

*Enhancing quality,
sustainability, and
impact in learning and
teaching*



Annual Learning And Teaching Report 2024

T: +27 51 401 9111 | E: info@ufs.ac.za | www.ufs.ac.za

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VISION **130**
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UFS
CENTRE FOR TEACHING
AND LEARNING (CTL)

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Executive Summary

“...good quality, higher education promotes employment, earnings, knowledge and skills, health, and poverty reduction. For societies, it spurs innovation, strengthens institutions, and fosters social cohesion and mobility.”

This quotation by Walker (2022) underlines the critical importance of quality higher education for sustainable development. Higher education institutions are, however, criticised for not transforming learning and teaching fast enough to help address the complex uncertainties and challenges facing the world, especially in relation to climate change (Nuthall, 2024). Therefore, understanding and enhancing the quality and impact of learning and teaching has never been more important. By prioritising evidence-based practices, the University of the Free State (UFS) can identify what works, refine what does not, and scale what matters. By systematically measuring impact, resources can be allocated more effectively, ultimately strengthening student success, while building an agile, future-focused academic environment that can contribute to sustainability and excellence. The 2024 Annual Learning and Teaching Report places particular emphasis on demonstrating the tangible impact by creating a platform for faculties to reflect on how they have improved in addition section 4 illustrates how collaboration and innovation has enabled institutional teaching and learning initiatives (see Section 4). The first three sections of the report, informed by data provided by the Directorate for Institutional Research and Academic Planning (DIRAP), present institutional and faculty-level trends in enrolment, graduation, and success rates over the past five years.

Learning and teaching context at institutional level

Since 2022, the UFS has not met its overall enrolment targets. This shortfall is largely due to under-enrolment among undergraduate students—particularly seniors—as enrolment targets for first-time entering students have consistently been met or exceeded since 2022. It is also worth noting that although total enrolments at the UFS increased from 2022 to 2023, the enrolment target rose at a faster rate, contributing to the gap. Postgraduate less than masters enrolments experienced a slight decline from 2020 to 2021, followed by steady growth that culminated in a peak in 2024, surpassing 2020 enrolment levels. This upward trajectory aligns with the UFS’s Vision 130, which emphasises growth in the postgraduate pipeline and enhanced research capacity.

Turning to the profile of first-time entering students, there has been a marked increase in the academic performance of incoming cohorts. Since 2020, the proportion of students entering the UFS with an Admission Point (AP) score of 30 or higher has increased by 14%, reaching 77% in 2024. Notably, this increase has occurred alongside an increase in enrolments from students from quintile 1 to 3 schools (from 60% in 2020 to 66% in 2024) indicating that nearly two-thirds of incoming students come from under-resourced schooling contexts. This shift has implications for the design of academic support and assumptions about students' prior educational exposure, particularly in areas such as digital literacy, laboratory access, and academic writing.

Another notable change in the student profile is the age distribution of first-time entering students. In 2024, 57% of first-time entering students were aged 18 or 19 (up from 47% in 2020). This trend suggests that more students are enrolling in higher education immediately after completing high school, reducing delays between school and university. However, it may also indicate the need for enhanced transitional and developmental support to assist younger students in navigating the complexities of university life.

Graduate data shows that the number of undergraduate graduates increased from 2020 to 2021 but declined consistently from 2021 to 2024, with 2024 producing the lowest number of undergraduate graduates in five years. In contrast, the number of postgraduate less than masters graduates increased steadily over the same period, reaching a five-year high in 2024. This trend points to stronger articulation from undergraduate to postgraduate study and supports institutional goals of broadening postgraduate participation.

Student success at the UFS

While the UFS success rate in 2024 (81%) is slightly lower than the peak observed between 2020 and 2022, it remains consistent with the overall rate of 83% recorded a decade ago. Importantly, the success rate has been maintained above 80% for ten consecutive years—an achievement that reflects sustained academic performance despite the expansion of access. This stability is particularly noteworthy given the increase in enrolments and the growing proportion of students from under-resourced schooling backgrounds, underscoring the effectiveness of the institution's student support and teaching initiatives over time.

Moreover, the achievement gap between White and African students narrowed from 9% in 2015 to 6% in 2024, indicating gradual progress toward greater equity in student success. At faculty level, an analysis of undergraduate success rates over the past three years shows that

only the Faculty of Economic and Management Sciences recorded its highest success rate in 2024. While the Faculty of Education experienced a slight decline of less than 1% from 2023 to 2024, its 2024 success rate remained 1% higher than in 2022. In contrast, all other faculties recorded their lowest undergraduate success rates of the past three years in 2024.

Learning and teaching at faculty level

In 2024, African female undergraduate enrolments remained the dominant demographic group across all faculties, reflecting continued progress in widening access, with notable growth in Economic and Management Sciences and Health Sciences. Undergraduate module pass rates were the highest it has been in three years in 2024 in the majority of departments in Economic and Management Sciences. In most other faculties, the highest success rates in three years were achieved in 2023. While overall undergraduate graduate numbers declined from 2023 to 2024 in most faculties, Education and the Humanities were exceptions, showing increased graduates over the last year.

Postgraduate less than masters enrolments reached a five-year high in multiple faculties, most significantly in Economic and Management Sciences and Education, aligning with Vision130 targets. Several faculties also recorded their highest module pass rates for postgraduate less than masters programmes in three years, with strong performance observed in Education, Natural and Agricultural Sciences, and Law. However, the number of graduates declined in Theology and Religion, reflecting broader enrolment trends in the faculty.

Quality, sustainability, and impact of learning and teaching

This section of the report highlights initiatives that contribute to the quality, sustainability, and impact in learning and teaching at the UFS. High Impact Practices (HIPS)—including academic advising, A_STEP tutorials, academic literacy modules, and the UFSS transitional modules—continue to show strong evidence of improving student performance, retention, and time-to-degree, helping to build a pipeline of postgraduate students in line with the institution's strategic aspirations

The Blended Learning Innovation Services and Support (BLISS) focus area supported sustainable innovation by restructuring its service model, integrating learning design and educational technology teams, and streamlining training for both students and staff—ensuring high-quality delivery in a resource-conscious manner. The Digital, Enhanced, Engaged, Personalised Learning (DEEP Learning) environment is aimed at consolidating and optimising

the digital learning and teaching platforms to enable sustainability. The Evidence-Based Change (EBC) focus area contributed to institutional sustainability through data analytics that informed the HIPs, identification of high priority modules, and strategic decision-making by incorporating the student voice through Student Engagement surveys. Research impact has been enhanced through the Scholarship of Teaching and Learning (SOTL) across different collaborative initiatives.

The Advising, Access and Success (AAS) focus area strengthened academic progression and access through targeted advising, peer training, and Recognition of Prior Learning, supporting both equity and efficient credit load management. The Track Your Success (TYS) initiative continues to identify and transform the trajectory of at risk students thereby helping more students to attain their degrees in minimum time. The Student Learning and Employability (SLE) focus area advanced student employability through initiatives such as the A_STEP tutorial programme, Diamond League, #SecureTheGrad, and LinkedIn Learning, all of which expanded in reach and influence. The Transition, Development and Success (TDS) focus area continued to embed graduate attributes across the curriculum, with digital skills mapping rolled out across faculties to better prepare students for a rapidly changing world. The Academic Language and Literacy Development (ALLD) focus area played a key role in promoting academic readiness and success by embedding academic literacy modules across the curriculum and supporting student engagement through accessible, language-rich learning environments.

The approval of the new Learning and Teaching Strategy 2025-2030 has paved the way for a more intentional focus on sustainability and the integration of global learning, citizenship, and social entrepreneurship and innovation throughout the graduate attributes.

Structure of the report

The report provides an overview of learning and teaching in four sections:

- Section 1 uses demographic data on enrolments and graduates to enable an institutional reflection about the learning and teaching context.
- Section 2 focuses on institutional performance in relation to student success.
- Section 3 provides data to enable reflections on learning and teaching in faculty contexts.
- Section 4 provides an overview of institutional learning and teaching initiatives.

A note on data used for this report

Even though masters and doctoral figures are included in the broader institutional overview, the focus of the report is on undergraduates and postgraduate students completing a qualification less than a masters. The reasoning for this is two-fold, first, the latter two groups are where the majority teaching and learning in group settings take place, and second, modules extending beyond a year do not give an accurate picture of enrolment, throughput, retention, and graduation when combined with more traditional teaching and learning circumstances found in the lower qualifications.

It is also important to highlight that this report combined audited data from 2020-2023 with unaudited data of 2024.

List of Definitions

- **Full-time equivalent (FTE):** An FTE total takes account of a student's course load. So a student carrying a standard fulltime curriculum would equal 1 FTE student, and a student carrying a half-load would equal 0.5 FTE students. Success rates are calculated by dividing the system's FTE degree credit total by its FTE enrolled student total. An FTE degree credit calculation follows the same method as an FTE enrolled calculation, but takes account only of the courses passed by students.
- **Graduation rate:** A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities/faculties, in that same year. Graduation rate is used as a proxy for throughput rate.
- **Module pass rate:** Calculated through dividing the number of students who pass modules by the number registered for respective modules. Module pass rates were calculated in the first semester of 2018, which means there could be some slight variations in the 2017 data after auditing took place during June/July.
- **Postgraduates less than masters:** Honours degrees or postgraduate diplomas at a level short of a Masters qualification.
- **Retention rate:** Cohort of students who returned the following year in the same education level (3 & 4 year B degrees only) from year 1 to 2.
- **Success rate:** The amount of successful FTEs divided by the amount of registered FTEs.

Section 1

Learning and Teaching Context at Institutional Level

1.1 Key findings on Section 1

- From 2020 to 2021, the UFS exceeded its target enrolments, however, in 2022 fewer students were enrolled than anticipated and in 2023 this gap widened, with even fewer students enrolled. Despite an increase in the number of enrolments in 2024, the gap between target enrolments and actual enrolments are still quite wide, with an under-enrolment of 1988 students in 2024. The gap can largely be attributed to an under-enrolment of undergraduates (senior students, specifically, because targets are being met for first-time entering undergraduates).
- Undergraduate enrolments decreased from 2020 to 2024, however, when looking back over the last five years and comparing only 2020 and 2024 data, African females (which make up the largest proportion of undergraduate enrolments) was the only race and gender group with more enrolments in 2024 than in 2020.
- The number of postgraduate less than masters enrolments declined from 2020 to 2021 after which it steadily increased from 2021 to 2024 and in 2024 the UFS had the highest number of postgraduate less than masters enrolments in five years, exceeding even 2020 enrolment numbers.
- Since 2020, the proportion of first-time entering students with an AP score between 30 and 36 increased with 16%. In 2024, 77% of our first-time entering students had an AP score of 30 or more.
- Two thirds of students who enter the UFS are from quintile 1 to 3 schools.
- In 2024, 57% of first-time entering students were 18 – 19 years old. The percentage of students entering between the ages of 18 and 19 increased from 47% in 2020 to 57% in 2024.
- The number of undergraduate graduates increased from 2020 to 2021 but then decreased consistently from 2021 to 2024. In 2024, the lowest number of undergraduate graduates were produced in five years.
- The number of postgraduate less than masters graduates, on the other hand, increased steadily over the last five years with 2024 producing the highest number of postgraduate graduates in 5 years.

1.2 Enrolment targets vs. actual targets

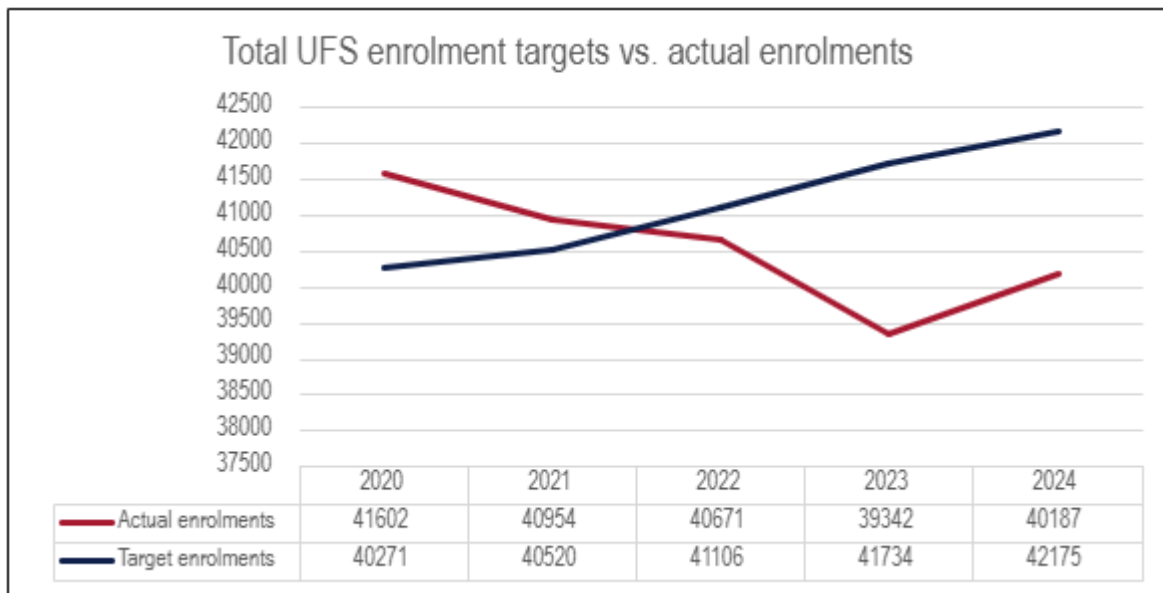


Figure 1: Total UFS enrolment targets vs. actual enrolments

Figure 1 shows that, up until 2021, the actual enrolments have exceeded targets. From 2022, the UFS did not meet the enrolment target. In 2022 the University enrolled 435 students below the target, and in 2024 this number grew to 1988.

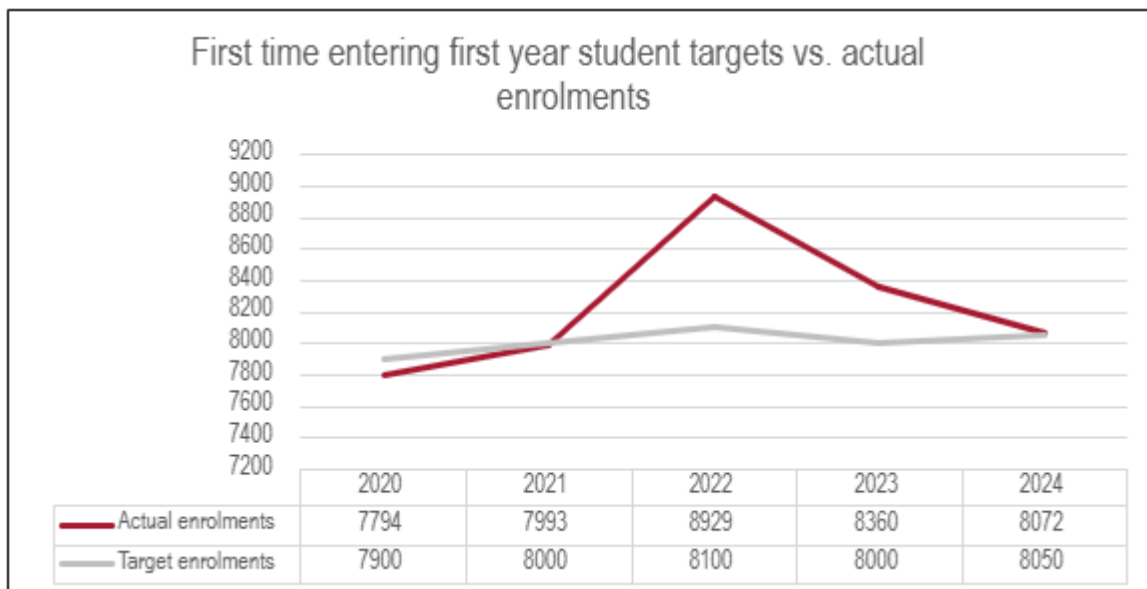


Figure 2: First time entering students target vs. actual enrolments

When considering first-time entering students only, the UFS were under-enrolled from 2020 - 2021, after which actual enrolments started to exceed the targets. In 2024, actual enrolments exceeded the target by 22 (see **Figure 2**).

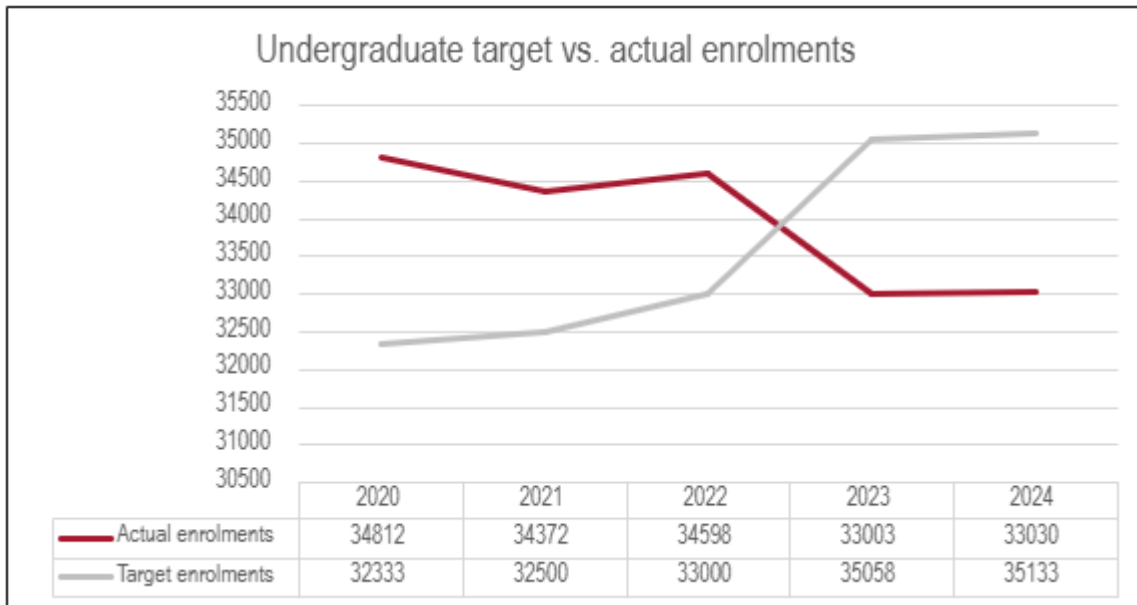


Figure 3: Undergraduate target vs. actual enrolments

From 2020 to 2022 there was an over-enrolment of undergraduate students against the set targets. However, in 2023 and 2024 the actual undergraduate enrolments were below the target enrolments with an under-enrolment of 2103 (see **Figure 3**).

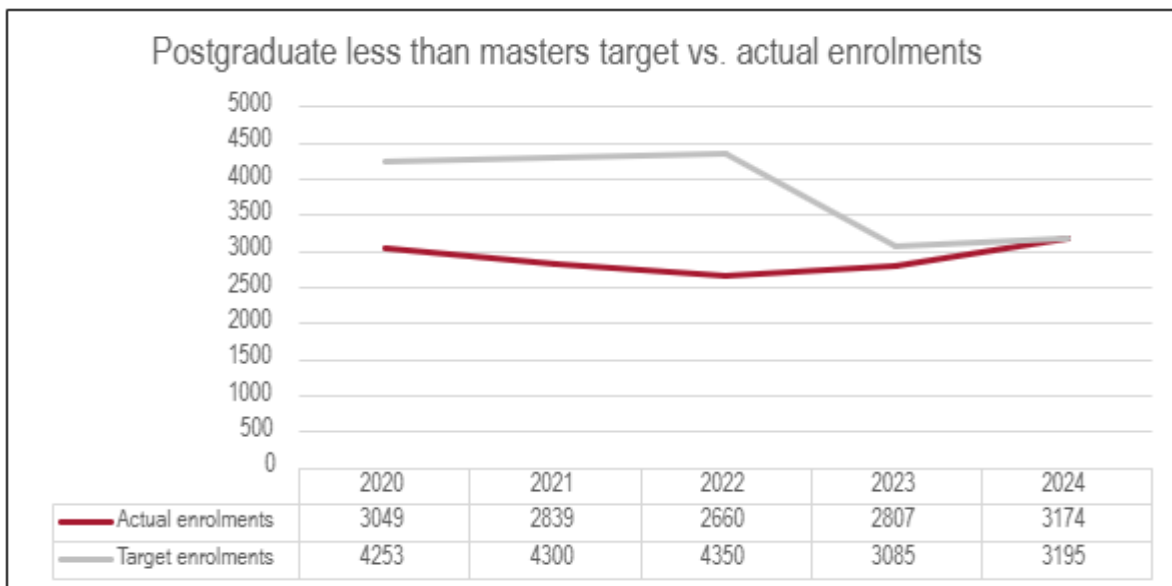


Figure 4: Postgraduate less than masters target vs. actual enrolments

Figure 4 shows that for the past five years, the postgraduate less than masters enrolment targets have not been met. However, in 2024, postgraduate less than masters enrolments came the closest to meeting the target with an under-enrolment of 21, compared to an under-enrolment of 1204 in 2020.

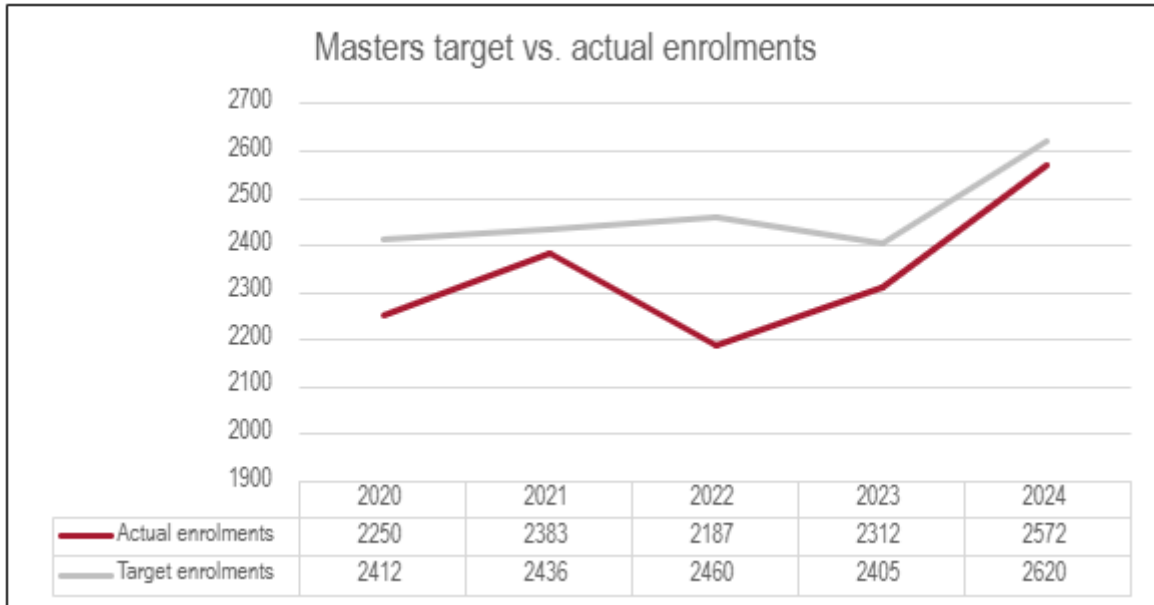


Figure 5: Masters target vs. actual enrolments

Figure 5 shows that the UFS has not met the target enrolments for masters students in the last five years despite an increase in enrolments from 2022 to 2024. In 2024, there was an under-enrolment of 48, compared to an under-enrolment of 162 in 2020. This means that despite not meeting the target, the gap is closing.

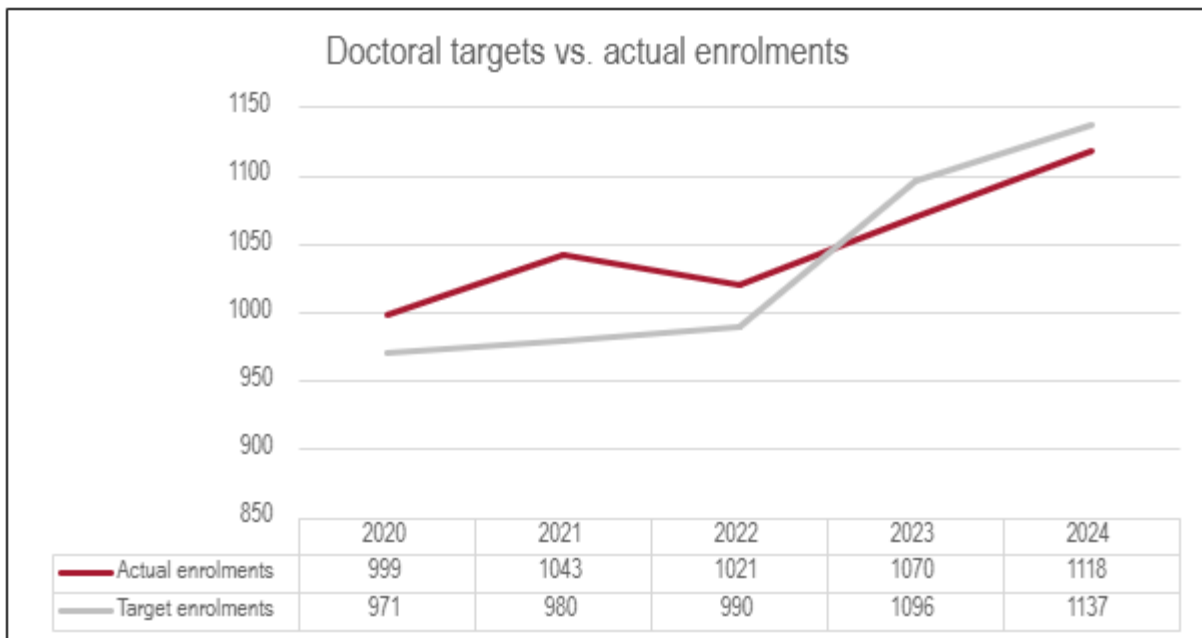


Figure 6: Doctoral target vs. actual enrolments

Over the last five years the number of doctoral enrolments remain consistent between about 999 and 1150. The targets were lowered between 2020 and 2022 which led to a slight over-

enrolment, however with the target increased again in 2023 and 2024 the enrolments were slightly below the target (although the gap is small, see **Figure 6**).

1.3 Enrolments by race and gender

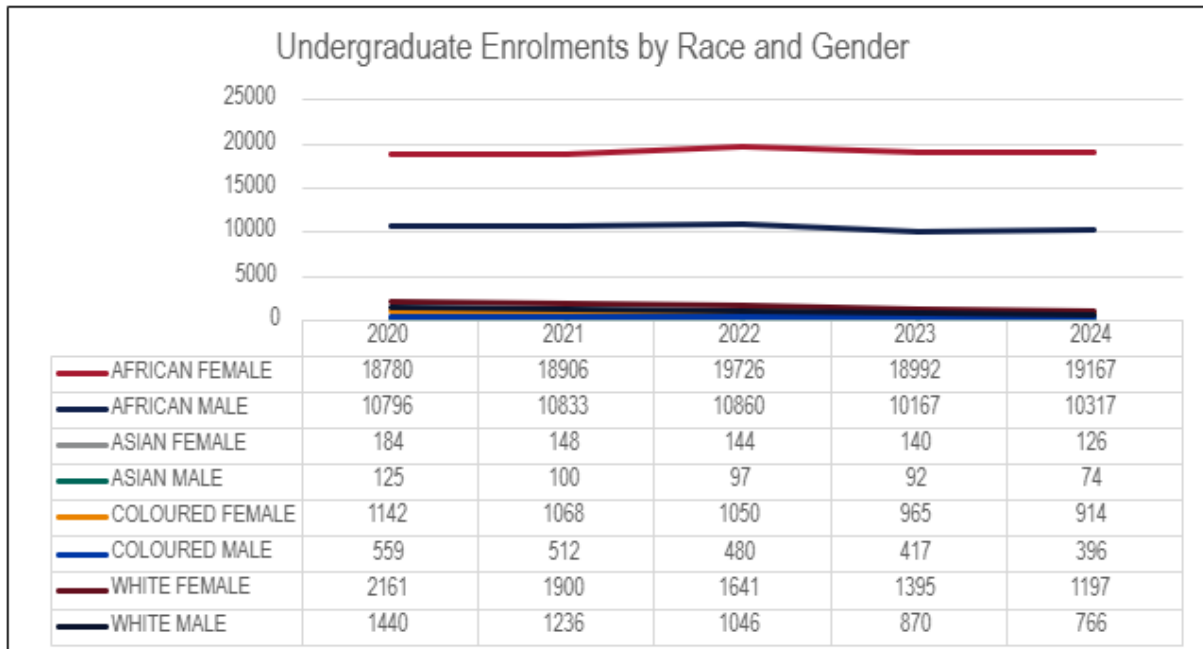


Figure 7: Undergraduate enrolments by race and gender

Figure 7 shows that when comparing 2020 with 2024 data, the number of enrolments dropped for all race and gender groups except the number of African females, which increased. The number of enrolments fluctuated for African males from 2020 – 2024. The number of all other race and gender groups steadily declined from 2020 to 2024. When considering the proportion of different race and gender groups, African females have consistently made up the largest proportion of undergraduate enrolments over the last five years. The percentage of other race and gender groups remained relatively consistent over the last few years except for white students (males and females combined) which showed a consistent and notable decrease over the last five years.

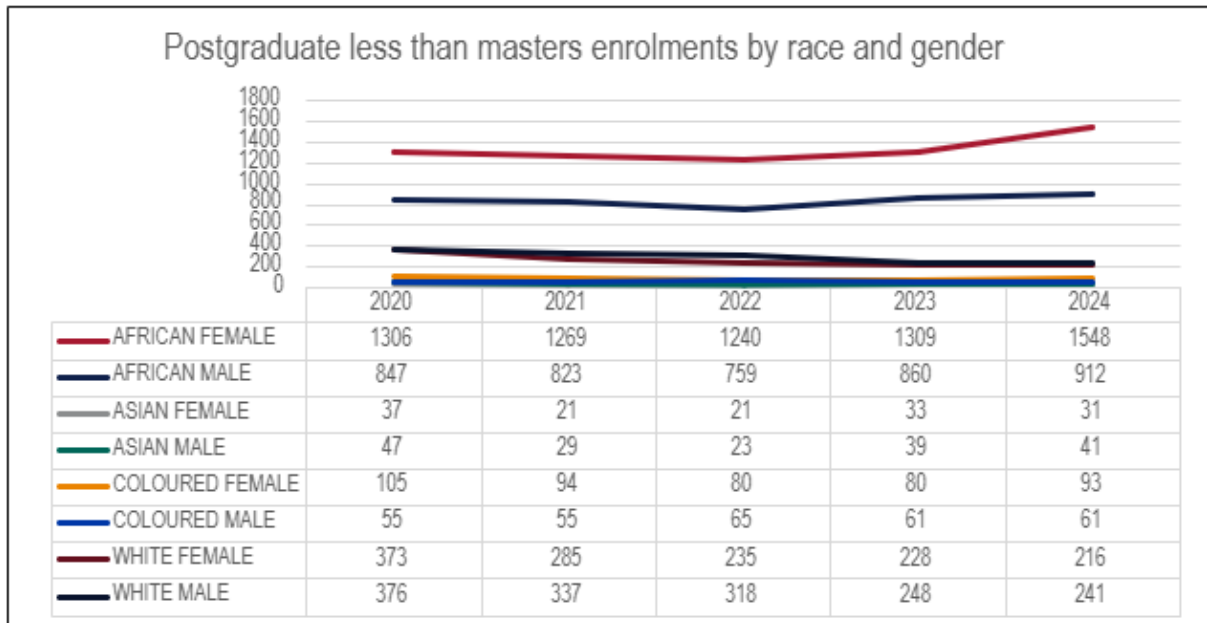


Figure 8: Postgraduate less than masters enrolments by race and gender

Figure 8 shows that for all race and gender groups (except African females and males), the number of postgraduate enrolments in 2024 were lower than five years ago. The number of African females and males, as well as Asian/Indian females and males steadily dropped from 2020 to 2022 but show an increase between 2023 and 2024. Contrarily, the number of white females and males continued to drop from 2023 to 2024. Coloured males remained consistent between 2023 and 2024, while the number of Coloured females increased from 2023 to 2024.

1.4 First time entering students

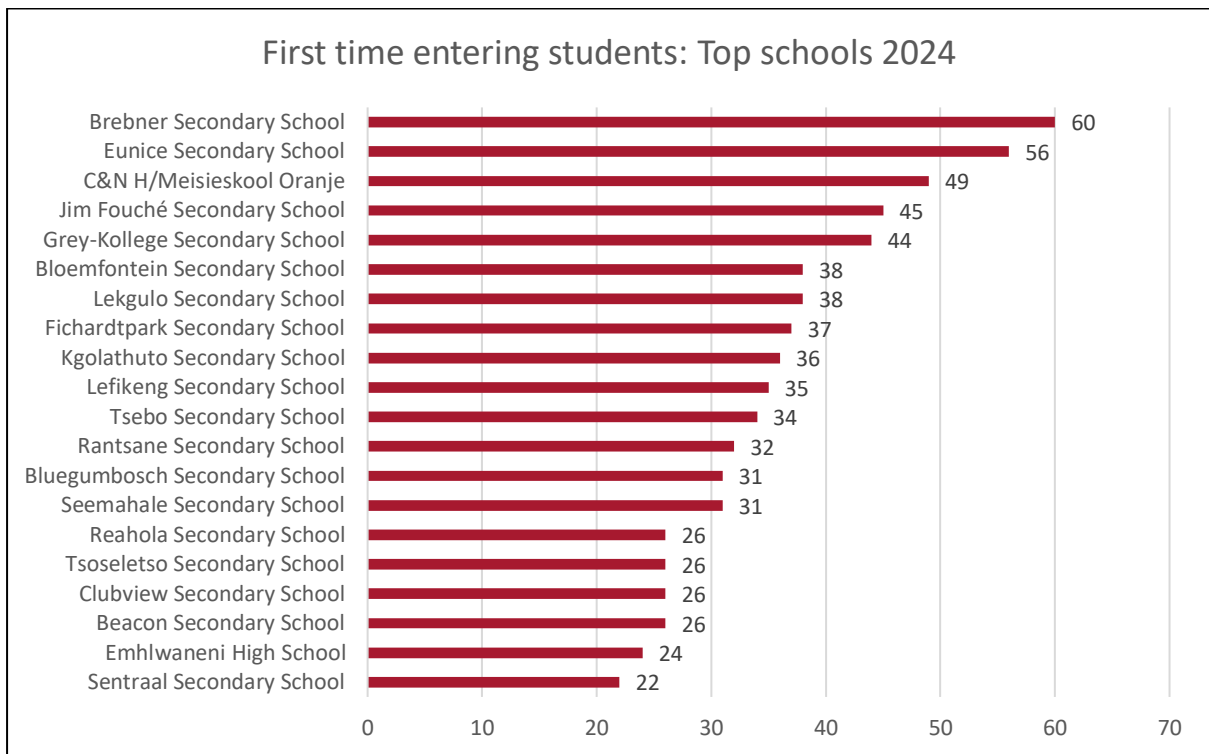


Figure 9: First time entering students: Top 20 schools 2023

The top 20 feeder-schools of 2024 are represented in **Figure 9**. Of these top 20 schools, all are situated in the Free State province.

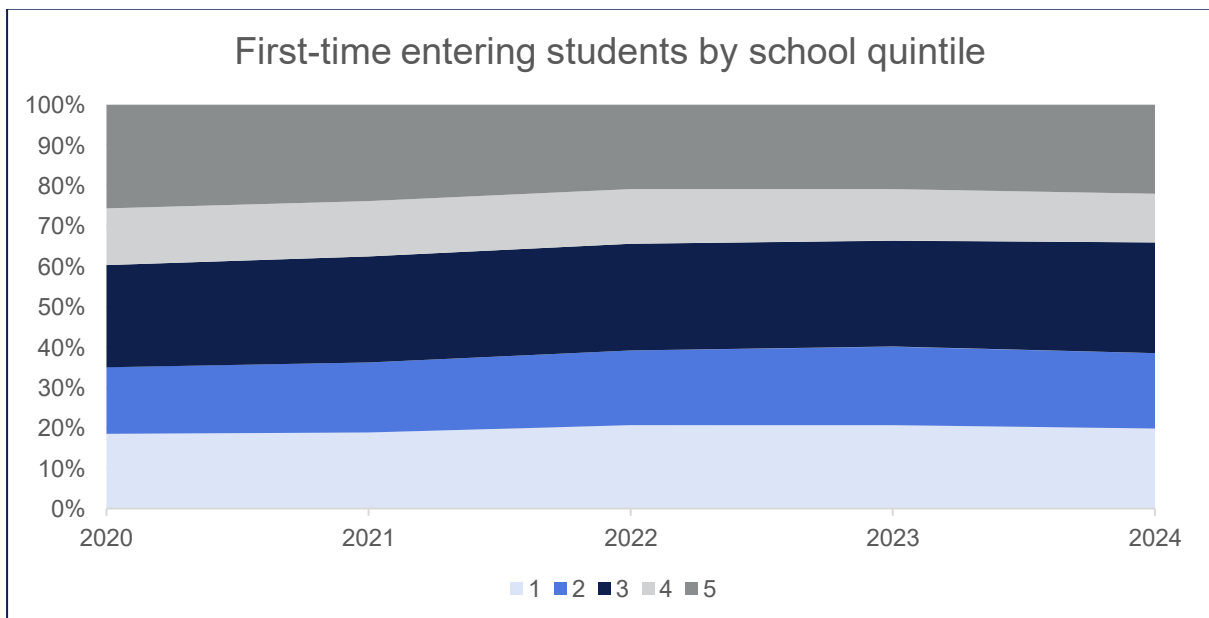


Figure 10: First time entering students by school quintile

Around 16% of school data is not linked to a quintile. Of those that are linked to a quintile, **Figure 10** shows that most first-time entering students in 2024 come from quintile three

schools (27%). This is followed by quintile five (22%), quintile one (20%), quintile two (19%), and quintile four schools (12%). First-time entering students from lower quintile schools (quintile 1-3) increased from 60% to 66% from 2020 to 2024.

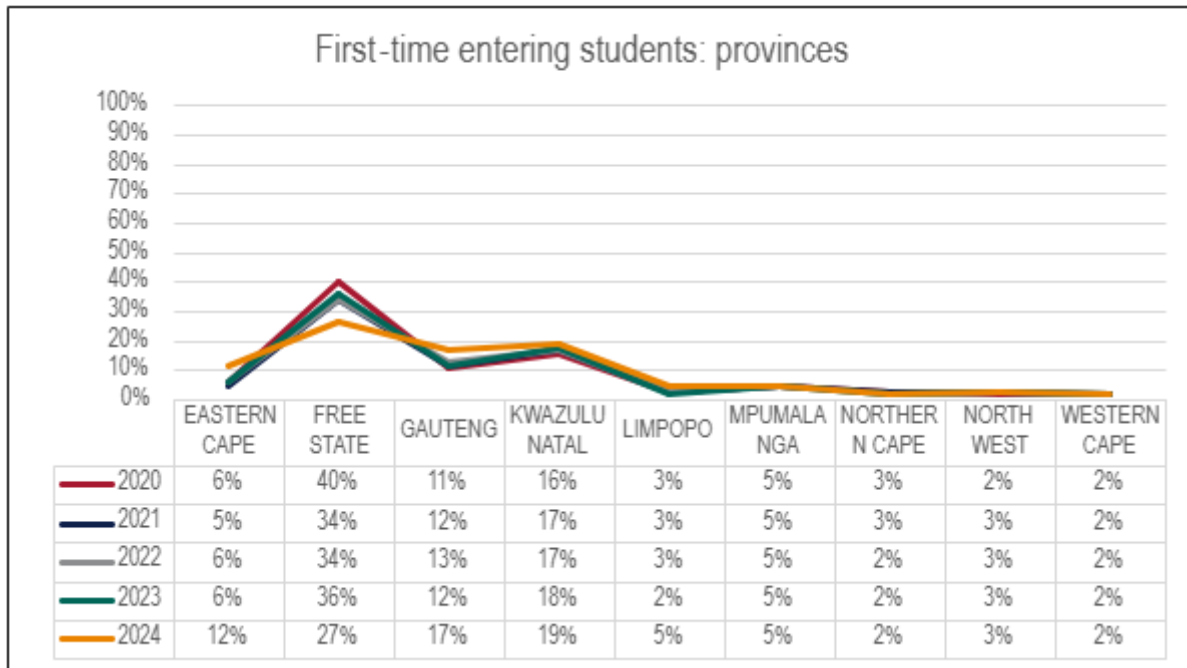


Figure 11: First time entering students: Provinces

Figure 11 shows that the majority of first-time entering students come from the Free State province (27%), followed by KwaZulu Natal (19%), and Gauteng (17%). The percentage of students from the Free State decreased over the last five years, while the percentage of students from the Eastern Cape and Gauteng in particular, increased. However, it should be mentioned that due to a change in the way school data was captured in 2025, historical data (including 2024 data) has been affected. The data presented here for 2020 - 2023 are from previous learning and teaching reports, with only 2024 data added as it currently reflects on PeopleSoft.

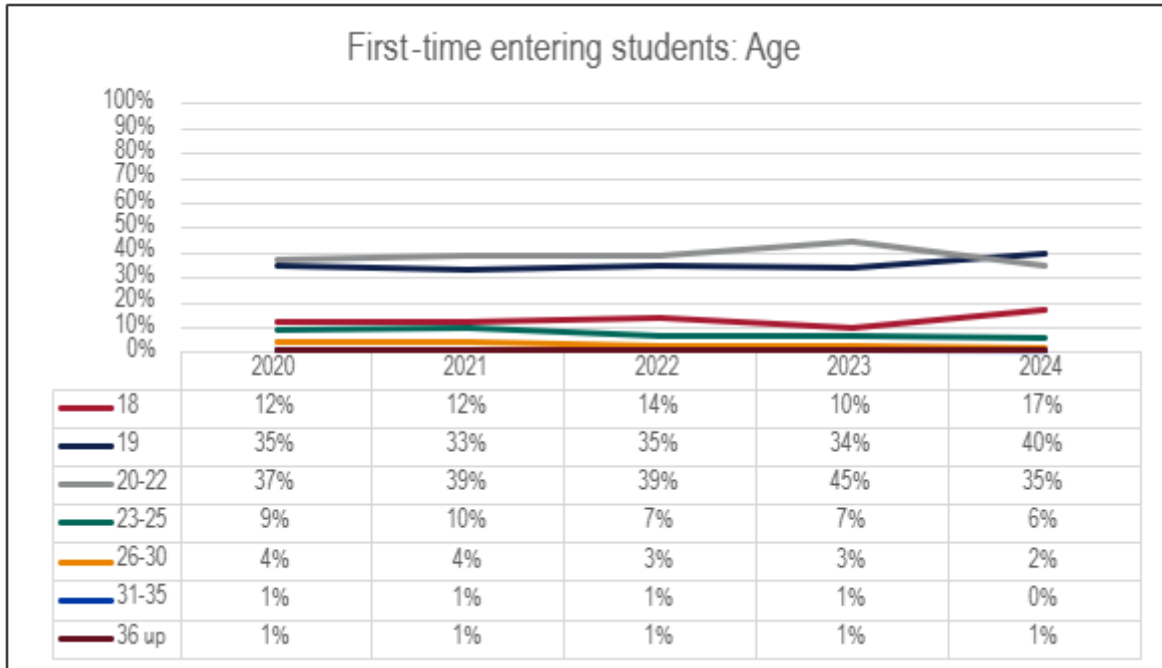


Figure 12: First time entering students: Age

In 2024, more than half (57%) of first time entering students were 18 to 19 years old, while 35% entered between the ages of 20 and 22, and 6% between the ages of 23 and 25. The percentage of students entering between the ages of 18 and 19 has increased from 2020 (47%) to 2024 (57%, see **Figure 12**).

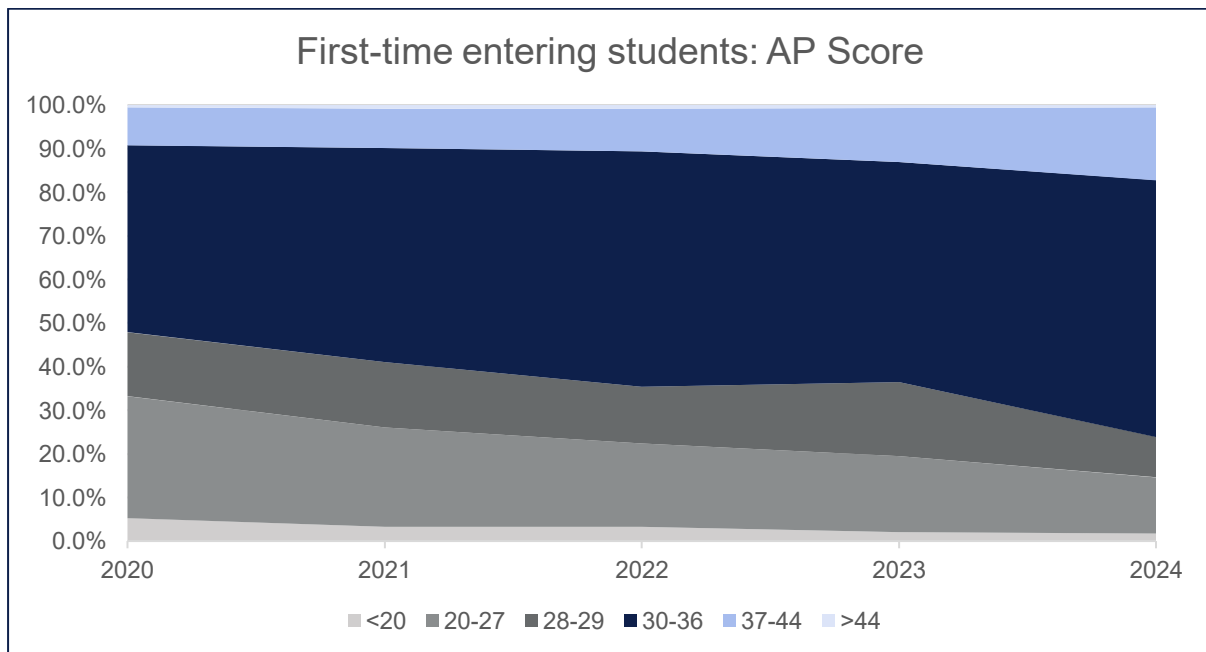


Figure 13: First time entering students: AP scores

Figure 13 shows that the majority of first-time entering students' AP score has been between 30 and 36 since 2020, although this percentage has increased notably over the last five years from 43% in 2020 to 59% in 2024. In 2024, 77% of first-time entering students had AP scores

of higher than 30. Correspondingly, the percentage of students who enter the university with AP scores below 30 has declined over the last five years. In 2020, 46% of first-time entering students had an AP score below 30, in 2024 this has decreased to 24%.

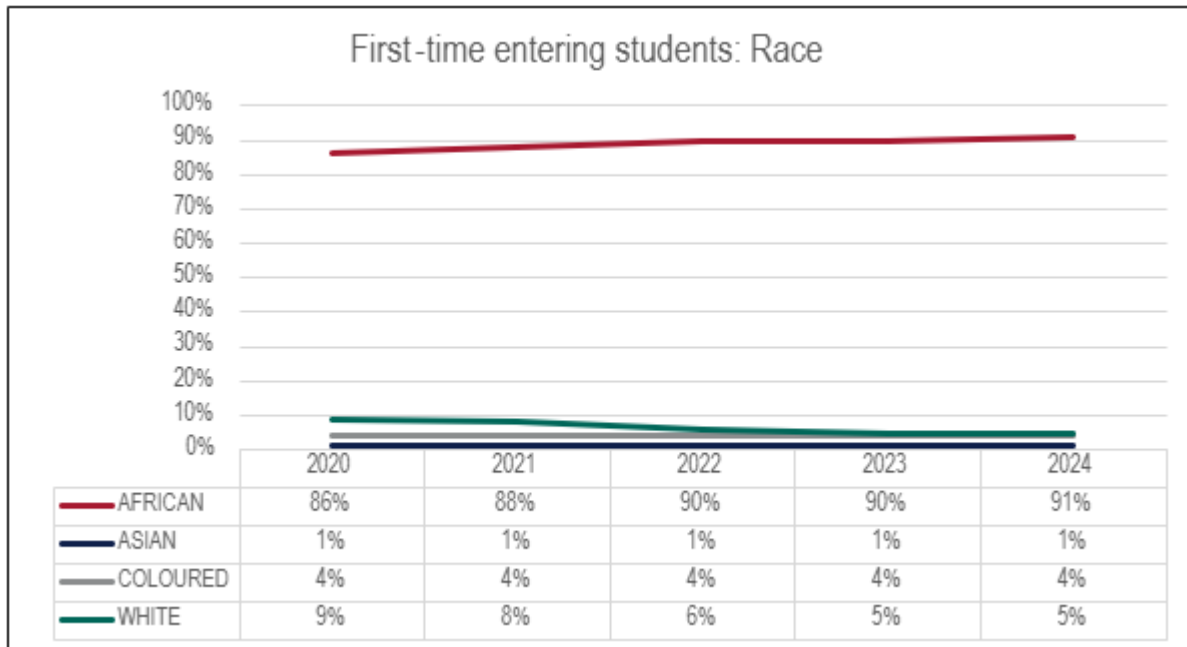


Figure 14: First time entering students: Race

African students make up the majority of first-time entering students and the percentage of African students increased by 5% between 2020 and 2024. Conversely, the percentage of White first-time entering students decreased by 4%. The representation of the remaining race categories (Coloured and Indian/Asian students) remained consistent over the last five years (See **Figure 14**).

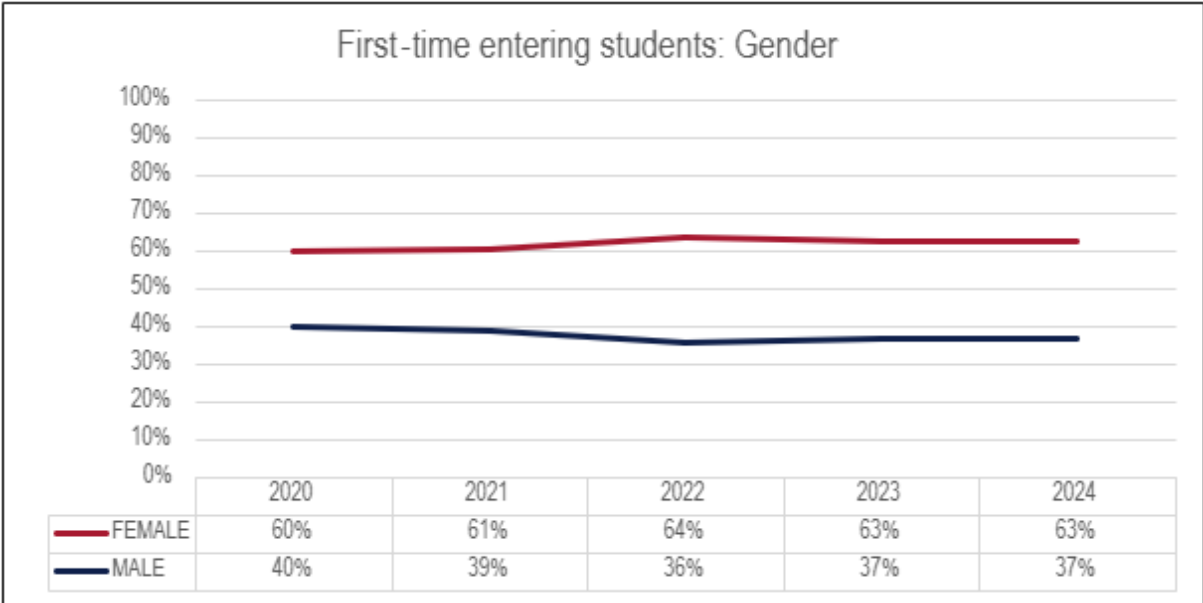


Figure 15: First time entering students: Gender

Figure 15 shows that the percentage of female students has increased from 60% to 63% between 2020 and 2024, while the percentage of male students has declined from 40% to 37%.

1.5 Graduates

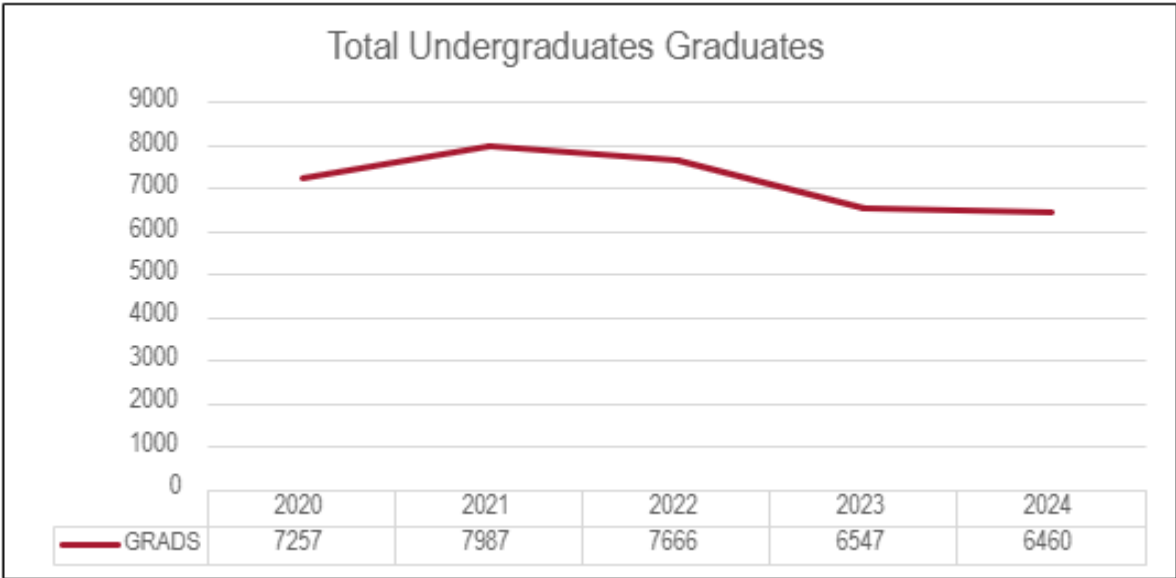


Figure 16: Total undergraduate graduates

Figure 16 shows that the number of undergraduate graduates has steadily increased from 2020 to 2021 after which it declined in 2022 and continued to decline until 2024. In 2024, there were 87 fewer undergraduate graduates than in 2023 and 797 fewer graduates than in 2020

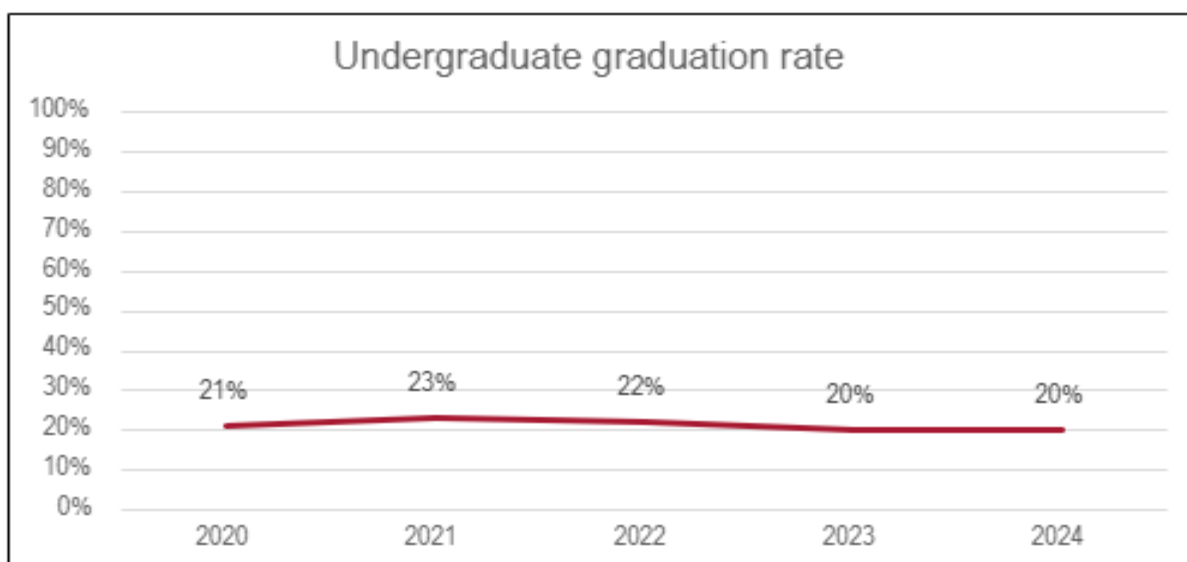


Figure 17: Undergraduate graduation rate

If one considers the graduation rate, which is the calculation of graduations in relation to enrolments, the UFS' undergraduate graduation rate increased from 21% in 2020 to 23% in 2021 and then decreased to 22% in 2022 and to 20% in 2023 and remained at 20% in 2024 (see **Figure 17**). Graduation rate is calculated by dividing the number of graduates of a given year by the number of enrolments of the same year. In 2024, the number of undergraduate enrolments increased slightly but, at the same time, the number of graduates decreased slightly. The graduation rate, which remained at 20%, shows that the increase and enrolments is proportionally equal to the decrease in graduates.

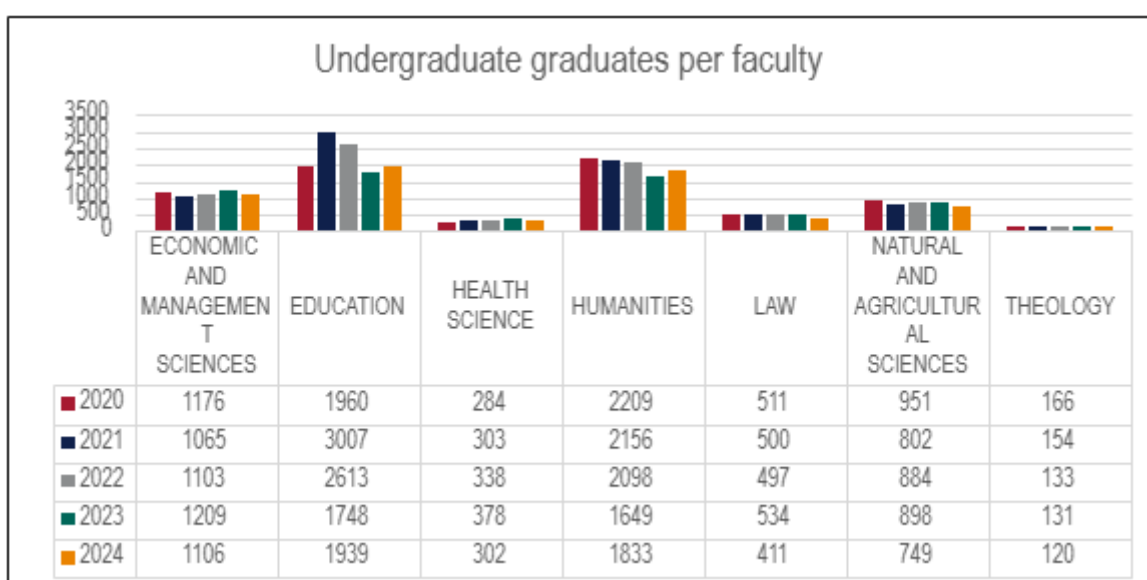


Figure 18: Undergraduate graduates per faculty

As can be seen in **Figure 18**, the number of undergraduate graduates decreased between 2023 and 2024 in the faculties of Economic and Management Sciences, Health Sciences, Law

and Natural and Agricultural Sciences, and Theology and Religion, while increasing in the faculties of Education and Humanities . The biggest decrease in graduates was in the Natural and Agricultural Sciences faculty, with 149 fewer undergraduate students graduating in 2024 than in 2023.

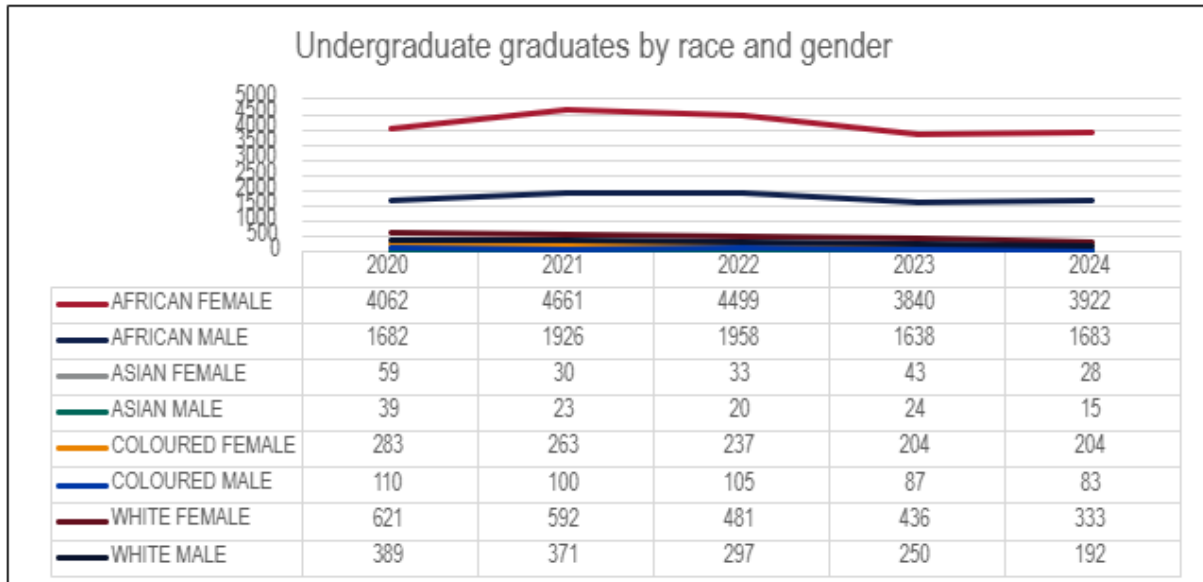


Figure 19: Undergraduate graduates by race and gender

Figure 19 shows that the majority of undergraduate graduates are African females. In 2024, 82 more African females graduated than in 2023. The number of African male graduates fluctuated in the last five years. When comparing 2020 and 2024 data, the number of African male graduates increased (with one graduate), while the number of graduates for all other race and gender groups decreased.

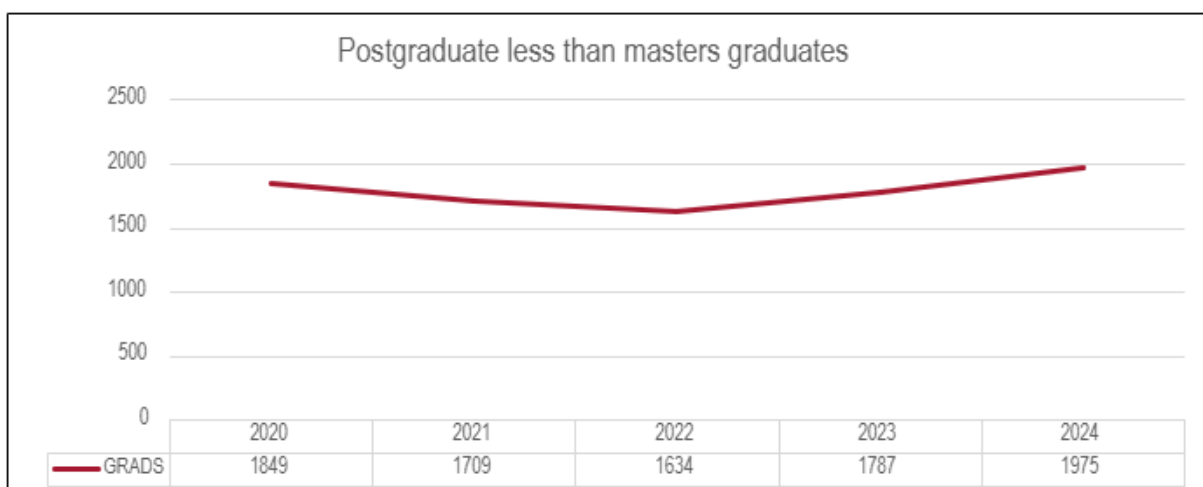


Figure 20: Total postgraduate less than masters graduates

Figure 20 shows that the number of postgraduate less than masters graduates declined from 2020 to 2022, with this number increasing in 2023 and 2024. In 2024, 188 more postgraduate less than masters students graduated than in 2023. In 2024, the largest number of postgraduate less than masters graduates was produced in five years.

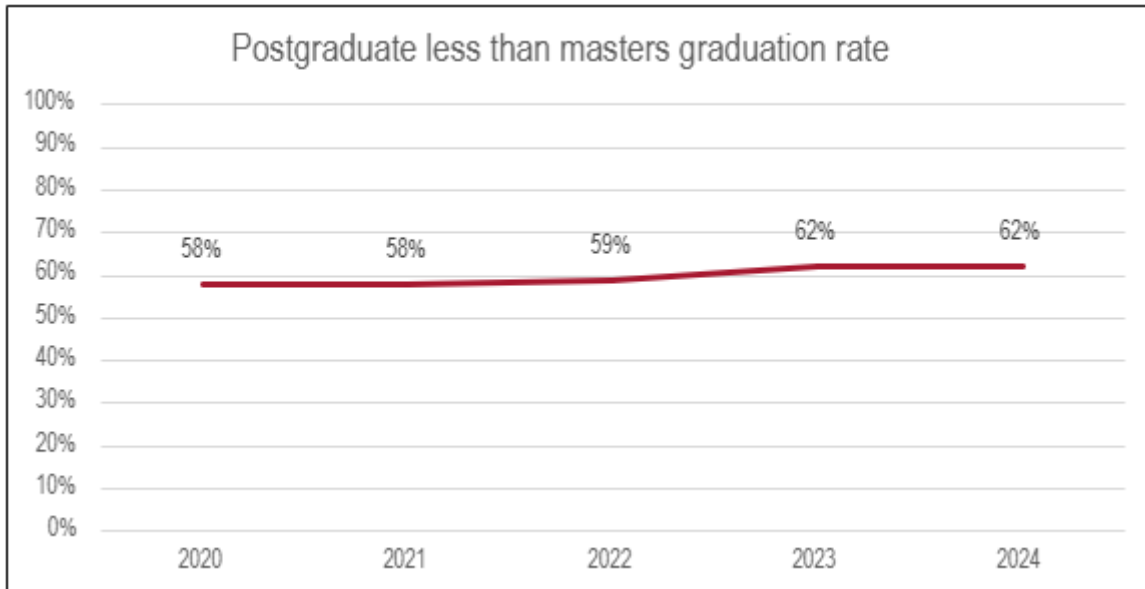


Figure 21: Postgraduate less than masters graduation rate

The graduation rate (see **Figure 21**) considers the relationship between the number of enrolments and number of graduates. The postgraduate less than masters graduation rate has steadily increased from 2020 to 2024 from 58% to 62%. An increase in both postgraduate less than masters enrolments and graduates in 2024, and the graduation rate remaining consistent at 62%, means that the increase in the number of graduates was proportionally equal to the increase in enrolments. Aligned with Vision130, we want to increase our postgraduate intake which may mean a decrease in postgraduate less than masters graduation rate soon.

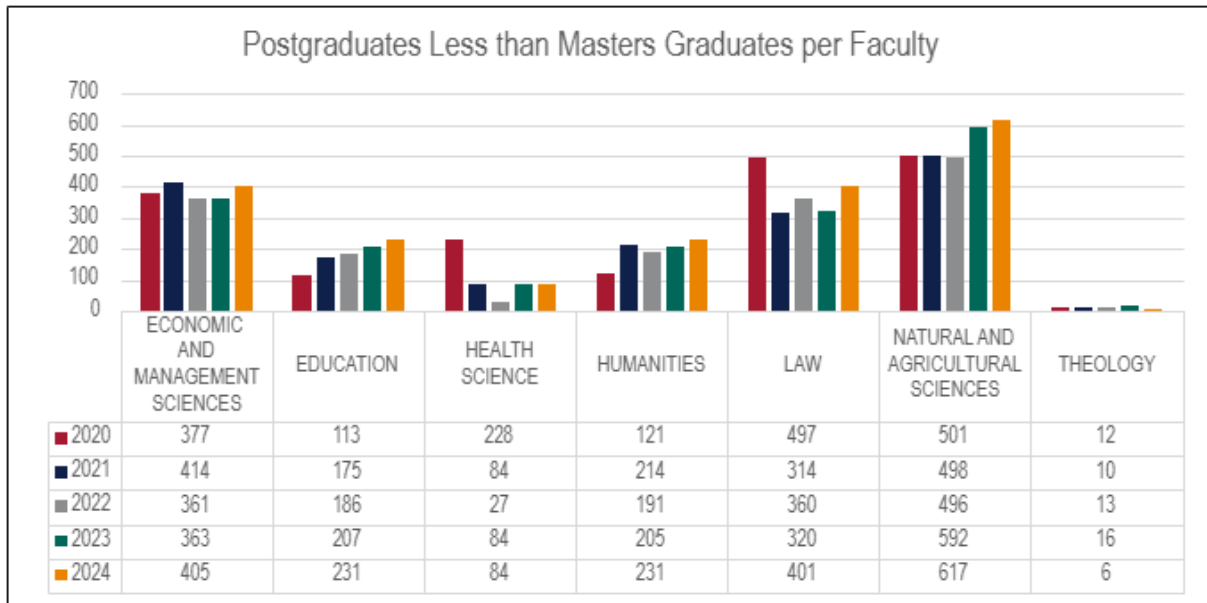


Figure 22: Postgraduate less than masters graduates per faculty

Figure 22 shows the number of postgraduate less than masters graduates between 2020 and 2024. From 2023 to 2024, the number of graduates increased in all faculties except the faculty of Health Science (for which the number remained constant at 83) and Theology (with a decline from 16 to 6).

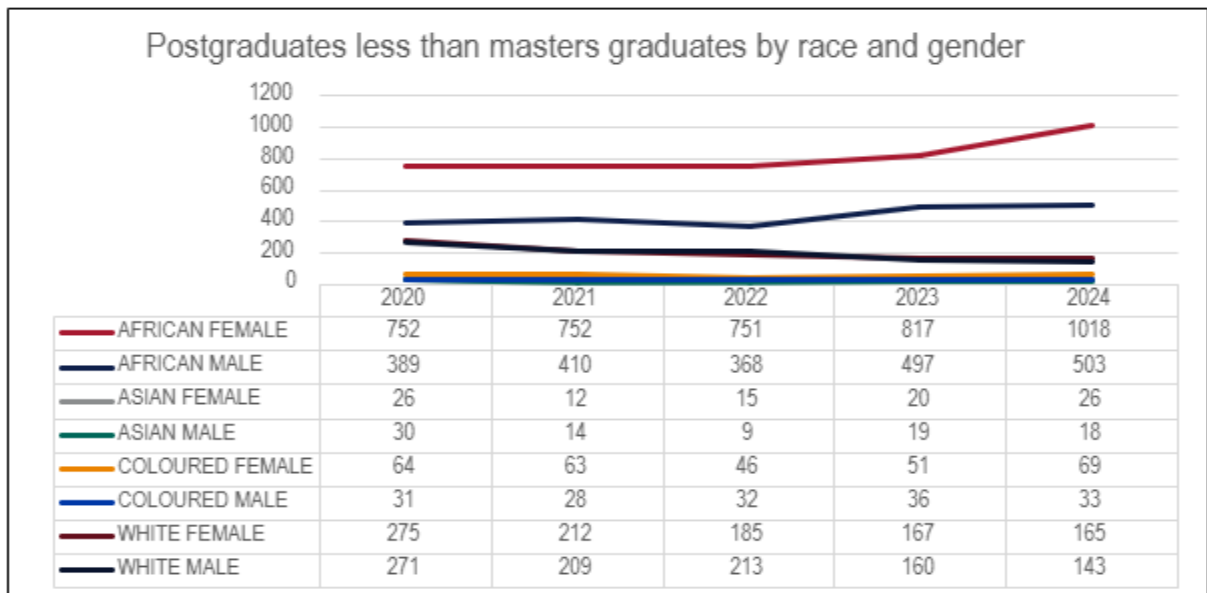


Figure 23: Postgraduate less than masters graduates by race and gender

Figure 23 shows that African females are the most represented group of postgraduate less than masters graduates. When only comparing 2023 and 2024, the number of graduates increased for African females and males, Asian females, and Coloured females and decreased in the remaining race and gender groups.



Section 2

Student Success at the UFS

2.1 Key findings on Section 2: Student success at the UFS

- The UFS success rate was 81% in 2024, compared to 83% ten years ago. The highest success rates over the last ten years were observed between 2020 and 2022.
- The achievement gap between White and African students decreased from 9% in 2015 to 6% in 2024.
- On a faculty level, comparing undergraduate success rates over the last three years, only the faculty of Economic and Management Sciences obtained the highest success rate in three years, in 2024. The success rate in the faculty of Education decreased slightly (less than 1%) from 2023 to 2024 but was still 1% higher in 2024 than in 2022. The remaining faculties had the lowest undergraduate success rates in three years, in 2024.
- The postgraduate less than masters success rates were the highest in three years in 2024 in the faculties of Economic and Management Science, Education, and Law, with the faculty of Law showing a 7% increase from 2023 to 2024. Conversely, the faculties of the Humanities, Natural and Agricultural Sciences, and Theology and Religion achieved their lowest success rates in three years in 2024, with a notable decrease of 30% from 2022 to 2024 in the faculty of Theology and Religion.
- In terms of retention from year 1 to year 2, mainstream programmes' retention rate steadily increased over the last five years with the highest retention rate over this period achieved in 2024 (91%). Extended programme retention rates increased from 2020 to 2023, but decreased with 3% from 88% in 2023 to 85% in 2024.

2.2. Institutional success rates

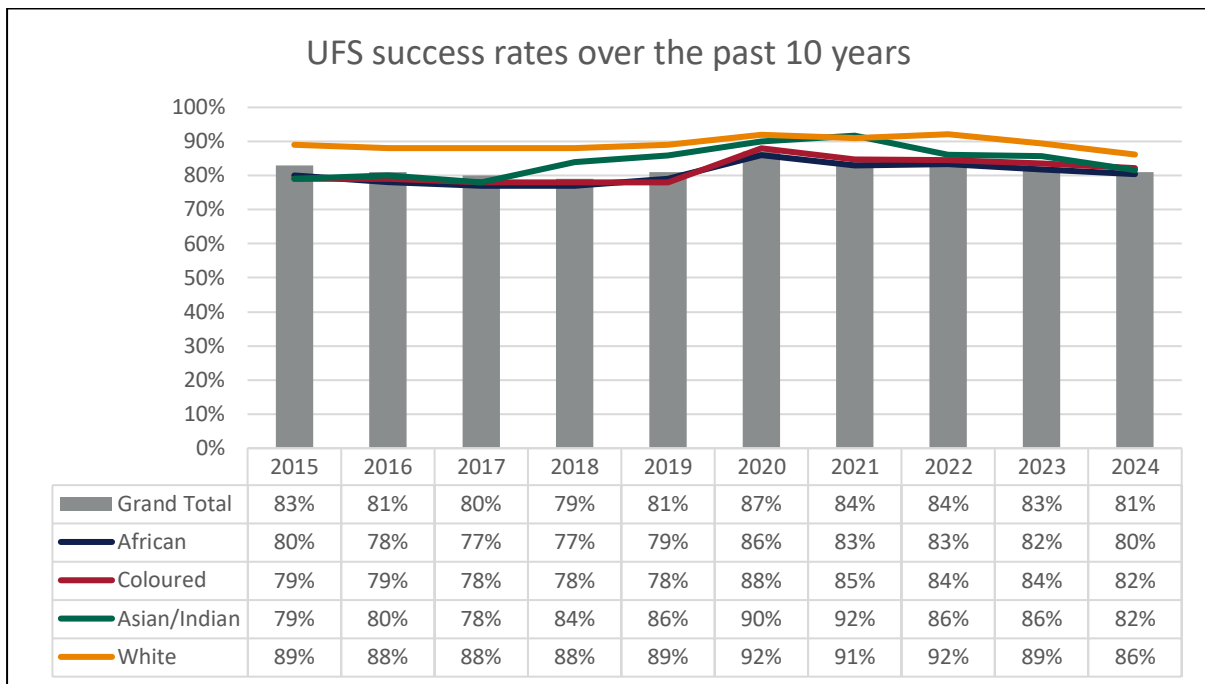


Figure 24: UFS institutional success rates over the past 10 years

Figure 24 shows institutional success rates by racial groups over the last ten years. The institutional success rate was 81% in 2024, compared to 83% ten years ago, in 2015. While the UFS success rate in 2024 (81%) is slightly lower than the peak observed between 2020 and 2022, it remains consistent with the overall rate of 83% recorded a decade ago. Importantly, the success rate has been maintained above 80% for ten consecutive years—an achievement that reflects sustained academic performance despite the expansion of access. This stability is particularly noteworthy given the increase in enrolments and the growing proportion of students from under-resourced schooling backgrounds, underscoring the effectiveness of the institution’s student support and teaching initiatives over time. The achievement gap between White and African students decreased from 9% in 2015 to 6% in 2024.

In the sections that follow, FTE success rates are provided. The definition institutions are required to report on nationally by the Department of Higher Education and Training (DHET) is used to report on the success rate. That implies the number of successful Full-time Equivalent Enrolments (FTEs) divided by the number of registered FTEs. The formatting of the tables that follow rank the success rates of each faculty over time with red representing the lowest success rate of the three relevant years, and green the highest success rate of the three relevant years.

Table 1: FTE success rates

		2022	2023	2024
All courses (including M & PhD)	Overall UFS success rate	84%	83%	81%
	African	83%	82%	80%
	Coloured	84%	84%	82%
	Indian/Asian	86%	86%	82%
	White	92%	89%	86%
All courses (excluding M & PhD)	Overall success rate	85%	83%	83%
Postgraduate less than masters	Overall success rate	83%	84%	86%
	African	82%	82%	85%
	Coloured	79%	83%	85%
	Indian/Asian	77%	85%	80%
	White	91%	91%	91%
Undergraduate	Overall success rate	85%	84%	82%
	African	84%	83%	81%
	Coloured	85%	84%	84%
	Indian/Asian	90%	90%	89%
	White	93%	93%	92%

Table 1 shows institutional success rates by qualification level and race. The overall institutional success rate (including all qualification levels) decreased from 84% in 2022 to 81% in 2024. The postgraduate less than masters success rate increased from 83% in 2022 to 86% in 2024. The achievement gap for postgraduate less than masters decreased from 9% in 2022 to 6% in 2024. The undergraduate success rate decreased from 85% in 2022 to 82% in 2024 and the achievement gap between African and white students increased from 9% in 2022 to 11% in 2024.

Table 2: Undergraduate success rates by faculty

	2022	2023	2024
Economic and Management Sciences	70%	71%	75%
Education	93%	94%	94%
Health Sciences	95%	97%	92%
Humanities	87%	84%	82%
Law	87%	84%	78%
Natural and Agricultural Sciences	83%	84%	80%
Theology and Religion	80%	80%	78%

Table 2 shows undergraduate success rates per faculty over the last 3 years. Only the faculty of Economic and Management Sciences obtained the highest success rate over 3 years in 2024 with an increase of 5% from 2022 to 2024. The success rate in the faculty of Education decreased slightly (less than 1%) from 2023 to 2024 but was still 1% higher in 2024 than in 2022. The remaining faculties had the lowest success rate in 3 years in 2024.

Table 3: Undergraduate success rates by race and gender

	2022	2023	2024
African female	86%	85%	84%
African male	79%	79%	78%
Indian/Asian female	91%	92%	91%
Indian/Asian male	89%	88%	86%
Coloured female	86%	86%	86%
Coloured male	81%	79%	80%
White female	95%	94%	93%
White male	91%	90%	90%

Table 3 shows the undergraduate success rates by race and gender. For all race and gender groups except Indian/Asian females, the highest success rate was achieved in 2022. All race and gender groups, except Coloured females and males, had the lowest success rates in 2024.

Table 4: Postgraduate less than masters success rate by faculty

	2022	2023	2024
Economic and Management Sciences	73%	77%	81%
Education	93%	95%	97%
Health Sciences	94%	99%	95%
Humanities	95%	91%	88%
Law	69%	67%	74%
Natural and Agricultural Sciences	94%	92%	92%

	2022	2023	2024
Theology and Religion	88%	72%	58%

Turning to the success rates of postgraduate less than masters level, **Table 4** shows that when comparing success rates over the last three years, the highest success rates for postgraduate less than masters were achieved in 2024 by the faculties of Economic and Management Sciences, Education, and Law. The faculty of Law, in particular, showed a notable increase in success rates of 7% from 2023 to 2024. Conversely, the lowest success rates in three years is observed in 2024 in the faculties of the Humanities, Natural and Agricultural Sciences, and Theology and Religion. The success rate in the faculty of Theology and Religion has declined notably from 2022 to 2024 with a decrease of 16% from 2022 to 2023 and a further decrease of 14% from 2023 to 2024. In the faculty of Health Sciences the highest success rate (99%) was observed in 2023. The success rate decreased with 4% to 95% in 2024, which is still 1% higher than in 2022.

Table 5: Postgraduate less than masters success rates by race and gender

	2022	2023	2024
African female	84%	84%	87%
African male	77%	79%	81%
Indian/Asian female	87%	91%	88%
Indian/Asian male	64%	79%	74%
Coloured female	83%	89%	92%
Coloured male	74%	75%	73%
White female	96%	95%	95%
White male	88%	87%	87%

In **Table 5**, success rates for postgraduate less than masters students are shown by race and gender from 2022 to 2024. African students (both female and male), and Coloured female students obtained the highest success rate in three years in 2024.

2.3 Undergraduate retention

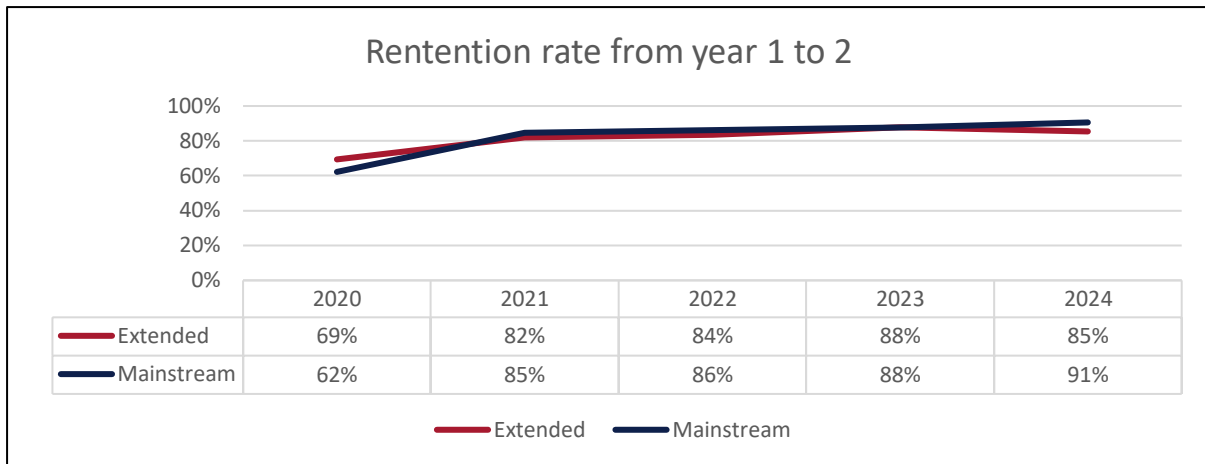


Figure 25: Retention rate from year 1 to 2 by pathway

Figure 25 shows that the retention rates of extended and mainstream programme students. The retention rates of both extended and mainstream students increased steadily from 2020 to 2023. From 2023 to 2024, the retention rate of extended programme students decreased with 3% (from 88% to 85%), while the retention rate for mainstream programmes continued to increase (from 88% to 91%).

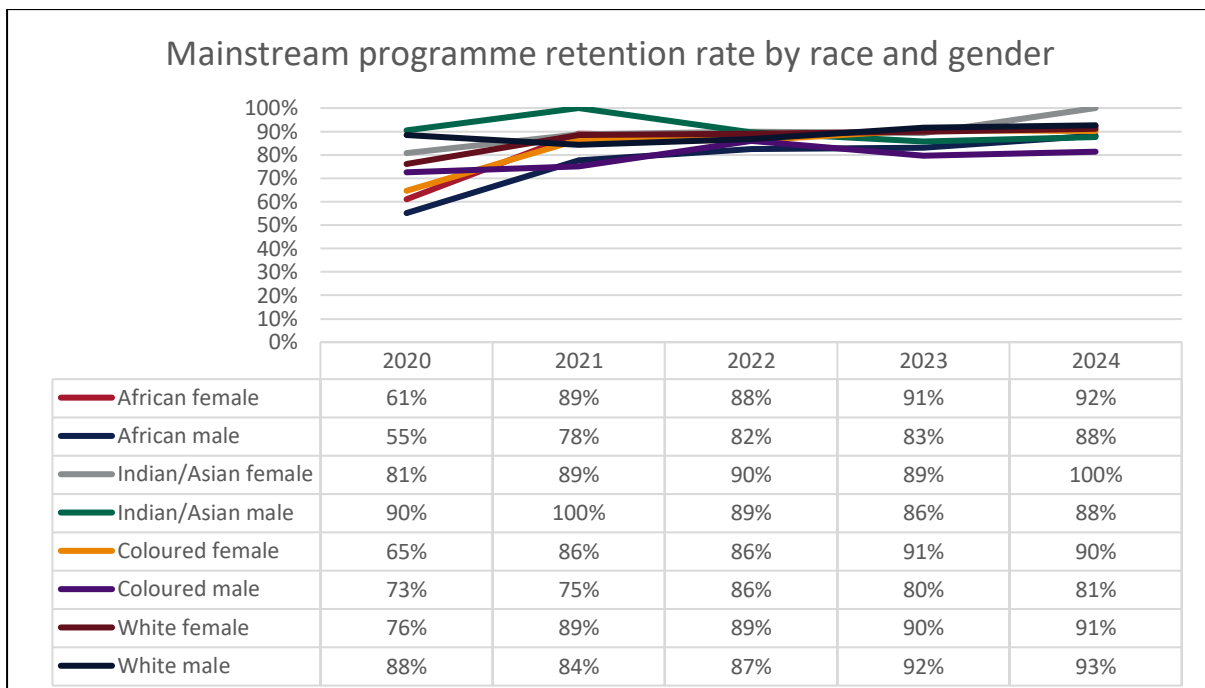


Figure 26: Mainstream programme retention by race and gender

Figure 26 shows mainstream programme retention rates by race and gender. All race and gender groups, except Indian/Asian males, show an increased retention rate from 2020 to 2024.

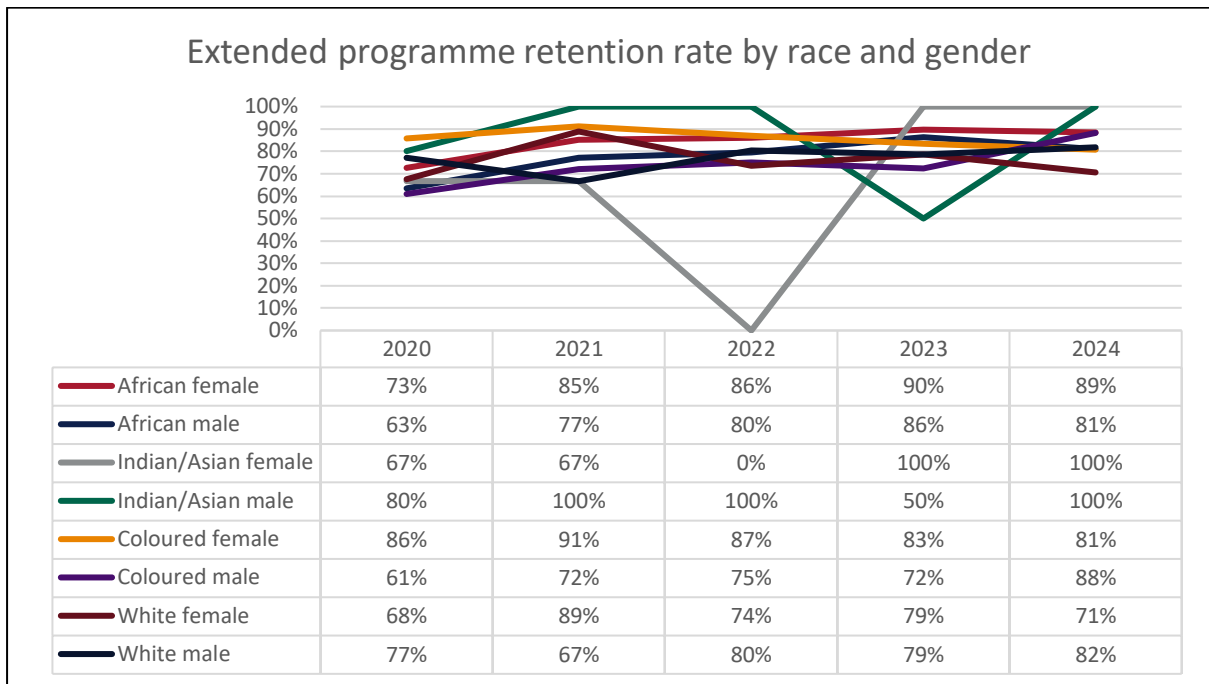


Figure 27: Extended programme retention rate by race and gender

Figure 27 shows retention rates of extended programme students by race and gender. All race and gender groups, except Coloured females, show an increased retention from 2020 to 2024.

Section 3

Learning and Teaching at Faculty Level

3.1 Economic and Management Sciences

3.1.1 Key findings for Economic and Management Sciences

- For Economic and Management Sciences, undergraduate enrolments increased steadily between 2020 and 2024 on the Bloemfontein and Qwaqwa campuses. Postgraduate enrolments decreased from 2021 to 2023 after which there was an increase from 2023 to 2024.
- Regarding first-time entering students, if comparing 2020 and 2024 enrolments, there has been an increase in the number of African enrolments in the mainstream programmes on the Bloemfontein and Qwaqwa campuses.
- The number of graduates (excluding masters and doctoral) decreased from 2023 to 2024.
- Undergraduate module pass rates improved from 2023 to 2024 in all departments.
- Postgraduate less than masters module pass rates improved from 2023 to 2024 in all departments except the Centre for Development Support.

3.1.2 Enrolments

Table 6: Count of full-time enrolments for Economic and Management Sciences by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	3841	3964	4442	4564	4911
	Postgraduate less than Masters	700	767	660	616	634
	Masters	296	319	305	305	345
	Doctoral	104	94	88	79	85
QWA	Undergraduate	877	1013	1086	1279	1254
SOUTH	Undergraduate	787	722	772	557	499

Table 6 shows the number of enrolled students by campus and degree level for the last five years. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. For Economic and Management Sciences, undergraduate enrolments increased steadily between 2020 and 2024 on the Bloemfontein and Qwaqwa campuses. Postgraduate enrolments declined between 2021 and 2023 and then increased again from 2023 to 2024.

Table 7: First time entering undergraduate enrolment for Economic and Management Sciences

		2020	2021	2022	2023	2024
BFN Campus Extended	AFRICAN			10	1	2
	COLOURED					2
	WHITE		1	1		
BFN Campus Mainstream	AFRICAN	689	839	1041	1065	1382
	ASIAN	14	6	7	6	5
	COLOURED	39	53	60	47	49
	WHITE	103	67	89	58	48
QQ Campus Extended	AFRICAN	189	130	65	158	148
	ASIAN		1			
	COLOURED		1			2
	WHITE		1			
QQ Campus Mainstream	AFRICAN	99	187	219	345	180
	COLOURED	1		1		1
	WHITE	1				
South Campus Extended	AFRICAN	187	55	110	61	134
	ASIAN	1				2
	COLOURED	10	5	2	16	14
	WHITE	18	6	5	3	2
South Campus Mainstream	AFRICAN	1	10		1	
	COLOURED		1			
	WHITE					
Total Extended		405	200	193	239	306
Total Mainstream		947	1163	1417	1522	1665

Table 7 shows the number of first-time entering students by race, campus and programme (pathway) for the last five years. When comparing 2020 and 2024 enrolments, there has been an increase in the number of African enrolments in the mainstream programmes on the Bloemfontein and Qwaqwa campuses.

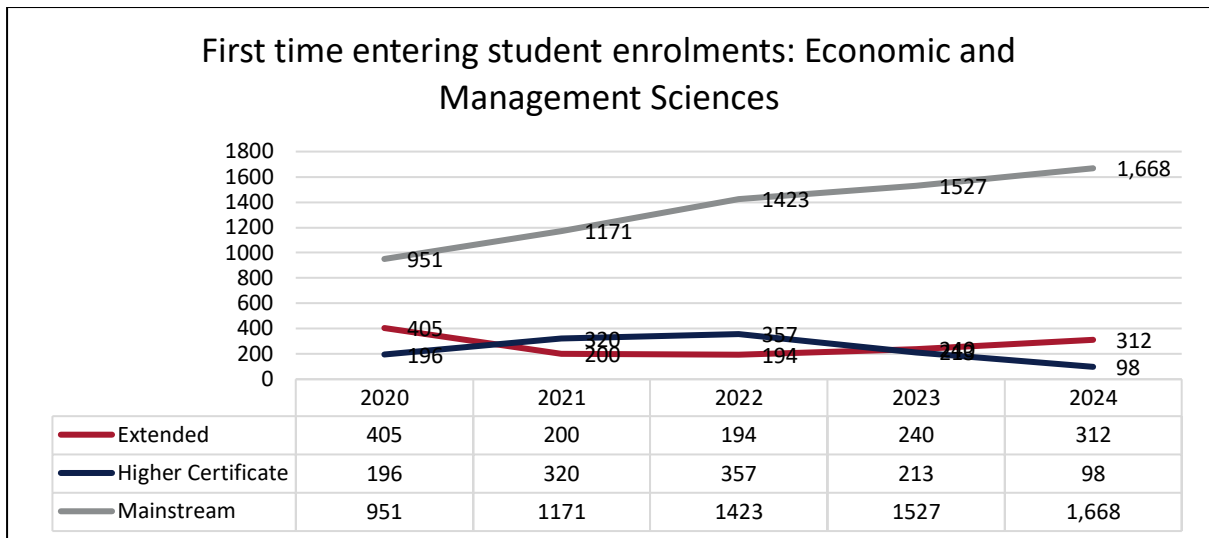


Figure 28: Economic and Management Sciences first time entering enrolments

Figure 28 shows the total count of first-time entering student enrolments in the extended, mainstream and higher certificate programmes in the faculty of Economic and Management Sciences. While there was a decrease in the number of enrolments between 2020 and 2022 for extended programmes, there was an increased intake in 2023 and 2024. The number of higher certificate enrolments increased between 2020 and 2022 and then decreased in 2023 and 2024. There was a steady increase in the number of mainstream enrolments over the last five years, with 2024 showing a 75% increase in mainstream enrolments compared to 2020.

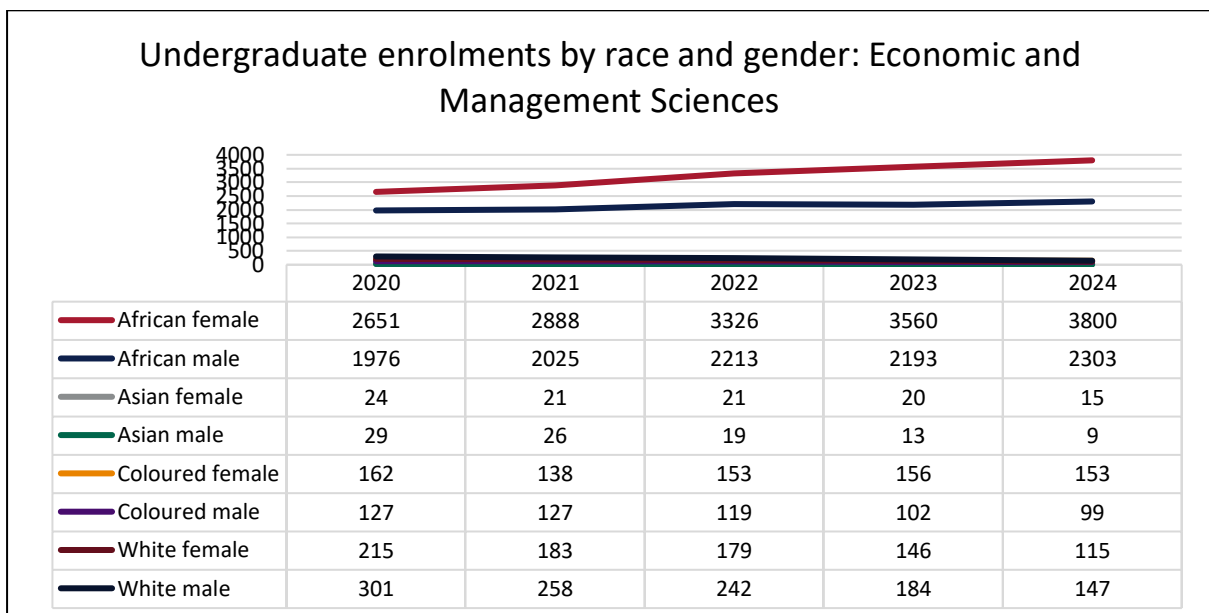


Figure 29: Economic and Management Sciences undergraduate enrolments by race and gender

When comparing the undergraduate enrolments by race and gender in the faculty of Economic and Management Sciences, **Figure 29** shows a decline in all race and gender groups from 2020 to 2024, except African females and males, which increased.

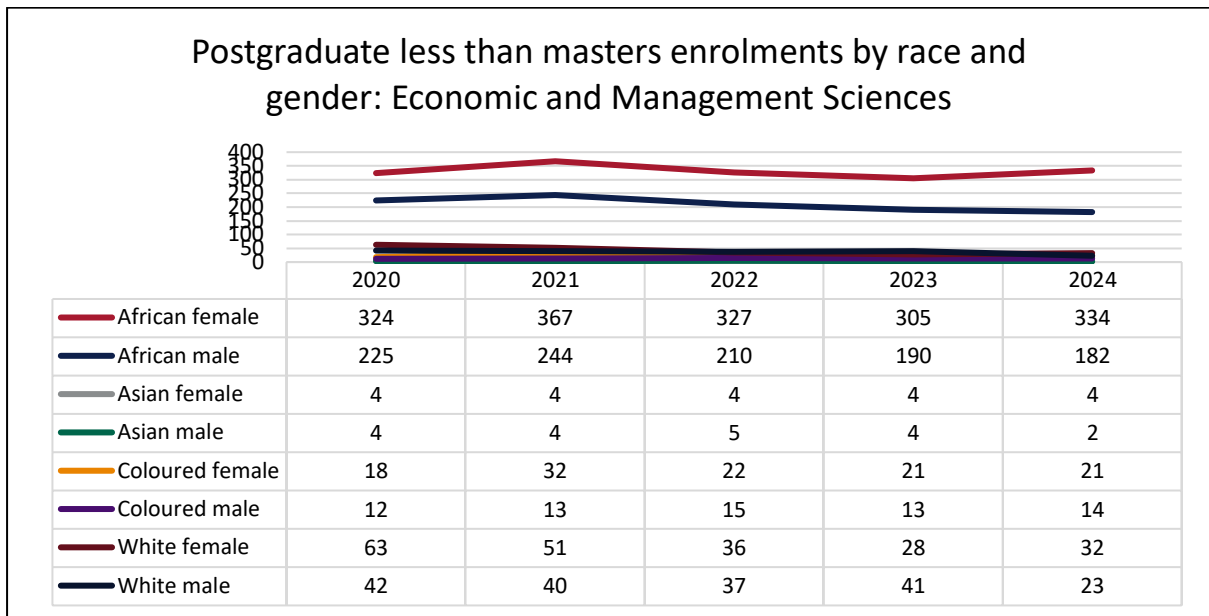


Figure 30: Economic and Management Sciences postgraduate less than masters enrolment

Figure 30 shows postgraduate less than masters enrolments in the faculty of Economic and Management Sciences for the last five years by race and gender. There has generally been a decrease in postgraduate less than masters enrolments between 2020 and 2024 in the faculty, but there were slight increases in enrolments from 2023 to 2024 for African females, Coloured males, and white females.

3.1.3 Graduates

Table 8: Number of Economic and Management Sciences graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	1369	1200	1161	1184	1228
QQ	89	114	137	162	138
SOUTH	95	165	166	226	145
TOTAL	1553	1479	1464	1572	1511

Table 8 shows the number of graduates by campus (excluding masters and doctoral graduates) between 2020 and 2024. The number of graduates on the Qwaqwa and South campuses steadily increased from 2020 and reached a peak in 2023. From 2023 to 2024 the number of graduates on both of these campuses declined. On the Bloemfontein campus the number of graduates peaked in 2020 but has steadily increased again between 2022 and 2024.

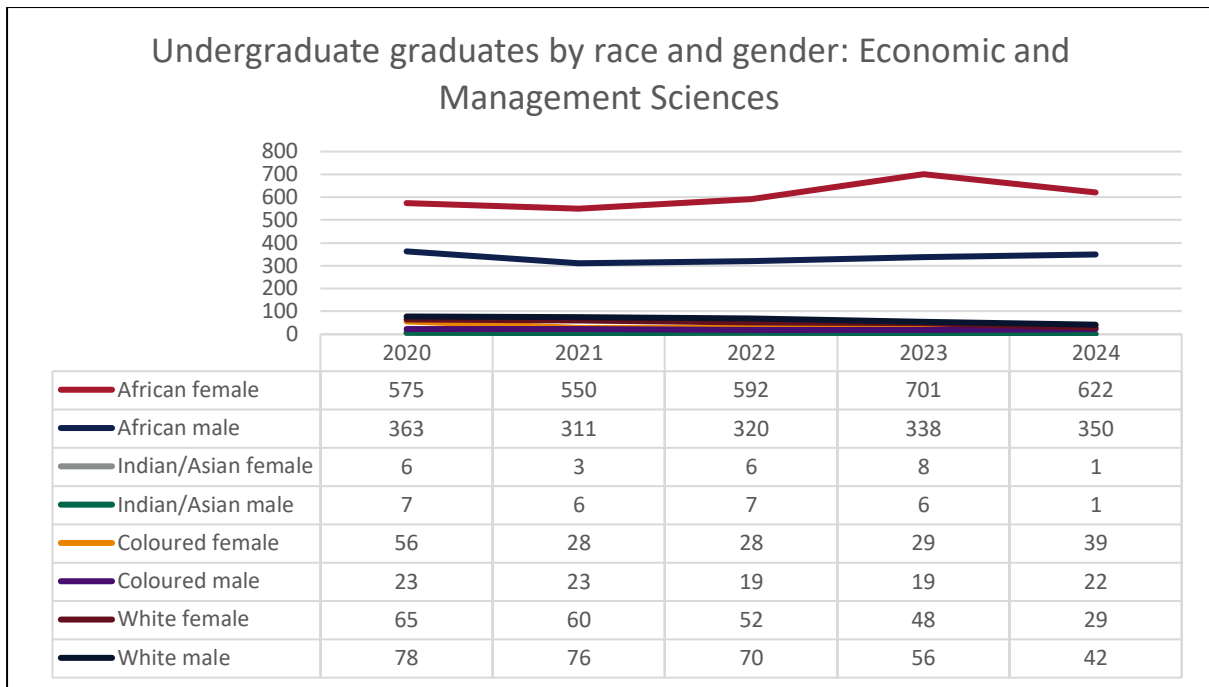


Figure 31: Economic and Management Sciences undergraduate graduates by race and gender

Figure 31 shows the number of undergraduate graduates by race and gender in the faculty of Economic and Management Sciences. The number of African (both female and male) graduates increased between 2020 and 2023. From 2023 to 2024 the number of African male graduates continued to increase but the number of African female graduates declined. The number of white graduates (both female and male) declined steadily from 2020 to 2024. The number of Indian/Asian males and females, as well as Coloured males and females fluctuated between 2020 and 2024 but when only comparing 2020 and 2024 numbers, the number of graduates for all of these groups declined.

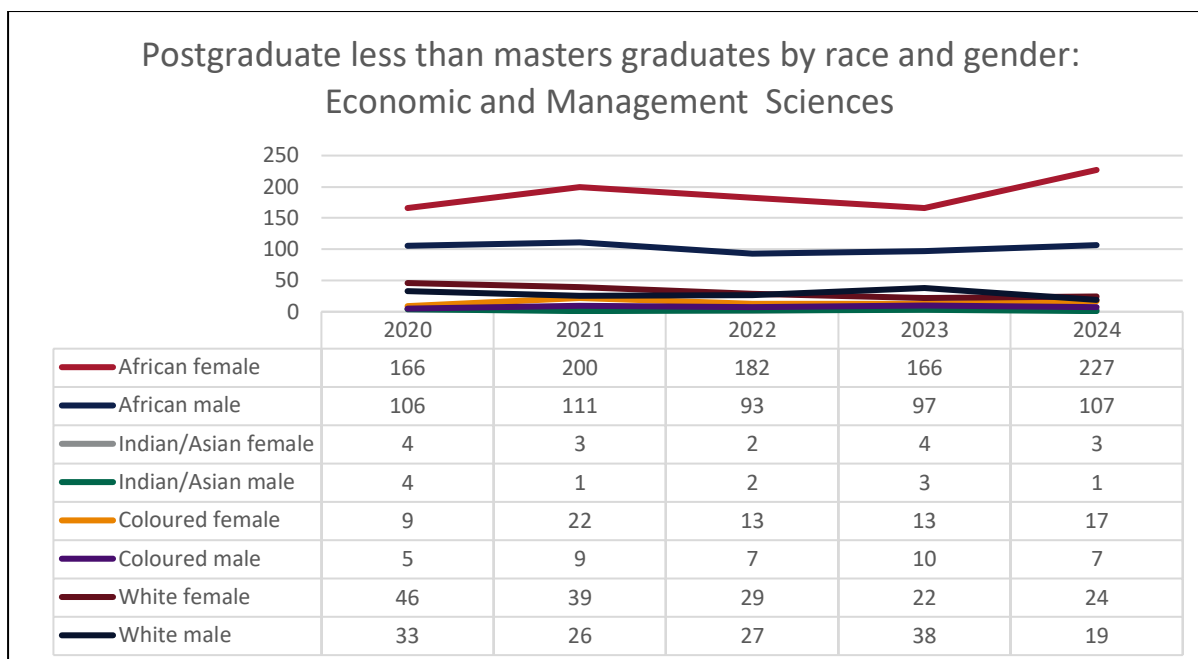


Figure 32: Economic and Management Sciences postgraduate less than masters graduates by race and gender

Figure 32 shows the number of postgraduate less than masters graduates by race and gender in the faculty of Economic and Management Sciences. There has been fluctuation in African graduates (both females and males) between 2020 and 2024 with the number of African female graduates peaking in 2024. The number of Indian/Asian (both female and male) graduates remained relatively consistent over the last five years with fewer than 5 graduates for both of these groups for all five years. The number of Coloured female graduates peaked in 2021 (the only year with more than 20 graduates for this group) with Coloured males peaking with 10 graduates in 2023. The number of white graduates steadily declined over the last five years.

3.1.4 Module pass rates

Table 9: Undergraduate module pass rates of academic departments within Economic and Management Sciences

	2022	2023	2024
Business Management	69%	72%	75%
Economic and Management Sciences	81%	86%	92%
Economics	63%	69%	72%
Industrial Psychology	59%	59%	68%
Public Administration and Management	83%	76%	79%
School for Accounting	63%	69%	74%
UFS Business School	82%	87%	92%

Undergraduate success rates of the seven departments in the faculty of Economic and Management Sciences over the last three years are shown in **Table 9**. All departments (except Public Administration) showed the highest success rates in three years in 2024. The department of Public Administration and Management also showed an increased success rate from 2023 to 2024 but had the highest success rate in 2022.

Table 10: Undergraduate module pass rates of Economic and Management Sciences by race and gender

	2022	2023	2024
African female	73%	73%	78%
African male	64%	65%	71%
Indian/Asian female	72%	83%	77%
Indian/Asian male	88%	84%	82%
Coloured female	72%	77%	80%
Coloured male	67%	64%	73%
White female	85%	88%	89%
White male	85%	85%	85%

Table 10 shows undergraduate module pass rates by race and gender for the last three years. Success rates of all race and gender groups (except for Indian/Asian females and males) were the highest in 2024.

Table 11: Postgraduate less than masters module pass rates of academic departments within Economic and Management Sciences

	2022	2023	2024
Business Management	95%	96%	99%
Centre for Development Support	75%	83%	80%
Economic and Management Sciences		80%	100%
Economics	56%	64%	80%
Industrial Psychology	78%	80%	88%
Public Administration and Management	92%	96%	97%
School for Accounting	62%	69%	72%
UFS Business School	77%	84%	86%

Table 11 shows the module pass rates for postgraduate less than masters modules in the eight departments in Economic and Management Sciences. In 2024, all departments (except the Centre for Development Support) showed the highest module pass rates of the last three years.

Table 12: Postgraduate less than masters module pass rates of Economic and Management Sciences by race and gender

	2022	2023	2024
African female	74%	72%	86%
African male	62%	71%	74%
Indian/Asian female	50%	100%	88%
Indian/Asian male	38%	94%	50%
Coloured female	75%	89%	89%
Coloured male	57%	86%	61%
White female	90%	98%	96%
White male	85%	92%	95%

Table 12 shows the postgraduate less than masters module pass rates in the faculty of Economic and Management Sciences by race and gender for the last three years. All race and gender groups, except African females and males, and white males, had the highest module pass rates in 2023. These groups (African females and males and white males) had the highest success rates in 2024.

3.2 Education

3.2.1 Key findings for Education

- Undergraduate enrolments decreased on the Bloemfontein and South campuses from 2023 to 2024 but increased on the Qwaqwa campus.
- All postgraduate enrolments on the Bloemfontein campus increased from 2023 to 2024 and on the Qwaqwa campus there was an increase in masters students while postgraduate less than masters and doctoral enrolments decreased over the last year.
- From 2023 to 2024 the number of first-time entering African students decreased on the Bloemfontein campus, while other racial groups increased. On the South and Qwaqwa campuses the number of African and Coloured first-time entering students in the mainstream increased while other racial groups decreased (or remained at 0).
- The number of graduates increased from 2023 to 2024 on all campuses.
- Undergraduate module pass rates peaked in 2024 in four departments, while pass rates peaked in 2023 in the remaining four departments. All departments (except Open Distance Learning) had module pass rates of 90% or higher in 2024.
- Module pass rates peaked in 2024 for postgraduate less than masters modules in three departments (Curriculum Studies and Higher Education, Languages in Education, and Social Science and Commerce Education) while pass rates peaked in 2023 in the remaining departments. Module pass rates were 90% or higher in all departments in 2024.

3.2.2 Enrolments

Table 13: Count of full-time enrolments in the Faculty of Education by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	4620	5038	5229	4676	4406
	Postgraduate less than Masters	205	265	237	234	240
	Masters	202	182	173	158	202
	Doctoral	140	144	148	152	160
QWA	Undergraduate	3920	3739	3511	3087	3124
	Postgraduate less than Masters	83	92	97	112	103
	Masters	49	61	65	73	86
	Doctoral	21	24	25	28	26

		2020	2021	2022	2023	2024
SOUTH	Undergraduate	2493	1916	1684	1097	984

The darkest shaded cells in **Table 13** indicate the highest student numbers, with the colour lightening as the numbers decrease. Undergraduate enrolments decreased on Bloemfontein and South campuses from 2023 to 2024, but increased on the Qwaqwa campus. When comparing 2020 and 2024 data, the number of undergraduate enrolments decreased on all the campuses. Postgraduate enrolments increased from 2023 to 2024 on the Bloemfontein campus. Postgraduate less than masters and doctoral enrolments decreased from 2023 to 2024 on the Qwaqwa campus, but masters enrolments increased over the last year.

Table 14: First time entering undergraduate enrolment for Education

Campus & Pathway	Race	2020	2021	2022	2023	2024
BFN Campus Extended	African	224	28	18	136	14
	Asian	1				
	Coloured	12	3	1	8	5
	White	5		4	1	2
BFN Campus Mainstream	African	680	1001	1324	626	595
	Asian	2	3	3	2	3
	Coloured	32	48	74	35	69
	White	65	52	39	21	22
QQ Campus Extended	African	275	104	19	121	
	Asian	1				
QQ Campus Mainstream	African	373	581	631	656	717
	Asian	1	1			
	Coloured			1		3
	White		1			
South Campus Mainstream	African		7	15	76	87
	Asian				1	
	Coloured			1	9	11
	White				15	14
Total Extended		518	135	42	266	21
Total Mainstream		1153	1694	2088	1441	1521

Table 14 shows the number of first-time entering students by race, campus and pathway for the last five years. The number of extended programme students on the Bloemfontein and Qwaqwa campuses declined over the last five years (all racial groups). The number of African

and Coloured first-time entering mainstream students on South and Qwaqwa campus increased, while the number of first-time entering Asian and white students decreased over the last five years. On the Bloemfontein campus, African student enrolments in the mainstream decreased from 2023 to 2024, while all other racial groups increased.

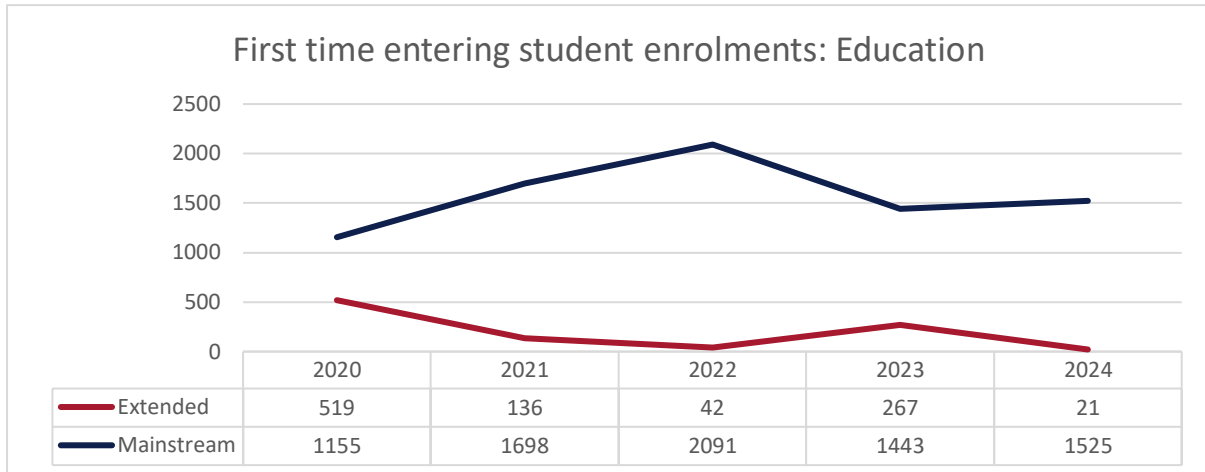


Figure 33: Education first time entering student enrolments

Figure 33 shows that the number of extended degree students and mainstream students fluctuated over the past five years.

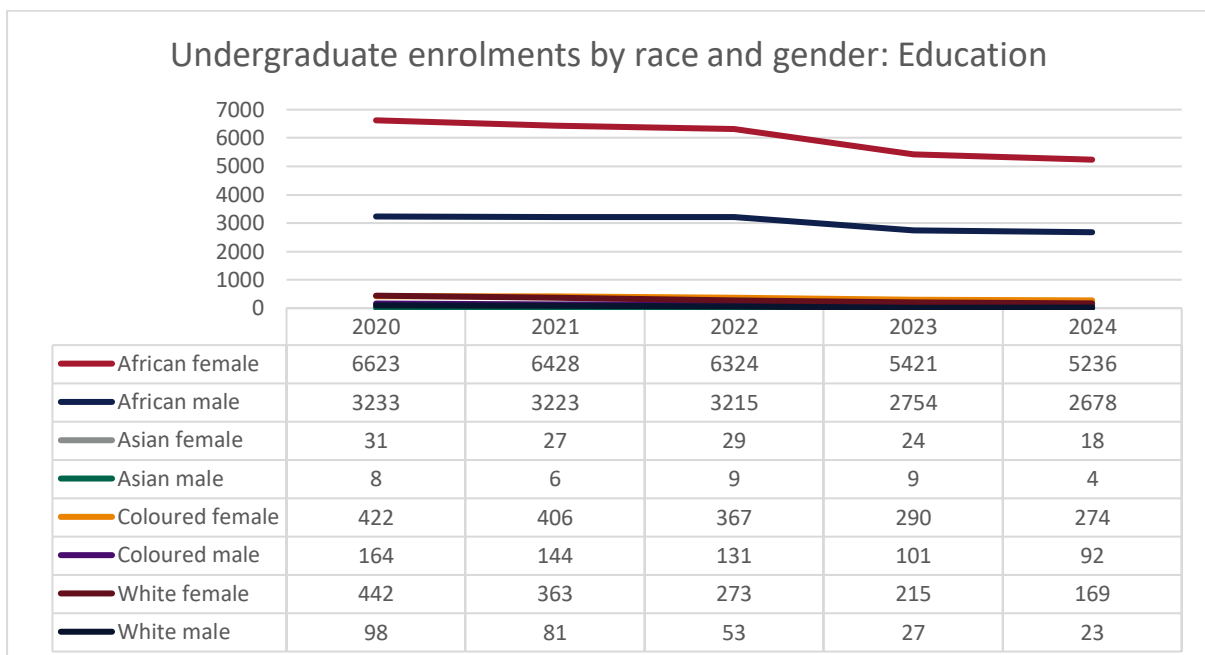


Figure 34: Education undergraduate enrolments by race and gender

Figure 34 shows undergraduate enrolments in the faculty of Education split by race and gender over the last five years. The number of enrolments for all race and gender groups declined between 2020 and 2024 although this decrease was proportionally bigger for African and White students than for Coloured and Asian/Indian students.

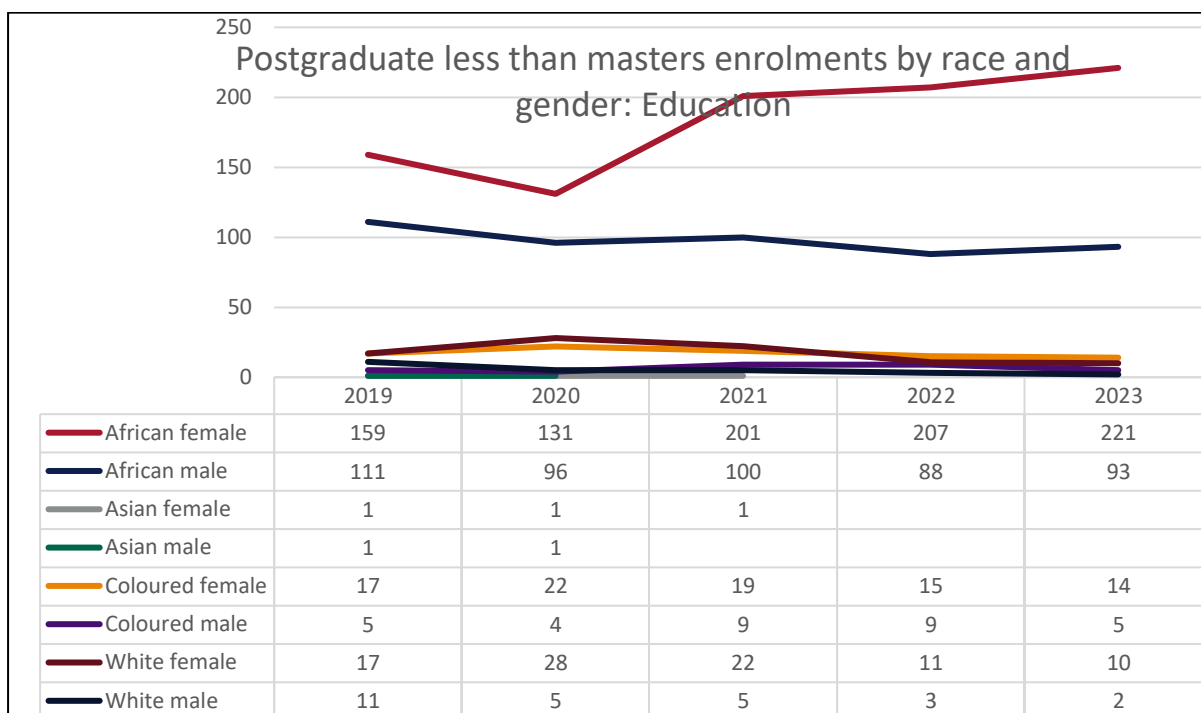


Figure 35: Education postgraduate less than masters enrolments by race and gender

Postgraduate less than masters enrolments declined over the last five years in the faculty of Education for majority racial groups.

3.2.3 Graduates

Table 15: Number of Education graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	712	1185	1212	931	1015
QQ	785	1071	1110	692	717
SOUTH	576	926	477	333	438
TOTAL	2073	3182	2799	1956	2170

Table 15 shows the number of graduates in the faculty of Education (excluding masters and doctoral graduates) over the last five years. The number of graduates increased on the Bloemfontein and Qwaqwa campuses from 2020 to 2022 after which it decreased from 2022 to 2023 but increased again from 2023 to 2024. The number of graduates fluctuated on the South campus although there was also an increase from 2023 to 2024.

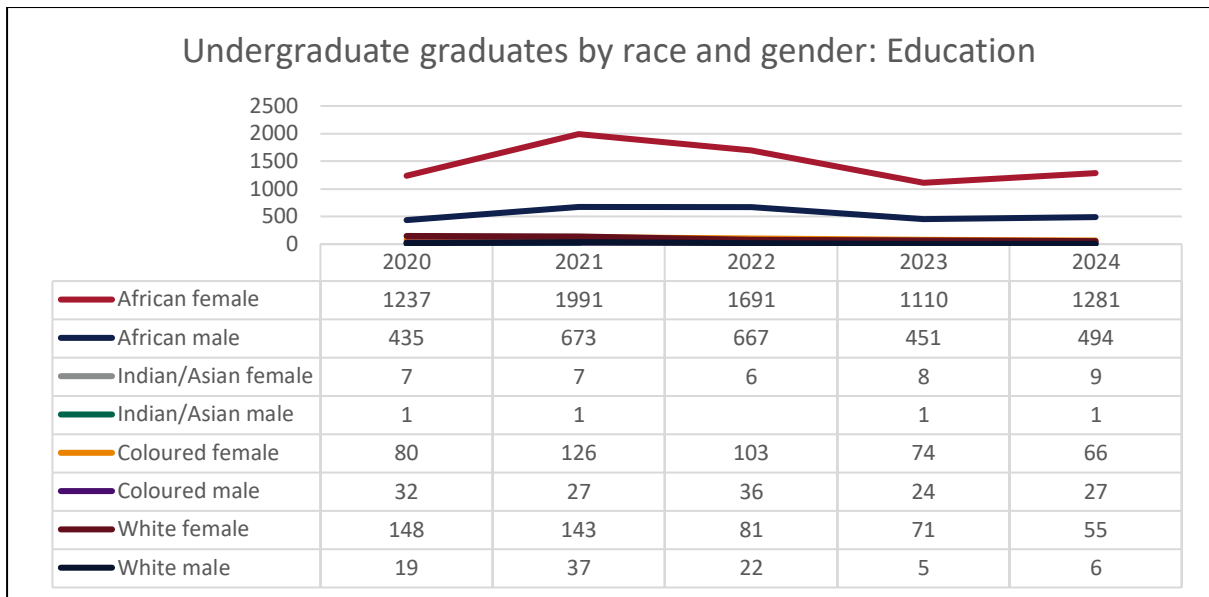


Figure 36: Education undergraduate graduates by race and gender

Figure 36 shows the number of undergraduate graduates in the faculty of Education over the last five years split by race and gender. The number of African (female and male) graduates peaked in 2024, as did the number of Indian/Asian female graduates. The number of Indian/Asian males remained constant with only 1 graduate. The number of Coloured (female and male) graduates fluctuated over the last five years but the number of female graduates decreased from 2023 to 2024, while the number of male graduates slightly increased from 24 to 27 in the last year. The number of white (female and male) graduates steadily declined over the last five years.

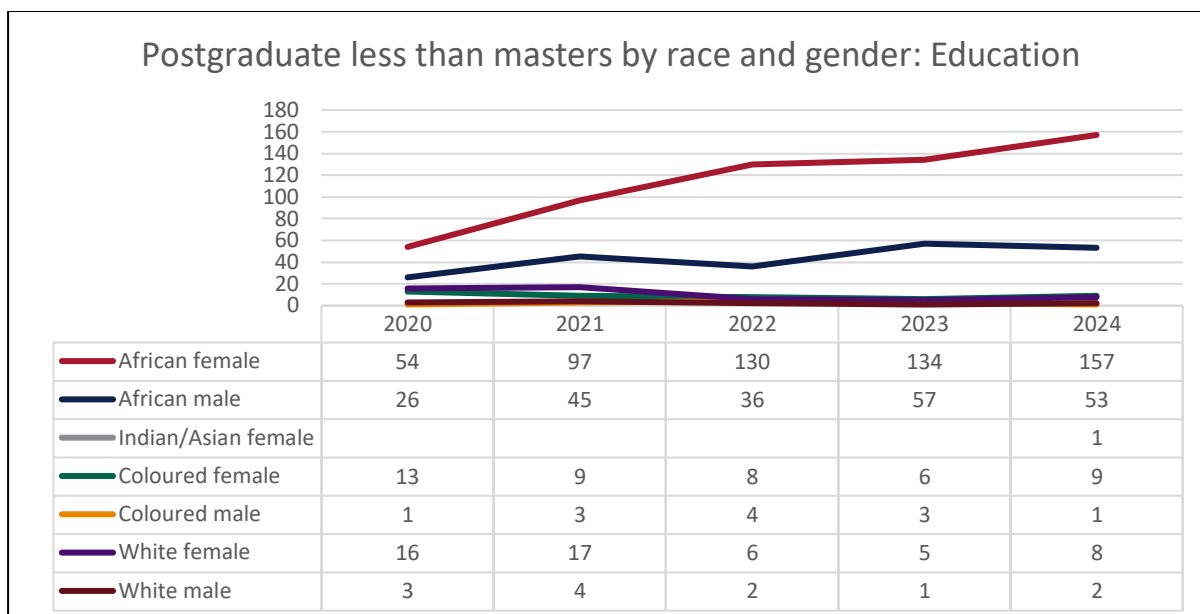


Figure 37: Education postgraduate less than masters graduates

Figure 37 shows the number of postgraduate less than masters graduates in the faculty of Education over the last five years split by race and gender. The number of African female graduates steadily increased from 2020 to 2024. The number of graduates in the other race and gender groups fluctuated over the last five years but when only comparing 2020 and 2024 numbers, all race and gender groups show a decline, except African males which increased, Indian/Asian females of which there was one graduate in 2024 and no graduates in the other years, and Coloured males which had 01 graduate in both 2020 and 2024.

3.2.4 Module pass rates

Table 16: Undergraduate module pass rates of academic departments within Education

	2022	2023	2024
Childhood Education	93%	95%	95%
Curriculum Studies and Higher Education	86%	92%	91%
Education Management Policy and Computer Education		96%	93%
Education Foundations	90%	94%	91%
Languages in Education	94%	95%	95%
Math Nat Science and Tech Education	89%	94%	90%
Open Distance Learning	87%	85%	88%
Social Science & Commerce Education	95%	95%	97%

Table 16 shows module pass rates per department/ school over the last three years. The highest pass rates are shown in green, followed by yellow, while the lowest pass rates are shown in red. In four departments, module pass rates peaked in 2024, while the pass rates in

the remaining four departments peaked in 2023. In 2024, all departments (except Open Distance Learning) had module pass rates of 90% or higher.

Table 17: Undergraduate module pass rates for Education by race and gender

	2022	2023	2024
African female	92%	94%	94%
African male	85%	91%	89%
Indian/Asian female	89%	92%	99%
Indian/Asian male	71%	70%	100%
Coloured female	92%	93%	95%
Coloured male	88%	94%	91%
White female	93%	93%	96%
White male	86%	94%	84%

Table 17 shows undergraduate module pass rates in the faculty of Education split by race and gender for the last three years. Module pass rates peaked in 2024 for Indian/Asian students (both females and males), Coloured females, and White females. The remaining race and gender groups showed the highest module pass rates in 2023.

Table 18: Postgraduate less than masters module pass rates of academic departments within Education

	2022	2023	2024
African Languages	92%		
Childhood Education	90%	100%	96%
Curriculum Studies and Higher Education	92%	95%	97%
Education Management Policy and Computer Education		94%	93%
Education Dean		93%	
Education Foundations	88%	92%	90%
Languages in Education	94%	94%	95%
Math Nat Science and Tech Education	92%	96%	96%
Social Science & Commerce Education	90%	90%	98%

Table 18 shows postgraduate less than masters module pass rates per school/ department in the faculty of Education. Module pass rates peaked in 2024 in three departments while the module pass rates in the remaining departments were the highest in 2023. All departments obtained module pass rates of 90% or higher in 2024.

Table 19: Postgraduate less than masters module pass rates for Education by race and gender

	2022	2023	2024
African female	92%	94%	96%
African male	87%	94%	92%
Indian/Asian female			100%
Coloured female	94%	93%	96%
Coloured male	83%	71%	91%
White female	85%	90%	95%
White male	100%	100%	65%

Table 19 shows postgraduate less than masters module pass rates in the faculty of Education by race and gender for the last three years. Module pass rates of all race and gender groups peaked in 2024 except African males and white males, which had the highest module pass rates in 2023.

3.3 Health Sciences

3.3.1 Key findings for Health Sciences

- The number of undergraduate enrolments increased between 2020 and 2022, after which it declined slightly in 2023 and declined further in 2024. All postgraduate enrolments increased from 2023 to 2024 with doctoral enrolments peaking in 2024.
- For the first time in 2023, African female undergraduate enrolments were the highest race and gender group (slightly higher than white female enrolments which traditionally had the highest enrolment numbers). In 2024, this gap increased with a further increase in African female enrolments and decrease in white female enrolments.
- The number Health Sciences graduates (excluding masters and doctoral graduates) fluctuated over the last five years after peaking in 2020. There has been a decrease in the number of graduates from 2023 to 2024.
- The majority of departments (11) showed the highest undergraduate module pass rates in three years in 2023, while 9 departments had the highest success rates in three years in 2024.
- A total of 6 departments had a 100% postgraduate less than masters module pass rate in 2023 of 3 departments had a 100% pass rate over the last three years.

3.3.2 Enrolments

Table 20: Count of full-time enrolments of the faculty of Health Sciences by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	1663	1721	1752	1741	1693
	Postgraduate less than Masters	324	94	36	94	100
	Masters	453	451	466	445	449
	Doctoral	106	92	82	91	119

Table 20 shows the number of enrolments in the faculty of Health Sciences over the last five years. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. The number of undergraduate enrolments consistently increased between 2020 and 2022, after which it declined slightly in 2023 and again in 2024. All postgraduate enrolments increased from 2023 to 2024, with doctoral enrolments peaking in 2024.

Table 21: First-time entering undergraduate enrolment for Health Sciences

Campus & Pathway	Race	2020	2021	2022	2023	2024
BFN Campus Mainstream	African	145	169	161	163	193
	Indian/ Asian	13	16	17	23	14
	Coloured	25	20	23	14	15
	White	173	152	151	135	123
Total Mainstream		356	357	352	335	345

Table 21 shows the number of first-time entering undergraduate enrolments in the Faculty of Health Sciences over the last five years. The number of African and Coloured enrolments increased from 2023 to 2024 while Indian/Asian and white enrolments decreased.

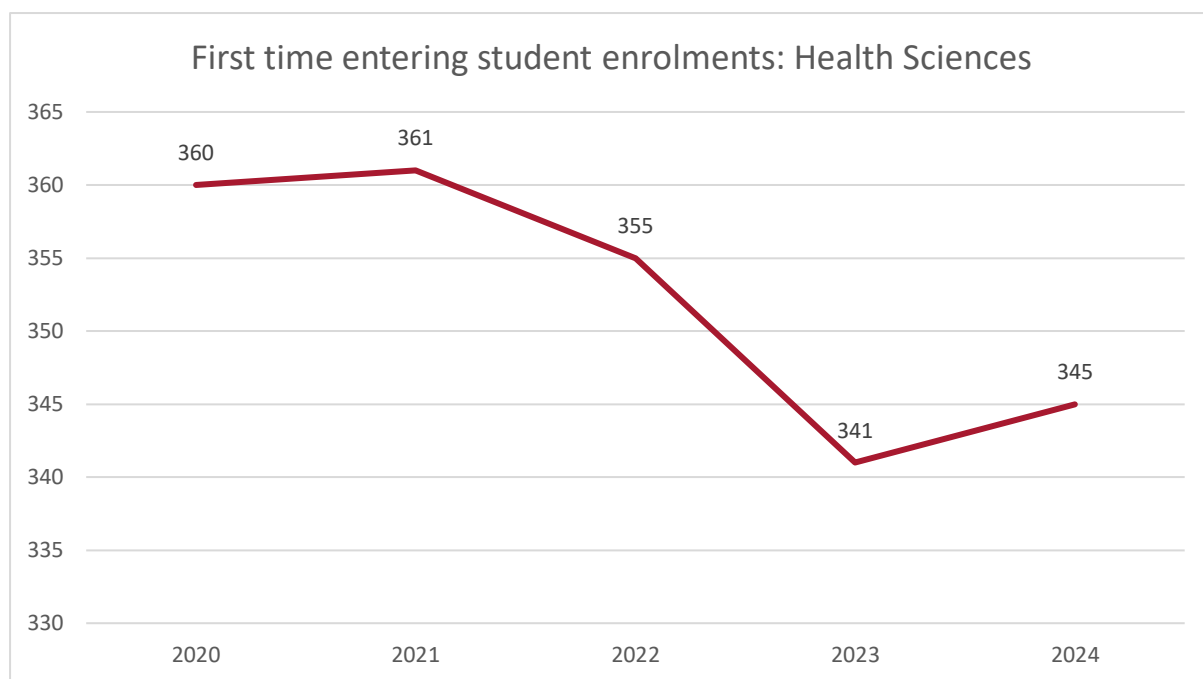


Figure 38: Health Sciences first-time entering student enrolments

Figure 38 shows that the total number of first-time entering student enrolments in the faculty of Health Sciences increased from 2020 to 2021, after which it decreased from 2021 to 2023. From 2023 to 2024 there has again been a slight increase.

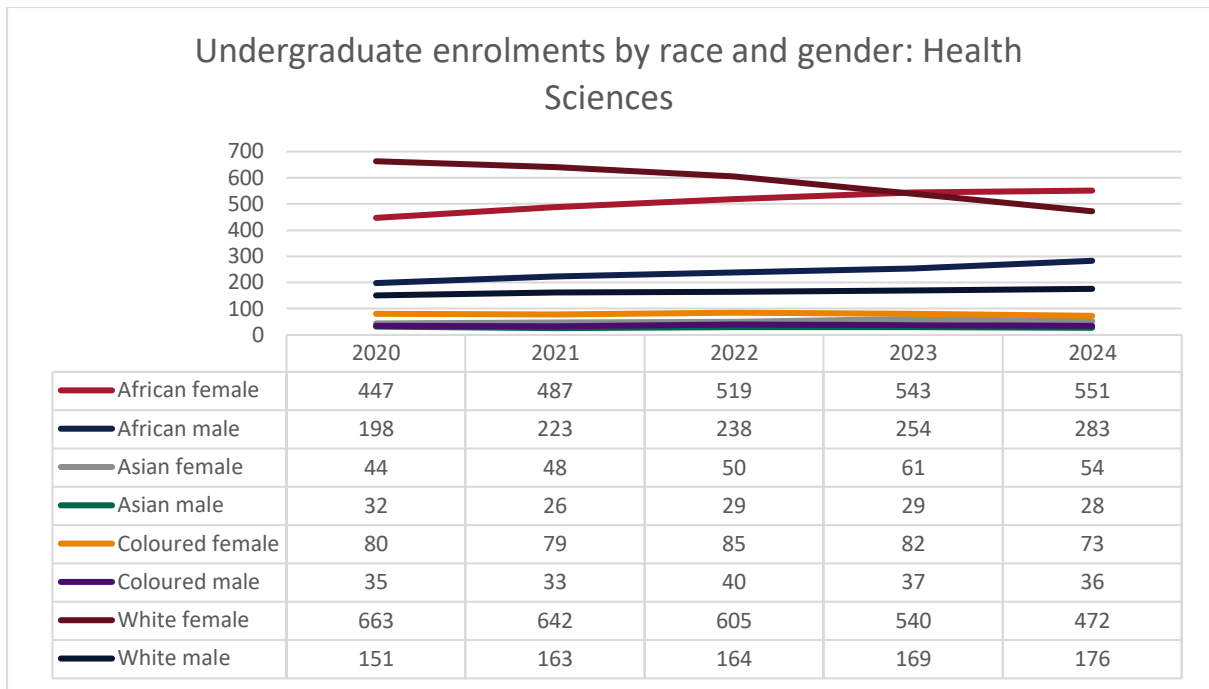


Figure 39: Health Sciences undergraduate enrolments by race and gender

Figure 39 shows the number of undergraduate enrolments in the faculty of Health Sciences over the last five years split by race and gender. For the first time in 2023, African female enrolments were the highest (slightly higher than white female enrolments which were the highest from 2020 to 2022). This gap increased with African female enrolments increasing further in 2024 and white female enrolments decreasing. African female and male, as well as white male enrolments increased from 2020 to 2024. From 2023 to 2024 African female and male enrolments increased while the number of enrolments decreased for other race and gender groups.

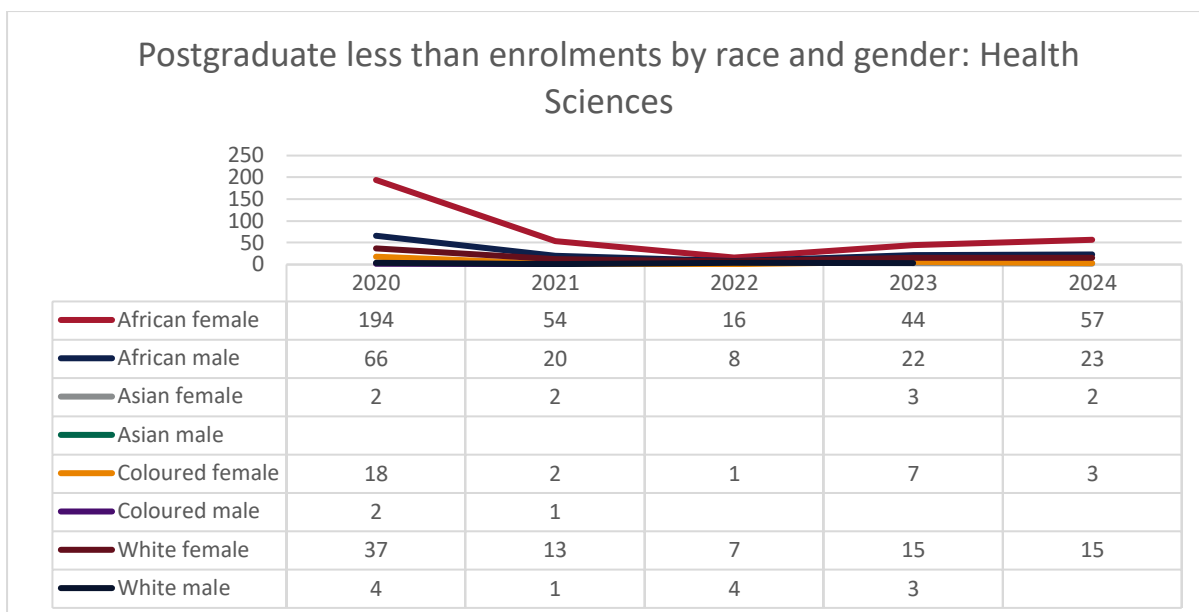


Figure 40: Health Sciences postgraduate less than masters enrolments by race and gender

Figure 40 shows postgraduate less than masters enrolments by race and gender in the faculty of Health Sciences between 2020 and 2024. Enrolments in all race and gender groups declined over the last five years, except for African female and male that increased in 2024.

3.3.3 Graduates

Table 22: Number of Health Sciences graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	512	387	365	462	386

Table 22 shows that the number Health Sciences graduates (excluding masters and doctoral graduates) fluctuated over the last five years after peaking in 2020. From 2023 to 2024 there has been a decrease in the number of graduates.

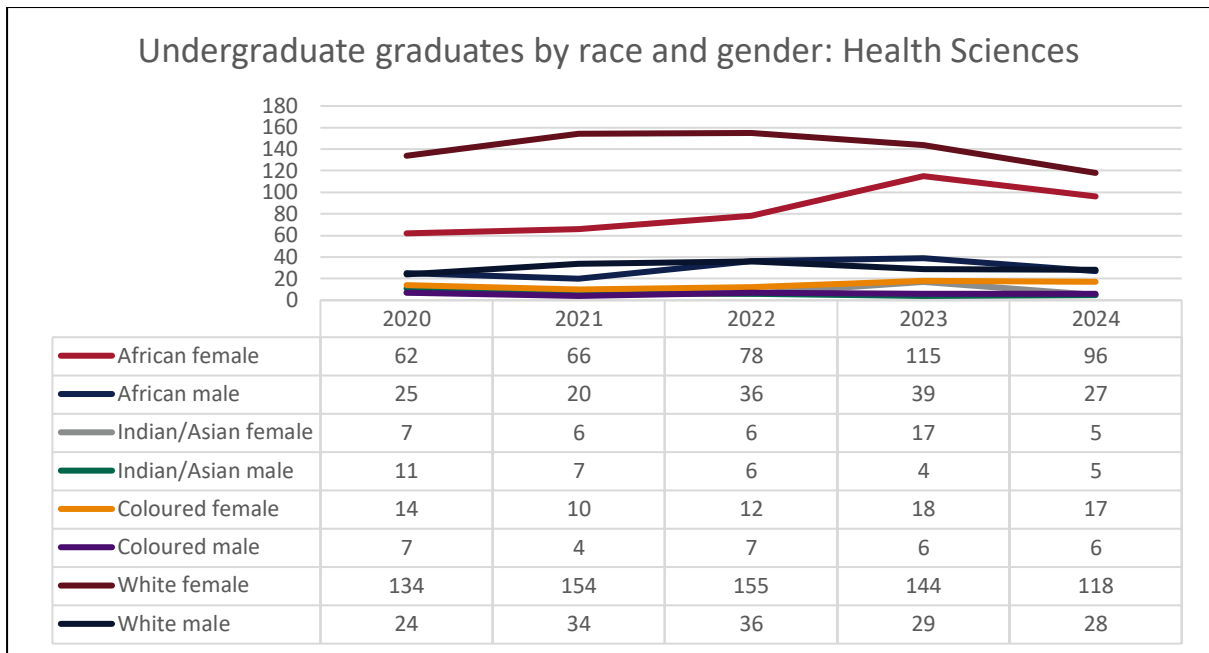


Figure 41: Health Sciences undergraduate graduates by race and gender

Figure 41 shows the number of undergraduate graduates in the faculty of Health Sciences over the last five years split by race and gender. The number of African (female and male) and white (female and male) graduates increased from 2020 to 2023 after which it declined from 2023 to 2024. The number of graduates of other race and gender groups fluctuated over the last five years.

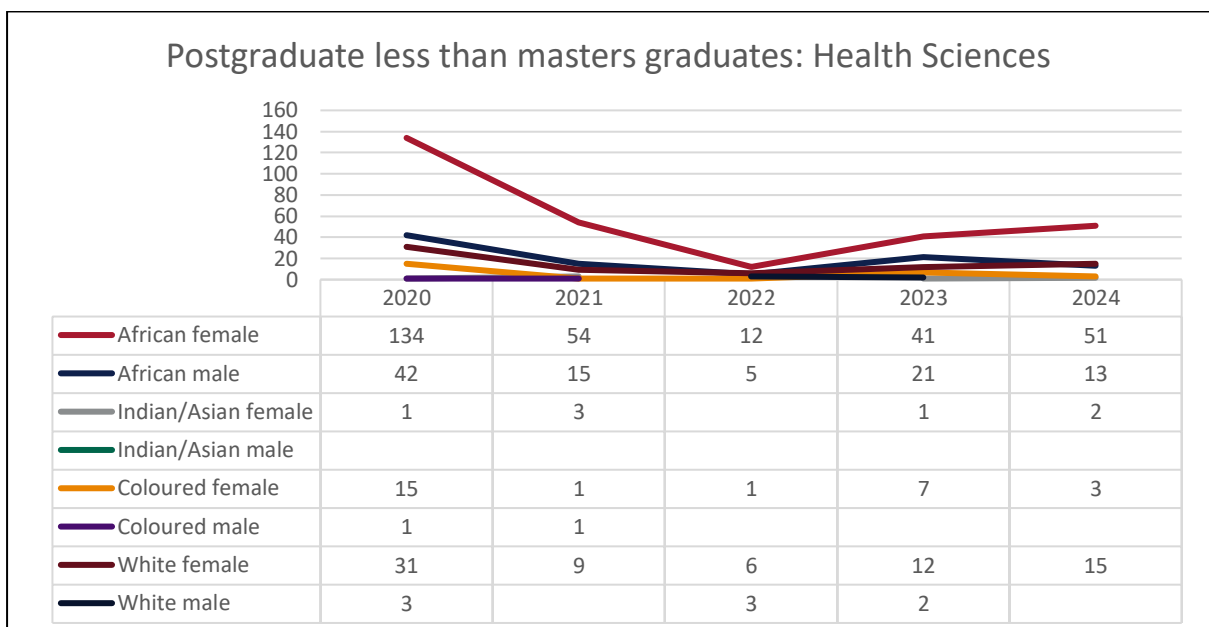


Figure 42: Health Sciences postgraduate less than masters graduates by race and gender

Figure 42 shows the number of postgraduate less than masters graduates in the faculty of Health Sciences over the last five years split by race and gender. The number of graduates

fluctuated over the last five years for most race and gender groups with a notable decrease in the number of African female graduates between 2020 and 2022 after which a gradual increase is observed again between 2022 and 2024.

3.3.4 Module pass rates

Table 23: Undergraduate module pass rates of academic departments within Health Sciences

	2022	2023	2024
Anatomical Pathology	80%	89%	92%
Basic Medical Sciences	73%	76%	75%
Biostatistics	47%	50%	51%
Community Health	99%	99%	99%
Exercise and Sport Sciences	90%	90%	91%
Family Medicine	99%	100%	99%
Haematology and Cell Biology	99%	97%	99%
Internal Medicine	70%	96%	47%
Medical Microbiology	93%	97%	98%
Medical Physics	80%	90%	82%
Nutrition and Dietetics	94%	97%	97%
Obstetrics and Gynaecology	97%	99%	100%
Occupational Therapy	95%	96%	96%
Office of the Dean: Health Sci	99%	98%	98%
Oncology	89%	100%	80%
Optometry	96%	94%	96%
Paediatrics and Child Health	97%	99%	99%
Pharmacology	88%	90%	91%
Physiotherapy	98%	99%	97%
Psychiatry	78%	75%	74%
School of Biomedical Sciences	46%	46%	50%
School of Nursing	95%	97%	94%
Support SHRS	97%	98%	100%
Surgery	69%	98%	65%

Table 23 shows undergraduate module pass rates for the last three years in the faculty of Health Sciences per academic department. The majority of departments (11) showed the highest pass rates in 2023, while 9 departments showed the highest success rate in 2024.

Table 24: Undergraduate module pass rates for Health Sciences by race and gender

	2022	2023	2024
African female	84%	87%	83%
African male	77%	81%	75%
Indian/Asian female	81%	83%	81%
Indian/Asian male	74%	79%	77%
Coloured female	79%	86%	89%
Coloured male	73%	77%	77%
White female	88%	90%	88%
White male	81%	83%	81%

Table 24 shows undergraduate module pass rates in the faculty of Health Sciences over the last three years split by race and gender. All race and gender groups, except Coloured females and males, obtained the highest module pass rates in 2023. Coloured females and males obtained the highest pass rates in 2024.

Table 25: Postgraduate less than masters module pass rates of academic departments within Health Sciences

	2022	2023	2024
Basic Medical Sciences	100%	100%	88%
Community Health	0%		
Haematology and Cell Biology		91%	100%
Medical Microbiology	100%	100%	100%
Medical Physics	87%	86%	84%
Nutrition and Dietetics	88%	100%	83%
Office of the Dean: Health Sci	64%	100%	100%
Pharmacology	100%	100%	100%
School of Biomedical Sciences	100%	100%	100%
School of Nursing		97%	97%

Table 25 shows postgraduate less than masters module pass rates in academic departments within the faculty of Health Sciences over the last three years. A total of 6 departments had a module pass rate of 100% in 2024, of which 3 departments had a 100% pass rate over the last three years.

Table 26: Postgraduate less than masters module pass rates of Health Sciences by race and gender

	2022	2023	2024
African female	85%	97%	97.80%
African male	86%	95%	86.13%
Indian/Asian female	100%	73%	100%

	2022	2023	2024
Indian/Asian male			
Coloured female	100%	100%	100%
Coloured male	0%	100%	
White female	100%	99%	100%
White male	90%	86%	

Table 26 shows module pass rates for postgraduate less than masters students over the last three years in the faculty of Health Sciences. Coloured females, white females, and Indian/Asian females had a 100% module pass rate in 2024.

3.4 Humanities

3.4.1 Key findings for the Humanities

- Undergraduate enrolments on the Qwaqwa campus increased from 2023 to 2024, while enrolments on the South and Bloemfontein campuses decreased over the last year. Postgraduate enrolments on the Qwaqwa and Bloemfontein campuses increased from 2023 to 2024.
- The number first-time entering extended programme students decreased on all campuses for all racial groups from 2022 to 2024. The number of African students enrolled in mainstream programmes increased on the Qwaqwa campus from 2023 to 2024, while first-time entering enrolments for all racial groups (except Indian/Asian students) decreased on the Bloemfontein campus. Overall, the number of first-time entering students enrolled in the faculty decreased from 2023 to 2024.
- The total number of graduates (excluding masters and doctoral) peaked in 2024 on the Bloemfontein campus. The number graduates also increased on the Qwaqwa campus from 2023 to 2024 but decreased on the South Campus.
- Of the 21 departments, 9 had the highest undergraduate pass rates in 2023 while 7 had the highest pass rate in 2024.
- Three departments had a 100% postgraduate less than masters module pass rate in 2023, as well as 2024 (Criminology, Drama and Theatre, and Sociology). Five departments (excluding the aforementioned) obtained the highest module pass rates in 2024.

3.4.2 Enrolments

Table 27: Count of full-time enrolments of the faculty of the Humanities by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	5467	5530	5745	5681	5380
	Postgraduate less than Masters	213	268	250	239	274
	Masters	260	291	283	325	363
	Doctoral	167	174	160	160	179
QWA	Undergraduate	2390	2075	1934	1648	1776

		2020	2021	2022	2023	2024
	Postgraduate less than Masters	9	12	18	33	139
	Masters	13	14	14	25	29
	Doctoral	11	16	13	16	19
SOUTH	Undergraduate	662	776	777	618	457

Table 27 shows the number of enrolments in the faculty of the Humanities for the last five years. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. Undergraduate enrolments increased on the Bloemfontein and South campuses from 2020 to 2022 and then decreased from 2022 to 2024. On the Qwaqwa campus undergraduate enrolments have been steadily declining from 2020 to 2023 but increased in 2024, while postgraduate less than masters, masters, and doctoral enrolments increased over the last five years. In 2024, the highest number of postgraduate students in five years enrolled on the Bloemfontein campus.

Table 28: First-time entering undergraduate enrolments for the Humanities

Campus & Pathway	Race	2020	2021	2022	2023	2024
BFN Campus Extended	African	460	527	270	181	75
	Asian	3	1			1
	Coloured	38	20	22	21	10
	White	17	14	15	13	8
BFN Campus Mainstream	African	554	648	768	819	560
	Asian	3		1	1	1
	Coloured	37	41	46	55	42
	White	77	77	46	38	35
QQ Campus Extended	African	113	182	364	185	41
	Asian		1	1		
	Coloured	2	1	1		
QQ Campus Mainstream	African	149	115	197	218	386
	Asian			1	1	
	Coloured	1	2	1		1
	White		2			
South Campus Extended	African		6			
South Campus Mainstream	African		2			
	Coloured		1			
	White		1			

Total Extended		633	752	673	400	135
Total Mainstream		821	889	1060	1132	1024

Table 28 shows first-time entering undergraduate enrolments in the faculty of the Humanities over the last five years. The number of extended programme students decreased on all campuses for all racial groups from 2022 to 2024. The number of African students enrolled in mainstream programmes increased on the Qwaqwa campus and decreased on Bloemfontein campus from 2023 to 2024.

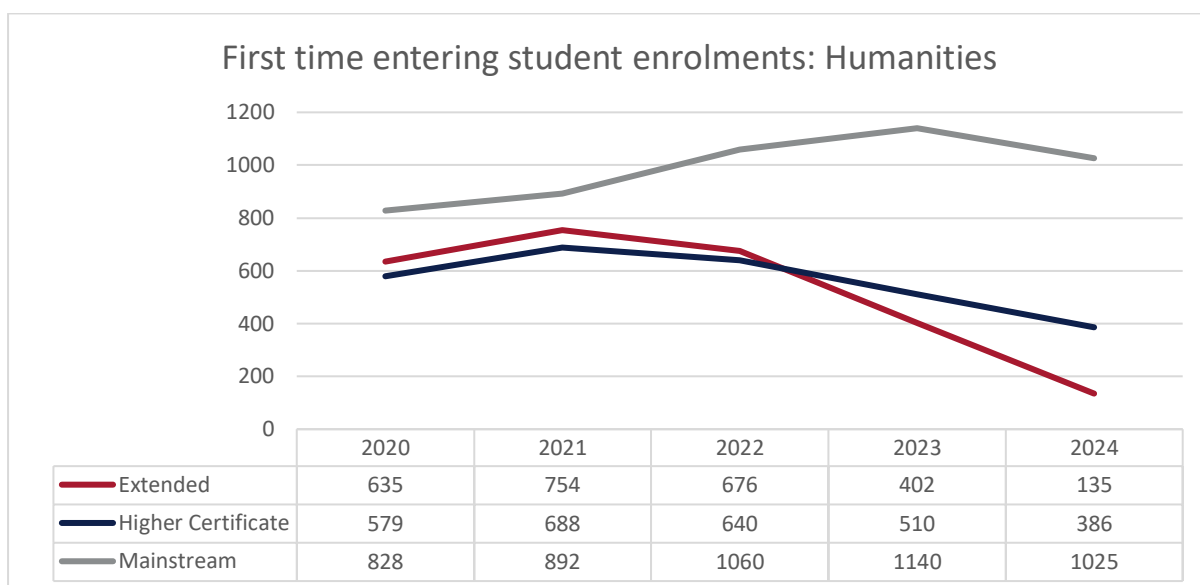


Figure 43: Humanities first-time entering student enrolments

Figure 43 shows the number of first-time entering student enrolments in the faculty of the Humanities per pathway over the last five years. Mainstream enrolments steadily increased until 2023 and then decreased in 2024, while enrolments in extended programmes declined between 2021 and 2024. Higher certificate enrolments also declined between 2021 and 2024.

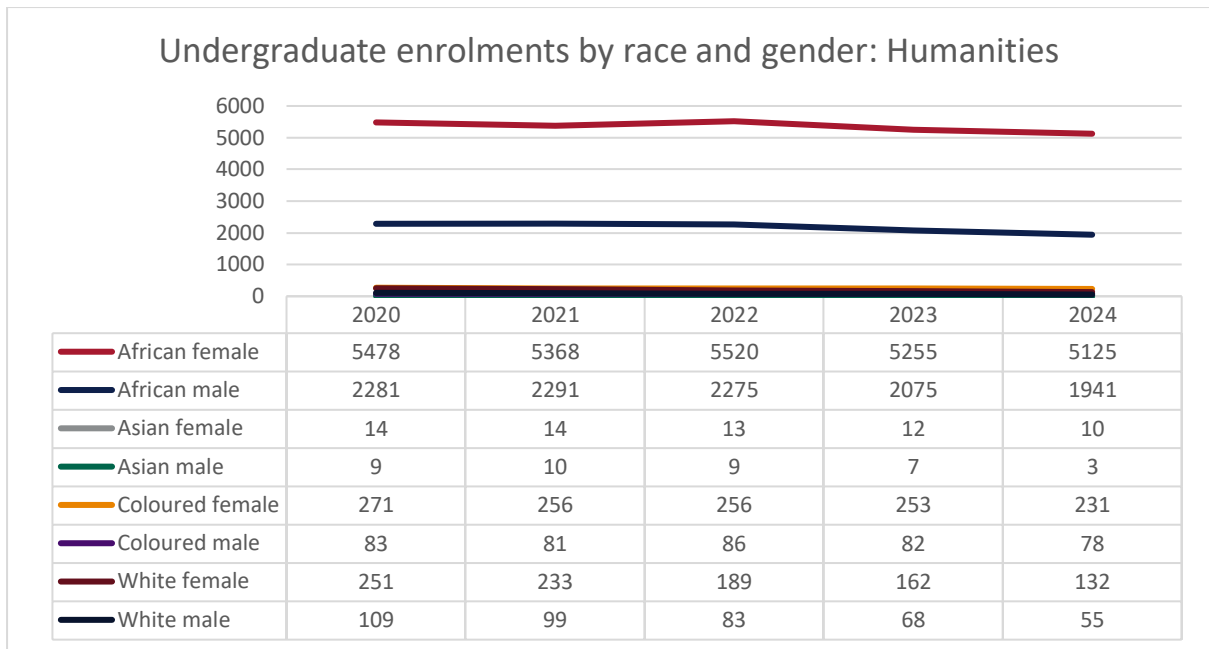


Figure 44: Humanities undergraduate enrolments by race and gender

Figure 44 shows the number of undergraduate enrolments in the faculty of the Humanities between 2020 and 2024 split by race and gender. For the last five years African female enrolments were significantly higher than all other groups, in 2024 this number was even more than double the number of the second largest group (African males). The number of white female and male students declined every year from 2020 to 2024.

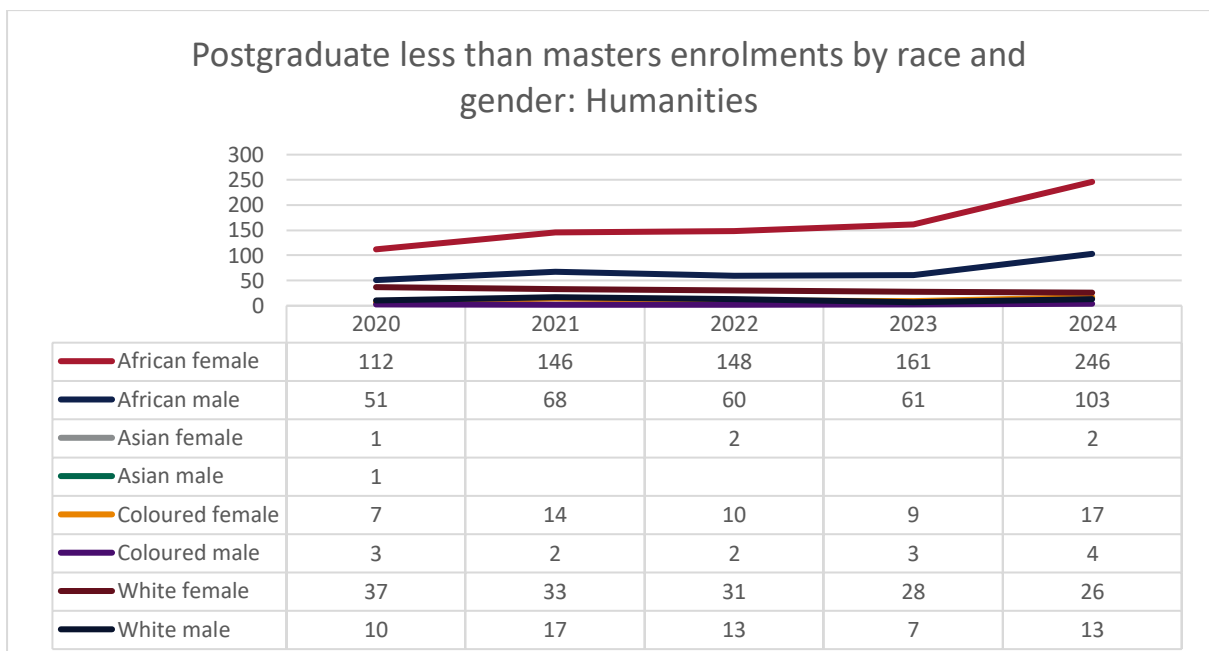


Figure 45: Humanities postgraduate less than masters enrolments by race and gender

Figure 45 shows the number of postgraduate less than masters enrolments in the faculty of the Humanities between 2020 and 2024 split by race and gender. African females consistently

showed an increase in enrolments every year from 2020 to 2024, while white females consistently showed a decrease.

3.4.3 Graduates

Table 29: Number of Humanities graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	1348	1296	1231	1166	1493
QQ	534	590	514	238	259
SOUTH	448	484	544	450	312
TOTAL	2330	2370	2289	1854	2064

Table 29 shows the number of graduates (excluding masters and doctoral) in the faculty of the Humanities over the last five years. The total number of graduates decreased from 2022 to 2023 but increased again from 2023 to 2024. On the Bloemfontein campus, the highest number of graduates over the last five years was produced in 2024. The number of graduates increased from 2023 to 2024 on the Qwaqwa campus but decreased from 2023 to 2024 on the South Campus.

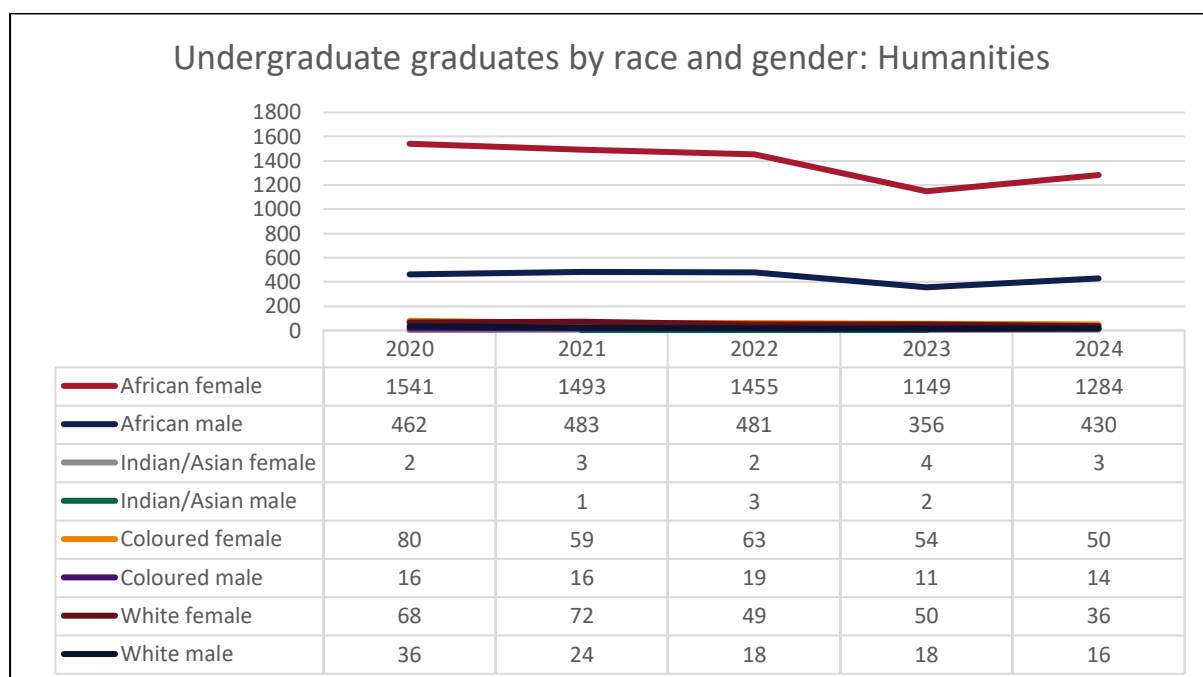


Figure 46: Humanities undergraduate graduates by race and gender

Figure 46 shows the number of undergraduate graduates in the faculty of the Humanities over the last five year split by race and gender. The number of African graduates (females and males) and Coloured males increased from 2023 to 2024. The number of graduates for all other groups decreased from 2023 to 2024.

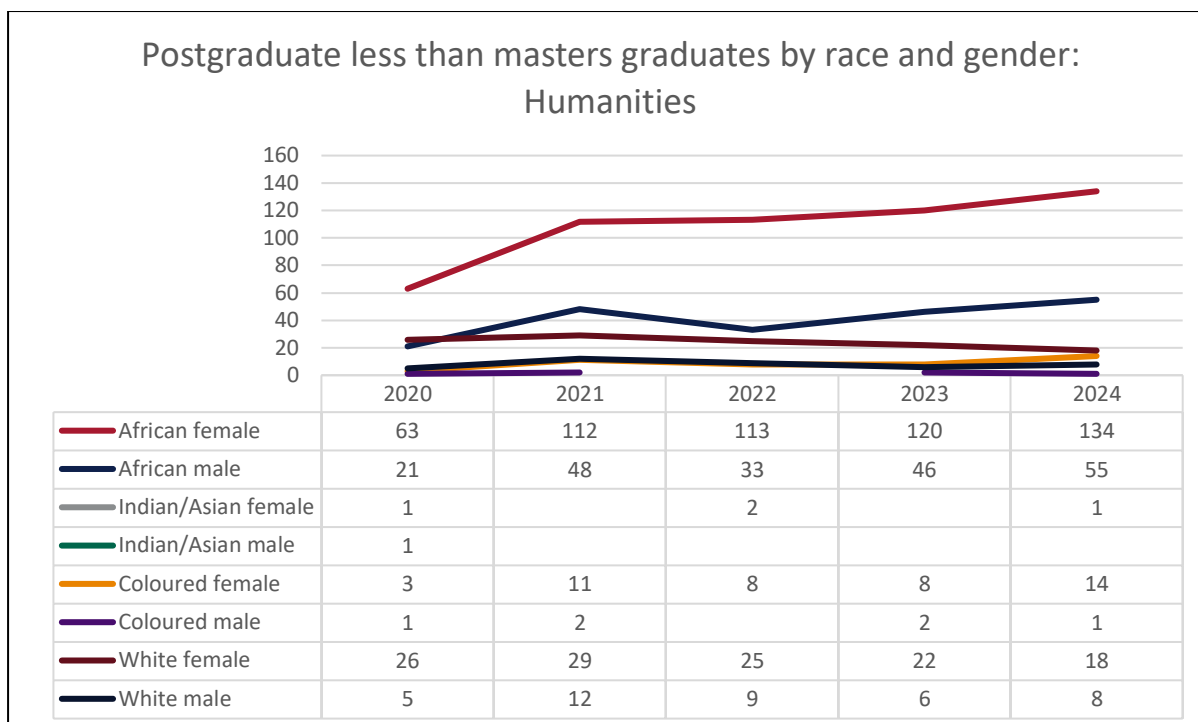


Figure 47: Humanities postgraduate less than masters graduates by race and gender

Figure 47 shows the number of postgraduate graduates in the faculty of the Humanities over the last five years split by race and gender. The number of postgraduate less than masters graduates increased for all race and gender groups from 2023 to 2024, except for Coloured males and white females. There has not been any Indian/Asian male postgraduate less than masters graduates since 2020.

3.4.4 Module pass rates

Table 30: Undergraduate module pass rates of academic departments within the Humanities

	2022	2023	2024
African Languages	93%	96%	93%
Afrikaans Dutch German French	67%	76%	76%
Anthropology	80%	76%	80%
Centre for Africa Studies	90%	91%	92%
Communication Science	89%	91%	84%
Criminology	82%	85%	92%
Drama and Theatre	95%	88%	98%
English	76%	84%	78%
Fine Arts	93%	96%	97%
Governance and Political Transformation	89%	96%	93%
Hebrew	81%	92%	89%
History	84%	73%	69%
History of Art and Image Studies	62%	71%	77%

	2022	2023	2024
Linguistics and Language Practice	84%	90%	89%
Odeion School of Music	74%	89%	80%
Office of the Dean: Humanities			93%
Philosophy and Classics	84%	76%	81%
Political Studies and Governance	73%	79%	72%
Psychology	90%	77%	76%
Social Work	90%	89%	89%
Sociology	82%	86%	82%
South African Sign Language	90%	86%	82%

Table 30 shows undergraduate module pass rates over the last three years in the faculty of the Humanities per academic department. Of the 21 departments, 9 had the highest pass rates in 2023 while 7 had the highest pass rate in 2024. Six departments had the lowest pass rates in 2024 (African Languages, Communication Science, History, Political Studies and Governance, Psychology and South African Sign Language). The department of Drama and Theatre showed the biggest increase in module pass rates from 2023 to 2024 (10%).

Table 31: Undergraduate module pass rates for the Humanities by race and gender

	2022	2023	2024
African female	87%	85%	84%
African male	78%	80%	77%
Indian/Asian female	83%	82%	88%
Indian/Asian male	79%	68%	85%
Coloured female	84%	84%	83%
Coloured male	79%	73%	78%
White female	91%	89%	89%
White male	84%	79%	81%

Table 31 shows undergraduate module pass rates for the faculty of the Humanities over the last three years by race and gender. African students (female and male), as well as Coloured females and white females obtained the lowest module pass rates in three years in 2024. Indian/Asian students (females and males) obtained the highest module pass rates in three years in 2024.

Table 32: Postgraduate less than masters module pass rates of academic departments within the Humanities

	2022	2023	2024
African Languages	90%	93%	91%
Afrikaans Dutch German French	82%	64%	50%
Anthropology	92%	96%	75%

	2022	2023	2024
Centre for Africa Studies	50%	67%	74%
Communication Science	99%	96%	83%
Criminology	92%	100%	100%
Drama and Theatre	94%	100%	100%
English	94%	83%	91%
Governance and Political Transformation	93%	93%	96%
Hebrew	75%	100%	76%
History	44%	43%	89%
History of Art and Image Studies	100%	94%	80%
Linguistics and Language Pract	79%	66%	92%
Odeion School of Music	100%	100%	89%
Philosophy and Classics	56%	75%	81%
Political Studies and Governance	82%	93%	77%
Psychology	96%	89%	89%
Sociology	56%	100%	100%
South African Sign Language	81%	80%	79%

Table 32 shows postgraduate less than masters module pass rates for the last three years in the faculty of the Humanities by academic department. Three departments had a 100% module pass rates in 2023, as well as 2024 (Criminology, Drama and Theatre, and Sociology). Five departments (excluding the aforementioned) obtained the highest module pass rates in 2024. Six departments obtained the lowest module pass rate in three years in 2024.

Table 33: Postgraduate less than masters module pass rates of the Humanities by race and gender

	2022	2023	2024
African female	91%	89%	85%
African male	82%	88%	88%
Indian/Asian female	93%		62%
Coloured female	93%	98%	91%
Coloured male	78%	93%	58%
White female	99%	90%	89%
White male	78%	94%	81%

Table 33 shows postgraduate less than masters module pass rates for the last three years in the faculty of the Humanities by race and gender. All race and gender groups show a decrease in module pass rates from 2023 to 2024, except African males.

3.5 Law

3.5.1 Key findings for Law

- Undergraduate enrolments increased between 2020 and 2021, but then decreased from 2022 to 2024. Postgraduate enrolments fluctuated from 2020 to 2024 but all postgraduate enrolments increased from 2023 to 2024.
- For first-time entering students, the number of extended programme enrolments declined over the last five years, while the number mainstream enrolments increased over the last five years.
- The number of African female and male undergraduate graduates increased from 2020 to 2023 but decreased from 2023 to 2024. All other groups have steadily declined over the last 5 years.
- Three departments show the lowest undergraduate pass rates in three years in 2024 (Mercantile Law, Private Law and Public Law).
- Both departments offering postgraduate less than masters qualifications obtained the highest postgraduate less than masters module pass rates in three years in 2024.

3.5.2 Enrolments

Table 34: Count of full-time enrolments of the Faculty of Law by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	2939	2905	3009	2939	2784
	Postgraduate less than Masters	914	713	765	751	811
	Masters	143	190	171	167	198
	Doctoral	34	49	61	55	71
SOUTH	Undergraduate	76	1	1		

Table 34 shows the number of full-time enrolments in the faculty of Law by campus and degree level over the last five years. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. On the Bloemfontein campus, undergraduate enrolments increased between 2020 and 2021, but then decreased from 2022 to 2024. Postgraduate less than masters, masters and doctoral enrolments fluctuated from

2020 to 2024 but increased from 2023 to 2024. On the South campus, the number of undergraduate enrolments decreased with the phasing out of Varsity College enrolments.

Table 35: First-time entering undergraduate enrolment for the Law faculty

Campus & Pathway	Race	2020	2021	2022	2023	2024
BFN Campus Extended	African	389	169	246	137	191
	Indian/Asian	1	1	1	1	
	Coloured	21	15	8	9	6
	White	16	6	6	1	3
BFN Campus Mainstream	African	204	216	336	340	263
	Indian/Asian	1	1	3	1	
	Coloured	10	15	22	19	12
	White	14	11	11	16	14
South Campus Extended	African		1			
South Campus Mainstream	African		1			
Total Extended		427	192	261	148	200
Total Mainstream		229	244	372	376	289

Table 35 shows the number of first-time entering undergraduate enrolments in the faculty of Law between 2020 and 2024. The number of extended programme enrolments fluctuated for all race and gender groups over the last five years. From 2023 to 2024, African enrolments in the extended programme increased while other race and gender groups decreased. From 2020 to 2023 the number of mainstream enrolments increased but decreased for all race and gender groups from 2023 to 2024.

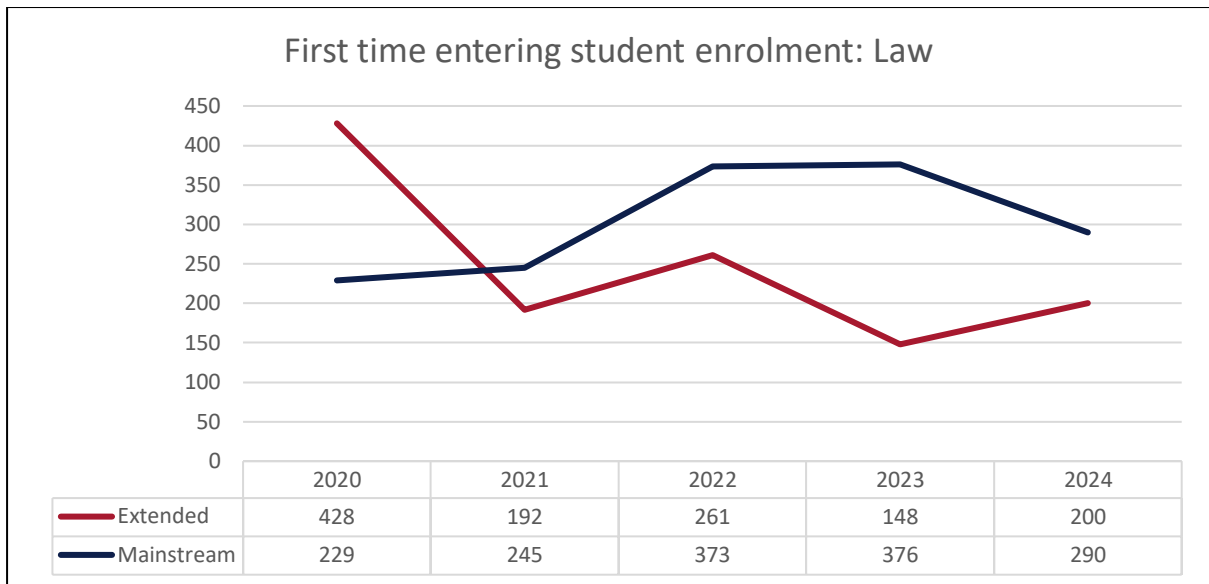


Figure 48: Law first-time entering enrolments

Figure 48 shows the total number of first-time entering enrolments in the faculty of Law for the mainstream and extended programmes. The number of extended programme enrolments declined between 2020 and 2024, while the number of mainstream enrolments increased for the same period.

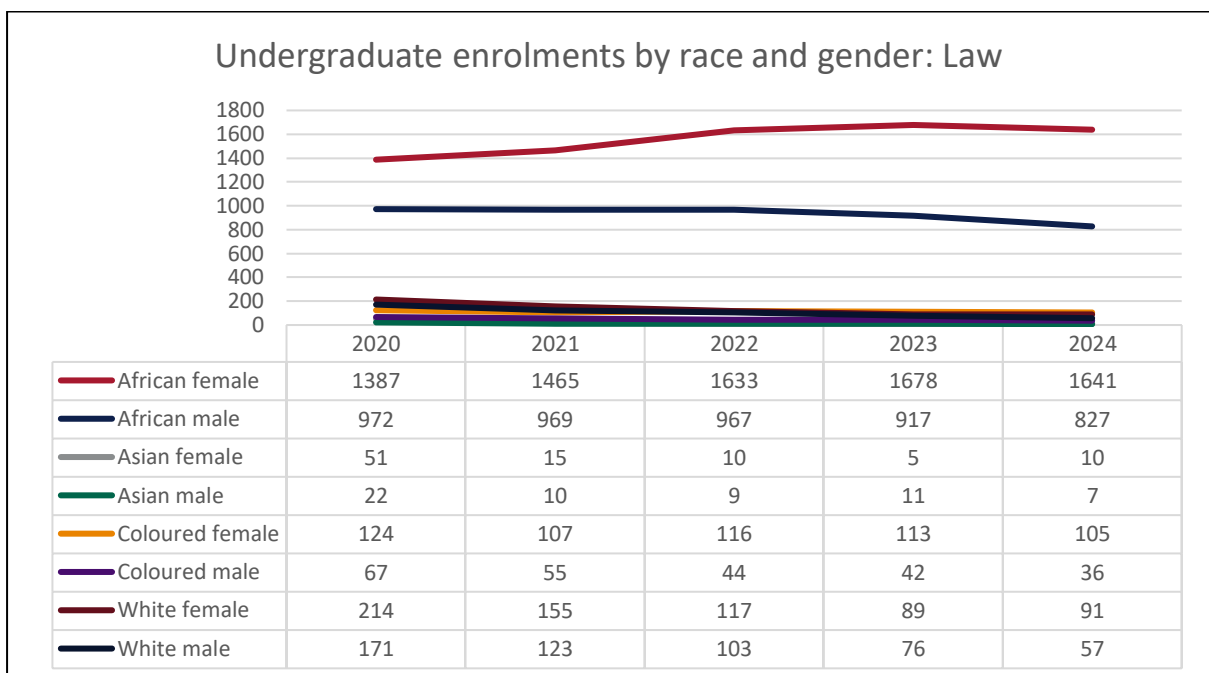


Figure 49: Law undergraduate enrolments by race and gender

Figure 49 shows the number of undergraduate enrolments in the faculty of Law between 2020 and 2024 split by race and gender. Undergraduate enrolments increased for African students (females and males) until 2023 and declined in 2024. All other race and gender groups enrolments fluctuated over the last five years.

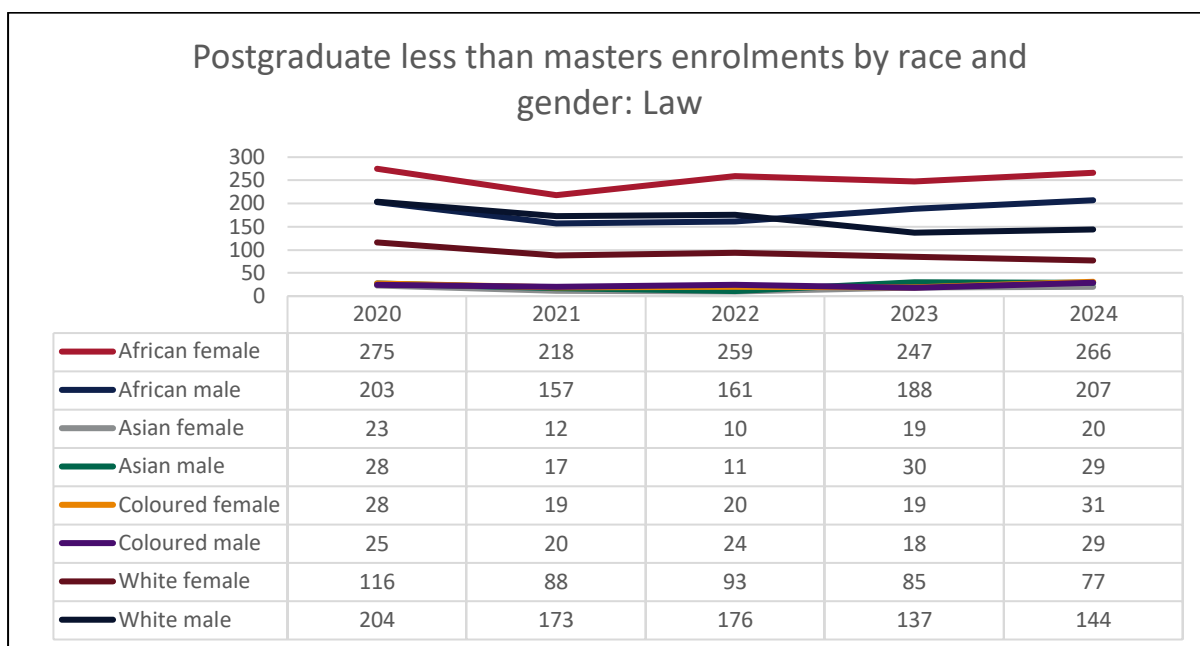


Figure 50: Law postgraduate less than masters enrolments by race and gender

Figure 50 shows the number of postgraduate less than masters enrolments in the faculty of Law between 2020 and 2024 split by race and gender. Enrolments fluctuated for all racial groups over the past five years.

3.5.3 Graduates

Table 36: Number of Law graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	926	811	857	853	812
SOUTH	82	3			
TOTAL	1008	814	857	853	812

Table 36 shows the number of graduates in the faculty of Law (excluding masters and doctoral) for the last five years. The number of graduates on the Bloemfontein campus steadily decreased from 2022 to 2024.

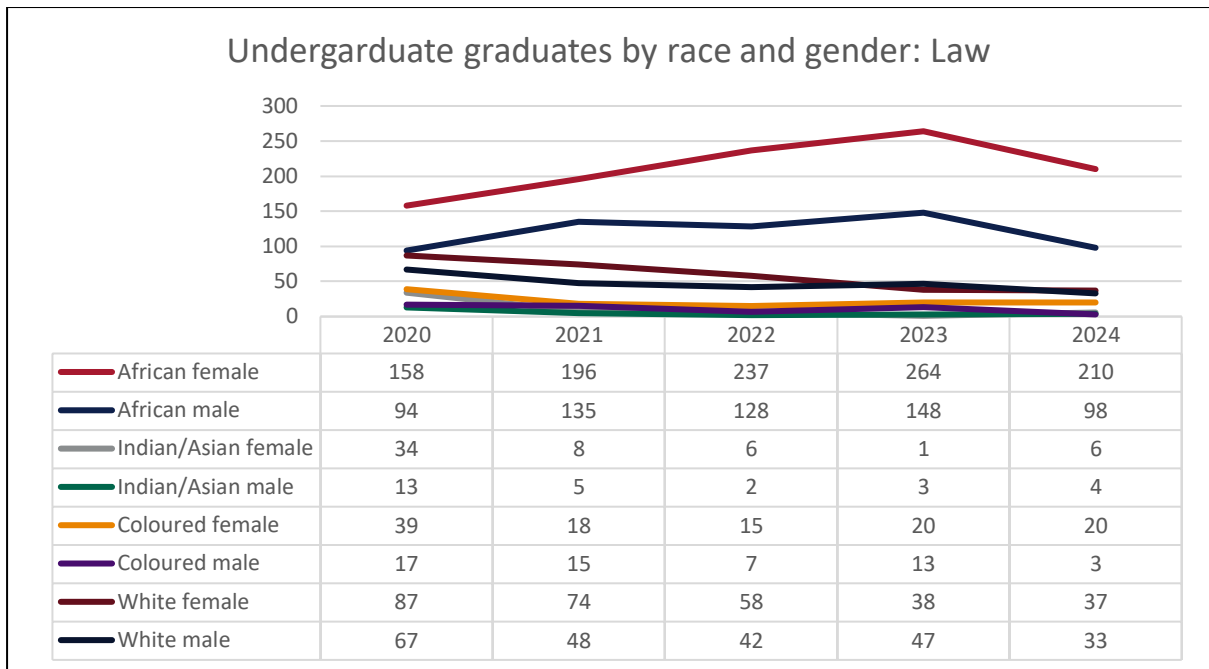


Figure 51: Law undergraduate graduates by race and gender

Figure 51 shows the number of undergraduate graduates in the faculty of Law for the last five years split by race and gender. The number of African female and male graduates increased from 2020 to 2023 but decreased from 2023 to 2024. All other groups have steadily declined over the last 5 years.

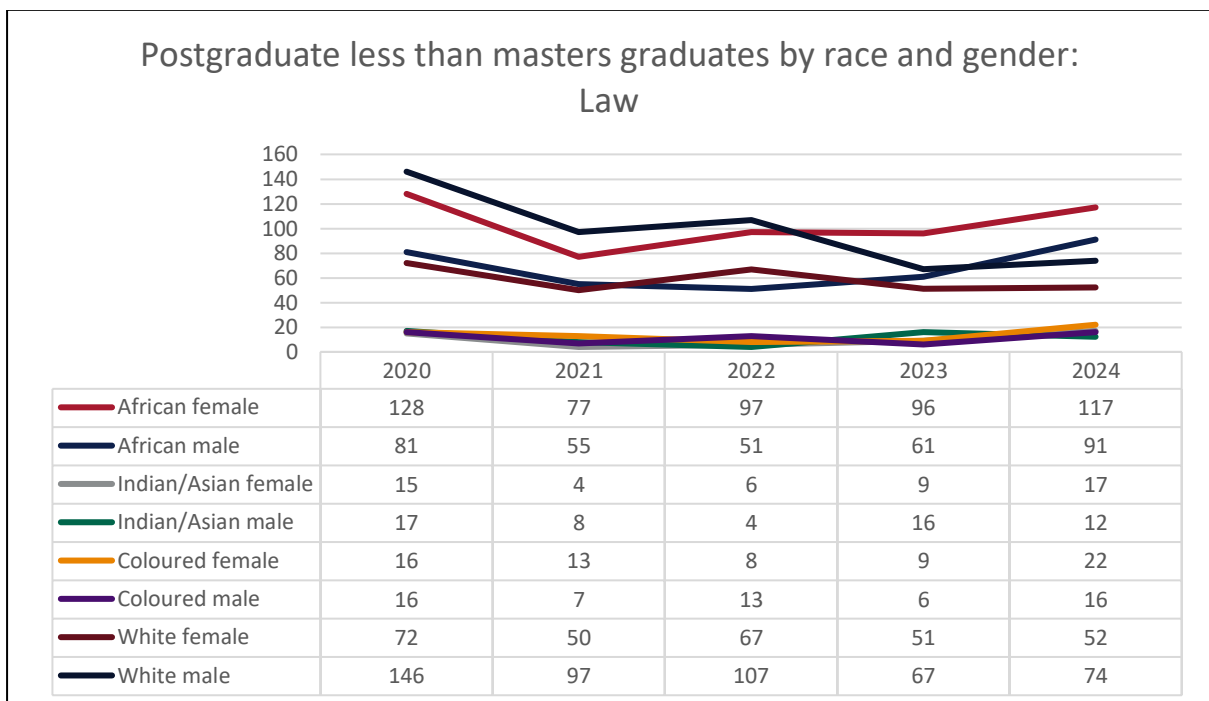


Figure 52: Law postgraduate less than masters graduates by race and gender

Figure 52 shows the number of postgraduate less than masters graduates in the faculty of Law over the last five years split by race and gender. All groups show some fluctuation over

the last five years. When only comparing 2020 and 2024 data, the number of graduates increased for African males, Indian/Asian females, and Coloured females. The number of graduates remained at 16 for Coloured males. The number of graduates decreased for the remaining race and gender groups.

3.5.4 Module pass rates

Table 37: Undergraduate module pass rates of academic departments in the faculty of Law

	2022	2023	2024
Mercantile Law	88%	89%	84%
Office of the Dean: Law	88%	80%	83%
Private Law	83%	80%	76%
Public Law	85%	82%	75%

Table 37 shows the undergraduate module pass rates over the last three years in the faculty of Law per academic department. Three departments show the lowest pass rates in three years in 2024 (Mercantile Law, Private Law and Public Law). The module pass rate for modules allocated to the Office of the Dean show an increase of 3% from 2023 to 2024.

Table 38: Undergraduate module pass rates for Law by race and gender

	2022	2023	2024
African female	87%	85%	79%
African male	82%	80%	76%
Indian/Asian female	99%	80%	72%
Indian/Asian male	94%	90%	53%
Coloured female	84%	85%	82%
Coloured male	78%	85%	69%
White female	93%	86%	84%
White male	90%	88%	86%

Table 38 shows undergraduate module pass rates for the last three years in the faculty of Law split by race and gender. All race and gender groups, obtained the lowest module pass rates in three years in 2024.

Table 39: Postgraduate less than masters module pass rates of academic departments in the faculty of Law

	2022	2023	2024
Mercantile Law	82%	76%	88%
Office of the Dean: Law	61%	62%	68%

Table 39 shows the postgraduate less than masters module pass rates over the last three years in the faculty of Law per academic department. Both departments obtained the highest module pass rates in three years in 2024.

Table 40: Postgraduate less than masters module pass rates of Law by race and gender

	2022	2023	2024
African female	56%	59%	64%
African male	50%	50%	66%
Indian/Asian female	92%	79%	85%
Indian/Asian male	62%	69%	74%
Coloured female	69%	63%	90%
Coloured male	61%	56%	72%
White female	88%	83%	89%
White male	76%	77%	79%

Table 40 shows postgraduate less than masters module pass rates for the last three years in the faculty of Law split by race and gender. All race and gender groups showed an increase in module pass rates from 2023 to 2024 with all groups (except Indian/Asian females) obtaining the highest pass rates in three years in 2024.

3.6 Natural and Agricultural Sciences

3.6.1 Key findings for Natural and Agricultural Sciences

- Undergraduate enrolments increased on all three campuses from 2023 to 2024, with the highest number of postgraduate enrolments in five years on the Bloemfontein and South campuses reached in 2024.
- On the Bloemfontein campus, postgraduate less than masters, as well as masters enrolments increased from 2023 to 2024 but doctoral enrolments decreased. On the Qwaqwa campus, masters enrolments remained at 48 for 2023 and 2024, but postgraduate less than masters and doctoral enrolments declined.
- Overall, the number of first-time entering students in mainstream programmes increased every year from 2021 to 2024. The number of first-time entering students in the extended programme increased fluctuated over the last five years but peaked in 2023 after which it remained stable in 2024.
- The highest number of graduates (excluding masters and doctoral graduates) on all campuses were produced in 2023. In 2024, the number of graduates on all campuses declined with the lowest number of graduates in the last five years on the Qwaqwa campus.
- Six departments achieved the lowest undergraduate module pass rates in three years in 2024. The department of Mathematical Statistics and Applied Mathematics obtained a module pass rate below 50% in 2024, the only department in the faculty (and university) that obtained a module pass rate below 50% for undergraduate students.
- Of the 21 departments offering postgraduate less than masters modules, 5 obtained the highest postgraduate less than masters module pass rates in three years 2024, while 9 achieved its lowest pass rate in three years in 2024.

3.6.2 Enrolments

Table 41: Count of full-time enrolments in the faculty of Natural and Agricultural Sciences by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	4029	3887	3712	3638	4100
	Postgraduate less than Masters	666	686	651	746	820

		2020	2021	2022	2023	2024
	Masters	836	847	726	795	812
	Doctoral	364	393	383	414	371
QWA	Undergraduate	680	645	580	544	584
	Postgraduate less than Masters	38	26	23	31	30
	Masters	48	49	44	48	48
	Doctoral	33	38	35	38	35
SOUTH	Undergraduate	445	427	442	569	572

Table 41 shows the number of enrolments in the Faculty of Natural and Agricultural Sciences by campus and degree level between 2020 and 2024. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. Undergraduate enrolments increased on all the campuses between 2023 and 2024. When comparing 2020 and 2024 data, postgraduate less than masters and doctoral enrolments increased on the Bloemfontein campus, while masters enrolments decreased. On the Qwaqwa campus, postgraduate less than masters decreased, doctoral enrolments increased, while masters enrolments remained the same.

Table 42: First-time entering undergraduate enrolment in the faculty of Natural and Agricultural Sciences

Campus & Pathway	Race	2020	2021	2022	2023	2024
BFN Campus Extended	African	3				1
	Coloured					
BFN Campus Mainstream	African	520	524	655	716	1002
	Asian	13	8	10	11	7
	Coloured	21	16	19	26	24
	White	168	159	125	112	103
QQ Campus Extended	African	138	141	143	149	163
	Asian	1	2			
	Coloured		1	1	1	
QQ Campus Mainstream	African	41	32	33	33	73
	Coloured					

Campus & Pathway	Race	2020	2021	2022	2023	2024
	White	1				
South Campus Extended	African	374	370	359	481	459
	Asian	3	3		3	5
	Coloured	11	8	9	12	11
	White	50	35	38	25	32
South Campus Mainstream	African					
	White					
Total Extended		580	560	550	671	671
Total Mainstream		764	739	842	898	1209

Table 41 shows the number of first-time entering undergraduate enrolments in the Faculty of Natural and Agricultural Sciences by campus and pathway for the last five years. From 2020 to 2024, the number of first-time entering mainstream enrolments fluctuated for the majority race and gender groups on the Bloemfontein campus, South campus, and the Qwaqwa campus. The number of extended programme enrolments also fluctuated on the South campus and Qwaqwa campus for all racial groups over the last five years.

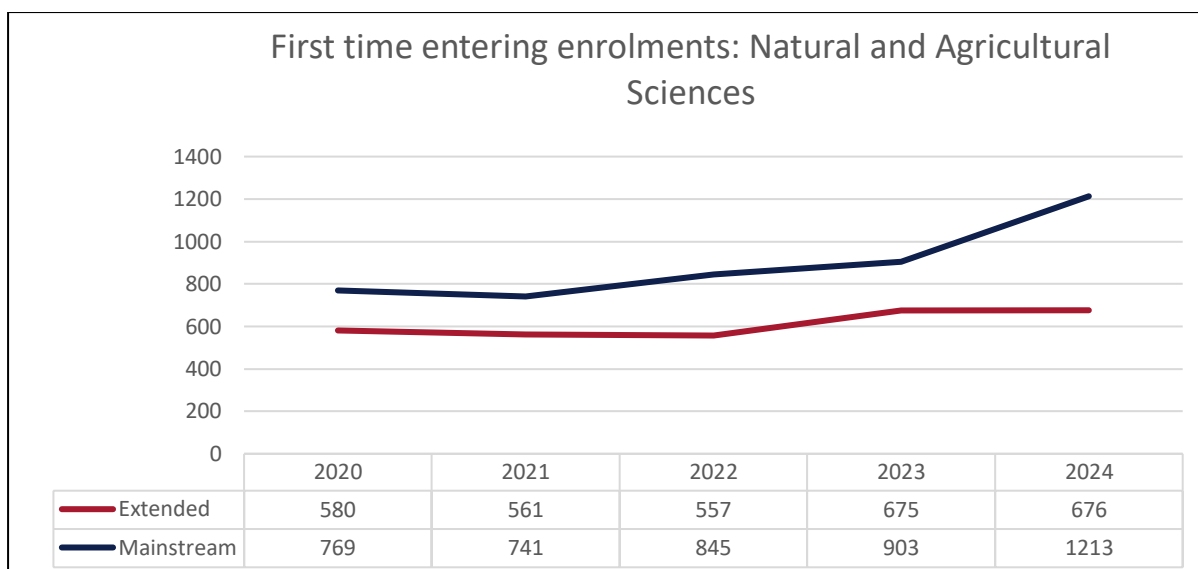


Figure 53: Natural and Agricultural Sciences first time entering enrolments

Figure 53 shows the total first time entering student enrolments in the Faculty of Natural and Agricultural Sciences from 2020 to 2024. The number of both mainstream and extended programme enrolments increased from 2020 to 2024.

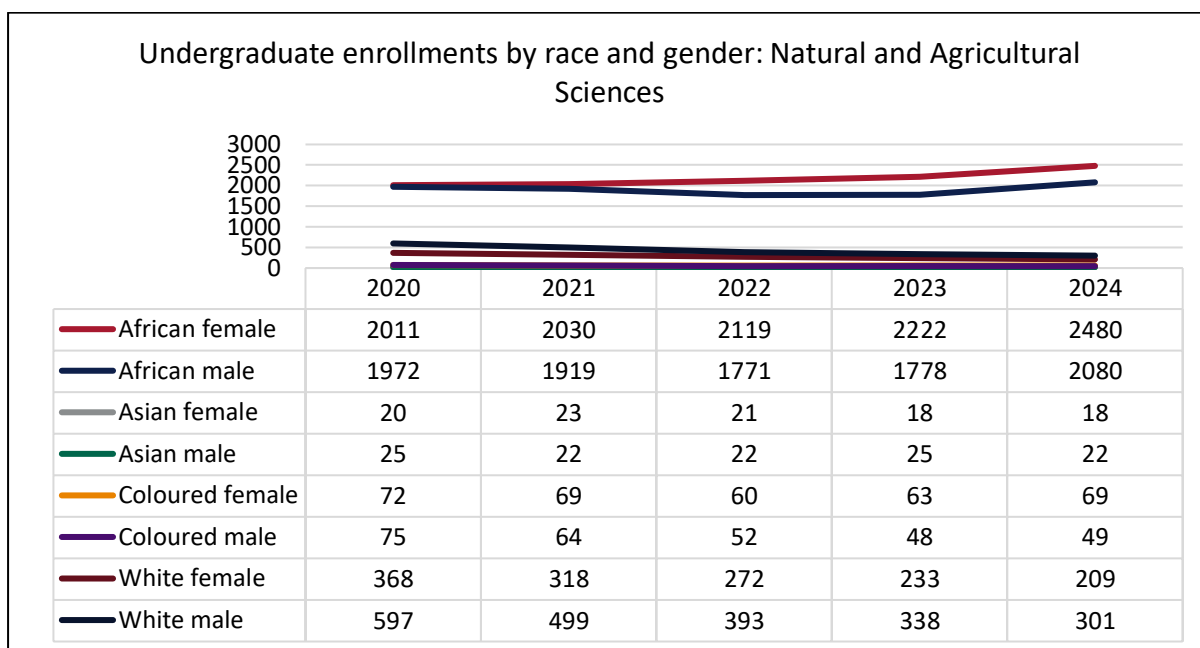


Figure 54: Natural and Agricultural Sciences undergraduate enrolments by race and gender

Figure 54 shows the number of undergraduate enrolments in the Faculty of Natural and Agricultural Sciences from 2020 to 2024 split by race and gender. African female enrolments increased between 2020 and 2024, while enrolments of other race and gender groups declined or fluctuated. Most notably, there was a steep decline in the number of white male and female enrolments during this time.

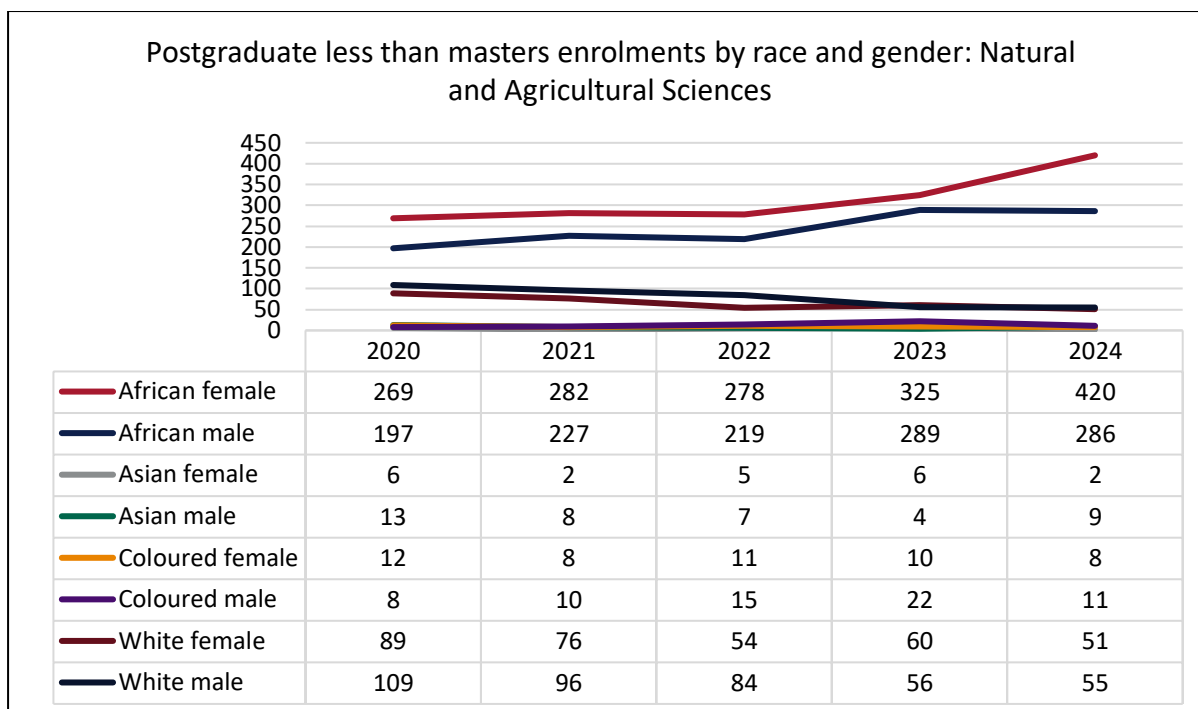


Figure 55: Natural and Agricultural Sciences postgraduate less than masters enrolments by race and gender

Figure 55 shows the number of postgraduate less than masters enrolments in the Faculty of Natural and Agricultural Sciences from 2020 to 2024 split by race and gender. When comparing 2020 to 2024 the number of enrolments increased in African female and male, Coloured male. When comparing 2020 to 2024 the number of enrolments decreased in Asian/Indian females and males, Coloured females and white females and males.

3.6.3 Graduates

Table 43: Number of Natural and Agricultural Sciences graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	1335	1206	1294	1375	1292
QWA	117	94	85	114	74
SOUTH			1	3	
TOTAL	1452	1300	1380	1492	1366

Table 43 shows the number of graduates (excluding masters and doctoral) on the Bloemfontein and Qwaqwa campuses over the last five years. The highest number of graduates on all campuses were produced in 2023. In 2024, the number of graduates on all campuses declined with the lowest number of graduates in the last five years on the Qwaqwa campus.

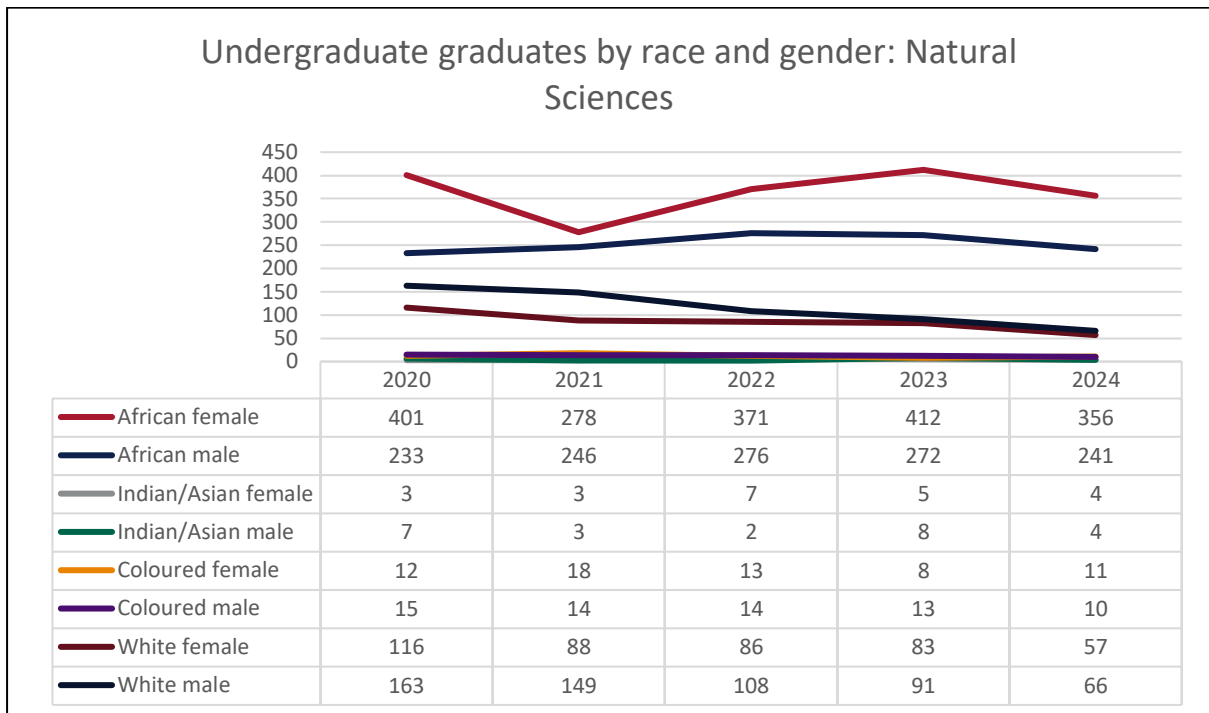


Figure 56: Natural and Agricultural undergraduate graduates by race and gender

Figure 56 shows the number of undergraduate graduates in the Faculty of Natural Agricultural Sciences over the last five years split by race and gender. The number of undergraduate graduates for all race and gender groups decreased from 2023 to 2024, except Coloured females that increased from 8 graduates in 2023 to 11 graduates in 2024.

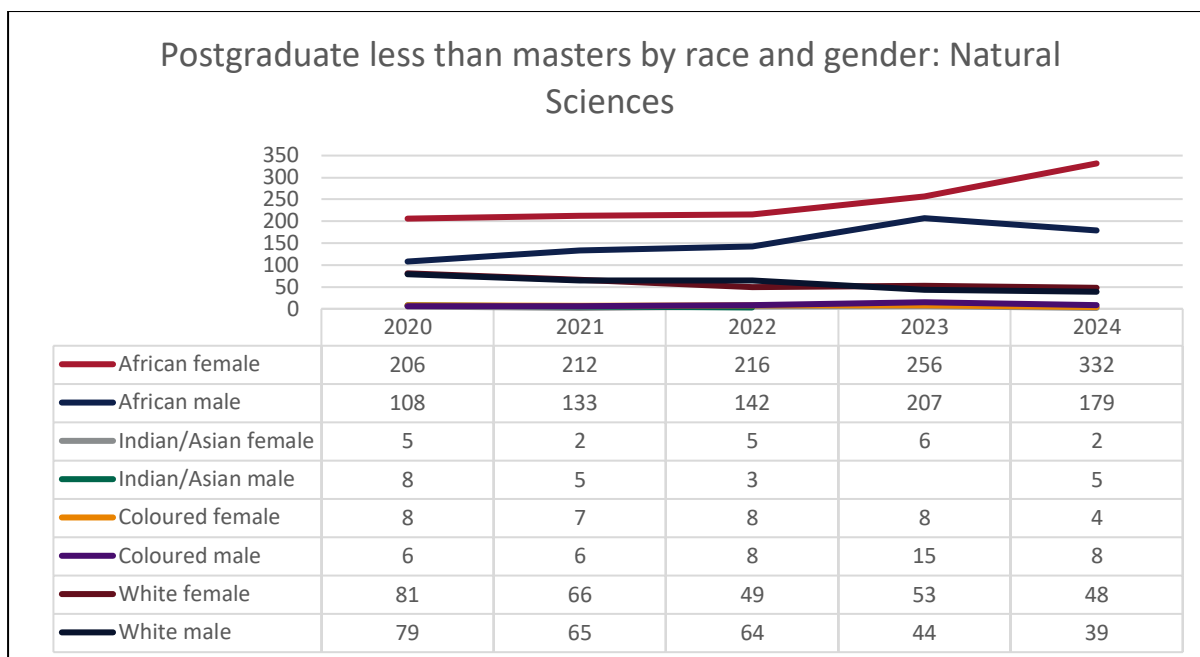


Figure 57: Natural and Agricultural postgraduate less than masters graduates by race and gender

Figure 57 shows the number of postgraduate less than masters graduates in the Faculty of Natural Agricultural Sciences over the last five years split by race and gender. The highest number of African female graduates in five years, graduated in 2024. The number of Indian/Asian female graduates increased from 0 to 5 between 2023 and 2024. All other race and gender groups show a decline in the number of postgraduate less than masters graduates from 2023 to 2024.

3.6.4 Module pass rates

Table 44: Undergraduate module pass rates of academic departments within Natural and Agricultural Sciences

	2022	2023	2024
Agricultural Economics	93%	93%	93%
Animal and Wildlife and Grassland	87%	90%	87%
Architecture	95%	96%	96%
Centre for Sustainable Agriculture	95%	96%	96%
Chemistry	83%	86%	85%
Computer Science and Informatics	72%	80%	80%
Genetics	89%	90%	87%
Geography	88%	94%	93%
Geology	86%	95%	90%
Mathematical Statistics a Actuarial Science	71%	78%	72%
Mathematics and Applied Mathematics	59%	52%	43%
Microbial Biochem Food Biotech	82%	86%	80%

	2022	2023	2024
Office of the Dean: Natural Sciences	81%	87%	83%
Physics	73%	80%	73%
Plant Sciences	86%	86%	86%
Quantity Surveying and Construction	86%	78%	83%
SoilCrop and Climate Sciences	90%	86%	86%
Zoology and Entomology	73%	72%	63%

Table 44 shows the undergraduate module pass rates over the last three years in the faculty of Natural and Agricultural Sciences per academic department. In the majority of departments, the highest module pass rates were achieved in 2023. Three departments obtained the highest module pass rates in three years in 2024 (Architecture, Computer Science and Informatics, and Plant Sciences). Six departments achieved the lowest module pass rates in three years in 2024. The department of Mathematical Statistics and Applied Mathematics obtained a module pass rate below 50% in 2024, the only department in the faculty (and university) that obtained a module pass rate below 50% for undergraduate students.

Table 45: Undergraduate module pass rates for Natural and Agricultural Sciences by race and gender

	2022	2023	2024
African female	81%	84%	81%
African male	74%	78%	76%
Indian/Asian female	88%	89%	88%
Indian/Asian male	81%	86%	81%
Coloured female	85%	86%	83%
Coloured male	78%	82%	81%
White female	93%	93%	91%
White male	89%	89%	89%

Table 45 shows the undergraduate module pass rates in the faculty of Natural and Agricultural Sciences over the last three years by race and gender. All race and gender groups (except African males and Coloured males) show the lowest module pass rates in three years in 2024. All race and gender groups show a decline in module pass rates from 2023 to 2024.

Table 46: Postgraduate less than masters module pass rates of academic departments within Natural and Agricultural Sciences

	2022	2023	2024
Agricultural Economics	86%	81%	95%
Animal and Wildlife and Grassland	100%	95%	93%
Architecture	100%	94%	100%
Centre for Environmental Management	92%	86%	88%

	2022	2023	2024
Centre for Sustainable Agriculture	98%	96%	97%
Chemistry	83%	86%	84%
Computer Science and Informatics	87%	85%	89%
DiMTEC	86%	89%	85%
Genetics	94%	98%	95%
Geography	98%	98%	91%
Geology	97%	86%	97%
Institute for Groundwater Studies	88%	77%	86%
Mathematical Statistics a Acturial Science	96%	93%	93%
Mathematics and Applied Mathematics	59%	62%	59%
Microbial Biochem Food Biotech	98%	97%	95%
Physics	89%	100%	84%
Plant Sciences	92%	93%	90%
Quantity Surveying and Construction	83%	87%	77%
Soil Crop and Climate Sciences	100%	100%	86%
Urban and Regional Planning	84%	80%	87%
Zoology and Entomology	85%	91%	90%

Table 46 shows the postgraduate less than masters module pass rates over the last three years in the faculty of Natural and Agricultural Sciences per academic department. Of the 21 departments, 5 obtained the highest module pass rates in three years 2024, while 9 achieved its lowest pass rate in three years in 2024.

Table 47: Postgraduate less than masters module pass rates for Natural and Agricultural Sciences by race and gender

	2022	2023	2024
African female	92%	93%	92%
African male	86%	86%	85%
Indian/Asian female	100%	97%	100%
Indian/Asian male	71%	69%	93%
Coloured female	96%	98%	80%
Coloured male	74%	80%	85%
White female	99%	96%	98%
White male	94%	91%	92%

Table 47 shows the postgraduate less than masters module pass rates in the faculty of Natural and Agricultural Sciences over the last three years by race and gender. Indian/Asian students (females and males), as well as Coloured males obtained the highest module pass rates in three years in 2024. African males and Coloured females obtained the lowest module pass rates in the last three years in 2024.

3.7 Theology and Religion

3.7.1 Key findings for Theology and Religion

- The number of undergraduate enrolments increased over the last five years, as well as doctoral enrolments. Postgraduate less than masters and masters enrolments fluctuated over the last five years, but enrolments in both of these categories increased from 2023 to 2024.
- For first-time entering students, the number of extended programme enrolments decreased for all racial groups over the last five years. The number of African enrolments in the mainstream increased from 2020 to 2023 and then decreased in 2024.
- The number of graduates (excluding masters and doctoral) peaked in 2020 after which it declined steadily. In 2024, the lowest number of graduates in five years were produced in the faculty.
- Three departments achieved the highest undergraduate module pass rates in three years in 2024 (Office of the Dean, Practical and Missional Theology, and Religion Studies). Two departments achieved the lowest undergraduate module pass rates in three years in 2024 (Historical and Constructive Theology and Old and New Testament Studies).
- Only the department of Historical and Constructive Theology showed an increased postgraduate less than masters module pass rate from 2023 to 2024. The department of Religion Studies obtained a module pass rate of below 50% in 2024, the only department in the faculty (and university) to obtain a pass rate under 50% for postgraduate less than masters modules.

3.7.2 Enrolments

Table 48: Count of full-time enrolments in the Faculty of Theology and Religion by campus and degree level

		2020	2021	2022	2023	2024
BFN	Undergraduate	389	464	502	538	573
	Postgraduate less than Masters	16	15	23	27	34
	Masters	51	49	43	30	47
	Doctoral	43	43	47	50	53

Table 48 shows the number of full-time enrolments in the Faculty of Theology and Religion by campus and degree level from 2020 to 2024. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. The number of undergraduate enrolments increased steadily over the last five years, as well as the number of doctoral enrolments. The number of postgraduate less than masters and masters enrolments fluctuated from 2020 to 2024.

Table 49: First-time entering enrolment in the faculty of Theology and Religion

Campus & Pathway	Race	2020	2021	2022	2023	2024
BFN Campus Extended	African	40	27	29	11	31
	Coloured	3	1			
	White	1	4	1	1	1
BFN Campus Mainstream	African	9	12	12	40	29
	Asian					2
	Coloured	2		2		2
	White	3	1	3	2	2
Total Extended		44	32	30	12	32
Total Mainstream		14	13	17	42	35

Table 49 shows the first-time entering student enrolments in the faculty of Theology and Religion per campus and pathway between 2020 and 2024. The number of extended programme enrolments decreased for all racial groups. The number of African enrolments in the mainstream increased from 2020 to 2023 and then decreased in 2024.

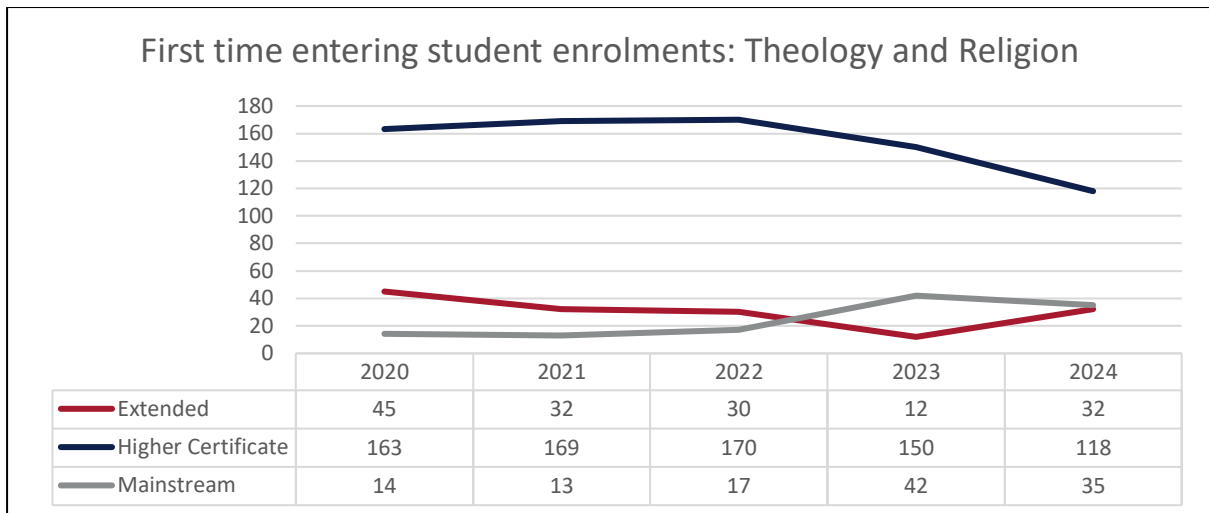


Figure 58: Theology and Religion first time entering student enrolments

Figure 58 shows that the number of extended programme, higher certificate, and mainstream programme enrolments in the faculty of Theology and Religion all increased over the last five years. The number of extended programme enrolments and higher certificate enrolments decreased, while mainstream enrolments increased from 2020 to 2024. Higher certificate enrolments peaked in 2022 after which it declined from 2022 to 2024. Mainstream enrolments peaked in 2023 after which it declined from 2023 to 2024.

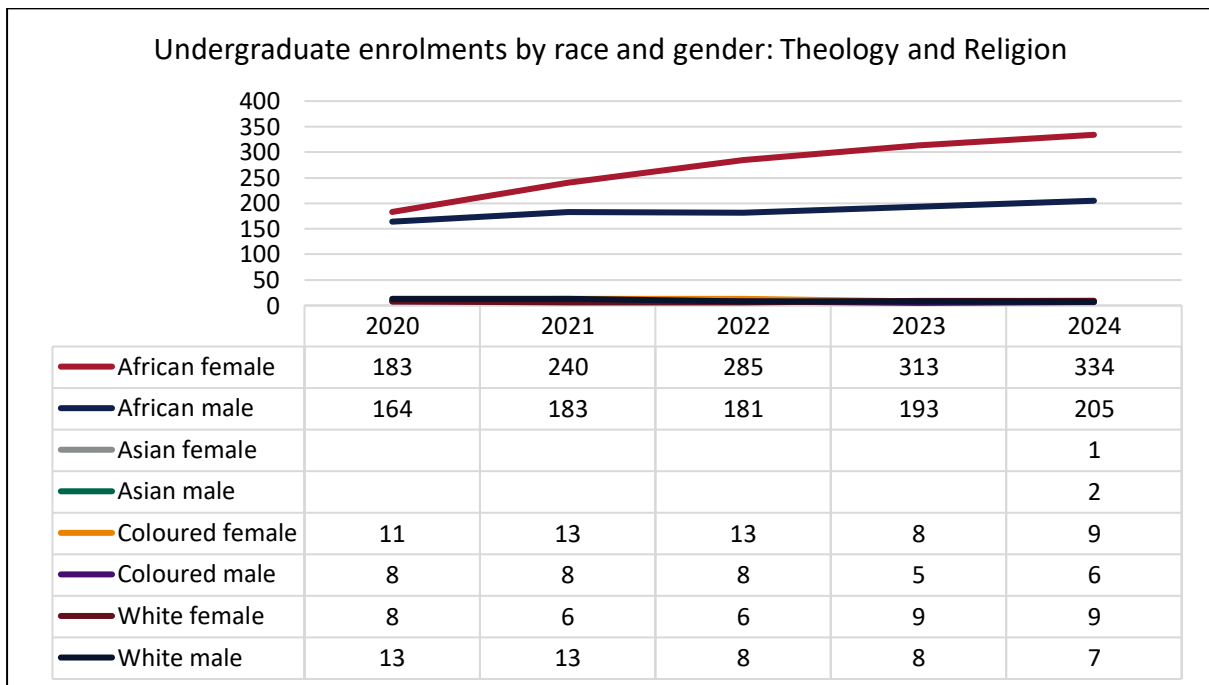


Figure 59: Theology and Religion undergraduate enrolments by race and gender

Figure 59 shows the number of undergraduate enrolments in the Faculty of Theology and Religion by race and gender for the last five years. The number of African (female and male)

undergraduate enrolments increased notably over the last five years, while other racial groups represent quite small numbers.

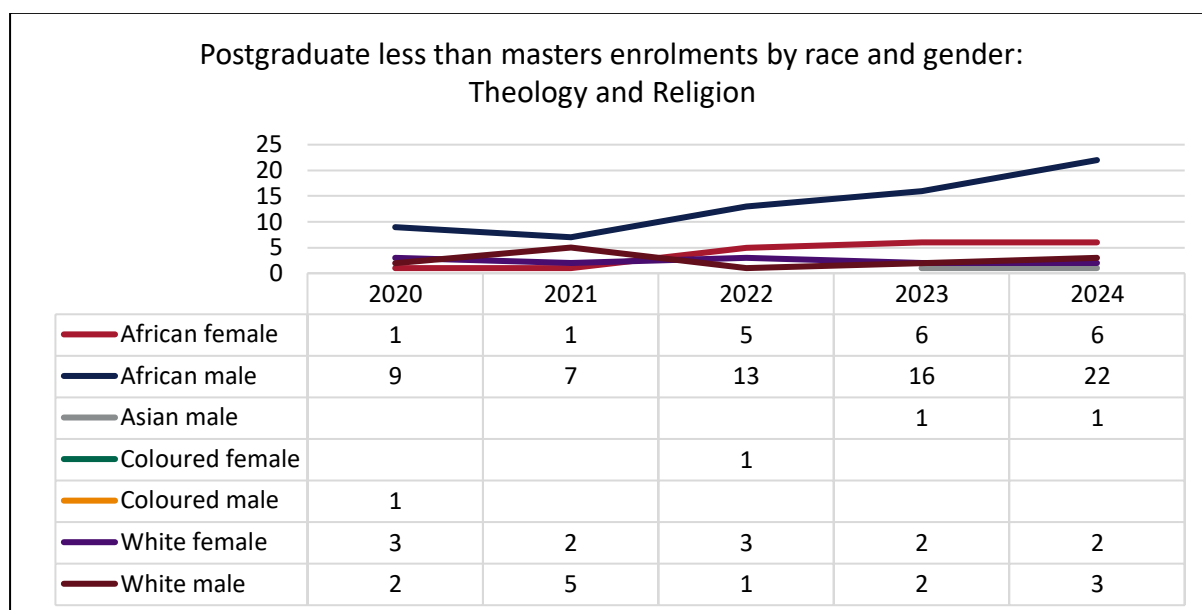


Figure 60: Postgraduate less than masters enrolment by race and gender

Figure 60 shows the number of postgraduate less than masters enrolments in the faculty of Theology and Religion by race and gender for the last five years. African male and White male gender groups show a general increase between 2023 and 2024, except African female, Asian male and White female gender groups remain the same.

3.7.3 Graduates

Table 50: Number of Theology and Religion graduates (excl. masters and doctoral)

	2020	2021	2022	2023	2024
BFN	178	164	146	147	126

Table 50 shows that the number of Theology and Religion graduates (excluding masters and doctoral) for the last five years. The number of graduates peaked in 2020 after which it steadily declined. In 2024, the lowest number of graduates in five years were produced in the faculty.

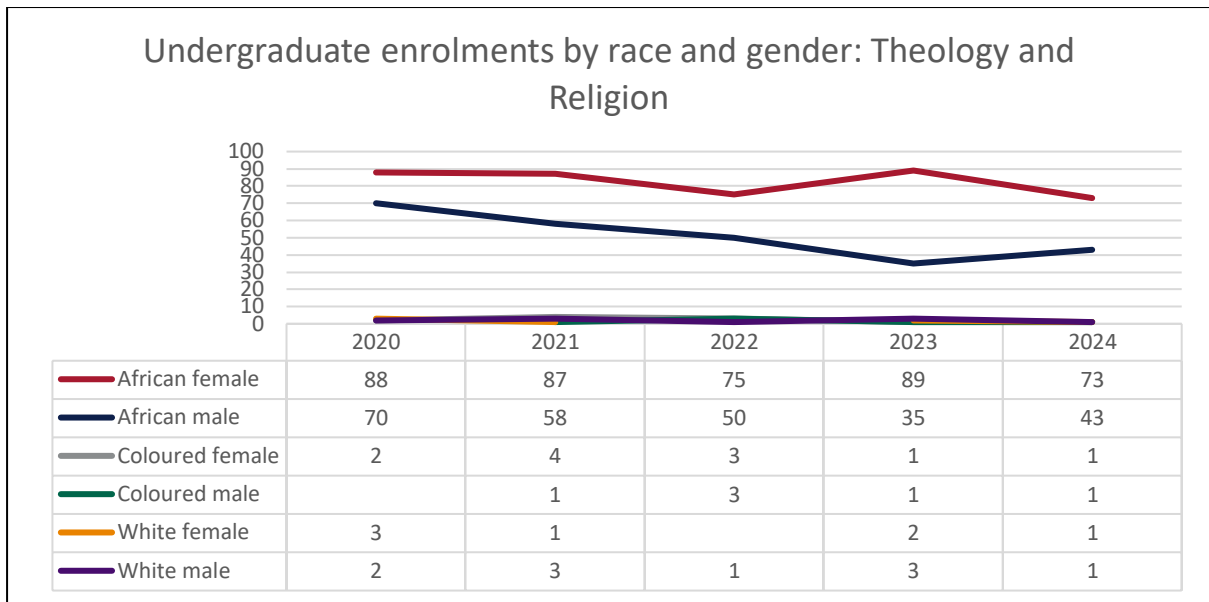


Figure 61: Theology and Religion undergraduate graduates by race and gender

Figure 61 shows the number of undergraduate graduates by race and gender for the last five years. The number of African male graduates increased from 2023 to 2024, the number of Coloured females and males remained constant at 1, while the number of graduates for race and gender groups declined.

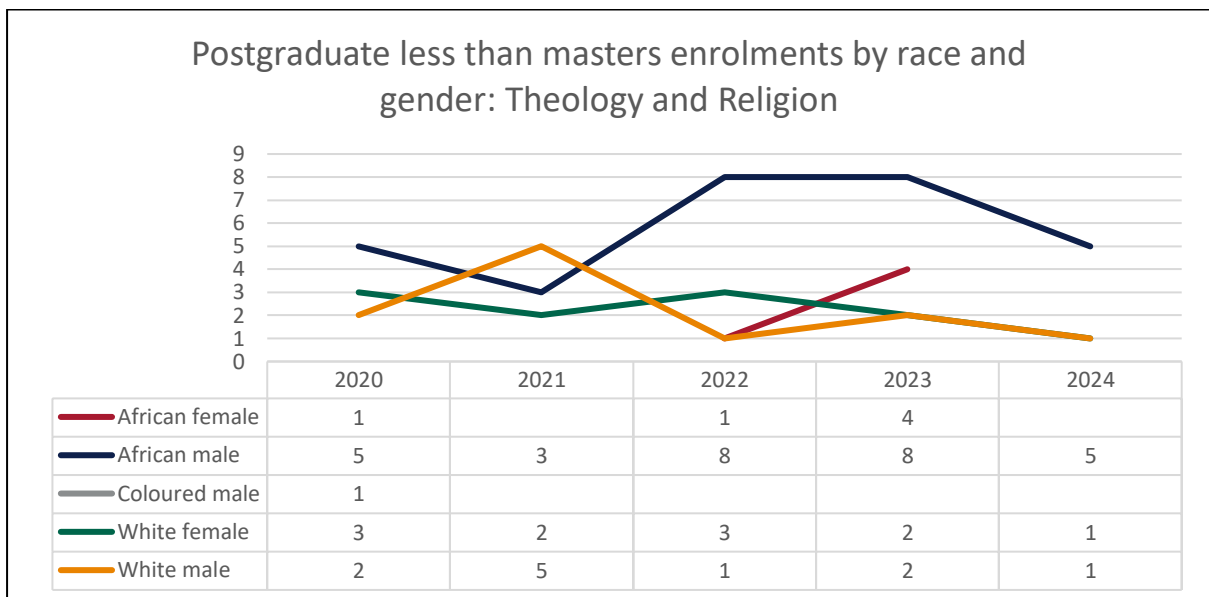


Figure 62: Theology and Religion postgraduate less than masters graduates by race and gender

Figure 62 shows the number of postgraduate less than masters graduates by race and gender for the last five years. The numbers for all race and gender groups are quite small for postgraduate less than masters graduates and there has been some fluctuation in these numbers over the last five years. In 2024, there were only 7 graduates, of which 5 were African

males (3 less than in 2023), and 1 white female and male respectively (in both cases, 1 less than in 2023).

3.7.4 Module pass rates

Table 51: Undergraduate module pass rates of academic departments within Theology and Religion

	2022	2023	2024
Historical and Constructive Theology	71%	75%	70%
Office of the Dean: Theology		78%	91%
Old and New Testament Studies	68%	69%	68%
Practical and Missional Theology	81%	85%	87%
Religion Studies	83%	90%	90%

Table 51 shows undergraduate module pass rates in the Faculty of Theology and Religion over the last three years per academic department. Three departments achieved the highest pass rates in three years in 2024 (Office of the Dean, Practical and Missional Theology, and Religion Studies). Two departments achieved the lowest pass rates in three years in 2024 (Historical and Constructive Theology and Old and New Testament Studies).

Table 52: Undergraduate module pass rates for Theology and Religion by race and gender

	2022	2023	2024
African female	79%	82%	78%
African male	67%	72%	75%
Indian/Asian female			67%
Indian/Asian male		0%	75%
Coloured female	70%	78%	87%
Coloured male	62%	58%	62%
White female	80%	92%	93%
White male	93%	92%	72%

Table 52 shows the undergraduate module pass rates in the Faculty of Theology and Religion by race and gender over the last three years. All race and gender groups, except African females and white males obtained the highest module pass rates in three years in 2024.

Table 53: Postgraduate less than masters module pass rates of academic departments within Theology and Religion

	2022	2023	2024
Historical and Constructive Theology	83%	55%	66%
Office of the Dean: Theology			100%

	2022	2023	2024
Old and New Testament Studies	89%	82%	52%
Practical and Missional Theology	76%	80%	64%
Religion Studies	100%	50%	43%

Table 53 shows postgraduate less than masters module pass rates in the Faculty of Theology and Religion over the last three years per academic department. Three departments obtained the lowest pass rate in three years in 2024. Only the department of Historical and Constructive Theology showed an increased module pass rate from 2023 to 2024. The department of Religion Studies obtained a module pass rate of below 50% in 2024, the only department in the faculty (and university) to obtain a pass rate under 50% for postgraduate less than masters modules.

Table 54: Postgraduate less than masters module pass rates for Theology and Religion by race and gender

	2022	2023	2024
African female	89%	88%	42%
African male	76%	54%	64%
Indian/Asian male		0%	0%
Coloured female	0%		
White female	100%	100%	100%
White male	100%	100%	100%

Table 54 shows the postgraduate less than masters module pass rates in the faculty of Theology and Religion by race and gender over the last three years. White females and males show a 100% pass rate in all three years, while there was a 0% pass rate for Indian/Asian students in the years in which there were enrolments in this racial group. The module pass rate for African males increased from 2023 to 2024, while the pass rate decreased for African females.

Section 4

**Quality, sustainability, and impact
of learning and teaching**

4.1 Introduction

This section of the report provides an overview of institutional projects and their impact. The impact is only possible due to (1) strategic leadership that recognises that quality learning and teaching and student success is vital for institutional sustainability, (2) continued collaboration between various stakeholders including faculties, CTL and DIRAP, and (3) intentional resourcing that enable innovation and collaboration.

4.2. Blended Learning Innovation Services and Support (BLISS)

The Blended Learning Innovation Services and Support (BLISS) focus area has the primary goal of providing holistic, integrated services and support within a new blended learning future at the UFS. This focus area allows for the deployment and delivery of services ranging from learning design, multimedia content production and development, online assessment, staff and student training and development, as well as the maintenance and review of a rapid changing educational technology environment.

Given several vacancies in the team during 2024, combined with sustainability efforts of the institution, the structure and functioning of the focus area had to be reviewed and optimised. This included integration of curriculum design support as part of the learning design and academic staff development team, as well as merging the student technology training and support team with the learning and emerging technology team to create a centralised educational technology support team. **Figure 63** provides an overview of the new focus area structure.

Blended Learning Innovation Support and Services (BLISS)

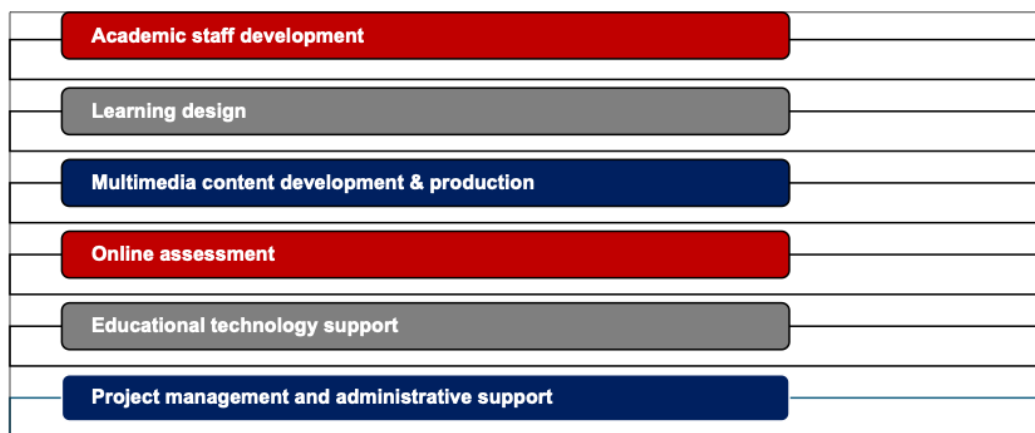


Figure 63: Overview of Blended Learning Innovation Support and Services Focus Area

As part of the functioning of this focus area, multidisciplinary teams are deployed to provide faculty and campus specific support. Teams comprised of specialists in the areas of learning design and online assessment will have to work collaboratively in a faculty team context to support blended learning initiatives. These teams co-opt (based on needs in a specific faculty or campus) services and support from other specialist services in the focus area such as academic staff development, multimedia content development and production, student technology training, the review of appropriate learning and emerging technology.

As part of the implementation of the proposed faculty-based team structure, Digitalisation funding (for a three-year period) was allocated at the end of 2023 to CTL for the appointment of additional capacity in the areas of online assessment, curriculum design and learning technology support. But given sustainability efforts within the UFS, this funding was reallocated to support the implementation of the new online assessment system, as well as capacity development and training of relevant teams in specialised areas.

4.2.1. UFS Digital Learning Environment

The UFS has an integrated digital learning and teaching environment that consists of various technologies and systems. This digital learning and teaching environment is illustrated in **Figure 64**.

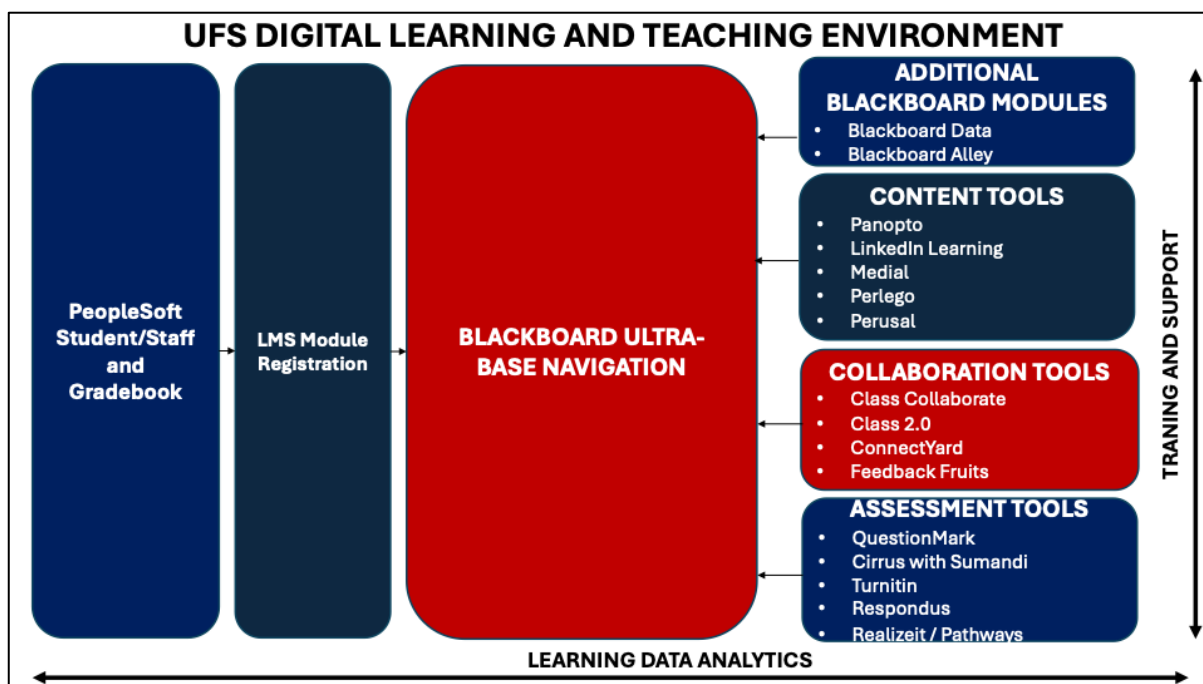


Figure 64: UFS Digital learning and teaching environment

During 2024, various institutional technologies were reviewed and approved through the Educational Technology and Learning Space Committee (ETLS), as well as the Central Information Technology Committee and Rectorate. Institutional projects approved in 2024 are listed in **Table 55**.

Table 55: Projects / requests approved by the ETLS in 2024

Request	Description of request	Requesting Faculty / Department
WinQS	WinQS is a comprehensive quantity surveying software that facilitates tasks such as generating Bill of Quantities and Estimates, calculating Monthly Valuations, performing Cost Analysis, managing JBCC certificates, conducting Contract Price Adjustment calculations, analysing tenders, reviewing finances, and producing detailed Cost Reports	Natural and Agricultural Science
DraftWorx	Draftworx is software that automates the drafting of financial statements, as well as the drafting of audit working papers	Economic Management Science
DataSnipper	DataSnipper is an Excel add-on that deliver intelligent automation with effortless data validation.	Economic Management Science

Request	Description of request	Requesting Faculty / Department
X20	<p>A mirror classroom is an advanced setup designed to enhance remote or hybrid learning by creating a more immersive and interactive experience for both students and lecturers. It simulates the feeling of an in-person class by mirroring the physical classroom environment using multiple screens, cameras, and audio technology.</p> <p>The system enhances the experience with a toolkit that includes features for videos, polls, quizzes, and improved breakout rooms. Instead of appearing on a single screen, students are displayed across four or five screens, each equipped with a sound bar and a camera aimed at the lecturer.</p>	Economic Management Science & CTL
Ugene	<p>UNIPRO UGENE is an open-source bioinformatics software suite that integrates a variety of tools for biological data analysis. It is designed to provide an all-in-one platform for the analysis of DNA, RNA, and protein sequences, making it a valuable resource for researchers, educators, and students in the field of bioinformatics.</p>	Health Science
Microsoft Guides	<p>This program allows the user to compile an Augmented Reality (AR) guide that follows a step-by-step process of educating any procedure. The program will be presented using the Microsoft HoloLens Augmented Reality glasses</p>	Health Science
Complimentary McGraw Hill LTI integration offer for UFS enabled by existing subscriptions.	<p>McGraw Hill's LTI LMS integration allows seamless integration of its educational resources with Blackboard, enhancing both teaching and learning by embedding interactive content and assessments directly into the LMS.</p> <p>This technology simplifies access to high-quality learning materials, saving time for educators and providing a unified platform for students.</p>	Health Science
Computer assisted	<p>Trados helps translators to translate and manage translation projects faster and easier and offers a</p>	Humanities

Request	Description of request	Requesting Faculty / Department
translation software (Trados)	complete environment for professional translators to edit and review projects, use agreed terminology, and leverage machine translation results. Thus, Trados provides a comprehensive platform for translation tasks, including editing, reviewing, and project management.	
Texthelp: Read&Write	Texthelp Read&Write software is designed to help students meet the challenges of reading, writing, math and study.	CUADS

During 2023, concept approval was obtained at ETLIS, CITC and Rectorate for the pilot implementation of 4 mirror classrooms across all three campuses of the UFS. For the establishment of these classroom R16 million of the DHET infrastructure grant and R1 million of Digitalisation funds were earmarked for the project. For the pilot implementation, *Barco weConnect* was approved (in 2023) as the formal mirror classroom solution. At the end of 2023 (after the appointment of the service provider) it was announced that the *Barco* executive team took a strategic decision to pivot the company’s focus and discontinue their *weConnect* suite which prompted an urgent investigation for alternatives in 2024. After the review of alternative software, the UFS signed a contract with *X2O* for the implementation of mirror classroom spaces. At the same time, construction and renovation of the four spaces started with estimated time of completion and implementation at the end of April 2025.

Although the LMS review was earmarked to start in 2024, Anthology presented an alternative contract proposal to Rectorate. Rectorate confirmed in May 2024 that despite this offer, a review of the UFS LMS should continue. A benchmark exercise with 5 other national universities that have been through similar review processes in the past 5 years was concluded in July 2024. Based on this benchmarking, as well as UFS financial procurement processes, a process flow for the review of the LMS was approved at both the ETLIS (July 2024) and CITC (August 2024) with the establishment of a central steering committee to oversee the project. **Figure 65** provides an overview of the proposed LMS review process.

LMS review: Proposed process

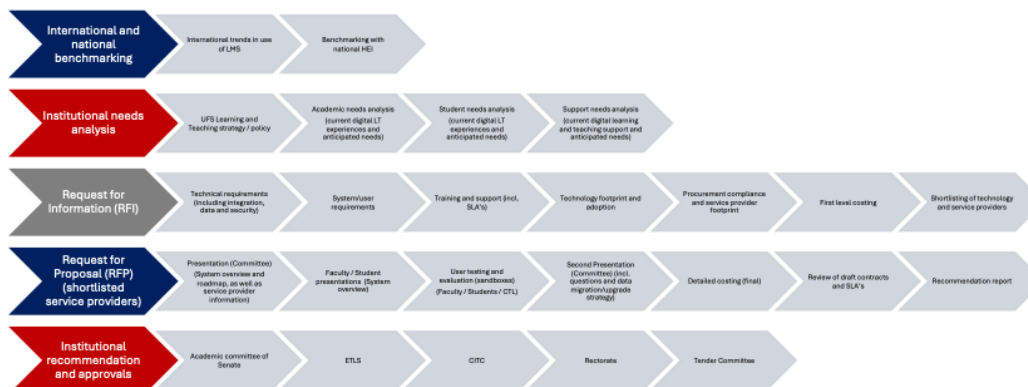


Figure 65: Approved LMS review process

4.2.2. Learning design

In 2024 a total of 4166 modules made use of Blackboard as a teaching tool. In addition 311 co-curricular and support organisations were made available on the LMS for use by various faculties and support services across campuses.

To support academic staff in the adoption and use of Blackboard (as outlined above), a dedicated team consisting of learning designers and developers are allocated to faculties to train, consult and support staff in the meaningful use and integration of the Learning Management System (LMS). During 2024, faculty design teams supported faculties with 2900 individual staff consultations and queries.

Institutional training sessions provide training on Blackboard use, blended learning, and assessment. A total of 681 staff members attended the institutional training during 2024, with 401 attendees in semester 1, and 280 attendees in semester 2. In addition, 544 staff members attended faculty-specific training workshops and interventions related to Blackboard and other educational technologies (e.g., Turnitin, SafeAssign and Respondus).

Given approvals of new learning technologies in 2023, learning design teams were also tasked with the implementation and change management of various new technologies (Feedback Fruits, Class 2.0, Panopto) in 2024.

Feedback Fruits is a tool to enhance collaborative learning and student engagement. During 2024, 67 academic staff members were trained in the use of the tool, with active use and deployment within 169 academic modules. The UFS was also invited to present the findings and lessons learned from their implementation as part of an international webinar hosted by Feedback Fruits.

Panopto is a multimedia content repository that allows for active engagement with multimedia content. This technology was implemented as a replacement for Medial. During the 2024 implementation, 181 academic staff were trained, with deployment of this technology within 1316 modules. All multimedia content from Medial was also migrated to the new platform.

An updated Class Collaborate platform, **Class 2.0 (for Zoom)** was piloted and implemented concurrent to Class Collaborate during 2024. As part of this pilot implementation 27 academic staff members were trained in the use of this platform for deployment within their respective modules. Given current deployment of Microsoft Teams at the UFS, a decision was made at the end of 2024 to rather implement Class 2.0 (for Teams) in 2025.

In 2023, the Academic Committee approved that as of 2025 all study material will be delivered in an electronic format via the LMS. Printing of materials will be ad hoc. Given that full implementation of this decision is only in 2025, training was presented during 2024 to 393 academic staff members in the use of standardised study guide templates. The study guide templates were also aligned and incorporated into other academic staff development initiatives such as the Curriculum Renewal Program (CRP).

Learning design capacity development remains a priority within the institution, especially in light of talent development and retention of staff. During 2023, the Learning Design Capacity Development Programme was accredited and registered as an official UFS short learning programme. EDTP Seta funding for the delivery of one cohort (20 participants) was secured at the end of 2023. This intake and programme delivery was done during the first semester of 2024.

4.2.3. Curriculum design

Figure 66 indicates the number of staff completing the CRP from 2021 - 2024. CRP certificates are awarded to participants who complete the programme by submitting their redesigned study guides. In total 385 staff members completed and received CRP certificates over the 4 years. The CRP was piloted in 2021 with two smaller groups of UFS staff. In 2022

and 2024, three cohorts were presented, while in 2023 only two cohorts were presented explaining the difference in numbers over the last three years.

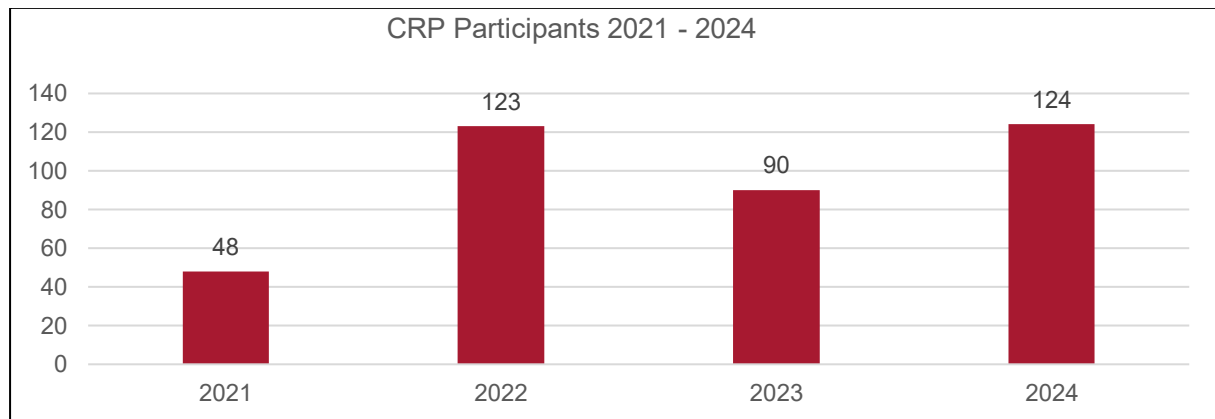


Figure 66: Number of CRP participants from 2021 – 2024.

Three CRP sessions were presented during 2024, one on the Qwaqwa campus and two on the Bloemfontein campus. The programmes were done face-to-face over five full days. A total of 147 UFS staff members attended the CRP in 2024, while 124 of the attendees received a certificate as can be seen in **Figure 67**. In 2024, 84.3% of attendees submitted their study guides. The faculty of Natural and Agricultural Sciences had the highest number of attendees with a total of 39, while 28 staff members from the faculty of the Humanities attended the programme during the past year. The two smaller faculties (Law; Theology and Religion) each had two attendees. The 25 attendees from support staff members are from CTL and the UFS Library.

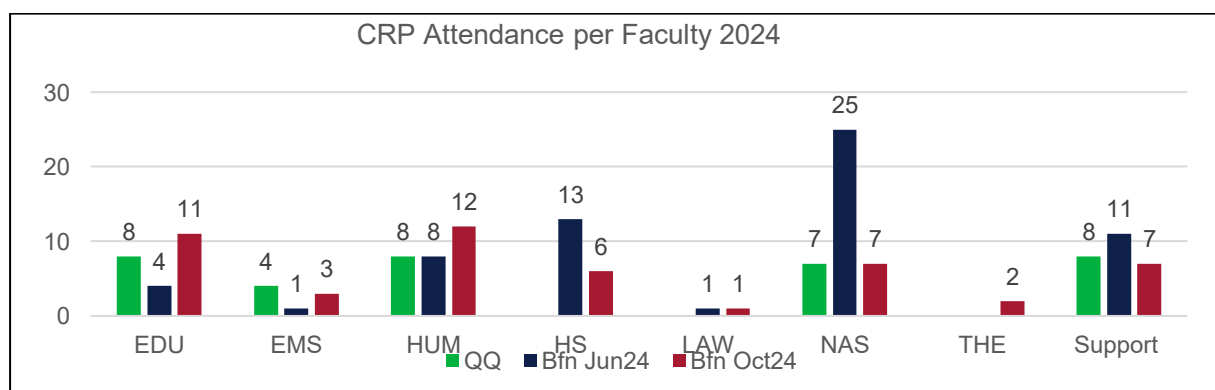


Figure 67: CRP attendance in 2024

Overall, feedback pertaining to the CRP is positive. After completion, participants indicated that they learned something that they can apply but also that they developed tangible outputs that they can use in their teaching. The biggest challenge for attendees remains workload of

the programme and creating space and time for academics to uninterruptedly work on quality curriculum design and development.

Presenting and facilitating the CRP is time and human resource intensive. In ensuring that the necessary capacity is available to facilitate these workshops, additional presenters were trained and capacitated in 2024. During 2025, the program will be reviewed and redesigned for a more blended learning approach.

During 2023, the CRP went through the accreditation process to be registered as an official UFS short learning program (CRIH). EDTP Seta funding for the delivery of one UFS cohort (30 participants) on the QwaQwa campus was secured at the end of 2023. This intake and programme delivery took place in the first semester of 2024.

Two external cohorts of the CRIH were presented during 2024. In October 2024, the first cohort consisted of a group of academic staff members from four public universities, namely NWU, VUT, CUT, and Sol Plaatje. The second cohort was presented in November 2024 to a group of Rosebank College staff members, a private higher education institution. **Figure 68** below summarises the attendance and completion numbers of these two cohorts.

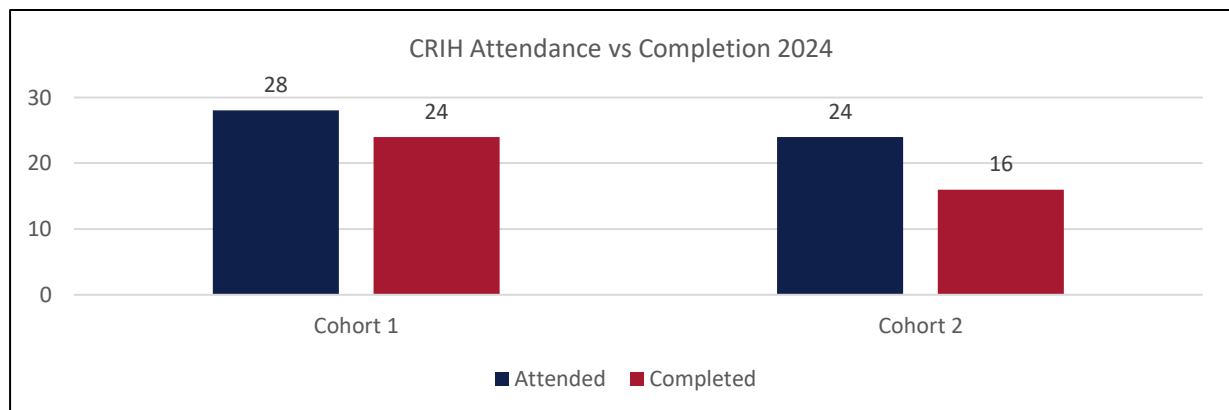


Figure 68: CRIH Attendance vs Completion 2024

A total of 52 participants attended the two first cohorts of the SLP. The SLP is presented fully online over five weeks. The completion rates for the first two cohorts of the CRIH were as follows: 85.7% for cohort 1 and 66.7% for cohort 2

As part of curriculum renewal and innovation, collaboration between the International Office, relevant faculties (Economic and Management Sciences and the Humanities) and CTL continued in 2024 as part of the iKudu project, as well as the development of an institutional

strategy for the implementation of COIL (Collaborative Online International Learning) within the UFS.

4.2.4. Online assessment

An online assessment team within BLISS is responsible to support and consult with academic staff in the design and development of innovative online assessments. Since 2015, the UFS has been using Questionmark for high-stakes assessments, as well as Blackboard for various forms of continuous and formative assessments.

In June 2024, the Questionmark contract was terminated and the UFS started with the technical implementation and migration to *Cirrus with Sumandi* as the new online assessment platform for the UFS as of 2025.

In terms of Questionmark, a total of 144 modules made use of the assessment platform with 856 assessments delivered in 2024. **Table 56** provides a breakdown of the use of Questionmark in different faculties during 2024.

Table 56: Use of Questionmark per faculty (2024)

Faculty	Modules	Assessments
Humanities	37	183
NAS	21	263
Education	56	123
EMS	15	128
Theology	0	0
Law	1	2
Health Sciences	14	157
Support Services	0	0
Total =	144	856

In March 2024, an institutional assessment week was hosted by CTL. The aim of the assessment week was to provide information and opportunities for discussions, as well as just-in-time training on assessment at the start of the first semester in 2024. The five-day programme included three online sessions and two face-to-face workshops. Neil Kramm from Rhodes University was the guest speaker and started the week with a session on Assessment and AI in Higher Education which was attended by 67 staff members. The two face-to-face workshops were repeated on the Qwaqwa campus in April 2024. A total of 177 participants

attended the different sessions. **Figure 69** provides a breakdown of the attendance during the week, including the workshops on the Qwaqwa campus.

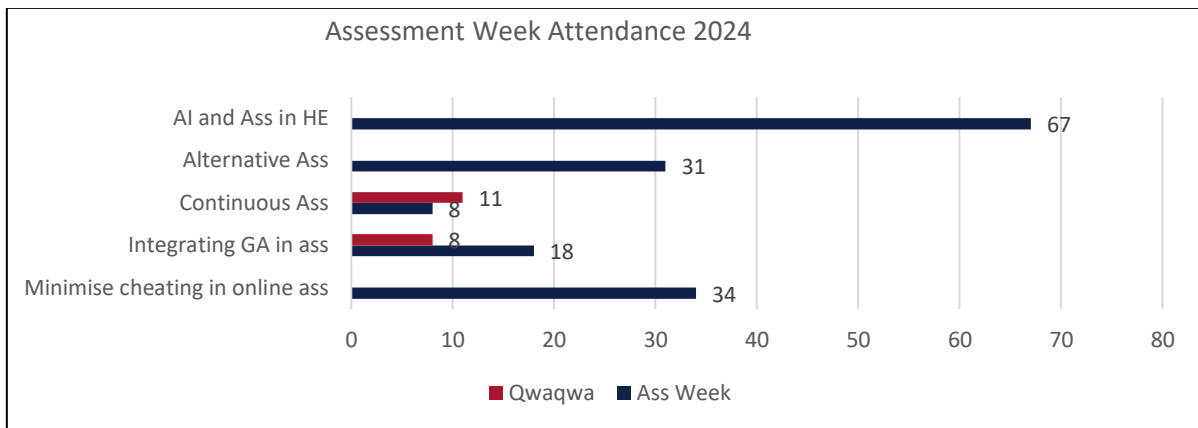


Figure 69: Assessment Week Attendance 2024

Additionally, staff were invited to join an e/merge Africa Webinar on the need for critical responses to AI in higher education. Attendance was not captured as it was hosted by an external body.

4.2.5. Student technology training and support

To provide more intentional and focused Blackboard orientation and training to especially first-year students, various training strategies and approaches were deployed in 2024. These included:

- Institutional Blackboard training and orientation sessions in both a face-to-face and online format.
- Faculty-based student training sessions for either a specific faculty cohort or as part of module orientation (on request from lecturers).
- Integration of student training as part of high-impact practices such as the First-year seminar (UFSS).

In addition to the training and support outlined above, various online support materials and resources are available to all students. A total of 13 605 students were trained across all academic levels and campuses. Training was provided through 332 face-to-face sessions and 88 online training sessions. **Table 57** provides an overview of the number of students trained per faculty and campus.

Table 57: Number of students trained per faculty and campus

Faculty	Bloemfontein	QwaQwa	South Campus	Total
Economic and Management Sciences	1830	619	476	2925
Education	1237	1585	781	3603
Health Sciences	814			814
The Humanities	899	953	794	2646
Law	781			781
Natural and Agricultural Sciences	1676	349	710	2735
Theology and Religion	101			101
Total	7338	3506	2761	13 605

Throughout 2024, student support in the use of Blackboard and other UFS-approved learning technologies were provided through the student helpdesk. A total of 8242 student queries were resolved. This includes student queries received through the online ticketing system, email, and telephone. An additional 3054 student queries were addressed and supported at the online assessment support desk.

Following the successful migration and implementation of a new ticketing system, ManageEngine ServiceDesk at the Student Helpdesk, this ticketing system was expanded to five other teams in the BLISS focus area.

The Student Success Portal at the UFS plays a vital role in fostering student success by providing a comprehensive platform for academic student support and engagement. The portal provides students with all the information they need to improve their academic and employability skills, including workshops and training to achieve these. During 2024, 14 834 students made use of resources and materials on the portal.

4.2.6. Multimedia content development and production

During 2023 the multimedia content development and production team were reorganised into a centralised service provide multimedia and graphic design support structure. The team is positioned on the South Campus, but provides services and support across all three campuses of the UFS. During 2024, a total of 178 videos and 18 audio productions were developed by

the multimedia team. Additionally, 450 graphic design artifacts (excluding photography requests) were produced.

In October 2024, the Multimedia content development and production team started benchmarking with other national universities where similar services is provided. The aim of the benchmarking is to understand different services that are provided by similar teams, as well as structure and sustainability of these services within these institutions. Benchmarking was completed in the beginning of 2025 and will enable optimisation and positioning of the team going forward.

4.2.7. Academic staff development

Two face-to-face sessions were presented as part of the New Academic Staff Orientation (NASO) programme in 2024. The aim of the NASO programme is to welcome new academic staff members; orientate new staff to policies, practices, and procedures; assist in creating communities/networks; understand the UFS culture; retain staff; and to contribute to quality learning and teaching at the UFS. A total of 40 new academic staff members attended these orientation sessions. Furthermore, new academic staff were welcomed monthly with a presentation at the Human Resources onboarding sessions to explain how CTL can assist academic staff at the UFS.

To support academic staff with the development of teaching portfolios (as per the UFS academic performance framework), four teaching portfolio workshops were presented from April – July 2024. A total of 105 academic staff members attended these workshops.

4.2.8. Academic leadership development

The UFS Academic Leadership Programme (ALP) is a one-year programme that aims to develop and capacitate academic leaders at the UFS and is contextualised not only within the international and South African higher education environment but is aligned to UFS strategic priorities. The programme addresses needs expressed by faculties and UFS academic leaders. Participants are nominated by deans of the different faculties across campuses.

The third programme cohort commenced in July 2023 and ended in July 2024 (23 participants). The fourth cohort (22 participants) joined the third cohort in a combined workshop in July 2024 that was presented by Prof. Peter Rosseel from the University of

Leuven, Belgium titled “What does it mean for organisations to be ‘Future Ready’”. In total, 7 ALP workshops were presented in the course of 2024, with a total of 95 attendees at these workshops.

As part of enhancing academic leadership, CTL is collaborating with the UFS Human Resources department on a new programme aimed at senior leaders, including academic and support staff. The programme was launched in July 2024 and the first session was held in November 2024.

4.2.9. UFS Learning and Teaching Fellowship

The UFS Learning and Teaching Fellowship aims to support and develop scholars in the field of learning and teaching. The fellowship is a two-year programme with two tracks, namely emerging and advanced scholars.

The second cohort of 14 fellows was introduced in September 2022, and concluded their fellowship in 2024. Whilst the third cohort of 14 fellows was introduced in September 2023, they will only conclude their fellowship in 2025. The two programmes thus overlap and will run concurrently and it was therefore decided that the fourth cohort will only be selected in 2025.

As part of the fellowship, attendees are exposed to various development opportunities in the form of workshops and writing retreats and they are expected to deliver certain outputs. Fellows in the emergent track are expected to submit and present a Scholarship of Teaching and learning (SoTL) paper at a local conference, while fellows in the advanced track are expected to publish at least one SoTL article in an accredited journal. Fellows receive monetary support for individual needs, e.g., language editing, printing, etc. Furthermore, the outputs are incentivised once a fellow publishes an article or presents at a conference.

Figure 70 shows the outputs of cohort 2. In total 17 conference papers (national and international) were delivered and 5 articles were accepted for publication. A further five articles have been finalised and authors are awaiting approval and feedback from editors.

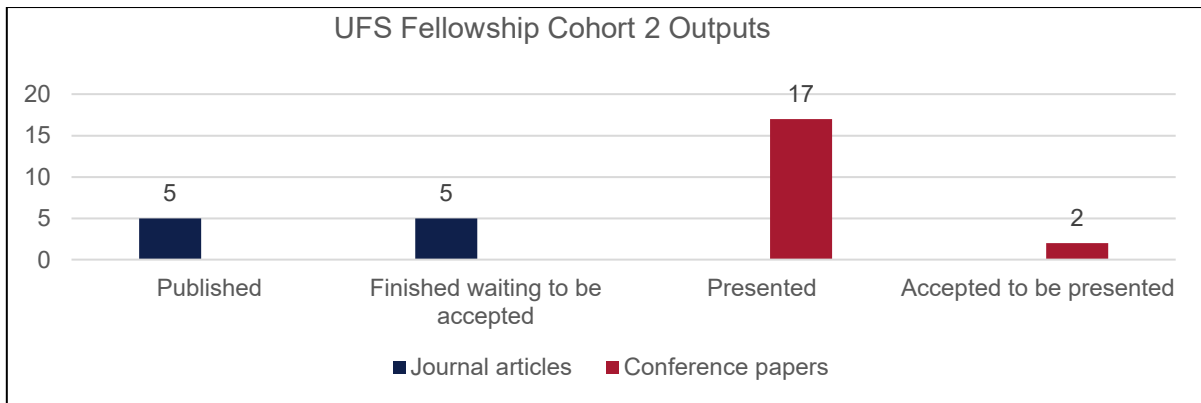


Figure 70: Fellowship Cohort 1 outputs

4.2.10 TAU Fellowship

Four academic staff members were nominated in 2024 by the DVC Academic for the national Teaching Advancement in University (TAU) Fellowship. Three of these nominations were accepted:

- Prof Lizemari Hugo-Van Dyk, Faculty of Health Sciences
- Jana Lamprecht, Faculty of Economic and Management Sciences
- Dr Alison Stander, Faculty of The Humanities

4.2.11. UFS Annual Learning and Teaching Conference

The UFS Annual Learning and Teaching Conference was held from 16 - 19 September 2024 with the theme: "Enhancing the Quality of Blended Learning and Teaching within the UFS Context". A few changes were adopted for the 2024 conference. Firstly, the format changed to a hybrid approach with the first and last day done fully online via Blackboard Collaborate and the second and third day as face-to-face with live streaming. Furthermore, the free version of the Oxford Abstracts system was used to manage the submissions and blind reviews of abstracts for the first time, in an effort to streamline the process. Lastly, a new category was added to the conference, namely the Kovsie Phahamisa Award for Short Learning Programmes.

A total number of 55 abstracts were received, with 53 accepted for inclusion in the conference programme. **Figure 71** shows the number of abstracts received per faculty, including 10 entries from support staff members.

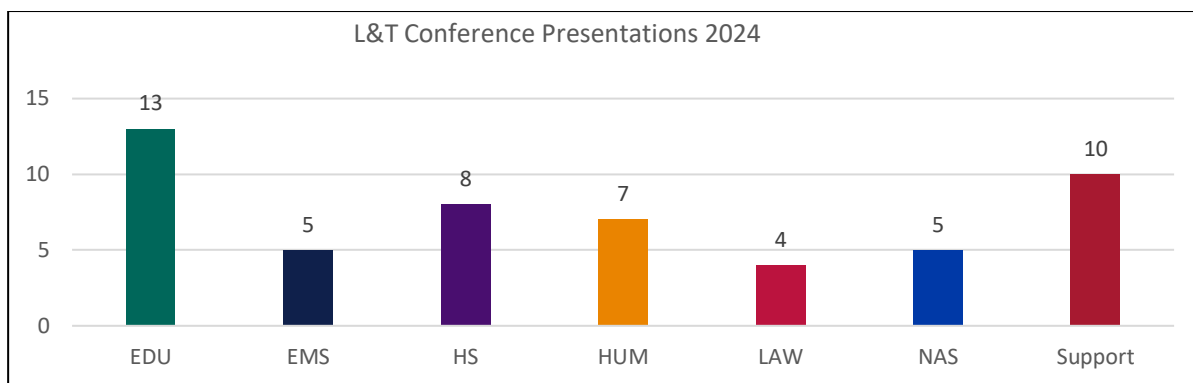


Figure 71: Learning and Teaching Conference abstract submissions per faculty

A total of 49 abstracts from the Bloemfontein campus and 6 abstracts from Qwaqwa campus were received for the 2024 conference. Of the 55 abstracts, 53 were accepted through a blind review process and presented at the conference.

A total of 1 861 staff members attended the different conference sessions. **Figure 72** shows the attendance of different conference the sessions over four days.

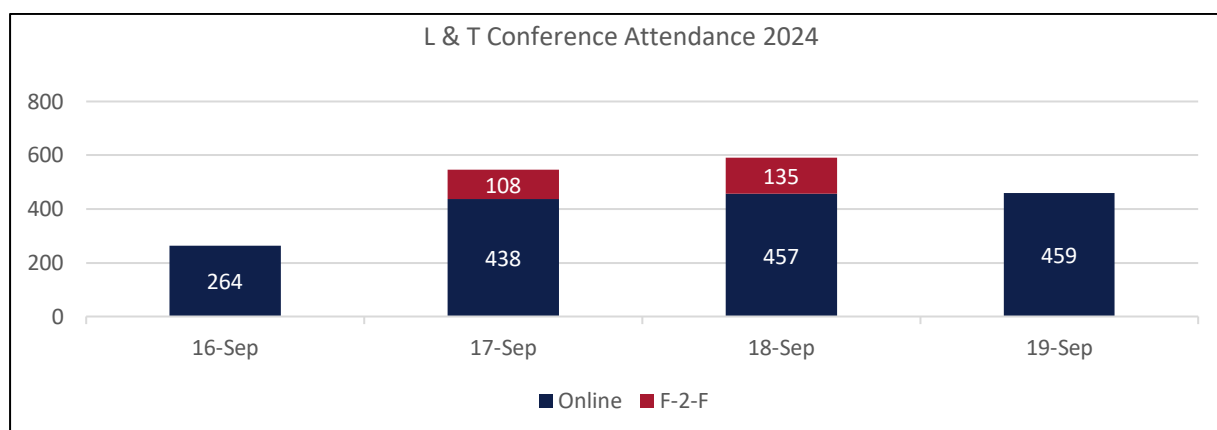


Figure 72: Learning and Teaching Conference Attendance 2024

4.2.12. Annual UFS Academic Achievers Awards

In 2024, a decision was made to combine the UFS Learning and Teaching Awards with the UFS Research Awards. The awards function was rebranded as the Academic Achievers Awards and was held on 17 October 2024 in the Centenary Hall on the Bloemfontein campus. A total number of 21 learning and teaching awards and 34 Khothatsa Awards were conferred. **Table 58** provides a list of learning and teaching award categories and winners for 2024.

Table 58: Learning and Teaching award categories and winners (2024)

Vice-Chancellor's Award		
First place	Jana Lamprecht	Economic and Management Sciences
Second place	Dr Anchen Froneman	The Humanities
Most Valued professional		
First place	Keitumetse Poen	Centre for Teaching and Learning
Second place	Advocate Shirly Hyland	Kovsie Phahamisa Academy
Research in Learning and Teaching: Emerging		
First place	Dr Frelét de Villiers	The Humanities
Second place	Anneen Church	Centre for Teaching and Learning
Research in Learning and Teaching: Advanced		
First place	Dr. Angela Stott	Education
Second place	Prof. Liezel Massyn	Economic and Management Sciences
Innovation Categories		
Innovating my curriculum through assessment		
First place	Lindi Heyns	Natural and Agricultural Sciences
	Annalene Nell (team entry)	Centre for Teaching and Learning
Second place	Anneen Church	Centre for Teaching and Learning
Innovating my curriculum through the use of technology and/or online tools		
First place	Zaynab Mobara Links	Education
	Prof. Thuthukile Jita (team entry)	
Second place	Johan Coetzee	Education
Innovating my curriculum through a redesign or renewal of my module		
First place	Dr. Anke van der Merwe Prof. Lizemari Hugo-van Dyk Prof. Corlia Janse van Vuuren (team entry)	Health Sciences
	Prof. Lynette van der Merwe Dr. Elzana Kempen Christolene Saaiman (team entry)	Health Sciences
Innovating my curriculum through student engagement and/or motivation		
First place	Ané Church	Economic and Management Sciences
Second place	Dr. Grey Stopforth	Law
Departmental Award		
Qwaqwa campus	The Department of Education Management, Policy, and Comparative Education	Education
Kovsie Phahamisa Short Learning Programme Award		
First place	The Academic Advising Professional Development Programme	Centre for Teaching and Learning

Second place	Simulation for Health Professions Educators	Health Sciences
Best Conference Paper		
Qwaqwa campus	Wonder Tekula	Centre for Teaching and Learning
Bloemfontein campus	Ané Church	Economic and Management Sciences

The CTL initiated the Khothatsa (meaning “to inspire” in Sesotho) project in 2019 to give recognition to the importance of the pedagogical relationship between staff and students. The project started with a call to students to write about how their lecturers have inspired them. After receiving students' submissions, lecturers are asked to reply. Recognition is given to both students and staff that take part in this project (see **Table 59**).

Table 59: Khothatsa project staff and students

Lecturer, Faculty and Campus	Nominated by student
Brent Damian Jammer Faculty of Natural and Agricultural Sciences, South	Amanda Sambo
Dr Mabohlokoa Khanyetsi Faculty of The Humanities, Qwaqwa	Nnini Gabrielle Mofokeng
Ntombizodumo Shezi Radebe Faculty of Natural and Agricultural Sciences, Qwaqwa	Nthabiseng Zandisile Sibande
Dr Maleho Letloenyane Faculty of Education, Bloemfontein	Rethabile Sehenye
Dr Glen Legodu Faculty of Education, Bloemfontein	Sharianne Davids
Dr Hanli Joubert Faculty of Economic and Management Sciences, Bloemfontein	Aylene Alexander
Dr Sammy Mokoena Faculty of Health Sciences, Bloemfontein	Lizbeth Khoza
Tsaoane Sebatso Faculty of Health Sciences, Bloemfontein	Promise Mazibuko
Anathi Nyadu Faculty of The Humanities, Bloemfontein CTL, Qwaqwa	Danelle Fisher
Lyle Markham Faculty of Economic and Management Sciences, Bloemfontein	Nelisiwe Mkhomazi
Prof Theo Neethling Faculty of The Humanities, Bloemfontein	Realeboga Makgeledise
Adv Inez Bezuidenhout Faculty of Law, Bloemfontein	Katleho Matsikane
Motshabi Khanya Faculty of Law, Bloemfontein	Mpho Mndaweni
Petro Swart Faculty of Natural and Agricultural Sciences, Bloemfontein	Sonja Dlamini
Dr Anathi Makamane Faculty of Natural and Agricultural Sciences, Bloemfontein	Yamkela Dube
Dr Eugene Fortein	Boitshepo Moleko

Lecturer, Faculty and Campus	Nominated by student
Faculty of Theology and Religion, Bloemfontein	
Dr Daniel Andrew Faculty of Theology and Religion, Bloemfontein	Thembinkosi Masango

4.2.13. National University Teaching Awards

In 2024, the National University Teaching Awards (NUTA) were initiated by the Council on Higher Education (CHE). Four applications from the UFS were put forward for these national awards. NUTA received a total of 63 submissions of which 22 were shortlisted. Two of the UFS applications were shortlisted after the first round of reviews. Hereafter, 12 applicants were invited to interviews; one UFS candidate, Dr Grey Stopforth (Faculty of Law) was invited to the interviews.

4.2.14 Reflection on how BLISS contributes to enhancing quality, sustainability, and impact in learning and teaching

BLISS aligns with the sustainability efforts at the UFS by intentionally reconfiguring its structure to maximise efficiency and minimise resource duplication. In response to institutional sustainability measures and staffing challenges in 2024, BLISS consolidated teams and reallocated resources to support scalable, cross-functional services. For example, curriculum design support was merged with learning design, and student technology training was integrated into a centralised educational technology team. These decisions reflect a strategic and sustainable approach to delivering high-quality support within a resource-constrained environment. Additionally, the focus area leverages technology-enabled teaching and learning solutions—such as mirror classrooms, online platforms, and AI-assisted tools—which reduce the need for physical materials and enable more flexible, environmentally conscious learning experiences.

BLISS measures the impact of its work through multiple quantitative and qualitative indicators that reflect both reach and effectiveness. These include the number of academic modules supported, faculty consultations, staff training sessions, student training engagements, and the integration of new technologies such as Panopto and Feedback Fruits. Evaluation also occurs through staff and student feedback, benchmarking exercises, and participation in national and international platforms to disseminate lessons learned. Outputs such as CRP completions, multimedia productions, and the uptake of online assessment tools offer further evidence of the area's broad and meaningful contribution to learning and teaching at the UFS.

4.3. Evidence-Based Change

4.3.1. Student engagement

The national South African Surveys of Student Engagement (SASSE) administration took place between September and November 2024, with 4 participating institutions. The UFS had 3890 undergraduate participants. **Figure 73** shows the ten SASSE indicators. In comparison with the other participating institutions, UFS students show higher average scores in most indicators, with noticeable differences in seeing the UFS as a supportive environment and the quality of teaching they experienced in 2024. These findings mirror those of 2022 and 2023, where the UFS also scored higher on all indicators, particularly these two, compared to other participating institutions. Over the past few years, the UFS consistently had higher average scores for the Student-Staff interaction indicator. In 2023, the UFS average score was 19, while the average score for participating institutions was 14. While the UFS score remained constant at 19 in 2024, other institutions' score improve from 14 in 2023 to 19 in 2024. Student-Staff interaction has traditionally been the lowest scoring indicator in the SASSE. With other institutions nationally increasing this score while the UFS' score remains this is a potential area for improvement.

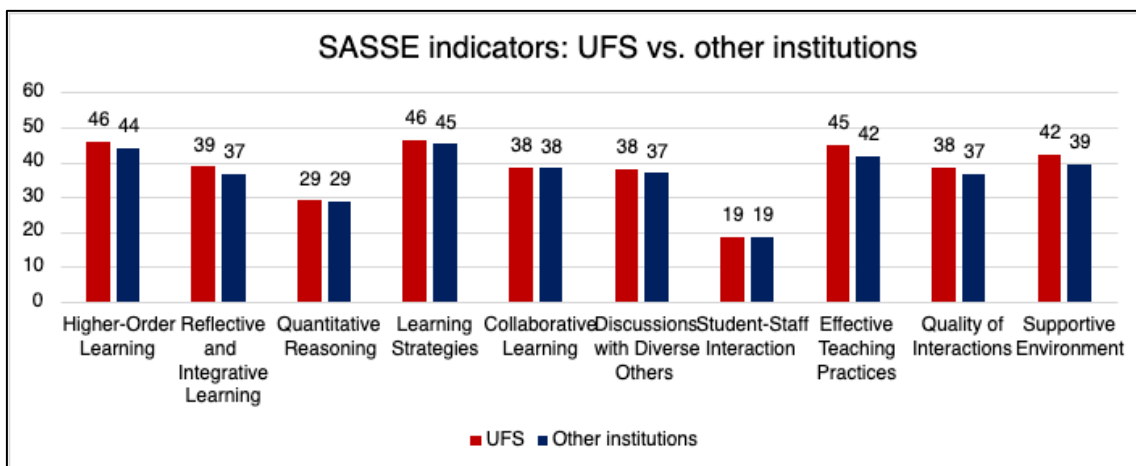


Figure 73: UFS 2024 SASSE results compared to other participating institutions' results

4.3.2. Data analytics

In 2024, the Evidence-Based Change (EBC) focus area in CTL provided data analytic support to the High Impact Practices (HIPs) in CTL, including the National Benchmark Test (NBT) algorithm and new UFS Academic Literacy Test (APPMI) (see Section 4.6), impact analyses of academic advising (see Section 4.3) and tutorials (see Section 4.4). Data analytics support also forms part of the Siyaphumelela project and the GPS@UFS project.

The UFS has been part of the Siyaphumelela network (funded by the Kresge Foundation and which seeks to broaden evidence-based student success strategies across South Africa) for more than 10 years. Data analytics form an integral part of the work we do as part of the Siyaphumelela network. In 2024, EBC hosted a regional network session on evidence-based student success which included 5 universities and TVET colleges from the Free State, North West, and Northern Cape provinces. Other data analytic work EBC is involved in as part of Siyaphumelela includes participation and input in the development of a Business Intelligence (BI) Strategy (led by ICT services), using data analytics to identify high priority modules (modules with high enrolments and high failure rates), and using Artificial Intelligence (AI) to enhance student success.

In 2022, the data analytics work previously done as part of the No Student Left Behind initiative led to the conceptualisation of the Track Your Success project that forms part of the larger GPS@UFS project (see **Figure 74**) which aims to equip students with essential digital skills, academic support, and career readiness tools for success in their studies, as well as their transition to employment. GPS@UFS consists of three large-scale projects involving several CTL focus areas, as well as other UFS departments (such as Career Services). Funding support for GPS@UFS was received from the Michael and Susan Dell Foundation. EBC provides data analytic support in all three projects and is responsible for overall monitoring and evaluation of the project.

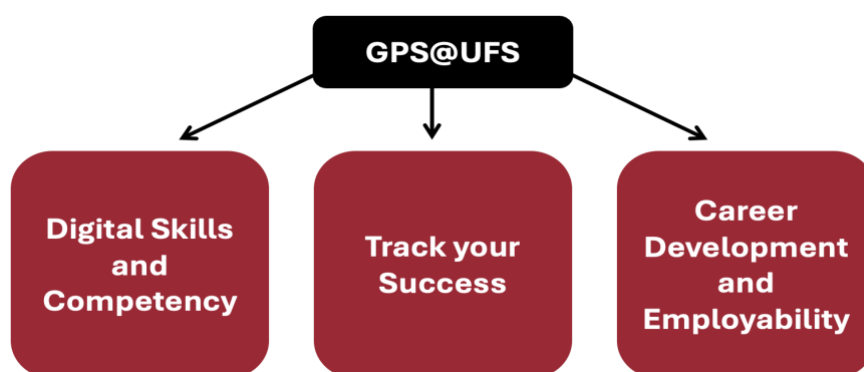


Figure 74: Overview of the GPS@UFS project

4.3.3 CTL Research Strategy

In 2024, EBC led the development of a CTL research strategy. The purpose of the strategy is to elevate the role that CTL plays in advancing learning and teaching excellence within the UFS by:

- Contributing to the field by sharing evidence of our innovative practices and enhancing the visibility and reputation of CTL as a hub for innovative research in teaching and learning.
- Leveraging the wealth of data from the work we do in supporting staff and students to provide evidence of the impact of the work, as well as to inform future practice.
- Aligning with the University's strategic goal of becoming a research-led institution.

The CTL research strategy is based on three strategic priorities: 1) enhancing a culture of critically reflective practice and research; 2) enhancing visibility and producing high-quality research outputs; and 3) cultivating intentional research collaborations. As part of the implementation of the strategy in CTL, a structured research capacity development programme will be implemented in 2025 to enhance research skills and increase research outputs in the department.

4.3.4 Reflection on how EBC contributes to enhancing quality, sustainability, and impact in learning and teaching

EBC plays a central role in advancing institutional sustainability through its commitment to data-informed decision-making and strategic alignment with long-term goals. By embedding analytics and monitoring into key student success initiatives—such as GPS@UFS, High Impact Practices, and Siyaphumelela—EBC ensures that interventions are efficient, scalable, and responsive to evolving institutional needs.

To measure the impact of its work, EBC employs both direct analytics and capacity-building efforts. It monitors longitudinal student engagement trends via Student Engagement surveys (e.g., SASSE), and identifies gaps and improvement areas through continuous monitoring of the student voice through these instruments. Through ongoing support and coordination of impact analyses on high impact practices, EBC provides the evidence base that guides intervention design and refinement. Furthermore, through the CTL research strategy and leading the development of a research culture grounded in critical reflection, collaboration, and publication, EBC is establishing mechanisms for evaluating and communicating impact—internally and beyond.

4.4. Advising, Access and Success

Transforming higher education, student success continues to be a longstanding effort across higher education institutions. Recognising the interplay between access for success and academic advising has become one of the central pillars to drive transformation and articulation from being a student to being an employable graduate. The Advising, Access and Success (AAS) focus area is one of four student success focus areas in CTL. At its core, AAS facilitates and enables flexible access, while supporting student success. Five years post the pandemic, in an era of digital and technology expansions, AAS is deeply rooted in being learning-centered, holistic and developmental in its initiatives.

4.4.1 Academic Advising

4.4.1 Advising Practice

Academic advising as an ongoing and intentional teaching and learning practice, aims to empower students in their learning and development process to explore, align, and succeed in their personal, academic, and career goals. As a shared responsibility between the advisor and advisee, advising further aims to maximise the students' potential by facilitating a conceptual understanding, sharing relevant information, and developing a relationship that promotes academic success. The envisaged result is that students have a meaningful academic experience while at university and feel a sense of belonging to the institution while maximising their potential. Carried out primarily by faculty (i.e. Curriculum Advisors) and Central (CTL) Academic Advising (i.e. Central Advisors), academic advising has multiple means and modes of delivery to ensure all students are reached. **Table 60** details the key activities that formed part of academic advising initiatives during the 2024 academic year as well as the reach of each.

Table 60: Key activities that informed academic advising in 2024

Activity	Reach (no. of student interactions)
Individual student appointments	Central Advisors: 1168
GPS@UFS: Track Your Success (incl. Longitudinal and rapid response tracking)	Longitudinal tracking: 2839 Rapid Response: 14 546
GPS ChatBot: WhatsApp/Telegram chat conversations	Access programme: 11 800 users First Years: 6120 users Seniors: 4190
Online advising reach (Facebook, Instagram)	Facebook: 2900 likes Instagram: 6400 reach (incl. likes and followers)
Group advising (incl. workshops)	Advising Learning Community: 761

Activity	Reach (no. of student interactions)
	Workshop attendance: 1290
Total	52 014

4.4.1.1 Impact of academic advising

In 2024, a report was compiled to investigate the impact of academic advising on student success. The following are key findings from this report:

Institutionalisation of Academic Advising

Since the establishment of the Centre for Teaching and Learning (CTL) in 2012, the UFS has institutionalised academic advising across all faculties, which has contributed to the optimisation of credit loads. One way in which we can look at the positive impact of optimising credit loads at the UFS, is to consider the headcount/ Full-Time Equivalent (FTE) enrolments. A headcount/FTE ratio of 1 means that every student generates one FTE. The funding received would be at an optimal level based on the government's allocated budget for the number of approved FTEs and would ensure that the institution is adequately funded without overburdening students.

Figure 75 is an overview of the headcount/FTE ratio per faculty for first-time entering students from 2012 to 2023. In 2012, the ratio was 0,65 and this improved to 0,89 in 2023. The biggest improvements are seen in the Faculty of Education (0,51 to 0,83) and the Faculty of Theology and Religion (0,65 to 0,89). In the Faculty of Health Sciences, the ratio worsened over time from 0,8 in 2012 to 0,77 in 2023. In the Faculty of Law, the ratio fluctuated over time but was slightly worse in 2023 (0,82) than in 2012 (0,83).

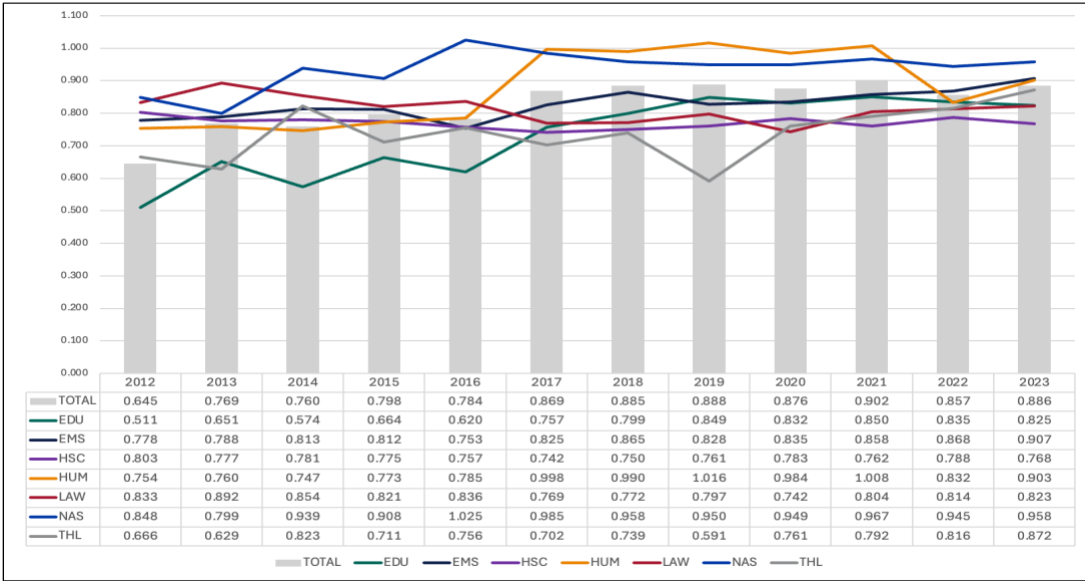


Figure 75: Headcount/FTE ratio per faculty for first-time entering students from 2012 to 2023

A similar, though less pronounced, trend can be seen for senior students (see Figure 76). The total FTE ratio of senior students improved from 0,79 to 0.83 from 2012 to 2023. The biggest improvement can be seen in the Faculty of Education (0,65 to 0,81). The only faculty with a better ratio in 2012 than in 2023, is the Faculty of Natural and Agricultural Sciences (0,88 to 0,78).

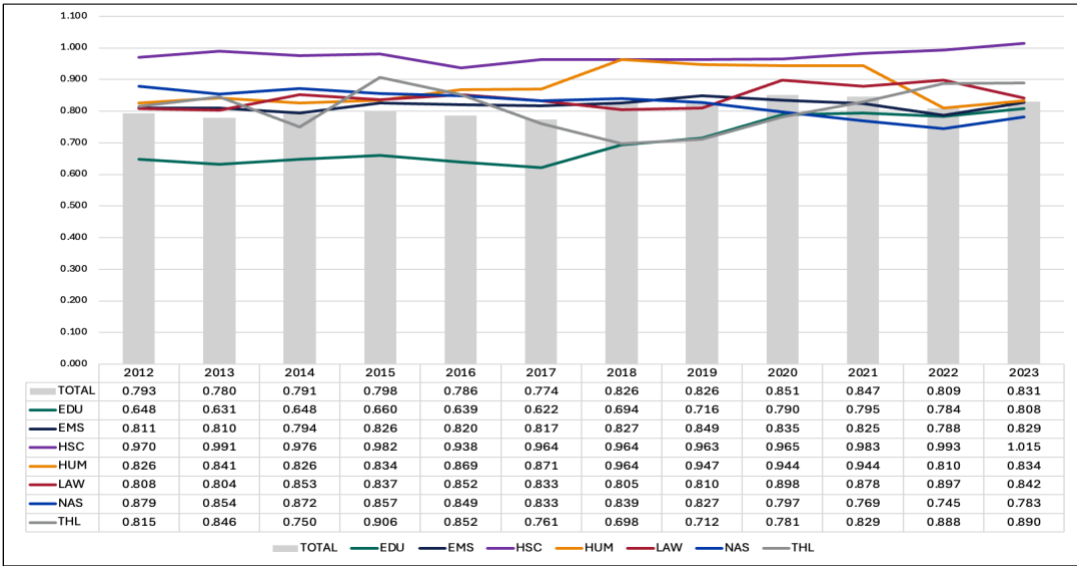


Figure 76: Headcount/FTE ratio per faculty for senior students from 2012 to 2023

Scheduled Advising

Scheduled advising requires students to proactively seek support through appointments or workshops. Between 2022 and 2023, the number of students seeking scheduled advising more than doubled, reflecting a growing awareness among the student population. Students who received scheduled advising showed:

- Higher module pass rates (84% in 2022, 86% in 2023) compared to the general student population (82% in 2022 and 83% in 2023).
- Higher average final marks (63% for advised students vs. 60-61% for the general population).
- A lower dropout rate (7% in 2022, 14% in 2023) compared to non-advised students (20% and 16%, respectively).
- Of the students who received academic advice and graduated in 2022, 55% graduated in minimum time or less. This includes both three-year and four-year degree graduates. The institutional throughput rates of the 2019 cohort of students who graduated with a four-year degree in minimum time in 2022 (53%) and the 2020 cohort of students who graduated with a three-year degree in minimum time in 2022 (32%) are both lower than the percentage of students who received academic advice and graduated in minimum time in 2022.
- Of the students who received academic advice and graduated in 2023, 64% graduated in minimum time or less. Similarly, the institutional throughput rates of the 2020 cohort of students who graduated with a four-year degree in minimum time in 2023 (44%) and the 2021 cohort of students who graduated with a three-year degree in minimum time in 2023 (34%) are lower than the percentage of students who received academic advice and graduated in minimum time in 2023.

Targeted Advising through Track Your Success (TYS)

Introduced in 2022, the Track Your Success (TYS) project identifies at-risk students through rapid response and longitudinal tracking. Rapid response tracking has shown early success, with at-risk students who were advised achieving higher module pass rates (82% in 2023 and 76% in 2024) compared to those who were not reached (76% in 2023 and 59% in 2024). At-risk students who were reached also achieved higher average final marks (59% in 2023 and 56% in 2024) compared to students who were not reached (56% in 2023 and 50% in 2024). Longitudinal tracking focuses on ensuring correct credit loads, further enhancing academic performance and progression.

Impact on Student Success and Institutional Benefits

Figure 77 shows the impact of academic advising on student success. The following key points summarises this impact:

- Improved FTE/total enrolments ratios impacts the number of teaching input units generated, which is directly linked to subsidy received.
- Both scheduled and targeted advising approaches have led to improved student success, including higher module pass rates, better average final marks, and reduced dropout rates.
- Optimised credit loads and improved module and credit pass rates contribute to the teaching input subsidy the University receives.
- The positive impact on academic progression—particularly in reducing time to degree—contributes to increased teaching output subsidy critical for realising the goals of Vision 130.

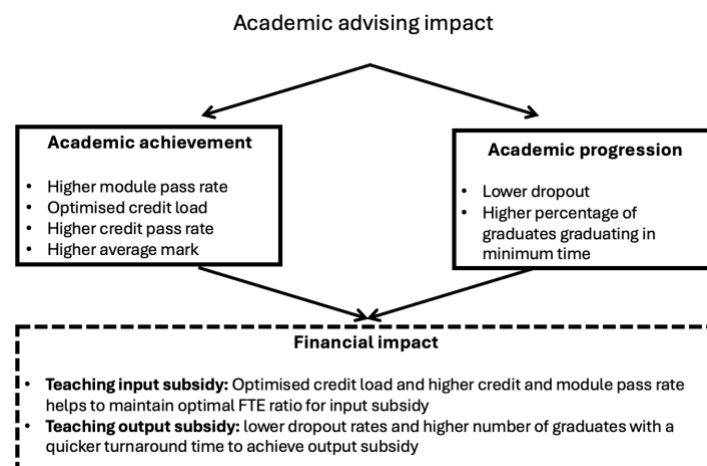


Figure 77: Overview of the impact of academic advising on student success

4.4.1.2 Advisor training and development

The UFS aims to develop and support intentionally those who fulfil the role of an academic advisor through intentionally designed professional development and training. Peer advisors (defined as any selected/appointed student leader) and professional academic advisors alike, have the responsibility to refer, support and collaborate with existing on-campus services to facilitate optimal and high-impact support. Through the University Capacity Development Grant (UCDG) collaborative grant (phase 2), the Central Academic Advising office have delivered internal peer advising training on 3 distinct levels. **Table 61** details the peer advisor levelled training as well as its reach and impact (certification).

Table 61: Peer advisors who received peer advisor training in 2024

	Reach (i.e. trained)	Impact (certification)
Level 1 peer advisor training	625	96
Level 2 peer advisor training	138	61
Total	756	157

To support the national objectives of the University Capacity Development Grant, the Academic Advising Professional Development (AAPD) short learning programme offers academic advisors the knowledge, skills and professional ability to support students. The AAPD provides professionals the space to learn and share best practice while developing a professional advising strategies and approaches to best support students. The AAPD is presented by the Central Advising office and for the 2024 academic year, we trained 145 advisors from 20 of the 26 national institutions, of which 117 were certified (submitted their assessments).

4.4.2. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) refers to a flexible access pathway that acknowledges the skills, competencies and knowledge acquired by individuals in specific fields, regardless of how and where they have been acquired. It is the acknowledgement of the contribution of work experience obtained through informal training, on-the-job experience, and life experience when measured against specific learning outcomes. The Office of Recognition of Prior Learning uses the RPL policy approved in 2022 and relevant institutional policies in everyday practice. Of the 2023 RPL cohort, 58% of the students granted admissions via RPL registered in the 2024 academic year. In 2024, 174 applications for access in select undergraduate and postgraduate programmes across seven faculties on the Bloemfontein and QwaQwa campuses were processed. **Figure 78** depicts the distribution of RPL applications across the seven faculties and Bloemfontein and QwaQwa campuses for 2024.

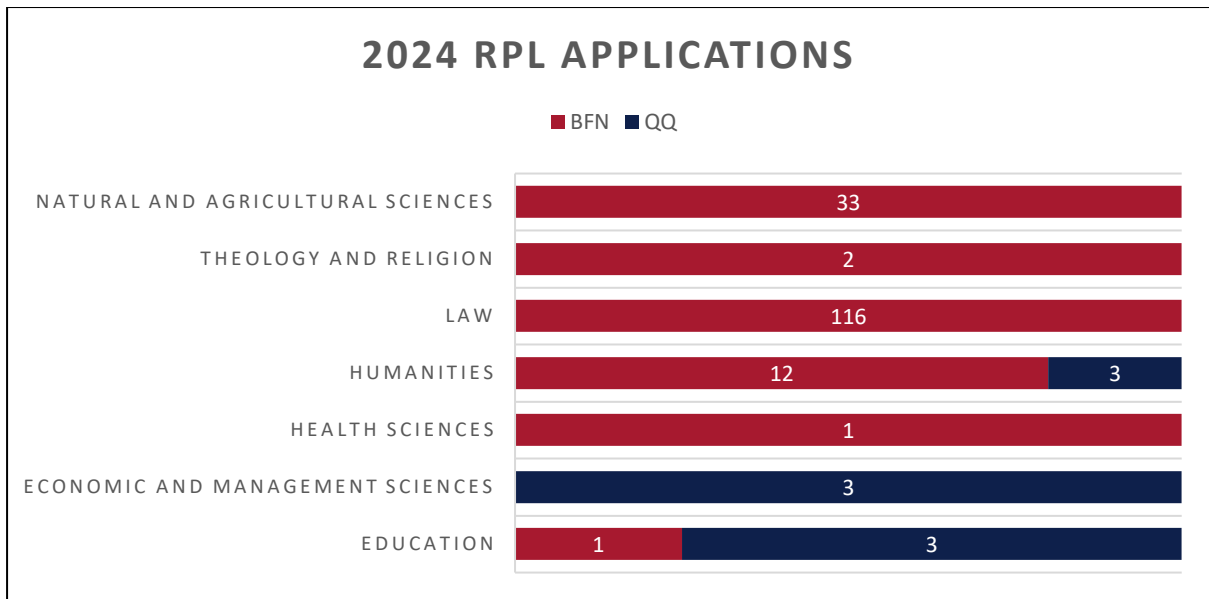


Figure 78: Breakdown of RPL applications processed on the Bloemfontein and QwaQwa campus in 2024

Of the 174 RPL applicants 65 (37%) were granted admission (i.e. can register for their studies) in 2025. **Figure 79** depicts the number of RPL candidates granted admission from the seven faculties and 2 UFS campuses.

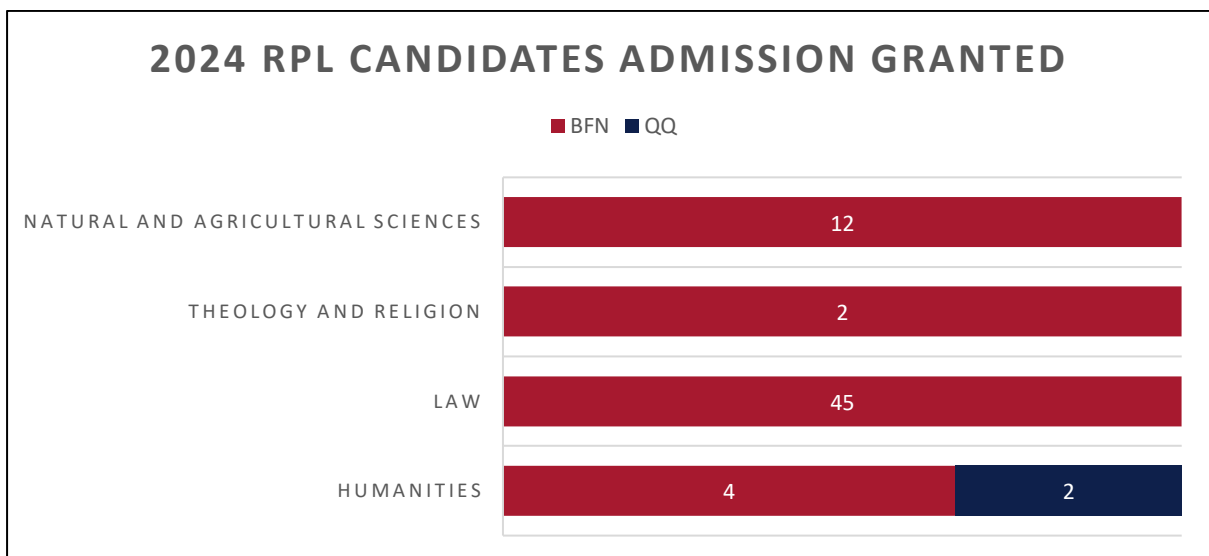


Figure 79: RPL candidates who received admission to study in 2025

4.4.3 Reflection on how AAS contributes to enhancing quality, sustainability, and impact in learning and teaching

AAS aligns with the University’s sustainability goals by embedding academic advising and flexible access practices as core, long-term strategies for student success. By institutionalising

academic advising and integrating holistic, developmentally grounded initiatives. Academic advising promotes retention, progression, and throughput which contributes to greater efficiency in teaching input and output subsidy generation, ultimately supporting financial sustainability. Additionally, advising initiatives contribute to the optimisation of credit loads and help prevent students overextending themselves academically while contributing to the generation of maximum funding. Recognition of Prior Learning (RPL) enhances sustainable access by diversifying entry pathways, widening participation, and contributing to transformation.

AAS measures the impact of its work through a combination of student-level data, institutional indicators, and programme-level outcomes. Quantitative evidence includes higher pass rates, improved average marks, lower dropout rates, and increased graduation in minimum time among students who engage with scheduled or targeted advising. Metrics such as headcount/FTE ratios per faculty and the reach of advising services (with over 52,000 student interactions in 2024) provide tangible measures of effectiveness and reach. Furthermore, the certification rates from advisor training programmes and national participation in the AAPD SLP offer evidence of both capacity building and broader systemic influence, positioning AAS as a high-impact contributor to institutional transformation and student success.

4.5. Student Learning and Employability

4.5.1 A_STEP

In 2024, A_STEP facilitated tutorials had a record number of attendees, with a total of 16 588 unique students (**Figure 80**), and a total attendance frequency of 160 901. During this time 452 tutors were employed and trained in 287 modules across the 3 UFS campuses.

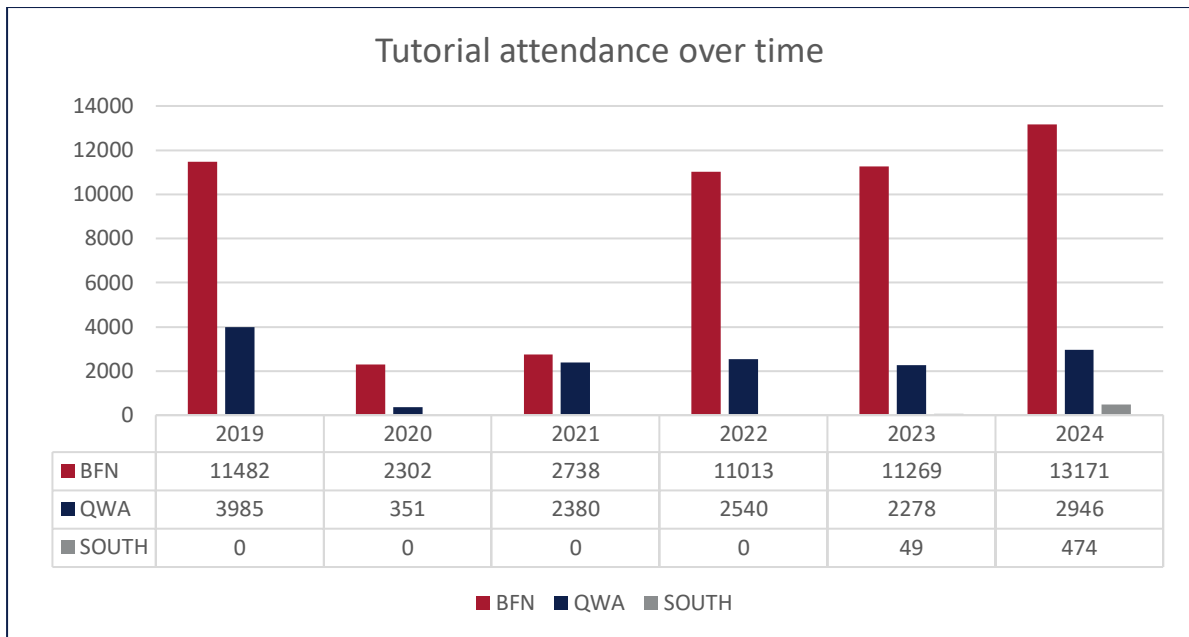


Figure 80: A_STEP attendance from 2019 to 2024

4.5.1.1 Student Employability: Tutors & Modules

There was a noticeable decline in the number of tutors appointed and trained in the 2024 academic year compared to 2022 and 2023 as part of an ongoing effort to optimise resources, creating efficiency gains and improving the tutorial experience of students at the UFS (see **Figure 81**). This approach necessitated an improved training programme for tutors that focused on the use of learning technologies, multilingual pedagogies and digital skills and competencies.

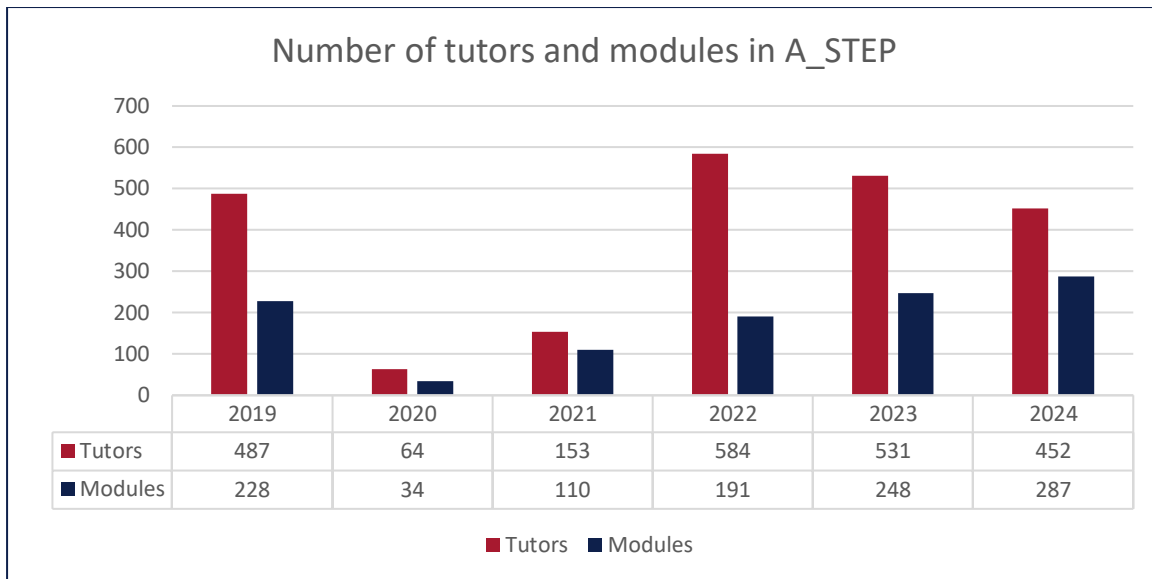


Figure 81: Number of tutors and modules in A_STEP from 2019 to 2024

A_STEP has established a growing partnership with on-campus residences to maximise student support on the Bloemfontein campus by training over 30 volunteer tutors. A_STEP also contributes to residence orientation programmes by raising awareness of the available academic support services and the development of senior students in the institution.

Academic support for students is not a standalone initiative. A_STEP’s greatest successes in 2024 have been driven by strong partnerships, collaboration, and knowledge-sharing with faculties and departments. This collaborative effort extends across the institution, on all three campuses. Key contributors to the success of the tutorial programme include CUADS, the Academy for Translanguaging, various faculties, DIRAP, ICT, and others, whose collective efforts have been instrumental in enhancing the reach and impact of tutorial support.

4.5.1.2 A_STEP impact on student success

In 2024, an impact report was compiled to investigate the impact of A_STEP tutorials on student success. Findings showed that students who attended A_STEP achieve higher pass rates, with the difference reaching up to 13% in some cases, compared to those who did not attend. Students who attended at least five tutorials showed even better performance, indicating the value of sustained participation.

The analysis further shows that students who attended A_STEP tutorials were less likely to drop out, with a dropout rate of just 6% in 2023 compared to the overall undergraduate dropout rate of 16%. These students were also more likely to graduate within the minimum time,

enhancing their academic progression and contributing to better throughput rates. As shown in **Figure 82**, not only does tutorial attendance have an impact on the academic achievement and progression of students, but these benefits are translated into financial gains for the institution.

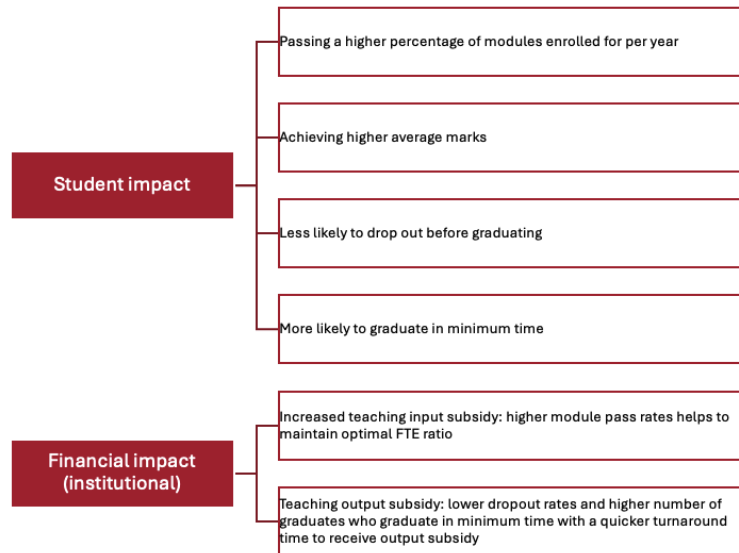


Figure 82: Summary of the impact of A_STEP on student success

4.5.1.3 Translanguaging tutorial project

The partnership between the Academy of Translanguaging and the A_STEP continues to run strong and effective. The translanguaging pedagogy is incorporated in the training of tutors and it translates into the tutorial sessions. The offering of the introduction training to new tutors and intermediate training to the returning and senior tutors have positioned tutors to lead tutorials that enable students to decode and improve the understanding of concepts making use of their language of choice. All modules that are supported by A_STEP contribute to the institution's goal of transformation, diversity support and increasing inclusion. We see more students welcoming the use of multiple languages in the sessions and benefiting from this approach made available in tutorial sessions. The approaches employed in the tutorials are directed to the immediate needs observed by the tutors during the sessions. What is important is that even with the use of multiple languages for better understanding of the work, the language of instruction is used to make sure that there is common understanding and comprehension for all the students.

4.5.2 #SecureTheGrad

#SecureTheGrad continues to gain momentum as more and more students start to become aware of the programme and its value for the student community. The purpose of the initiative

remains to offer support to senior students. In 2024, 9 webinars were hosted (see **Table 62**). The most popular webinars are those that focus on registration, funding, and careers. Partnering with relevant stakeholders like the UFS Financial Aid and Feenix crowdfunding team in the funding webinars and Coca-Cola Beverages SA in the career's webinar improved the value of webinars for students. This year #STG widened the scope of the webinars, specifically the careers webinars, where we included a focus on personal branding in both semesters. The programme observed a change in behaviour where students would enquire about webinars before they were advertised. This shift resulted in #STG creating an upcoming events poster to keep students informed, the poster sparked curiosity and interest among the students, and this resulted in higher event sign-ups and attendance.

Table 62: #STG Webinar signups and attendance in 2024

Semester	Webinar title	Attendance	Sign-ups
1	Senior orientation and registration	585	987
1	Funding and Accommodation	563	692
1	Academic Support	251	625
1	Choosing a career path	289	560
2	Re-Orientation	169	534
2	Careers & Navigating World of Work	130	326
2	Funding and Accommodation	303	625
2	Careers & Entrepreneurship Masterclass	170	336
2	Against all odds	100	230

4.5.3 Diamond League

In the 2024 academic year the Diamond League partnered with Career Services to improve the recruitability of the UFS tutors by exposing them to various activities such as the placement preparation day and ensuring that tutors are matched with placement officers whose aim was to connect tutors to employers and recruiters. To kickstart the industry mentoring component, the programme partnered with the ASISA Academy, an independent business school that offers equitable learning solutions designed and delivered by savings and investment industry experts, to provide financial literacy sessions for the participants to inform them about financial aspects relating to employment e.g., cost to company, paying tax and managing personal finances.

Two sessions were held with the ASISA Academy for the purpose of enhancing the professional development of the Diamonds. Session 1 was about Financial Literacy. The second session was about Communication and Leadership and the purpose was to expose

the Diamonds to crucial skills necessary for effective communication and leadership both in a personal and professional context. **Table 63** is a summary of the sessions attended by the 117 Diamond League participants in 2024.

Table 63: Sessions attended by Diamond League participants

Session	Attendees
CV	112
Cover letter	106
LinkedIn Site	96
Digital Skills level 1	59
Digital Skills level 2	18
Onboarding	75
Financial literacy	51
Communication and leadership	24
Townhall networking	20

4.5.4 LinkedIn Learning

Since 2021, the UFS has provided LinkedIn Learning for free to all registered students. LinkedIn Learning is an online course provider platform that serves to enhance the culture of e-learning among students. The platform provides students with short courses they can complete and videos that will assist them to grow and develop in areas outside their degree. An infographic served as a summary of the onboarding steps and formed part of the marketing material shared with students via ufs4life emails, Blackboard, and various social media marketing platforms. Two webinars were held to increase uptake and activation of LinkedIn licenses by students. A student webinar, attended by 121 students, and a staff webinar (to encourage staff to integrate LinkedIn Learning in their modules), which was attended by 41 staff members. In 2024, a total of 24 672 licenses were activated by students.

4.5.5 Reflection on how SLE contributes to enhancing quality, sustainability, and impact in learning and teaching

SLE advances the sustainability goals of the UFS by focusing on high-impact, resource-efficient student support and employability initiatives. Through the A_STEP tutorial programme, SLE provides scalable academic support across all three campuses, reaching over 16,000 students in 2024 and showing measurable impact on pass rates, dropout rates, and time to graduation. The reduction in the number of tutors and modules in 2024, combined

with improved tutor training and strategic partnerships (e.g., with on-campus residences and the Academy for Translanguaging), demonstrates a commitment to sustainability through optimisation rather than expansion. By integrating multilingual pedagogies and learning technologies, A_STEP also supports inclusive and responsive learning environments, contributing to long-term transformation and equity at the UFS.

SLE measures impact using both quantitative data and strategic partnerships to evaluate and enhance its initiatives. Students attending A_STEP tutorials consistently outperform their peers academically, with up to 13% higher pass rates and notably lower dropout rates. Sustained attendance of five or more tutorials is correlated with improved academic performance. Programmes such as #SecureTheGrad and the Diamond League extend SLE's impact by preparing students for life after university, offering targeted webinars, mentoring, and career preparation activities. The uptake of LinkedIn Learning—24,672 activated student licenses in 2024—reflects student engagement with self-directed professional development. These multifaceted, data-informed interventions collectively contribute to student success while positioning the SLE focus area as a driver of both academic and career readiness.

4.6. Student Transition, Development and Success

In this section of the report, the 2023 experience of the four projects (UFSS, Graduate Attributes, EDED, Digital Skills and Competencies Learning Pathway) residing in the Transition, Development and Success Focus Area in CTL are described.

4.6.1. First Year Transition: UFSS

The First Year Seminar is in place to support students in their transition into university, help them understand the value of their degree and how to be successful in their studies, refer them to the appropriate support services, and help them with their career development and career decision-making. In 2024, the main themes that emerged from the UFSS module evaluation was transition, academic skills development, digital literacy, and career and employability development.

Transition support

Many students highlighted the UFSS module's importance in easing their transition from high school to university, facilitating their adjustment to a new environment, academic expectations, and social interactions. The quotes below are examples of student feedback:

"The UFSS module really helped me adjust to the university environment. I learned how to manage my time better."

"I appreciated how the module assisted me in understanding the university culture, which was quite overwhelming at first."

"Thanks to UFSS, I felt welcomed and supported throughout my transition into varsity life."

"This module gave me valuable tools to navigate my first year successfully."

"I found the resources provided by UFSS incredibly helpful during my first semester."

Academic skills development

The module effectively equipped students with essential academic skills, including study techniques, goal setting, and time management. The quotes below are examples of student feedback:

"UFSS taught me crucial study techniques that improved my grades significantly."

"The time management skills I've gained through this module have allowed me to balance all my coursework effectively."

"I learned how to set academic goals, which has enhanced my focus."

"The reflection techniques learned have been instrumental in my study patterns."

"The module helped me attain better academic writing skills, which I struggled with before."

Digital Literacy

Students noted significant improvements in their digital skills, particularly in using university systems and online learning tools effectively. The quotes below are examples of student feedback:

"I now feel confident in navigating the Blackboard platform thanks to the tutorials offered in UFSS."

"This module improved my digital literacy; I can create and manage documents and presentations comfortably."

"Learning to manage online assignments and submissions was challenging, and UFSS made it much easier."

"I learned how to leverage online resources effectively to support my studies."

"UFSS helped me develop skills like creating professional emails and managing my digital footprint."

Career and Employability skills

The module's focus on employability skills prepared students for the job market, emphasizing the importance of career planning. The quotes below are examples of student feedback:

"UFSS guided me in crafting my CV, which I had never done before."

"The workshops on LinkedIn profile creation were very enlightening and will help in my job search."

"Having sessions focused on career paths was invaluable; I now feel more prepared for my future."

"I enjoyed the emphasis on developing an entrepreneurial mindset throughout the module."

"The advice on maintaining a healthy balance between studies and personal life was highly appreciated."

Because this is a compulsory module and a prerequisite for degree completion, it is important that there is a focus on the pass rate. In 2024, 9739 students were enrolled for UFSS modules. The success rate for UFSS1504 is 73% and UFSS1522 is 83%. Due to the number of students registered for each module, the combined success rate for UFSS is 75%.

In 2023, we conducted an impact analysis on students' 2018-2022 first year academic performance and found that UFSS addresses epistemic equity, enabling students to start strong on an equal footing by providing them with the skills they need to succeed academically; students' UFSS marks on average contributed 25 times more to their average final marks than their AP score and 20 times more than their school quintile status. An impact analysis will be conducted again in 2025.

4.6.2. Developing graduate attributes

This feedback will relate to the different phases within the graduate attributes project, namely Phase 1: curriculum mapping of graduate attributes to take stock of the attributes developed in the degree programmes within the faculty; Phase 2: reports provided to analyse areas of strength and areas of development from the provided curriculum mapping; Phase 3: action plans to respond to areas of development; and Phase 4: digital skills mapping to plan for the integration of the 9th graduate attribute into the curriculum. In Phase 3, the purpose of the action plan is to bring colleagues together to share approaches across a department or degree programme that could improve the development of one or more attributes per year. The action plan is then also used for monitoring and evaluation purposes, for the department / programme

/ faculty to report on their development of the graduate attributes. In Phase 4, faculties map the digital skills content against their modules and intentionally integrate it where appropriate. Additional initiatives to enhance the integration of graduate attributes into the curriculum will also be highlighted.

Phase 1: Curriculum mapping

The faculty of Law completed their curriculum mapping in 2024, in line with their re-circulation of the programme. The faculty of Education made some headway, with an expected completion of their curriculum mapping in 2025.

Phase 2: Reports

The faculty of Health Sciences will be engaging in a second round of curriculum mapping before moving on to the action plan, in response to the reports they received on their curriculum mapping. The faculty of Law received a report on their curriculum mapping and will soon be moving onto the completion of their action plan in response to their report.

Phase 3: Action plan

The faculty of Theology and Religion submitted an action plan to address the integration of graduate attributes more intentionally into the curriculum. In the faculty of Natural and Agricultural Sciences, 13 of 22 (more than half) of the departments submitted action plans. In the faculty of Economic and Management Sciences, 2 of 6 (one third) of the departments submitted an action plan. In the faculty of the Humanities, 4 of 22 (just under 20%) of the departments submitted an action plan. This was a significant achievement given that all these faculties were also engaged with Phase 4 of the Graduate Attributes Project in 2024.

Phase 4: Digital skills mapping

Faculties were asked to look at integrating each theme (there are four themes per level across three levels) in at least one module within the degree programme – this would mean at least 12 modules. However, there could be instances in which more than one theme is covered in one module, which would mean fewer modules need to intentionally integrate digital skills into the degree. It is important to note that the digital skills mapping here refers specifically to the integration of the content and assessments from the digital skills and competencies learning pathway that was created in 2023 and 2024; therefore although we report on how faculties

plan to integrate digital skills based on the data we received, it does not mean that digital skills are not already incorporated into the curriculum. In some cases, faculties chose to map digital skills per faculty; in others, faculties chose to map digital skills per department. In the faculty of Theology and Religion, 14 of the 39 modules (36%) will be integrating digital skills into the curriculum. In the faculty of Law, 39 out of the 60 modules (65%) will be integrating digital skills into the curriculum. In the faculty of Economic and Management Sciences, 5 of the 6 departments engaged in the digital skills mapping, with 41 out of 75 modules (55%) planning to integrate digital skills into the curriculum. In the faculty of Natural and Agricultural Sciences, 13 of the 22 departments engaged in the digital skills mapping, with 276 of 529 modules (52%) planning to integrate digital skills into the curriculum. In the faculty of the Humanities, 14 of the 22 departments participated in the digital skills mapping, with 117 of 353 (33%) modules planning to integrate digital skills into the curriculum. In all these faculties, the lecturers far exceeded expectations with their enthusiasm to ensure that students are digitally literate by the time they graduate; in other words, the level of integration would ensure sufficient exposure and opportunities for students to practice honing their digital skills during their undergraduate journey.

Additional initiatives

The following additional initiatives have ensured a multi-faceted and explicit approach to graduate attribute development within the curriculum:

- The Graduate Attributes Portal (organisation on Blackboard) provides step-by-step guidance to staff on how to integrate each attribute into outcomes, teaching and learning activities, and assessments. Additionally, LinkedIn Learning material, as well as co-curricular programmes in which graduate attributes are developed, are also made available for each graduate attribute. This is a self-paced tool which is available to all academic staff members to engage with. In 2024, 538 staff members actively engaged with the Graduate Attributes Portal, meaning they spent an average of 40 minutes or more in the organisation.
- The Curriculum Renewal Programme, run as an academic staff development initiative in CTL (see section 4.1), has incorporated the development of graduate attributes in its content since its inception.
- The Study Guide project has resulted in a study guide template for each faculty, which explicitly includes the graduate attributes as a heading in it – this means that academic staff need to indicate, in their study guide, the graduate attributes they are developing in their module.

4.6.3 Digital Skills and Competencies Learning Pathway for Students

A comprehensive review of the 25 most frequently used digital literacy frameworks around the world was conducted. We narrowed this down to 14 digital literacy frameworks in the second round of review, based on the digital skills themes that were most common, as well as most frequently sought out in the workplace. Despite the number of frameworks, there were very few examples of implementation, and even less so in a higher education context. Therefore, our approach was a unique one because we created an implementation plan to address the goal of developing a digitally literate student cohort. Additionally, consultation and collaboration across the institution with staff and students meant that we would ensure no duplications with existing efforts, and would provide a resource to staff to refer their students to. Unlike the other graduate attributes, the digital skills and competencies attribute comes with a learning pathway that is assessed and provides students with certificates of competence (**Table 64**).

Table 64: Number of students that have achieved certificates

Level 1 (basic)	Level 2 (intermediate)	Level 3 (advanced)
9075	1567	988

Level 1 is integrated in the compulsory First Year Seminar, UFSS, with students completing the theme ICT Proficiency in the first semester, and the rest of the Level 1 themes in the second semester. In 2024, five of the seven faculties planned the integration of the digital skills content, to ensure continued upskilling of students, into their degree programmes. The webinar on the development of digital skills and competencies as a ninth graduate attribute at the UFS was voted the best in 2023 and subsequently submitted to feature on the International Network of Employers and University Career Services (INEUCS) website in 2024. Additionally, this approach was well received at the International Consortium for Educational Development (ICED24) conference in 2024. If staff would like to learn more about this pathway, they are welcome to visit: www.ufs.ac.za/ctl/dsc

4.6.4 Reflection on how TDS contributes to enhancing quality, sustainability, and impact in learning and teaching

TDS aligns with the UFS's sustainability goals by embedding long-term, systemic approaches to academic readiness, skills development, and graduate preparedness. Through integrated, curriculum-embedded projects such as the First Year Seminar (UFSS), the Graduate Attributes initiative, and the Digital Skills and Competencies Learning Pathway, TDS ensures

that students are equipped from their first year with essential skills that contribute to academic success, career readiness, and employability. TDS's focus on digital literacy—now formalised as the ninth graduate attribute—reflects a future-oriented response to the digital transformation of higher education and the workplace, with widespread faculty engagement and curriculum integration ensuring institutional sustainability and relevance.

To evaluate its impact, TDS uses a mix of qualitative student feedback, module evaluations, certification data, and impact analyses. The 2023 analysis shows that UFSS contributes to student transition and academic development, with student success indicators (such as UFSS performance) outweighing traditional access measures like AP scores or school quintile. The Graduate Attributes Project uses phased implementation and tracking—across curriculum mapping, action planning, and digital skills mapping—offering a comprehensive, faculty-specific view of progress. Notably, over 11,600 certificates have already been issued through the digital skills pathway. Engagement analytics from tools like the Graduate Attributes Portal further indicate staff involvement in curriculum transformation. Together, these insights reflect how TDS supports student success at scale while embedding sustainable academic development into the culture of the institution.

4.7. Academic Language and Literacy Development

4.7.1 Academic Literacy Modules

CTL's Academic Language and Literacy Development (ALLD) focus area enrolled 9 935 students in the critical academic literacies modules (CAL) during 2024 across all three campuses. The total average pass rate was 85%. Student evaluations of the modules show that 98% of students believed that the module helped them develop their academic literacy abilities. A total of 98.1% of students also responded positively when asked whether they use the skills taught in the CAL module in their other modules. Finally, 98.5% of students felt that their facilitators were well-prepared and familiar with the academic literacy content. Some qualitative data also boasts positive student experiences:

“Overall, I found the English module to be both insightful and engaging. The lessons were well-structured, and I appreciated the variety of activities that helped develop different skills—especially the writing and reading exercises”

“Overall, the module is a great module and I think that all UFS students should have this module as it really makes a difference in our academic work. My facilitator was incredible, I couldn’t have passed this module without him! Thank you”

“The module has helped me a lot as I was able to apply what I learned in other modules and the facilitator was the best ever”

The ALLD’s internal quality assurance practices include regular and consistent training of facilitators, peer support in the form of mentor groups, moderation of assessment practices, peer and coordinator observation, quality marking rubrics, closing the feedback loop with regular student and facilitator feedback, and curricula based on sound pedagogical and field-specific research.

4.7.2 The Write Site

The Write Site, which forms part of the ALLD, supported 11 636 students through workshops and individual consultations on the Bloemfontein, South, and Qwaqwa campuses. Student feedback has been very positive, with one student commenting that *‘I plan to return for another Write Site consultation because I feel like they are a great help when it comes to academics and that would improve my academic writings [sic]’*. The South Campus Write Site launched this year and students quickly started making use of our services. We had 26 consultations in the first semester, which rose exponentially in the second semester to 86.

4.7.3 Research

The ALLD’s research output in 2024 was also impressive, with 7 conference presentations, 4 journal articles, and two book chapters all sharing the work of the ALLD team. The team also successfully completed the final pilot of the UFS Academic Literacy Test (the APPMI), which rolled out campus-wide during registration in 2025. The APPMI is a diagnostic tool used to determine which first-time entering undergraduates require additional support in the form of a faculty-specific critical academic literacies module. In previous pilots, the test discriminated well among FTENs and obtained satisfactory results in the run of the Rasch and Classical Test Theory analyses. In the final pilot, the test received a Cronbach Alpha of 0.88, meaning that the test is technically sound.

4.7.4 Other achievements

Other achievements of the ALLD during 2024 include:

- Several award winners from the Teaching & Learning conference, including first and second place in the assessment category, second place in the young researcher category, and best paper from the Qwaqwa campus.
- A positive review of the CAL curricula from three external reviewers (UCT, UP, and NWU).
- The successful rollout of the facilitator professional development programme.
- The publication of the 4th volume of the Initiative for Creative African Narratives.
- The successful rollout of CALR – the critical academic literacies module for the Theology Faculty.

4.7.4 Reflection on how ALLD contributes to enhancing quality, sustainability, and impact in learning and teaching

The work of the Write Site and the Critical Academic Literacies (CAL) teams focuses on making explicit to students the specialised forms of writing, reading, and knowledge production that are expected in higher education. Our job is to help students develop higher-order skills and academic practices that are associated with different ways of reading, writing, producing, and thinking about academic knowledge (Boughey & Niven, 2012: 647; Scott, 2009: 25; Boughey, 2013: 27, Boughey, 2000; Quinn, 2012). The practices covered include how to read critically, extract important information from sources to create a cohesive and coherent line of argumentation, and how to write formally, clearly, and accurately. These practices are complex, take time to develop, and are foreign to most students entering the higher education space for the first time.

In 2023, the ALLD ran a correlation study focusing on the impact of the CAL courses and the work of the Write Site. For the analysis of the CAL courses, a sample of 61 020 students from 2015 to 2022 was used. The results showed a 14.9% correlation, on average, between a student's average final marks in their core degree programme modules and successful completion of a CAL course. The p-value of all the correlations run was 0, indicating a very low likelihood that the correlations were random. For the analysis of the Write Site, data from 5830 students from 2015 – 2019 were used and the results showed that when students engage with at least 1 Write Site consultation, they pass 8.1% more credits and are 15.3% more likely to graduate.

The value of the ALLD work, then, not only lies in the tailor-made curricula covering vital practices/skills nor in the individualised support students receive through the Write Site, but also in the impact of the work. The CAL courses are thus imperative to social justice and the transformation agenda of the UFS since the courses focus on developing students' foundational academic literacy skills (writing, reading and critical thinking). Skills such as these clearly enhance student success.

4.8. Qwaqwa initiatives

The CTL on the Qwaqwa campus has five focus areas (BLISS, AAS, SLE, TDS, ALLD), which implement initiatives similar and aligned to the ones provided on the Bloemfontein campus, albeit with tweaks and changes relevant for the rural Qwaqwa environment. For the sixth focus area (EBC), QQ staff are represented at different meetings and are part of different project teams. Certain unique initiatives exist, which are discussed next.

4.8.1. The student decoloniality essay writing competition

Decolonisation is an important element included in the institutional aims and strategies (such as Vision130). In 2024 this essay competition boasted two sections: an essay section and a poetry section.

In 2024, a total of 64 initial entries were received for the essay the poetry categories. The essay applicants attended an essay writing workshop, while the poetry applicants attended a poetry writing workshop. After the workshop, 17 final entries were submitted. Due to AI-created submissions, some final submissions were disqualified, and a decision was made to allocate fewer prizes: two for the essay section (one undergraduate and one post-graduate) and one for the poetry section.

4.8.2. A_STEP tutorial lecturer training

An initiative was launched in 2021 to train lecturers who form part of the A-STEP tutorial programme and implemented for the fourth time in 2024. This need was identified based on feedback from previous years' tutors, as well as students. The aim of the training is to guide lecturers in good tutorial design practices, which would engage students and optimally impact learning. For 2024, one training session day was hosted on-campus, to which all relevant lecturers were invited. Approximately 11 lecturers attended.

4.8.3. Qwaqwa student success task team

A task team was established in 2019 on the Qwaqwa campus to see how smaller, evidence-based teaching and learning projects could impact student success. This initiative has continued ever since, although the smaller projects change for each year. However, for 2024, a new approach was adopted to create a platform for different campus stakeholders to be exposed to important data-points, and to discuss these findings, which would ultimately inform their decision-making moving forward. This was called the student success forum.

To this end, two forums took place. The following data was discussed:

- Institutional student data (registration numbers, gender and gap rates, module pass rates, student demographics)
- Demonstration of institutional data hub (PowerHeda)
- UFS success rates for ten years
- Staff data (staff-student ratio)
- Staff experiences feedback (2023 survey study)
- Impact reports (tutorials, academic literacy)
- HIPs data
- Advising trends data
- Blackboard training data

4.8.4. The Scholarship of Teaching and Learning (SoTL) Community of Practice

The Qwaqwa SoTL group redesigned its approach in 2022, as meetings could be held face-to-face once again. A blended approach was ultimately followed, with one-hour online workshop sessions, and two-hour work sessions per month. This new blended design continued in 2024. In 2024, the Qwaqwa SoTL CoP had 21 members with representatives from CTL and all four faculties on the Qwaqwa campus (see **Figure 83**)

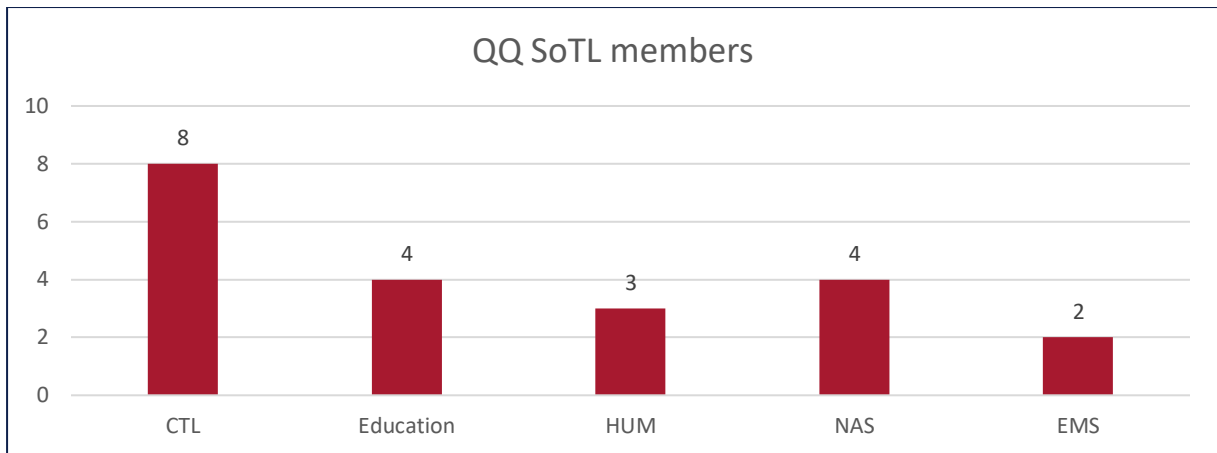


Figure 83: Qwaqwa SoTL CoP members in 2024

In 2024, 8 online and 8 face-to-face sessions took place. From this group, the best Qwaqwa campus paper presentation was awarded at the UFS L&T conference. Other achievements include:

- 5 conference presentations.
- 1 article accepted for publication.
- 1 article published.
- 2 2023 members accepted for Learning and Teaching Fellowship 2024.

4.8 UFS Learning and Teaching Strategy

In 2024, the CTL led the review and renewal of the UFS Learning and Teaching Strategy in collaboration with faculties and in consultation with relevant UFS stakeholders. The purpose of the strategy is to:

- Create alignment and enhance academic excellence through high-quality learning and teaching.
- Develop a signature learning and teaching environment that optimises technology for flexibility and responsiveness and optimises engagement and success for employability.
- Intentionally design and align the learning and teaching infrastructure for financial sustainability and social impact.

In this latest version of the UFS Learning and Teaching Strategy (2025 – 2030), six strategic priorities were identified:

1. Enhancing graduate attributes for impact.
2. Improve student success through alignment, data, and technology.

3. Expand curriculum renewal to ensure significant learning.
4. Design learning for sustainability, flexibility, and inclusion.
5. Empower academics with evidence-based pedagogy and technology.
6. Enhance quality through scholarship for impact.

The strategy was finalised in 2024 and went through formal approval processes in 2025. It was approved in March 2025. The final version of the strategy can be viewed on the [UFS website](#).

4.9 Programme and Departmental Reviews

Participation in quality reviews remains a crucial strategy employed by the university to promote a culture of excellence across the institution. The quality review process begins with departments conducting self-evaluations, encouraging institutional stakeholders to take responsibility and ownership of the quality and improvement of their respective functional areas. External experts are then invited to offer insights, feedback, and recommendations to enhance the quality of academic programmes and the practice of academic departments and support units. The reviews further gather inputs from various stakeholders, including students, staff, potential employers and other relevant external parties. This comprehensive assessment approach helps academic departments, centres and support units to identify, from multiple perspectives, their areas of strengths and areas in need of improvement, which facilitates continuous improvement of the quality of learning and teaching, research, community engagement, and support services.

In 2024, the quality review schedule included 8 quality reviews of academic departments/centres of which 5 reviews were conducted (see **Table 65**).

Table 65: Quality reviews conducted in 2024

Faculty	Academic Department/Centre
Faculty of Natural and Agricultural Sciences	Centre for Microscopy
	Soil, Crop and Climate Sciences
	Agricultural Economics
Faculty of Health Sciences	Division Health Sciences Education
N/A	Afromontane Unit

Of the 8 departments/ centres identified for review in 2024, 3 were postponed to prioritise compelling, alternative quality improvement processes (see **Table 66**).

Table 66: Quality reviews postponed in 2024

Postponed Quality Review	Alternative Quality Improvement Process
Division of Information Communication Technology	ISO 9001 recertification audit mandated by the Audit and Risk Institutional Committee (ARIC) of Council
South African Doping Control Laboratory (SADaCoL)	Quality improvements in response to accreditation requirements of the World Anti-Doping Agency (WADA).
Postgraduate Diploma in Integrated Water Management	Integration in the full quality review of the Centre for Environmental Management, which is to enter its next cycle of quality review.

5. References

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