress in the student body. As will be shown in this section, UCT has been very successful in increasing the number of students from low-income households in its student body. The data presented in table 10 reflect the home disadvantage data derived from the application forms submitted by new undergraduate students who registered between 2017 and 2021. As can be seen, the data in Table 10 shows a progressive increase in disadvantaged students among UCT's first-year students, and therefore the transformation of UCT's student body.

Table 10: Family/Home Disadvantage Factor among SA First-time Entering Undergraduate Enrolments, 2017-2021

Home Disadvantage	2017	2018	2019	2020	2021
0	0.0%	496 14.6%	495 13.7%	489 13.3%	370 9.7%
1	426 11.6%	476 14.0%	472 13.1%	491 13.3%	415 10.9%
2	686 18.7%	460 13.5%	490 13.6%	466 12.7%	423 11.1%
3	1 046 28.6%	592 17.4%	608 16.8%	607 16.5%	585 15.4%
4	141 3.9%	116 3.4%	102 2.8%	139 3.8%	144 3.8%
6	0.0%	115 3.4%	136 3.8%	128 3.5%	51 1.3%
7	62 1.7%	154 4.5%	164 4.5%	175 4.8%	205 5.4%
8	334 9.1%	185 5.4%	210 5.8%	187 5.1%	211 5.5%
9	507 13.9%	392 11.5%	416 11.5%	416 11.3%	502 13.2%
10	458 12.5%	413 12.2%	518 14.3%	584 15.9%	896 23.6%
All FU Entrants	**3 660 100.0%**	**3 399 100.0%**	**3 611 100.0%**	**3 682 100.0%**	**3 802 100.0%**

On average – and excluding 2017, for which the data may be less reliable, around 14% of each year's new undergraduate intake reported no family disadvantage on application; in 2021, this proportion dropped to 9.7% of the total. The largest proportion of the new undergraduate intake students (around 42% on average) reported up to three disadvantage points, which indicates that home language (six points) did not apply: these students thus did not come from families where the home language was an SA language other than English or Afrikaans. Around 44% of each FU cohort were identified as first-generation university students, scoring three points from the three fields reflecting parental and grand-parental education. The small fraction of students scoring exactly four home disadvantage points would be first-generation university students scoring an additional

point for reliance on a social grant but whose mother's home language did not attract disadvantage points (thus English, Afrikaans or a non-South African language). It could therefore be construed that in 2021, 7.4% of the new undergraduate intake came from families within which educational and social disadvantage was severe. A small proportion of the students (3% on average) scored exactly six points, indicating that home language alone contributed to the disadvantage score. The disadvantage factor calculation in respect of 38% on average of new undergraduate students was between seven and 10 points, suggesting that parental/grandparental education and/or reliance on social grants were also factors in the family background – in addition to the six points for home language.

Looking specifically at the 2021 FU intake, the following changes are observed:

- the proportion scoring 0 home disadvantage points dropped to 9.7% (from 13.3% in 2020).
- the proportion scoring 1 to 3 disadvantage points dropped to 37.4% in 2021 (from 42.5% in 2020).
- only 51 students scored exactly 6 disadvantage points, i.e. benefited from the home language points alone.
- 47.7% of the intake (up from 37% in 2020) scored between 7 and 10 home disadvantage points.

Seen in the aggregate, these shifts in the 2021 home disadvantage scores suggest a higher level of home disadvantage among the 2021 cohort, compared to prior FU entrants.

By 2021, 1 159 FUs specifically declared family reliance on either a child support grant or a state pension or both of these. This number equates to almost one-third (30.5%) of all new undergraduates, up from 22.3% in 2020. A profile by redress category/race of these students is shown in table 11. By 2021, 87.2% of students from families relying on a social grant were

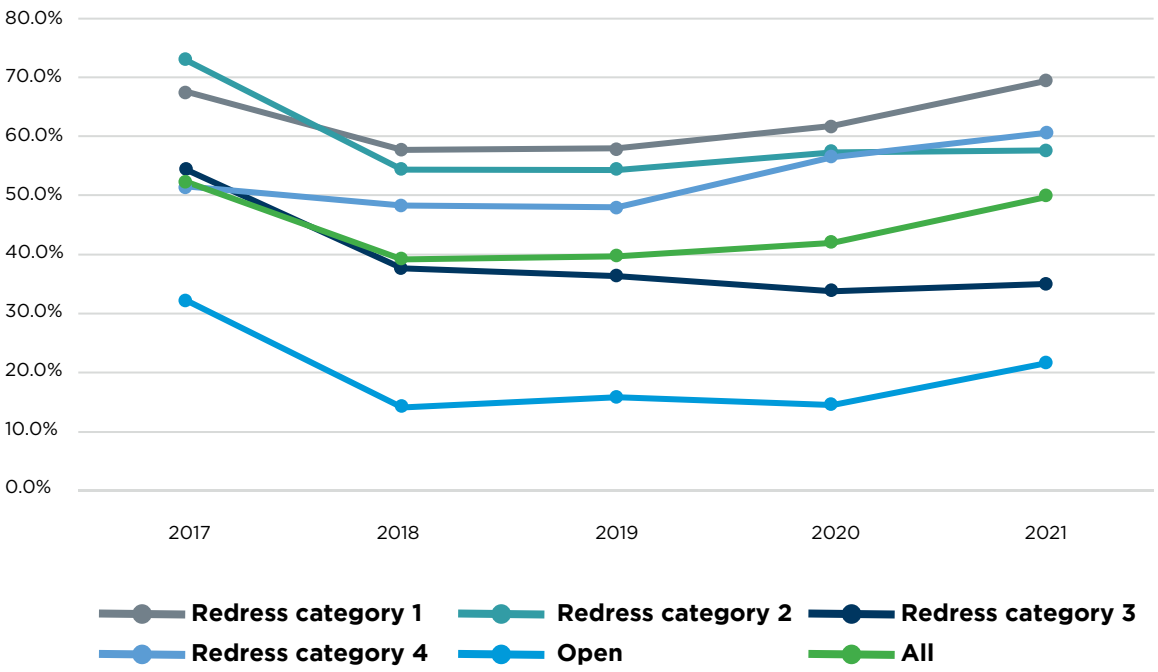
Table 11: Profile of First-time Entering Students declaring Reliance on a Social Grant, by Redress Category, 2017-2021

Redress Category/Race	2017	2018	2019	2020	2021
Redress Category 1/African	510 77.9%	508 79.4%	633 84.1%	704 82.1%	1 011 87.2%
Redress Category 2/Coloured	105 16.0%	102 15.9%	94 12.5%	121 14.1%	113 9.7%
Redress Category 3/Indian	9 1.4%	11 1.7%	12 1.6%	12 1.4%	18 1.6%
Redress Category 4/Chinese	1 0.2%	1 0.2%	0.0%	0.0%	0.0%
Open/White	17 2.6%	18 2.8%	13 1.7%	20 2.3%	14 1.2%
Unknown	13 2.0%	0.0%	1 0.1%	0.0%	3 0.3%
Total	**655 100.0%**	**640 100.0%**	**753 100.0%**	**857 100.0%**	**1 159 100.0%**

Redress 1/African (up from 77.9% in 2017), while 9.7% (down from 16% in 2017) were Redress 2/Coloured students. Very small proportions of these students were within the Open/white (1.2%) and Redress 3/Indian (1.6%) categories. Figure 8 below shows the 2021 fraction, by redress category, of the FU intake declaring reliance on either a child support grant or a state pension (or both – by 2021, 500 students within the FU cohort reported reliance on both types of social grant).

Examination of the students' responses to the application form questions about parental/grandparental education reveals that by 2021, 50% of all FUs (up from 39.3% in 2018, with the 2017 data appearing anomalous) were 'first-in-family' in terms of degree studies. The proportions of first-in-family students varied markedly by redress category, with 69.5% of Redress 1, 57.8% of Redress 2, 35.2% of Redress 3, 60.7% of Redress 4 and 21.8% of Open students being identified as first-in-family (in terms of university studies).

Figure 8. First-in-Family Fraction by Redress Category, 2017-2021



Overall, the 2021 FU student profile suggests that there was a higher level of socio-economic disadvantage in the group than in prior years. This characterisation usually goes together with generally lower academic achievement, owing to the impact of structural inequality on academic performance. Interestingly, the 2021 FU cohort – superficially, anyway – appears academically stronger in terms of prior NSC achievement. Figure 9 below therefore compares the performance in the first year, in terms of achieved GPA band, for each entry cohort, organised by NSC symbol at entry (which ranges between <4 or unknown at the lower end, and 8 or 90%+ at the upper end), explicitly comparing the 2021 FU entrants with those in prior years.

Figure 9. First-Year GPA Performance Band by NSC Entrance Symbol among First-time Entering Undergraduates, 2017-2021

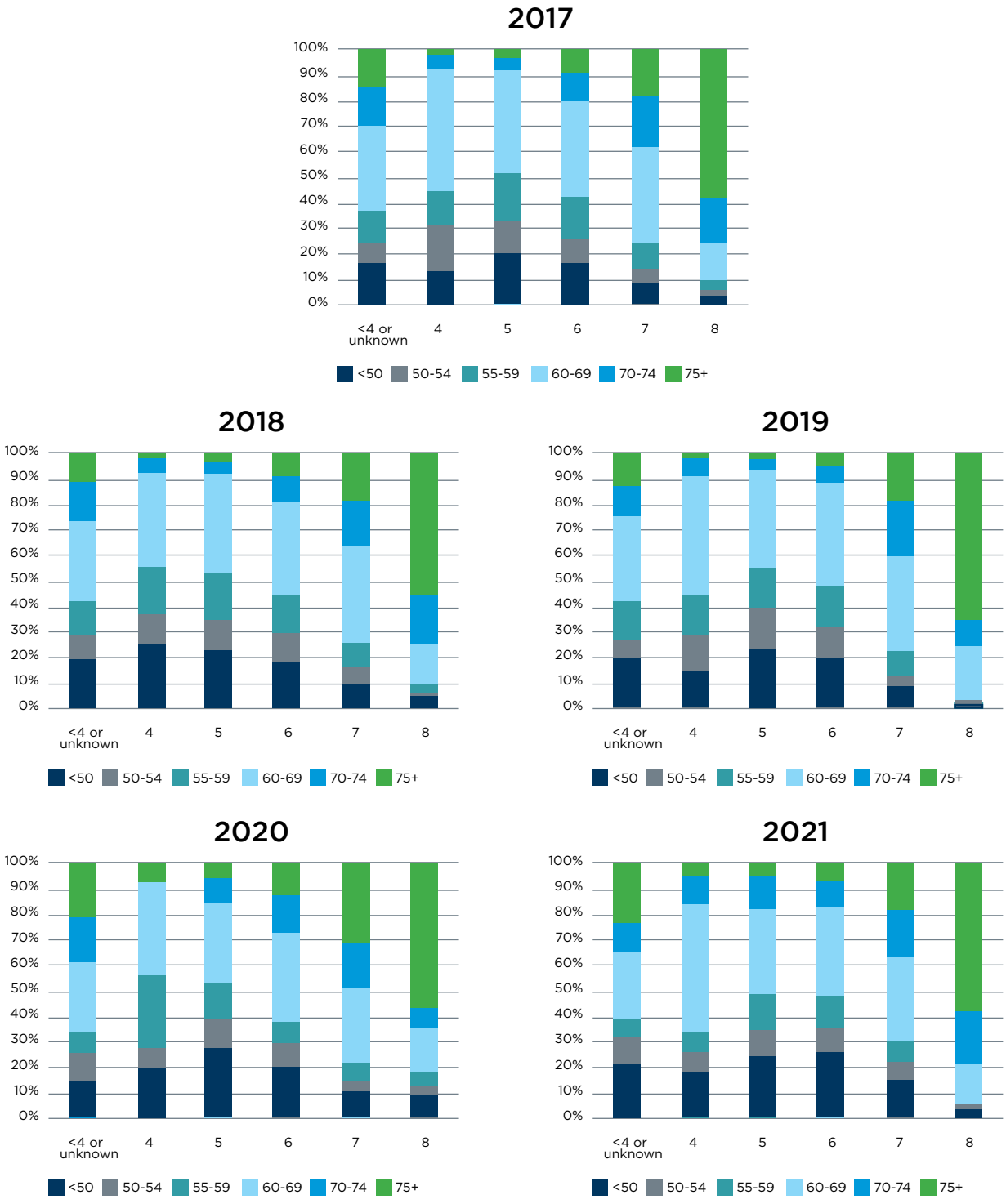


Figure 9 suggests a level of consistency in the performance of students entering UCT with an NSC score of 90% or higher (NSC symbol = 8), and to a lesser extent among those entering UCT with an NSC score of 80-89% (NSC symbol = 7). Across the years examined, between 50% and 58% of students entering UCT with an NSC symbol of 8 achieved a first-year GPA of at least 75%, while between 9% and 18% achieved a GPA in the 70-74% band. The failure rate among this group (first-year GPA of less than 50%) ranged between 2% and 9%, while the fraction scoring in the 50-59% GPA band ranged between 0% and 4% of the entering cohort. Similarly, looking at those entering UCT with an NSC symbol of 7, between 15% and 19% (with an outlier of 31% in 2020) achieved a first-year GPA of 75% or higher, while between 9% and 18% achieved a first-year GPA in the 70-74% range. The first-year failure rate among this group ranged between 7% and 16% of the total entrants, while between 4% and 7% achieved third-class GPAs in their first year at UCT.

Looking at the 2021 entrants with NSC symbols of 6 and below, we see substantial increases in the proportions of failures in each of the NSC achievement bands (26% of students entering UCT with a B NSC aggregate, ie an aggregate of between 70 and 79%, effectively failed their first year at UCT). In prior years, the failure rate within this band ranged between 15% (in 2017) and 20% (in 2020). These findings suggest that high-performing school students were affected by learning losses during the COVID-19 pandemic to a lesser extent than those achieving lower NSC aggregates. Another interpretation is that marks in the 2020 NSC, particularly in the lower to middle range, were less accurate and representative than usual in terms of students' readiness for tertiary study at UCT. And, as other studies show, both explanations might be true simultaneously. Whatever the explanation, unlike in prior years, NSC results are not a good predictor of success in the first year at university. Put differently, unless students get a 90% average, we cannot rely on the results of the NSC alone for admissions purposes. It is important to remind ourselves that all the work done at UCT

concerning courses impeding graduation (CIGs) in the Science faculty has shown the same trend. Given that UCT takes the top performers in the South African school system, it is part of the university's responsibility to the socio-economic development of the country to ensure that these students thrive at UCT and graduate to make their contribution to our society.

This problem is not new. It has become more acute under COVID-19 conditions. In this context, it is important to reflect on what we have done and with what results, and suggest ways of thinking this into the future. The traditional mechanism of dealing with this problem in the short term is to reassign underperforming students to faculty-based programmes that offer a slower pace and more support where this is available. At the end of 2021, UCT launched a new centrally-funded and organised programme for academic recovery. Phambili is informed by a coaching-based approach, and acts in conjunction with faculty-based academic-oriented programmes

to support students who have been readmitted despite poor academic performance. Phambili is managed within the Academic Development Programme in CHED, and will only produce data about its performance by the end of 2022.

The medium-term solution offered by the university was introduced after a two-year-long debate. It focuses on providing second opportunities to first-year students or students who failed their courses for the first time, on condition they follow a support programme and pass courses prescribed to them by the Readmissions Review Committee of each faculty. While this approach went some way towards alleviating student anguish and creating opportunities for students with the potential to succeed, it presented other problems. Chief among them was the need for more resources at faculty level, which at the time the centre could not provide.

Neither solution has gone far enough to address the causes of the problem, and they have burdened faculties with more work without sufficient support being allocated. Everything suggests that the learning losses of an already deficient school system under COVID-19 will remain for at least a decade (Shepherd & Mohohlwane, 2021). In light of this, UCT will have to consider a combination of long-term structural measures to deal with this problem.

Areas that might be worth discussing are:

- the development of a bridging course in the core subjects that all UCT students have to take to level student performance to the university's demands,
- rethinking the use of NBTs not as part of a selection process but as a placement and curriculum-shaping tool,
- rethink the structure, workload and articulation of the UCT undergraduate curriculum, as well as its pedagogic approach, to ensure that it is meeting students where they are.

These are simply examples of possible approaches. In all cases, there are implications for curriculum duration and credits, resourcing, academic workload, the structure of the academic year and the potential impact of the teaching and learning effort on the research enterprise.

Conclusion

This chapter has shown (as we began to do in the 2020 report) the success of the 2016 Admissions Policy in diversifying UCT's undergraduate population. Increasingly, UCT students are top achievers from the full range of the schooling system; and notably, in terms of UCT's contribution to South Africa's development, over 40% of our students are first-in-family at a university.

In 2021 there was a marked increase in the admission of FU students from disadvantaged backgrounds. These students were the first cohort of COVID-19 school leavers. The impact of lockdown on their learning was not reflected in any available measurement at the time. As we argued in this chapter, we believe that dropping the use of the NBT for the 2021 class and unreliable marks in the NSC might have played a role in the particular profile of FU students in this intake. We will have to rethink how we counter the growing unreliability of the NSC in the near future.

While COVID-19 exposed more clearly UCT's lack of readiness to support these students, we have highlighted this problem before. There is much to be done to put in place sufficiently resourced support structures and review available pedagogic models to respond more adequately to the students that UCT admits. Whatever route the university decides to take in this regard, it is clear that we cannot continue admitting the top school leavers of the country to frustrate their aspirations and our collective future.

CHAPTER 4

UNDERSTANDING STUDENT PERFORMANCE

INTRODUCTION

In the *Teaching and Learning Report 2020*, we presented the work done during that year on student performance based on analysing the marks obtained during exams in the first semester and the success rates at the course level. While the data showed an increase in marks and success rates, we treated the figures with caution, as there were concerns among academics about the extent to which those marks reflected real learning outcomes. We knew then – and said as much – that the real test of 2020 learning was going to be students' performance in the further courses they took in 2021.

This chapter is based on the quantitative analysis included in the data appendix of this report, the statistical work done by SALDRU, and the qualitative data provided by two dedicated sessions with deans and deputy deans for teaching and learning in the six faculties and CHED; the analysis of the data presented at TOTT; and student responses to a questionnaire prepared by the T&L 2021 writing team. We also use the analysis done by SWS about the state of mental health of our students, and the stressors they experienced in 2021. As in previous chapters, we refer to the international literature when relevant.

This chapter starts with the impact that 2020 had on the academic progress codes obtained by students, and continues with an examination of course success rates, to present a more refined analysis of performance in order to see the extent to which inequality played a role in student performance. The second part of the chapter presents a reflection of the gaps and problems of teaching and learning during 2021, and how these influenced planning for 2022.

Academic progress codes

For this analysis, we define success as completing a degree/diploma, or meeting standard readmission requirements – in which case a academically

eligible to continue (CONT) academic standing code is awarded. Between 2017 and 2020, 86-88% of all undergraduates were 'successful'. In 2020, because UCT recognised the difficulties potentially experienced by students in the ERT mode of delivery, academic exclusions were suspended, and failing students were coded FECR (progression requirements not met, but allowed to continue), allowing them to re-register in 2021. Under these conditions, 89% of all undergraduates were 'successful' while 9% failed to meet minimum readmission requirements, needing faculty or Senate permission to re-register. Academic exclusions resumed in 2021, with Table 19a in the appendix showing that 3% of all undergraduates were excluded at the end of 2021. In addition, a further 13% of all undergraduates required faculty or senate permission to re-register. The proportion of 'successful' undergraduates thus dropped from 89% in 2020 to 82% in 2021.
Four faculties (Commerce, EBE, Humanities and Law) awarded concessions

to continue to at least 9% of their undergraduate students at the end of 2020. The Faculty of Science awarded concessions to continue studying to 6% of its undergraduates in 2020. Students who receive concessions to continue their studies effectively repeat the year, which prolongs the time to degree for those who ultimately graduate. In the FHS, the proportion of undergraduates receiving concessions to continue dropped to 1% in 2020, from 3% of the total in 2019. Although academic exclusions returned in 2021, there was also a marked increase in the number of concessions to continue in three of the faculties: in Commerce, the proportion of concessions awarded doubled between 2020 and 2021 (18% in 2021); in EBE the proportion awarded increased to 19% of all undergraduates; while in the Faculty of Science, the proportion increased from 6% in 2020 to 11% in 2021. In Humanities and Law, there were slight decreases in the proportion of concessions awarded (down to 9% and 11% respectively). However, in Humanities, 5% of all undergraduates were excluded on academic grounds at the end of 2021.

While 16% of all undergraduate students failed to meet minimum readmission requirements in 2021, the proportion failing to do so of:

- African undergraduates was 25% (15% in 2020)
- Coloured undergraduates, 14% (10% in 2020)
- Indian undergraduates, 11% (5% in 2020)
- White undergraduates, 5% (2% in 2020), and of
- International undergraduates, 15% (8% in 2020).

We will explore these statistics in greater detail in the sections below; but first, we need to look at the same problem by applying a different measure.

Course Success Rates

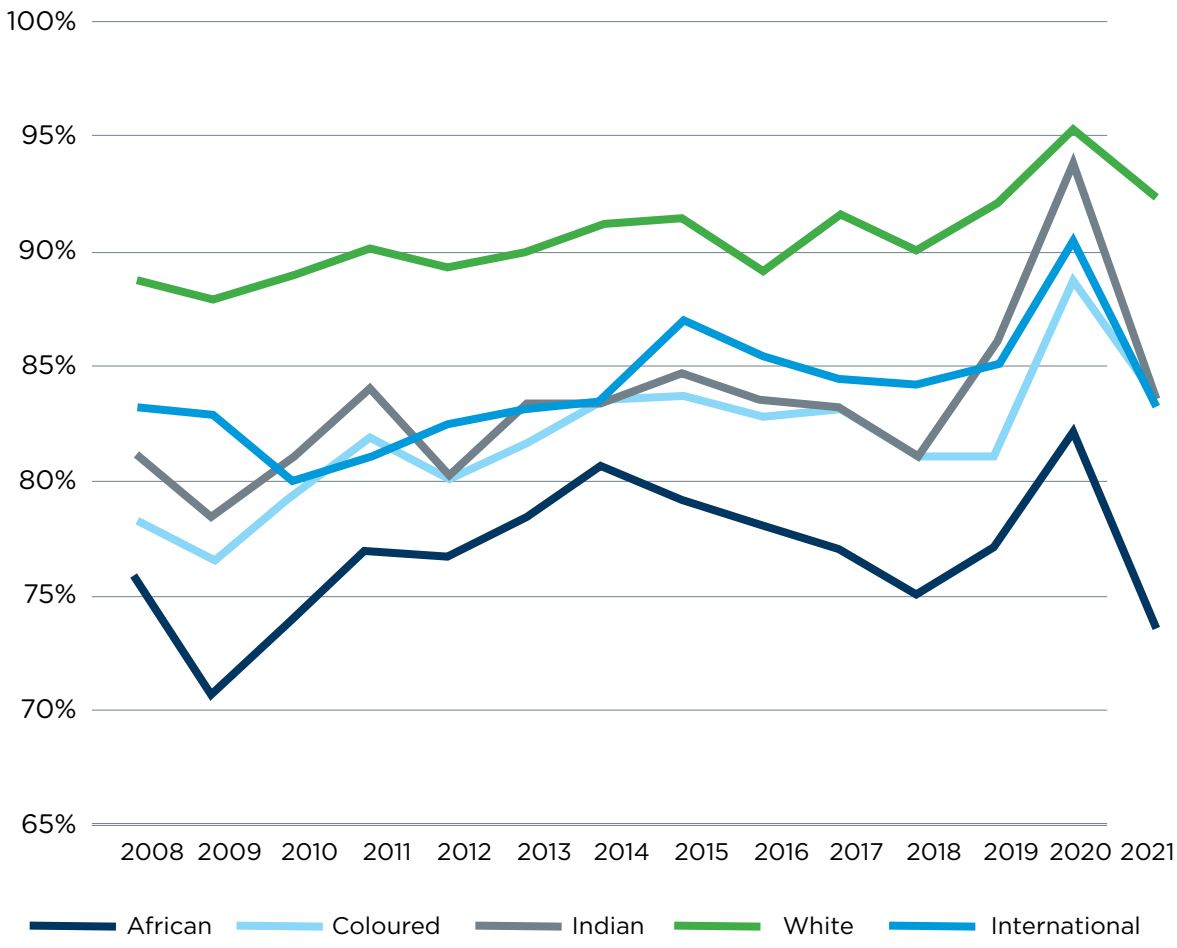
The overall undergraduate course success rate in 2020 increased markedly, from 85.1% in 2019 to 89.2%, dropping back to 80% in 2021. It is important to note that the course success rate is the full-time equivalent (FTE)

success rate, i.e. FTE course completions expressed as a fraction of FTE course enrolments, extracted from the submission of university data to the DHET. Contrary to the analysis of academic progression codes that showed an 'increase' in retention, course success rates give an accurate measure of student performance. The analysis presented below concludes that course success rates dropped at all levels, with the Faculty of Science and the SET disciplines generally experiencing the worst results (we will explore this further in the qualitative section of this chapter). Finally, the performance gap between African and White students – which had been reduced in 2020 – increased quite markedly, at all levels.

1000-level course success rates (Table 17 series)

The overall 1000-level course success rate dropped from 83% in 2017 to 79% in 2021, following a peak of 88% in 2020. Looking at the success rates by faculty, the largest decrease in 1000-level success rates was apparent in Science (down 18 percentage points to 67%), followed by Commerce (down 7 percentage points to 82%), and by 6 percentage points to 83% in EBE. The 1000-level success rates in the FHS and Law remained relatively constant between 2020 and 2021 (97% and 90% respectively in 2021).

Figure 1. 1000-level Course Success Rates by race 2008-2021



As a result of differential decreases in success rates by race, the 1000-level success rate achievement gap between African and White students in 2021 was 19 percentage points (up from 13 percentage points in 2020). In 2021, the 1000-level success rate among African students dropped to 71% (from 82% in 2020), while that among White students dropped to 90% (from 95% in 2020).

2000-level course success rates

The overall success rate in 2000-level courses decreased by 10 percentage points between 2020 and 2021, to 79%; this was apparent in all faculties other than FHS and Law. However, the decrease was largest (21 percentage points) in the Faculty of Science. The 2000- level success rate differential between African and White students increased to 20 percentage points in 2021, from 15 percentage points in 2020.

3000-level course success rates

Between 2020 and 2021, the overall 3000-level course success rate also declined markedly – down from 92% in 2020 to 83% in 2021. Decreases were visible in all faculties, but again the most significant decrease occurred in the Science faculty (down by 18 percentage points to 75% in 2021). There were also marked decreases in EBE and Commerce (12 and 10 percentage points respectively). These decreases were confirmed in the substantial decreases in success rates in the SET and Business/Commerce CESMs (13 and 9 percentage points respectively). Because of differential shifts in 3000-level success rates by race, the White-African 3000-level performance differential increased from 12 percentage points in 2020 to 20 percentage points in 2021.

Course success rates of Extended Curriculum Programmes (ECP) (Tables 18a and b)

The data in the quantitative analysis appendix show the success rates among extended degree students (ie those registered for the first or

subsequent years on extended curriculum programmes) by UCT course level, faculty, and CESM group. Of critical concern is the performance of these students in 2000- and 3000-level courses, following the structured support offered in the first year.

Given the discussion above, it is not surprising to note the marked increase in course success rates among ECP students between 2019 and 2020, followed by a substantial decrease in 2021. Beginning with the crucial 1000 level, the ECP student success rate dropped by 13 percentage points to 67% in 2021. Decreases in success rates at this level were apparent across

all faculties (but note that numbers in the FHS are misleading, because of the tiny numbers of FTEs involved). Of particular concern is the substantial decrease of 22 percentage points in the 1000-level success rate among Science students, down to 54%. The 1000-level success rate for ECP students (67%) was markedly lower than the overall 1000-level success rate (79%).

The 2000- and 3000-level success rates among ECP students in 2021 were similar to those at the 1000 level (69% and 71% respectively). The overall 2000-level success rate dropped by 14 percentage points to 69% in 2021. There were substantial decreases in the success rates among students in Science (down 33 percentage points), EBE (down 23 percentage points) and Commerce (down 21 percentage points). The 2000-level success rate among Science ECP students in 2021 was just 49%, down from 82% in 2020.

The 3000-level success rate among ECP students in 2021 was 71%, down 16 percentage points from 86% in 2020. Once again, the most significant decreases in success rates at this level were apparent in Science (down 35 percentage points to 53%), EBE (down 21 percentage points to 73%) and Commerce (down 15 percentage points to 62%).

The faculty-based differentials in success rates among ECP students manifested in the patterns seen in Table 18b in the appendix, which represents the results by course CESM group. The success rates in courses in the broad humanities were between 79% and 80% across all three levels in 2021. The SET course success rates ranged between 57% and 67% across all three levels, while those in Commerce courses ranged between 56% and 65%.

In 2021, the differential between performance on 1000- and 2000-level ECP courses was 1 percentage point overall. Looking at the data in terms of the CESM group (see Table 18b), 1000- and 2000-level course success

rates among ECP students in 2020 were equal (at 79%) in the broad humanities group. In the Science/ Technology group, the 2000-level success rate (62%) was markedly higher than that at the 1000 level (57%), while in the Business/ Commerce CESM, the 2000-level success rate (65%) was 9 percentage points lower than that at the 1000 level (56%). It was concerning that the 1000-level course success rate among ECP students had decreased progressively over the 2016-2019 period; but this trend was reversed in 2020, where the success rate was the highest over the five years (81%), dropping back to 68% in 2021. The success rates among ECP students across 1000-, 2000- and 3000-level courses all dropped markedly in 2021, by 14 percentage points each at the 1000 and 2000 levels, and by 16 percentage points at the 3000 level.

"The success rates among ECP students across 1000-, 2000- and 3000-level courses all dropped markedly in 2021, by 14 percentage points each at the 1000 and 2000 levels, and by 16 percentage points at the 3000 level."

Course success rates of financial aid and residence students

It is of concern that a considerable proportion of foundation students are typically also financial aid students (60% in 2021), whose continued NSFAS support depends on satisfactory academic performance. A closer inspection of the underlying course performance data shows that the overall 2021 undergraduate course success rate among students on financial aid was 74%, compared to 84% among those not on financial aid. This observation also suggests that academic performance in 2021 was substantially weaker among students from socio-economically disadvantaged households.

We explained in Chapter 3 that UCT gives preference to students on financial aid to be accommodated in university residences. However, not all students usually in residence were actually in residence during 2021,

owing to COVID-19 restrictions. Thus the low performance figures of students in residence includes students who might have been at home in 2021. The performance of undergraduate students in residence was markedly poorer than that among students not living in UCT residences: the overall undergraduate course success rate among students living in UCT residences (75%) was considerably lower than that among undergraduates not living in UCT residences (83%). This pattern is contrary to the constant at system level, which is that among students from lower socio-economic groups, those staying in residence tend to perform better than those not in residence. Why this was so during 2021 must be investigated further in collaboration with our colleagues in the DSA.

Table 1: Undergraduate Student Success Rates among Financial Aid and Residence Students, 2021

	On Financial Aid?		In UCT Residence?		
UCT Level	Yes	No	Yes	No	All
1000	72.4%	82.7%	75.3%	81.1%	78.7%
2000	72.6%	82.5%	73.8%	82.0%	78.9%
3000	77.7%	85.9%	77.9%	85.6%	83.1%
All Levels	**73.8%**	**83.5%**	**75.4%**	**82.7%**	**80.0%**

Colleagues in SALDRU have analysed UCT students' performance during 2020 and 2021 to understand the impact of lockdown on student learning (Whitelaw, Branson & Leibrandt, 2022). The approach taken in the analysis was to look at how student academic performance under lockdown differed from previous years and by socio-economic status. SALDRU's analysis is entirely statistical and does not include any of the qualitative data we used in 2020 and 2021 to understand student behaviour. Despite this, their study arrives at the same conclusion as this report, that "there is a widening achievement gap between NSFAS-funded students and students not funded by NSFAS in 2021, suggesting household inequalities are playing out in student performance differentials to a greater extent since COVID-19".

The paper further shows that although academic performance improved in 2020, this was driven by performance gains at the bottom end of the grade point average distribution. Furthermore, and in agreement with the conclusions of this report, the authors found that the performance gains made in 2020 were reversed in 2021, suggesting unsatisfactory learning outcomes.

Teaching and learning concerns: faculty and students' reflections

By May 2021, both TOTT and the Teaching and Learning Committee had held focused discussions on the risk of poor student performance in the first semester courses, and on the measures that should be put in place to avoid increased student failure. In May, as tests in some faculties did not give reasons for concern, the Deans' Forum agreed not to implement pre-emptive measures but to 'wait and see'.

After looking at the June results in detail, it emerged that:

- Students had performed worse than in 2020. At that stage, it was clear that neither connectivity nor access to Vula were a problem. In terms of Vula activity, students were participating in their courses, and connectivity was not being raised by students or academics as a major issue.
- Research by DASS on the 2020 marks indicated that students receiving equal or higher marks than in 2019 had taken place in a context of revised curriculum load, and sympathetic marking might have inflated marks. Moreover, academics pointed out an increase in collusion in 2020, especially in certain courses.
- The analysis of student marks across 2020 and the first semester of 2021 suggested that students who were allowed to continue despite poor academic performance in 2020 were struggling with the material, and would need extra support if they were to succeed.
- The full curriculum load was re-introduced on the assumption that on

the return of greater numbers of students to residence, the introduction of face-to-face learning opportunities to residences would support student performance. This was not accurate.

It was agreed in both TOTT and the Teaching and Learning Committee that weak undergraduate course performance across all levels suggested learning losses or inadequate grasping of concepts during ERT and PDL, and possibly the presence of other obstacles to learning.

SWS identified an increase in student mental health issues in 2021, many of them related to academic matters. There is a vicious circle between poor academic performance and mental health problems. Students themselves have expressed the negative impact of social isolation from classmates and staff in their ability to deal with course materials.

Academics for their part were disappointed at the low level of engagement of the students, and their lack of work and dedication in preparing for face-to-face interactions when so much effort had gone into designing these activities.

A much deeper study needs to be conducted to have a fuller view of the range of student responses to ERT and PDL and how these responses relate to the variety of combinations possible between the quality of teaching provided (curriculum design, materials, tutorial support, assessment), and students' personal circumstances (including socio-economic environment and mental health). However, the information available to us, via our own students' voices and from studies conducted in other higher education systems, indicates that weak student engagement has been a common feature throughout the COVID-19 years. Students and academics, as well as researchers looking at teaching learning under COVID-19, agree that online learning (and especially ERT and PDL) assumes a level of autonomy and self-regulation that not all students have. Faced with days without externally

imposed discipline in the form of a timetable, many students found it difficult to develop a routine that could help them to build knowledge cumulatively over the semester. In the words of our students:

> I did not manage my course workload efficiently. I would set up timetables to follow but it was difficult for me to stick to these timetables because I would easily get demotivated to do my work and end up procrastinating. When I was behind on all of my coursework, I would allocate certain days of the week to one course and would catch up with all the work I was behind with on the allocated day.

> I wasn't able to manage my course workload without the structure of the timetable. I managed my time according to what courses I felt were priorities to pass. What they did, they uploaded videos explaining the slides for the topics done that week. For the Microsoft teams lectures it was hard attending, because I knew the lectures were recorded. As a consequence of that I got behind with my work. So I had to play catch-up at the time I am supposed to be writing assessments, not learn[ing] them. And also my laptop froze regularly, and there was [a] time it froze while writing an Information systems test. I lost 15% of my year mark, and I got DPR for that course, even though I was using Remote Desk Computer. I'm still upset about that.

> The main challenge I faced in 2021 with learning in the online mode was time management. It became an absolute necessity for me halfway through the first semester to pay attention to how I managed my time, else I would not only fall behind but also face the possibility of failing certain courses. I needed to refine and rework my time management techniques, and by doing so, it would [work out] perfectly.

> I was super-easily distracted; but the irony was, the same tool [I] needed for lessons was the same tool causing distractions. Time management and personal management were a mess. I was in chaos most of the time. Not waving but drowning.

The students' comments seem to confirm the academics' impressions that students were not following their courses regularly and systematically; as one academic put it, "Students do not engage with their lectures and materials regularly, and then binge on recorded lectures as on a Netflix series, with poor results."

The ability to engage was also dependent on the characteristics of the student's household and their own emotional state:

> My obstacles involved time. I would have loved to dedicate more time to each course, but home responsibilities required that very same time. I enjoyed, though, assessments which were light in nature, such as quiz assignments. Or the podcasts. At the time, the podcasts were an essential part of keeping up with what is happening in the world, and so including these in our learning made learning more fun.

> I would say the biggest issue with online learning was lack of discipline and isolation.

Both ERT and PDL advised low-tech approaches to the delivery of teaching, so synchronous teaching was the exception rather than the rule; this combined with students' varied ability and inclination to participate in online sessions when they took place. Isolation has been the predominant feeling of COVID-19 in the world, and students felt it too:

> In my opinion, I think if lectures had at least two weekly online sessions with students either via Zoom or Teams, it would have increased my engagement with the courses more. Also, if these sessions were not held on a Friday, as by then an entire week would have passed with no engagement with [the] lecturer.

> I felt unequipped for remote work. I felt like I needed assistance, but I felt like my need for better direction was not being met via online forums and text messages. I felt super-isolated. Personally, I think the only solution was face-to-face engagements. Or at least a preparatory workshop on how to get by without physical engagements.

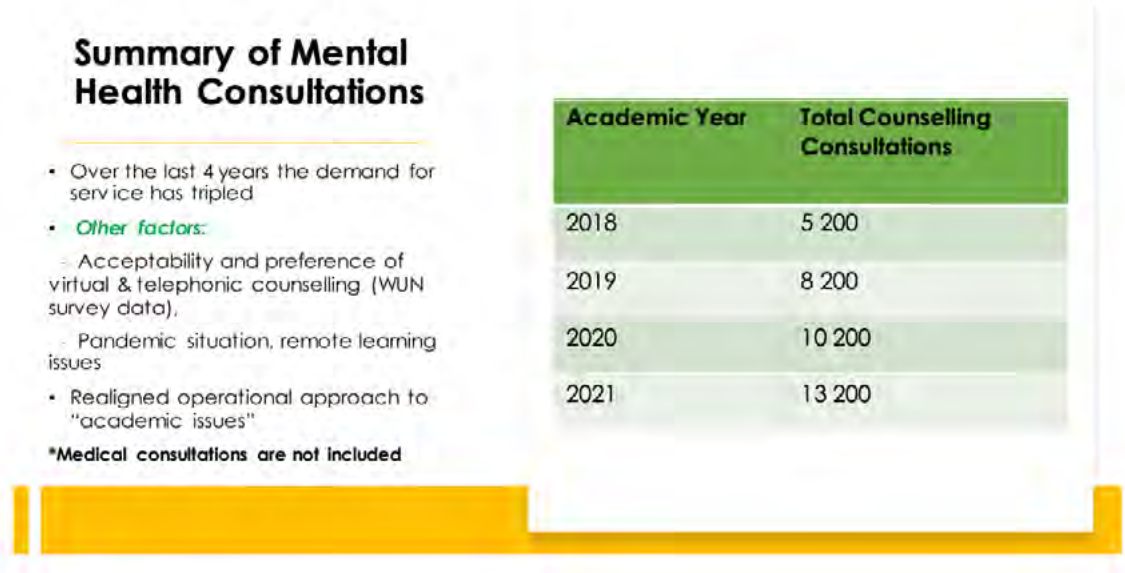
Isolation and the actual difficulties of responding to the demands of workload and online learning and assessment played an important role in undermining the mental health of students and creating anxiety.

> Dealing with depression the worst way possible, by not asking for help, and developed bad habits. As a result, I ended up falling behind with my courses. I definitely was the problem, through and through, because it was my responsibility; but I was too far despondent to notice. It would have been nice to have face-to-face lectures during that time, and made compulsory.

> I am a socially anxious person, so it was incredibly stressful for me to join synchronous online tutorials and engage with the tutor online. Some tutors were not very accommodating to people staying on mute with their cameras off, so in these tutorials I would have to force myself to stay unmuted and leave my camera on, which was something I really struggled with but still tried to do.

> Again, connectivity issues in terms of network but also connectivity issues in terms of being able to properly engage. It proved extremely difficult, as people were behind their screens, mics, and there was no real class discussion. We did not have any real-time online classes, but I think this may have helped us to feel like students and bridged the loneliness a bit.

The 2021 Student Wellness Services Report shows the extent of the increase of mental health issues among the UCT student population, and the extent to which academic matters are one of the root causes.



Summary of Mental Health Consultations

- Over the last 4 years the demand for service has tripled
- *Other factors:*
  - Acceptability and preference of virtual & telephonic counselling (WUN survey data),
  - Pandemic situation, remote learning issues
- Realigned operational approach to "academic issues"

*Medical consultations are not included

Academic Year	Total Counselling Consultations
2018	5 200
2019	8 200
2020	10 200
2021	13 200

The report shows that the top five presentations, in order, are: anxiety, academic matters, depression, family issues, and adjustment issues. Some of the student comments show, for example, how for some students the very mechanics of assessment online were anxiety- inducing.

> My main challenge regarding writing online exams: Having to upload the exam if it was written on paper to Vula. I felt as if there was not enough time allocated to the process of taking pictures of the exam and compiling it into a pdf and uploading it to Vula. This led me to not always being able to complete my exam fully, due to me having to factor in the time to upload the exam into my writing time.

For other students, the anxiety was a combination of unmanageable workload and isolation:

> Mental health issues definitely did affect my ability to complete my courses. My mental health issues were definitely amplified by studying online from home. My home became my workspace,

so it was hard to distinguish my home as a place of rest from a place for work. It was also very lonely and isolating, which further amplified my mental health issues. So, my mental health issues negatively affected my ability to complete my courses; and as a consequence of these issues, I ended up failing two of my courses in my first year.

Yes, I received the help and support I needed. However, if you are not funded by NSFAS or UCT, then the university does not provide the SWS service for free. I simply do not have a R100 consultation fee to pay every time I see a counsellor. Therefore, I am not sure just how important mental health is to the university if they are charging students R100 per session. If mental health and a student being in a state of good mental health is important, then provide the service to your students free of charge. Especially to social work and psychology students, who as part of our training are compelled to start working in the field. I cannot do self-care as a student social worker because I need to consider that it is going to cost me to make use of the university counselling services.

Yes, because I struggled so much to keep up with the workload and because there was no timetable to provide for structure, everything became overwhelming. I remember, I failed a test in first semester; but I did not even have the mental capacity to be bothered, because I was so drained, as the workload just kept on piling up. It was also difficult to study at home and not be able to access the library due to the restrictions, so this gave me a lot of anxiety, being so isolated from everything. I would say my marks were okay, but the online learning definitely took a lot of my mental capacity.

The SWS report adds another layer to the understanding of the role of inequality in academic performance, by itemising the reasons given by students for their academic difficulties:

Academic reasons

Resources

Network problems especially for students in the rural areas

Access to resources in the last years

Lack of conductive space at home to study and family chores and poor academic progress

Course related

Anxiety of not being able to complete their degrees and the consequences of extending studies

Repeating courses or years

Difficulties with time management and study techniques

Financial & psychosocial

Finding difficult to balance academic work and mental health difficulties

Lack of support from family

Impact of COVID-19 (bereavement, financial, etc)

GBV

Distress around financial constarints NSFAS students)

Some students were concerned about their actual learning during 2021:

> No, I do not feel that what I learnt in 2021 adequately prepared me for my courses in 2022. This is specifically in reference to the huge increase in workload in 2022, coupled with the overwhelming adjustment to face-to-face lectures. 2021 kept me out of touch with what the reality of being a student on campus would be like, and being able to manage the demands of face-to-face lectures, as well as tutorials and the increased workload, has been extremely challenging. I do not think anything could have been done better. There has been a shift from virtual teaching

> to on-campus teaching; and I do not think any preparation, whether academically or psychosocial support, would be able to prepare one for the reality of the shift.

Yet, as we showed in the 2020 report, other students enjoyed aspects of the online experience: not coming to campus every day; studying at their own pace; the freedom of deciding how to organise the day; etc. And while some students complained about the lack of attention from their lecturers, many indicated the extent of the support provided by the faculties, especially with counselling and advising.

The international consensus is that whatever gains were made in terms of access and success of disadvantaged students until now, the phenomenal socio-economic impact of COVID-19 on lower socio-economic-status families has been seriously undermining, with dire consequences for universities themselves (Díaz-Noguera et al., 2022; Salas-Pilco et al., 2022). Many American colleges and universities are reporting a reduction in enrolments in 2021, affecting especially lower-income households and minorities (US Department of Education, 2021).

Conclusion

Given what we know now and how we look at the manner in which we approached COVID-19, what could have been done differently, and what have we learnt that helped shape 2022 and the implementation of Vision 2030 in relation to undergraduate teaching and learning?

UCT did well in moving into ERT during the first wave of COVID-19 in 2020. We were quick to identify problems and put in place interventions to manage them. The commitment not to leave anyone behind determined the characteristics of delivery under ERT: asynchronous, low-tech, online-based teaching, with adjusted curriculum load to adapt to the home circumstances of most disadvantaged students. To this, UCT added the

distribution of loan laptops, data, and the posting of printed materials to those students living in rural and urban areas without internet access. As soon as it was possible, this was supplemented by students returning to residences, starting with those students most affected by non-conducive sociopsychological environments for learning.

In managing the first wave of the pandemic, we allowed students to deregister from courses without penalties, eased prerequisites and suspended academic exclusions for 2020. These decisions supported UCT's commitment not to leave anybody behind. The 2020 student cohort performed more or less as usual or better than pre-COVID-19 years. Like other universities in South Africa and other higher education systems, we also experienced increased academic dishonesty.

The second wave of COVID-19 was managed by delivering teaching and learning in a physically distanced mode on a low-density campus. PDL was predicated on the return of all residence students to Cape Town, the creation of spaces on campus to study, and in some disciplines, the reintroduction

of contact time while still offering predominantly online learning. Faculties were free, within COVID-19 health and safety prescripts, to offer forms of contact teaching to improve the learning experience. This option was adopted by only some faculties. The experience of 2020 had already alerted faculties to the need to return to a full curricular load, reinstate progression rules, and in some programmes, assess students in the context of invigilated exams to curb collusion. One of the main concerns voiced by academics during 2021 was the extent to which students promoted into next-level courses had met the necessary learning prerequisites and had acquired the necessary academic habits to succeed at university, especially in the case of first-years. Since the beginning of 2021, especially in certain faculties, students had complained about load; academics observed a lack of engagement. The analysis presented in this chapter shows that student performance has been worse, and that there is a need to be concerned about the outcomes of learning.

All the problems identified in the UCT experience are shared across other South African universities and other higher education systems. A recent report from the Chronicle of Higher Education (2021) shows that the US system experience, from the Ivy League universities to Community Colleges, bears an uncanny similarity to what we have experienced.

Reflections among UCT academics in the faculties and CHED staff suggest the following things (among others) could have been done better:

- ERT meant the quick translation of existing teaching online; PDL created the opportunity to improve the design of those same courses. But UCT, like all other universities in the world, has not been able to design courses from the ground up as an online experience. There simply has not been enough time to do this.
- Students were not introduced systematically to the skills required for learning online or to the expectations in terms of self-management

that learning online entails, despite the efforts made at the beginning of the pandemic.

- The low-tech, inclusive parameters adopted to put courses online and communicated to the faculties precluded the introduction of more interactive synchronous experiences of teaching online. While there was no explicit prohibition of the use of other approaches, the result was that most academics did not try synchronous teaching even when this might have been possible.
- A lack of interaction between academics and students and the restrictions of the online environment as used at UCT resulted in students disengaging. This in turn has had an impact on the quality of their learning.
- Academics and course convenors have been drawn into the monitoring of their students' academic engagement and the provision of pastoral care at uncommonly high levels, exacerbating their sense of exhaustion.

All of these elements, as well as the concerns about student performance and quality of learning, were taken into account to design a framework for teaching and learning for 2022. This was to be based on greater contact, increased use of data analytics, increased support to academics for curriculum design, and the piloting of a new learning management system that could deliver better monitoring capabilities, among other things. The issue of student support, referred to in Chapter 3, needs to be taken beyond COVID-19. The fact that the pandemic has subsided does not mean its consequences have disappeared. On the contrary, they will be felt in years to come, in the transition from school to university and in the progression of our current students through their degrees. All of this happens in the context of NSFAS pulling back student support from n+2 to n+1. While we understand that the funding constraints are also due (at least in part) to the COVID-19 situation, the new NSFAS continuation rules could not have come at a worse time for South African higher education.

CHAPTER 5

OVERVIEW BY DVC LANGE: THE TEACHING AND LEARNING PORTFOLIO AND VISION 2030

INTRODUCTION

Given that this Teaching and Learning Report closes off DVC Lange's tenure, we thought it appropriate to provide as a conclusion a higher-level strategic reflection of what has been achieved, what was not achieved, and what remains to be done in this portfolio in relation to the VC's Vision 2030. Undoubtedly, 2020 and 2021 were extraordinary years; and their impact on delaying, accelerating or refocusing strategic plans needs to be considered. Reference is made to this when appropriate in this chapter.

This chapter is organised into four sections. Section 1 looks at the evolution of the conceptualisation of the teaching and learning strategy for UCT. Section 2 presents the building blocks of the teaching and learning strategy (organisational units, policies, and governance structures) providing information on their status. Section 3 looks at budgets and finance in relation to the teaching and learning portfolio. Section 4 takes stock of the implementation of the strategy, prioritising ongoing projects that have particular importance in relation to Vision 2030.

Conceptualising the portfolio

In the interview presentation to the UCT community in 2017, I argued that:

(i) Despite performing well nationally in terms of most teaching and learning performance indicators, UCT was not performing as well as it should in this area, and there was an award gap between different groups of students that runs along race and class lines.

(ii) Teaching and learning does not operate at a comparable level to research in terms of UCT's position in international university rankings.

(iii) There is a disconnection between students' actual experience of being at UCT and the student throughput achieved.

(iv) The student difficulties observed have multiple sources: institutional culture, approach to student performance based on a deficit model; lack of equal valorisation of teaching and learning and research;

the organisational design of the university, which prevents stronger accountability in teaching and learning at faculty level and at central level.

(v) The 2015/16 #RMF (Rhodes Must Fall) was a watershed in UCT's institutional history, bringing to the fore problems in the UCT institutional culture as well as curricular and pedagogic issues that needed to be addressed.

(vi) The creation of the DVC: Teaching and Learning portfolio and the Senate Teaching and Learning Committee in 2010/2012 constituted a critical organisational design change that needed to be made effective. Similarly, the changing reporting line of the faculties into the T&L portfolio in 2017 created new opportunities to strengthen the role of the faculties in institutional change and the importance of teaching and learning as a core function.

In April 2018, the Faculty of Commerce invited me to present some preliminary ideas about how to tackle teaching and learning at UCT at a teaching and learning forum. The document I presented, titled 'Stretching Excellence', eventually constituted the bases for engaging the faculties, IPD and CHED. This document elaborated on the conundrums of the developing of teaching and learning at a world-class research-intensive university, presented several propositions about the state of teaching and learning at UCT, and suggested five stretches of UCT's excellence in teaching and learning:

- First stretch is the development of a collective sense of common purpose around student success and the student experience. The fundamental element to build on this is the theory of student engagement, to which we can add a number of elements of our existing repertoire.
- Second stretch is the centralisation of a data analytics capacity and the institutionalisation of the use of evidence to understand and modify practice.

- Third stretch is the infusion of what we have learnt in three decades of academic development into the full curriculum/programme.
- Fourth stretch is accepting that learning how to teach is not an optional aspect in the life of academics. We have a responsibility to produce a new generation of rounded academics, and we need to find ways of mainstreaming the programmes we have developed. This is not a voluntary task but a need.
- Fifth, we need to make far better use of the resources that we have to support innovative teaching and learning that responds to how the new generations learn. Blended learning, different assessment models, and flexibility in learning need to start becoming the norm and not the exception to what we do.

The change of the VC in July 2018 introduced the notion of the three pillars on which to build UCT: excellence, transformation and sustainability. I used the VC's pillars to develop the conceptualisation of teaching and learning further, and put together a plan to be discussed and approved by the T&L committee.

The final version of the T&L Strategy is from August 2019. The draft was discussed and commented on by the T&L committee and the Deans' Forum. The process of development of this strategy precedes Vision 2030. However, the fact that the strategy was developed around the VC's pillars facilitated the alignment of the T&L Strategy with Vision 2030.

The strategy introduces a plan of action for 2019-2025 organised around three goals and a number of attendant objectives, where these constitute the focus of monitoring:

Goal 1: Improving UCT's performance in all teaching and learning indicators: throughput, success rates, quality of passes, achievement gap.
Objectives:

- Develop and implement management information systems that support

monitoring and improved performance from HOD level to the central administration.
- Change policies and academic governance structures to ensure that they are fit for purpose, eg assessment, examinations, readmission.
- Improve capacity for student advising across faculties.
- Identify and prioritise interventions in those courses that impede graduation or where success rates are too low.
- Improve the quality of teaching at undergraduate level and increase the valorisation of teaching in all faculties.
- Develop consensual targets for improvement in specific performance indicators in each faculty.

Goal 2: Transform the conceptualisation, organisation and delivery of the undergraduate curriculum to respond to the needs of South Africa in the 21st century.
Objectives:
- Develop principles and guidelines to support a concerted review of the UCT undergraduate curriculum.
- Audit the credit load allocation of courses across faculties, change the structure of the academic year, timetabling and delivery modes across the undergraduate curriculum.
- Redesign academic staff development, promotions and workload policies so that they support teaching and learning and recognise academics' work fully in this area.
- Determine the mode of delivery of undergraduate and taught postgraduate degrees.
- Integrate educational development interventions into regular courses all the way up the mainstream curriculum through partnerships between faculties and CHED.
- Improve communication with academics and investigate more effective ways of including academics in decision-making processes.
- Develop a financial model to resource quality education fully.

Goal 3: Transform the student experience throughout the undergraduate degree and into postgraduate education.
Objectives:

- Develop capability for student data analytics, advising and monitoring of performance across all years of study and programmes.
- Systematic implementation of the South African Student Engagement surveys across UCT in order to design appropriate interventions at course and programme level.
- Improve the level of student engagement with their own learning through high-impact activities such as mentoring, participation in research projects, communities of practice, development of portfolios, experiential learning, etc.
- Increase the articulation between undergraduate and postgraduate studies at honours level.

The process of developing Vision 2030 created the space for an approach to teaching and learning around the notion of unleashing students' potential through education to be resilient agents of change for themselves and in society. This transformative purpose was unpacked in a series of choices that resonated with the evolving discussions and ongoing work in the portfolio:

- to offer innovative curricula at the cutting edge of disciplines and professions to enable our students to use and to develop the latest technologies, knowledge and skills to enter and contribute to different knowledge fields, and to the workplace and civil society of the 21st Century.
- to offer a socially engaged curriculum that balances the local and the global to enable our students to have ready access to the skills and knowledge required to exercise their sense of social citizenship in the creation of a sustainable and regenerative world.
- to offer the type of learning environment that facilitates students'

engagement with their own learning to allow them to express their agency and contribute to the curriculum.
- to offer democratically appropriate, digitally enabled education at undergraduate, postgraduate and continuous education levels.
- to support student success and excellence, we will offer well-developed student and academic support systems. We will leverage and harness our data analytics capabilities to provide relevant information to the students, to their lecturers and tutors and to our support departments, in order to sustain the development of the whole person.

Thus in the space of two years we developed a conceptualisation of teaching and learning, a strategy, and a corresponding implementation plan that prioritises identified building blocks: enabling tools, policy frameworks, governance structures and budget allocation.

Building blocks

Specialised units

The Teaching and Learning Portfolio has oversight of two essential resources in developing and implementing a comprehensive teaching and learning strategy: the Institutional Planning Department (IPD) and the Centre for Higher Education Development (CHED).

Although IPD supports and serves all institutional operations when required, oversight lies within the portfolio of the DVC: T&L. Hence, in line with the T&L Strategy, among the priorities was to ensure IPD's readiness to identify the right questions to ask, produce ever more complex analyses of university performance data in order to identify problems, model possible solutions, develop strong monitoring mechanisms and develop complex and accurate reports for internal management and statutory purposes. This has been achieved to a very high degree, as demonstrated in the sophisticated analysis produced for enrolment planning and the teaching and learning reports, as well as for the research and postgraduate report.

Quality assurance and academic planning are the two other areas of competency of IPD. Both areas functioned in different sections of IPD in terms of organisational design and conceptualisation, despite the fact that both dealt with quality assurance methodologies (accreditation and reviews), and each reported to a separate committee for governance purposes. A process of reconceptualisation of the work of IPD took place, leading to a reorganisation of the structure: academic planning and quality assurance were brought together, and the separate committees were replaced by an Academic Planning and Development Committee (APDC) of Senate, which approved its terms of reference.

"A fundamental condition for the success of the teaching and learning strategy was the repurposing of CHED's work around institutional goals and objectives and its reorganisation with this purpose in mind."

IPD is responsible for the conduct of internal quality assurance in the form of academic department reviews. This system and the framework that supports it were developed in 2001, at the very beginning of the establishment of QA in South Africa. An analysis of the reports generated by different reviews, and the impact these had, propelled a review of the conceptualisation, methodology and approach to academic departments reviews. For a variety of reasons, this work has taken longer than anticipated.

CHED's faculty-like status in being headed by a dean ensured the status of academics and professional staff specialising in teaching and learning at UCT. However, CHED's status as a faculty also provided a level of independence from the institution's strategic objectives that undermined the achievement of a centrally driven teaching and learning strategy. Moreover, CHED's mode of organisation created a silo effect among its departments that undermined its overall institutional effectiveness. A fundamental

condition for the success of the teaching and learning strategy was the repurposing of CHED's work around institutional goals and objectives and its reorganisation with this purpose in mind. This was achieved to a very large extent thanks to the work done by the Interim Dean of CHED, Prof Alan Cliff, who understood the need to change, reinterpret and manage the repositioning of CHED as a strategic player in teaching and learning at UCT. The effect of this approach was seen especially (but not only) in the role played by CHED during the COVID-19 pandemic. The breaking down of silos and the development of an institutional perspective to become a driving force in the transformation of teaching and learning at UCT is the second stage in the trajectory.

Capabilities

Advice and data analytics are two of the foundational stones in the infrastructure of student success at most universities. In 2018 UCT was lacking in both, and was outside the most important national and international network focused on this matter, the Kresge Foundation-funded programme Siyaphumelela.

Academic advising has become a focus at national level, with the DHET committing funds to the development of capacity for advising across the higher education system. Universities are expected to provide adequate and effective academic advising to students that extends beyond the academic curriculum to include personal, career and other educational support. It is intended that this national strategic intervention will improve retention rates and overall student outcomes, as well as increasing student engagement with the institution. The national definition of academic advising is "an ongoing and intentional teaching and learning practice that empowers the students in their learning development process to explore and align their personal, academic and career goals" (Siyaphumelela workstream). The project is an institution-led, national collaborative initiative funded by the DHET's University Capacity Development Programme to develop academic

advising capacity across a network of South African universities. Academic advising at UCT is part of a multi-pronged teaching and learning strategy to support student success. It is expected to help students overcome obstacles at key transition points on their journey into and through higher education, and to contribute to a transformative institutional culture by developing, implementing and disseminating advising practices that foster student engagement and a sense of belonging, and that support equity of access and outcomes. The project, which works in partnership with UCT's First-Year Experience, is located in the Academic Development Programme (ADP) of the CHED.

In 2019 the Academic Advising Project supported several initiatives in response to the evidence gathered from students. A key challenge during 2019 was to identify and allocate capacity and suitable expertise to the project. UCT's two ISFAP programme managers joined the project in 2019, bringing valuable expertise in professional advising, and experience in using a student tracking system. The project appointed a part-time research assistant and youth development practitioner to assist with gathering and analysing evidence provided by students, and to develop materials for use in pilot initiatives. Two staff members participated in the annual national training workshop at the UFS.

Another challenging area is developing appropriate technology to make advising more accessible and efficient across the institution. In 2020 the project started UCT CARES, a helpdesk service that was eventually automated into a chatbot and that played a crucial role in supporting students during the pandemic and providing information about students' problems and needs. (See the *UCT Teaching and Learning Report 2020*).

In 2021, UCT work on advising was taken a notch further, with the launch of Phambili (in early 2022), a recovery programme focused on students who have been given a second opportunity despite poor academic performance during the COVID-19 pandemic.

UCT's Data Analytics for Student Success (DASS) is a three-year project launched in January 2020, the genesis of which precedes my tenure, with the goal of building institutional capabilities to harness the power of data for actionable insights that support student success. The project draws on expertise from CHED, ICTS and the IPD, and is governed by the Data Analytics for Student Success Committee (DASSC), a subcommittee of the Senate Teaching and Learning Committee. DASSC is responsible for developing an institutional strategy for student success using data analytics, and oversees its implementation through the DASS Project.

In 2020, the DASS project rapidly found itself on the frontline of the demand for urgent data analytics as COVID-19 lockdowns forced UCT to migrate from face-to-face teaching to ERT. The fundamental goal of DASS is to help students succeed on their paths to graduation by developing institutional capacity to identify (via data analytics) and remediate the various and diverse obstacles that impede student progression. The project thus focuses on tracking student performance over time across programmes to identify key 'blockages' and thereby address the critical issue of attrition. Within the climate of enormous uncertainty created by the COVID-19 pandemic, the project leveraged the power of data and analytics to provide real-time insights that proved invaluable to university leadership tasked with supporting students to rapidly make the shift from traditional pedagogy to ERT and Physically Distanced Learning (PDL).

Prior to the pandemic, work in data analytics had been circumscribed to a handful of courses impeding graduation. Under COVID-19, the DASS project extended its work to all courses, with more than 20 student enrolments, showing the potential of using appropriate data visualisation to monitor, understand and manage student performance. DASS identified the following two strategic goals during 2020, focusing on student success at course and programme level respectively:

(i) Heads of Department and course convenors use meaningful data and visualisations about the cohort of students in courses in the department: before, during and after the course delivery, reflecting prior student attainment, student activity and assessment and how course performance compares to prior years, to improve student performance over time (2020-2021).
(ii) Using academic plans and programmes as the lens, enable all levels of the UCT community to identify where student progression is being impeded.

DASS undertook the following in relation to data analytics and reporting during 2021:

- The project continued to maintain the dashboard of online student participation originally created for ERT in 2020. The dashboard reflects the proportion of students logging in to Vula each week, categorised by level of engagement with online activities on course sites.
  Following the 2020 analysis of examination results to understand the impact of the COVID-19 pandemic and ERT on student performance, DASS repeated this analysis for 2021, comparing course results to the 2017-2019 and 2020 years, with a visualisation of high-level shifts and more detailed reporting by faculty and course. A further exercise looked at the possible impact of the shift of modes of assessment from online back to on-campus written exams for some courses, although only limited data was available to support this analysis because of the variety of methods in which exams were timetabled and scheduled during 2021.

- A number of ad hoc reports for the faculties were developed and provided. Examples include an analysis of the performance of third-year MBChB students for the FHS and a course results analysis for the Faculty of Engineering and the Built Environment.

- In support of a project to update the learning platform, DASS analysed participation rates and other metrics for student course evaluations from Vula data over a five-year period. This analysis formed part of the interim report on the Course Evaluations Subproject presented to the Committee in October 2021.

A crucial output in relation to understanding student course performance was the 'Know Your Students and Course' report (see Appendix 2), which was developed according to specifications created by DASS, as informed by faculty-focused groups. This report was launched with its distribution on 30 July 2021, emailed as a PDF to course convenors for whole-year and second-semester courses with an enrolment of 20 or more students in undergraduate programmes and the FHS MBChB, around 485 courses. This report is now part of the UCT analytics landscape and will be routinely provided to course convenors before the start of courses. Feedback from academics via the deputy deans and TOTT indicates that they find the data useful and are grateful to have it.

In 2020, UCT applied successfully to be part of Siyaphumelela 2.0, a programme run by the Kresge Foundation focused on improving student success through the combined development of student advising and data analytics. UCT has benefited from the shared knowledge and expertise of a national and international network of higher education specialists. In the original proposal, UCT set two objectives for year 1 of the grant. In the first year, we aimed to set up governance and structural requirements to facilitate the project's work (objective 1) and to conceptualise a matrix for student success (objective 2). As the report to Kresge Foundation explains, COVID-19 was in the way of realising the second objective as planned. However, we made important progress in relation to governance and structural requirements as reflected under DASS.

Frameworks, policies and structures

The need for curriculum change at UCT was clearly established by the work of the Curriculum Change Working Group (CCWG) established in response to the #RMF movement. This work needed to be translated into an implementable framework that will have sufficient staff and student buy-in to begin to implement curriculum changes. The document supporting this process was 'Taking Curriculum Change Forward', approved by Senate in 2019. However, a planned process of engagement with faculties around the implementation of curriculum change was delayed because of the imperative to respond to the more pressing challenge that COVID-19 presented for teaching and learning. This process only got started in late 2021, in two faculties, but has gained momentum in 2022. The outcomes of these faculty engagements with curriculum-change processes will only become apparent in 2024, when proposed changes can be implemented following the institutional quality assurance and approval processes.

In the area of quality assurance, it was necessary to review and adapt UCT's approach to internal quality assurance through academic departmental reviews, which was approved in 2001. This work has been delayed, but the preparatory work done for the CHE Institutional Audit helped clarify some of the concerns regarding the methodology used and the appropriate direction to take this further within the APDC.

A review of the existing policy and practices on assessment was the focus of a task team of the T&L committee. The committee approved the first draft document on assessment for circulation and comment in the faculties. This work is still in progress.

The Online Education Committee had its terms of reference and composition revised in order to respond to the imperatives of Vision 2030 and the lessons

learnt during the height of the COVID-19 pandemic. This subcommittee of the T&L committee has been tasked with the responsibility to produce a strategy for the implementation of digitally enabled education for UCT along the lines proposed in Vision 2030. The review proposed a project-based approach to the work of online education in general, and to strongly defined workstream groups that are tasked with reporting back to the Committee. The revised Terms of Reference (ToR) situate its purpose in foregrounding institutional strategy and the operationalisation thereof, strengthens relationships with other committees and was intended to strengthen institutional policies in relation to online education. The amended ToR were approved by Senate in early 2021.

The first task of the revised committee was to establish a task team responsible for developing a Digitally Enabled Education (DEE) Strategy. It was intended that the committee would focus on developing a longer-term strategy for UCT, and how the university might take DEE forward post-pandemic with the learnings of Physically Distant Learning (PDL) and Emergency Remote Teaching (ERT).

From July 2021, the workstream met to gather information for the development of a concept to enable strategy development regarding the context of digitally enabled education at UCT, including:

- examples of online teaching at UCT, including good practices
- resourcing of technology, confidence in the use thereof and staff development needs
- enabling mechanisms in terms of course design, staff and student training, and infrastructure
- the dexterity of students in adapting to technologically based learning.

The group also worked to generate a definition of the concept of DEE, perspectives on how prescriptive the strategy needed to be, including

allowances for flexibility, learnings from ERT and PDL, and determining whether access to DEE may lead to student experiences being less interactive. Another aspect included in a planned concept is the quality management of DEE. The group planned for early commencement in 2022 to finalise principles for a DEE Strategy and Implementation Plan.

In 2018 it was clear that the cycle of student protests has brought to the fore that some of UCT's academic policies and rules are not fit for purpose. Two cases in point were the use and management of deferred examinations and appeals to academic exclusions. While the fundamental problems have not been solved, some progress has been made in at least identifying the intrinsic shortcomings of the system.

Currently, a task team chaired by Professor Francois Cilliers is looking into making wide-ranging recommendations in relation to the deferred examinations system and the overall exam system at UCT. A new framework managing academic exclusions has recently been put in place (creation of the FECR status). As mentioned in Chapters 3 and 4 of this report, this approach has not proven as helpful as expected, and will probably require revision.

At UCT, unlike other universities in SA and abroad, the academic timetable is not constructed using the full capabilities of the existing software, Syllabus+, which has the capacity to optimise timetables. A very traditional and manual way of allocating time and space to courses had emerged as an obstacle to making pedagogic changes in a post-COVID-19 environment. A task team from the timetabling and venues committee has been constituted to expedite the task of overhauling the existing practices of allocating time and space to courses/academics based exclusively on pedagogic and curricular needs. This work is an organisational priority, as removing obstacles to an optimal allocation of space and time is crucial to the modernisation of the university.

The DTA recognises UCT's best teachers, and has done so for over a decade. In 2018, we started a process of reviewing the conceptualisation of teaching and learning, shaping the award as well as the composition of the committee itself. The purpose of these changes was for the committee to become more inclusive, and more critical of teaching practice, and to engage more deeply with different understandings and critiques of teaching and learning. Over four editions of the award, substantive change has been introduced; thanks to the willingness and commitment of successive committee members, this has resulted in (among other things) greater inclusivity in terms of applicants and winners.

UCT used to produce teaching and learning reports based on the compilation of faculty- focused reports and a detailed analysis of university data reflecting changing student profiles as well as student performance. While the data analysis was of a very high quality, the reports themselves were not used as steering opportunities for the teaching and learning portfolio. Between 2018 and 2022, we have made a concerted effort to use the teaching and learning reports as a mode of communication with academics and students involved in undergraduate teaching, and to steer the portfolio strategically. The production of the report has moved to a team of volunteers who conceptualise the report, and it reflects aspects of teaching and learning that took priority in a particular year.

Budgets and funding of teaching and learning

The teaching and learning portfolio does not have a central budget allocation beyond the expenditure of the office of the DVC. The only earmarked budget for teaching and learning from the point of view of the state subsidy is the teaching and learning component of the University Capacity Development Grant (UCDG) controlled by the DHET. Thus the manner in which this grant is used can make a strategic difference for the university. When I arrived at UCT a round of UCDG funding was already underway, and I had no say in

the manner in which funds had been allocated. My approach to the grant was that this was strategic funding, and that it should be used to fund projects that advance the university's strategy. Thus, for the next round of funding, which started in 2021, we developed criteria and parameters to decide what projects to support, and a task team to provide some transparency to the process of selection and approval of the funding. The full project management of the UCDG is the responsibility of CHED.

UCT INSTITUTIONAL GRANT PROJECTS (2021–2023)

Focus Area	No	Project Title	Faculties
Student Development	1	Academic Advising for Student Success	CHED and Commerce
	2	Enhancing Academic Literacies through tutor and curriculum development	CHED and Humanities EDU
	3	Redesigning Blended Courses for the promotion of inclusive, digitally-enabled education with UDL principles	CHED and Humanities EDU
	4	Academic and psychosocial support for Mathematics and Physics undergraduate students	Science and EBE
	5	Tutoring towards academic resilience in Science Faculty	Science
	6	theHUB Connection: Creating Socially Engaged Learning Pathways in Health Science Faculty	Health Sciences
Staff Development	7	Enhancing Curriculum Leadership in the Health Science Faculty	Health Sciences
	8	Enhancing Academics as Teachers and Leaders (EATL)	CHED
	9	Research Development Programmes	Research Office
	10	Assessment Project	CHED
Curriculum/ Programme Development	11	Centring African Languages to Decolonise Curricula in the Health Sciences Faculty	Health Sciences
	12	Khanyisa Courses	Humanities
	13	Curriculum Review	OVC
Programme Management	14	Project, Financial and M&E management of Institutional and Collaborative Grants	CHED

Spurred by the VC's directive to shape and lead change, UCT's UCDP Plan (2021–2023) is closely aligned with Vision 2030 and is designed to contribute to building well-developed student support systems that are designed for the realities of the 21st century by supporting both undergraduate and postgraduate students across critical transitions to enhance their success. The table below lists the UCDG projects in the Institution Grant for the 2021-2023 funding cycle.

All six projects in the area of student development address these imperatives directly, and individual projects mostly action more than one. Facilitating students' engagement with their own learning: The institutional Academic Advising project linked to a case study in Commerce (Project 1) is an intervention across a range of platforms to support students across important points of transition to improve the experiences of both students and staff. The Academic Literacies project 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. Projects 4, 5 and 6 aim to create socially engaged learning pathways for tutors by developing staff and system capabilities to support student development and enhance student success in mathematics, human biology and the sciences. The project to redesign blended learning courses by applying Universal Learning Design (UDL) principles addresses the objective of offering top end digitally-enabled education (DEE) at the undergraduate, postgraduate and continuous education levels. Here, postgraduate students are trained as EdTech Assistants to build the capacity to provide DEE. The Academic Literacies project also contributes significantly here by developing blended resources to enhance the teaching and learning of academic literacies in an increasingly online environment.

Projects in the area of staff development address the objective of continuously renewing and transforming our pedagogies. Project 7 (curriculum leadership) is implemented at the faculty level in and aims to improve the quality of educational leadership to exercise curriculum revision in that faculty. Project 8 (enhancing academics as teachers) speaks directly to this institutional imperative by offering development opportunities for established academics in their roles as teachers and leaders to equip them better for the current challenges of the 21st century classroom. Project 10 (transforming assessment) aims to develop a new assessment framework for the university. The imperative to offer an innovative and socially-engaged curriculum at the cutting edge of disciplines and professions is addressed

by three projects, in the FHS, Humanities and Commerce (Projects 11, 12 and 13, respectively). The suite of programmes offered by the Research Office actions some of the institution's research priorities by building the next generation of sought-after researchers and leaders by strengthening the pipeline of early academics with and without PhDs.

Many of these projects will tap into institutional performance management systems relating to teaching and learning (data analytics for student success projects) to ensure that these interventions are data-driven through quality analytics support. UCT's UCDP Plan aims to contribute to building an organisational ethos that supports new ways of thinking, being and doing. It does this by developing projects, management and evaluation systems focused on redressing inequality and giving voice and agency to all members of the university community and its stakeholders, while supporting a culture of financial stability and accountability (Vision 2030).

One of the characteristics of teaching and learning portfolios is the range of professional services required to provide high-quality teaching and learning: as indicated in the previous section, the support and maintenance of the learning management platform, the technical support to offer blended and online learning options, advising, and data analytics (to name a few) are the cornerstones of a sustainable teaching and learning enterprise. To this we add staff training and tutor training, curriculum development, assessment, etc. The majority of these capabilities are located in CHED and in IPD. Since 2018 we have strived to make these services, many of which were resourced through soft funding, part of the General Operating Budget (GOB) and therefore a clear cost of teaching and learning at UCT. A significant achievement in this regard has been the inclusion of NAPP and CILT's work in the GOB. Advising and data analytics are currently soft-funded, and given the data and analysis presented in chapters 3 and 4 of this report, should be next in line for embedding good practices in teaching and learning into the GOB. Further on, the focus should move

to expanding the professionalisation of teaching and learning (including tutor training), as mentioned in Chapter 2 of this report.

The discussion about financial sustainability at UCT has been an executive focus for several years (supported by the Finance Department). Within the Teaching and Learning Portfolio, we have identified the following projects that support financial sustainability. IPD has been instrumental in the compilation of the project details.

Implementation of a workload model for academics

The purpose of this project is to determine the cost, distribution and allocation of academic activity across the university. At present UCT is unable to provide an accurate determination of the cost of running courses/programmes and the proportion of time spent by each academic on teaching and learning and research. This has several implications: first, it is possible that academics are teaching more than the desired 40% of their time each year and are therefore dedicating less time to research, with undesirable effects on research productivity and research income generation. Second, it is possible that there is an uneven contribution to the academic enterprise by individual academics. Finally, tuition fees are established based on historic budgets and not on real costs, possibly resulting in the inaccurate setting of fees[4]. The workload model will provide real information about how staff occupy their time and will help preserve the 40-40-20 percent balance between teaching, research and administration.

4 Fees are not just inaccurate because they do not properly measure the cost of academic work, but also because they do not compute the academic and student support services that make up the totality of the student experience at UCT (eg CHED, SW, Disabilities Office, OIC). While the current government cap on student fees prevents universities from charging fees that reflect the cost of the education provided, calculating the cost of education accurately can help in setting fees for international students, and in making the case to government for a different approach to subsidy and fee setting.

Activities: A workload model has been developed in consultation with the faculties based on existing practices. The model now has to be populated with the data of each academic. Thus the next steps are to gather data, audit this and develop normative guidelines for the allocation of time to all academic activities, including administration. These normative guidelines will be nuanced to the specific practices of different disciplinary fields. Workload models include all categories of academic staff.

The expected outcome of this project is the establishment of a baseline for the costing of courses and qualifications; improved planning; time spent in teaching and research rebalanced to 40/40 for general track academics; and the provision of accurate data for the HEMIS submission to the DHET.

Intersections: This project will support the credit load review and will impact the improvement of postgraduate student throughput by rebalancing the allocation of academics' time in relation to undergraduate teaching and research.

Credit load review

Most UCT undergraduate qualifications carry more credits than are required by the Higher Education Qualifications Framework (HEQSF). This is the result of the inconsistent calculation of course credits, the uncritical inheritance of courses and the habit of adding new courses (adding excess credits) to programmes, disregarding regulations. The consequence of this is three-fold: (i) staff are over-teaching when they could be doing research; (ii) students experience an unrealistic credit load per semester/year;[5] and (iii) the government subsidy is diluted, since the excess credits are not paid for

5 Student workload is one of the identified causes of mental health issues, according to research done by Student Wellness. The credit load may also be directly related to throughput issues.

(for example, the subsidy earned by a BA student is the same whether the degree includes 360 credits (regulation) or 420 credits (above regulation).

In the face of this, it is necessary to normalise the credits of all UCT qualifications in line with the HEQSF, and where necessary, with the requirements of relevant professional councils. The credit load should be no more than 10% above the HEQSF minimum.

Activities: To achieve this it is necessary to:

- develop a tool to support the recalculation of credits in line with notional hours.
- review credit calculations in all programmes with a view to reducing them to acceptable limits in line with the regulatory requirements.
- review the financial model for the allocation of subsidy income to faculties.
- review the course-based fee determination with a view to changing the tuition model in collaboration with finance.

The outcomes of this exercise will be threefold: (i) releasing staff time to engage in research activity (including improving supervision capacity); (ii) improving student throughput by reducing stress and failure among students; and (iii) saving UCT money, as the university will not be internally subsidising the excess credits taught but not paid by the government. Finally, from a curricular point of view, this exercise will require academics to review the relevance and appropriate loads of their curricula.

Intersections: This project will have a direct impact on the work allocation model, as the credits taught by each academic will be reduced.

Size and shape: reviewing academic offerings and student enrolments
In many cases, UCT's academic offerings and patterns of student enrolment are both inefficient and outmoded. The university needs to revise these, in

order to determine what it is offering that it should stop offering; what it is offering that should be offered differently (in a new mode of delivery/ pedagogy); and what it is not offering that it should be offering. Similarly, the university must reassess its carrying capacity for different modes of teaching at undergraduate and postgraduate levels in order to review its enrolment plan. The purpose of this is three-fold: (i) maximise income from subsidy; (ii) maximise income from fees; (iii) update UCT's identity as a mainly contact, residential, research-intensive university; and (iv) improve UCT's reputation as an institution offering degrees for the future.

Activities: In order to achieve this, the following steps are necessary: (i) faculties and departments need to review their programme offerings to respond to the emergence of new fields of knowledge, the need to develop critical skills for the economy, and the adoption of novel pedagogic practices; (ii) the identification of redundancies in the academic offerings; (iii) determining the appropriate or optimum enrolment size for courses according to subject fields and levels of study.

The expected outcome of this exercise should (i) provide the optimal enrolment for UCT based on its carrying capacity; (ii) improve the competitiveness and desirability of UCT's qualifications at undergraduate and postgraduate levels; (iii) improve UCT's financial position by attracting new students to new programmes through the strategic management of enrolments; and (iv) consolidate course and programme offerings and eliminate inefficient redundancies in offerings.

Intersections: The credit load review is a vital element that will contribute to the review of academic offerings. Settling this should precede the Size and Shape process.

Undergraduate student throughput

Currently, the undergraduate student throughput at UCT is 40%. That is, only 40% of students enrolled at undergraduate level finish in regulation time. From a financial point of view, this deprives the university of a large proportion of output subsidy. Based on modelling done by IPD, if UCT increases its undergraduate throughput from 40% to 50%, it will accrue an extra R17 million in subsidy.

The reasons for low throughput are many. Among them, the most common obstacles to student success are students' difficulties with the transition to university in their junior years, and the high credit load that students are expected to carry at UCT.

Activities: In order to achieve a 50% throughput, we have identified two interventions: (i) revision of the undergraduate credit load; and (ii) provision of student support, in the form of advising and recovery programmes for students at risk of not graduating. In order to respond to comparatively low undergraduate throughput, UCT has implemented two programmes: (a) advising, which involves the development of institutional capacity to advise students on the most appropriate combination of courses and workload, and the development of a system for the monitoring of the students who have run into difficulty; and (b) the Academic Recovery Programme (Phambili), which is focused on repeating students and aims to reduce the number of students academically excluded at the end of each year.

In relation to the assumptions regarding a targeted minimum 50% FUs cohort completion rate across all programmes, the following is noted:

- FUs cohort completion varies widely within the 16 programme clusters in the six faculties. There are distinct differences in overall completion rate, time to degree and completion within minimum time. Higher completion rates provide evidence of efficiency in the system, while lower completion rates could be due to poor student performance or students dropping out in good academic standing.

- Using the 100 FU model for throughput and retention, two scenarios were explored. The first, the 'As Is' scenario, models student enrolment and graduate numbers using the existing throughput and retention factors, which have been averaged over the last three years/transitions. Another scenario, exploring improvements in cohort completion in a minimum time of 50% for all larger UG programme clusters, projects the additional outputs (graduates) that can be produced and the consequent impact on output subsidy.
- Improved throughput can impact student enrolment both positively and negatively, depending on the reasons for throughput in the various programme clusters. Where poor completion rates reflect high attrition rates, the improved cohort completion would give rise to increased enrolments where intake remains constant; conversely, where poor timely completion rates result from slow progress through the system, the improved cohort completion modelled would result in a level to diminishing enrolment where the intake is at a steady state.

In relation to the credit load reviews, the pilot project (initiated in commerce) started in the second half of 2021, and some concrete feedback is expected towards the end of 2022. The implementation of the review findings will then have to be considered. It is anticipated that two further faculties (Humanities and EBE) will come on board with preparatory work in quarter 3 of 2022.

In Conclusion

On balance, most objectives in the implementation plan have been achieved or are in the process of being achieved, as far as putting the necessary building blocks in place is concerned. But none of these makes sense on its own; the actual purpose of these changes is to transform the undergraduate student's experience at UCT, to ensure that socio-economic status does not condition differentiated performance among UCT students. Very few things in teaching and learning are as difficult as changing performance, and it

takes much longer than four years to do so. It is therefore not surprising that the performance goals of the T&L strategy have not yet been met. In this sense, it is important to note that the COVID-19 pandemic not only diverted focus and energy, but also undermined student performance, as we have discussed in Chapters 3 and 4 of this report. What we have learnt during these two years should put us in good stead to refocus and redouble efforts to achieve success and excellence.

Key strategic projects underway which have the potential to make the maximum difference in relation to achieving Vision 2030:

- the curriculum review, with its focus on credits and programmes (content and pedagogy); in other words, the implementation of Taking Curriculum Change Forward
- the review of progression rules, deferred examinations and assessment policy
- the review of the timetable
- the implementation of the LMS and the upgrade of courses in relation to learning design
- central support for academic recovery in partnership with faculties
- embedding the use of data analytics and student advising in the academic cycle.

Pending work that should gain momentum by the end of 2022:

- new academic departmental review framework
- ad hominem promotions criteria for a teaching-only track, and consistent determination of the assessment of teaching and learning across all faculties
- digitally enabled education implementation framework
- review of the 2016 Admissions Policy
- financial model for fees

- the size and shape project
- implementation of the new language policy for higher education.

Areas of risk continue to be the readiness of the university to deal with the next generations of COVID-19-taught school leavers and the success of UCT's new admission policy; the difficulties experienced in increasing the level of student engagement post-COVID-19; the redefinition of UCT as a contact, residential and cutting-edge provider of undergraduate programmes; and the high cost of providing quality education in a context of diminishing government subsidy.

The achievements of this period – the recentring of teaching and learning at UCT, and (in particular) the ability to weather an unprecedented crisis with considerable success – are due to the talent and commitment of UCT academic, professional and support staff who are always ready to give more; to the quality of leadership distributed across the university; and to the students who keep us on our toes. To all of you, the deepest gratitude.

APPENDIX: Teaching and Learning in Numbers

INTRODUCTION

This section examines student and staff headcounts and profiles as well as student academic performance 2017-2021. In the report, each section begins with a note identifying the relevant table contained in Appendix 1. Unless otherwise stated, comparisons are year-on-year, referring to 2021 in comparison with 2020. Exceptions are the sections dealing with undergraduate course performance (specific performance on level-1000 courses) and FUs cohort analyses.

This section has three parts. The first part refers specifically to enrolments and enrolment profiles of students in 2021, and how this compares to the growth experienced since 2017. The second part relates to academic staff composition and changing staff-student ratios; in this case, looking at the ratio of weighted FTE to permanent, full-time academic staff members by faculty. The third part looks at teaching and learning in terms of graduate outputs and undergraduate and postgraduate student performance. Note that in the section examining undergraduate course performance, these figures are based on degree credits, which are essentially unweighted passed FTEs expressed as a fraction of enrolled FTEs.

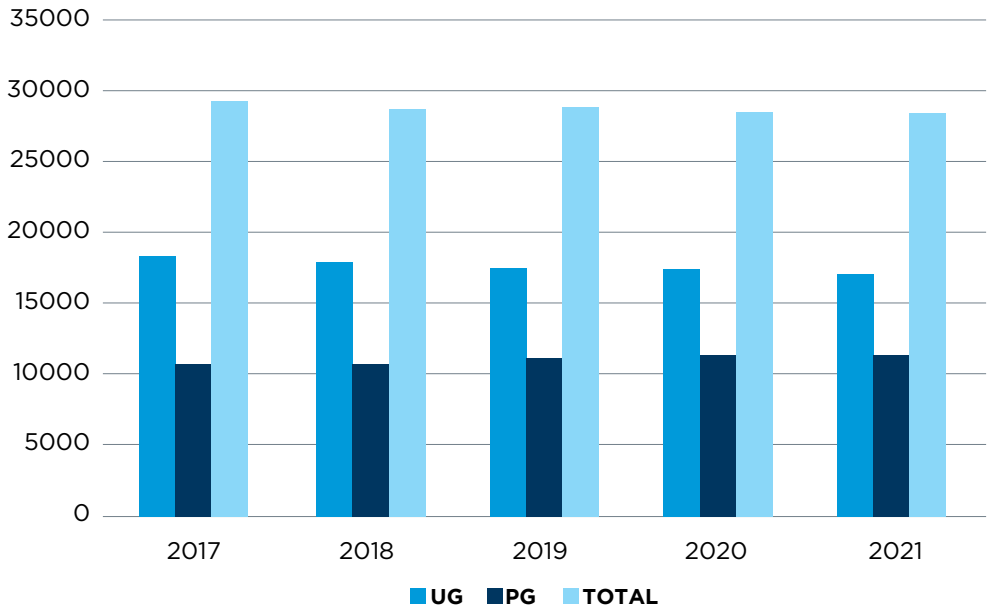
STUDENT ENROLMENTS AND ENROLMENT PROFILES (FIGURES 1–7 AND 12 OF APPENDIX 1)

Headcount enrolments

In 2021, a total of 29 444 students (17 809 undergraduates and 11 635 postgraduates, or 50.4% undergraduate to 39.5% postgraduate) enrolled at UCT, a 3.5% increase on the 2021 figure. At undergraduate level, enrolment increased from 17 063 in 2020 to 17 809 in 2021 (by 4.4%), with increased enrolments in all faculties: the most substantial increases were in Law (up 9.9%), Commerce (up by 9.4%), Science (up 4.7%) and the FHS

(up 4.6%). At undergraduate level the average annual growth rate between 2017 and 2021 was 0.1%, as enrolments in 2021 recovered from a steady decline between 2017 and 2020. This decrease has been ascribed to a drop in the numbers of international students in the Semester Study Abroad (SSA) programme (possibly as a consequence of the student protests between 2015 and 2017, and the subsequent severe drought in the Western Cape); the discontinuation of two advanced diplomas and one online postgraduate diploma programme in the Commerce; and a decrease in enrolments in professional first bachelor's degrees, particularly in the Commerce. The 2021 reversal of the downward trend was largely the result of the COVID-19-related moratorium on academic exclusions at the end of 2020. At the end of 2020, a total of 887 undergraduate students were coded FECR rather than RENN. Also in 2020, during the remote teaching situation, undergraduate course success rates were markedly higher than in prior years, giving rise to improved student retention. The combined effect of these two COVID-19-related phenomena was a marked increase in undergraduate retention between 2020 and 2021. At the same time,

Figure 1. Changes in headcount enrolments: 2017-2021



2021 was the first year of enrolment in the GSB's Advanced Diploma in Management Development (68 students). The nett effect of these factors was an increase of 946 undergraduate students between 2020 and 2021.

Enrolments at the postgraduate level grew steadily over the 2017–2021 period. Between 2020 and 2021, postgraduate enrolments (including enrolments at the postgraduate diploma and honours levels) increased in four of the faculties: the GSB, EBE, the FHS and Humanities. The largest increase (28.6%) was apparent in the GSB – this was mainly located at master's level, although there was also an increase in enrolments at postgraduate diploma level. Overall, between 2017 and 2021, postgraduate enrolment grew at a rate of 1.8% per annum, peaking at 11 635 in 2021. The postgraduate fraction of the total enrolment increased from 37.7% in 2017 to 40% in 2020, dropping slightly to 39.5% in 2021.

FTE enrolments

Please note that FTE (full-time equivalent) enrolments are calculated on the basis that one student following a standard full-time curriculum equates to a unit. A part-time student taking (say) one-third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per faculty are built up from course level, summing the unweighted credit values per course.

Headcount enrolments by faculty

As shown in Figures 2, 3 and 4 below, enrolment growth was uneven across the faculties, with Commerce, EBE and Law experiencing net decreases between 2017 and 2021, mainly as a result of programme discontinuations in the case of Commerce. However, there were marked increases in enrolments in the faculties of Science, Humanities and the GSB. Commerce shed 381 enrolments between 2017 and 2021 (largely at undergraduate level, due to the phasing out of the two advanced diploma programmes and online offerings), despite a marked increase in enrolments between 2020 and 2021.

EBE experienced a nett decrease of 248 students between 2017 and 2021, mainly at undergraduate level. Humanities remained the largest faculty in 2021, with 7 610 students (26% of the institutional total) enrolled in their programmes, 5 336 at undergraduate level and 2 274 at postgraduate level.

Enrolments by broad disciplinary group

The proportional headcount enrolment in UCT's Science, Engineering, and Technology (SET) faculties (EBE, the FHS, and Science) remained relatively level at 43.3% of total enrolment in 2021. At the same time, proportional enrolment within the business/management area decreased slightly, to 26.4% in 2021 (from a peak of 27.7% in 2017), while proportional enrolment in the broad Humanities faculties (including Law) remained level at 30.3% of total enrolment in 2021.

Figure 2. Undergraduate enrolments by faculty: 2017-2021

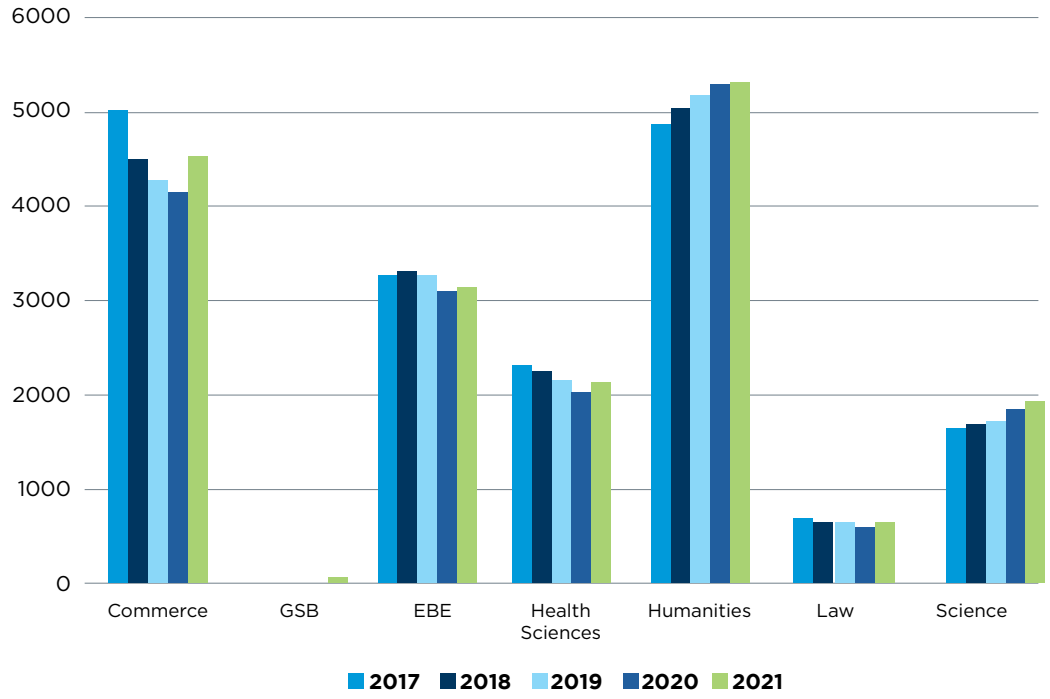
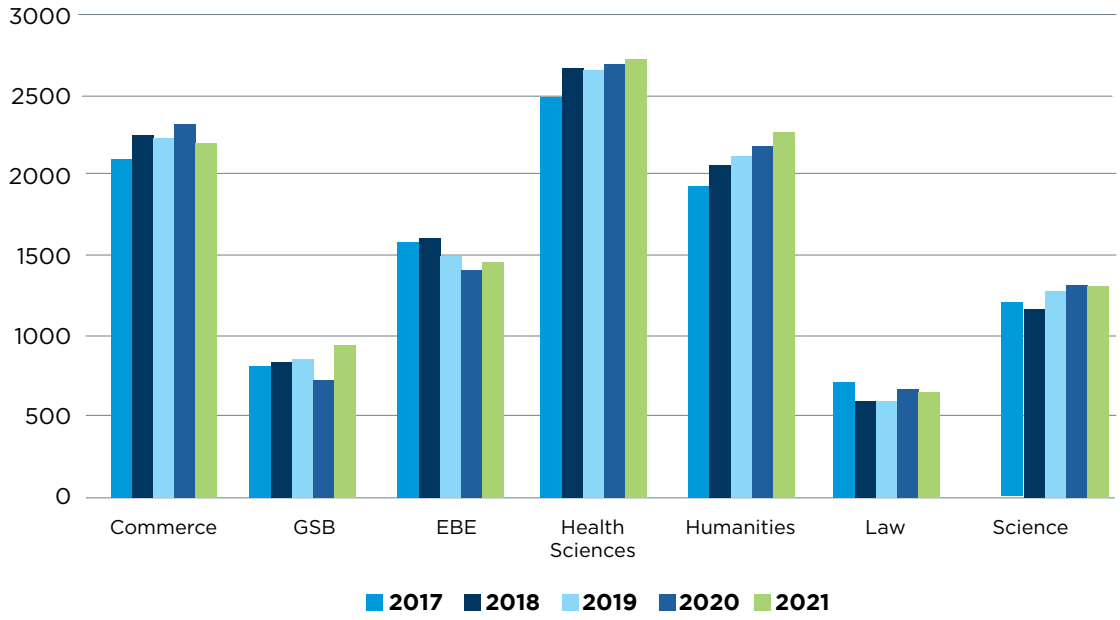


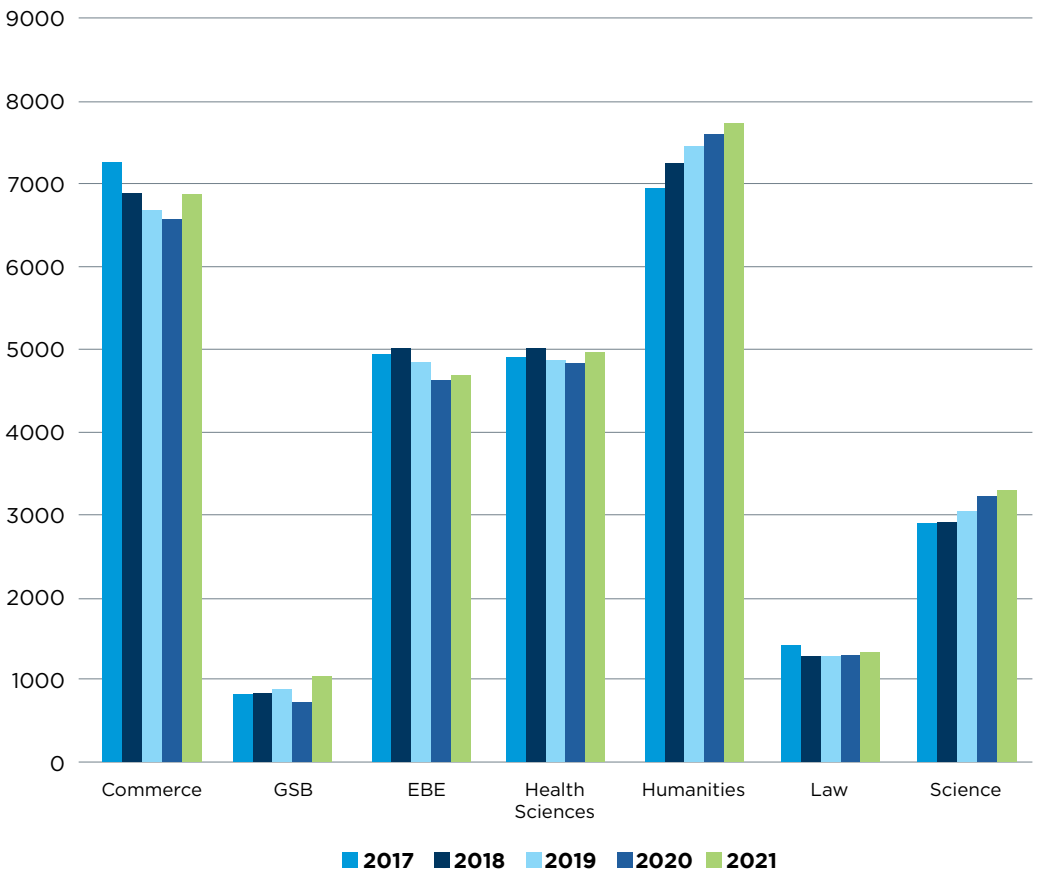
Figure 3. Postgraduate enrolments by faculty: 2017-2021



Enrolments by demographics

Looking at the demographic profile of UCT's students, it is important to note once again the persistent and growing socio-cultural phenomenon taking place at UCT that some students decline to declare race on their registration forms. As shown in Figure 5, the non-declaration of race has had an increasingly adverse impact on UCT's ability to assess its progress towards its demographic enrolment targets in recent years. Self-declared South African (SA) African, Coloured and Indian students together made up 47.8% (44.6% in 2017) of the total 2021 enrolment. During the 2017-2021 period, the proportional enrolment of self-declared White SA students dropped from 25% to 16.5% of total enrolment. In 2021, 6 664 South African students (26% of total enrolment) chose not to self-declare race. Specifically, 28% of all SA undergraduates and 22.2% of all SA postgraduates registered

Figure 4. Total enrolments by faculty: 2016-2020



in 2021 chose not to declare race. While this practice has a substantial impact on the university's ability to report accurately and to access the government subsidy that supports increasing numbers of SA African and Coloured students, it is believed that this choice to not self-declare race points to a much broader societal discussion about identity and self-declaration that needs to be addressed.

UG enrolments by demographics

Table 5 of Appendix 1 shows that in 2017, SA African undergraduate enrolments exceeded SA White undergraduate enrolments by just 658 and that by 2021 SA African undergraduates outnumbered White students by 3 367. From 2017 onwards, SA African students made up the largest proportions of the undergraduate enrolment (33.5% in 2021), while the numbers and proportions of both SA Coloured and SA Indian undergraduate enrolments dropped somewhat, together making up 18.7% of undergraduate enrolment (22.8% in 2018). By 2021, SA White students made up 14.6% of the undergraduate total (down from 25.2% in 2017). The proportion of international undergraduates dropped markedly between 2017 and 2021, from 11.5% to 5.9%. Data gathered as part of the annual 'No Show' survey have shown that the social action of 2015-2017 played a substantial role in applicants deciding not to enrol at UCT in 2018; the COVID-19 pandemic also impacted international students' ability to travel and study abroad. The marked decline in international enrolments from outside Africa (down from 693 in 2017 to just 97 in 2021) to a large extent reflects the collapse of UCT's Semester Study Abroad programme. International enrolments are likely to take several years to recover.

First-time entering UG enrolments

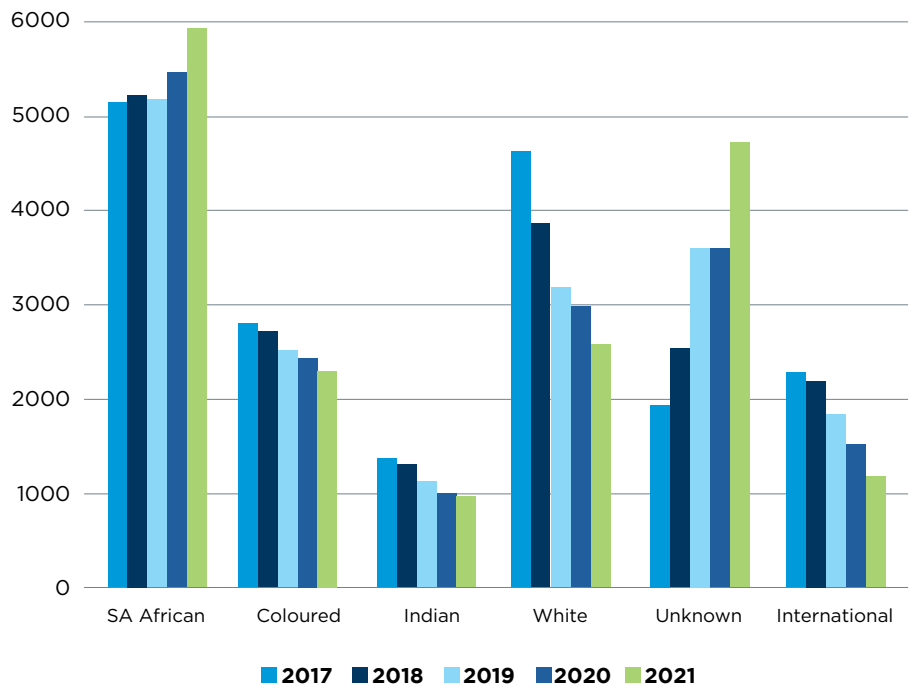
In 2021, a total of 4 410 FUs enrolled at UCT. The largest proportion of these students (78%) had achieved A and B NSC aggregates (compared with 72% of the 2020 FUs intake). At the same time, the proportion of the FU intake entering with a C aggregate dropped from 18% in 2020 to 12% in 2021, while those with D and E aggregates made up just 2% of the 2021 intake. Nine percent of the 2021 FU intake did not have an NSC result: these were largely international students who had not written the NSC. In terms of prior NSC performance, the 2021 FU intake appeared markedly stronger than that of 2020. While the 2021 HEMIS submission shows that the FU intake was made up of 28.2% African, 10.5% White, 10.2% Coloured,

6.1% international and 3.8% Indian students, 41.1% of the group had not declared race on enrolment.

Postgraduate enrolments by demographics

Table 6 of Appendix 1 shows that Black South Africans made up 41.2% of the total postgraduate enrolment in 2021, up from 33.1% in 2017. At the same time, the SA White fraction of the postgraduate enrolment dropped from 24.7% in 2017 to 19.4% in 2021. SA African students made up the largest proportion of the postgraduate enrolment for the first time in 2020 (21%), increasing to 24% of the total in 2021. The SA Coloured fraction of the postgraduate enrolment increased slightly to 11.8% of the total in 2021, while the SA Indian fraction remained level at around 5% of the total across the 2017–2021 period. At the same time, the international

Figure 5. Undergraduate enrolments by race: 2017-2021

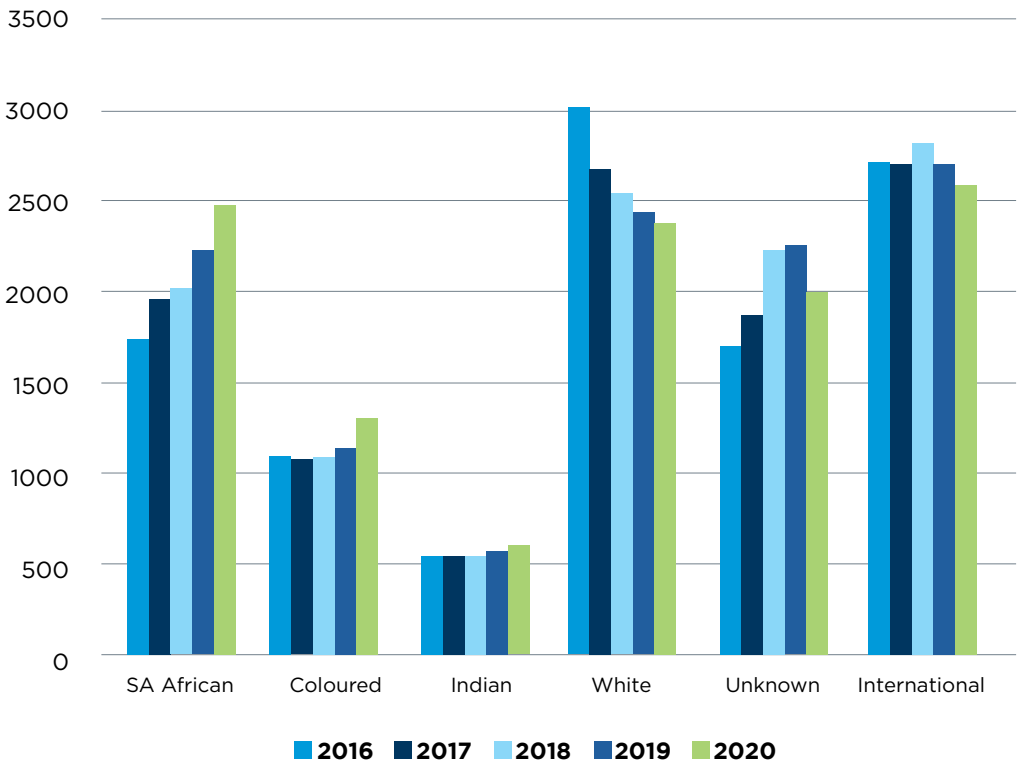


fraction of the postgraduate enrolment decreased steadily, from 23.2% of the total in 2017 to 18.7% in 2021. 21% of postgraduate students were of unknown race in 2021, ie they did not declare race on registration. The proportion of international postgraduates from beyond the African continent dropped from 5% in 2017/8 to 3% in 2021. The decrease in the international postgraduate enrolment was largely in relation to full degree (as opposed to occasional) students.

Postgraduate enrolments by qualification type

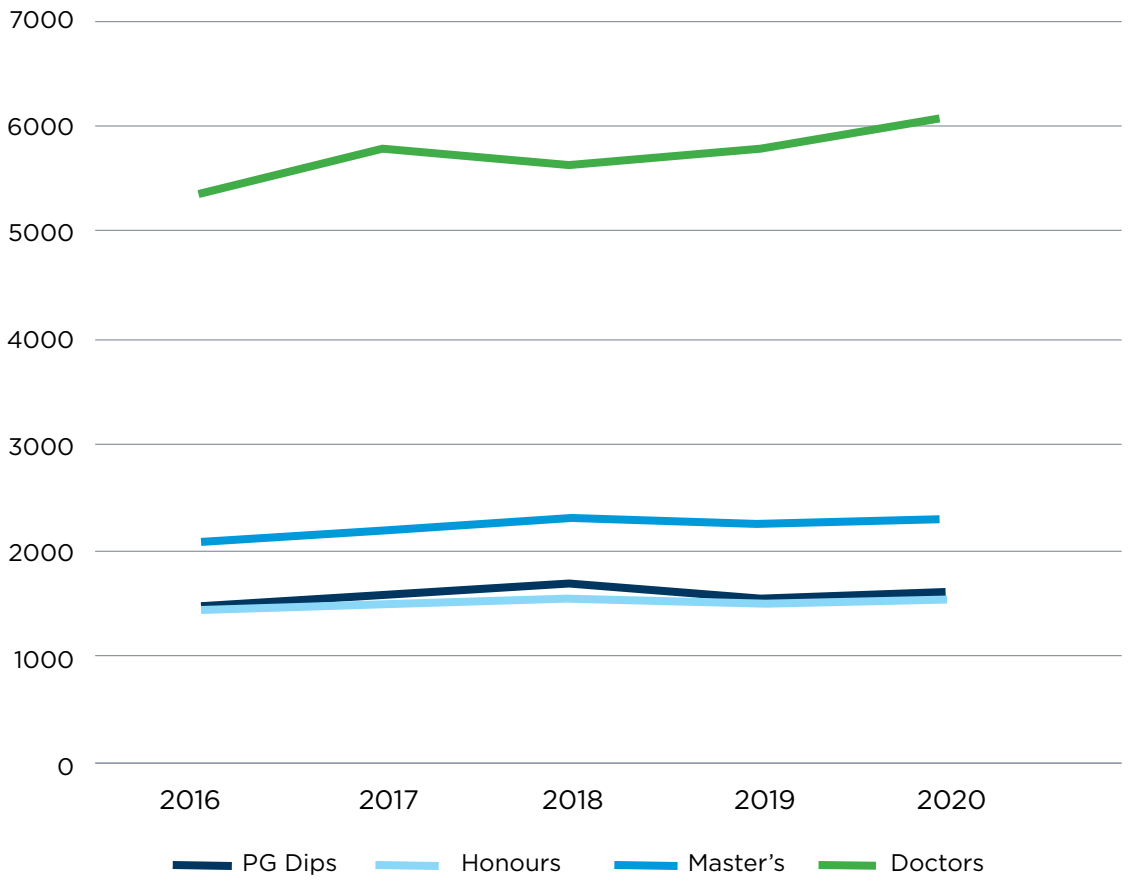
Over the 2017–2020 period, postgraduate enrolments grew at a rate of 1.8% per annum. Enrolments in postgraduate diplomas had dropped to 1 624 in 2020 (down from 1 726 in 2019), largely due to decreases in Commerce,

Figure 6. Postgraduate enrolments by race: 2017-2021



but increased to 1 698 in 2021 as a result of increased enrolments at this level in the GSB and Humanities. The 2021 honours enrolment dropped slightly, to 1 511 in 2021 (from 1 540 in 2020), but the honours fraction of the overall enrolment remained level at 5% over the five years. Master's enrolments increased steadily between 2017 and 2021, by 3.3% per annum to 6 082 in 2020; the master's level growth rate was the largest among the various qualification types over the 2017-2021 period. Almost 70% of the 2021 master's enrolment comprised returning rather than new enrolments. Doctoral enrolments grew by 1.8% per annum over the period, peaking at 2 245 in 2019. At doctoral level, the vast majority of the 2021 enrolment

Figure 7. Growth in postgraduate enrolments by qualification type: 2017-2021



(82.3%) was made up of returning students rather than new enrolments. By 2021, master's and doctoral enrolments combined made up 28.3% (25.8% in 2017) of the total enrolment. Looking specifically at postgraduate enrolments, by 2021, postgraduate diploma enrolments made up 14.7% of the total postgraduate enrolment, honours enrolments 13.1%, master's enrolments 52.8% and doctoral enrolments 19.4%.

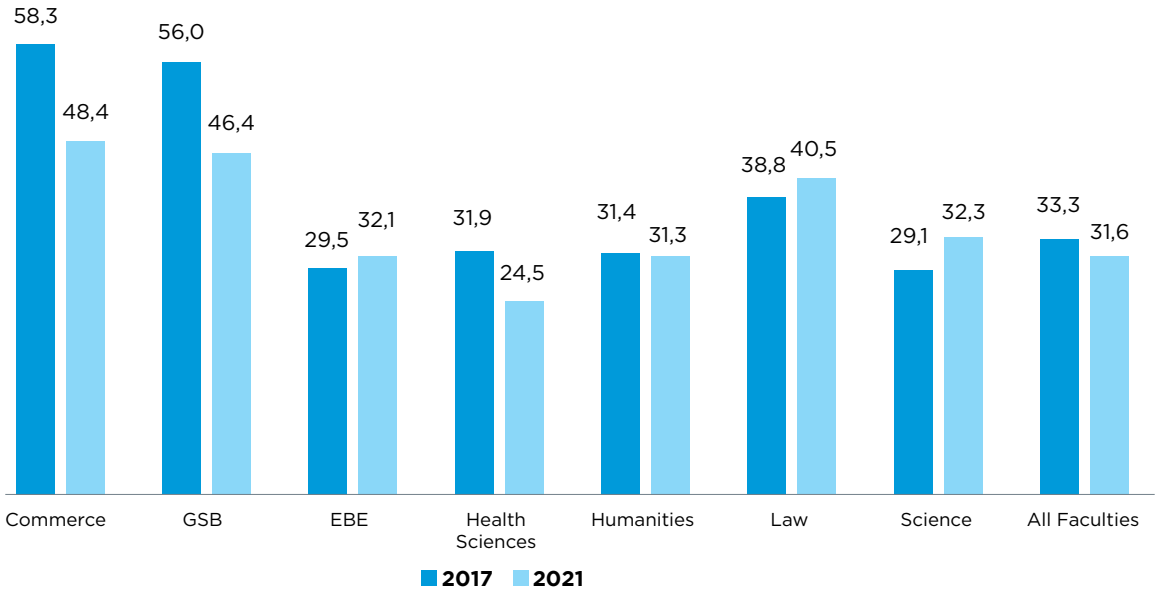
Academic staffing and student: Staff Ratios (Tables 8–11 of Appendix 1) (permanent, full-time staff in the teaching ranks only, including joint medical staff on the UCT Payroll)

Weighted FTE student-staff ratios

As seen in Figure 8, differential growth in student enrolments and academic staffing across the faculties gave rise to the shifts in weighted full-time equivalent (FTE) enrolments per academic staff member across the institution. In 2021 there were 1 053 (1 048 in 2020) permanent, full-time academic staff in the teaching ranks spread across the six faculties, the GSB and CHED. UCT's permanent (and formerly T3) academic staffing complement grew by 1.2% per annum between 2017 and 2021. By contrast, student headcount grew by 0.6% per annum over this period, while weighted full-time equivalent enrolment decreased by 0.1% per annum despite enrolment growth over the period being located largely at postgraduate level. (The decrease in weighted FTE enrolments is a manifestation of the observed decline in the ratio of FTEs to headcount student enrolments). Between 2017 and 2021, the ratio of FTE enrolments to headcount at UCT declined from 76% down to 73%; it is worth noting that 10 years ago, in 2012, the FTE-headcount ratio was closer to 80%.

The overall ratio of weighted student full-time equivalent enrolments to full-time academic staff therefore dropped from 33.3 in 2017 to 31.6 in 2021. The decreased student-staff ratios were not consistent across all faculties. In Commerce, the FHS and the GSB, the student-staff ratios as

Figure 8. Weighted FTE enrolments per academic staff member: 2017-2021



measured in this report declined over the 2017–2021 period; by 2021, the weighted FTE to full-time academic staff ratios in these faculties were as follows: Commerce 48.4; the FHS 24.5; and the GSB 46.4. In the EBE, Law and Science, however, the ratios of weighted FUs enrolments per full-time academic staff member increased over the 2017–2021 period, to 32.1, 40.5 and 32.3 respectively. In most cases (EBE, Law and Science), there were apparent progressive decreases in full-time academic staff numbers.

Academics staff by qualification and rank

Table 9 of Appendix 1 shows the highest formal qualifications held by academic staff in the teaching ranks, by year and by faculty. A critical indicator is the proportion of academic staff holding doctoral degrees; and it is therefore concerning to note that this proportion has dropped from 70% in 2017 to 62% in 2021. Conversely, the proportion holding master's degrees increased by 4 percentage points to 29% in 2021, while the proportion of staff qualified at the honours level and below increased

from 5% in 2017 to 8% in 2021 (9% in 2020). The proportions of staff holding doctoral degrees varied widely by faculty: in 2021, at the lower end, 44% of Law and 46% of Commerce academic staff held doctoral degrees, while at the upper end 88% of academics in Science and 73% of those in the GSB were doctoral graduates. A particularly considerable proportion of the academic staff in Law (48% in 2021) held a master's degree as their highest formal qualification, while a substantial proportion of Commerce academic staff (13%) held an honours level or lower qualification.

Lecturers made up the largest proportion of the academic staff in 2021 (33%, up from 22% in 2017), followed by Senior Lecturers (27%; down from 31% in 2017) and associate professors (20% of all full-time academic staff; down from 24% in 2017). There was a net gain of 127 staff ranked at the lecturer level between 2017 and 2021, while the number of junior/assistant lecturers increased to 19 in 2021 (from 1 in 2017). Conversely, there were net decreases in the number of associate professors and professors: the number of professors dropped from 234 in 2017 to 188 in 2021, while the number of associate professors dropped from 239 in 2017 to 212 in 2021. These shifts, along with those in the qualification profile among academic staff, suggest that there has been a considerable level of juniorisation of UCT's academic staffing complement over the period reviewed here.

Academic staff by age and race

Table 11a in Appendix 1 shows the distribution of academic staff by age group in five-year bands up to age 55-plus. In 2021, the 55-plus group was the largest (26% of all staff), followed by the 50-54-year age group (18%) and the 40-44 age group at 16% of the total. Only 26% of the 2021 academic staff were younger than 40.

Figure 9 summarises the race and gender composition of academic staff in four age group bands (younger than 45 years, 45-49 years, 50-54 years and 55-plus years) in 2021. Those in the 55-plus-years group represent the

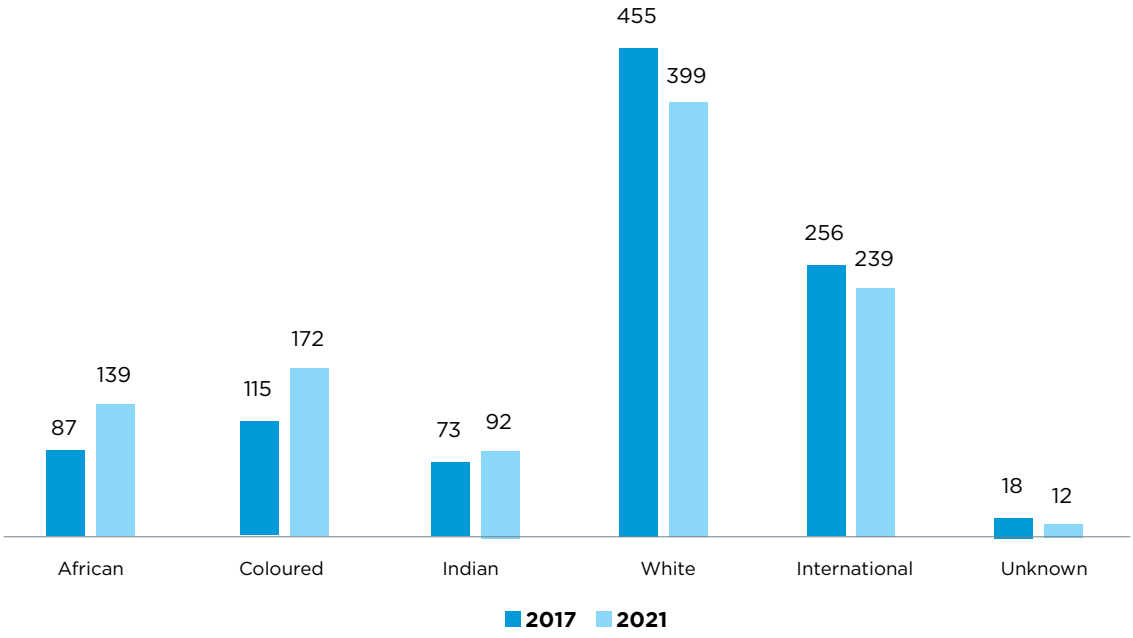
Figure 9. **Academic staff by race and gender: 2021**

	AFRICAN		COLOURED		INDIAN		WHITE		INTERNATIONAL		UNKNOWN		
Age	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Total
<45	49	51	44	40	32	15	60	41	35	58	2	2	429
	11.4%	*11.9%*	*10.3%*	*9.3%*	*7.5%*	*3.5%*	*14.0%*	*9.6%*	*8.2%*	*13.5%*	*0.5%*	*0.5%*	*100.0%*
45-49	8	7	18	8	2	6	30	31	14	28	2	1	155
	5.2%	*4.5%*	*11.6%*	*5.2%*	*1.3%*	*3.9%*	*19.4%*	*20.0%*	*9.0%*	*18.1%*	*1.3%*	*0.6%*	*100.0%*
50-54	5	8	15	11	6	6	52	37	21	21			183
	3.3%	*4.4%*	*8.2%*	*6.0%*	*3.3%*	*3.3%*	*28.4%*	*20.2%*	*11.5%*	*11.5%*	*0.0%*	*0.0%*	*100.0%*
55+	3	7	18	18	11	14	72	76	11	51	1	4	286
	1.0%	*2.4%*	*6.3%*	*6.3%*	*3.8%*	*4.9%*	*25.2%*	*26.6%*	*3.8%*	*17.8%*	*0.3%*	*1.4%*	*100.0%*
All Staff	**66**	**73**	**95**	**77**	**51**	**41**	**214**	**185**	**81**	**158**	**5**	**7**	**1048**
	6.3%	***6.9%***	***9.0%***	***7.3%***	***4.8%***	***3.9%***	***20.3%***	***17.6%***	***7.7%***	***15.0%***	***0.5%***	***0.7%***	***100.0%***

so-called 'ageing professoriate' who will be retiring in the next 10 years. Of the 286 staff in this age group in 2021, more than half (148 in total, 76 males and 72 females) were white. White staff (52 female and 37 male) also made up just under half of the 183 staff in the 50–54-years age group and 39% of the 155 staff in the 45–49-years age group in 2021. Staff aged 45 and younger will be advancing through the ranks, will be advancing through the ranks, essentially replacing those retiring in the next 10–20 years. African and White staff each made up 23% of this group, while 22% were international, 20% were Coloured and 11% were Indian. The proportions of female staff largely decreased with increasing age group: 52% of those younger than 45 years of age, 47% of 45-49-year-olds, 55% of the 50-54 group and 41% of the 55-plus group were female.

While UCT still has fundamental work to do to change the profile of its academic staff to give credence to the declared institutional commitment to transformation (see Figure 10 below), there has been important progress made in the employment of Black academics in the last five years. At the same time, there has been a drop in the participation of White people in the UCT academic workforce since 2017. In 2021, White staff made up 37.7% of the academic staff complement, in comparison with only 13% African and 16% Coloured academic staff members. White academics dropped from 455 in 2017 to 399 in 2021, or by 13.%. Overall, the proportion of Black academic staff increased from 27.4% in 2017 to 37.6% of all academics in 2021. Figure 10 (Table 11b), which depicts the distribution of academic staff by race (extracted from HEMIS, separating South Africans by race and including all internationals within a single category), shows a considerable net increase (52) in African staff between 2017 and 2021. Over the 2016-2020 period, UCT gained 57 Coloured staff and 19 Indian staff but shed some 17 international staff (noting that there was a net increase of 30 international staff between 2019 and 2020). An examination of the countries of origin of the 239 international staff in 2021 shows that 86 (36% of all

Figure 10. Full-time academic staff by race: 2017 and 2021



international academics) were from countries in Africa and 153 (64%) were from countries outside Africa.

Academic staff by gender

In terms of gender, Table 11c shows that the proportion of female academic staff increased to 49% of the total by the end of 2020 (from 44% in 2017). However, the proportions of female academics were higher than those of male academics in the following faculties in 2021: CHED (60% female), the FHS and Law (66% female) and Humanities (52% female). Conversely, male academics dominated in Commerce (60%), the GSB (70%), EBE (67%), and the Science (66% of all academic staff in 2021).

Teaching and Learning Outcomes and Outputs (See Tables 13-26 of Appendix 1)

Graduates and success rates

Degrees and diplomas awarded

The 2021 HEMIS return to the DHET indicates that 7 082 (7 330 in 2020) students completed a degree or diploma in 2021 (see Figure 11). The 2021 graduates included 1 337 master's graduates (up from 1 333 in 2019) and 274 doctoral graduates (down from 276 in 2020). The largest numbers of 2021 doctoral graduates were from the FHS and Science (85 and 60, respectively). At master's level, the largest numbers of graduates were students from the FHS, the GSB and EBE (247, 244 and 193, respectively).

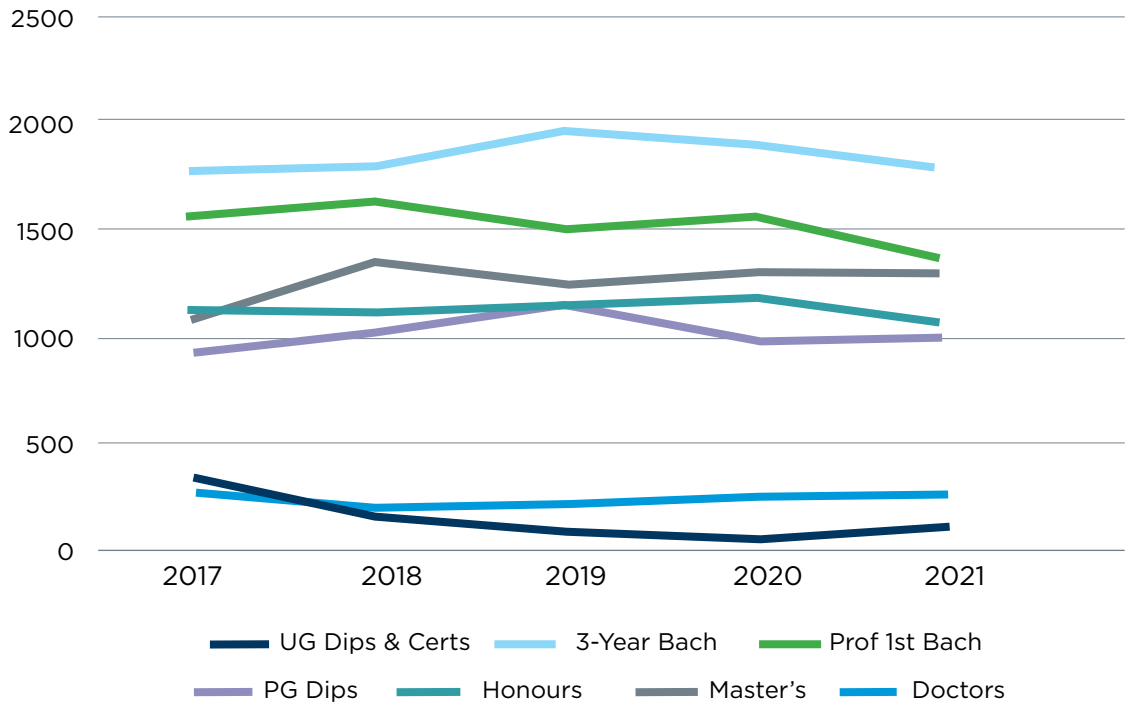
Three-year bachelor's graduates made up the largest group in 2021 (1 853, 26% of all graduates). Professional first bachelor's graduates peaked in 2018 at 1 627, dropping to 1 382 in 2021. The number of graduates at the undergraduate diploma level declined progressively (down to just 85 in 2020, and recovering to 121 in 2021), reflecting the relatively smaller enrolments in this qualification type. Graduations at the postgraduate diploma level fluctuated widely over the 2017-2020 period, reflecting the variations in enrolments in this qualification type over the period. Honours graduations increased slightly to 1 191 in 2020, dropping to 1 104 in 2021.

Graduation rates

Table 14 of Appendix 1 shows that graduation rates 1in relation to four qualification types remain markedly lower than those specified in the NPHE. Note that in this instance, the graduation rate is the fraction of graduates in relation to overall enrolments by qualification type. These are three-year bachelor's degrees (with a 2021 graduation rate of 20.9%, against the NPHE benchmark of 25%), professional first bachelor's degrees (with a completion rate of 16.6% against the NPHE target of 20%), master's degrees (where the 2021 graduation rate had dropped to 22%, in comparison with

[1] Note that the graduation rate examined here is the fraction of graduates over total enrolments per faculty and qualification type

Figure 11. Changes in graduates by qualification type: 2017-2021



the NPHE benchmark of 33%), and the doctoral level (where the 2021 graduation rate was 12.2%, against the NPHE benchmark of 20%). It should be noted that various adaptations to academic progression rules during the COVID-19 pandemic gave rise to higher levels of retention and lower levels of completion in the 2021 academic year. These include the moratorium on academic exclusions, as well as concessions that effectively extended the duration of enrolment at the undergraduate level. The honours level graduation rate (73.1% in 2021) has been consistently higher than the NPHE benchmark (60%), while at the postgraduate diploma level, the 2021 graduation rate (59.5%) was almost equal to the NPHE benchmark.

Class of pass among graduates

The Table 15 series of Appendix 1 shows the class of pass (measured as the cumulative career grade point average) among all bachelor's graduates, by faculty, race, and gender, for the period 2017 to 2021. Although there was some variation across the five years reported here, it appears that the proportions of graduates achieving in the first class and upper second class bands (12% and 16% of all bachelor's graduates respectively) did not change markedly between 2017 and 2021. We would expect certain changes in the class of passes among bachelor's graduates in 2021 in the aftermath of the COVID-19 situation. There was a small decrease in the proportion of bachelor's graduates achieving a first class (GPA) pass between 2020 and 2021 – down from 13% to 12%. There was an overall slight increase in the proportion graduating in the lower second class band (up from 45% in 2020 to 47% in 2021), along with a decrease in the proportion graduating with third class GPAs – dropping from 25% in 2020 to 21% in 2021. This is of interest, given the apparent decrease in course success rates in 2021 (see Table 17 series in Appendix 1) in comparison with 2020. The proportion graduating with GPAs below 50% has tended to fluctuate at around 3-4% of all bachelor's graduates.

The class of pass differed quite markedly between faculties, with 44% of FHS students in 2021 (50% in 2020) achieving first or upper second class passes, while 34% of Science, 24% of EBE students, 26% of Humanities students and 23% of Commerce graduates achieved GPAs in this band. By contrast, only 11% of Law graduates had GPAs of 70% and higher. GPAs in the lower second class range made up the largest proportion of the graduates in all faculties. Between 20% and 32% of Commerce, EBE and Science graduates had GPAs in the third class band; in the FHS the equivalent proportion was 11% in 2021, while in Law, 44% of all bachelor's graduates had GPAs in the third class band.

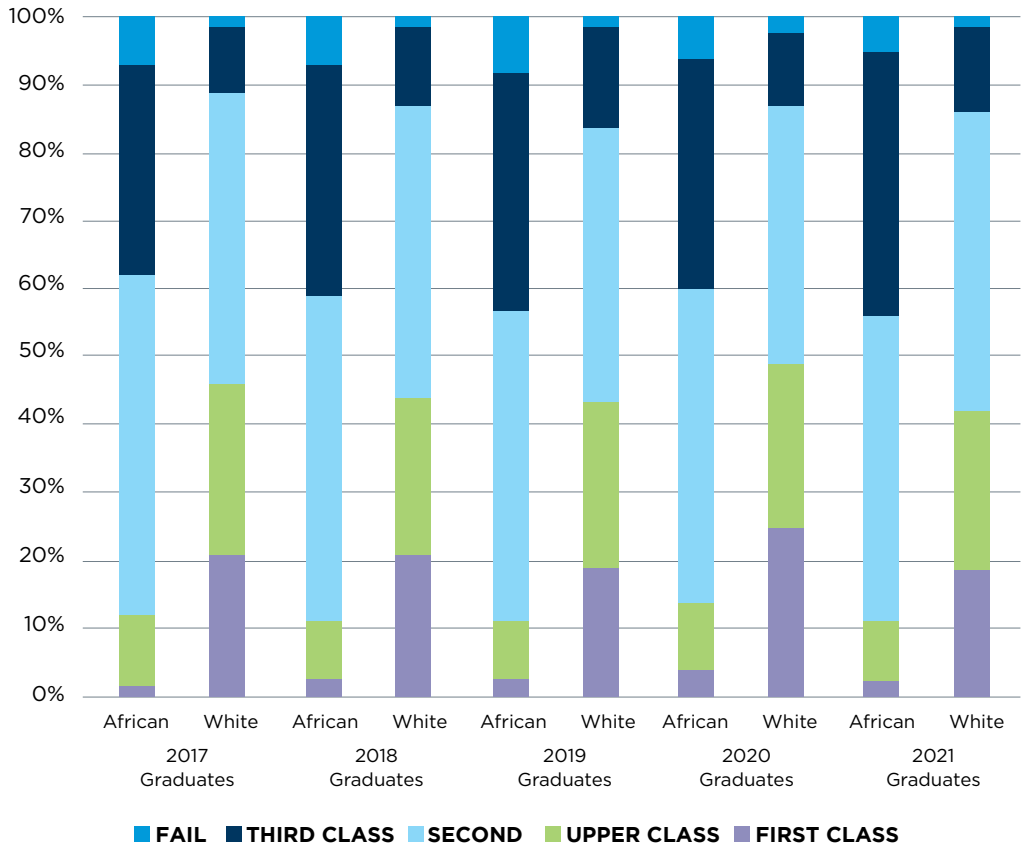
Achievement gap between White and African graduates

It is clear that in 2021, the 2020 improvements in the GPAs achieved by White graduates were sustained, with the proportion achieving first class passes remaining level at 25% and the proportion achieving upper seconds increasing to 25%. The proportion graduating with GPAs in the third class band remained level at 11%, while 2% of graduates achieved GPAs below 50%. By contrast, in 2021, 2% of African graduates had achieved first class passes while 10% had achieved cumulative GPAs of 70-74%. Half of all 2021 African graduates had achieved GPAs of 60-69%, while 31% of the group had attained only third class passes. Over the 2017 to 2021 period, between 6 and 8% of African graduates had cumulative GPAs of less than 50%. Thus although there was some improvement in the class of pass achieved by African graduates between the 2017 and 2021 graduation years (with the proportion of third class passes dropping to 31% of the total, and those with GPAs below 50% making up 6% of all graduates in 2020 and 2021), the profiles of the 2021 African and White graduates differed markedly, with:

- 2% of African graduates in comparison with 25% of White graduates achieving first class passes
- 10% of African graduates and 25% of White graduates achieving upper second class passes
- thus 12% of African graduates in comparison with 50% of White graduates with at least an upper second class pass
- 50% of African graduates and 38% of White graduates achieving second-class passes
- 31% of African graduates and 11% of White graduates achieving third class passes, and
- 6% of African graduates and 2% of White graduates completing with cumulative GPAs of less than 50%.

These differentials have a substantial possible impact on the conversion of graduates to postgraduate study (discussed below), and suggest that there is still work to be done to close the performance gap between Black and White students in respect of this particular indicator.

Figure 12. Comparison of class of pass among African and white graduates 2017-2021



Conversion rates from UG to PG

The Table 16 series of Appendix 1 shows the rates of conversion of bachelor's graduates into postgraduate study. Three-year bachelor's graduates who entered at least an honours degree in the year following graduation, and professional first bachelor's graduates who similarly entered at least a master's programme, have been considered to have converted to postgraduate study.

In general terms, the rate of conversion among three-year bachelor's graduates was seen to decrease progressively between 2017 and 2020/1

(although there were pronounced differences across the faculties and the various race groups), from 38% in 2017 down to 31% in 2020/1, with a six percentage point drop between 2019 and 2020. Conversely, the conversion rate for professional first bachelor's graduates increased steadily between 2017 and 2019, dropping back by two percentage points to 11% in 2020 and by a further three percentage points to 8% in 2021.

Looking at the conversion rates by faculty among professional first bachelor's graduates, there were significant numbers of conversions in only Law (20% in 2021), EBE (16% in 2021) and Commerce (7% in 2021). It should be noted that professional first bachelor's graduates in the FHS overwhelmingly transition into community service following graduation (this must be completed before these graduates are able to practise their professions), hence the negligible rate of conversion into postgraduate studies among professional first bachelor's graduates in this faculty.

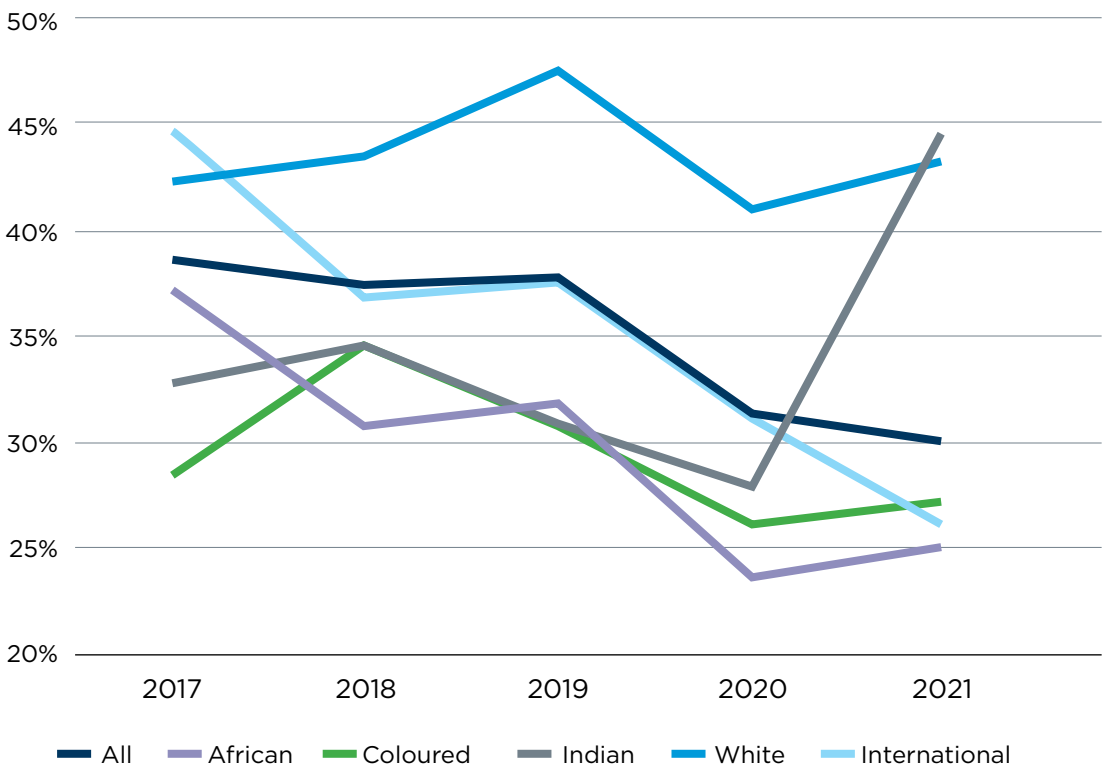
The highest rates of conversion among three-year bachelor's graduates took place in Science (peaking at 61% in 2019) and EBE (peaking at 42% in 2019) graduates. Looking specifically at the shifts between 2020 and 2021, it is of interest that the conversion rate among Commerce, EBE and Science graduates remained relatively stable, while there was a two percentage point decrease in the Humanities (24% in 2021).
The table set also shows marked decreases in conversion rates among African and International graduates between 2017 and 2020/1, while the conversion rate among White graduates remained relatively stable at around 43-44% (with an exceptional peak of 47% in 2019). The decreased conversion rates noted by race group between 2017 and 2021 were as follows:

- African – down 12 percentage points to 25%
- International – down 18 percentage points to 26%, suggesting a marked decrease in international graduates choosing to further their studies at UCT.

Interestingly, the conversion rate among Indian graduates increased from 33% in 2017 to 44% in 2021. The conversion rate among Coloured graduates was lowest at 26% in 2020, and highest at 35% in 2018.

The rate of conversion to honours studies in EBE three-year bachelor's programmes (41% in 2021) is particularly important, as the completion of related honours programmes is essential for professional practice in Architecture, Construction Studies and Property Studies.

Figure 13. Conversion rates among three-year bachelor's graduates to postgraduate study by race: 2017-2021



The conversion rate among female three-year bachelor's graduates was highest at 38% in 2017, dropping to 35% in 2018/9 and down to 30% in 2021. The conversion rates were not consistent across the faculties:

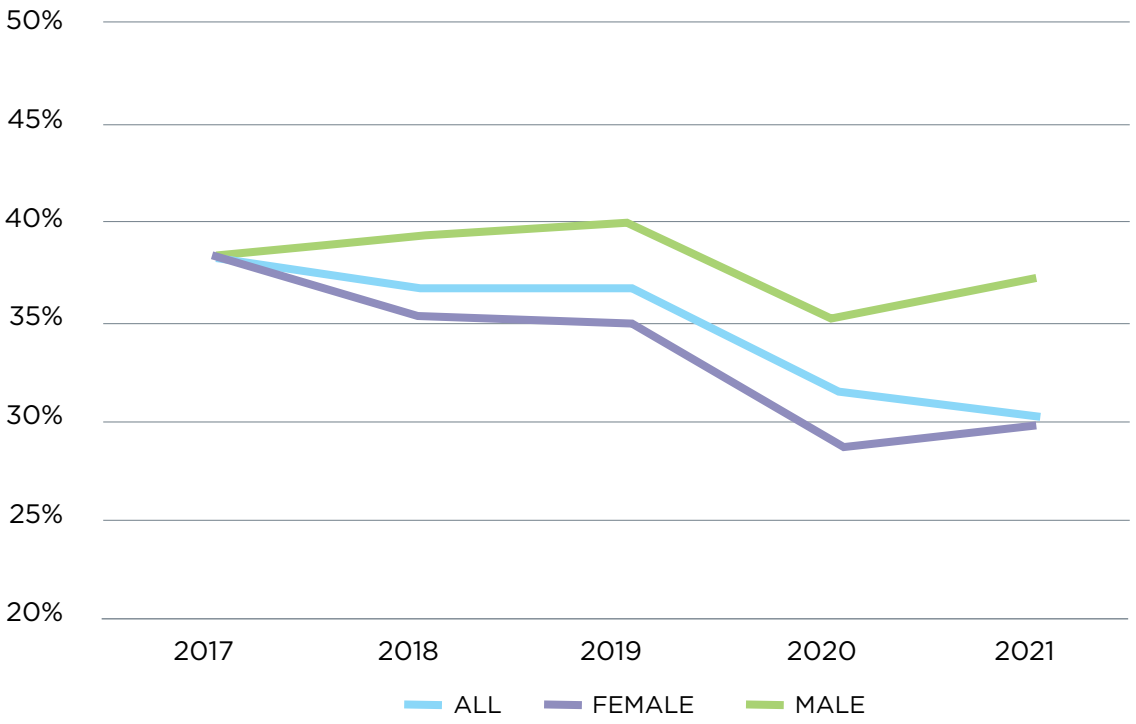
- The conversion rate among Commerce graduates dropped from 31% in 2017 to 20% in 2021.
- The conversion rate among EBE graduates increased from 30% in 2017 to 35% in 2021.
- The conversion rate among Humanities graduates dropped from 36% in 2017 to 27% in 2021.
- The conversion rate among Science graduates dropped from 60% in 2017 to 52% in 2021.

Among male three-year bachelor's graduates, the conversion rate was highest at 40% in 2019, dropping back to 37% in 2021. Here too, the conversion rates were not consistent across the faculties:

- The conversion rate among EBE graduates dropped from 59% in 2019 to 47% in 2021.
- The conversion rate among Humanities graduates dropped from 30% in 2019 to 23% in 2021.
- Among Science graduates, the conversion rate dropped from 60% in 2019 to 52% in 2021.
- However, the conversion rate for male Commerce graduates increased from 27% in 2019 to 35% in 2021.

In terms of the conversion of professional first bachelor's graduates into postgraduate study, the rate tends to be far lower than that among three-year bachelor's graduates, peaking at 14% in 2019 but dropping back to 8% in 2021. In 2021, the conversion rate was highest among Law and EBE graduates (20% and 16% respectively). The 2021 conversion rates among Commerce and Humanities were markedly lower at 7% and 3% respectively. By 2021, the conversion rates among professional first bachelor's graduates by population group were as follows:

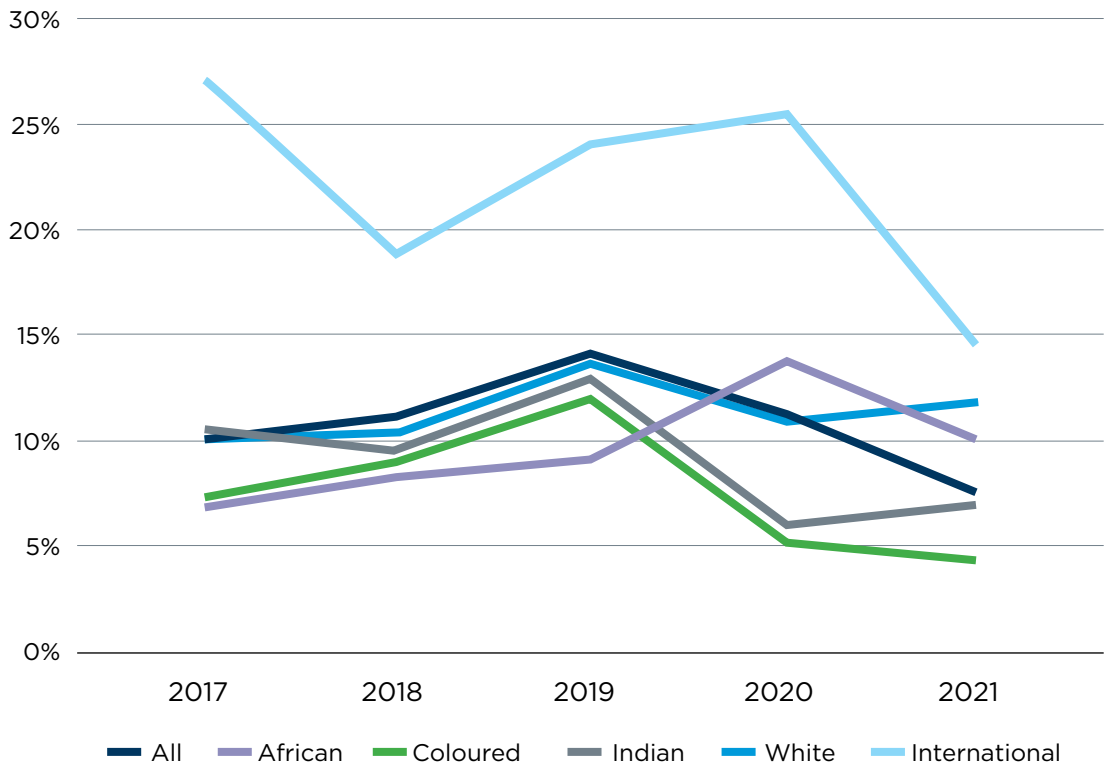
Figure 14. Conversion of three-year bachelor's graduates to ostgraduate study by gender: 2017-2021



- International – 15% (down from 27% in 2017)
- White – 11% (up from 10% in 2017)
- African – 10% (up from 7% in 2017)
- Indian – 8% (down from 11% in 2017)
- Coloured – 4% (down from 8% in 2017)

The conversion rate among international professional first bachelor's graduates was consistently higher than that among South African graduates, peaking at 27% in 2017 but dropping markedly to 15% in 2021. Again this suggests that fewer international graduates are electing to continue with their studies at UCT.

Figure 15. Conversion of professional first bachelor's graduates to postgraduate study by race: 2017-2021



It is also noteworthy that the conversion rate among female graduates was consistently lower than that among male professional first bachelor's graduates. By 2021, the conversion rate for female graduates was 7%, in comparison with 15% among male graduates. The highest rates of conversion among female graduates were apparent for Law graduates (25%) and EBE graduates (20%). Similarly, the conversion rates among male graduates were highest among Law graduates (29%) and EBE graduates (24%).

Figure 16. Conversion of professional first bachelor's graduates to postgraduate study by gender: 2017-2021

Course success rates

The overall undergraduate course success rate in 2020 increased markedly, from 85.1% in 2019 to 89.2%, dropping back to 80% in 2021. Please note that the course success rates depicted here are FTE success rates, i.e. FTE course completions as a fraction of FTE course enrolments, extracted from HEMIS Sub 3.

1000-level course success rates

The Table 17 series of the Appendix shows that the overall 1000-level course success rate dropped from 83% in 2017 to 79% in 2021, following a peak of 88% in 2020. Looking at the success rates by faculty, the largest

decrease in 1000-level success rates was apparent in Science (down 18 percentage points to 67%), followed by Commerce (down 7 percentage points to 82%) and by 6 percentage points to 83% in EBE. The 1000-level success rates in the FHS and Law remained relatively constant between 2020 and 2021 (97% and 90% respectively in 2021).

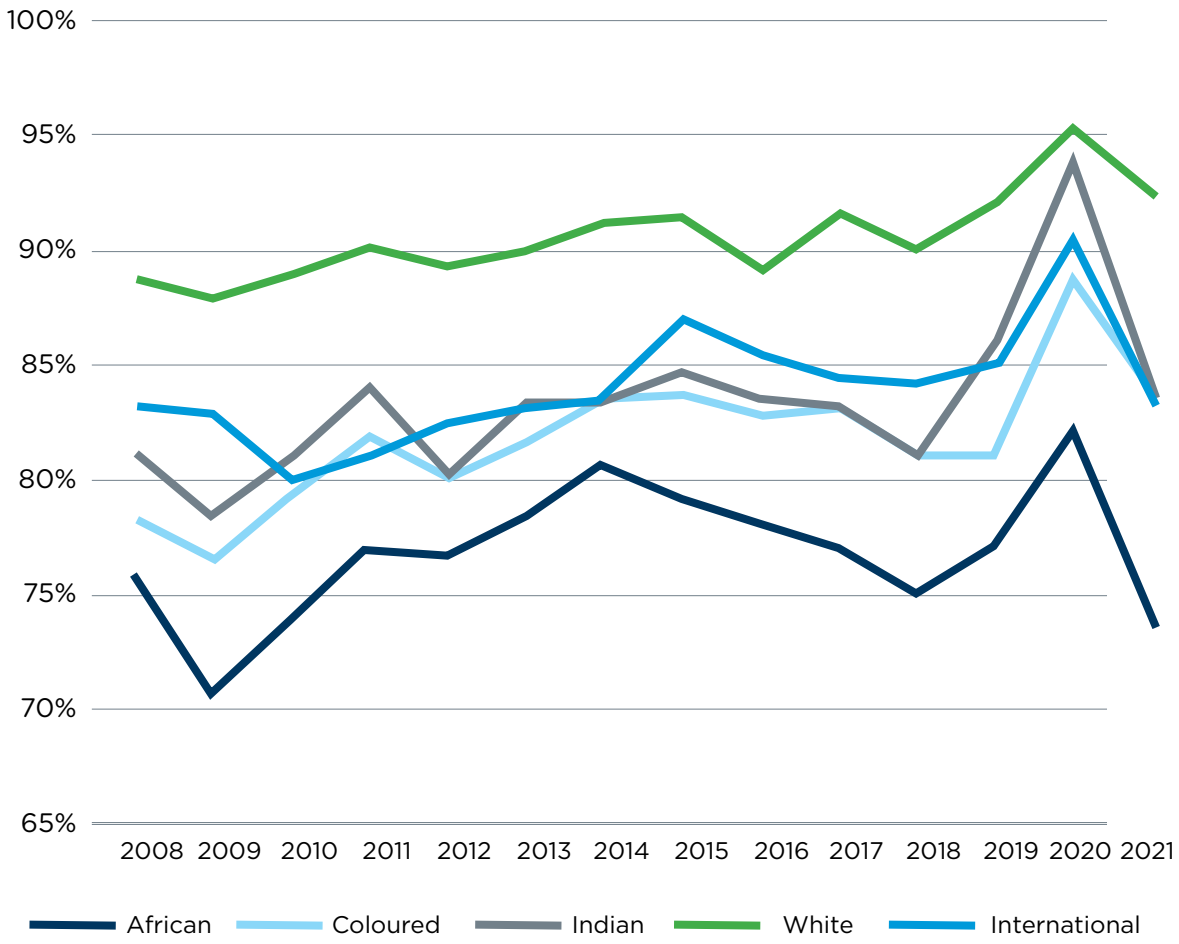
Table 17b shows a disproportionate decrease in 1000-level success rates in the SET (Science, Engineering and Technology) CESM (Classification of Educational Subject Matter) group – down by 14 percentage points to 74% between 2021 and 2021; there was also a substantial decrease in the 1000-level success rate in the Business/Commerce CESM, down by 8 percentage points to 81% between 2020 and 2021. By contrast, the success rates in the Education and Broad Humanities CESMs decreased by 3-4 percentage points against an overall decrease of 9 percentage points in respect of all 1000-level courses.

Achievement gap between African and White students at 1000 level

Table 17c shows that in 2021, all SA race groups showed decreased course success at the 1000 level: in the case of African students, there was an 11-percentage-point decrease in the 1000- level course success rate between 2020 and 2021 (down to 71%); the decreases among Indian and Coloured students were 9 and 7 percentage points respectively, while there was a 5 percentage point decrease in respect of White students (down to 90%). As a result of these differential decreases in success rates, the 2021 1000-level success rate achievement gap between African (at the lower extreme) and White (at the upper extreme) students was 19 percentage points (up from 13 percentage points in 2020).

While the 2020 success rates appeared markedly (and disproportionately) better than in prior years, which is counter-intuitive given the COVID-19 teaching delivery challenges that prevailed during 2020, it was surprising that the 2021 success rates had dropped back to levels lower than those

Figure 17. 1000-level courses success rates by race: 2008-2021



of the pre-COVID-19 years. It was expected that the partial return to invigilated exams would result in diminished success rates, but not that the success rates would drop to the extent apparent in these tables. The unusually low success rates were apparent at all undergraduate levels (1000, 2000 and 3000), so were not wholly attributable to a weaker new undergraduate intake in 2021. One could speculate that the poorer success rates in 2000- and 3000-level courses were the result of students' poorer learning experiences during the remote learning period.

2000-level course success rates

The overall success rate in 2000-level courses decreased by 10 percentage points between 2020 and 2021 (to 79%). Decreased success rates at the 2000-level were apparent in all faculties other than the FHs and Law, but the decrease was largest (21 percentage points) in Science. Decreased success rates were also apparent across all race groups but were most pronounced among African (down 13 percentage points to 69%) and international (down 12% points to 78%) students. The 2000-level success rate differential between African and White students increased to 20 percentage points in 2021, from 15 percentage points in 2020.

3000-level course success rates

Between 2020 and 2021, the overall 3000-level course success rate also declined markedly – down from 92% in 2020 to 83% in 2021. Decreases were visible in all faculties, but again the largest decrease took place in the Science faculty (down by 18 percentage points to 75% in 2021). There were also marked (12 percentage points and 10 percentage points respectively) decreases in EBE and Commerce. These decreases were confirmed in the substantial decreases in success rates in the SET and business/commerce CESMs (these were 13 and 9 percentage points, respectively). Table 17c shows the following decreases in 3000-level course success rates by race:

- African students – down 12 percentage points to 74%;
- Indian students – down 12 percentage points to 84%;
- International students – down 9 percentage points to 83%;
- Coloured students – down 8 percentage points to 84%; and
- White students – down 4 percentage points to 93%.

Because of differential shifts in 3000-level success rates by race, the White-African 3000-level performance differential increased from 12 percentage points in 2020 to 20 percentage points in 2021.

Course success rates of foundation students

Tables 18a and b show the success rates among foundation students (ie those registered for the first or subsequent years on foundation programmes) by UCT course level, faculty, and CESM group. Of key concern is the performance of these students in 2000- and 3000-level courses, which form part of the mainstream curriculum, following the structured support offered in the first year.

Given the discussion above, it is not surprising to note a marked increase in course success rates among foundation students between 2019 and 2020, followed by a very substantial decrease in 2021. Beginning with the crucial 1000-level, the foundation student success rate dropped by 13 percentage points to 68% in 2021. Decreases in success rates at this level were apparent across all faculties (note that numbers in the FHS are misleading, because of the small numbers of FTEs involved). Of particular concern is the very substantial decrease (of 22 percentage points) in the 1000-level success rate among Science students, down to 54%. The 1000-level success rate among foundation students (68%) was markedly lower than the overall 1000-level success rate (79%).[2]

The 2000- and 3000-level success rates among foundation students in 2021 were quite similar to those at the 1000-level (69% and 71%, respectively). The overall 2000-level success rate had dropped by 14 percentage points to 69% in 2021. There were particularly large decreases in the success rates for Science (down 33 percentage points), EBE (down 23 percentage points) and Commerce (down 21 percentage points) students. The 2000-level success rate among Science foundation students in 2021 was just 49%, down from 82% in 2020.

[2] Comparative 2021 foundation module course success rates were requested from the University of Pretoria. While the faculty structures at the two institutions differ, it is of interest to note the success rates in foundation modules at UP in 2021 were 90.1% (Bus/Man), 85.7% (Education), 86% (other Humanities), 81.3% in SET and 82.7% overall.

The 2021 3000-level success rate among foundation students was 71%, down 16 percentage points from 86% in 2020. Also at this level, the most significant decreases in success rates were apparent in Science (down 35 percentage points to 53%), EBE (down 21 percentage points to 73%) and Commerce (down 15 percentage points to 62%).

The faculty-based differentials in success rates among foundation students manifested in the patterns seen in Table 18b, which represents the results by course CESM group. The success rates in courses in the broad humanities were between 79% and 80% across all three levels in 2021. The SET course success rates ranged between 57% and 67% across all three levels, while those in Commerce courses ranged between 56% and 65%.

In 2021, the differential between performance on 1000- and 2000- level foundation courses was 1 percentage point overall. Looking at the data in terms of CESM group (see Table 18b), 1000- and 2000-level course success rates among foundation students in 2020 were equal (at 79%) in the broad Humanities group; in the science/technology group, the 2000-level success rate (62%) was markedly higher than that at the 1000-level (57%); while in the Business/Commerce CESM, 2000-level success rate (65%) was 9 percentage points lower than that at the 1000-level (56%). It was concerning that the 1000-level course success rate among foundation students had decreased progressively over the 2016-2019 period; but this trend was reversed in 2020, where the success rate was the highest over the five-year period (81%), dropping back to 68% in 2021. In 2021 the success rates among foundation students across 1000-, 2000- and 3000-level courses all dropped markedly, by 14 percentage points each at the 1000 and 2000 levels, and by 16 percentage points at the 3000 level.

It is of concern that a very large proportion of foundation students are typically also financial aid students (60% in 2021), whose continued NSFAS support depends on satisfactory academic performance.

Course success rates of financial aid students and students in residence

It is of concern that a very large proportion of foundation students are typically also financial aid students (60% in 2021), whose continued NSFAS support depends on satisfactory academic performance. A closer inspection of the underlying course performance data shows that the 2021 overall undergraduate course success rate among students on financial aid was 74%, in comparison with 84% among those not on financial aid. This observation also suggests that academic performance in 2021 was substantially poorer

among students with lower socio-economic status. Given the observations above regarding the 2021 academic performance of African students, it is not surprising that the performance of undergraduate students in residence, 63% of whom were African, was markedly poorer than that among students not living in UCT residences: the overall undergraduate course success rate among students living in UCT residences (75%) was considerably lower than that among undergraduates not living in UCT residences (83%).

Undergraduate academic progress code analysis (See Table 19, Appendix 1)

Between 2017 and 2020, 86-88% of all undergraduates were 'successful', where the measure of success is the completion of a degree/diploma, or meeting standard readmission requirements (in which case a CONT academic standing code is awarded). In 2020, because UCT recognised the difficulties potentially experienced by students in the online learning situation, academic exclusions were suspended and failing students were coded FECR, allowing them to re-register in 2021; 88% of all undergraduates were 'successful' while 9% failed to meet minimum readmission requirements for readmission, requiring faculty or Senate permission to re-register. Academic exclusions resumed in 2021, with Table 19a showing that 3% of all undergraduates were excluded at the end of 2021. In addition, a further 13% of all undergraduates required faculty/senate permission to re-register. The proportion of 'successful' undergraduates dropped from 88% in 2020 to 82% in 2021.[3]

[3] Comparative data requested from Wits University showed a general decrease in undergraduate student persistence among first-year students in general first bachelor's degrees between 2020 and 2021; the largest drop was apparent among Science students, down from 64% in 2020 to 55% in 2021. The persistence among first-year students in professional first bachelor's degrees dipped noticeably for Health Sciences (down from 84% to 75%) and Humanities (down from 76% to 68%) students between 2020 and 2021.

Four faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue studying to at least 9% of their undergraduate students at the end of 2020. Science awarded concessions to continue to 6% of its undergraduates in 2020. Students who receive concessions to continue their studies effectively repeat the year, which prolongs the time to degree among those who ultimately graduate. In the FHs, the proportion of undergraduates receiving concessions to continue dropped to 1% in 2020, from 3% of the total in 2019. Although academic exclusions returned in 2021, there was also a marked increase in the numbers of concessions to continue in three of the faculties: in Commerce, the proportion awarded concessions doubled between 2020 and 2021 (18% in 2021); in EBE, the proportion awarded concessions increased to 19% of all undergraduates; while in Science, the proportion awarded concessions increased from 6% in 2020 to 11% in 2021. In Humanities and Law, there were slight decreases in the proportion awarded concessions (down to 11% and 9% respectively); but in both cases, 5% of all undergraduates were excluded on academic grounds.

Overall, 16% of undergraduate students failed to meet minimum readmission requirements in 2021, in these proportions:

- African undergraduates, 25% (15% in 2020);
- Coloured undergraduates, 14% (10% in 2020);
- Indian undergraduates, 11% (5% in 2020);
- White undergraduates, 5% (2% in 2020); and
- International undergraduates, 15% (8% in 2020).

The increased proportions of students failing to meet standard readmissions requirements in 2021 arose as a result of both the resumption of academic exclusions, as well as a considerable increase in the proportion of undergraduates requiring faculty/Senate permission to re-register. The moratorium on academic exclusions in 2020 and the subsequent increase in concessions awarded in 2021 impacted total undergraduate enrolment in 2021 and 2022 – the undergraduate enrolment had been shrinking over

the 2017 to 2020 period, but increased by 4.3% in 2021. The undergraduate enrolment in June 2022 increased by a further 3.4% to 17 869.

It is of interest that among Indian and White undergraduates, there was a marked increase in the proportion of students qualifying over the 2016-2020 period: in the case of Indian students, this proportion rose from 20% in 2016 to 28% in 2020, while in the case of White students the proportion increased from 25% in 2016 to 34% in 2020. This change may be the result of decreasing numbers of Indian and White students entering the university, giving rise to relatively more senior cohorts of Indian and White students and thus larger proportions of graduates. These patterns were largely reversed in 2021, with 22% of Indian students and 30% of White students qualifying.

5-year first-time entering Undergraduate Cohort Analysis (See Tables 20 and 21 of Appendix 1)

The Table 20 series tracks the progress of the 2013-2017 first-time entering undergraduate (FUs) cohorts. There was a slight decrease in the five-year completion rates across successive intakes, down from 73% among the 2013 cohort to 69% in the 2016 and 2017 intakes. The proportion of each cohort still busy with their studies increased by four percentage points between the 2013 and 2017 cohorts, to 12%, while the proportion dropping out in good academic standing increased to 12% in respect of the 2017 cohort. The academic exclusion rate remained relatively constant at 9-10% of each of the cohorts analysed here.

Analyses of the five-year longitudinal progress of FUs within the 2017 entry cohorts showed that 69% had completed a degree/diploma by the end of 2021, while 12% of the 2017 entrants were still busy with their undergraduate studies after five years. The potential completion rate within the 2017 cohort was therefore 81%, in comparison with 79% in respect of the 2015 and 2016 cohorts and 81% among both the 2013 and 2014 FU intakes.

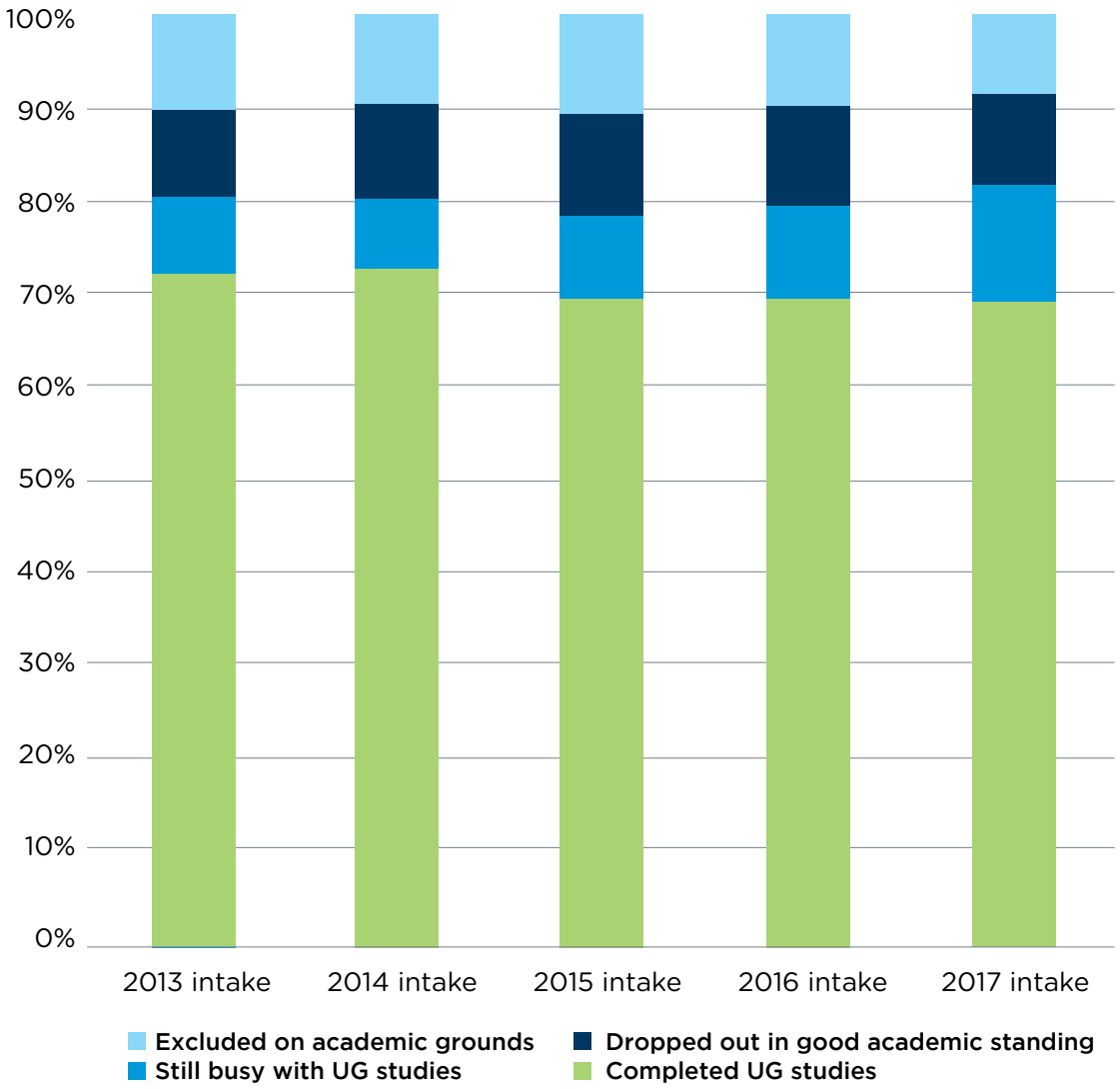
Completion rates by faculty

The completion rates shown in respect of the Engineering, Law and Science cohorts (62%, 63% and 62% respectively) were markedly lower than the overall five-year completion rate of 69%. The total attrition within the 2017 cohort after five years was 19% of all entrants, which was remarkably similar to the attrition rates among the prior cohorts shown here.

The academic exclusion rates in most faculties have remained relatively level across the five cohorts reflected here, with the rate of academic exclusion in the Science faculty remaining at a high 15% of the 2017 intake and that among the 2017 Law FUs cohort dropping to 16% in 2021 (from 19% in respect of the 2016 FUs cohort). In the case of EBE, the academic exclusion

rate was 11% for the 2013 cohort, dropping to 8% among the 2016 and 2017 cohorts. In the case of Science, 20% of the 2012 FUs cohort were excluded on academic grounds; this proportion dropped to 15% among the 2016 cohort (which was however 2 percentage points higher than the equivalent proportion of the 2015 cohort), following the introduction of a new approach

Figure 18. Academic Progress of the 2013 to 2017 FU cohorts

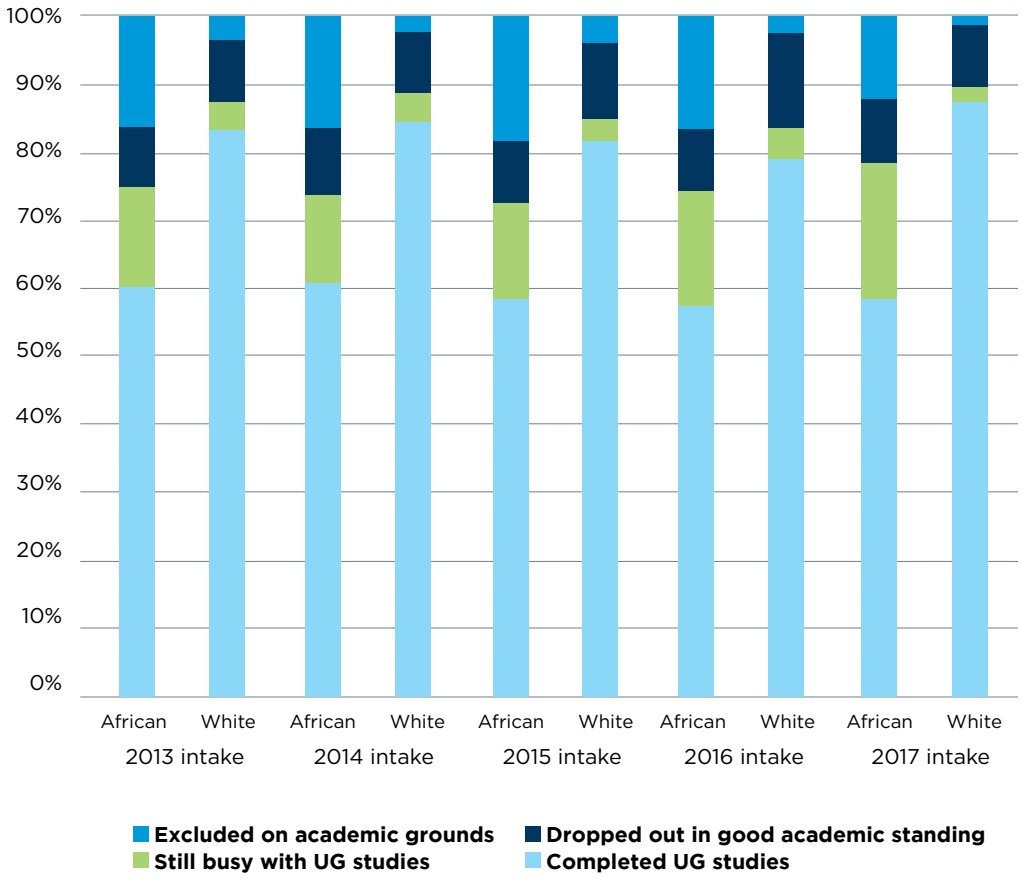


to the SEDP in 2013. Looking at the Faculty of Science, however, it should be noted that the 2016 cohort completion rate (65%) was 7 percentage points lower than the completion rate for the 2015 FU cohort; this was largely due to a 6 percentage point increase in the academic exclusion rate among the 2016 cohort. In the case of Law, the cohort completion rate across the intakes shown in the table set fluctuated markedly, with 69% of the 2014 cohort but only 49% of the 2015 FU cohort graduating after five years. The completion rate for the 2017 cohort increased back to 63%, due to marked reductions in the fractions of the incoming cohort either still busy with their studies (down by 12 percentage points to 12%) or dropping out in good academic standing (down from 15% of the 2013 intake to 9% of the 2017 FU cohort).

Completion rates by demographic

Cohort completion rates across the 2013-2017 FU cohorts also varied widely in relation to race. Looking at the 2017 cohort, the completion rate among African students remained level at 58%: the reduced attrition rates among this cohort were balanced by a marked increase in the proportion of students still busy with their studies five years after entry (up to 21% in respect of the 2017 entry cohort). The completion rates among the 2017 Coloured and Indian cohorts both increased slightly in comparison with the 2016 intake, while there was a marked increase in the completion rate among White FU entrants – up to 87%, in comparison with a completion rate of 79% among the 2016 FU cohort. The potential completion rates among the 2017 White and African cohorts were 90% and 79% respectively. The large and increasing number of African students still busy with undergraduate studies after five years relates to a significant extent to the frequency of enrolment on extended programmes, where the minimum time to degree is a year longer than in the mainstream, but also results from the relatively higher incidence of concessions to re-register among the group.

Figure 19. Comparison of academic Progress of Successive African and White FU cohort 2013-2017



In total, 69% of all 2017 FUs in this analysis completed their studies within five years of initial registration, in these proportions:

- African undergraduates, 58% (in comparison with 61% of the 2013 FU cohort);
- Coloured undergraduates, 72% (in comparison with 70% of the 2013 cohort);
- Indian undergraduates, 74% (in comparison with 73% of the 2013 cohort); and
- White undergraduates, 87% (in comparison with 83% of the 2013 FU cohort).

Looking at the 2013-2017 FU cohorts, attrition rates have decreased across all race groups other than White students, among whom the rate of drop-out in good academic standing increased considerably, up to 14% in respect of the 2016 FU cohort. Attrition (academic exclusion plus drop-out in good academic standing) rates within the 2017 FU cohort were as follows:

- 19% of all entrants (in comparison with 20% within the 2013 FU cohort);
- 20% among SA Black entrants (in comparison with 25% of the 2013 cohort);
- 17% among Coloured entrants (in comparison with 21% of the 2013 cohort);
- 16% among Indian entrants (in comparison with 19% of the 2013 cohort); but
- 19% among White entrants (in comparison with 12% of the 2013 cohort).

Completion rates in extended programmes

Of particular interest is the impact of the new approach to the EDP in Science, which was introduced in 2013. Prior to 2013, students were admitted directly into GEPS (the General Entry Programme for Science); but as of 2013, all students have been admitted into the mainstream (the SB001). All students are then required to write a set of formal class tests at mid-term of the first semester (mid-March). On the basis of the marks achieved in these tests, together with the results of the school-leaving examinations and the NBTs, selected students are then counselled to convert to the four-year EDP – the SB016. The EDP is structured such that students entering the programme receive additional academic and general support to improve their chances of graduating in minimum time. Examination of the data shows that the completion rate for Science FUs was 65% among the 2012 cohort, in comparison with 72% among the whole 2012 cohort. 20% of the 2012 Science FU cohort had been excluded on academic grounds, and a further 10% had dropped out in good academic standing. In comparison, 68% of the first cohort of the new EDP (the 2013 cohort) had completed their studies after five years of study, while 70% of the second EDP and 72% of the third EDP cohort had graduated within five years. It is noteworthy that the rates of academic exclusion among these 2013-2015 cohorts (13-14%, in each case) were markedly lower than those pertaining to the GEPS approach. Unfortunately, the analysis shows a marked decrease in the completion rate within the 2016 cohort (down to 65%), and a further decrease in respect of the 2017 cohort (down to 62%), resulting largely from a 7 percentage-point increase in the proportion of students still busy with their studies five years after their initial enrolment.

Table 21 in Appendix 1 shows that in addition to the low completion rate among African students in the mainstream, the completion rate in the extended degree programmes has also remained problematic, dropping from 57% of the 2013 cohort to 55% of the 2017 cohort. There had been

some improvement in recent intakes in Science, where the completion rate increased from 38% for the 2013 cohort to 52% among the 2015 cohort, but dropped to 46% in 2016 and then decreased to 38% among the 2017 cohort. The completion rates among the BCom, BBusSc and BA/BSocSci cohorts remained markedly higher (between 61% and 66% in respect of the 2017 cohort). There was some improvement in the completion rate within the very small 2017 LAW ECP cohort (up to 50%, in comparison with just 27% among the 2016 FU cohort), but this programme has been discontinued so is no longer of great interest.

Is it important to note that the size of the extended programme FU cohort increased markedly in 2016, coinciding with the first year of the new admissions policy. This was apparent in all faculties other than Commerce, where the new policy was effectively not implemented. While the overall extended programme intake increased from 686 in 2015 to 898 in 2016, the EBE and Science intakes increased by 86% and 93% respectively. At the same time, the completion rates among the 2016 FU intakes dropped dramatically in both EBE and Science, by nine and six percentage points respectively. These patterns raise questions about provisions made for accommodating the substantially different student profile delivered via the new admissions policy.

The overall completion rates within the 2014-2017 EDP appear to have stabilised at 54-55%. However, the proportions of successive EDP cohorts still busy with their studies increased markedly, from 13% in respect of the 2013 cohort up to 22% of the 2016 cohort and 21% of the 2017 cohort. Potential completion within the 2017 extended programmes (76%) was slightly lower than that within the African mainstream (79%). The completion rates within the extended programmes tended to vary quite markedly by programme, and from year to year within the different programmes.

However, the completion rates among the 2017 EDP cohorts were as follows:

- 61% within the BCom (69% in 2016)
- 65% within the BBusSc (67% in 2016)
- 34% within the BSc(Eng) (49% in 2016)
- 50% within the LLB (27% in 2016)
- 38% in the BSc (46% in 2016)
- 66% in the BA+BSocSc (61% in 2016).

Overall attrition in the EDPs dropped slightly to 24% among the 2017 cohort, from a peak of 30% among the 2013 cohort.

UG time to degree completion

The Table 22 series summarises the years to completion among graduates of the 2013-2017 entry cohorts in five large faculties (excluding the FHS). Table 22a shows a slight but steady decline in the proportion completing their degrees in three years across the 2013-2017 entering cohorts: while 34% of the 2013 cohort had completed in three years, this proportion dropped to 32% in respect of the 2017 FU cohort. At the same time, the proportion completing within four years increased from 43% in respect of the 2013 entrants to 50% among the 2017 intake.

Looking at graduates within the three-year programmes (BA, BCom, BSc and BSocSc), there were marked variations by programme and by entry year: 51% of the BA graduates, 49% of the BCom graduates, 47% of the BSc graduates and 43% of the BSocSc graduates among the 2017 FU cohort had completed their studies within the minimum three-year period. The proportions of graduates completing four-year programmes within the minimum time also varied markedly, with 80% of the BBusSc graduates, 65% of the BSc(Eng) graduates and 62% of the LLB graduates within the 2017 FU cohort completing within four years.

UG time to degree completion by demographics

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

- 24% of all 2017 African graduates had completed in three years (up from 22% of the 2013 cohort graduates), and a further 49% (up from 44% of the 2013 graduates) had completed in four years.
- 29% of all 2017 Coloured graduates had completed in three years (down slightly from 30% of the 2013 cohort graduates), and a further 53% (up from 41% of the 2013 cohort graduates) had completed in four years.
- 21% of all 2017 Indian graduates had completed in three years (up from 17% of the 2013 cohort graduates), and a further 52% (the same as in respect of the 2013 cohort graduates) had completed in four years.
- 42% of all 2017 White graduates had completed in three years (the same as in respect of the 2013 cohort graduates), and a further 48% (up from 43% among the 2013 cohort graduates) had completed in four years.

Figure 20 compares time to degree among African and White FU entrants into three-year bachelor's programmes in 2013 and 2017, with a view to looking at possible differential completion rates by race. There are indeed marked differentials in the proportions of African and White students completing their studies in three years, in all four programmes and in both entry cohorts. The differential was most pronounced in Science (the BSc), where 22% of African students in comparison with 71% of white students in the 2017 cohort completed within three years, and the BSocSci, where 21% of African entrants in comparison with 68% of White 2017 entrants graduated within three years. Although the differentials relate to some extent to the substantial numbers of African students who enter extended programmes, the substantial proportions of these students taking five years or more to complete a three-year programme suggest that there are other factors at play: looking at the 2013 African entrants, 19% of BA graduates, 26% of BSocSc graduates, 18% of BCom graduates and 35% of BSc graduates took at least five years to complete their studies. The comparative proportions among White graduates were 6%, 8%, 3% and 8% respectively.

Similar differentials are apparent in Figure 21 below, which compares time to degree among African and White 2013 and 2017 FU entrants into four-year programmes. Here too, the proportions of African students completing their BBusSc and BSc(Eng) studies within four years are markedly lower than the equivalent proportions of White students. While the 2017 cohort has only been tracked for five years, the 2013 cohorts showed that substantial proportions of Africans (47% of the BBusSc intake, 44% of the LLB graduates and 53% of the BSc(Eng) intake) took five or six years to complete their four-year degrees.

Postgraduate (Master's and Doctoral) cohort analysis (See Tables 23 and 24 of Appendix 1)

Figure 20. Time to degree among African and white entrants into three-year bachelor's programmes

	Humanities: BA				Commerce: BCom				Science: BSc				Humanities: BSocSc			
Graduated in...	2013 FU African	2013 FU White	2017 FU African	2017 FU White	2013 FU African	2013 FU White	2017 FU African	2017 FU White	2013 FU African	2013 FU White	2017 FU African	2017 FU White	2013 FU African	2013 FU White	2017 FU African	2017 FU White
3 Years	56%	80%	37%	73%	33%	51%	52%	58%	25%	70%	22%	71%	31%	77%	21%	68%
4 Years	26%	15%	50%	24%	45%	41%	32%	24%	40%	21%	52%	23%	43%	20%	55%	26%
5 Years	15%	4%	13%	4%	17%	6%	16%	18%	16%	5%	27%	5%	20%	2%	23%	6%
6 Years	4%	2%	0%	0%	5%	2%	0%	0%	18%	4%	0%	0%	6%	1%	0%	0%

Figure 21. Time to degree among African and white entrants into four-year bachelor's programmes

	Commerce: BBusSc				Engineering: BSc(Eng)				Law: LLB			
Graduated in...	2013 FU African	2013 FU White	2017 FU African	2017 FU White	2013 FU African	2013 FU White	2017 FU African	2017 FU White	2013 FU African	2013 FU White	2017 FU African	2017 FU White
3 Years	5%	5%	9%	9%	0%	2%	1%	2%	0%	29%	0%	0%
4 Years	48%	72%	58%	79%	48%	65%	51%	77%	56%	57%	72%	100%
5 Years	38%	19%	33%	12%	36%	26%	48%	21%	13%	0%	28%	0%
6 Years	9%	3%	0%	0%	16%	7%	0%	0%	31%	14%	0%	0%

Master's time to degree completion

Table 23 of Appendix 1 shows the cohort retention of the 2013–2017 new intakes of master's students, each tracked for four years. The overall completion rate among these master's cohorts ranged between 56% (of the 2014 intake) and 64% (of the 2013 intake) at the upper end. Nineteen percent of the 2017 intake were still registered at the master's level after four years, and the potential completion rate within this cohort was thus 76%, in comparison with 73% in respect of the 2013 cohort. Around 3% of the 2013 and 2014 intakes had upgraded to doctoral study during the four-year tracking period; upgrades were most common in Science (where up to 8% of an entry cohort upgraded) and the FHS (where up to 9% of a cohort upgraded to doctoral study). Analysis of the 2015–2017 cohort showed no upgrades to doctoral study. The proportion of the intake still registered after four years of study increased with successive cohorts: 9% of the 2013 and 2014 intakes in comparison with 17% of the 2015 and 2016 cohorts, and 19% of the 2017 cohort, were still busy with their master's studies after four years. The proportions dropping out in good academic standing ranged between 20% and 23% of each cohort, peaking at 23% in the 2015 and 2016 intakes.

Master's-level cohort completion rates varied widely by faculty as well as by intake year. Completion rates were consistently highest among GSB students, where between 80% and 87% (of the 2017 and 2016 cohorts respectively) had graduated within four years of commencing their studies. Completion within the 2017 cohorts in the GSB, the FHS, Humanities and Law were markedly lower than that within the 2016 master's intakes:

- 35% of the 2017 the FHS entry cohort (in comparison with 48% of the equivalent 2016 cohort) had graduated within four years.
- 53% of the 2017 Humanities cohort (in comparison with 58% of the 2016 intake) had graduated within four years.
- 67% of the 2017 Law intake (in comparison with 75% of the 2016 intake) had graduated within four years.

- 80% of the 2017 GSB entry cohort (in comparison with 87% of the equivalent 2016 cohort) had graduated within four years.

The four-year completion rates among the 2016 and 2017 Commerce entry cohorts were both 70%. The completion rate among the Science entrants, however, increased to 65% (up from 62% in respect of the 2017 cohort), while the completion rate among the 2017 EBE entrants increased by three percentage points to 65%.

This analysis suggests increasing times to degree at the master's level, which is substantiated in Table 26 of Appendix 1 (which shows numbers of master's graduates per faculty as well as times to degree for the years 2017 to 2021). Increasing times to degree give rise to incremental increases in enrolments at master's level, and may lead to a situation where the size of the new intake needs to be contained due to resource constraints arising from the substantial numbers of returning students.

Doctoral time to degree completion

The 2013 to 2017 new intakes of doctoral students were each tracked for five years. Table 24 of Appendix 1 shows the status of the intake of each cohort, per faculty, at the end of five years of study. The table shows that the overall completion rate among new doctoral intakes peaked at 36% (of the 2013 intake), but then dropped markedly to only 29% with respect to the 2017 cohort. Between 38% and 43% of each cohort was still registered at the end of five years, bringing the potential cohort completion rates to between 68% (within the 2014 cohort) and 75% (within the 2013 cohort). Attrition rates within the doctoral cohorts (including those who dropped out in good academic standing as well as the small number excluded academically) varied between 26% (of the 2016 entry cohort) and 30% (of the 2014 cohort).

Retention and completion patterns at doctoral level varied widely across faculties and entry years, but the decrease in the overall completion rate (29%) and increased attrition rate (28%) within the overall 2017 doctoral cohort is of concern. Table 24 shows that there was a substantial decrease in the 2017 cohort completion rates, in comparison with that within the 2013 intake across all faculties, while the attrition rate had also increased in all faculties.

Looking at the 2017 cohort, the performance of the Commerce, EBE, the FHS and Humanities doctoral intakes were of particular concern:

- 18% of the Commerce intake had graduated and a further 35% were still registered after four years, bringing the potential completion rate to 53%.
- 19% of the EBE intake had graduated and a further 46% were still registered, bringing the potential cohort completion rate to 65%.
- 31% of the FHS intake had graduated and a further 50% were still registered, bringing the potential completion rate to 81%.
- 19% of the Humanities intake had graduated and 45% were still registered, bringing the potential completion rate to 64%.

The rates of academic exclusion and transfer to other programmes were small to negligible in the doctoral cohorts.

Honours and postgraduate diploma time to degree completion

Table 25 shows the numbers of postgraduate diploma and honours graduates by faculty for the years 2017 to 2021, and the average times to degree for these qualifications in each of the faculties and overall. The average time to completion for postgraduate diplomas increased from 1.3 years in 2017 to 1.5 years in 2020 and 2021. In 2021, the average time to completion for postgraduate diplomas ranged from 1.23 years in Humanities (where these qualifications are largely full-time and done over one year) to 1.7 years in the GSB and 1.6 years in the FHS, where part-time study over two years is more common. There were only very small numbers of graduates at the postgraduate diploma level in both EBE and Law (4 and 13 respectively), and thus the times to degree reflected in the Table for these two faculties may be misleading.

The overall average time to completion for honours graduates remained level at 1.2 years across the 2017-2021 period. The markedly higher time to degree among Commerce honours graduates in 2020 (1.4 years in 2021) results from the faculty's two part-time offerings (Economic Analysis of Financial Markets, and Information Systems); the former programme also has both January and June intakes.

Master's and doctoral graduates and time to degree completion

Table 26 shows that the doctoral graduate total has improved markedly and remained reasonably level in 2020 (276 graduates) and 2021 (274 graduates) following a dip in 2018 (to 195 graduates) and a recovery to 261 graduates in 2019. The average time to degree among doctoral graduates, however, increased steadily from five years in 2017 to 5.7 years in 2019 and 2020, and then increased to an average of six years in 2021.

Table 26 shows a steady increase in master's graduates up from 1 139 in 2017 to 1 337 in 2021), but also a marked increase in the average time to degree among master's graduates – up from 2.6 years in 2017 to 3.2 years in 2021 (which is slightly lower than the 2020 average of 3.3 years). The time to degree among master's graduates was highest in the FHS (4.6 years in 2021) largely because of the substantial numbers of MMed graduates in the faculty, where the minimum time to degree is four years. The time to degree among Humanities master's graduates was also higher than the overall figure at 3.7 years. While the time to degree among EBE master's graduates had climbed steadily between 2017 and 2020 (from 2.8 years to 3.5 years), the average time to degree among 2021 EBE master's graduates had dropped back to 2.9 years, i.e. below the institutional average.

APPENDIX 1: DATA TABLES

SECTION 1 : TOTAL, UNDUPLICATED STUDENT ENROLMENTS : 2016 - 2020

Table 1
Total undergraduate plus postgraduate head count student enrolments: 2016 - 2020

Faculty	2017	2018	2019	2020	2021	Average annual change
Commerce	7144	6777	6554	6485	6763	-1,4%
	25%	24%	23%	23%	23%	
GSB	812	850	867	739	1018	5,8%
	3%	3%	3%	3%	3%	
EBE	4866	4939	4801	4555	4618	-1,3%
	17%	17%	17%	16%	16%	
Health Sciences	4815	4940	4820	4742	4871	0,3%
	17%	17%	17%	17%	17%	
Humanities	6829	7110	7327	7490	7610	2,7%
	24%	25%	26%	26%	26%	
Law	1405	1265	1276	1267	1311	-1,7%
	5%	4%	4%	4%	4%	
Science	2853	2863	2996	3169	3253	3,3%
	10%	10%	10%	11%	11%	
TOTAL	**28724**	**28744**	**28641**	**28447**	**29444**	**0,6%**
	100%	**100%**	**100%**	**100%**	**100%**	

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 2017- 2021 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:

Faculty	2017	2018	2019	2020	2021	Average annual change
Commerce	5037	4516	4303	4161	4551	-2,5%
	28%	26%	25%	24%	26%	
GSB	0	0	0	0	68	
	0%	0%	0%	0%	0%	
EBE	3275	3321	3293	3129	3143	-1,0%
	18%	19%	19%	18%	18%	
Health Sciences	2318	2259	2149	2039	2133	-2,1%
	13%	13%	12%	12%	12%	
Humanities	4898	5048	5197	5301	5336	2,2%
	27%	29%	30%	31%	30%	
Law	688	660	669	587	645	-1,6%
	4%	4%	4%	3%	4%	
Science	1656	1690	1709	1846	1933	3,9%
	9%	10%	10%	11%	11%	
TOTAL	**17872**	**17494**	**17320**	**17063**	**17809**	**-0,1%**
	100%	**100%**	**100%**	**100%**	**100%**	

Table 3
Postgraduate student enrolments

Faculty	2017	2018	2019	2020	2021	Average annual change
Commerce	2313	2107	2261	2324	2212	-1,1%
	21%	19%	20%	20%	19%	
GSB	790	812	850	739	950	4,7%
	7%	7%	8%	6%	8%	
EBE	1482	1591	1618	1426	1475	-0,1%
	14%	15%	14%	13%	13%	
Health Sciences	2364	2497	2681	2703	2738	3,7%
	22%	23%	24%	24%	24%	
Humanities	1987	1931	2062	2189	2274	3,4%
	18%	18%	18%	19%	20%	
Law	745	717	605	680	666	-2,8%
	7%	7%	5%	6%	6%	
Science	1138	1197	1173	1323	1320	3,8%
	11%	11%	10%	12%	11%	
TOTAL	**10819**	**10852**	**11250**	**11384**	**11635**	**1,8%**
	100%	**100%**	**100%**	**100%**	**100%**	

Table4

Headcount student enrolments by population group

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

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	1976	1900	1811	1958	2197	821	706	586	634	660	663	575	425	439	431	1792	1379	1014	867	761	713	622	607	562	568	172	208	139	129	54	7144	6777	6554	6485	6763
	28%	28%	28%	30%	32%	11%	10%	9%	10%	10%	9%	8%	6%	7%	6%	25%	20%	15%	13%	11%	10%	9%	9%	9%	8%	2%	3%	2%	2%	1%	100%	100%	100%	100%	100%
GSB	125	116	183	213	266	49	54	84	113	124	29	30	42	45	63	82	63	83	95	115	179	177	140	131	152	42	31	47	12	16	812	850	867	739	1018
	15%	14%	21%	29%	26%	6%	6%	10%	15%	12%	4%	4%	5%	6%	6%	10%	7%	10%	13%	11%	22%	21%	16%	18%	15%	5%	4%	5%	2%	2%	100%	100%	100%	100%	100%
EBE	1294	1424	1498	1483	1579	562	590	556	506	420	406	379	348	330	297	1338	1289	1175	1081	921	867	809	769	654	629	122	119	87	70	37	4866	4939	4801	4555	4618
	27%	29%	31%	33%	34%	12%	12%	12%	11%	9%	8%	8%	7%	7%	6%	27%	26%	24%	24%	20%	18%	16%	16%	14%	14%	3%	2%	2%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	1196	1191	1185	1229	1318	713	718	697	681	668	351	345	362	387	376	1130	1086	1013	987	936	522	559	559	547	533	89	88	76	70	72	4815	4940	4820	4742	4871
	25%	24%	25%	26%	27%	15%	15%	14%	14%	14%	7%	7%	8%	8%	8%	23%	22%	21%	21%	19%	11%	11%	12%	12%	11%	2%	2%	2%	1%	1%	100%	100%	100%	100%	100%
Humanities	1458	1427	1466	1734	1974	1121	1191	1134	1279	1355	204	170	172	193	192	1541	1301	1147	1158	1064	528	518	456	434	418	592	671	503	325	139	6829	7110	7327	7490	7610
	21%	20%	20%	23%	26%	16%	17%	15%	17%	18%	3%	2%	2%	3%	3%	23%	18%	16%	15%	14%	8%	7%	6%	6%	5%	9%	9%	7%	4%	2%	100%	100%	100%	100%	100%
Law	272	288	334	330	379	245	210	202	179	159	88	78	86	70	69	341	285	277	249	225	192	178	188	204	212	87	104	73	72	39	1405	1265	1276	1267	1311
	19%	23%	26%	26%	29%	17%	17%	16%	14%	12%	6%	6%	7%	6%	5%	24%	23%	22%	20%	17%	14%	14%	15%	16%	16%	6%	8%	6%	6%	3%	100%	100%	100%	100%	100%
Science	793	851	907	1009	1046	306	292	340	361	358	142	131	141	144	147	952	920	946	982	840	322	286	293	281	281	148	171	131	125	81	2853	2863	2996	3169	3253
	28%	30%	30%	32%	32%	11%	10%	11%	11%	11%	5%	5%	5%	5%	5%	33%	32%	32%	31%	26%	11%	10%	10%	9%	9%	5%	6%	4%	4%	2%	100%	100%	100%	100%	100%
TOTAL	**7114**	**7197**	**7384**	**7956**	**8759**	**3817**	**3761**	**3599**	**3753**	**3744**	**1883**	**1708**	**1576**	**1608**	**1575**	**7176**	**6323**	**5655**	**5419**	**4862**	**3323**	**3149**	**3012**	**2813**	**2793**	**1252**	**1392**	**1056**	**803**	**438**	**28724**	**28744**	**28641**	**28447**	**29444**
	25%	**25%**	**26%**	**28%**	**30%**	**13%**	**13%**	**13%**	**13%**	**13%**	**7%**	**6%**	**6%**	**6%**	**5%**	**25%**	**22%**	**20%**	**19%**	**17%**	**12%**	**11%**	**11%**	**10%**	**9%**	**4%**	**5%**	**4%**	**3%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 5

Undergraduate student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	1456	1346	1256	1372	1565	603	479	354	371	394	524	425	293	298	301	1312	903	573	458	413	396	307	285	264	263	116	123	94	55	27	5037	4516	4303	4161	4551
	29%	30%	29%	33%	34%	12%	11%	8%	9%	9%	10%	9%	7%	7%	7%	26%	20%	13%	11%	9%	8%	7%	7%	6%	6%	2%	3%	2%	1%	1%	100%	100%	100%	100%	100%
GSB	0	0	0	0	19	0	0	0	0	4	0	0	0	0	3	0	0	0	0	2	0	0	0	0		0	0	0	0		0	0	0	0	68
	0%	0%	0%	0%	28%	0%	0%	0%	0%	6%	0%	0%	0%	0%	4%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
EBE	900	1010	1102	1091	1146	398	422	407	359	282	334	299	265	249	219	879	855	818	757	589	521	472	443	375	358	69	64	42	38	14	3275	3321	3293	3129	3143
	27%	30%	33%	35%	36%	12%	13%	12%	11%	9%	10%	9%	8%	8%	7%	27%	26%	25%	24%	19%	16%	14%	13%	12%	11%	2%	2%	1%	1%	0%	100%	100%	100%	100%	100%
Health Sciences	896	883	835	815	852	508	497	463	419	370	193	196	199	202	192	537	514	458	428	351	19	18	13	8	9	0	0	0	0		2318	2259	2149	2039	2133
	39%	39%	39%	40%	40%	22%	22%	22%	21%	17%	8%	9%	9%	10%	9%	23%	23%	21%	21%	16%	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	1154	1097	1084	1245	1374	867	924	879	958	995	132	104	107	117	114	1019	820	704	733	678	298	270	206	197	192	429	500	351	195	43	4898	5048	5197	5301	5336
	24%	22%	21%	23%	26%	18%	18%	17%	18%	19%	3%	2%	2%	2%	2%	21%	16%	14%	14%	13%	6%	5%	4%	4%	4%	9%	10%	7%	4%	1%	100%	100%	100%	100%	100%
Law	178	193	209	191	225	151	147	130	105	98	52	57	62	55	50	212	177	163	142	118	46	41	53	43	50	16	15	11	4	4	688	660	669	587	645
	26%	29%	31%	33%	35%	22%	22%	19%	18%	15%	8%	9%	9%	9%	8%	31%	27%	24%	24%	18%	7%	6%	8%	7%	8%	2%	2%	2%	1%	1%	100%	100%	100%	100%	100%
Science	570	642	670	755	782	214	200	227	234	226	96	84	76	77	75	537	513	506	526	445	85	73	77	84	82	63	93	56	42	9	1656	1690	1709	1709	1933
	34%	38%	39%	44%	40%	13%	12%	13%	14%	12%	6%	5%	4%	5%	4%	32%	30%	30%	31%	23%	5%	4%	5%	5%	4%	4%	6%	3%	2%	0%	100%	100%	100%	100%	100%
TOTAL	**5154**	**5171**	**5156**	**5469**	**5963**	**2741**	**2669**	**2460**	**2446**	**2369**	**1331**	**1165**	**1002**	**998**	**954**	**4496**	**3782**	**3222**	**3044**	**2596**	**1365**	**1181**	**1077**	**971**	**954**	**693**	**795**	**554**	**334**	**97**	**17872**	**17494**	**17320**	**17063**	**17809**
	29%	**30%**	**30%**	**32%**	**33%**	**15%**	**15%**	**14%**	**14%**	**13%**	**7%**	**7%**	**6%**	**6%**	**5%**	**25%**	**22%**	**19%**	**18%**	**15%**	**8%**	**7%**	**6%**	**6%**	**5%**	**4%**	**5%**	**3%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:

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

Table6
Postgraduate student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	520	554	555	586	632	218	227	232	263	266	139	150	132	141	130	480	476	441	409	348	317	315	322	298	305	56	85	43	74	27	2107	2261	2251	2324	2212
	25%	25%	25%	25%	29%	10%	10%	10%	11%	12%	7%	7%	6%	6%	6%	23%	21%	20%	18%	16%	15%	14%	14%	13%	14%	3%	4%	2%	3%	1%	100%	100%	100%	100%	100%
GSB	125	116	183	213	247	49	54	84	113	120	29	30	42	45	60	82	63	83	95	113	179	177	140	131	152	42	31	47	12	16	812	850	867	739	950
	15%	14%	21%	29%	26%	6%	6%	10%	15%	13%	4%	4%	5%	6%	6%	10%	7%	10%	13%	12%	22%	21%	16%	18%	16%	5%	4%	5%	2%	2%	100%	100%	100%	100%	100%
EBE	394	414	396	392	433	164	168	149	147	138	72	80	83	81	78	459	434	357	324	332	346	337	326	279	271	53	55	43	32	23	1591	1618	1508	1426	1475
	25%	26%	26%	27%	29%	10%	10%	10%	10%	9%	5%	5%	6%	6%	5%	29%	27%	24%	23%	23%	22%	21%	22%	20%	18%	3%	3%	3%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	300	308	350	414	466	205	221	234	262	298	158	149	163	185	184	593	572	555	559	585	503	541	546	539	524	89	88	76	70	72	2497	2681	2671	2703	2738
	12%	11%	13%	15%	17%	8%	8%	9%	10%	11%	6%	6%	6%	7%	7%	24%	21%	21%	21%	21%	20%	20%	20%	20%	19%	4%	3%	3%	3%	3%	100%	100%	100%	100%	100%
Humanities	304	330	382	489	600	254	267	255	321	360	72	66	65	76	78	522	481	443	425	386	230	248	250	237	226	163	171	148	130	96	1931	2062	2130	2189	2274
	16%	16%	18%	22%	26%	13%	13%	12%	15%	16%	4%	3%	3%	3%	3%	27%	23%	21%	19%	17%	12%	12%	12%	11%	10%	8%	8%	7%	6%	4%	100%	100%	100%	100%	100%
Law	94	95	125	139	154	94	63	72	74	61	36	21	24	15	19	129	108	114	107	107	146	137	135	161	162	71	89	63	68	35	717	605	607	680	666
	13%	16%	21%	20%	23%	13%	10%	12%	11%	9%	5%	3%	4%	2%	3%	18%	18%	19%	16%	16%	20%	23%	22%	24%	24%	10%	15%	10%	10%	5%	100%	100%	100%	100%	100%
Science	223	209	237	254	264	92	92	113	127	132	46	47	65	67	72	415	407	440	456	395	237	213	216	197	199	85	78	75	83	72	1197	1173	1287	1323	1320
	19%	18%	18%	19%	20%	8%	8%	9%	10%	10%	4%	4%	5%	5%	5%	35%	35%	34%	34%	30%	20%	18%	17%	15%	15%	7%	7%	6%	6%	5%	100%	100%	100%	100%	100%
TOTAL	**1960**	**2026**	**2228**	**2487**	**2796**	**1076**	**1092**	**1139**	**1307**	**1375**	**552**	**543**	**574**	**610**	**621**	**2680**	**2541**	**2433**	**2375**	**2266**	**1958**	**1968**	**1935**	**1842**	**1839**	**559**	**597**	**495**	**469**	**341**	**10852**	**11250**	**11321**	**11384**	**11635**
	18%	**18%**	**20%**	**22%**	**24%**	**10%**	**10%**	**10%**	**11%**	**12%**	**5%**	**5%**	**5%**	**5%**	**5%**	**25%**	**23%**	**21%**	**21%**	**19%**	**18%**	**17%**	**17%**	**16%**	**16%**	**5%**	**5%**	**4%**	**4%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:

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

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

	"A" AGGREGATE					"B" AGGREGATE					"C" AGGREGATE					"D" AGGREGATE				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	47%	46%	41%	41%	40%	42%	44%	49%	50%	47%	0%	0%	4%	4%	6%	0%	0%	0%	0%	0%
EBE	47%	44%	45%	45%	41%	31%	35%	33%	33%	37%	6%	6%	8%	8%	9%	0%	1%	2%	2%	1%
Health Sciences	56%	70%	64%	63%	69%	29%	21%	27%	27%	24%	12%	5%	8%	8%	0%	0%	0%	0%	0%	0%
Humanities	16%	15%	12%	12%	15%	36%	36%	36%	36%	43%	33%	37%	39%	39%	28%	2%	2%	3%	3%	3%
Law	29%	16%	52%	52%	53%	58%	63%	24%	24%	30%	0%	2%	6%	6%	3%	0%	0%	0%	0%	0%
Science	43%	46%	52%	51%	55%	44%	42%	37%	37%	32%	5%	3%	2%	2%	1%	0%	0%	0%	0%	0%
TOTAL	**1513**	**1414**	**1395**	**1405**	**1681**	**1510**	**1429**	**1555**	**1565**	**1768**	**529**	**512**	**717**	**721**	**520**	**24**	**31**	**64**	**64**	**46**
	38%	**38%**	**34%**	**34%**	**38%**	**37%**	**38%**	**38%**	**38%**	**40%**	**13%**	**14%**	**18%**	**18%**	**12%**	**1%**	**1%**	**2%**	**2%**	**1%**

	"E" AGGREGATE					NOT KNOWN					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	0%	0%	0%	0%	0%	11%	9%	6%	6%	6%	1068	1007	1045	1042	1436
EBE	0%	0%	0%	0%	0%	16%	14%	12%	12%	13%	734	736	597	598	731
Health Sciences	0%	0%	0%	0%	1%	3%	4%	1%	1%	5%	434	333	358	364	429
Humanities	1%	1%	1%	1%	1%	13%	9%	9%	9%	9%	1239	1193	1514	1527	1239
Law	0%	0%	0%	0%	0%	13%	19%	19%	19%	14%	79	63	54	54	93
Science	0%	0%	0%	0%	0%	7%	8%	9%	10%	10%	479	429	512	514	482
TOTAL	**13**	**9**	**18**	**18**	**20**	**444**	**366**	**331**	**356**	**375**	**4033**	**3761**	**4080**	**4099**	**4410**
	0%	**0%**	**0%**	**0%**	**1%**	**11%**	**10%**	**8%**	**8%**	**9%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:

1. 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

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

Table 8A
Full-time academic staff in each faculty: 2017 - 2021

	FULL-TIME ACADEMIC STAFF					% OF TOTAL FULL-TIME ACADEMIC STAFF				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	61	59	57	57	53	6%	5%	5%	5%	5%
Commerce	127	139	140	144	143	14%	13%	14%	14%	14%
GSB	23	20	27	29	29	2%	3%	3%	3%	3%
EBE	133	128	123	121	128	13%	12%	12%	12%	12%
Health Sciences	189	192	237	236	241	19%	22%	23%	23%	23%
Humanities	228	225	244	239	235	23%	23%	23%	23%	23%
Law	57	55	59	58	50	6%	6%	6%	6%	5%
Science	186	179	176	164	164	18%	17%	16%	16%	16%
TOTAL	**1004**	**997**	**1063**	**1048**	**1043**	**100%**	**100%**	**100%**	**100%**	**100%**

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
Full-time equivalent student to full-time academic staff ratios

	WT. FTE ENROLLED STUDENTS					FULL-TIME ACADEMIC STAFF					RATIO FTE ENR STUDENTS TO FT ACADEMIC STAFF				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2016	2017	2018	2019	2021
Commerce	7410	7193	6981	6595	6964	127	139	140	144	143	58,3	51,8	49,9	49,9	48,7
GSB	1289	1427	1323	1285	1391	23	20	27	29	29	56,0	71,3	49,0	49,0	48,0
EBE	3921	4235	4133	3772	4103	133	128	123	121	128	29,5	33,1	33,6	33,6	32,1
Health Sciences	6035	6232	6113	5917	5946	189	192	237	236	241	31,9	32,5	25,8	25,8	24,7
Humanities	7167	7408	7717	7395	7524	228	225	244	239	235	31,4	32,9	31,6	31,6	32,0
Law	2214	2015	2037	2022	2027	57	55	59	58	50	38,8	36,6	34,5	34,5	40,5
Science	5408	5147	5215	5509	5369	186	179	176	164	164	29,1	28,8	29,6	29,6	32,7
TOTAL	**33443**	**33657**	**33521**	**32494**	**33323**	**1004**	**997**	**1063**	**1048**	**1043**	**33,3**	**33,8**	**31,5**	**31,5**	**31,9**

Notes 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

	DOCTORS					MASTER'S					HONOURS				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	56%	56%	51%	49%	53%	38%	37%	42%	42%	40%	5%	5%	5%	7%	6%
Commerce	47%	45%	46%	42%	45%	34%	33%	33%	39%	40%	7%	6%	5%	4%	3%
GSB	87%	90%	78%	76%	76%	9%	5%	19%	21%	21%	4%	5%	4%	3%	0%
EBE	65%	67%	63%	62%	63%	29%	27%	29%	28%	28%	2%	2%	2%	3%	2%
Health Sciences	70%	66%	56%	53%	55%	24%	25%	31%	33%	32%	1%	2%	5%	4%	3%
Humanities	74%	72%	66%	64%	65%	22%	24%	27%	28%	27%	2%	2%	3%	3%	3%
Law	51%	47%	44%	45%	44%	47%	51%	51%	47%	48%	2%	2%	2%	2%	2%
Science	90%	90%	89%	88%	88%	9%	9%	9%	10%	11%	1%	1%	1%	0%	0%
TOTAL	**698**	**674**	**669**	**637**	**646**	**247**	**250**	**297**	**309**	**302**	**23**	**26**	**37**	**33**	**27**
	70%	**68%**	**63%**	**61%**	**62%**	**25%**	**25%**	**28%**	**29%**	**29%**	**2%**	**3%**	**3%**	**3%**	**3%**

	BELOW HONOURS					UNKNOWN					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	2%	2%	2%	2%	6%	0%	0%	0%	0%	0%	61	59	57	57	53
Commerce	12%	16%	16%	14%	3%	0%	0%	0%	1%	1%	127	139	140	140	143
GSB	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23	20	27	27	29
EBE	3%	3%	5%	6%	2%	0%	0%	0%	1%	1%	133	128	123	123	128
Health Sciences	4%	5%	6%	8%	3%	2%	2%	2%	1%	2%	189	192	237	237	241
Humanities	1%	2%	3%	4%	3%	1%	1%	0%	0%	2%	228	225	244	244	235
Law	0%	0%	3%	7%	2%	0%	0%	0%	0%	0%	57	55	59	59	50
Science	1%	1%	1%	1%	0%	0%	0%	0%	1%	0%	186	179	176	176	164
TOTAL	**31**	**41**	**55**	**62**	**56**	**5**	**6**	**5**	**7**	**12**	**1004**	**997**	**1063**	**1048**	**1043**
	3%	**4%**	**5%**	**6%**	**3%**	**0%**	**1%**	**0%**	**1%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 10
Academic staff by rank

	PROFESSOR					ASSOCIATE PROFESSOR					SENIOR LECTURER				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	0%	2%	2%	2%	2%	18%	17%	14%	11%	11%	48%	47%	44%	44%	43%
Commerce	19%	14%	16%	15%	15%	26%	24%	22%	20%	21%	26%	26%	24%	24%	22%
GSB	17%	15%	19%	14%	17%	30%	40%	37%	34%	31%	30%	20%	26%	34%	34%
EBE	25%	24%	21%	19%	17%	24%	27%	25%	23%	20%	34%	36%	36%	34%	33%
Health Sciences	37%	37%	27%	26%	27%	18%	18%	16%	14%	14%	31%	29%	33%	31%	29%
Humanities	17%	16%	14%	11%	10%	29%	32%	28%	27%	26%	31%	29%	26%	25%	23%
Law	39%	31%	24%	22%	24%	19%	25%	25%	24%	24%	25%	18%	24%	24%	24%
Science	24%	23%	22%	23%	20%	25%	26%	23%	20%	21%	28%	27%	27%	26%	26%
TOTAL	**234**	**221**	**206**	**189**	**184**	**239**	**254**	**241**	**217**	**211**	**309**	**294**	**312**	**299**	**283**
	23%	**22%**	**19%**	**18%**	**18%**	**24%**	**25%**	**23%**	**21%**	**20%**	**31%**	**29%**	**29%**	**29%**	**27%**

	LECTURER					ASST./JUNIOR LECTURER					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	34%	34%	40%	44%	43%	0%	0%	0%	0%	0%	6100%	5900%	5700%	5700%	5300%
Commerce	29%	35%	37%	38%	38%	0%	0%	1%	3%	4%	12700%	13900%	14000%	14000%	14300%
GSB	22%	25%	19%	17%	17%	0%	0%	0%	0%	0%	2300%	2000%	2700%	2700%	2900%
EBE	17%	13%	16%	20%	26%	0%	0%	2%	4%	4%	13300%	12800%	12300%	12300%	12800%
Health Sciences	14%	15%	23%	28%	28%	1%	1%	1%	1%	2%	18900%	19200%	23700%	23700%	24100%
Humanities	24%	22%	31%	36%	40%	0%	0%	1%	1%	1%	22800%	22500%	24400%	24400%	23500%
Law	18%	25%	27%	28%	28%	0%	0%	0%	2%	0%	5700%	5500%	5900%	5900%	5000%
Science	24%	23%	27%	31%	32%	0%	0%	1%	0%	1%	18600%	17900%	17600%	17600%	16400%
TOTAL	**221**	**226**	**295**	**327**	**346**	**1**	**2**	**9**	**16**	**19**	**1004**	**997**	**1063**	**1048**	**1043**
	22%	**23%**	**28%**	**31%**	**33%**	**0%**	**0%**	**1%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 11A
Academic staff by age group

	<35 YEARS					35-39 YEARS					40-44 YEARS					45-49 YEARS				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	8%	10%	2%	0%	4%	15%	10%	19%	23%	17%	10%	14%	16%	12%	15%	0,180327869	0,169491525	0,105263158	0	0,150943396
Commerce	24%	27%	26%	26%	26%	19%	21%	18%	21%	17%	12%	10%	14%	13%	14%	0,157480315	0,158273381	0,157142857	0,138888889	0,118881119
GSB	13%	10%	7%	7%	7%	4%	15%	15%	17%	17%	13%	10%	7%	10%	7%	0,304347826	0,25	0,333333333	0,24137931	0,275862069
EBE	8%	8%	9%	12%	13%	12%	15%	15%	11%	13%	16%	13%	11%	18%	16%	0,263157895	0,1953125	0,178861789	0,148760331	0,140625
Health Sciences	6%	7%	9%	9%	10%	11%	11%	10%	12%	10%	13%	11%	15%	15%	19%	0,148148148	0,192708333	0,185654008	0,173728814	0,161825726
Humanities	7%	9%	8%	7%	7%	11%	9%	13%	13%	15%	13%	14%	12%	13%	14%	0,188596491	0,195555556	0,168032787	0,179916318	0,153191489
Law	21%	27%	22%	21%	20%	14%	15%	20%	22%	18%	11%	9%	10%	9%	8%	0,192982456	0,181818182	0,186440678	0,137931034	0,14
Science	11%	8%	10%	9%	12%	15%	14%	11%	13%	12%	14%	16%	19%	19%	19%	0,161290323	0,195530726	0,176136364	0,158536585	0,12804878
TOTAL	**110**	**119**	**122**	**117**	**126**	**130**	**131**	**146**	**155**	**141**	**130**	**126**	**148**	**152**	**164**	**185**	**188**	**186**	**169**	**154**
	11%	**12%**	**11%**	**11%**	**12%**	**13%**	**13%**	**14%**	**15%**	**14%**	**13%**	**13%**	**14%**	**15%**	**16%**	**18%**	**19%**	**17%**	**16%**	**15%**

	50-54 YEARS					55+ YEARS					UNKNOWN					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	11%	14%	18%	19%	17%	38%	36%	35%	35%	32%	0%	0%	0%	0%	0%	61	59	57	57	57
Commerce	11%	11%	11%	10%	13%	19%	15%	16%	17%	18%	0%	0%	0%	0%	0%	127	139	140	144	144
GSB	22%	20%	11%	17%	21%	17%	20%	26%	24%	21%	0%	0%	0%	0%	0%	23	20	27	29	29
EBE	14%	20%	22%	23%	22%	25%	26%	25%	21%	23%	0%	0%	0%	0%	0%	133	128	123	121	121
Health Sciences	19%	14%	16%	14%	16%	37%	38%	31%	33%	29%	0%	0%	0%	0%	0%	189	192	237	236	236
Humanities	17%	16%	18%	18%	19%	34%	32%	33%	31%	30%	0%	0%	0%	0%	0%	228	225	244	239	239
Law	12%	9%	10%	14%	20%	23%	22%	19%	21%	20%	0%	0%	0%	0%	0%	57	55	59	58	58
Science	11%	9%	12%	13%	18%	33%	33%	30%	31%	27%	0%	0%	0%	0%	0%	186	179	176	164	164
TOTAL	**144**	**137**	**163**	**162**	**183**	**305**	**296**	**298**	**293**	**275**	**0**	**0**	**0**	**0**	**0**	**1004**	**997**	**1063**	**1048**	**1043**
	14%	**14%**	**15%**	**15%**	**18%**	**30%**	**30%**	**28%**	**28%**	**26%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 11B
Academic staff by race

	AFRICAN					COLOURED					INDIAN					WHITE				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	7%	12%	12%	11%	11%	11%	14%	14%	14%	17%	8%	10%	12%	11%	11%	0,573770492	0,542372881	0,49122807	0	0,396226415
Commerce	7%	14%	14%	15%	15%	11%	14%	15%	15%	17%	6%	9%	11%	12%	13%	0,496062992	0,45323741	0,428571429	0,395833333	0,363636364
GSB	22%	35%	33%	21%	21%	13%	15%	11%	10%	14%	9%	10%	7%	7%	7%	0,217391304	0,15	0,296296296	0,275862069	0,206896552
EBE	5%	10%	11%	9%	11%	8%	7%	9%	11%	11%	4%	4%	3%	3%	8%	0,466165414	0,4609375	0,455284553	0,429752066	0,421875
Health Sciences	10%	11%	10%	9%	10%	17%	18%	23%	25%	23%	9%	10%	7%	8%	10%	0,470899471	0,479166667	0,47257384	0,43220339	0,406639004
Humanities	14%	18%	20%	19%	20%	13%	14%	15%	15%	16%	7%	7%	7%	7%	6%	0,38157894,7	0,351111111	0,348360656	0,334728033	0,314893617
Law	7%	13%	14%	12%	16%	12%	15%	15%	16%	16%	12%	13%	14%	12%	10%	0,578947368	0,509090909	0,508474576	0,517241379	0,48
Science	5%	8%	7%	6%	7%	7%	8%	10%	10%	10%	8%	8%	8%	7%	7%	0,435483871	0,418994413	0,409090909	0,402439024	0,390243902
TOTAL	**87**	**131**	**142**	**129**	**139**	**115**	**128**	**161**	**163**	**168**	**73**	**80**	**83**	**82**	**92**	**455**	**431**	**451**	**421**	**393**
	9%	**13%**	**13%**	**12%**	**13%**	**11%**	**13%**	**15%**	**16%**	**16%**	**7%**	**8%**	**8%**	**8%**	**9%**	**45%**	**43%**	**42%**	**40%**	**38%**

	INTERNATIONAL					UNKNOWN					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2020	2017	2018	2019	2020	2020
CHED	16%	10%	12%	19%	21%	0%	0%	0%	0%	0%	61	59	57	57	53
Commerce	24%	15%	16%	19%	17%	2%	2%	1%	1%	1%	127	139	140	144	143
GSB	35%	25%	19%	34%	38%	0%	0%	0%	0%	0%	23	20	27	29	29
EBE	36%	32%	29%	33%	27%	1%	1%	2%	1%	1%	133	128	123	121	128
Health Sciences	14%	11%	11%	14%	15%	3%	2%	1%	1%	2%	189	192	237	236	241
Humanities	27%	24%	22%	24%	25%	2%	3%	2%	2%	2%	228	225	244	239	235
Law	11%	9%	7%	9%	10%	0%	0%	0%	0%	0%	57	55	59	58	50
Science	35%	33%	32%	35%	36%	2%	1%	1%	1%	1%	186	179	176	164	164
TOTAL	**256**	**212**	**211**	**241**	**239**	**18**	**15**	**15**	**12**	**12**	**1004**	**997**	**1063**	**1048**	**1043**
	26%	**21%**	**20%**	**23%**	**23%**	**2%**	**2%**	**1%**	**1%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

	MALE					FEMALE					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
CHED	36%	37%	39%	39%	42%	64%	63%	61%	61%	58%	61	59	57	57	53
Commerce	66%	61%	59%	60%	61%	34%	39%	41%	40%	39%	127	139	140	140	143
GSB	70%	70%	67%	66%	69%	30%	30%	33%	34%	31%	23	20	27	27	29
EBE	68%	68%	67%	64%	67%	32%	32%	33%	36%	33%	133	128	123	123	128
Health Sciences	42%	40%	35%	34%	34%	58%	60%	65%	66%	66%	189	192	237	237	241
Humanities	53%	52%	50%	49%	48%	47%	48%	50%	51%	52%	228	225	244	244	235
Law	39%	42%	36%	34%	34%	61%	58%	64%	66%	66%	57	55	59	59	50
Science	71%	71%	68%	68%	66%	29%	29%	32%	32%	34%	186	179	176	176	164
TOTAL	**566**	**553**	**550**	**550**	**550**	**438**	**444**	**513**	**513**	**513**	**1004**	**997**	**1063**	**1063**	**1043**
	56%	**55%**	**52%**	**51%**	**51%**	**44%**	**45%**	**48%**	**49%**	**49%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 12
Headcount student enrolments by formal qualification

	Occasional students					U/grad diplomas and certificates					3yr bachelor's degrees					Prof bachelor's degrees					Post Grad Diplomas				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	134	163	130	112	36	306	40	8	8	11	2114	2067	2044	1889	2105	2506	2303	2148	2223	2406	785	763	742	713	694
	2%	2%	2%	2%	1%	4%	1%	0%	0%	0%	30%	31%	31%	29%	31%	35%	34%	33%	34%	36%	11%	11%	11%	11%	10%
GSB	16	0	40	0	11	0	0	0	0	68	0	0	0	0	0	0	0	0	0	0	187	260	246	200	233
	2%	0%	5%	0%	1%	0%	0%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23%	31%	29%	27%	23%
EBE	65	65	33	29	9	0	0	0	0	0	603	611	635	641	657	2636	2673	2634	2472	2485	16	17	13	11	21
	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	12%	12%	13%	14%	14%	54%	54%	55%	54%	54%	0%	0%	0%	0%	0%
Health Sciences	76	77	79	76	77	45	53	39	11	35	4	4	2	4	0	2245	2183	2072	1996	2072	351	389	406	372	394
	2%	2%	2%	2%	2%	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	47%	44%	43%	42%	43%	7%	8%	8%	8%	8%
Humanities	431	520	437	243	63	227	263	278	286	376	3578	3620	3845	4115	4197	693	681	660	683	718	212	210	289	303	335
	6%	7%	6%	3%	1%	3%	4%	4%	4%	5%	52%	51%	52%	55%	55%	10%	10%	9%	9%	9%	3%	3%	4%	4%	4%
Law	163	15	16	4	2	0	0	0	0	0	0	0	0	0		669	647	660	585	644	41	26	30	25	21
	12%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	48%	51%	52%	46%	49%	3%	2%	2%	2%	2%
Science	90	105	69	46	21	0	0	0	0	0	1592	1605	1650	1809	1923	0	0	0	0	0	0	0	0	0	0
	3%	4%	2%	1%	1%	0%	0%	0%	0%	0%	56%	56%	55%	57%	59%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	**975**	**945**	**804**	**510**	**219**	**578**	**356**	**325**	**305**	**490**	**7891**	**7907**	**8176**	**8458**	**8882**	**8749**	**8487**	**8174**	**7959**	**8325**	**1592**	**1665**	**1726**	**1624**	**1698**
	3%	**3%**	**3%**	**2%**	**1%**	**2%**	**1%**	**1%**	**1%**	**2%**	**27%**	**28%**	**29%**	**30%**	**30%**	**30%**	**30%**	**29%**	**28%**	**28%**	**6%**	**6%**	**6%**	**6%**	**6%**

	HONOURS					MASTER'S					DOCTORS					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	460	514	540	471	482	543	623	628	780	698	296	304	314	289	331	7144	6777	6554	6485	6763
	6%	8%	8%	7%	7%	8%	9%	10%	12%	10%	4%	4%	5%	4%	5%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	609	590	581	539	706	0	0	0	0	0	812	850	867	739	1018
	0%	0%	0%	0%	0%	75%	69%	67%	73%	69%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	216	177	180	215	209	1039	1103	990	900	934	291	293	316	287	303	4866	4939	4801	4555	4618
	4%	4%	4%	5%	5%	21%	22%	21%	20%	20%	6%	6%	7%	6%	7%	100%	100%	100%	100%	100%
Health Sciences	115	114	106	85	104	1423	1526	1482	1529	1557	556	594	634	669	632	4815	4940	4820	4742	4871
	2%	2%	2%	2%	2%	30%	31%	31%	32%	32%	12%	12%	13%	14%	13%	100%	100%	100%	100%	100%
Humanities	512	539	511	540	522	795	879	902	941	1002	381	398	405	379	397	6829	7110	7327	7490	7610
	7%	8%	7%	7%	7%	12%	12%	12%	13%	13%	6%	6%	6%	5%	5%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	393	422	403	467	479	139	155	167	186	165	1405	1265	1276	1267	1311
	0%	0%	0%	0%	0%	28%	33%	32%	37%	37%	10%	12%	13%	15%	13%	100%	100%	100%	100%	100%
Science	216	185	213	229	194	536	578	655	673	706	419	390	409	412	409	2853	2863	2996	3169	3253
	8%	6%	7%	7%	6%	19%	20%	22%	21%	22%	15%	14%	14%	13%	13%	100%	100%	100%	100%	100%
TOTAL	**1519**	**1529**	**1550**	**1540**	**1511**	**5338**	**5721**	**5641**	**5829**	**6082**	**2082**	**2134**	**2245**	**2222**	**2237**		**28744**	**28641**	**28447**	**29444**
	5%	**5%**	**5%**	**5%**	**5%**	**19%**	**20%**	**20%**	**20%**	**21%**	**7%**	**7%**	**8%**	**8%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 13
Total degrees and diplomas awarded

	U/GRAD DIPLOMAS					3YR BACHELOR'S DEGREES					PROF BACHELOR'S DEGREES					POSTGRADUATE DIPLOMAS				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	256	17	4	4	4	551	543	584	483	391	478	495	371	360	322	447	486	518	404	372
	12%	1%	0%	0%	0%	25%	27%	29%	27%	25%	22%	24%	19%	20%	20%	20%	24%	26%	23%	23%
GSB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	109	138	166	128	120
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	37%	53%	50%	33%
EBE	0	0	0	0	0	127	149	175	168	156	417	410	431	554	410	5	4	14	4	4
	0%	0%	0%	0%	0%	14%	16%	18%	14%	16%	45%	43%	43%	47%	43%	1%	0%	0%	0%	0%
Health Sciences	0	48	31	11	30	2	3	1	4	0	364	409	402	362	352	188	224	229	216	220
	0%	4%	3%	1%	3%	0%	0%	0%	0%	0%	42%	37%	37%	35%	34%	21%	20%	21%	21%	21%
Humanities	61	86	92	74	87	794	798	820	863	932	148	162	132	122	149	182	162	236	222	282
	3%	5%	5%	4%	4%	45%	43%	43%	45%	46%	8%	9%	7%	6%	7%	10%	9%	12%	12%	14%
Law	0	0	0	0	0	0	0	0	0	0	174	151	171	149	149	13	12	12	14	13
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	48%	42%	49%	39%	41%	4%	3%	3%	4%	4%
Science	0	0	0	0	0	328	349	356	392	374	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	44%	50%	46%	48%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	**317**	**151**	**127**	**85**	**121**	**1802**	**1842**	**1936**	**1910**	**1853**	**1581**	**1627**	**1507**	**1547**	**1382**	**944**	**1026**	**1175**	**988**	**1011**
	4%	**2%**	**2%**	**1%**	**2%**	**25%**	**25%**	**26%**	**26%**	**26%**	**22%**	**22%**	**20%**	**21%**	**20%**	**13%**	**14%**	**16%**	**13%**	**14%**

	HONOURS					MASTER'S					DOCTORS					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	292	325	311	315	284	120	144	182	183	179	43	29	35	28	34	2187	2039	2005	1773	1586
	13%	16%	0%	18%	18%	5%	7%	9%	10%	11%	2%	1%	2%	2%	2%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	267	239	151	126	244	0	0	0	0		376	377	317	254	364
	0%	0%	0%	0%	0%	71%	63%	47%	50%	67%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	155	123	145	182	160	190	245	202	228	193	33	16	50	31	28	927	947	1017	1167	951
	17%	13%	14%	16%	17%	20%	26%	20%	20%	20%	4%	2%	5%	3%	3%	100%	100%	100%	100%	100%
Health Sciences	94	101	101	85	95	166	267	265	260	247	61	47	69	90	85	875	1099	1098	1028	1029
	11%	9%	9%	8%	9%	19%	24%	23%	25%	24%	7%	4%	6%	9%	8%	100%	100%	100%	100%	100%
Humanities	416	438	434	406	390	104	185	173	189	123	47	35	47	40	44	1752	1866	1934	1916	2007
	24%	23%	23%	21%	19%	6%	10%	8%	10%	6%	3%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	155	184	158	195	182	20	11	8	20	23	362	358	349	378	367
	0%	0%	0%	0%	0%	43%	51%	45%	52%	50%	6%	3%	2%	5%	6%	100%	100%	100%	100%	100%
Science	206	170	196	203	175	137	117	171	152	169	73	57	52	67	60	744	693	775	814	778
	28%	25%	25%	25%	22%	18%	17%	22%	19%	22%	10%	8%	7%	8%	8%	100%	100%	100%	100%	100%
TOTAL	**1163**	**1157**	**1187**	**1191**	**1104**	**1139**	**1381**	**1302**	**1333**	**1337**	**277**	**195**	**261**	**276**	**274**	**7223**	**7379**	**7495**	**7330**	**7082**
	16%	**16%**	**16%**	**16%**	**16%**	**16%**	**19%**	**17%**	**18%**	**19%**	**4%**	**3%**	**4%**	**4%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 14
"Graduation Rates" by formal qualification type

	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgrad diplomas				
						NPHE BENCHMARK GRAD. RATE: 25%					NPHE BENCHMARK GRAD. RATE: 20%					NPHE BENCHMARK GRAD. RATE: 60%				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	83,7%	42,5%	50,0%	50,0%	36,4%	26,1%	26,3%	28,6%	25,6%	18,6%	19,1%	21,5%	17,3%	16,2%	13,4%	56,9%	63,7%	69,8%	56,7%	53,6%
GSB																58,3%	53,1%	67,5%	64,0%	51,5%
EBE						21,1%	24,4%	27,6%	26,2%	23,7%	15,8%	15,3%	16,4%	22,4%	16,5%	31,3%	23,5%	107,7%	36,4%	19,0%
Health Sciences	0,0%	90,6%	79,5%	100,0%	85,7%		75,0%	50,0%	100,0%	#DIV/0!	16,2%	18,7%	19,4%	18,1%	17,0%	53,6%	57,6%	56,4%	58,1%	55,8%
Humanities	26,9%	32,7%	33,1%	25,9%	23,1%	22,2%	22,0%	21,3%	21,0%	22,2%	21,4%	23,8%	20,0%	17,9%	20,8%	85,8%	77,1%	81,7%	73,3%	84,2%
Law											26,0%	23,3%	25,9%	25,5%	23,1%	31,7%	46,2%	40,0%	56,0%	61,9%
Science						20,6%	21,7%	21,6%	21,7%	19,4%										
TOTAL	**54,8%**	**42,4%**	**39,1%**	**27,9%**	**24,7%**	**22,8%**	**23,3%**	**23,7%**	**22,6%**	**20,9%**	**18,1%**	**19,2%**	**18,4%**	**19,4%**	**16,6%**	**59,3%**	**61,6%**	**68,1%**	**60,8%**	**59,5%**

	Honours					Master's					Doctors					Total				
	NPHE BENCHMARK GRAD. RATE: 60%					NPHE BENCHMARK GRAD. RATE: 33%					NPHE BENCHMARK GRAD. RATE: 20%					DHET BENCHMARK FOR UCT: 26%				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	63,5%	63,2%	57,6%	66,9%	58,9%	22,1%	23,1%	29,0%	23,5%	25,6%	14,5%	9,5%	11,1%	9,7%	10,3%	30,6%	30,1%	30,6%	27,3%	23,5%
GSB						43,8%	40,5%	26,0%	23,4%	34,6%						46,3%	44,4%	36,6%	34,4%	35,8%
EBE	71,8%	69,5%	80,6%	84,7%	76,6%	18,3%	22,2%	20,4%	25,3%	20,7%	11,3%	5,5%	15,8%	10,8%	9,2%	19,1%	19,2%	21,2%	25,6%	20,6%
Health Sciences	81,7%	88,6%	95,3%	100,0%	91,3%	11,7%	17,5%	17,9%	17,0%	15,9%	11,0%	7,9%	10,9%	13,5%	13,4%	18,2%	22,2%	22,8%	21,7%	21,1%
Humanities	81,3%	81,3%	84,9%	75,2%	74,7%	13,1%	21,0%	19,2%	20,1%	12,3%	12,3%	8,8%	11,6%	10,6%	11,1%	25,7%	26,2%	26,4%	25,6%	26,4%
Law						39,4%	43,6%	39,2%	41,8%	38,0%	14,4%	7,1%	4,8%	10,8%	13,9%	25,8%	28,3%	27,4%	29,8%	28,0%
Science	95,4%	91,9%	92,0%	88,6%	90,2%	25,6%	20,2%	26,1%	22,6%	23,9%	17,4%	14,6%	12,7%	16,3%	14,7%	26,1%	24,2%	25,9%	25,7%	23,9%
TOTAL	**76,6%**	**75,7%**	**76,6%**	**77,3%**	**73,1%**	**21,3%**	**24,1%**	**23,1%**	**22,9%**	**22,0%**	**13,3%**	**9,1%**	**11,6%**	**12,4%**	**12,2%**	**25,1%**	**25,7%**	**26,2%**	**25,8%**	**24,1%**

Note: NPHE = National Plan for Higher Education

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	131	100	67	71	70	137	157	129	92	91	485	472	412	384	325	242	274	279	223	186	35	40	41	45	32	1030	1043	928	815	704
	13%	10%	7%	9%	10%	13%	15%	14%	11%	13%	47%	45%	44%	47%	46%	23%	26%	30%	27%	26%	3%	4%	4%	6%	5%	100%	100%	100%	100%	100%
EBE	67	73	71	106	66	82	87	90	110	66	265	245	278	332	283	122	145	143	151	136	6	9	12	8	11	542	559	594	707	562
	12%	13%	12%	15%	12%	15%	16%	15%	16%	12%	49%	44%	47%	47%	50%	23%	26%	24%	21%	24%	1%	2%	2%	1%	2%	100%	100%	100%	100%	100%
Health Sciences	60	72	77	93	61	102	104	114	86	94	177	215	165	163	158	27	18	45	20	37		2	2	2	1	366	411	403	364	351
	16%	18%	19%	26%	17%	28%	25%	28%	24%	27%	48%	52%	41%	45%	45%	7%	4%	11%	5%	11%	0%	0%	0%	1%	0%	100%	100%	100%	100%	100%
Humanities	94	69	66	79	96	167	143	153	170	186	433	477	445	457	537	201	219	235	214	209	45	50	46	43	51	940	958	945	963	1079
	10%	7%	7%	8%	9%	18%	15%	16%	18%	17%	46%	50%	47%	47%	50%	21%	23%	25%	22%	19%	5%	5%	5%	4%	5%	100%	100%	100%	100%	100%
Law		1	1	3		5	5	6	4	5	20	20	33	26	20	14	20	16	25	20	1	1		1		40	47	56	59	45
	0%	2%	2%	5%	0%	13%	11%	11%	7%	11%	50%	43%	59%	44%	44%	35%	43%	29%	42%	44%	3%	2%	0%	2%	0%	100%	100%	100%	100%	100%
Science	46	55	52	80	67	65	41	43	69	61	139	134	132	122	142	67	105	114	102	81	11	14	14	14	21	328	349	355	387	372
	14%	16%	15%	21%	18%	20%	12%	12%	18%	16%	42%	38%	37%	32%	38%	20%	30%	32%	26%	22%	3%	4%	4%	4%	6%	100%	100%	100%	100%	100%
Total no.	**398**	**370**	**334**	**432**	**360**	**558**	**537**	**535**	**531**	**503**	**1519**	**1563**	**1465**	**1484**	**1465**	**673**	**781**	**832**	**735**	**669**	**98**	**116**	**115**	**113**	**116**	**3246**	**3367**	**3281**	**3295**	**3113**
Total row%	**12%**	**11%**	**10%**	**13%**	**12%**	**17%**	**16%**	**16%**	**16%**	**16%**	**47%**	**46%**	**45%**	**45%**	**47%**	**21%**	**23%**	**25%**	**25%**	**21%**	**3%**	**3%**	**4%**	**3%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:

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

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	12	11	6	6	6	24	27	24	19	14	125	114	127	91	85	102	87	100	84	75	20	18	21	17	18	283	257	278	217	198
	4%	4%	2%	3%	3%	8%	11%	9%	9%	7%	44%	44%	46%	42%	43%	36%	34%	36%	39%	38%	7%	7%	8%	8%	9%	100%	100%	100%	100%	100%
EBE	5	3	7	11	3	17	3	9	13	10	55	56	79	72	76	40	52	44	51	50	4	4	8	5	6	121	118	147	152	145
	4%	3%	5%	7%	2%	14%	3%	6%	9%	7%	45%	47%	54%	47%	52%	33%	44%	30%	34%	34%	3%	3%	5%	3%	4%	100%	100%	100%	100%	100%
Health Sciences	1	5	7	7	6	19	23	21	18	25	102	112	82	93	83	19	9	27	12	23		2	2	1		141	151	139	131	137
	1%	3%	5%	5%	4%	13%	15%	15%	14%	18%	72%	74%	59%	71%	61%	13%	6%	19%	9%	17%	0%	1%	1%	1%	0%	100%	100%	100%	100%	100%
Humanities	1	2	6	4	5	18	11	17	19	33	107	86	97	87	131	76	87	92	74	66	26	28	30	22	17	228	214	242	206	252
	0%	1%	2%	2%	2%	8%	5%	7%	9%	13%	47%	40%	40%	42%	52%	33%	41%	38%	36%	26%	11%	13%	12%	11%	7%	100%	100%	100%	100%	100%
Law							1		2		5	4	10	15	4	8	11	4	8	10						13	16	14	25	14
	0%	0%	0%	0%	0%	0%	6%	0%	8%	0%	38%	25%	71%	60%	29%	62%	69%	29%	32%	71%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	1	1	3	3		6	4	7	13	5	27	26	23	31	43	22	41	59	57	37	6	8	10	7	7	62	80	102	111	92
	2%	1%	3%	3%	0%	10%	5%	7%	12%	5%	44%	33%	23%	28%	47%	35%	51%	58%	51%	40%	10%	10%	10%	6%	8%	100%	100%	100%	100%	100%
Total no.	**20**	**22**	**29**	**31**	**20**	**84**	**69**	**78**	**84**	**87**	**421**	**398**	**418**	**389**	**422**	**267**	**287**	**326**	**286**	**261**	**56**	**60**	**71**	**52**	**48**	**848**	**836**	**922**	**842**	**838**
Total row%	**2%**	**3%**	**3%**	**4%**	**2%**	**10%**	**8%**	**8%**	**10%**	**10%**	**50%**	**48%**	**45%**	**46%**	**50%**	**31%**	**34%**	**35%**	**34%**	**31%**	**7%**	**7%**	**8%**	**6%**	**6%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2019	2021
Commerce	7	8	4	7	1	14	20	13	4	5	60	54	45	44	30	42	52	43	29	28	5	5	2	7	4	128	139	107	91	68
	5%	6%	4%	8%	1%	11%	14%	12%	4%	7%	47%	39%	42%	48%	44%	33%	37%	40%	32%	41%	4%	4%	2%	8%	6%	100%	100%	100%	100%	100%
EBE	3	6	6	12	5	8	3	12	18	11	31	27	35	49	42	19	20	21	26	19			2		2	61	56	76	105	79
	5%	11%	8%	11%	6%	13%	5%	16%	17%	14%	51%	48%	46%	47%	53%	31%	36%	28%	25%	24%	0%	0%	3%	0%	3%	100%	100%	100%	100%	100%
Health Sciences	8	9	6	8	6	19	18	32	19	25	40	54	50	34	46	7	5	13	7	10				1	1	74	86	101	69	88
	11%	10%	6%	12%	7%	26%	21%	32%	28%	28%	54%	63%	50%	49%	52%	9%	6%	13%	10%	11%	0%	0%	0%	1%	1%	100%	100%	100%	100%	100%
Humanities	3	4	10	3	8	17	16	19	22	25	90	98	113	106	116	53	58	75	54	53	6	12	4	7	12	169	188	221	192	214
	2%	2%	5%	2%	4%	10%	9%	9%	11%	12%	53%	52%	51%	55%	54%	31%	31%	34%	28%	25%	4%	6%	2%	4%	6%	100%	100%	100%	100%	100%
Law			1			1	2		1		6	5	11	5	7	3	4	1	10	3		1		1		10	12	13	17	10
	0%	0%	8%	0%	0%	10%	17%	0%	6%	0%	60%	42%	85%	29%	70%	30%	33%	8%	59%	30%	0%	8%	0%	6%	0%	100%	100%	100%	100%	100%
Science	2	6	4	5	2	5	4	6	4	8	18	16	22	30	22	12	10	17	17	14	1	4		1	4	38	40	49	57	50
	5%	15%	8%	9%	4%	13%	10%	12%	7%	16%	47%	40%	45%	53%	44%	32%	25%	35%	30%	28%	3%	10%	0%	2%	8%	100%	100%	100%	100%	100%
Total no.	**23**	**33**	**31**	**35**	**22**	**64**	**63**	**82**	**68**	**74**	**245**	**254**	**276**	**268**	**263**	**136**	**149**	**170**	**143**	**127**	**12**	**22**	**8**	**17**	**23**	**480**	**521**	**567**	**531**	**509**
Total row%	**5%**	**6%**	**5%**	**7%**	**4%**	**13%**	**12%**	**14%**	**13%**	**15%**	**51%**	**49%**	**49%**	**50%**	**52%**	**28%**	**29%**	**30%**	**27%**	**25%**	**3%**	**4%**	**1%**	**3%**	**5%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	16	8	10	3	4	9	16	18	7	5	49	62	41	38	26	31	46	33	29	15	5	6	7	5	1	110	138	109	82	51
	15%	6%	9%	4%	8%	8%	12%	17%	9%	10%	45%	45%	38%	46%	51%	28%	33%	30%	35%	29%	5%	4%	6%	6%	2%	100%	100%	100%	100%	100%
EBE	5	5	7	11	10	10	6	6	7	2	33	24	25	29	31	17	19	17	19	18	1	2			1	66	56	55	66	62
	8%	9%	13%	17%	16%	15%	11%	11%	11%	3%	50%	43%	45%	44%	50%	26%	34%	31%	29%	29%	2%	4%	0%	0%	2%	100%	100%	100%	100%	100%
Health Sciences	9	9	14	6	3	13	12	8	10	11	8	17	9	13	17		1			2						30	39	31	29	33
	30%	23%	45%	21%	9%	43%	31%	26%	34%	33%	27%	44%	29%	45%	52%	0%	3%	0%	0%	6%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	2	1	2	1	2	3	4	5	5	3	25	15	17	15	10	9	6	10	6	5	2	1	1	1	4	41	27	35	28	24
	5%	4%	6%	4%	8%	7%	15%	14%	18%	13%	61%	56%	49%	54%	42%	22%	22%	29%	21%	21%	5%	4%	3%	4%	17%	100%	100%	100%	100%	100%
Law							1			2	1	3	1	3	4	1	2	7	4	6						2	6	8	7	12
	0%	0%	0%	0%	0%	0%	17%	0%	0%	17%	50%	50%	13%	43%	33%	50%	33%	88%	57%	50%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	4	3	4	8	2	2	3	1	3	1	7	12	10	8	9	2	8	6	3	5	1			1	2	16	26	21	23	19
	25%	12%	19%	35%	11%	13%	12%	5%	13%	5%	44%	46%	48%	35%	47%	13%	31%	29%	13%	26%	6%	0%	0%	4%	11%	100%	100%	100%	100%	100%
Total no.	**36**	**26**	**37**	**29**	**21**	**37**	**42**	**38**	**32**	**24**	**123**	**133**	**103**	**106**	**97**	**60**	**82**	**73**	**61**	**51**	**9**	**9**	**8**	**7**	**8**	**265**	**292**	**259**	**235**	**201**
Total row%	**14%**	**9%**	**14%**	**12%**	**10%**	**14%**	**14%**	**15%**	**14%**	**12%**	**46%**	**46%**	**40%**	**45%**	**48%**	**23%**	**28%**	**28%**	**26%**	**25%**	**3%**	**3%**	**3%**	**3%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	77	60	34	23	14	70	66	57	31	20	173	150	135	92	43	36	48	61	27	18	2	4	5	7	4	358	328	292	180	99
	22%	18%	12%	13%	14%	20%	20%	20%	17%	20%	48%	46%	46%	51%	43%	10%	15%	21%	15%	18%	1%	1%	2%	4%	4%	100%	100%	100%	100%	100%
EBE	32	36	40	55	32	33	42	37	49	28	101	82	77	114	93	22	20	35	26	23	1	2		2		189	182	189	246	176
	17%	20%	21%	22%	18%	17%	23%	20%	20%	16%	53%	45%	41%	46%	53%	12%	11%	19%	11%	13%	1%	1%	0%	1%	0%	100%	100%	100%	100%	100%
Health Sciences	40	45	43	63	41	41	48	42	36	27	22	26	16	16	5		2	3	1							103	121	104	116	73
	39%	37%	41%	54%	56%	40%	40%	40%	31%	37%	21%	21%	15%	14%	7%	0%	2%	3%	1%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	72	52	38	32	40	99	76	67	56	68	139	152	99	77	83	30	32	23	21	23	4	3	5	3	5	344	315	232	189	219
	21%	17%	16%	17%	18%	29%	24%	29%	30%	31%	40%	48%	43%	41%	38%	9%	10%	10%	11%	11%	1%	1%	2%	2%	2%	100%	100%	100%	100%	100%
Law		1		2		3	1	6			6	5	4	2	4		1	2	1		1					10	8	12	5	4
	0%	13%	0%	40%	0%	30%	13%	50%	0%	0%	60%	63%	33%	40%	100%	0%	13%	17%	20%	0%	10%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	30	37	31	49	56	45	25	21	41	38	66	64	59	37	52	24	32	24	18	17		1	1	2	3	165	159	136	147	166
	18%	23%	23%	33%	34%	27%	16%	15%	28%	23%	40%	40%	43%	25%	31%	15%	20%	18%	12%	10%	0%	1%	1%	1%	2%	100%	100%	100%	100%	100%
Total no.	**251**	**231**	**186**	**224**	**183**	**291**	**258**	**230**	**213**	**181**	**507**	**479**	**390**	**338**	**280**	**112**	**135**	**148**	**94**	**81**	**8**	**10**	**11**	**14**	**12**	**1169**	**1113**	**965**	**883**	**737**
Total row%	**21%**	**21%**	**19%**	**25%**	**25%**	**25%**	**23%**	**24%**	**24%**	**25%**	**43%**	**43%**	**40%**	**38%**	**38%**	**10%**	**12%**	**15%**	**11%**	**11%**	**1%**	**1%**	**1%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	12	8	6	8	7	15	15	8	8	7	43	50	36	31	33	24	26	24	19	16	2	3	4	3	2	96	102	78	69	65
	13%	8%	8%	12%	11%	16%	15%	10%	12%	11%	45%	49%	46%	45%	51%	25%	25%	31%	28%	25%	2%	3%	5%	4%	3%	100%	100%	100%	100%	100%
EBE	15	17	10	17	13	12	30	21	22	11	37	46	54	61	31	19	30	19	24	19		1	2	1	1	83	124	106	125	75
	18%	14%	9%	14%	17%	14%	24%	20%	18%	15%	45%	37%	51%	49%	41%	23%	24%	18%	19%	25%	0%	1%	2%	1%	1%	100%	100%	100%	100%	100%
Health Sciences			1	1	1	3		5		2	2	2	2				1			1						5	3	8	1	4
	0%	0%	13%	100%	25%	60%	0%	63%	0%	50%	40%	67%	25%	0%	0%	0%	33%	0%	0%	25%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	8	4	4	5	6	15	14	11	16	11	48	75	44	38	28	20	21	14	11	7	5	6	5	5	4	96	120	78	75	56
	8%	3%	5%	7%	11%	16%	12%	14%	21%	20%	51%	63%	56%	51%	50%	21%	18%	18%	15%	13%	4%	5%	6%	7%	7%	100%	100%	100%	100%	100%
Law				1		1				3	2	2	6	1	1	2	1	2	1	1						5	3	8	3	5
	0%	0%	0%	33%	0%	20%	0%	0%	0%	60%	40%	67%	75%	33%	20%	40%	33%	25%	33%	20%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	5	2	5	10	3	4	4	5	6	3	12	8	11	8	7	6	10	6	4	3	3	1	3	2	4	30	25	30	30	20
	17%	8%	17%	33%	15%	13%	16%	17%	20%	15%	40%	32%	37%	27%	35%	20%	40%	20%	13%	15%	10%	4%	10%	7%	20%	100%	100%	100%	100%	100%
Total no.	**40**	**31**	**26**	**42**	**30**	**50**	**63**	**50**	**52**	**37**	**144**	**183**	**153**	**139**	**100**	**71**	**89**	**65**	**59**	**47**	**10**	**11**	**14**	**11**	**11**	**315**	**377**	**308**	**303**	**225**
Total row%	**13%**	**8%**	**8%**	**14%**	**13%**	**16%**	**17%**	**16%**	**17%**	**16%**	**46%**	**49%**	**50%**	**46%**	**44%**	**23%**	**24%**	**21%**	**19%**	**21%**	**3%**	**3%**	**5%**	**4%**	**5%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 16A

Conversion of all bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	170	152	135	112	94	43	51	55	35	23	552	548	557	441	384	478	495	371	374	320
	31%	28%	24%	25%	24%	9%	10%	15%	9%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	48	60	72	69	64	74	67	80	89	64	126	148	171	164	155	416	411	423	543	407
	38%	41%	42%	42%	41%	18%	16%	19%	16%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences		2		1		7	1	6	4	4	0	3	1	4		366	408	402	162	352
		67%	0%	25%		2%	0%	1%	2%	1%		100%	100%	100%	100%	100%	100%	100%	100%	100%
Humanities	280	263	283	227	225	9	25	33	10	5	792	796	813	837	932	148	162	132	126	149
	35%	33%	35%	27%	24%	6%	15%	25%	8%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						14	17	16	18	9						40	47	56	59	45
						35%	36%	29%	31%	20%						100%	100%	100%	100%	100%
Science	191	211	215	192	183						328	349	355	387	374					
	58%	60%	61%	50%	49%						100%	100%	100%	100%	100%					
Total no.	**689**	**688**	**705**	**601**	**566**	**147**	**161**	**190**	**156**	**105**	**1798**	**1844**	**1897**	**1833**	**1845**	**1448**	**1523**	**1384**	**1264**	**1273**
Total row%	**38%**	**37%**	**37%**	**33%**	**31%**	**10%**	**11%**	**14%**	**12%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Notes

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

Table 16B

Conversion of African bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020	2021	2017	2017	2018	2019	2019	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	71	44	52	29	30	6	6	6	5	5	209	193	230	167	154	74	64	48	50	44
	34%	23%	23%	17%	19%	8%	9%	13%	10%	11%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	1	6	16	13	13	13	13	12	22	17	10	25	34	30	27	111	93	113	122	118
	10%	24%	47%	43%	48%	12%	14%	11%	18%	14%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences		1				0	0	1	1			1	1	3		141	150	138	55	138
		100%				0%	0%	1%	2%	0%		100%	100%	100%		100%	100%	100%	100%	100%
Humanities	72	69	78	47	53	1	1	4	12	0	211	192	210	193	233	17	22	32	13	20
	34%	36%	37%	24%	23%	6%	5%	13%	92%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						4	4	7	5	11						13	16	14	25	14
						31%	25%	50%	20%	79%						100%	100%	100%	100%	100%
Science	36	33	41	43	32						62	80	102	111	93					
	58%	41%	40%	39%	34%						100%	100%	100%	100%	100%					
Total no.	**180**	**153**	**187**	**132**	**128**	**24**	**24**	**30**	**45**	**33**	**492**	**491**	**577**	**504**	**507**	**356**	**345**	**345**	**265**	**334**
Total row%	**37%**	**31%**	**32%**	**26%**	**25%**	**7%**	**7%**	**9%**	**17%**	**10%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**34%**	**100%**

Percentages should be read down each column

Table 16C

Conversion of Coloured bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2019	2021	2017	2018	2019	2019	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	19	29	16	17	15	5	6	5	1		80	81	83	53	46	48	58	24	38	22
	24%	36%	19%	32%	33%	10%	10%	21%	3%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	4	3	8	5	2	7	5	8	5	7	17	13	26	26	21	44	43	50	79	58
	24%	23%	31%	19%	10%	16%	12%	16%	6%	12%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences				1		1	0	0	0	0	0			1		74	86	101	37	88
				100%		1%	0%	0%	0%	0%	0%			100%		100%	100%	100%	100%	100%
Humanities	39	45	55	38	44	1	3	10	1		138	165	194	174	187	31	23	27	18	27
	28%	27%	28%	22%	24%	3%	13%	37%	6%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						2	5	3	5	2						10	12	13	17	10
						20%	42%	23%	29%	20%						100%	100%	100%	100%	100%
Science	17	27	31	29	24						38	40	49	57	51					
	45%	68%	63%	51%	47%						100%	100%	100%	100%	100%					
Total no.	**79**	**104**	**110**	**90**	**85**	**16**	**19**	**26**	**12**	**9**	**273**	**299**	**352**	**311**	**305**	**207**	**222**	**215**	**189**	**205**
Total row%	**29%**	**35%**	**31%**	**29%**	**28%**	**8%**	**9%**	**12%**	**6%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16D

Conversion of Indian bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	13	13	13	9	6	3	6	10	3	1	54	67	57	43	20	56	71	52	39	31
	24%	19%	23%	21%	30%	5%	8%	19%	8%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	4	4	4	1	4	10	6	6	5	9	9	9	10	5	8	57	47	45	61	54
	44%	44%	40%	20%	50%	18%	13%	13%	8%	17%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences		0				1	0	0	1	0		1				30	38	31	4	33
		0%				3%	0%	0%	25%	0%		100%				100%	100%	100%	100%	100%
Humanities	12	9	11	7	10	0	0	1	0	0	38	24	33	27	23	3	3	2	1	1
	32%	38%	33%	26%	43%	0%	0%	50%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						2	3	1	0	0						2	6	8	7	12
						100%	50%	13%	0%	0%						100%	100%	100%	100%	100%
Science	10	18	10	14	11						16	26	21	23	19					
	63%	69%	48%	61%	58%						100%	100%	100%	100%	100%					
Total no.	**39**	**44**	**38**	**31**	**31**	**16**	**15**	**18**	**9**	**10**	**117**	**127**	**121**	**98**	**70**	**148**	**165**	**138**	**112**	**131**
Total row%	**33%**	**35%**	**31%**	**32%**	**44%**	**11%**	**9%**	**13%**	**8%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16E

Conversion of White bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	32	28	25	9	6	22	24	29	11	4	117	105	96	30	35	241	223	196	150	64
	27%	27%	26%	30%	17%	9%	11%	15%	7%	6%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	24	24	30	41	35	23	23	24	31	24	60	51	69	77	69	129	131	120	169	107
	40%	47%	43%	53%	51%	18%	18%	20%	18%	22%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0					5	0	2	3	2						103	120	104	54	73
	0%					5%	0%	2%	6%	3%						100%	100%	100%	100%	100%
Humanities	109	84	87	54	55	3	10	5	1	1	281	244	207	167	181	63	71	25	22	38
	39%	34%	42%	32%	30%	5%	14%	20%	5%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						4	1	5	2	1						10	8	12	5	4
						40%	13%	42%	40%	25%						100%	100%	100%	100%	100%
Science	100	105	99	82	97						165	159	136	147	166					
	61%	66%	73%	56%	58%						100%	100%	100%	100%	100%					
Total no.	**265**	**242**	**241**	**186**	**193**	**57**	**58**	**65**	**48**	**32**	**623**	**560**	**508**	**421**	**451**	**546**	**553**	**457**	**400**	**286**
Total row%	**43%**	**43%**	**47%**	**44%**	**43%**	**10%**	**10%**	**14%**	**12%**	**11%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16F

Conversion of International bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020		2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	25	20	19	12	14	6	4	5	6	1	66	65	58	40	42	30	37	20	29	22
	38%	31%	33%	30%	33%	20%	11%	25%	21%	5%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	15	21	12	9	4	20	18	19	31	10	23	42	27	19	17	60	82	79	106	58
	65%	50%	44%	47%	24%	33%	22%	24%	29%	17%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						0	0	3	0	0						5	3	8	1	4
						0%	0%	38%	0%	0%						100%	100%	100%	100%	100%
Humanities	32	29	15	12	9	4	7	2	2	1	79	93	65	61	45	17	27	13	14	11
	41%	31%	23%	20%	20%	24%	26%	15%	14%	9%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						2	0	2	0	3						5	3	8	3	5
						40%	0%	25%	0%	60%						100%	100%	100%	100%	100%
Science	16	12	20	17	6						30	25	30	30	21					
	53%	48%	67%	57%	29%						100%	100%	100%	100%	100%					
Total no.	**88**	**82**	**66**	**50**	**33**	**32**	**29**	**31**	**39**	**15**	**198**	**225**	**180**	**150**	**125**	**117**	**152**	**128**	**153**	**100**
Total row%	**44%**	**36%**	**37%**	**33%**	**26%**	**27%**	**19%**	**24%**	**25%**	**15%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16G

Conversion of Female bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	87	71	65	46	40	15	26	19	20	10	278	278	295	209	200	193	193	149	157	151
	31%	26%	22%	22%	20%	8%	13%	13%	13%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	16	14	17	24	21	18	20	20	21	26	54	54	78	69	59	99	99	102	149	131
	30%	26%	22%	35%	36%	18%	20%	20%	14%	20%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences			0	1		7	1	5	3	2			1	3		278	278	302	143	259
			0%	33%		3%	0%	2%	2%	1%			100%	100%		100%	100%	100%	100%	100%
Humanities	205	193	216	169	183	7	18	23	7	3	569	569	599	633	672	111	111	94	97	104
	36%	34%	36%	27%	27%	6%	16%	24%	7%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						13	12	9	13	7						34	34	40	42	28
						38%	35%	23%	31%	25%						100%	100%	100%	100%	100%
Science	99	100	103	88	90						166	166	168	185	174					
	60%	60%	61%	48%	52%						100%	100%	100%	100%	100%					
Total no.	**407**	**380**	**401**	**328**	**334**	**60**	**77**	**76**	**64**	**48**	**1067**	**1067**	**1141**	**1099**	**1105**	**715**	**715**	**687**	**588**	**673**
Total row%	**38%**	**36%**	**35%**	**30%**	**30%**	**8%**	**11%**	**11%**	**11%**	**7%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16H

Conversion of Male bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	83	81	70	66	66	28	24	36	15	15	274	279	262	232	183	285	294	222	217	169
	30%	29%	27%	28%	36%	10%	8%	16%	7%	9%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	32	46	55	45	45	56	47	60	68	68	72	86	93	95	96	317	285	321	394	276
	44%	53%	59%	47%	47%	18%	16%	19%	17%	25%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences		0		0		0	0	1	1	1		1		1		88	101	100	19	93
		0^%		0%		0%	0%	1%	5%	1%		100%		100%		100%	100%	100%	100%	100%
Humanities	75	70	64	58	58	2	6	10	3	3	223	225	211	204	254	37	38	38	29	45
	34%	31%	30%	28%	23%	5%	16%	26%	10%	7%	100%	86%	100%	100%	100%	100%	100%	100%	100%	100%
Law						1	5	7	5	5						6	14	16	17	17
						17%	36%	44%	29%	29%						100%	100%	100%	100%	100%
Science	92	111	112	104	104						162	189	187	202	200					
	57%	59%	60%	51%	52%						100%	100%	100%	100%	100%					
Total no.	**282**	**308**	**301**	**273**	**273**	**87**	**82**	**114**	**92**	**92**	**731**	**780**	**753**	**734**	**733**	**733**	**732**	**697**	**676**	**600**
Total row%	**39%**	**39%**	**40%**	**37%**	**37%**	**12%**	**11%**	**16%**	**14%**	**15%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 17A

Summary of undergraduate success rates by Faculty and by course level

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	82%	86%	88%	89%	82%	84%	86%	85%	90%	82%	87%	86%	89%	89%	79%
GSB															93%
EBE	89%	79%	87%	89%	83%	86%	82%	86%	90%	83%	87%	90%	94%	94%	82%
Health Sciences	95%	95%	95%	98%	97%	89%	91%	92%	97%	97%	96%	96%	98%	98%	95%
Humanities	86%	84%	84%	87%	83%	84%	85%	85%	87%	83%	92%	91%	91%	91%	87%
Law	86%	81%	85%	89%	90%	84%	81%	81%	87%	90%	77%	76%	87%	87%	81%
Science	77%	75%	77%	86%	67%	77%	79%	78%	88%	67%	89%	89%	93%	93%	75%
All Faculties	**83%**	**81%**	**83%**	**88%**	**79%**	**84%**	**84%**	**84%**	**89%**	**79%**	**89%**	**89%**	**92%**	**92%**	**83%**

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
2. Courses taken within the GSB have not been included in these calculations.

Table 17B

Summary of undergraduate success rates by CESM group and by course level

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Business/Commerce	80%	85%	87%	88%	81%	83%	85%	85%	90%	75%	89%	87%	86%	89%	79%
Science/Technology	82%	78%	81%	88%	74%	83%	82%	83%	91%	76%	90%	89%	92%	95%	82%
Education	84%	83%	87%	94%	90%	82%	95%	88%	88%	95%	72%	97%	96%	92%	92%
Broad Humanities	86%	84%	84%	87%	84%	85%	85%	84%	87%	83%	91%	88%	88%	90%	85%
Grand Total	**83%**	**81%**	**83%**	**88%**	**79%**	**84%**	**84%**	**84%**	**89%**	**79%**	**90%**	**89%**	**89%**	**92%**	**83%**

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.

Table 17C

Summary of undergraduate success rates by population group and by course level

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
African	77%	75%	77%	82%	71%	76%	76%	76%	82%	69%	82%	81%	83%	86%	74%
Coloured	83%	81%	86%	94%	85%	83%	84%	87%	95%	85%	90%	88%	91%	96%	84%
Indian	84%	84%	85%	90%	83%	86%	87%	86%	90%	78%	89%	90%	90%	92%	83%
White	89%	91%	90%	92%	95%	94%	92%	92%	94%	97%	97%	96%	94%	95%	98%
International	85%	84%	84%	85%	90%	89%	86%	87%	86%	90%	91%	89%	90%	90%	92%
All Students	83%	83%	81%	83%	88%	87%	84%	84%	84%	89%	92%	90%	89%	89%	92%
All Faculties	**83%**	**83%**	**81%**	**83%**	**88%**	**87%**	**84%**	**84%**	**84%**	**89%**	**92%**	**90%**	**89%**	**89%**	**92%**

Percentages should be read across each row

Table 18A
Conversion of Female bachelor's graduates to postgraduate study by graduation year

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	76%	72%	77%	79%	67%	71%	73%	75%	80%	60%	78%	78%	72%	77%	62%
EBE	79%	82%	80%	100%	72%	73%	66%	69%	87%	87%	88%	93%	94%	96%	83%
Health Sciences	76%	70%	79%	85%	84%	74%	67%	67%	85%	83%	81%	64%	60%	81%	
Humanities	77%	75%	75%	81%	67%	73%	74%	74%	83%	69%	80%	80%	82%	86%	71%
Law	78%	76%	70%	79%	85%	69%	74%	67%	67%	85%	69%	81%	64%	60%	81%
Science	69%	71%	66%	66%	76%	75%	68%	68%	65%	82%	85%	80%	76%	82%	88%
All Faculties	**76%**	**77%**	**75%**	**75%**	**81%**	**78%**	**73%**	**74%**	**74%**	**83%**	**84%**	**80%**	**80%**	**82%**	**86%**

Table 18B
Conversion of Female bachelor's graduates to postgraduate study by graduation year

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Business/Commerce	75%	70%	76%	78%	65%	69%	70%	73%	78%	56%	78%	78%	72%	76%	61%
Science/Technology	82%	82%	82%	84%	79%	77%	77%	77%	83%	79%	84%	82%	84%	85%	80%
Broad Humanities	76%	82%	82%	82%	84%	75%	77%	77%	77%	83%	82%	84%	82%	84%	85%
Grand Total	**76%**	**77%**	**75%**	**75%**	**81%**	**78%**	**73%**	**74%**	**74%**	**83%**	**84%**	**80%**	**80%**	**82%**	**86%**

Table 19A
Academic progress codes of all undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
	1286	1061	930	815	708	2953	2678	2672	2847	2849	480	469	434	369	833	111	129	117	0	124	103	76	58	66	97	4933	4413	4211	4097	4611
EBE	26%	24%	22%	20%	15%	60%	61%	63%	69%	62%	10%	11%	10%	9%	18%	2%	3%	3%	0%	3%	2%	2%	1%	2%	2%	100%	100%	100%	100%	100%
	542	560	594	707	562	2113	2142	2184	2010	1909	365	401	312	289	601	88	101	122	0	10	137	87	58	99	90	3245	3291	3270	3105	3172
Health	17%	17%	18%	23%	18%	65%	65%	67%	65%	60%	11%	12%	10%	9%	19%	3%	3%	4%	0%	0%	4%	3%	2%	3%	3%	100%	100%	100%	100%	100%
Sciences																														
	366	460	434	372	1168	1840	1693	1587	1535	3183	28	37	58	23	614	21	16	17	0	244	39	37	21	76	140	2294	2243	2117	2006	5349
Humanities	16%	21%	21%	19%	22%	80%	75%	75%	77%	60%	1%	2%	3%	1%	11%	1%	1%	1%	0%	5%	2%	2%	1%	4%	3%	100%	100%	100%	100%	100%
	1000	1044	1037	1037	149	2737	2775	2921	3239	390	476	444	552	671	60	142	147	150	0	31	147	157	125	111	20	4502	4567	4785	5058	650
Law	22%	23%	22%	21%	23%	61%	61%	61%	64%	60%	11%	10%	12%	13%	9%	3%	3%	3%	0%	5%	3%	3%	3%	2%	3%	100%	100%	100%	100%	100%
	174	152	173	142	382	401	362	367	348	1660	68	90	68	78	43	12	34	42	0	19	13	14	12	15	24	668	652	662	583	2128
Science	26%	23%	26%	24%	18%	60%	56%	55%	60%	78%	10%	14%	10%	13%	2%	2%	5%	6%	0%	1%	2%	2%	2%	3%	1%	100%	100%	100%	100%	100%
	328	349	355	387	374	1068	1016	1104	1260	1215	103	117	91	107	221	73	101	76	0	57	23	24	26	42	71	1595	1607	1652	1796	1938
Total no.	**21%**	**22%**	**21%**	**22%**	**19%**	**67%**	**63%**	**67%**	**70%**	**63%**	**6%**	**7%**	**6%**	**6%**	**11%**	**5%**	**6%**	**5%**	**0%**	**3%**	**1%**	**1%**	**2%**	**2%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**
Total row%	**3696**	**3626**	**3523**	**3460**	**3343**	**11112**	**10666**	**10835**	**11239**	**11206**	**1520**	**1558**	**1515**	**1537**	**2372**	**447**	**528**	**524**	**0**	**485**	**462**	**395**	**300**	**409**	**442**	**17237**	**16773**	**16697**	**16645**	**17848**
	21%	**22%**	**21%**	**21%**	**19%**	**64%**	**64%**	**65%**	**68%**	**63%**	**9%**	**9%**	**9%**	**9%**	**13%**	**3%**	**3%**	**3%**	**0%**	**3%**	**3%**	**2%**	**2%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. 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.
2. “Other” academic standing codes include cancellations and disciplinary codes

Table 19B
Academic progress codes of all African undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	320	264	280	217	199	818	767	703	712	824	229	224	186	189	445	62	57	63	0	75	27	25	17	29	40	1456	1337	1248	1147	1583
	22%	20%	22%	19%	13%	56%	57%	56%	62%	52%	16%	17%	15%	16%	28%	4%	4%	5%	0%	5%	2%	2%	1%	3%	3%	100%	100%	100%	100%	100%
EBE	121	118	147	152	145	544	628	725	706	637	156	186	146	164	348	40	51	68	0	6	43	30	24	49	28	904	1013	1103	1071	1164
	13%	12%	13%	14%	12%	60%	62%	66%	66%	55%	17%	18%	13%	15%	30%	4%	5%	6%	0%	1%	5%	3%	2%	5%	2%	100%	100%	100%	100%	100%
Health Sciences	141	160	141	132	271	697	671	625	607	769	21	21	35	17	235	9	9	10	0	82	16	14	13	27	33	884	875	819	783	1390
	16%	18%	17%	17%	19%	79%	77%	76%	78%	55%	2%	2%	4%	2%	17%	1%	1%	1%	0%	6%	2%	2%	2%	3%	2%	100%	100%	100%	100%	100%
Humanities	253	238	265	223	29	594	592	562	481	141	211	180	177	216	27	57	49	48	0	21	38	33	32	23	8	1153	1092	1075	943	226
	22%	22%	25%	24%	13%	52%	54%	52%	51%	62%	18%	16%	16%	23%	12%	5%	4%	4%	0%	9%	3%	3%	3%	2%	4%	100%	100%	100%	100%	100%
Law	27	29	40	35	143	103	105	112	100	642	39	42	28	41	32	5	12	25	0	16	4	5	9	4	9	178	193	209	180	842
	15%	15%	19%	19%	17%	58%	54%	54%	56%	76%	22%	22%	13%	23%	4%	3%	6%	12%	0%	2%	2%	3%	4%	2%	1%	100%	100%	100%	100%	100%
Science	62	80	102	111	93	394	385	437	527	467	66	93	66	81	152	44	75	56	0	47	4	9	16	28	26	570	642	669	747	785
	11%	12%	15%	15%	12%	69%	60%	65%	71%	59%	12%	14%	10%	11%	19%	8%	12%	8%	0%	6%	1%	1%	2%	4%	3%	100%	100%	100%	100%	100%
Total no.	**924**	**889**	**975**	**870**	**880**	**3150**	**3148**	**3164**	**3133**	**3480**	**722**	**746**	**638**	**708**	**1239**	**217**	**253**	**270**	**0**	**247**	**132**	**116**	**111**	**160**	**144**	**5145**	**5152**	**5123**	**4871**	**5990**
Total row%	**18%**	**17%**	**19%**	**18%**	**15%**	**61%**	**61%**	**62%**	**64%**	**58%**	**14%**	**14%**	**12%**	**15%**	**21%**	**4%**	**5%**	**5%**	**0%**	**4%**	**3%**	**2%**	**2%**	**3%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “Other” academic standing codes include cancellations and disciplinary codes

Table 19C
Academic progress codes of all Coloured undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	143	139	107	91	68	379	267	181	158	238	56	46	50	31	76	13	23	11	0	10	8	7		4	2	599	482	349	284	394
	24%	29%	31%	32%	17%	63%	55%	52%	56%	60%	9%	10%	14%	11%	19%	2%	5%	3%	0%	3%	1%	1%	0%	1%	1%	100%	100%	100%	100%	100%
EBE	61	56	76	105	79	261	282	271	205	154	49	63	42	28	39	8	12	14	0	2	21	10	5	6	8	400	423	408	344	282
	15%	13%	19%	31%	28%	65%	67%	66%	60%	55%	12%	15%	10%	8%	14%	2%	3%	3%	0%	1%	5%	2%	1%	2%	3%	100%	100%	100%	100%	100%
Health Sciences	74	86	101	69	237	411	385	339	317	571	4	14	15	3	119	11	5	5	0	52	8	7	4	20	17	508	497	464	409	996
	15%	17%	22%	17%	24%	81%	77%	73%	78%	57%	1%	3%	3%	1%	12%	2%	1%	1%	0%	5%	2%	1%	1%	5%	2%	100%	100%	100%	100%	100%
Humanities	179	195	246	215	22	535	580	458	395	56	99	91	126	129	11	29	27	21	0	5	23	25	15	11	4	865	918	866	750	98
	21%	21%	28%	29%	22%	62%	63%	53%	53%	57%	11%	10%	15%	17%	11%	3%	3%	2%	0%	5%	3%	3%	2%	1%	4%	100%	100%	100%	100%	100%
Law	28	29	26	25	90	106	83	77	66	272	7	20	16	16	5	5	13	9	0		4	4	3	2	4	150	149	131	109	371
	19%	19%	20%	23%	24%	71%	56%	59%	61%	73%	5%	13%	12%	15%	1%	3%	9%	7%	0%	0%	3%	3%	2%	2%	1%	100%	100%	100%	100%	100%
Science	38	40	49	57	50	146	135	157	154	147	14	12	7	13	14	13	10	10	0	4	3	3	3	3	9	214	200	226	227	224
	18%	20%	22%	25%	22%	68%	68%	69%	68%	66%	7%	6%	3%	6%	6%	6%	5%	4%	0%	2%	1%	2%	1%	1%	4%	100%	100%	100%	100%	100%
Total no.	**523**	**545**	**605**	**562**	**546**	**1838**	**1732**	**1483**	**1295**	**1438**	**229**	**246**	**256**	**220**	**264**	**79**	**90**	**70**	**0**	**73**	**67**	**56**	**30**	**46**	**44**	**2736**	**2669**	**2444**	**2123**	**2365**
Total row%	**19%**	**20%**	**25%**	**26%**	**23%**	**67%**	**65%**	**61%**	**61%**	**61%**	**8%**	**9%**	**10%**	**10%**	**11%**	**3%**	**3%**	**3%**	**0%**	**3%**	**2%**	**2%**	**1%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “Other” academic standing codes include cancellations and disciplinary codes

Table 19D
Academic progress codes of all Indian undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	120	139	109	82	52	326	230	147	115	199	58	46	33	14	42	9	8	3	0	4	9	5	2	6	3	522	428	294	217	300
	23%	32%	37%	38%	17%	62%	54%	50%	53%	66%	11%	11%	11%	6%	14%	2%	2%	1%	0%	1%	2%	1%	1%	3%	1%	100%	100%	100%	100%	100%
EBE	66	57	55	66	62	210	187	171	163	124	45	37	24	13	29	7	11	8	0		7	10	7	5	5	335	302	265	247	220
	20%	19%	21%	27%	28%	63%	62%	65%	66%	56%	13%	12%	9%	5%	13%	2%	4%	3%	0%	0%	2%	3%	3%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	30	40	32	29	24	159	157	160	165	71	1	1	4	1	13			1	0	3	2	2	2	3	2	192	200	199	198	113
	16%	20%	16%	15%	21%	83%	79%	80%	83%	63%	1%	1%	2%	1%	12%	0%	0%	1%	0%	3%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Humanities	41	28	35	28	20	76	65	55	50	25	11	11	10	9	2	2	6	3	0	2	3	4	3	1	1	133	114	106	88	50
	31%	25%	33%	32%	40%	57%	57%	52%	57%	50%	8%	10%	9%	10%	4%	2%	5%	3%	0%	4%	2%	4%	3%	1%	2%	100%	100%	100%	100%	100%
Law	10	10	16	14	34	34	35	40	34	156	7	12	5	4	1		2		0		2	2			2	53	61	61	52	193
	19%	16%	26%	27%	18%	64%	57%	66%	65%	81%	13%	20%	8%	8%	1%	0%	3%	0%	0%	0%	4%	3%	0%	0%	1%	100%	100%	100%	100%	100%
Science	16	26	21	23	19	70	55	51	53	52	5	2	1	1	4	4	2	1	0	1	1			1	1	96	85	74	78	77
	17%	31%	28%	29%	25%	73%	65%	69%	68%	68%	5%	2%	1%	1%	5%	4%	2%	1%	0%	1%	1%	0%	0%	1%	1%	100%	100%	100%	100%	100%
Total no.	**283**	**300**	**268**	**242**	**211**	**875**	**729**	**624**	**580**	**627**	**127**	**109**	**77**	**42**	**91**	**22**	**29**	**16**	**0**	**10**	**24**	**23**	**14**	**16**	**14**	**1331**	**1190**	**999**	**880**	**953**
Total row%	**21%**	**25%**	**27%**	**28%**	**22%**	**66%**	**61%**	**62%**	**66%**	**66%**	**10%**	**9%**	**8%**	**5%**	**10%**	**2%**	**2%**	**2%**	**0%**	**1%**	**2%**	**2%**	**1%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “Other” academic standing codes include cancellations and disciplinary codes

Table 19E
Academic progress codes of all White undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	396	330	292	180	99	827	509	243	117	288	42	45	26	13	34	10	7	6	0	3	30	9	2	3	7	1305	900	569	313	431
	30%	37%	51%	58%	23%	63%	57%	43%	37%	67%	3%	5%	5%	4%	8%	1%	1%	1%	0%	1%	2%	1%	0%	1%	2%	100%	100%	100%	100%	100%
EBE	189	182	189	246	176	610	601	575	475	378	38	44	36	24	24	14	11	4	0		28	18	13	8	18	879	856	817	753	596
	22%	21%	23%	33%	30%	69%	70%	70%	63%	63%	4%	5%	4%	3%	4%	2%	1%	0%	0%	0%	3%	2%	2%	1%	3%	100%	100%	100%	100%	100%
Health Sciences	103	122	104	117	220	428	383	352	288	386	2		2		29		1		0	10	8	11	4	21	25	541	517	462	426	670
	19%	24%	23%	27%	33%	79%	74%	76%	68%	58%	0%	0%	0%	0%	4%	0%	0%	0%	0%	1%	1%	2%	1%	5%	4%	100%	100%	100%	100%	100%
Humanities	347	316	232	192	56	587	442	403	363	59	41	29	33	22	3	7	8	2	0	1	22	22	13	14	2	1004	817	683	591	121
	35%	39%	34%	32%	46%	58%	54%	59%	61%	49%	4%	4%	5%	4%	2%	1%	1%	0%	0%	1%	2%	3%	2%	2%	2%	100%	100%	100%	100%	100%
Law	89	69	67	50	73	110	97	82	86	281	7	9	7	2		2	2	4	0		2	2	3	1	5	210	179	163	139	359
	42%	39%	41%	36%	20%	52%	54%	50%	62%	78%	3%	5%	4%	1%	0%	1%	1%	2%	0%	0%	1%	1%	2%	1%	1%	100%	100%	100%	100%	100%
Science	165	159	136	147	166	346	328	345	350	251	5	6	8	2	12	7	5	4	0		12	9	9	10	15	535	507	502	509	444
	31%	31%	27%	29%	37%	65%	65%	69%	69%	57%	1%	1%	2%	0%	3%	1%	1%	1%	0%	0%	2%	2%	2%	2%	3%	100%	100%	100%	100%	100%
Total no.	**1289**	**1178**	**1020**	**932**	**790**	**2908**	**2360**	**2000**	**1679**	**1643**	**135**	**133**	**112**	**63**	**102**	**40**	**34**	**20**	**0**	**14**	**102**	**71**	**44**	**57**	**72**	**4474**	**3776**	**3196**	**2731**	**2621**
Total row%	**29%**	**31%**	**32%**	**34%**	**30%**	**65%**	**63%**	**63%**	**61%**	**63%**	**3%**	**4%**	**4%**	**2%**	**4%**	**1%**	**1%**	**1%**	**0%**	**1%**	**2%**	**2%**	**1%**	**2%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “Other” academic standing codes include cancellations and disciplinary codes

Table 19F
Academic progress codes of all International undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Commerce	137	105	78	69	65	270	239	236	248	187	50	30	36	21	59	12	12	10	0	7	12	6	11	1	6	481	392	371	339	324
	28%	27%	21%	20%	20%	56%	61%	64%	73%	58%	10%	8%	10%	6%	18%	2%	3%	3%	0%	2%	2%	2%	3%	0%	2%	100%	100%	100%	100%	100%
EBE	83	124	106	125	75	401	357	359	289	289	65	52	48	35	64	18	12	18	0		32	9	7	20	9	599	554	538	469	437
	14%	22%	20%	27%	17%	67%	64%	67%	62%	66%	11%	9%	9%	7%	15%	3%	2%	3%	0%	0%	5%	2%	1%	4%	2%	100%	100%	100%	100%	100%
Health Sciences	5	5	8	1	59	15	14	6	7	163					31				0	4					8	20	19	14	8	265
	25%	26%	57%	13%	22%	75%	74%	43%	88%	62%	0%	0%	0%	0%	12%	0%	0%	0%	0%	2%	0%	0%	0%	0%	3%	100%	100%	100%	100%	100%
Humanities	97	122	79	76	11	257	190	162	150	33	29	24	25	31	10	8	11	3	0	2	9	15	7	1		400	362	276	258	56
	24%	34%	29%	29%	20%	64%	52%	59%	58%	59%	7%	7%	9%	12%	18%	2%	3%	1%	0%	4%	2%	4%	3%	0%	0%	100%	100%	100%	100%	100%
Law	13	10	18	8	4	33	30	33	31	5	4	4	8	10			4	3	0		1	1	1	3	1	51	49	63	52	10
	25%	20%	29%	15%	40%	65%	61%	52%	60%	50%	8%	8%	13%	19%	0%	0%	8%	5%	0%	0%	2%	2%	2%	6%	10%	100%	100%	100%	100%	100%
Science	30	25	30	30	21	61	68	64	75	80	8	2	4	4	1	3	4	3	0		1	2	2		4	103	101	103	109	106
	29%	25%	29%	28%	20%	59%	67%	62%	69%	75%	8%	2%	4%	4%	1%	3%	4%	3%	0%	0%	1%	2%	2%	0%	4%	100%	100%	100%	100%	100%
Total no.	**365**	**391**	**319**	**309**	**235**	**1037**	**898**	**860**	**800**	**757**	**156**	**112**	**121**	**101**	**165**	**41**	**43**	**37**	**0**	**13**	**55**	**33**	**28**	**25**	**28**	**1654**	**1477**	**1365**	**1235**	**1198**
Total row%	**22%**	**26%**	**23%**	**25%**	**20%**	**63%**	**61%**	**63%**	**65%**	**63%**	**9%**	**8%**	**9%**	**8%**	**14%**	**2%**	**3%**	**3%**	**0%**	**1%**	**3%**	**2%**	**2%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “Other” academic standing codes include cancellations and disciplinary codes

Table 20A
Five year cohort survival analysis of the 2013, 2014, 2015, 2016 and 2017 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students (SA and International)

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	243	305	286	305	388	928	921	938	857	768	346	361	404	430	361	35	42	35	48	47
bachelors' degree	75%	75%	74%	75%	74%	77%	78%	73%	75%	73%	72%	75%	75%	70%	62%	52%	69%	49%	61%	63%
(graduated)																				
Continuing undergraduate	4	17	18	15	16	88	78	114	100	115	36	36	25	79	131	16	8	12	9	9
studies	1%	4%	5%	4%	3%	7%	7%	9%	9%	11%	8%	7%	5%	13%	22%	24%	13%	17%	11%	12%
Dropped out in good	49	60	65	60	82	87	100	135	112	89	42	39	51	58	44	10	5	7	7	7
academic standing	15%	15%	17%	15%	16%	7%	8%	10%	10%	8%	9%	8%	9%	9%	8%	15%	8%	10%	9%	9%
Refused readmission	30	27	19	25	39	95	85	99	79	77	54	45	59	46	49	6	6	18	15	12
on academic grounds	9%	7%	5%	6%	7%	8%	7%	8%	7%	7%	11%	9%	11%	8%	8%	9%	10%	25%	19%	16%
Total	**326**	**409**	**388**	**405**	**525**	**1198**	**1184**	**1286**	**1148**	**1049**	**478**	**481**	**539**	**613**	**585**	**67**	**61**	**72**	**79**	**75**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	285	290	305	320	288	419	388	378	466	421	2256	2307	2346	2426	2273
bachelors' degree	68%	70%	72%	65%	62%	75%	72%	70%	68%	72%	73%	73%	70%	69%	69%
(graduated)															
Continuing undergraduate	44	34	31	33	65	24	27	32	51	53	212	200	232	287	389
studies	10%	8%	7%	7%	14%	4%	5%	6%	7%	9%	8%	8%	9%	10%	12%
Dropped out in good	34	31	31	66	40	64	68	60	95	64	286	303	349	398	326
academic standing	8%	8%	7%	13%	9%	11%	13%	11%	14%	11%	9%	10%	10%	11%	10%
Refused readmission	58	58	56	75	72	53	53	68	70	48	296	274	319	310	297
on academic grounds	14%	14%	13%	15%	15%	9%	10%	13%	10%	8%	10%	9%	10%	9%	9%
Total	**421**	**413**	**423**	**494**	**465**	**560**	**536**	**538**	**682**	**586**	**3050**	**3084**	**3246**	**3421**	**3285**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Notes

1. This table is an analysis of the academic progress of the 2012,2013, 2014, 2015 and 2016 FU cohorts carried out five years after their initial enrolment at UCT
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.
3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.
4. Students dropping out in good academic standing are students who had left the University without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.
5. The Commerce intakes include students enrolling for the 3-year BCom and for the 4-year BBusSc
6. The Engineering total is for 4-year degrees only. Engineering figures are updated after 6 years because of the large numbers of students taking 6 years to complete their studies.
7. Percentages are to be read down each column.
8. "Other" Academic codes not shown individually but included in total, include leave of absence, expulsions, rustication and disciplinary codes

Table 20B
Five year cohort survival analysis of the 2013, 2014, 2015, 2016 and 2017 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: African students

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake
Completed undergraduate	31	65	48	57	70	249	233	193	228	233	80	81	80	96	97	11	12	10	15	18
bachelors' degree	53%	64%	70%	70%	73%	69%	69%	65%	66%	63%	62%	65%	67%	56%	49%	39%	57%	33%	50%	62%
(graduated)																				
Continuing undergraduate	4	6	9	6	9	41	37	42	46	66	17	10	8	40	64	9	5	4	5	3
studies	7%	6%	13%	7%	9%	11%	11%	14%	13%	18%	13%	8%	7%	23%	32%	32%	24%	13%	17%	10%
Dropped out in good	13	17	8	10	10	18	27	29	26	25	14	11	9	18	19	4	1	5	4	3
academic standing	22%	17%	12%	12%	10%	5%	8%	10%	7%	7%	11%	9%	8%	10%	10%	14%	5%	17%	13%	10%
Refused readmission	11	13	4	8	7	51	42	33	47	46	18	22	23	18	19	4	3	11	6	5
on academic grounds	19%	13%	6%	10%	7%	14%	12%	11%	14%	12%	14%	18%	19%	10%	10%	14%	14%	37%	20%	17%
Total	**59**	**101**	**69**	**81**	**96**	**359**	**339**	**297**	**347**	**370**	**129**	**124**	**120**	**172**	**199**	**28**	**21**	**30**	**30**	**29**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

after initial enrolment in 5 large faculties: African students

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake	2013 intake	2014 inake	2015 intake	2016 intake	2017 intake
Completed undergraduate	44	64	65	76	83	135	121	112	125	112	550	576	508	597	613
bachelors' degree	44%	46%	52%	48%	43%	66%	63%	57%	60%	70%	61%	61%	59%	58%	58%
(graduated)															
Continuing undergraduate	20	19	20	19	51	14	16	15	27	28	105	93	98	143	221
studies	20%	14%	16%	12%	26%	7%	8%	8%	13%	17%	14%	13%	14%	17%	21%
Dropped out in good	10	13	3	13	12	21	22	25	24	10	80	91	79	95	79
academic standing	10%	9%	2%	8%	6%	10%	12%	13%	11%	6%	9%	10%	9%	9%	8%
Refused readmission	27	42	36	51	48	35	32	45	34	11	146	154	152	164	136
on academic grounds	27%	30%	29%	32%	25%	17%	17%	23%	16%	7%	16%	16%	18%	17%	13%
Total	**101**	**138**	**124**	**159**	**194**	**205**	**191**	**197**	**210**	**161**	**881**	**914**	**837**	**999**	**1049**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20C
Five year cohort survival analysis of the 2013, 2014, 2015, 2016 and 2017 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: Coloured students

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	37	68	51	73	100	123	115	115	92	77	33	43	45	61	52	7	10	10	16	6
bachelors' degree	62%	74%	69%	74%	83%	76%	75%	74%	70%	80%	70%	68%	78%	69%	58%	50%	67%	63%	62%	32%
(graduated)																				
Continuing undergraduate	0	3	4	6	3	13	8	14	23	10	5	10	1	15	21	4	0	4	4	5
studies	0%	3%	5%	6%	2%	8%	5%	9%	17%	10%	11%	16%	2%	17%	23%	29%	0%	25%	15%	26%
Dropped out in good	9	12	11	13	13	11	14	11	10	4	2	3	3	6	8	2	2	0	0	2
academic standing	15%	13%	15%	13%	11%	7%	9%	7%	8%	4%	4%	5%	5%	7%	9%	14%	13%	0%	0%	11%
Refused readmission	14	9	8	6	5	14	16	15	7	5	7	7	9	6	9	1	3	2	6	6
on academic grounds	23%	10%	11%	6%	4%	9%	10%	10%	5%	5%	15%	11%	16%	7%	10%	7%	20%	13%	23%	32%
Total	**60**	**92**	**74**	**98**	**121**	**161**	**153**	**155**	**132**	**96**	**47**	**63**	**58**	**88**	**90**	**14**	**15**	**16**	**26**	**19**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	30	37	25	46	56	78	84	75	121	81	308	357	321	409	372
bachelors' degree	70%	82%	74%	66%	69%	74%	67%	77%	78%	75%	70%	71%	71%	71%	72%
(graduated)															
Continuing undergraduate	5	2	1	4	8	4	7	7	13	12	31	30	31	65	59
studies	12%	4%	3%	6%	10%	4%	6%	7%	8%	11%	8%	7%	10%	12%	11%
Dropped out in good	3	2	2	8	3	15	19	8	8	10	42	52	35	45	40
academic standing	7%	4%	6%	11%	4%	14%	15%	8%	5%	9%	10%	11%	8%	8%	8%
Refused readmission	5	4	5	12	14	8	15	7	13	5	49	54	46	50	44
on academic grounds	12%	9%	15%	17%	17%	8%	12%	7%	8%	5%	11%	11%	10%	9%	9%
Total	**43**	**45**	**34**	**70**	**81**	**105**	**125**	**97**	**155**	**108**	**430**	**493**	**434**	**569**	**515**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20D
Five year cohort survival analysis of the 2013, 2014, 2015, 2016 and 2017 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: Indian students

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	10	6	9	9	12	101	130	91	94	69	40	63	45	49	38	5	4	4	2	11
bachelors' degree	100%	50%	69%	75%	92%	75%	76%	71%	76%	76%	68%	79%	78%	82%	63%	83%	57%	44%	40%	92%
(graduated)																				
Continuing undergraduate	0	2	2	0	0	12	15	16	13	8	2	4	1	3	12	1	2	2	0	0
studies	0%	17%	15%	0%	0%	9%	9%	13%	11%	9%	3%	5%	2%	5%	20%	17%	29%	22%	0%	0%
Dropped out in good	0	4	1	3	1	16	21	12	9	5	6	6	3	2	2	0	1	1	2	1
academic standing	0%	33%	8%	25%	8%	12%	12%	9%	7%	5%	10%	8%	5%	3%	3%	0%	14%	11%	40%	8%
Refused readmission	0	0	1	0	0	6	6	9	7	9	11	7	9	6	8	0	0	2	1	
on academic grounds	0%	0%	8%	0%	0%	4%	3%	7%	6%	10%	19%	9%	16%	10%	13%	0%	0%	22%	20%	20%
Total	**10**	**12**	**13**	**12**	**13**	**135**	**172**	**128**	**123**	**91**	**59**	**80**	**58**	**60**	**60**	**6**	**7**	**9**	**5**	**12**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	12	20	10	27	20	24	20	11	22	11	192	243	170	203	161
bachelors' degree	75%	91%	83%	68%	74%	75%	77%	73%	81%	73%	73%	75%	65%	72%	74%
(graduated)															
Continuing undergraduate	2	0	0	3	1	0	2	1	1	3	17	25	22	20	24
studies	13%	0%	0%	8%	4%	0%	8%	7%	4%	20%	8%	10%	17%	12%	11%
Dropped out in good	0	1	1	7	4	3	1	2	2	1	25	34	20	25	14
academic standing	0%	5%	8%	18%	15%	9%	4%	13%	7%	7%	10%	10%	10%	9%	6%
Refused readmission	2	1	1	3	2	5	3	0	2	2	24	17	22	19	21
on academic grounds	13%	5%	8%	8%	7%	16%	12%	0%	7%	7%	9%	5%	7%	7%	10%
Total	**16**	**22**	**12**	**40**	**27**	**32**	**26**	**15**	**27**	**15**	**258**	**319**	**235**	**267**	**218**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20E
"Five year cohort survival analysis of the 2013, 2014, 2015, 2016 and 2017 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: White

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	133	119	123	107	114	331	311	328	309	196	124	114	129	148	113	6	10	6	9	4
bachelors' degree	83%	82%	85%	88%	88%	87%	87%	83%	82%	87%	88%	84%	81%	83%	86%	67%	83%	86%	100%	100%
(graduated)																				
Continuing undergraduate	0	6	0	1	0	10	9	15	11	10	5	8	2	8	12	1	1	0	0	0
studies	0%	4%	0%	1%	0%	3%	3%	4%	3%	4%	4%	6%	1%	4%	9%	11%	8%	0%	0%	0%
Dropped out in good	24	17	21	14	13	28	27	39	49	19	5	10	19	17	5	2	1	0	0	0
academic standing	15%	12%	14%	11%	10%	7%	8%	10%	13%	8%	4%	7%	12%	9%	4%	22%	8%	0%	0%	0%
Refused readmission	3	3	1	0	2	10	9	13	8	1	7	3	9	6	2	0		1	0	0
on academic grounds	2%	2%	1%	0%	2%	3%	3%	3%	2%	0%	5%	2%	6%	3%	2%	0%	0%	14%	0%	0%
Total	**160**	**145**	**145**	**122**	**129**	**379**	**356**	**395**	**377**	**226**	**141**	**135**	**159**	**179**	**132**	**9**	**12**	**7**	**9**	**4**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	121	114	140	137	98	106	102	79	105	102	821	770	805	815	627
bachelors' degree	78%	83%	81%	77%	82%	83%	86%	83%	75%	90%	83%	85%	82%	79%	87%
(graduated)															
Continuing undergraduate	12	7	7	5	1	3	2	1	3	1	31	33	25	28	24
studies	8%	5%	4%	3%	1%	2%	2%	1%	2%	1%	4%	4%	4%	4%	3%
Dropped out in good	13	11	15	26	18	17	15	12	31	7	89	81	106	137	62
academic standing	8%	8%	9%	15%	15%	13%	13%	13%	22%	6%	9%	9%	11%	14%	9%
Refused readmission	9	5	10	9	2	1	0	3	1	3	30	20	37	24	10
on academic grounds	6%	4%	6%	5%	2%	1%	0%	3%	1%	3%	3%	2%	4%	2%	1%
Total	**155**	**137**	**172**	**177**	**119**	**127**	**119**	**95**	**140**	**113**	**971**	**904**	**973**	**1004**	**723**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

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

STATUS AFTER 5 YEARS	COMMERCE -BCOM					COMMERCE (BBUSSC)					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	102	83	80	109	109	93	87	93	86	81	20	49	69	108	50	4	4	3	4	4
bachelors' degree	68%	66%	60%	69%	61%	68%	64%	68%	67%	65%	37%	59%	58%	49%	34%	22%	33%	16%	27%	50%
(graduated)																				
Continuing undergraduate	21	11	24	26	33	17	23	22	20	27	12	7	11	59	56	8	4	7	6	1
studies	14%	9%	18%	16%	18%	12%	17%	16%	16%	22%	22%	8%	9%	27%	38%	44%	33%	37%	40%	13%
Dropped out in good	5	14	11	5	12	12	10	5	6	6	7	9	9	22	20	1	2	2	2	1
academic standing	3%	11%	8%	3%	7%	9%	7%	4%	5%	5%	13%	11%	8%	10%	13%	6%	17%	11%	13%	13%
Refused readmission	21	17	18	19	25	15	15	17	16	11	15	18	29	30	23	5	2	7	5	2
on academic grounds	14%	13%	14%	12%	14%	11%	11%	12%	13%	9%	28%	22%	25%	14%	15%	28%	17%	37%	33%	25%
Total	**149**	**126**	**133**	**159**	**179**	**137**	**135**	**137**	**128**	**125**	**54**	**83**	**118**	**219**	**149**	**18**	**12**	**19**	**15**	**8**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					BA + BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Completed undergraduate	27	54	31	53	43	105	122	115	159	193	351	399	391	519	480
bachelors' degree	38%	49%	52%	46%	38%	54%	53%	53%	61%	66%	57%	54%	54%	54%	55%
(graduated)															
Continuing undergraduate	20	21	12	17	36	18	21	27	32	32	96	87	103	160	185
studies	28%	19%	20%	15%	32%	9%	9%	12%	12%	11%	13%	19%	19%	22%	21%
Dropped out in good	6	5	1	11	7	31	38	28	28	31	62	78	56	74	77
academic standing	8%	5%	2%	9%	6%	16%	17%	13%	11%	11%	11%	8%	8%	8%	9%
Refused readmission	18	30	16	35	28	42	49	49	42	38	116	131	136	147	127
on academic grounds	25%	27%	27%	30%	25%	21%	21%	22%	16%	13%	19%	20%	20%	17%	15%
Total	**71**	**110**	**60**	**116**	**114**	**196**	**230**	**219**	**261**	**294**	**625**	**696**	**686**	**898**	**869**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22A
Years to completion among graduates within the 2013, 2014, 2015, 2016 and 2017 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: ALL students (SA and International)

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	231	208	212	186	197	157	164	174	151	158	31	25	49	42	39	3	2	18	2	5
	69%	65%	72%	61%	51%	43%	48%	47%	43%	49%	5%	4%	8%	8%	9%	1%	1%	4%	0%	1%
4 Years	76	75	60	88	149	150	113	114	123	113	352	404	418	354	319	218	204	223	188	230
	23%	23%	20%	29%	38%	41%	33%	31%	35%	35%	61%	65%	65%	64%	71%	60%	59%	52%	44%	64%
5 Years	22	25	17	22	42	45	57	56	59	50	162	160	135	125	89	105	97	126	179	126
	7%	8%	6%	7%	11%	12%	17%	15%	17%	16%	28%	26%	21%	23%	20%	29%	28%	29%	42%	35%
6 Years	7	12	5	7	0	14	9	24	21	0	35	36	38	30	0	35	44	63	61	0
	2%	4%	2%	2%	0%	4%	3%	7%	6%	0%	6%	6%	6%	5%	0%	10%	13%	15%	14%	0%
All Graduates	**335**	**320**	**294**	**303**	**388**	**366**	**343**	**368**	**354**	**321**	**580**	**625**	**640**	**551**	**447**	**361**	**347**	**430**	**430**	**361**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	5	2	0	1	0	166	155	173	151	135	193	206	209	231	182	786	762	835	764	716
	12%	4%	0%	2%	0%	54%	51%	54%	45%	47%	55%	53%	51%	48%	43%	34%	32%	33%	30%	32%
4 Years	22	30	22	30	29	92	81	87	109	113	108	124	143	182	186	1018	1031	1067	1074	1139
	51%	63%	50%	57%	62%	30%	27%	27%	32%	39%	31%	32%	35%	38%	44%	43%	43%	43%	43%	50%
5 Years	7	10	13	17	18	27	54	42	60	40	48	46	56	51	53	416	449	445	513	418
	16%	21%	30%	32%	38%	9%	18%	13%	18%	14%	14%	12%	14%	11%	13%	18%	19%	18%	20%	18%
6 Years	9	6	9	5	0	24	15	17	17	0	11	11	0	21	421	135	133	156	162	421
	21%	13%	20%	9%	0%	8%	5%	5%	5%	0%	3%	3%	0%	4%	100%	6%	6%	6%	6%	19%
All Graduates	**43**	**48**	**44**	**53**	**47**	**309**	**305**	**319**	**337**	**288**	**348**	**387**	**408**	**485**	**421**	**2342**	**2375**	**2503**	**2513**	**2273**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Notes

1. This table is an analysis of the academic progress of the 2012, 2013, 2014, 2015 and 2016 FU cohorts carried out six years (five years in the case of the 2016 cohort) after their initial enrolment at UCT.
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.

Table 22B
Years to completion among graduates within the 2013, 2014, 2015, 2016 and 2017 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: African

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	30	26	29	18	26	45	39	47	58	73	6	3	10	5	8	0	1	1	0	1
	56%	40%	52%	33%	37%	33%	34%	36%	37%	52%	5%	3%	9%	5%	9%	0%	1%	1%	0%	1%
4 Years	14	28	20	27	35	62	48	43	62	45	62	71	53	45	54	40	36	28	38	49
	26%	43%	36%	50%	50%	45%	42%	33%	40%	32%	48%	60%	50%	48%	58%	48%	44%	35%	40%	51%
5 Years	8	11	5	7	9	24	28	26	27	22	48	44	36	31	31	30	25	35	36	47
	15%	17%	9%	13%	13%	17%	24%	20%	17%	16%	38%	37%	34%	33%	33%	36%	31%	44%	38%	48%
6 Years	2	0	2	2	0	7	0	13	8	0	12	0	8	12	0	13	19	15	22	0
	4%	0%	4%	4%	0%	5%	0%	10%	5%	0%	9%	0%	7%	13%	0%	16%	23%	19%	23%	0%
All Graduates	**54**	**65**	**56**	**54**	**70**	**138**	**115**	**129**	**155**	**1140**	**128**	**118**	**107**	**93**	**93**	**83**	**81**	**79**	**96**	**97**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	0	1	0	0	0	14	14	19	9	18	37	42	42	39	24	132	126	148	129	150
	0%	8%	0%	0%	0%	25%	22%	23%	11%	22%	31%	35%	31%	29%	21%	22%	22%	25%	20%	9%
4 Years	9	8	6	8	13	22	23	28	36	43	52	55	56	66	62	261	269	234	282	301
	56%	67%	43%	47%	72%	40%	36%	34%	43%	52%	43%	45%	41%	49%	55%	44%	47%	39%	44%	19%
5 Years	2	3	4	7	5	9	27	23	31	22	24	24	30	22	26	145	162	159	161	162
	13%	25%	29%	41%	28%	16%	42%	28%	37%	27%	20%	20%	22%	16%	23%	24%	28%	26%	25%	10%
6 Years	5	0	4	2	0	10	0	12	8	0	7	0	9	8	0	56	19	63	62	0
	31%	0%	29%	12%	0%	18%	0%	15%	10%	0%	6%	0%	7%	6%	0%	9%	3%	10%	10%	0%
All Graduates	**16**	**12**	**14**	**17**	**18**	**55**	**64**	**82**	**84**	**83**	**120**	**121**	**137**	**135**	**112**	**594**	**576**	**604**	**634**	**1613**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22C
Years to completion among graduates within the 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: Coloured

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	30	41	30	33	42	30	27	25	18	21	2	2	2	3	8	0	0	1	0	0
	48%	60%	55%	46%	42%	46%	47%	46%	37%	41%	3%	4%	3%	5%	14%	0%	0%	2%	0%	0%
4 Years	25	22	20	30	48	23	20	16	16	22	37	33	50	32	36	18	20	18	19	28
	40%	32%	36%	42%	48%	35%	34%	30%	33%	43%	53%	58%	69%	58%	64%	49%	47%	40%	31%	54%
5 Years	6	5	4	7	10	9	11	10	6	8	25	22	16	17	12	14	18	14	38	24
	10%	7%	7%	10%	10%	14%	19%	19%	12%	16%	36%	39%	22%	31%	21%	38%	42%	31%	62%	46%
6 Years	2	0	1	2	0	3	0	3	9	0	6	0	4	3	0	5	5	12	4	0
	3%	0%	2%	3%	0%	5%	0%	6%	18%	0%	9%	0%	6%	5%	0%	14%	12%	27%	7%	0%
All Graduates	**63**	**68**	**55**	**72**	**100**	**65**	**58**	**54**	**49**	**51**	**70**	**57**	**72**	**55**	**56**	**37**	**43**	**45**	**61**	**52**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2012 intake	2013 intake	2014 intake	2015 intake	2017 intake
3 Years	1	0	0	1		12	15	15	15	17	30	41	28	41	30	105	126	101	111	118
	10%	0%	0%	6%	0%	33%	41%	56%	31%	30%	43%	49%	33%	33%	37%	30%	35%	29%	26%	29%
4 Years	2	6	6	7	3	17	15	5	20	32	22	33	38	61	44	144	149	153	185	213
	20%	60%	46%	39%	50%	47%	41%	19%	42%	57%	32%	39%	45%	49%	54%	41%	42%	44%	43%	53%
5 Years	4	4	4	8	3	3	7	5	11	7	14	10	15	18	7	75	77	68	105	71
	40%	40%	31%	44%	50%	8%	19%	19%	23%	13%	20%	12%	18%	14%	9%	21%	22%	19%	25%	18%
6 Years	3	0	3	2	0	4	0	2	2	0	3	0	3	5	0	26	5	28	27	0
	30%	0%	23%	11%	0%	11%	0%	7%	4%	0%	4%	0%	4%	4%	0%	7%	1%	8%	6%	0%
All Graduates	**10**	**10**	**13**	**18**	**6**	**36**	**37**	**27**	**48**	**56**	**69**	**84**	**84**	**125**	**81**	**350**	**357**	**350**	**428**	**402**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22D
Years to completion among graduates within the 2013, 2014, 2015, 2016 and 2017 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: Indian

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	6	4	7	5	5	5	12	17	7	10	2	2	4	2	3	0	0	0	0	0
	50%	67%	64%	56%	42%	33%	43%	47%	26%	42%	2%	2%	6%	3%	7%	0%	0%	0%	0%	0%
4 Years	6	2	2	4	4	8	11	12	9	11	46	44	36	50	31	23	36	25	15	21
	50%	33%	18%	44%	33%	53%	39%	33%	33%	46%	55%	43%	51%	68%	69%	58%	57%	43%	31%	55%
5 Years	0	0	1	0	3	2	5	6	9	3	29	56	19	16	11	14	21	18	23	17
	0%	0%	9%	0%	25%	13%	18%	17%	33%	13%	35%	55%	27%	22%	24%	35%	33%	31%	47%	45%
6 Years	0	0	1		0	0	0	1	2	0	7	0	11	6	0	3	6	15	11	0
	0%	0%	9%	0%	0%	0%	0%	3%	7%	0%	8%	0%	16%	8%	0%	8%	10%	26%	22%	0%
All Graduates	**12**	**6**	**11**	**9**	**12**	**15**	**28**	**36**	**27**	**24**	**84**	**102**	**70**	**74**	**45**	**40**	**63**	**58**	**49**	**38**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2012 intake	2013 intake	2014 intake	2016 intake	2017 intake
3 Years	1	2	0	0	0	7	12	7	15	12	12	15	9	11	4	33	47	44	40	34
	25%	50%	0%	0%	0%	54%	60%	54%	48%	60%	50%	75%	64%	48%	36%	17%	19%	21%	19%	21%
4 Years	3	2	2	2	3	4	4	5	8	7	9	5	4	11	7	99	104	86	99	84
	75%	50%	33%	100%	27%	31%	20%	38%	26%	35%	38%	25%	29%	48%	64%	52%	43%	41%	46%	52%
5 Years	0	0	2	0	8	1	4	1	4	1	3	0	1	0	0	49	86	48	52	43
	0%	0%	33%	0%	73%	8%	20%	8%	13%	5%	13%	0%	7%	0%	0%	26%	35%	23%	24%	27%
6 Years	0	0	2	0	0	1	0	0	4	0	0	0	0	1	0	11	6	30	24	0
	0%	0%	33%	0%	0%	8%	0%	0%	13%	0%	0%	0%	0%	4%	0%	6%	2%	14%	11%	0%
All Graduates	**4**	**4**	**6**	**2**	**11**	**13**	**20**	**13**	**31**	**20**	**24**	**20**	**14**	**23**	**11**	**192**	**243**	**208**	**215**	**161**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22E
Years to completion among graduates within the 2013, 2014, 2015, 2016 and 2017 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: White

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	126	98	120	87	83	53	50	54	35	26	12	15	20	25	14	2	1	1	0	2
	80%	82%	86%	80%	73%	51%	65%	63%	59%	58%	5%	6%	7%	10%	9%	2%	1%	1%	0%	2%
4 Years	23	16	13	18	27	42	19	23	18	11	166	199	207	183	119	84	83	89	74	87
	15%	13%	9%	17%	24%	41%	25%	27%	31%	24%	72%	85%	76%	71%	79%	64%	73%	69%	50%	77%
5 Years	6	5	6	2	4	6	8	7	4	8	44	20	37	44	18	36	26	29	56	24
	4%	4%	4%	2%	4%	6%	10%	8%	7%	18%	19%	9%	14%	17%	12%	27%	23%	22%	38%	21%
6 Years	3	0	0	2	0	2	0	2	2	0	7	0	8	6	0	9	4	10	18	0
	2%	0%	0%	2%	0%	2%	0%	2%	3%	0%	3%	0%	3%	2%	0%	7%	4%	8%	12%	0%
All Graduates	**158**	**119**	**139**	**109**	**114**	**103**	**77**	**86**	**59**	**45**	**229**	**234**	**272**	**258**	**151**	**131**	**114**	**129**	**148**	**113**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
3 Years	2	1	0	0	0	88	76	107	92	70	74	74	89	77	69	357	315	391	316	264
	29%	10%	0%	0%	0%	70%	67%	69%	67%	71%	77%	73%	77%	73%	68%	42%	41%	43%	38%	42%
4 Years	4	8	5	8	4	27	28	39	34	23	19	21	22	22	27	365	374	398	357	298
	57%	80%	83%	89%	100%	21%	25%	25%	25%	23%	20%	21%	19%	21%	26%	43%	49%	44%	43%	48%
5 Years	0	1	1	1	0	6	10	6	11	5	2	7	5	5	6	100	77	91	123	65
	0%	10%	17%	11%	0%	5%	9%	4%	8%	5%	2%	7%	4%	5%	6%	12%	10%	10%	15%	10%
6 Years	1	0	0		0	5	0	3	1	0	1	0	0	2	0	28	4	23	31	0
	14%	0%	0%	0%	0%	4%	0%	2%	1%	0%	1%	0%	0%	2%	0%	3%	1%	3%	4%	0%
All Graduates	**7**	**10**	**6**	**9**	**4**	**126**	**114**	**155**	**138**	**98**	**96**	**102**	**116**	**106**	**102**	**850**	**770**	**903**	**827**	**627**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22F
Years to completion among graduates within the 2013, 2014, 2015, 2016 and 2017 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: International

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2016 intake
3 Years	17	16	12	22	14	17	30	21	21	19	4	1	6	6	3	0	0	0	2	2
	89%	80%	86%	88%	67%	52%	67%	58%	53%	53%	11%	3%	11%	15%	9%	0%	0%	0%	3%	4%
4 Years	2	2	2	1	5	11	11	14	13	12	21	28	32	26	25	35	31	43	37	44
	11%	10%	14%	4%	24%	33%	24%	39%	33%	33%	57%	76%	60%	63%	74%	70%	67%	61%	55%	77%
5 Years	0	2	0	1	2	3	4	1	6	5	10	8	10	8	6	10	9	20	24	11
	0%	10%	0%	4%	10%	9%	9%	3%	15%	14%	27%	22%	19%	20%	18%	20%	20%	28%	36%	19%
6 Years	0	0	0	1	0	2	0	0	0	0	2	0	5	1	0	5	6	8	4	0
	0%	0%	0%	4%	0%	6%	0%	0%	0%	0%	5%	0%	9%	2%	0%	10%	13%	11%	6%	0%
All Graduates	**19**	**20**	**14**	**25**	**21**	**33**	**45**	**36**	**40**	**36**	**37**	**37**	**53**	**41**	**34**	**50**	**46**	**71**	**67**	**57**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2016 intake	2013 intake	2014 intake	2015 intake	2016 intake	2016 intake	2013 intake	2014 intake	2015 intake	2016 intake	2016 intake	2013 intake	2014 intake	2015 intake	2016 intake	2016 intake
3 Years	1	0	0	0	0	29	25	15	9	10	32	27	33	39	26	100	99	87	99	74
	20%	0%	0%	0%	0%	53%	68%	68%	53%	67%	74%	66%	59%	75%	68%	41%	43%	34%	40%	36%
4 Years	3	4	2	5	5	15	8	4	6	3	6	12	21	10	10	93	96	118	98	104
	60%	100%	50%	83%	71%	27%	22%	18%	35%	20%	14%	29%	38%	19%	26%	38%	42%	46%	40%	50%
5 Years	1	0	2	0	2	7	4	3	1	2	5	2	2	2	2	36	29	38	42	30
	20%	0%	50%	0%	29%	13%	11%	14%	6%	13%	12%	5%	4%	4%	5%	15%	13%	15%	17%	14%
6 Years	0	0	0	1	0	4	0	0	1	0	0	0	0	1	0	13	6	13	9	0
	0%	0%	0%	17%	0%	7%	0%	0%	6%	0%	0%	0%	0%	2%	0%	5%	3%	5%	4%	0%
All Graduates	**5**	**4**	**4**	**6**	**7**	**55**	**37**	**22**	**17**	**15**	**43**	**41**	**56**	**52**	**38**	**242**	**230**	**256**	**248**	**208**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 23
Four year survival rate for cohorts 2013, 2014, 2015, 2016 and 2017 intakes of masters' students

STATUS	COMMERCE					GSB					EBE					HEALTH SCIENCES				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Graduated No	124	132	139	160	167	209	234	222	237	211	204	212	211	131	146	109	95	129	145	127
%	76%	61%	61%	70%	70%	81%	84%	84%	87%	80%	60%	55%	54%	41%	46%	50%	44%	52%	48%	46%
Upgraded No	0	1	0	0	0	0	0	0	0	0	7	10	10	0	0	15	19	17	0	0
%	0%	0%	0%	0%		0%	0%	0%	0%	0%	2%	3%	3%	0%	0%	7%	9%	7%	0%	0%
Still Busy No	4	9	17	19	19	8	9	4	10	23	51	51	49	68	56	30	37	29	56	66
%	2%	4%	7%	8%	8%	3%	3%	2%	4%	9%	15%	13%	13%	21%	18%	14%	17%	12%	19%	24%
Transferred to Other Prog No	1	17	17	6	4	0	0	0	0	0	3	3	2	11	11	2	5	5	15	2
%	1%	8%	7%	3%	2%	0%	0%	0%	0%	0%	1%	1%	1%	3%	3%	1%	2%	2%	5%	1%
Dropped Out No	**28**	**48**	**49**	**68**	**41**	**38**	**33**	**38**	**26**	**23**	**72**	**95**	**105**	**97**	**90**	**62**	**48**	**61**	**82**	**77**
%	17%	22%	21%	30%	17%	15%	12%	14%	10%	9%	21%	25%	27%	30%	28%	28%	22%	25%	27%	28%
Excluded No	6	8	6	4	8	2	1	1		6	4	14	11	12	13	1	10	7	1	3
%	4%	4%	3%	2%	3%	1%	0%	0%	0%	2%	1%	4%	3%	4%	4%	0%	5%	3%	1%	1%
Total No	**163**	**215**	**228**	**257**	**239**	**257**	**277**	**265**	**273**	**263**	**341**	**385**	**388**	**319**	**316**	**219**	**214**	**248**	**302**	**275**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS	HUMANITIES					LAW					SCIENCE					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2012 intake	2013 intake	2014 intake	2016 intake	2017 intake
Graduated No	221	164	221	185	132	102	133	182	110	91	152	128	177	129	158	1099	1099	1123	1123	1032
%	72%	63%	66%	58%	53%	67%	72%	80%	73%	67%	72%	67%	66%	62%	65%	64%	56%	58%	58%	60%
Upgraded No	1	6	2	0	0	0	1	0	0	0	9	16	19	0	0	53	48	0	0	66
%	0%	2%	1%	0%		0%	1%	0%	0%	0%	4%	8%	7%	0%	0%	3%	2%	0%	0%	4%
Still Busy No	25	26	42	63	57	12	14	10	3	9	16	9	16	20	35	155	167	335	335	201
%	8%	10%	12%	20%	23%	8%	8%	4%	2%	7%	8%	5%	6%	10%	14%	9%	9%	17%	17%	12%
Transferred to Other Prog No	0	1	0	2	3	0	0	2	2	3	1	0	3	0	0	26	29	25	25	23
%	0%	0%	0%	1%	1%	0%	0%	1%	1%	2%	0%	0%	1%	0%	0%	2%	1%	1%	1%	1%
Dropped Out No	57	61	68	63	50	35	35	30	31	29	25	32	48	50	44	352	399	436	436	354
%	18%	23%	20%	20%	20%	23%	19%	13%	21%	21%	12%	17%	18%	24%	18%	20%	20%	23%	23%	21%
Excluded No	5	3	4	7	7	4	2	3	5	4	7	6	5	9	5	44	37	41	41	46
%	2%	1%	1%	2%	3%	3%	1%	1%	3%	3%	3%	3%	2%	4%	2%	3%	2%	2%	2%	3%
Total No	**309**	**261**	**337**	**320**	**249**	**153**	**185**	**227**	**151**	**136**	**210**	**191**	**268**	**208**	**242**	**1728**	**1961**	**1931**	**1931**	**1720**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 24
Five year survival of cohorts 2013, 2014, 2015, 2016 and 2017 intakes of doctoral students

STATUS	COMMERCE					GSB					EBE					HEALTH SCIENCES				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake
Graduated No	21	16	17	18	12						32	9	14	29	12	46	36	37	65	40
%	39%	22%	24%	22%	18%						52%	18%	29%	40%	19%	48%	43%	29%	41%	31%
Still Busy No	18	22	25	32	23						17	29	19	25	29	33	26	54	62	64
%	33%	30%	35%	39%	35%						28%	58%	40%	34%	46%	34%	31%	42%	39%	50%
Transferred to Other Prog No	0	1	1	1	1						2	2	0	0	0	1	0	3	0	0
%	0%	1%	1%	1%	2%						3%	4%	0%	0%	0%	1%	0%	2%	0%	0%
Dropped Out No	14	34	28	32	26						10	10	15	19	22	15	21	32	31	25
%	26%	47%	39%	39%	39%						16%	20%	31%	26%	35%	16%	25%	25%	20%	19%
Excluded No	**1**	**0**	**1**	**0**	**4**						**0**	**0**	**0**	**0**	**0**	**1**	**0**	**2**	**0**	**0**
%	2%	0%	1%	0%	6%						0%	0%	0%	0%	0%	1%	0%	2%	0%	0%
Total No	54	73	72	83	66						61	50	48	73	63	96	83	128	158	129
%	100%	100%	100%	100%	100%						100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total No	**163**	**215**	**228**	**257**	**239**	**257**	**277**	**265**	**273**	**263**	**341**	**385**	**388**	**319**	**316**	**219**	**214**	**248**	**302**	**275**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS	HUMANITIES					LAW					SCIENCE					TOTAL				
	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2013 intake	2014 intake	2015 intake	2016 intake	2017 intake	2012 intake	2013 intake	2014 intake	2016 intake	2017 intake
Graduated No	33	16	27	16	12	12	8	11	14	11	61	45	38	42	41	130	144	184	184	128
%	45%	30%	27%	21%	19%	55%	50%	30%	29%	27%	66%	54%	47%	41%	53%	36%	31%	34%	34%	29%
Still Busy No	19	28	36	38	29	5	3	16	14	17	20	30	25	43	25	138	175	214	214	187
%	26%	52%	36%	50%	45%	23%	19%	43%	29%	41%	22%	36%	31%	42%	32%	38%	38%	39%	39%	43%
Transferred to Other Prog No	0	0	3	0	0	0	0	0	2	0	0	0	0	0	1	3	7	3	3	2
%	0%	0%	3%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	1%	1%	2%	1%	1%	0%
Dropped Out No	22	10	33	20	21	5	5	10	19	13	11	8	16	14	10	88	134	135	135	117
%	30%	19%	33%	26%	33%	23%	31%	27%	39%	32%	12%	10%	20%	14%	13%	25%	29%	25%	25%	27%
Excluded No	0	0	1	2	2	0	0	0	0	0	0	0	2	4	0	0	6	6	6	6
%	0%	0%	1%	3%	3%	0%	0%	0%	0%	0%	0%	0%	2%	4%	0%	0%	1%	1%	1%	1%
Total No	74	54	100	76	64	22	16	37	49	41	92	83	81	103	77	359	466	542	542	440
%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total No	**309**	**261**	**337**	**320**	**249**	**153**	**185**	**227**	**151**	**136**	**210**	**191**	**268**	**208**	**242**	**1728**	**1961**	**1931**	**1931**	**1720**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

APPENDIX 2

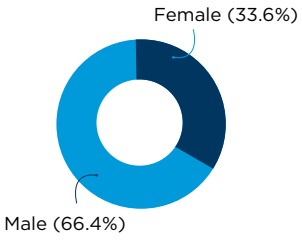
KNOW YOUR STUDENTS
589 ENROLLED FOR 2022

School Decile
Ranking of UCT feeder schools by performance.

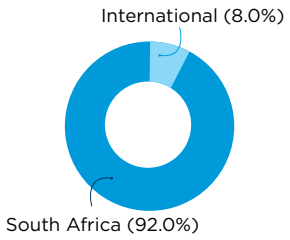
Redress Categories
OPEN: Admission without any redress considerations.
REDRESS CATEGORY 1-4: Preferential admission based on certain criteria.
INTERNATIONAL: International student

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

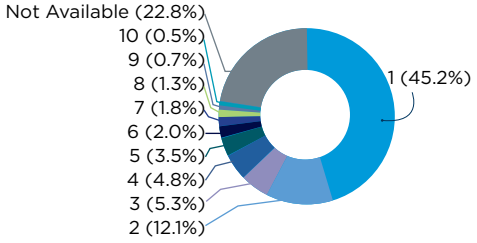
GENDER



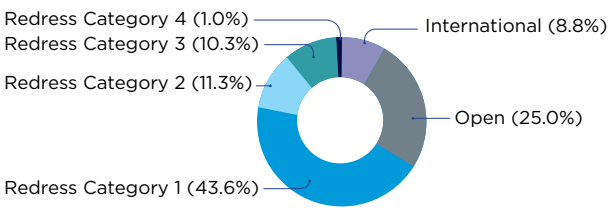
NATIONALITY



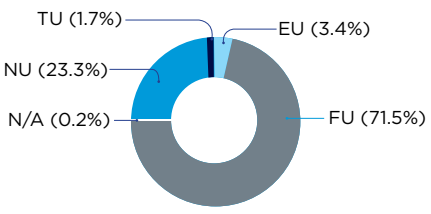
SCHOOL DECILE



ADMISSIONS REDRESS CATEGORY



ENTRANCE CATEGORY



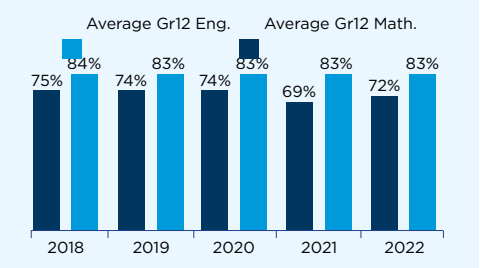
NSC Results

NSC English First Language | NSC Mathematics

CURRENT COHORT AVERAGE NSC

English 72%

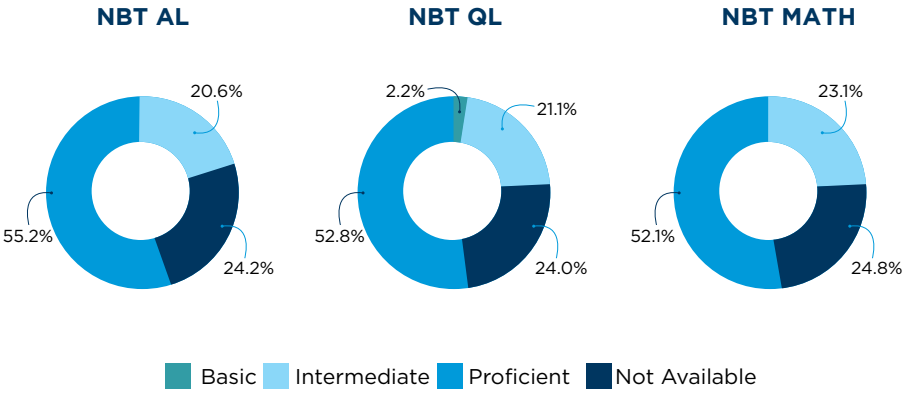
Math 83%

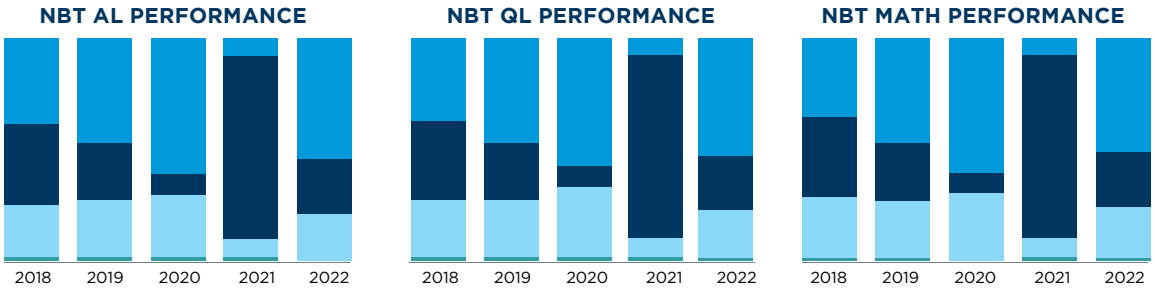


NBT Results

AL: Academic Literacy | **QL:** Quantitative Literacy | **Math:** Mathematics

CURRENT COHORT PROFICIENCY NBT

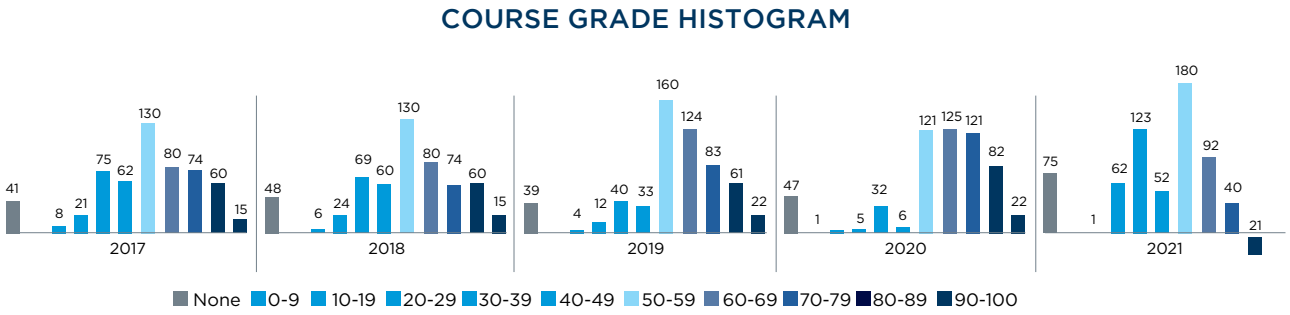




KNOW YOUR COURSE : ACHIEVEMENT

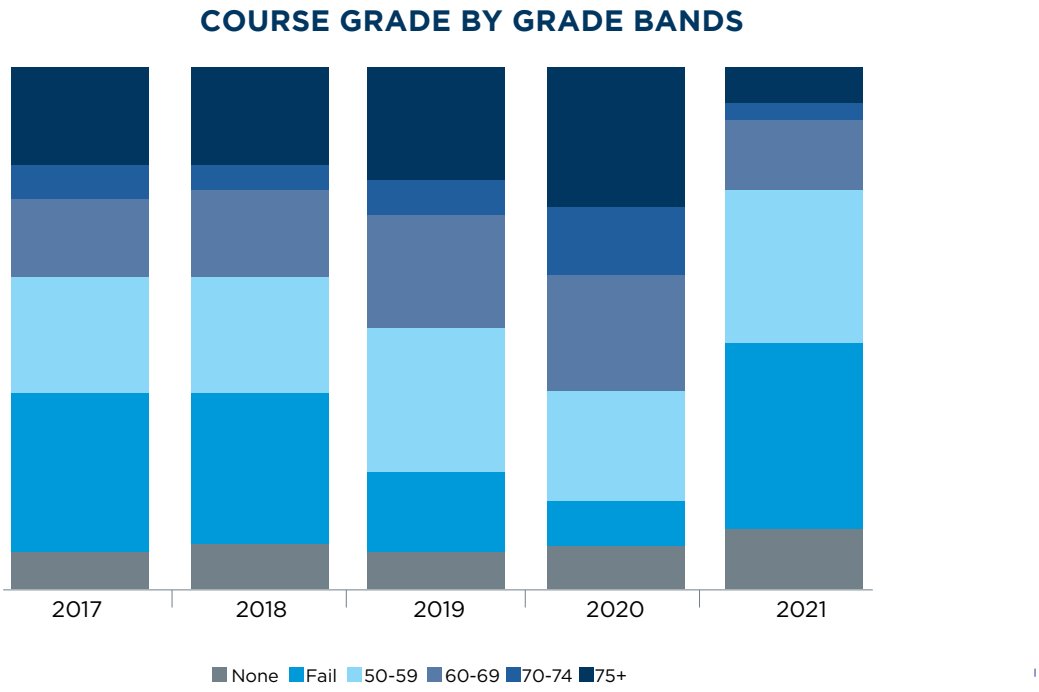
Course Grade Histogram

Historical view of the number of students who attained a specific grade range in the course.



Course Grade by Grade Bands

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



COURSE GRADE DISTRIBUTION

Course grade distribution

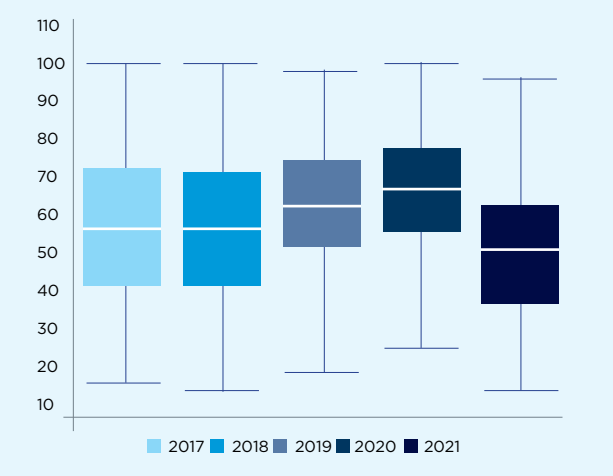
White Line (Median): Half of the class achieved this grade or higher and the other half achieved this grade or lower.

Top and Bottom Lines: The maximum and the minimum grades that were achieved in the class.

Shaded Area: The grades of half the class fall within this range (second and third quartiles).

Above shaded area to maximum: Grades of the top 25% of students (first quartile).

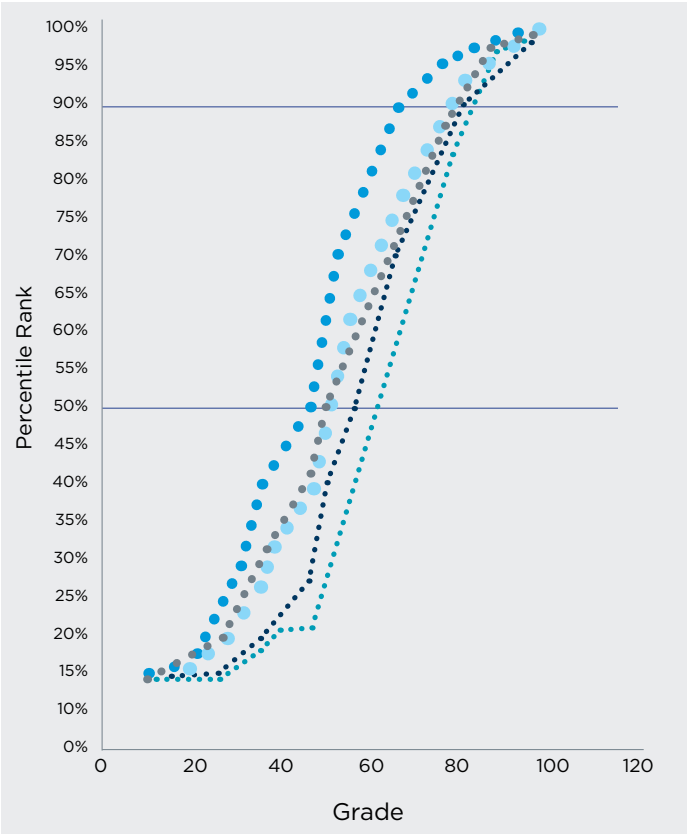
Below shaded area to minimum: Grades of the bottom 25% of students (fourth quartile).



CUMULATIVE GRADE DISTRIBUTION

Cumulative Grade Distribution

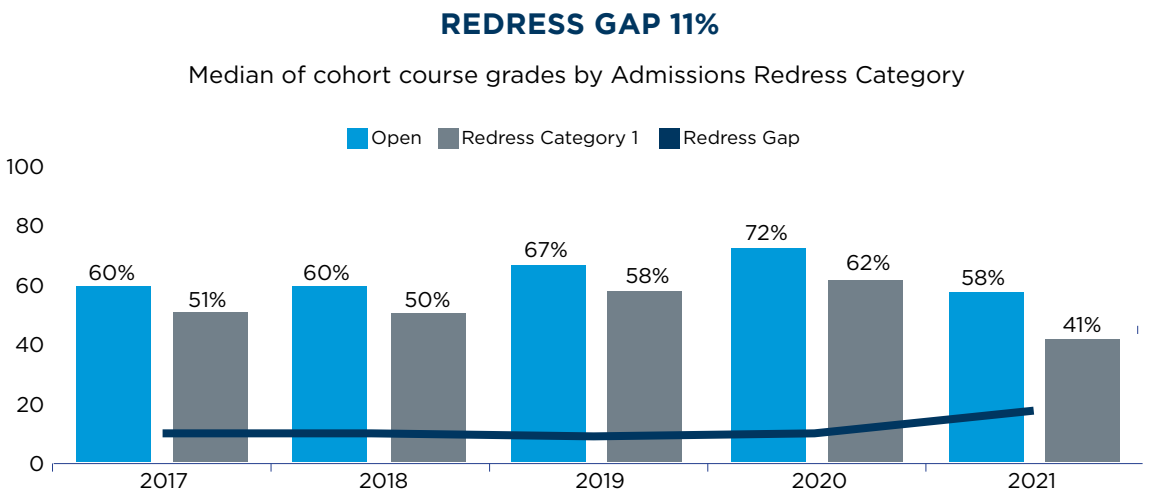
A cumulative distribution plot shows course marks plotted against percentile, as an alternate visualization to a grade distribution plot. This typically follows an S-curve for a normal distribution of scores. If the shape of this curve looks very different in any particular year, closer investigation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



KNOW YOUR COURSE: ACHIEVEMENT GAPS
3-YEAR REDRESS GAP 12%

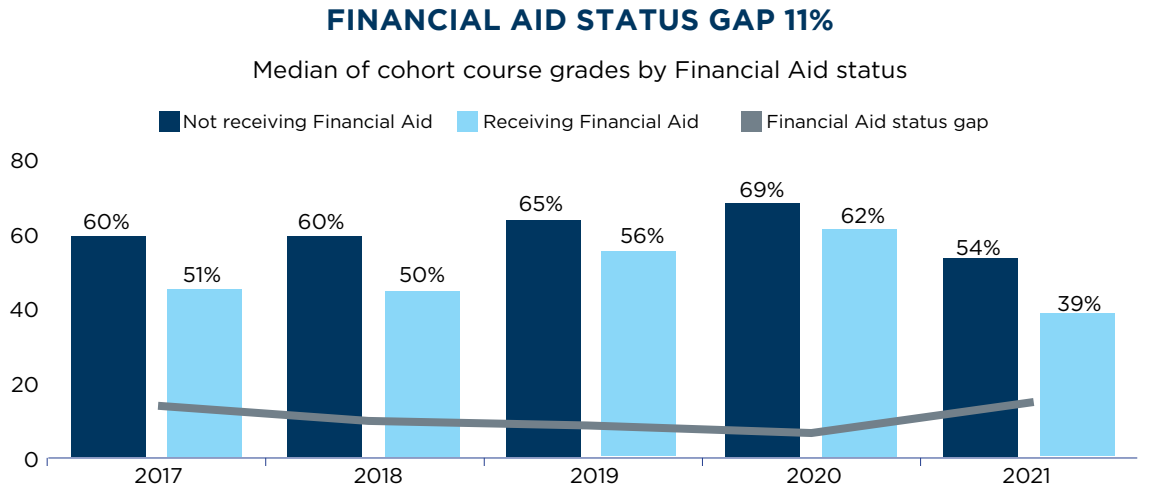
Redress Gap

Difference in percentage points between the median grade of students in the Admissions open category and students in redress category 1. The adjacent headline figure is the average of the percentage point differences over the past 5 years.



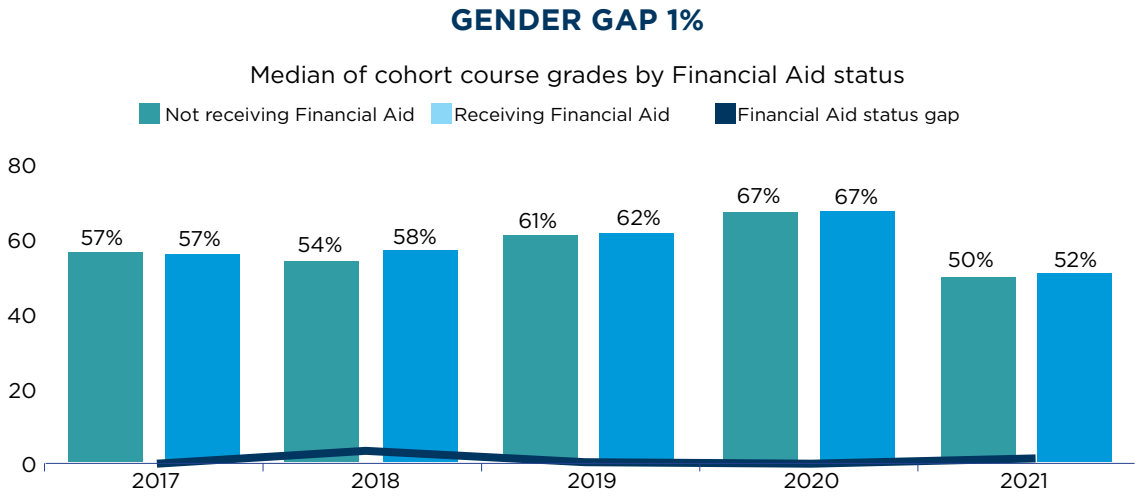
Financial Aid Status Gap

Difference in percentage points between the median grade of students not receiving financial aid and students receiving financial aid. The adjacent headline figure is the average of the percentage point differences over the past 5 years.



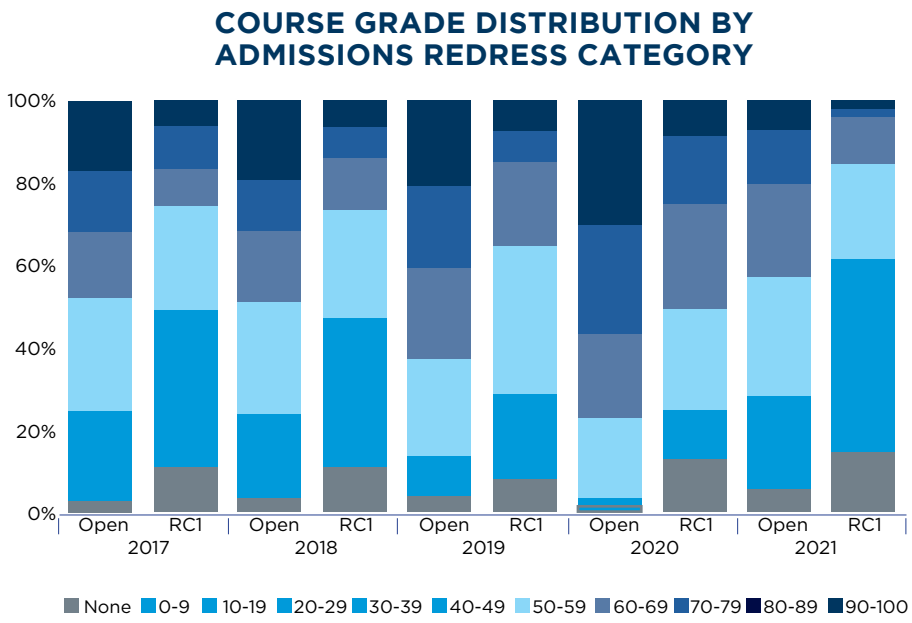
Gender Gap

The difference in median grade of Male and Female students. The adjacent headline figure is the average of the percentage point differences over the past 5 years.



Course grade distribution by Admissions Redress Category

The difference in median grade of Male and Female students. The adjacent headline figure is the average of the percentage point differences over the past 5 years.

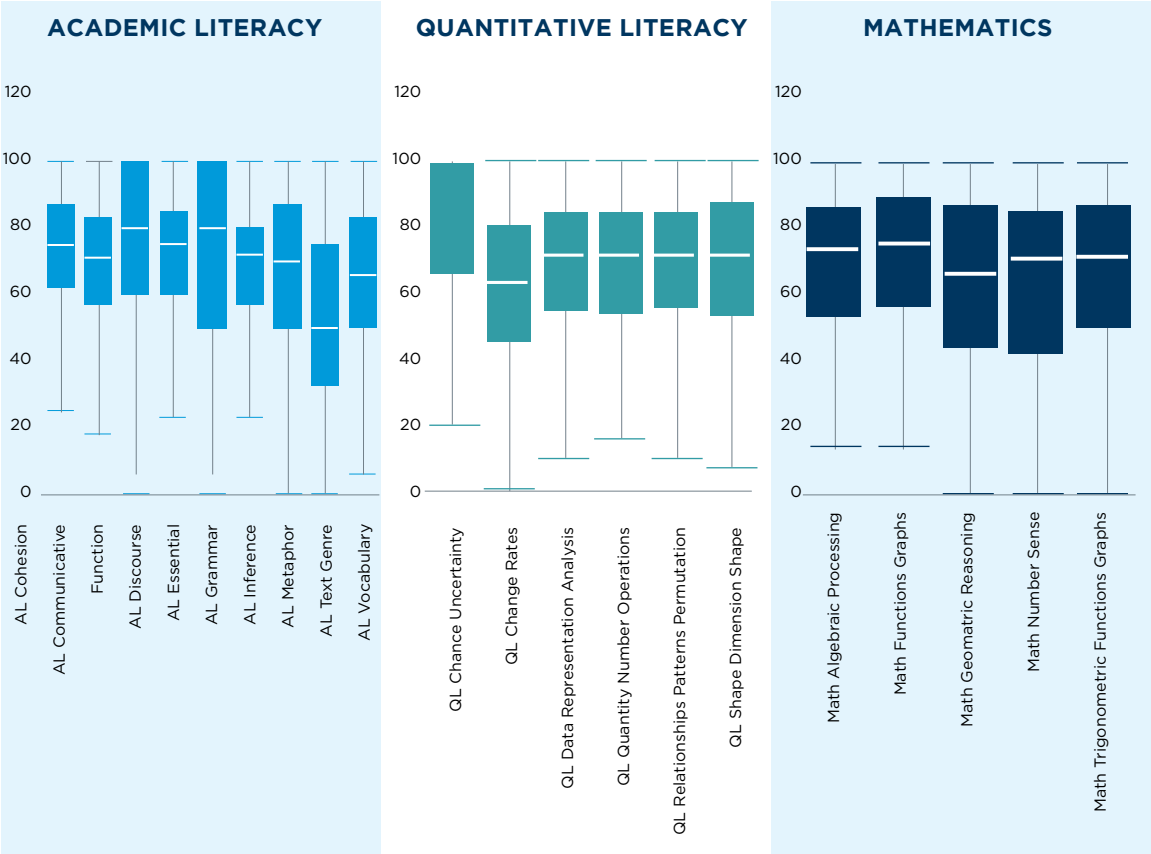


KNOW YOUR STUDENTS: NBT SUBDOMAIN VIEW 1000 (2017-2021)

23% of variation grades in this course is expalined by NBTs

NBT Subdomain Analysis

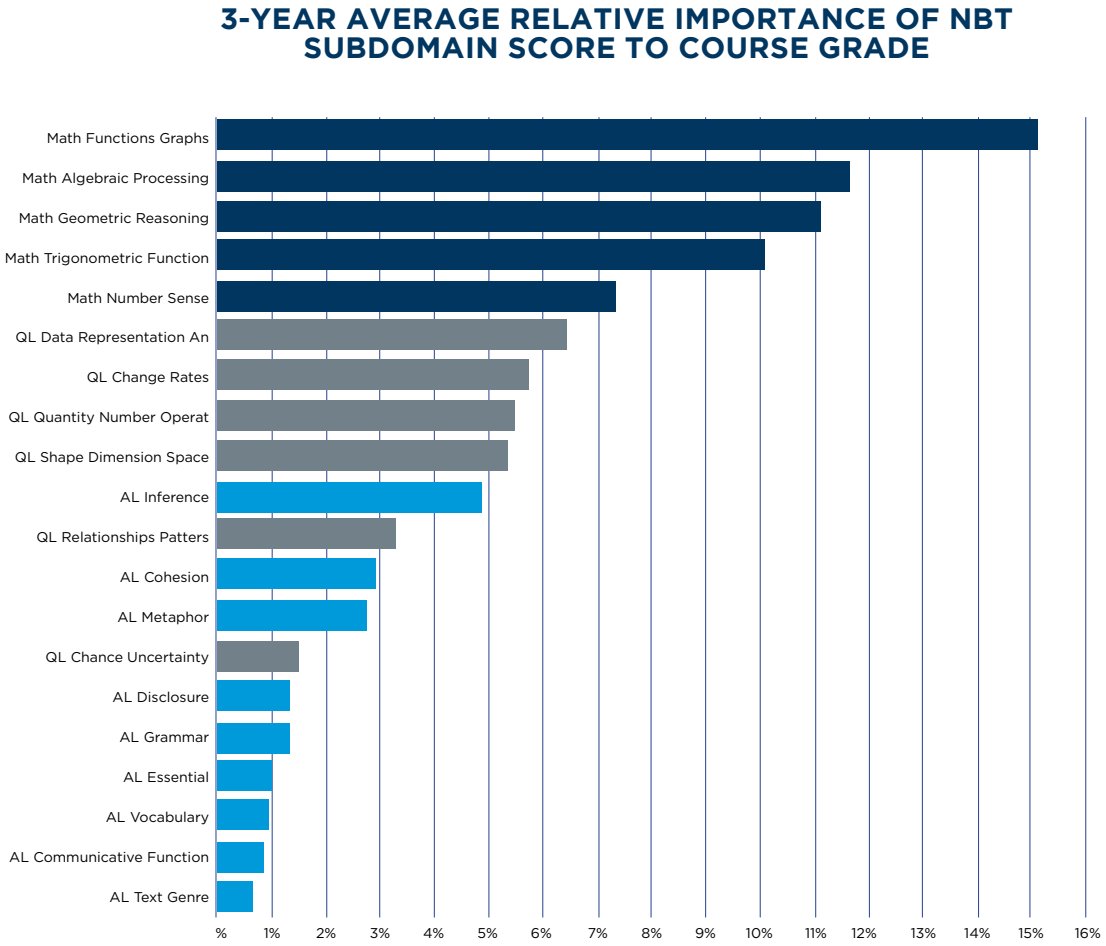
We look at two things when we interpret a subdomain analysis: The subdomains with the lowest medians. This will help us understand which subdomains this cohort might struggle with; The subdomains with the widest ranges. This shows us where there is the greatest variation in performance and signals that there are differing levels of proficiency.



Relative Importance of Subdomains

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

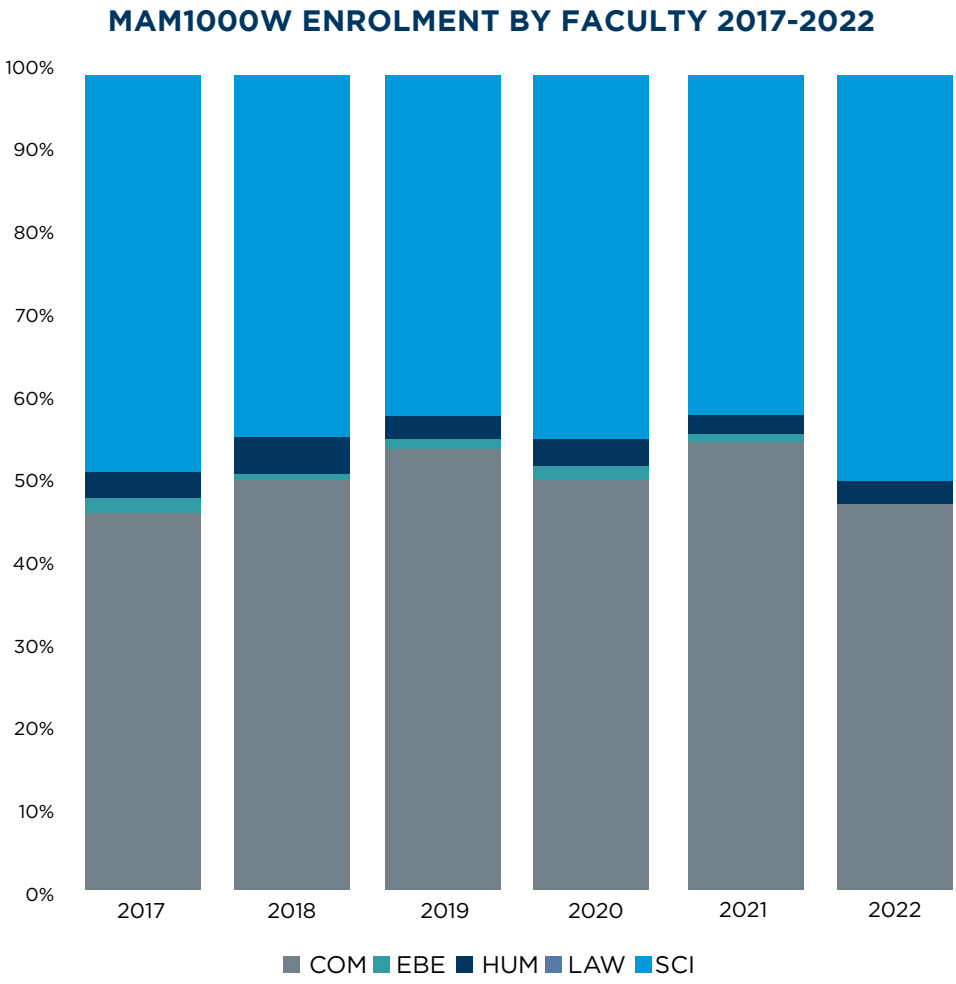
The tallest bars in the graph represent the subdomains with the highest relative importance. These subdomains explain the most variance in performance on this course.



KNOW YOUR STUDENTS: PREVIOUS COURSES STUDENTS ENROLLED FOR 2022 589

Repeaters (students who failed in 2021) 121 21%

Distribution of students by Faculty



Previous Courses

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