

NAME OF COMMITTEE: Executive Committee of Senate

DATE OF MEETING: 17 May 2021

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SUBMITTED BY: Prof Francois Strydom

SUBJECT: Annual Learning and Teaching Report

BACKGROUND

The Annual Learning and Teaching Report 2020 served at the Academic Committee of Senate on 15 April 2021. Committee members had an opportunity to comment on the report until 30 April and based on feedback received the following additions were made to the report:

- Size and shape analysis
- Qwaqwa PQM changes and an introduction to 5 new programmes
- Risk register reflection
- Advancing internationalisation of the curriculum through the iKudu project
- Teaching and learning support for international students in 2020

These additions are reflected in the adapted version of the Learning and Teaching report attached.

RECOMMENDATION

For approval



Quality Learning and Teaching for a New Normal

Annual Learning and Teaching Report 2020

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Executive summary

In 2020, higher education institutions across South Africa and all over the world were faced with exceptional challenges brought about by a global pandemic. The University of the Free State (UFS), like other institutions, had to change its approach to learning and teaching and student support. The challenges posed by the pandemic have however created an opportunity to reflect on what a “new normal” in a post-COVID-19 world could look like. Therefore the Deputy Vice Chancellor: Academic requested the Centre for Teaching and Learning (CTL), supported by the Directorate for Institutional Research and Academic Planning (DIRAP), to compile this annual learning and teaching report with that focus in mind.

Although this report builds on the previous learning and teaching report submitted in 2019, which focused on using evidence to enhance quality, this report has some significant differences in its focus, namely:

- Enabling consultative reflection on the impact of the pandemic on the quality of learning and teaching;
- Providing an evidence-based analysis of learning and teaching performance at institutional and faculty levels;
- Reflecting on the adaptations made to learning and teaching in the context of quality and its alignment with the institutional learning and teaching strategy; and
- Reflecting on the future of learning and teaching beyond the pandemic and the opportunities created for a new normal.

The institutional learning and teaching context

The key findings of learning and teaching on an institutional level show that the UFS has reached and exceeded its enrolment targets for 2020. As was the case in 2018 – 2019, this was made possible by returning undergraduate students that continued to exceed enrolment targets over the last few years. However, two causes of concern might be over-enrolments of students in education and humanities and under-enrolments in sciences, as well as declining postgraduate enrolments, particularly the steady and consistent decline in postgraduate less than masters enrolments, and to a lesser extent a decline in masters enrolments. Despite lowering the targets for both these postgraduate study levels, the university did not reach its targets for enrolments in these groups. This raises questions about the navigability of pathways linking undergraduate and postgraduate studies, as well as the need to open discussions to explore ways in which postgraduate studies could be advanced at the UFS.

Demographically, the most notable change from 2019 to 2020 is the increase in the number of students entering with an AP score of between 30 and 36 and the decrease in the number of students entering with an AP score below 30. It is also positive to note the sizeable increase in the number of undergraduate graduates that the UFS has produced over the last five years, particularly from 2019 to 2020. Of course, an increase in the number of graduates is expected to correspond with the increase in undergraduate enrolments over the last few years, however, if one considers the graduation rate, which is a more substantive way to view graduations in relation to enrolments, the UFS' undergraduate graduation rate increased from 17% to 20% in 2020.

Student success at the UFS

The UFS has made significant progress in success rates over the past ten years, with the general success rate improving by 13% between 2010 and 2020. Within groups, Indian/Asian students' success rates increased by 23% between 2010 and 2020. Similarly, African students' success rates improved by 18%, coloured students' success rates improved by 16%, and white students' success rates improved by 10% between 2010 and 2020. The achievement gap between white and African students halved from 16% in 2010 to 8% in 2020.

Between 2019 and 2020, the overall institutional success rate improved by 5%, with some faculties showing increases between 9% and 11%. The achievement gap between white and African students narrowed by 2% on an institutional level during this time. While it is true that a concerted effort was put in place to enable the completion of the academic year, with various adaptations to learning and teaching in 2020, the size of the increase in success rates requires pause for reflection. This is especially important when considering the challenges that many of our students experienced due to a lack of access to reliable internet and electronic devices, as well as the required digital skills to be successful in an online environment. Therefore, it is critical that the increase in the success rate and the narrowing of the achievement gap between 2019 and 2020 need to be carefully interrogated to consider the implications for quality and future approaches to learning and teaching.

Learning and teaching at faculty level

The number of undergraduate enrolments increased in all faculties over the last few years, with some peaking in 2020. Generally, with this increase also came an increase in the number of undergraduate graduates. The undergraduate achievement gap between white and African students decreased in all faculties except the Faculty of Natural and Agricultural Sciences in 2020. The reasons for this, together with the increase in undergraduate module pass rates in most departments of all faculties (including the Faculty of Education, which was the only faculty that showed a decrease in success rates on an overall faculty level), also need to be

better understood. It is likely that there are lessons to be learned from the learning and teaching approaches taken in 2020 that can be replicated moving forward. However, it is also necessary to distinguish between which practices constituted the 'emergency' part of emergency remote teaching, and which practices can be taken forward as good quality practices for a new normal.

Quality and strategy in the pandemic

This report aligns existing initiatives, as well as new initiatives that emanated due to the challenges posed in 2020, with the UFS Learning and Teaching Strategy. It reflects on how the adaptations made to these initiatives kept quality learning and teaching at the forefront. New initiatives that were implemented in 2020 to enhance student success during the pandemic, include the No Student Left Behind (NSLB) campaign, laptops distributed to 3,500 students identified through the Student Vulnerability Index (SVI), and scaling virtual academic and support services enabled through a grant received from the Michael and Susan Dell Foundation (MSDF).

Learning and teaching during the pandemic also required the pivoting of existing student support and success initiatives, such as the Academic Student Tutorial Excellence Programme (A_STEP), Academic Advising, Student Transition (UFSS), and Language and Literacy Development. Pivoting at the most concrete level meant adapting the ways in which these services are offered to allow them to continue in a remote online environment. However, in many instances, it also meant expanding the scope of the services offered to include more holistic support and greater reach.

In addition to student success initiatives, which makes up one part of the UFS Learning and Teaching Strategy, some forward-looking approaches to quality learning and teaching include foundational work done to enable more flexible learning and teaching approaches through the *#UFSTeachOn* campaign – work that serves as a building block towards a blended learning and teaching model in a new normal. The finalisation of the Curriculum Renewal Programme and growing interest in the Excellence in Learning and Teaching Awards, as well as the well-attended annual Learning and Teaching Conference all point to new opportunities created by the pandemic to enhance the quality of learning and teaching at the UFS.

From a quality enhancement perspective, it is important to highlight the central role that data and data analytics played in ensuring that the remote teaching and learning response retained a quality focus. A total of 39 Blackboard reports ensured in-time monitoring of learning and teaching in 2020. In addition, several research reports were produced in 2020 to inform institutional initiatives including *#UFSLearnOn* and *#UFSTeachOn*.

Quality and digital transformation

The pandemic resulted in the initiation of the strategic, Digitalization Implementation Plan. The plan aims to transform leadership, institutional culture, technology, and how the institution approaches strategic and operational tasks, through digitalization. The plan will have implications for the quality of learning and teaching at the university in future. The outcomes of this plan are discussed in the final section of the report.

Structure of the report

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

- Section 1 uses demographic data on enrolments and graduates to enable 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 aligned with the UFS Learning and Teaching Strategy; and
- Section 5 provides an overview of the Digitalization Implementation Plan.

Each section of the report starts with a key findings summary that provides the reader with a brief overview of the main findings in the analysis that follows. For the executive summary, only selected findings were highlighted.

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 twofold, 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 2016-2019 with unaudited data of 2020. The rationale for this approach was to allow the UFS to respond timeously to any quality concerns that might have been brought on by the emergency remote learning and teaching approach in 2020. Finally, Annex 1 provides a reflection on risk management.

List of acronyms/ definitions

- **Full-time equivalent (FTE):** An FTE total takes account of a student's course load. 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 and 4 year B degrees only) from year 1 to 2. For University Access Programme (UAP) students, retention rate implies whether students register at the UFS after completion of their UAP year.
- **Success rate:** The amount of successful FTEs divided by the amount of registered FTEs.

Section 1

Teaching and Learning Context at Institutional Level

Section 1 provides an overview of enrolment and graduation trends over the past few years. It also sheds light on who the first time entering students are.

1.1 Key findings on the learning and teaching context at institutional level

- The UFS has been exceeding its general enrolment targets since 2016.
- Undergraduates are over-enrolling for education and other humanities programmes and under-enrolling for sciences.
- Fluctuations in first time entering enrolment rates have eased out in 2020.
- The targets for all postgraduate studies were lowered for 2020.
- Only masters enrolments showed a slight increase during 2020, other postgraduate enrolments decreased slightly.
- 53% of the undergraduate enrolments are African females, followed by 31% African males. The closest following groups are 6% white females, 4% white males.
- 42% of postgraduate less than masters qualification enrolments are African females, followed by African males (27%), white males, and white females respectively (both representing 12% each).
- 18 of the top feeder-schools in 2020 are situated in the Free State (10 from Mangaung and eight from Phuthaditjhaba).
- The majority of the UFS's first time entering students come from quintile three schools (26%) and quintile five schools (also 26%). This is followed by quintile one (18%), quintile two (16%), and quintile four schools (13%).
- Just under half (45% and 46%) of first time entering students on the Bloemfontein and South campuses respectively come from quintiles one to three schools. In contrast, 82% of first time entering students on the Qwaqwa campus come from quintile one to three schools.
- Most first time entering students come from the Free State, KwaZulu Natal, and Gauteng provinces.
- 72% of first time entering students are between 19 and 22 years old.
- First time entering students with Admission Point (AP) scores between 30 and 36 have increased by 11% between 2016 and 2020.
- 86% of first time entering students in 2020 were African, followed by 9% white students, 4% coloured students, and less than 1% Indian/Asian.
- The gender distribution of first time entering students has been consistently 60% female and 40% male since 2016.

- The most spoken home language of first time entering students in 2020 is Sesotho (24%), followed by IsiZulu (22%), English (14%), isiXhosa (11%), and Afrikaans (10%).
- The number of undergraduate graduates has consistently increased from 2016 to 2020 with 3,286 more undergraduate graduates in 2020 than in 2016 (an increase of 83%).
- The majority of undergraduate graduates are African females. The number of graduates from this group consistently increased from 2016 with a particularly steep increase between 2019 and 2020 (3,095 to 4,050).
- The undergraduate graduation rate increased from 17% in 2019 to 20% in 2020.
- Postgraduate less than masters graduates consistently declined from 2017 to 2020 with 381 more graduates in 2017 than in 2020 (a 17% decline).
- The Faculty of Law is the only faculty that showed an increase in postgraduate less than masters graduates between 2019 and 2020 (394 to 490).
- All racial groups show a decline in numbers from 2019 to 2020 (consistent with the overall drop in the number of postgraduate graduates for this period), except Indian/Asian females and males, both of which show a slight increase.

1.2 Size, shape and success a campus perspective

The size and shape assessment of the UFS seeks to establish the fitness for purpose of the institution as a public university of South Africa in relation to meaningfully realising the goals of the national mandate of higher education. The size and shape analysis explores the extent to which the UFS programme offering meets the educational needs of students and the national goals from the perspectives of equity, inclusivity and responsiveness of the national system of higher education.

To deliver on the UFS strategic intent, the UFS Council approved the Size and Shape Strategy to promote educational reform, which not only gives expression to the changing institutional landscape of higher education as a differentiated and diverse system but also the reconfigured institutional mandate of the UFS. The Strategy establishes and prioritises indicative targets for the size and shape of the UFS, including overall growth and participation rates, institutional and programme mix per campus and equity and efficiency goals.

This section aims to provide a summary of the size and shape of the UFS campuses and its contribution in pursuing the goals and objectives toward the advancement of the key mission of the university.

1.2.1 Size

The size of an institution provides for the number of enrolments that the university carries given its mode of delivery and the resources at its disposal. From the data below, it is evident that Bloemfontein campus carries 70% of the total headcount enrolments. The Bloemfontein campus also dominates the size of the UFS with regard to its postgraduate provisioning of more than 94%, followed by 4% to 6% representation of postgraduate students on the Qwaqwa campus, and no presence at all on the South campus. To manage the size of the UFS, it is important to realise the full potential of each campus, in so doing the purpose of the campus must provide context to shape the size of each campus in line with its carrying capacity. **Table 1** provides a summary of enrolment targets set for 2020 against actual enrolments per campus. A more in-depth look at institutional targets over time is provided in **section 1.3**.

Table 1 Summary of UFS's size by campus

Focus	UFS 2020		Campus contribution		
	Targets (where applicable)	Preliminary 2020 data*	Bloemfontein	Qwaqwa	South Campus
Number of qualification		373	347 (80%)	53 (12%)	33 (8%)
Number of programmes		407	339 (75%)	79 (17%)	35 (8%)
Number of plans		1041	878 (80%)	165 (15%)	54 (5%)
Number of modules		3571	3126 (79%)	533 (13%)	319 (8%)
Headcount enrolment	40 271	41 663	29 140 (70%)	8 135 (20%)	4 378 (10%)
First-time entering undergraduates	7 900	7 807	5069 (65%)	1 373 (18%)	1365 (17%)
Total undergraduate	32 798	34 898	22 753 (65%)	7 837 (23%)	4 308 (12%)
Postgraduate to masters level	3 788	3 075	2 949 (96%)	126 (4%)	
Masters	2 411	2 270	2 176 (96%)	94 (4%)	
Doctors	971	1 001	938 (94%)	63 (6%)	
Occasional		409	324 (79%)	15 (4%)	70 (17%)
Distance Headcount enrolment	6 270	3 588	966 (27%)	2 (0.06)%	2 620 (73%)
Module enrolments		297 724	206 881 (69%)	64 470 (22%)	26 373 (9%)
Unweighted FTEs	31 981	35 360	24 994 (71%)	7 956 (22%)	2 410 (7%)

* Calculated as headcounts of students as enrolled for highest qualifications only

1.2.2 Shape

The shape of the UFS profile has been carefully selected to be regionally and locally responsive. **Table 2** shows movement towards over-enrolment in education and other humanities, while there is a shortage of enrolments in the sciences. Space remains a critical success factor to grow the sciences and for this reason more attention to the carrying capacity is required to realise the outcomes as presented in the Council approved Size and Shape Strategy.

The number of returning students remain 3% above planned, this is an indication that students remain longer in the system than planned and to this end, it also contributes to over-enrolment. To retain an optimal balance between input, process and output measures, the UFS must sustain an intake of 24% first time entering students annually. In this regard, the university is currently under-enrolled by 2%. The overall postgraduate intake is on par, however the University struggles to attract postgraduate diploma enrolments, as evidenced elsewhere in this report. A key challenge in this regard is dedicated funding to support postgraduate less than masters level qualifications.

Table 2 Shape of UFS

Focus	UFS 2020		Campus contribution		
	Targets (where applicable)	Preliminary data	Bloemfontein	Qwaqwa	South Campus
Fields of study:					
Science, engineering, technology	29%	23%	29%	9%	11%
Business/management	28%	16%	17%	11%	16%
Education	26%	28%	18%	50%	57%
Other humanities	17%	33%	36%	30%	16%
Qualification levels:					
First time entering students as % of total undergraduates	24%	22%	22%	18%	32%
Undergraduates as % of total	81%	84%	78%	96%	98%
Postgraduates as % of total	15%	15%	21%	4%	
Occasional students as % of total	1%	1%	1%	0.2%	2%

1.2.3 Sustainability

Size, shape and student success determine the sustainability of each campus. To this end, 79% of the earned teaching input subsidy is generated by the Bloemfontein campus (**Table 3**). The UFS is monitoring the over-enrolment in Teaching Input Units (TIUs) to avoid potential

penalties. With enrolment management this is doable and it will require further planning to ensure full compliance.

Table 3 TIUs per campus

Focus	UFS 2020		Campus contribution		
	Targets (where applicable)	Preliminary data	Bloemfontein	Qwaqwa	South Campus
Teaching Input Units	61 130	71 411	56 138 (79%)	11 924 (16%)	3 348 (5%)
Teaching output subsidy		8 356	5 978 (72%)	1 575 (19%)	803 (9%)
Research output subsidy		636	597 (94%)	39 (6%)	

1.3 Enrolment targets vs. actual targets

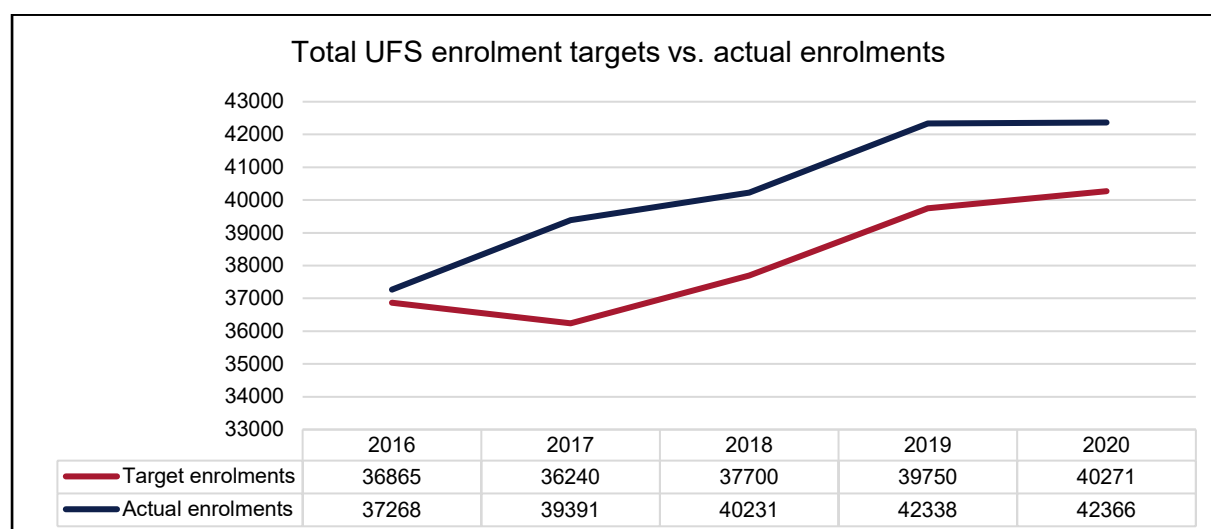


Figure 1 Total UFS enrolment targets vs. actual enrolments

Figure 1 shows that since 2016, the total UFS enrolments have exceeded targets. In 2020, enrolments surpassed the target of 40,271 by 2,095 students.

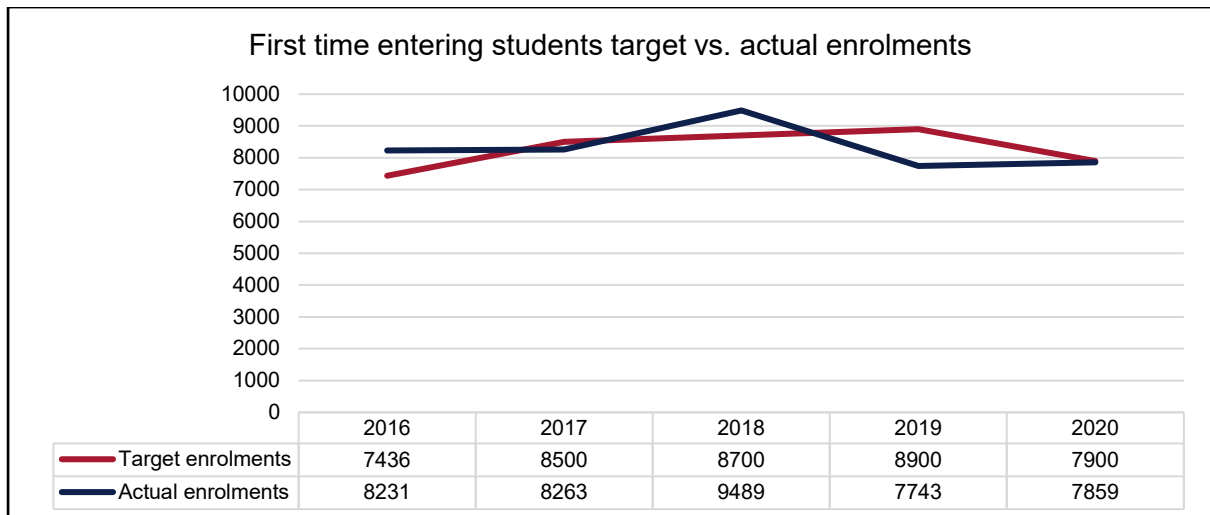


Figure 2 First time entering students target vs. actual enrolments

In 2020, the difference between targets set for first time enrolments and actual enrolments stabilized. This followed some fluctuations since 2018 when Government's response to the #FeesMustFall protests resulted in a steep increase in first time student enrolments (**Figure 2**).

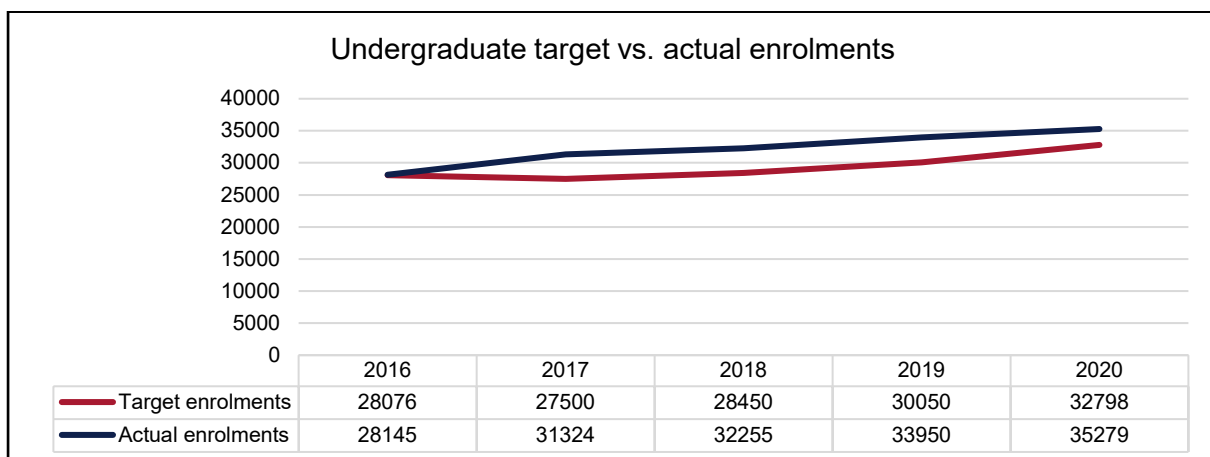


Figure 3 Undergraduate target vs. actual enrolments

Figure 3 shows a consistent increase in undergraduate enrolments since 2016, with actual enrolments exceeding targets. The difference between actual and targeted enrolments has narrowed slightly between 2019 and 2020.

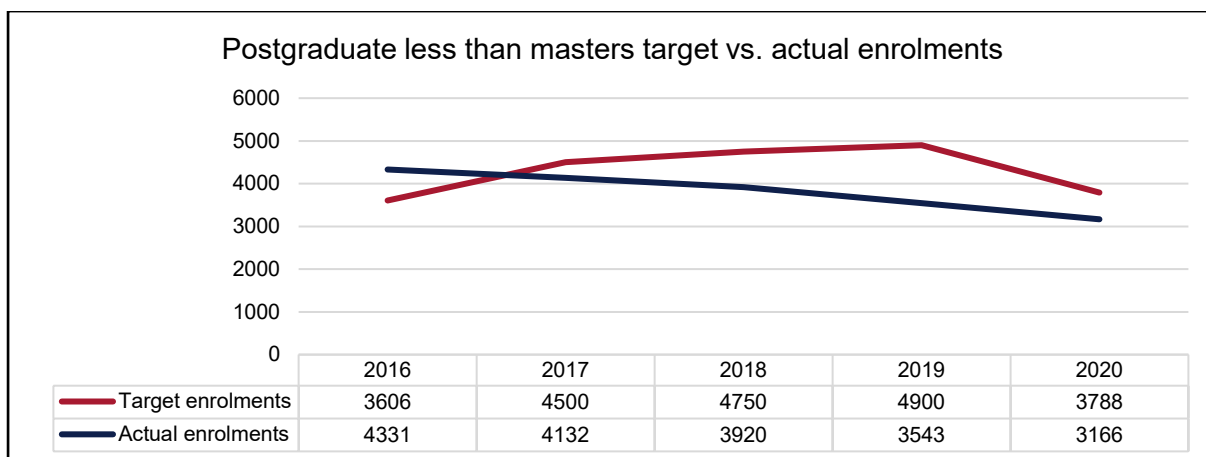


Figure 4 Postgraduate less than masters target vs. actual enrolments

Actual enrolments for postgraduate qualifications less than masters have been steadily declining since 2016 (**Figure 4**). In response, the target set for 2020 enrolments also decreased by 1,112, resulting in a narrowed gap (of 622) between target and actual enrolments.

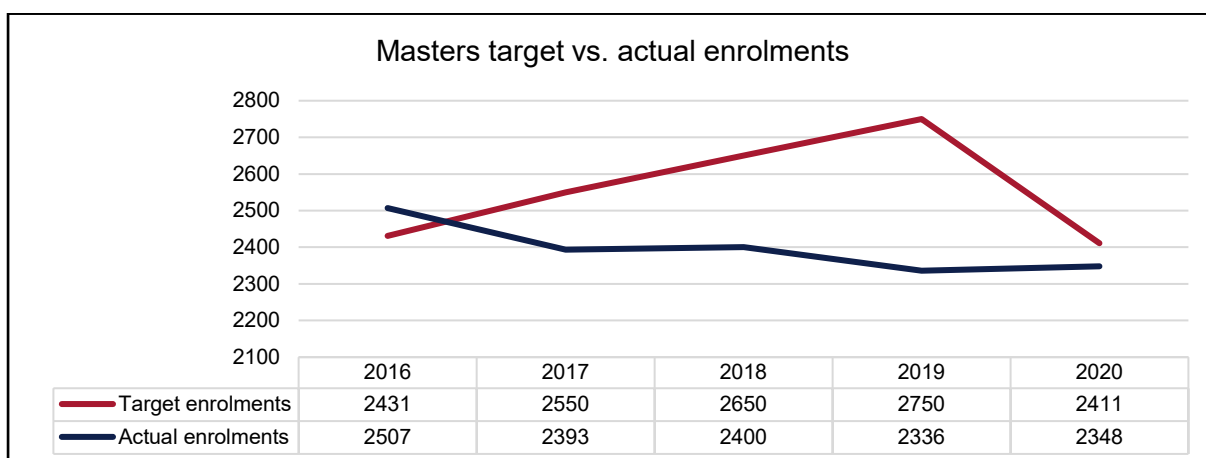


Figure 5 Masters target vs. actual enrolments

Figure 5 also shows an adjusted target for masters enrolments that resulted in a narrowed gap between target and actual enrolments in 2020. Actual enrolments show a slight increase between 2019 and 2020.

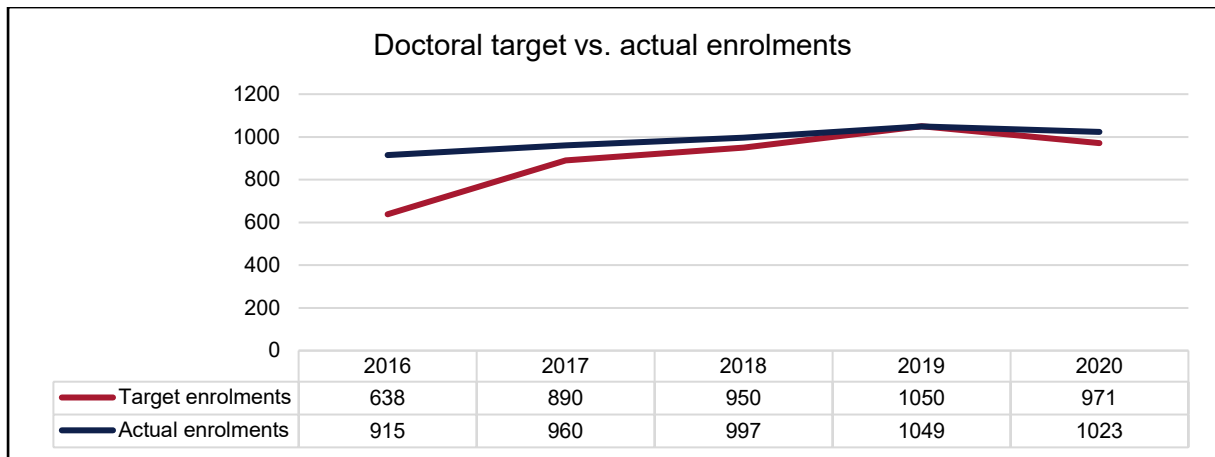


Figure 6 Doctoral target vs. actual enrolments

Doctoral enrolments exceeded targets in 2020 by 52 candidates (**Figure 6**).

1.4 Enrolments by race and gender: Undergraduate and postgraduate less than masters

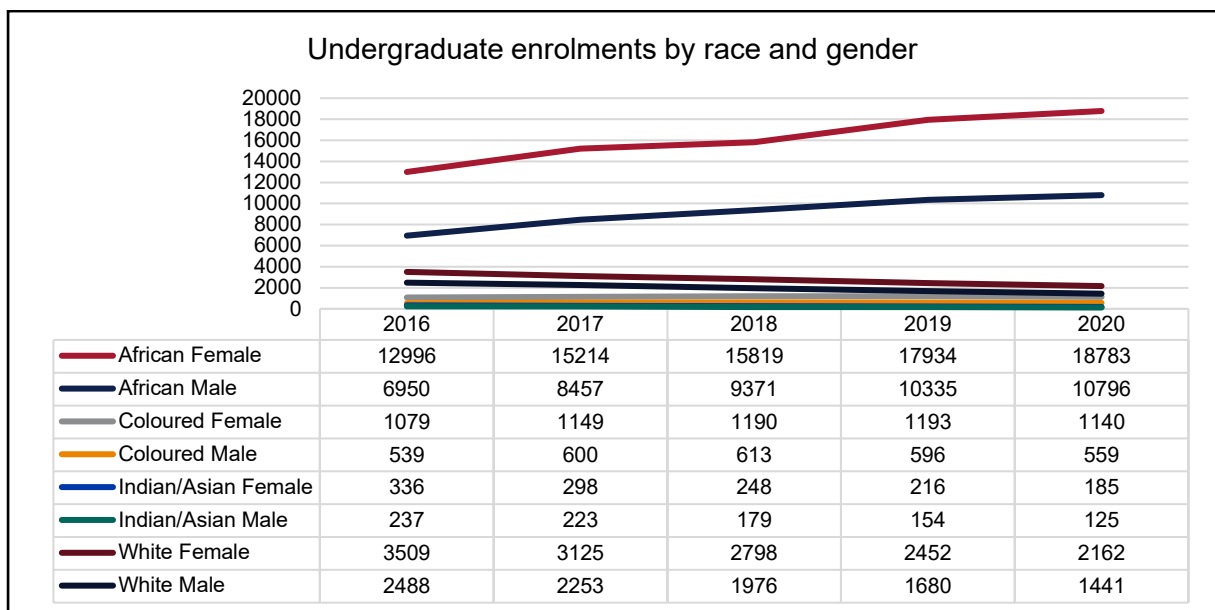


Figure 7 Undergraduate enrolments by race and gender

Figure 7 shows that 53% of the undergraduate enrolments are African females, followed by 31% African males, 6% white females, 4% white males, 3% coloured females, 2% coloured males, and Indian/Asian males and females make up less than 1% of the undergraduate student population. Of the largest populations, the number of the African male population has doubled in the last five years and the number of African females has almost doubled since 2015. In contrast, white male and female groups have steadily declined. In the least representative groups, there were a slight decline in all groups between 2019 and 2020.

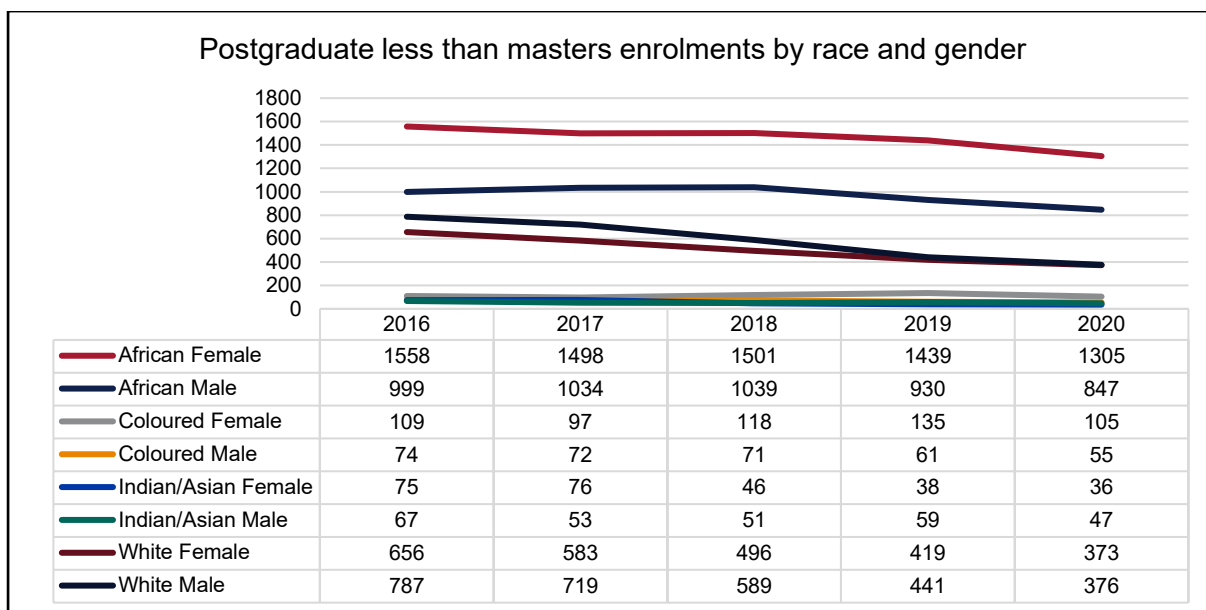


Figure 8 Postgraduate less than masters enrolments by race and gender

Figure 8 shows that the majority enrolments are African females (42%); followed by African males (27%), white males, and white females respectively (both representing 12% each). All groups show a slight decline in numbers between 2019 and 2020, with African male and female groups showing a 9% decline respectively, white females 11%, and white males a 15% decline in enrolments.

1.5 First time entering students

This section focuses on who the students are entering our campuses for the first time. We look at which schools they stem from most, what the average ages are, the AP scores they enter with, the provinces they come from, what gender and racial category they identify with, and what their home languages are.

1.5.1 Top 20 schools

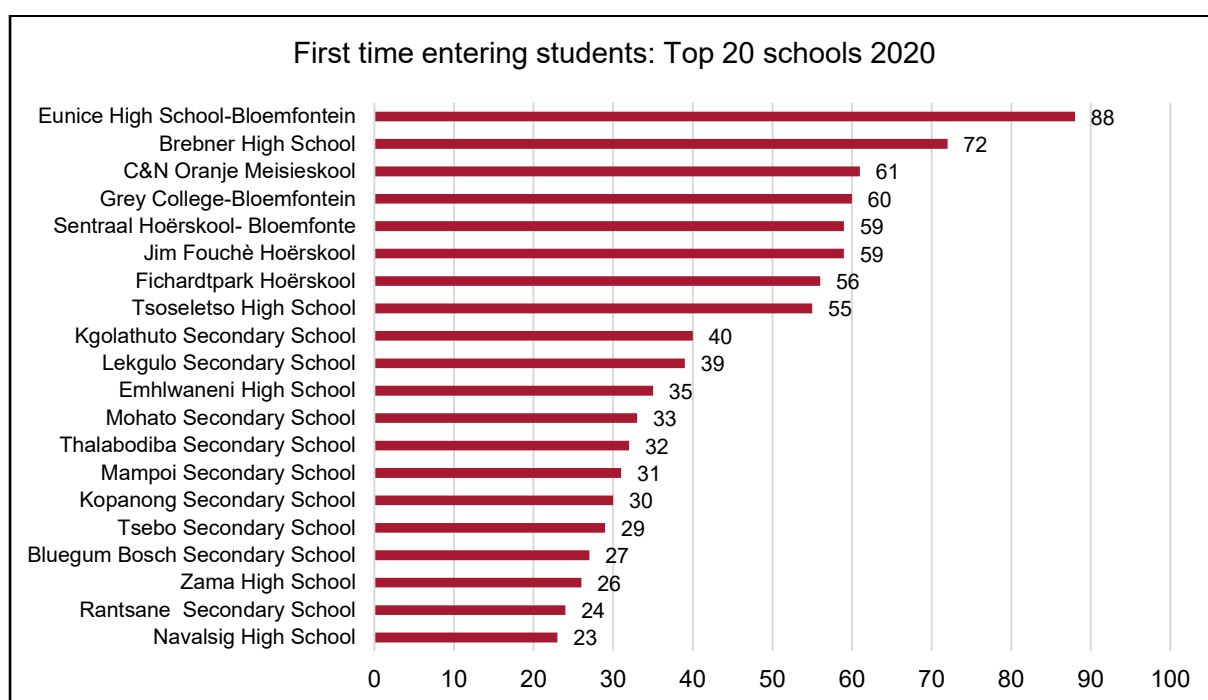


Figure 9 First time entering students: Top 20 schools 2020

The top 20 feeder-schools of 2020 are represented in **Figure 9**. Ten of these schools are situated in Mangaung, eight in Phuthaditjhaba, and two in KwaZulu Natal.

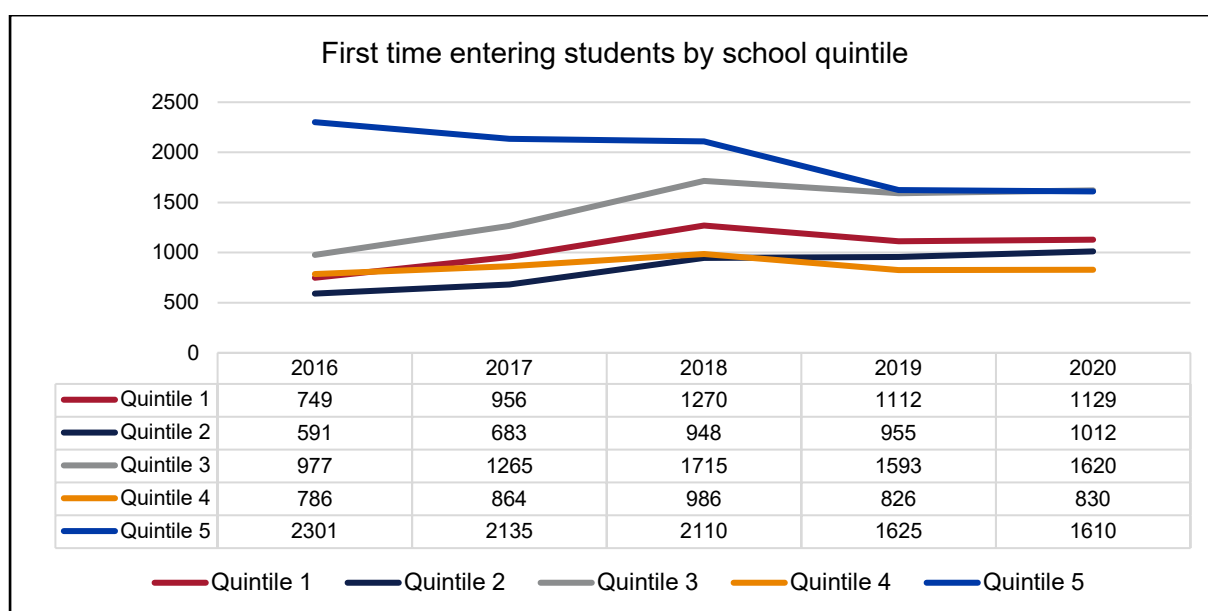


Figure 10 First time entering students by school quintile

Around 20% of school data between 2016 and 2020 are not linked to a specific quintile, and a further 6% are schools not allocated a quintile score. From the schools that we have data on, **Figure 10** shows that the most first time entering students come from quintile three schools

(26%), and quintile five schools (also 26%). This is followed by quintile one (18%), quintile two (16%), and quintile four schools (13%). Just under half (45% and 46%) of first time entering students on the Bloemfontein and South campuses respectively come from quintiles one to three schools. In contrast, 82% of first time entering students on the Qwaqwa campus come from quintile one to three schools.

1.5.2 Provinces

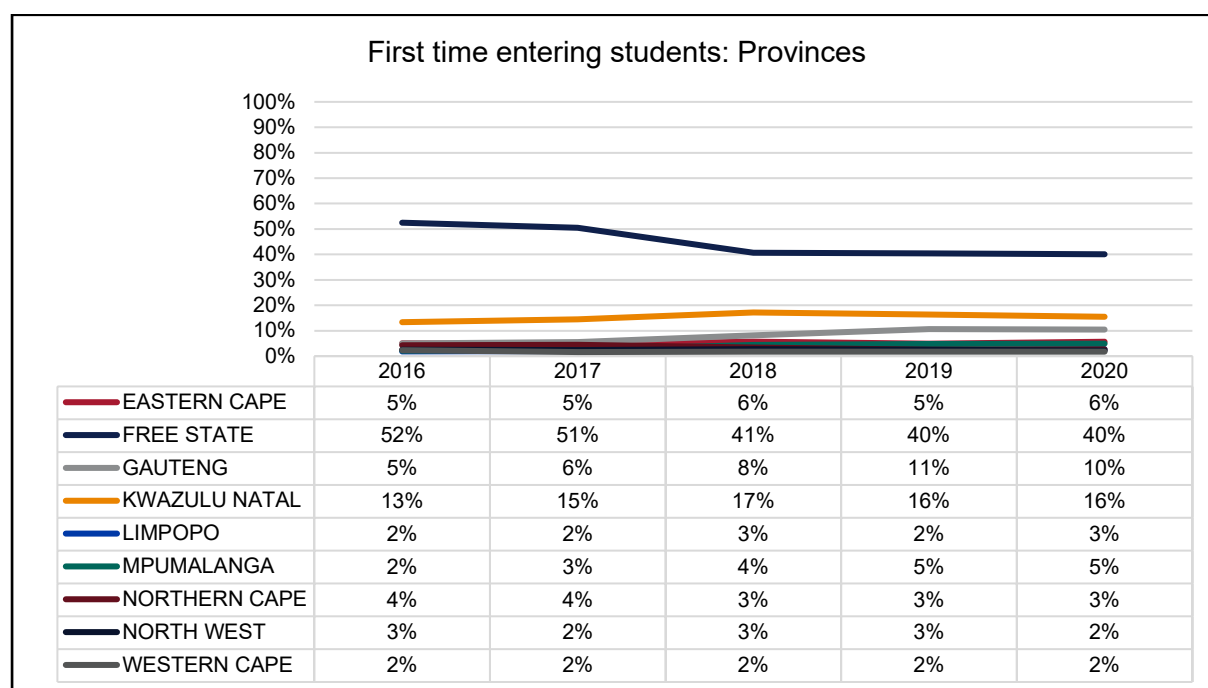


Figure 11 First time entering students: Provinces

Figure 11 shows that 40% of first time entering students come from the Free State province, followed by 16% from KwaZulu Natal, 10% from Gauteng, and 6% from the Eastern Cape provinces.

1.5.3 Age

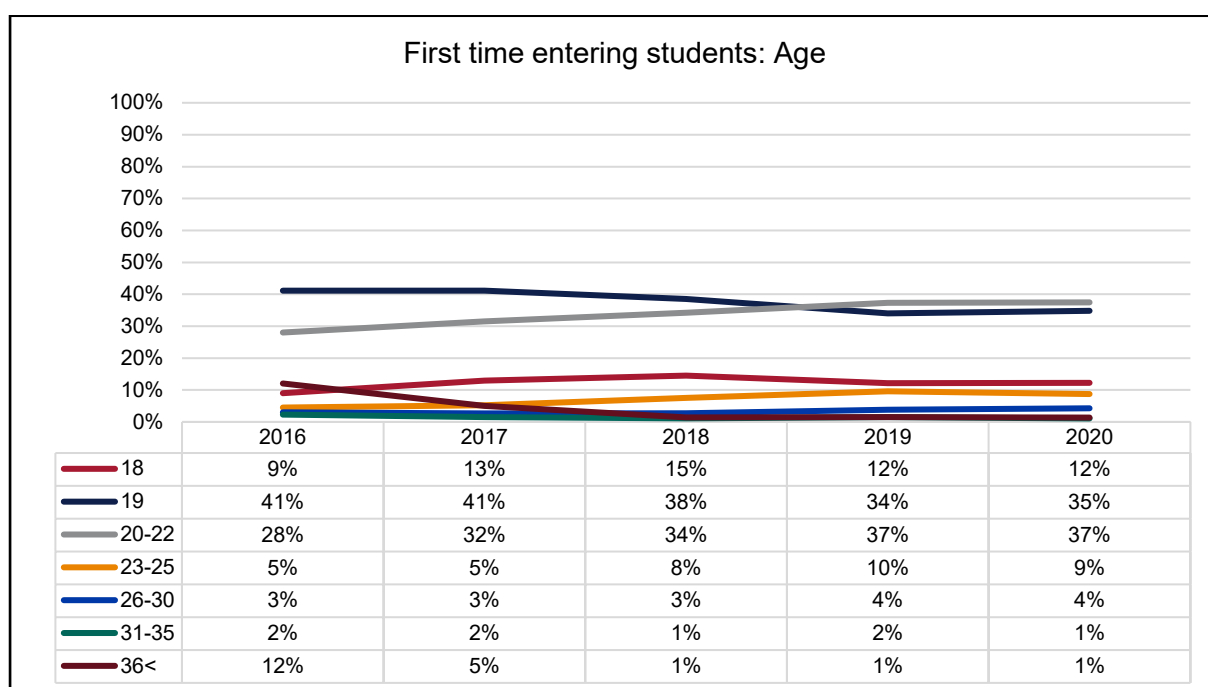


Figure 12 First time entering students: Age

Figure 12 shows that less than half (47%) of first time entering students are 18 to 19 years old, with 37% entering between ages 20 and 22, and 9% between ages 23 and 25.

1.5.4 AP scores

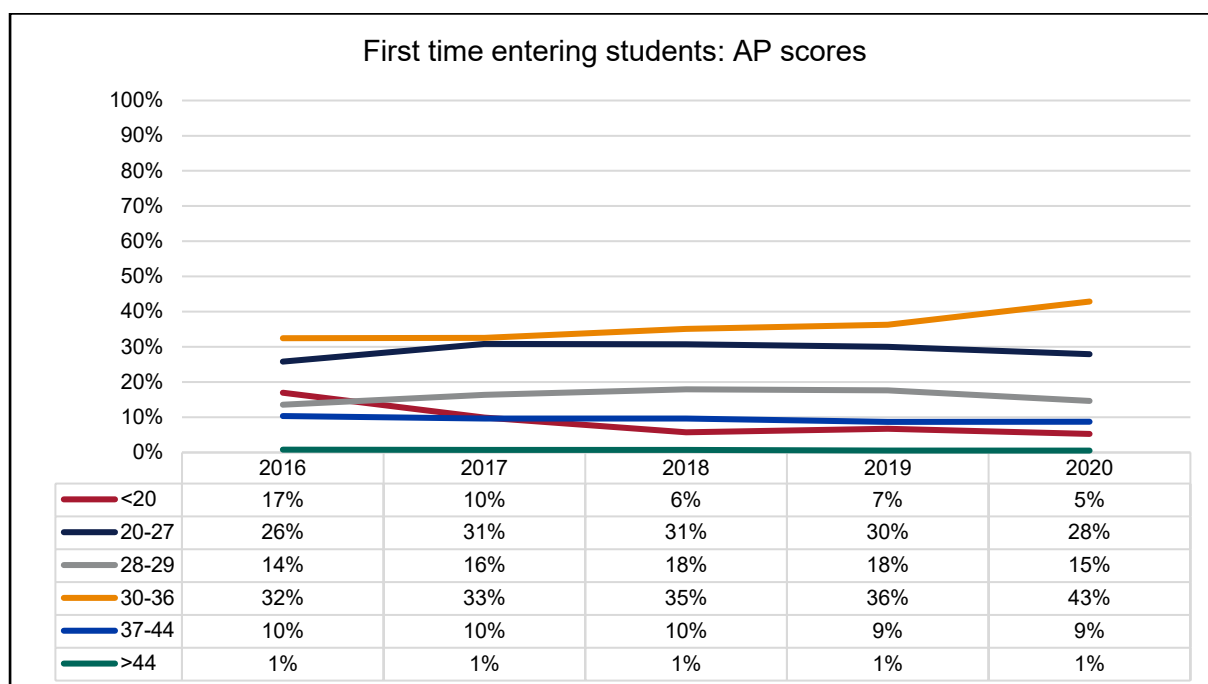


Figure 13 First time entering students: AP scores

Since 2017, the majority of first time entering students' AP scores have been between 30 and 36, with a 7% increase between 2019 and 2020 (**Figure 13**). Correspondingly, there has been slight decreases in students with AP scores below 30.

1.5.5 Race

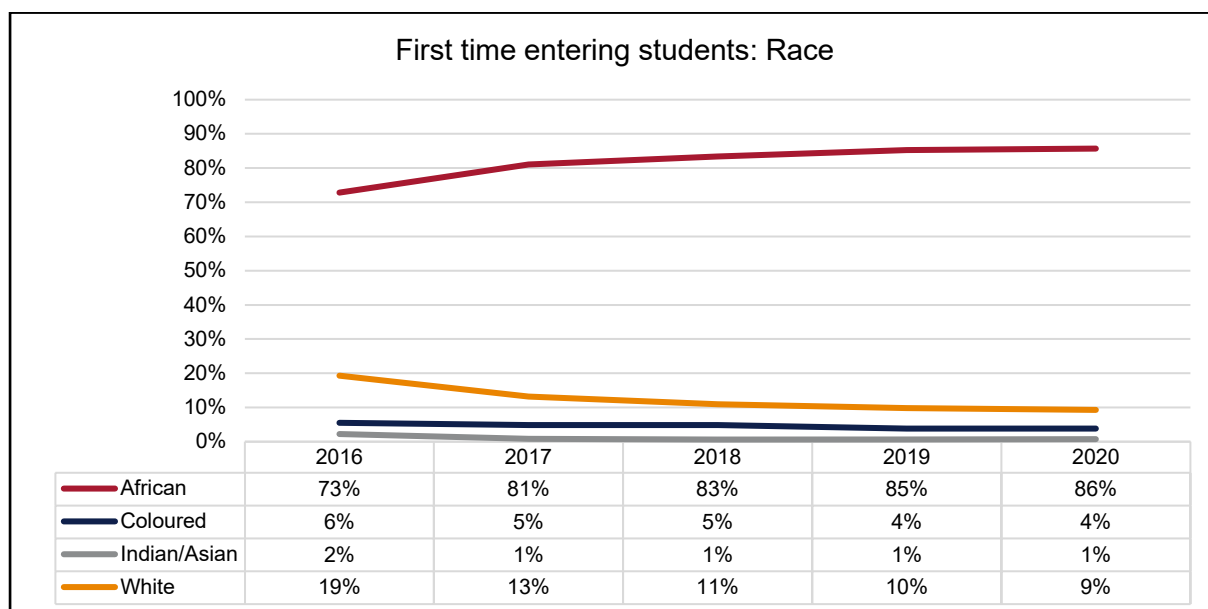


Figure 14 First time entering students: Race

Racially, African first time entering student numbers show a steady increase of almost 10% between 2016 and 2020. In contrast, white student numbers have almost decreased by 10% during the same time. The number of coloured students entering the UFS has also decreased slightly from 2016, but remains stable at 4% representation (**Figure 14**).

1.5.6 Gender

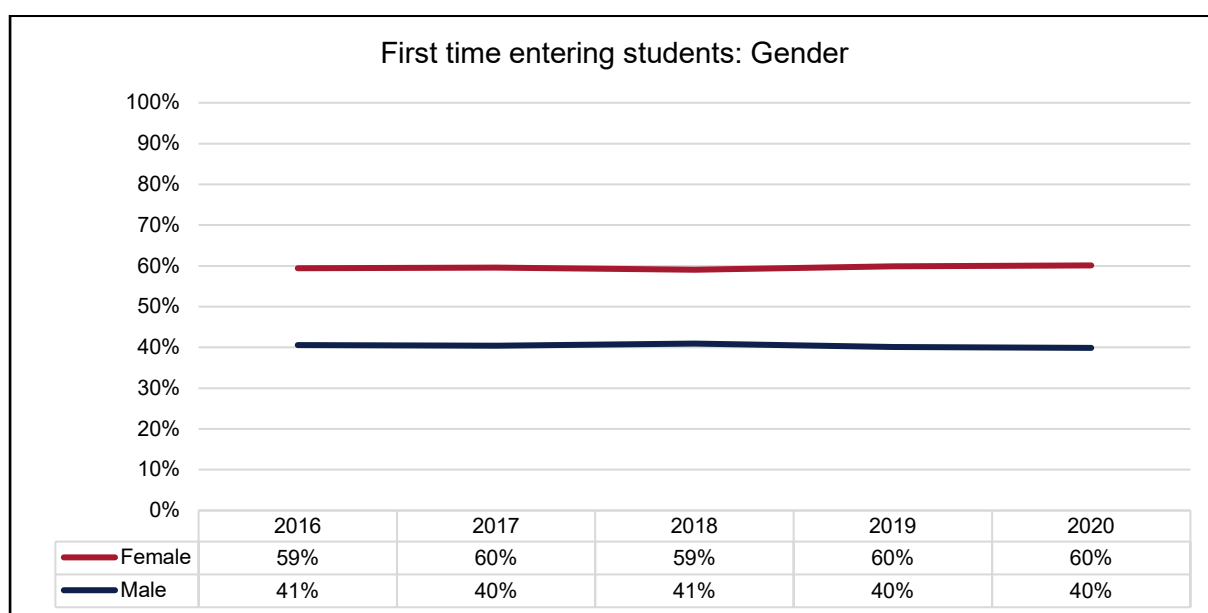


Figure 15 First time entering students: Gender

Figure 15 shows that the gender representation of first time entering students has remained consistent between 2016 and 2020 at 60% females and 40% males.

1.5.7 Home language

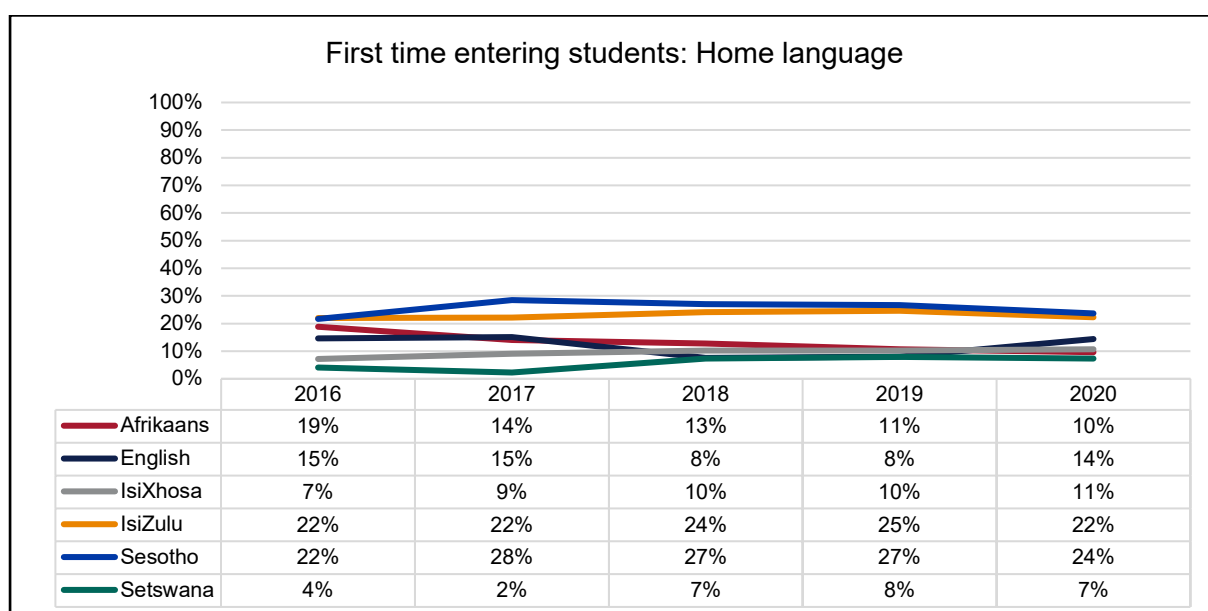


Figure 16 First time entering students: Home language

Figure 16 shows that the most spoken home language of first time entering students in 2020 is Sesotho (24%), followed by IsiZulu (22%), English (14%), isiXhosa (11%), and Afrikaans (10%). While the proportion Afrikaans speaking students has been declining steadily since

2016, the proportion IsiXhosa speaking students have increased during this time. The number of students speaking English as a home language fluctuate, with the proportion decreasing from 15% to 8% between 2017 and 2019, then increasing again to 14% in 2020.

1.6 Graduates

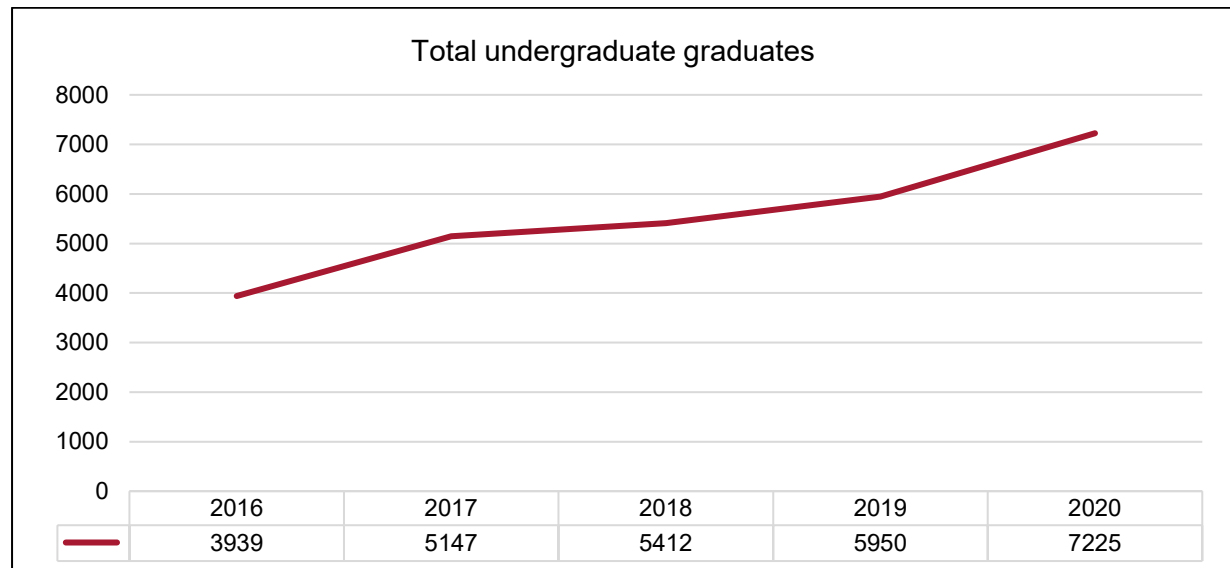


Figure 17: Total undergraduate graduates

Figure 17 shows that the number of undergraduate graduates has consistently increased from 2016 to 2020. In 2020, there were 3,286 more undergraduate graduates than in 2016 (an increase of 83%). Of course, an increase in the number of graduates is expected to correspond with the increase in undergraduate enrolments over the last few years, however, if one considers the graduation rate, which is a more substantive way to view graduations in relation to enrolments, the UFS' undergraduate graduation rate increased from 17% to 20% in 2020.

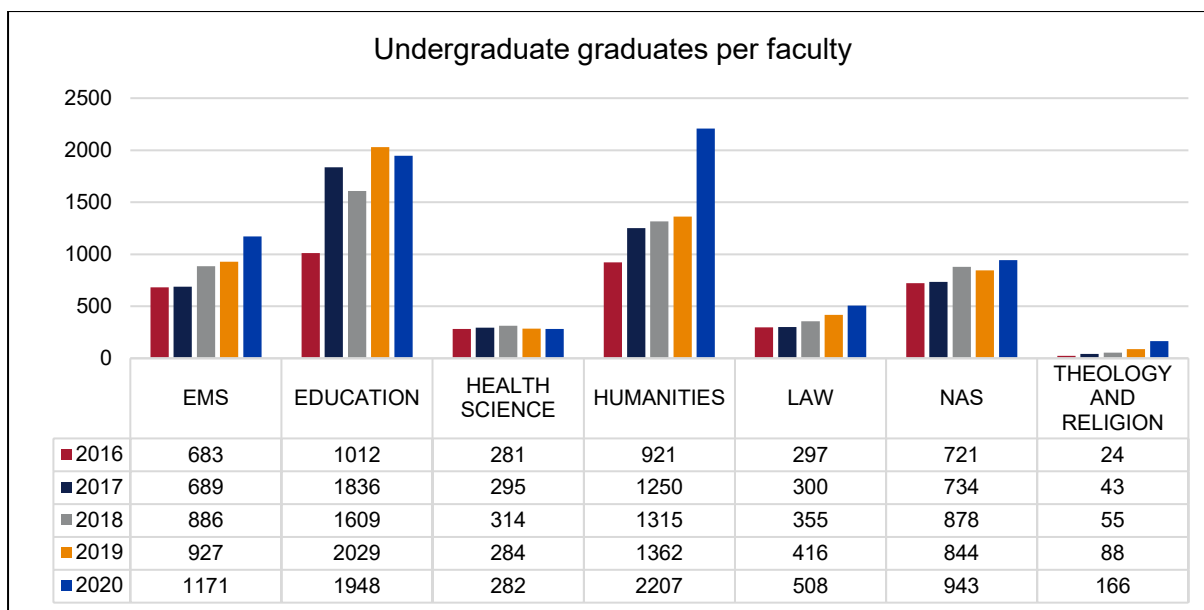


Figure 18: Undergraduate graduates per faculty

All faculties, except Education and Health Sciences showed an increase in undergraduate graduates from 2019 to 2020 (**Figure 18**). These increases are most notable in the Faculty of the Humanities, Law and Theology and Religion.

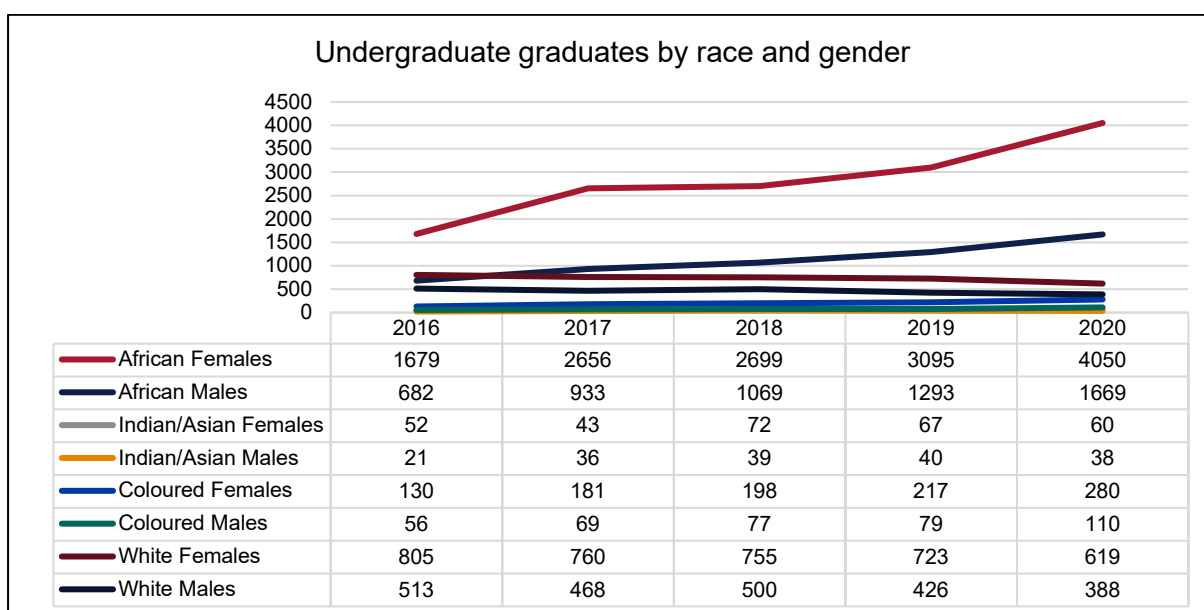


Figure 19: Under graduate graduates by race and gender

Figure 19 shows that the majority of undergraduate graduates are African females, with this group consistently growing from 2016 and a particularly steep increase from 2019 to 2020. African males, coloured females and males also showed an increase in undergraduate graduates from 2019 to 2020, while Indian/Asian females and males, as well as white females and males showed slight decreases for the same period.

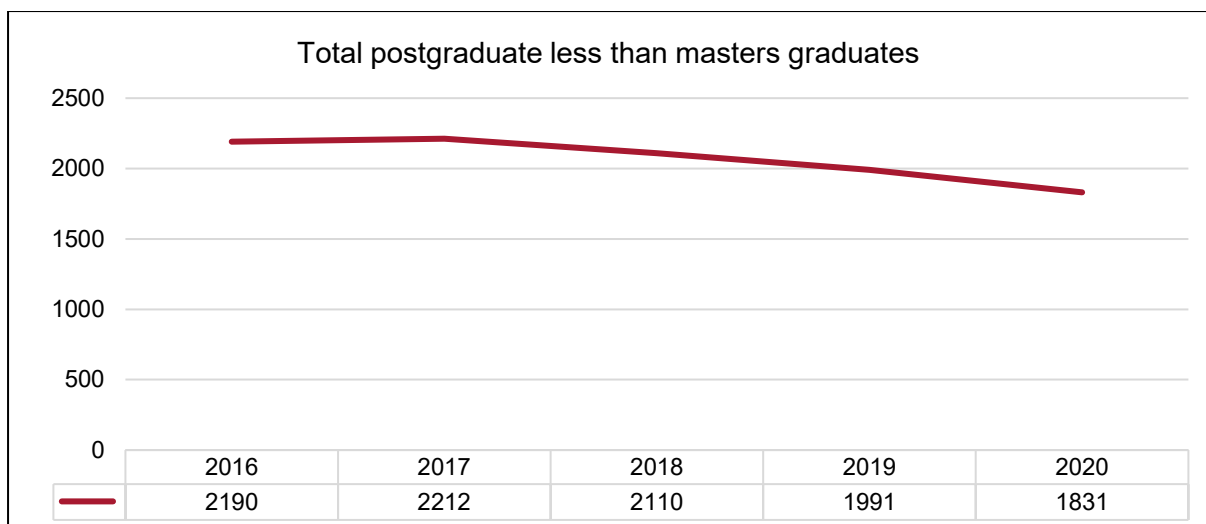


Figure 20: Total postgraduate less than masters graduates

Postgraduate less than masters graduates consistently declined from 2017 to 2020 (**Figure 20**). In 2017, there were 381 more graduates than in 2020 (a 17% decline).

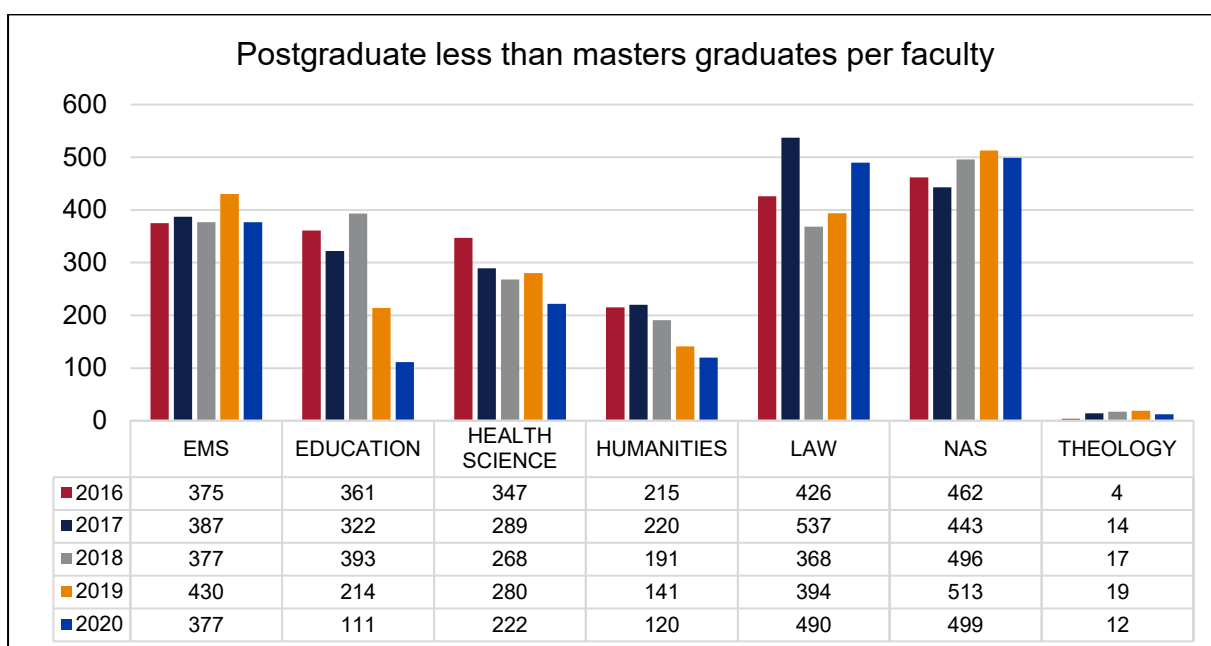


Figure 21: Postgraduate less than masters graduates per faculty

Figure 21 shows that there was a decline in postgraduate graduates in all faculties except Law from 2019 to 2020. In fact, the Faculty of Law shows a notable increase from 394 to 490 between 2019 and 2020. The faculties of Education and Health Sciences show the most notable decline for this period.

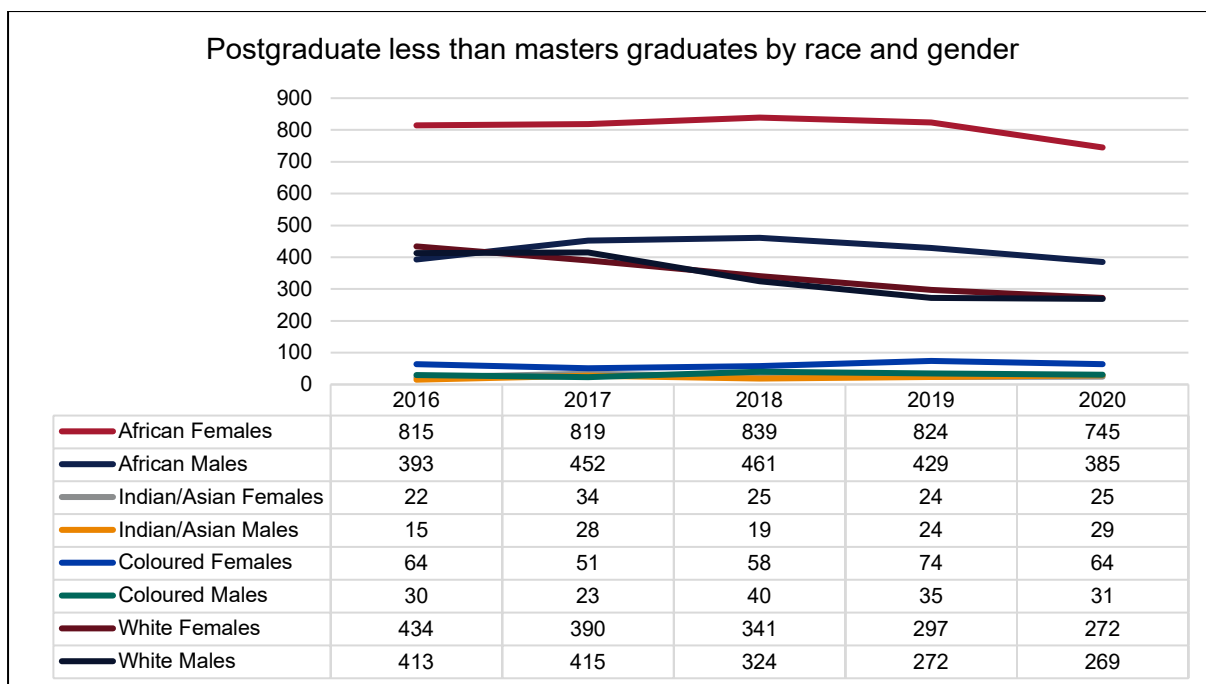


Figure 22: Postgraduate less than masters graduates by race and gender

When looking at race and gender of postgraduate graduates, African females are by far the most represented group, despite a consistent decline in numbers in this group from 2018 to 2020 (**Figure 22**). All groups show a decline in numbers from 2019 to 2020 (consistent with the overall drop in the number of postgraduate graduates for this period), except Indian/Asian females and males, both of which show a slight increase.

Section 2

Student Success at the UFS

2.1 Key findings on student success at the UFS

- Over the past ten years, the institutional success rate has improved by 13% (from 72% to 85%).
- Within racial groups, over the past ten years the success rates improved for Indian/Asian students by 23%, African students by 18%, coloured students by 16%, and white students by 10%.
- The achievement gap between white and African students halved from 16% in 2010 to 8% in 2020. Between 2019 and 2020, the gap narrowed by 2%.
- The overall institutional success rate has increased from 81% in 2019 to 85% in 2020.
- The undergraduate success rate improved by 5% between 2019 and 2020.
- Among undergraduate students, the current achievement gap ranges between 2% and 9% between white students and Indian/Asian students and African students respectively.
- Four faculties (Economic and Management Sciences, Theology and Religion, Law and Humanities) show increases between 8% and 11% in undergraduate success rates between 2019 and 2020.
- The Faculty of Education is the only faculty that showed a decrease in undergraduate success rate between 2019 and 2020 (of 5%).
- All undergraduate racial and gender groups show an increase in success rates.
- Racially, the proportion of undergraduate graduates among African students increased by 5% between 2019 and 2020, while the proportion of white graduates declined by 5% during the same timeframe.
- For postgraduate less than masters degrees, the Faculties of Law and Theology and Religion show some improvement in success rates from 2019 to 2020, while the other five show declines. In contrast, all racial and gender groups show an increase in success rates, except for African females and males.
- In 2020, African students made up 62% of postgraduate less than masters graduates, while white students made up 30% of these graduates.
- While the retention rate increased for extended programme students between 2019 and 2020, both mainstream and University Access Programme students' retention during this timeframe show a decline.
- White males is the only group who show an increase in retention in both extended and mainstream programmes between 2019 and 2020.

2.2 Institutional success rates

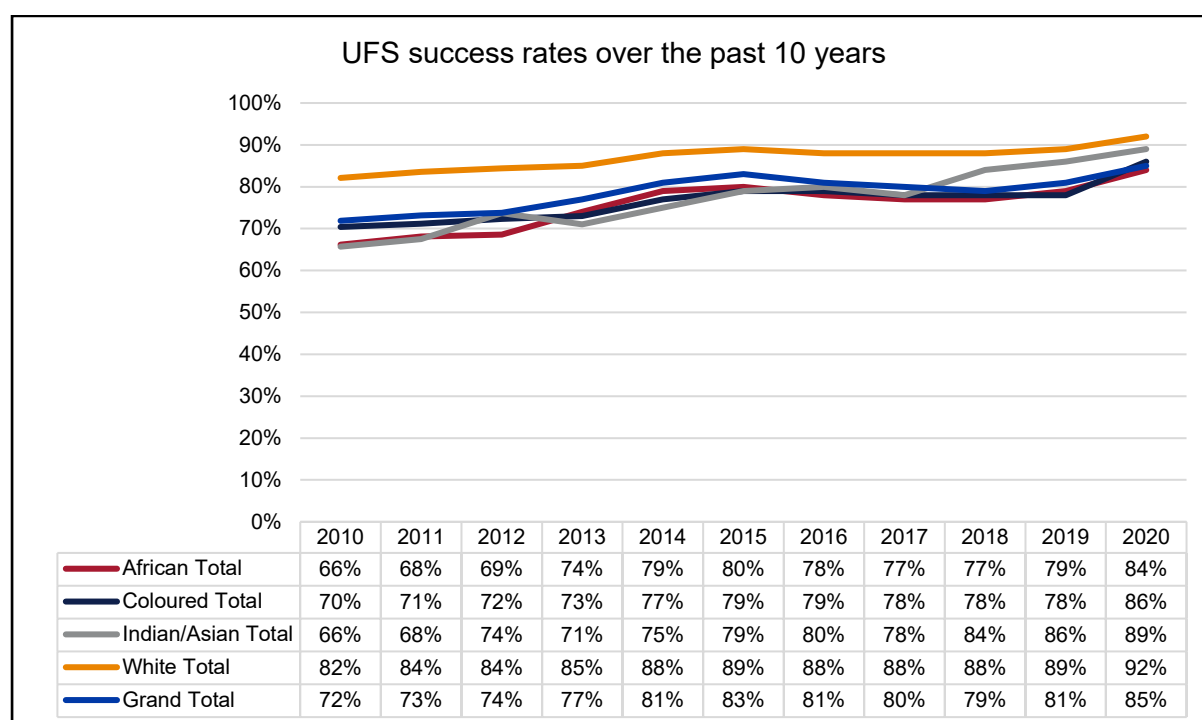


Figure 23 UFS institutional success rates over the past 10 years

The UFS has made significant progress in success rates over the past ten years, with the general success rate improving by 13% from 72% to 85%. **Figure 23** shows the institutional success rates by racial groups. Within groups, Indian/Asian students' success rates increased by 23% between 2010 and 2020. Similarly, African students' success rates improved by 18%, coloured students' success rates improved by 16%, and white students' success rates improved by 10% between 2010 and 2020. The achievement gap between white and African students halved from 16% in 2010 to 8% in 2020.

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 amount of successful Full-time Equivalent Enrolments (FTEs) divided by the amount of registered FTEs. Conditional formatting in the tables below rank the success rates of each faculty over time through colours: Red = lowest success rate of the three relevant years, and green = highest success rate of the three relevant years.

Table 4: FTE success rates

		2018	2019	2020
All courses (including M & PhD)	Overall UFS success rate	79%	81%	85%
	African	77%	79%	84%
	Coloured	78%	78%	86%
	Indian/Asian	84%	86%	89%
	White	88%	89%	92%
All courses (excluding M & PhD)	Overall success rate	80%	81%	86%
Postgraduate less than masters	Overall success rate	79%	83%	83%
	African	75%	81%	80%
	Coloured	79%	82%	85%
	Indian/Asian	78%	76%	90%
	White	87%	89%	92%
Undergraduate	Overall success rate	80%	81%	86%
	African	78%	79%	85%
	Coloured	79%	79%	87%
	Indian/Asian	86%	88%	92%
	White	89%	91%	94%

Table 4 shows the institutional success rates by qualification level and race. The overall institutional success rate (including all qualification levels) has increased from 81% in 2019 to 85% in 2020. The data shows a slight decrease in the achievement gap between African and white students from 11% in 2019 to 9% in 2020.

Table 5: Undergraduate success rate by faculty¹

	2018	2019	2020
Economic and Management Sciences	74%	74%	85%
Education	87%	91%	86%
Health Sciences	90%	93%	93%
Humanities	78%	76%	85%
Law	74%	78%	88%
Natural and Agricultural Sciences	80%	82%	85%
Theology and Religion	75%	76%	87%

Table 5 shows that the undergraduate success rates of most faculties increased from 2019 to 2020. Success rates in Economic and Management Sciences and Theology and Religion

¹ The table shows figures rounded off to the nearest whole number, while the calculations in the text considers the actual number and therefore may vary slightly when comparing with the numbers in the table.

improved by 10% and 11% respectively, while those in the faculties of Law and Humanities increased by 10% and 8% respectively. The undergraduate success rates for Natural and Agricultural Sciences increased by 3%, while Health Sciences showed similar success rates during 2019 and 2020. The Faculty of Education is the only faculty that showed a decline in success rates between 2019 and 2020, by 5%.

Table 6: Undergraduate success rate by race and gender

	2018	2019	2020
African female	80%	82%	88%
African male	73%	74%	79%
Coloured female	80%	81%	89%
Coloured male	75%	73%	82%
Indian/Asian female	88%	88%	92%
Indian/Asian male	83%	86%	92%
White female	92%	93%	95%
White male	85%	87%	91%

Table 6 shows the undergraduate institutional success rates by race and gender. All groups show increases, with the largest increase shown by coloured males (9%).

Table 7: Proportion of undergraduate graduates by race

	2018	Proportion of graduates for 2018	2019	Proportion of graduates for 2019	2020	Proportion of graduates for 2020
African	3768	70%	4388	74%	5719	79%
Coloured	275	5%	296	5%	390	5%
Indian/Asian	111	2%	107	2%	98	1%
White	1255	23%	1149	19%	1007	14%

The proportion of undergraduate graduates when split by race shows a 5% increase in African students graduating between 2019 and 2020, while the proportion of coloured and Indian/Asian students are relatively stable (**Table 7**). The proportion of white students graduating has declined by 5% between 2019 and 2020, with a 9% proportional decrease since 2018.

Table 8: Postgraduate less than masters level success rate by faculty

	2018	2019	2020
Economic and Management Sciences	76%	78%	73%
Education	87%	93%	91%
Health Sciences	96%	94%	86%
Humanities	85%	91%	79%

Law	62%	67%	80%
Natural and Agricultural Sciences	91%	92%	90%
Theology and Religion	94%	90%	95%

Table 8 shows the institutional success rates for postgraduate qualifications less than masters level by faculty. The Faculties of Law and Theology and Religion show some improvement from 2019 to 2020, while the other five show declines. The Faculty of Humanities shows the largest decline of 12% between 2019 and 2020. Theology and Religion shows the highest success rates in 2020 and highest average over three years.

Table 9: Postgraduate less than masters level success rate by race and gender

	2018	2019	2020
African female	79%	84%	83%
African male	71%	76%	75%
Coloured female	81%	85%	87%
Coloured male	75%	78%	83%
Indian/Asian female	76%	79%	93%
Indian/Asian male	80%	74%	86%
White female	92%	91%	94%
White male	83%	87%	91%

Table 9 shows the institutional success rates for postgraduate qualifications less than masters level. The success rates of most groups increased from 2019 to 2020, except for African females and African males whose success rates decreased slightly. Indian/Asian females showed the largest increase in success rates from 2019 to 2020.

Table 10: Proportion of postgraduate less than masters graduates by race

	2018	Proportion of graduates for 2018	2019	Proportion of graduates for 2019	2020	Proportion of graduates for 2020
African	1300	62%	1253	63%	1130	62%
Coloured	98	5%	109	5%	95	5%
Indian/Asian	44	2%	48	2%	54	3%
White	665	32%	569	29%	541	30%

Table 10 shows the proportion of graduates for postgraduate qualifications less than masters by race. In 2020, African students represented 62% of graduates, which is one percentage point lower than in 2019. Coloured and Indian/Asian students represented 5% and 3% respectively, while white students represented 30% of graduates, which is also one percentage point lower than in 2019.

2.3 Undergraduate retention

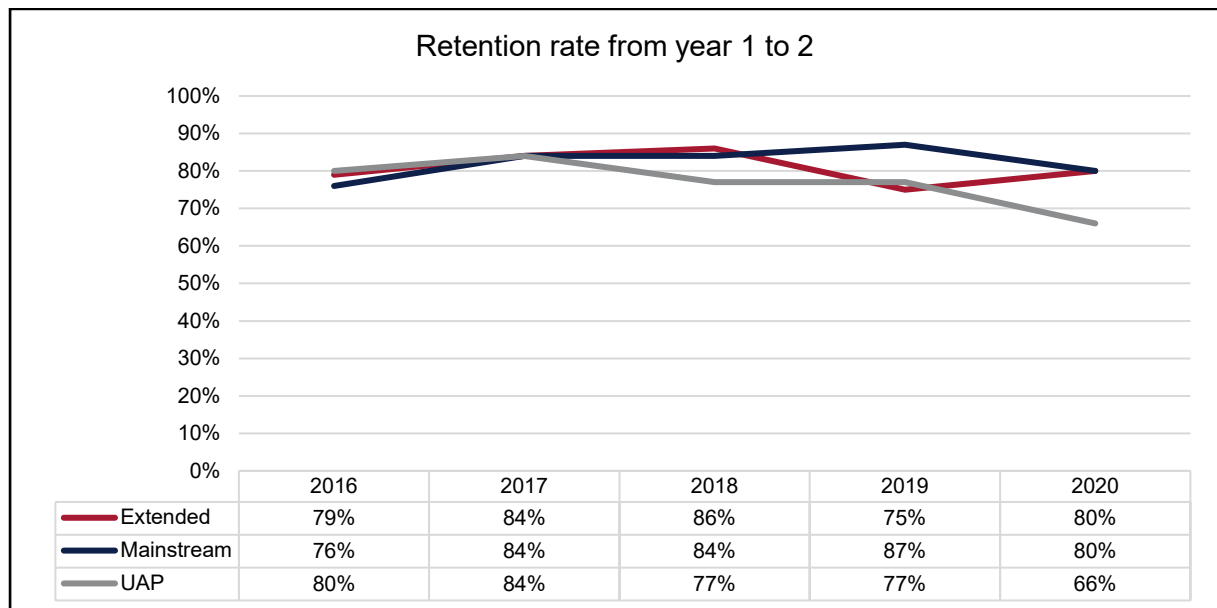


Figure 24: Retention rate

The retention rates of students registered for the University Access Programme (UAP), extended programmes and mainstream courses who returned the following year in the same education level (3 and 4 year bachelor degrees only) from year one to year two are shown in **Figure 24**. The retention rate for students from the UAP reflect the number of students who completed the UAP programme and returned the next year as UFS students. The UAP programme's retention rate has decreased over the past five years. For the extended programme students, the retention rates show a 5% increase between 2019 and 2020, after a decrease of 11% between 2018 and 2019. Mainstream students' retention rates decreased by 7% between 2019 and 2020.

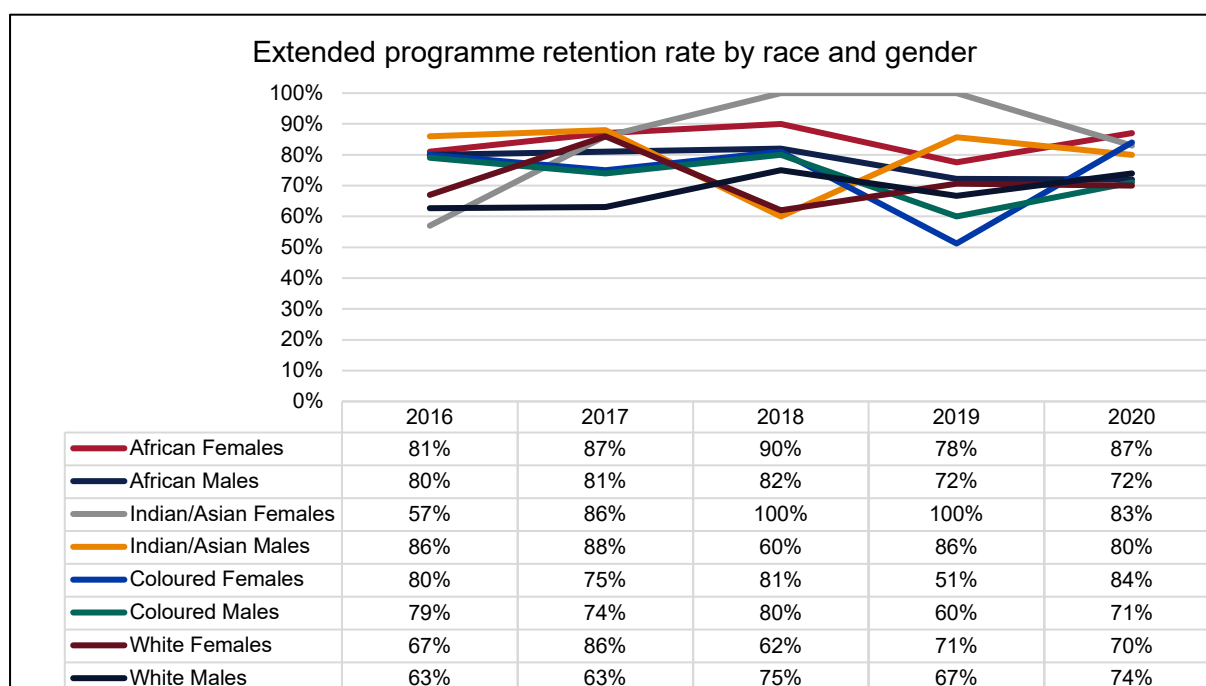


Figure 25: Extended programme retention by race and gender

When looking more closely at extended programme retention rates, split by race and gender, most groups show a decline between 2018 and 2019, with African females, coloured females and males, and white males showing an increase in retention between 2019 and 2020 (**Figure 25**). Both Indian/Asian female and male groups and white females show a slight decline in retention between 2019 and 2020, with African males' retention stabilising during this timeframe.

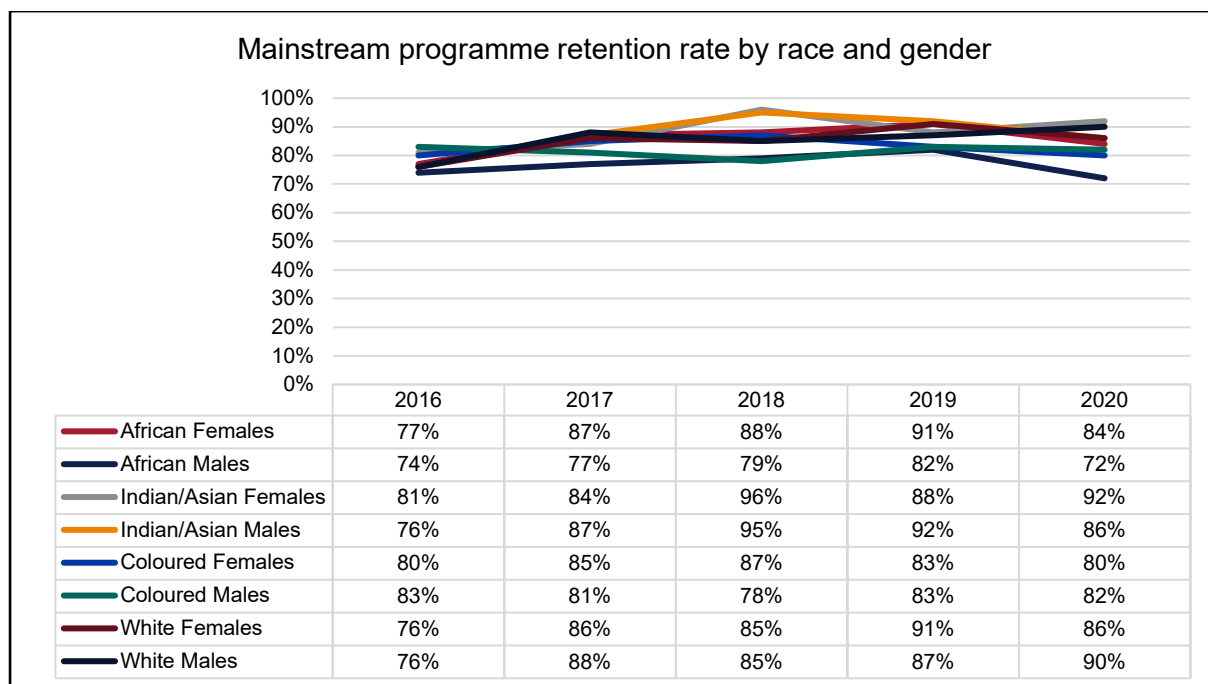


Figure 26: Mainstream programme retention by race and gender

Figure 26 shows a breakdown of mainstream programme retention rates by race and gender. Indian/Asian females and white males are the only groups who showed an increase in retention between 2019 and 2020. All others showed declines of up to 10% (among African males).

Section 3

Learning and Teaching at Faculty Level

3.1 Economic and Management Sciences

3.1.1 Key findings for Economic and Management Sciences

- Doctoral enrolments on the Bloemfontein campus, as well as undergraduate enrolments on all campuses increased from 2016 to 2020.
- There has been a steady increase in the number of undergraduate African student enrolments over the last five years, while postgraduate less than masters enrolments for all race and gender groups (except Indian/Asian males) declined.
- Overall, there has been a 46% increase in the number of graduates (excluding masters and doctoral) between 2016 (1,058 graduates) and 2020 (1,548 graduates).
- The number of African undergraduate graduates (both genders) more than doubled over the last five years.
- There has been an increase in the number of African (both genders) postgraduate less than masters graduates between 2016 and 2019, with a sudden drop between 2019 and 2020. Although there is some fluctuation in the numbers of other race and gender groups, the number of white postgraduate graduates declined notably in the same period.
- On departmental level, the undergraduate success rates in five of the seven departments in Economic and Management Sciences increased from 2019 to 2020. Of these, the biggest increase was seen in the department of Industrial Psychology (20% increase). In contrast, most module pass rates among the postgraduate less than masters modules decreased from 2019 to 2020, with the biggest decrease in the Department of Business Management (14%).
- The gender and racial groups showing the biggest improvements (between 10% and 13%) in undergraduate module success rates are African females and males, as well as coloured females and males.
- The undergraduate achievement gap between African and white students decreased to 8% in 2020, 4% less than in 2019. Conversely, the achievement gap for postgraduate less than masters students was 18% (which is 6% higher than in 2019).

3.1.2 Enrolments

Table 11: Count of full-time enrolments for Economic and Management Sciences by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	82	77	101	101	104
	Masters	302	281	303	296	296
	Postgraduate less than masters	851	797	737	737	700
	Undergraduate	3020	3334	3736	3824	3841
QQ	Undergraduate	350	393	542	726	878
South	Undergraduate	505	677	732	733	787

Table 11 shows the number of enrolled students by campus and degree level over time. 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 on all three campuses from 2016 to 2020. Doctoral enrolments also increased for this period but masters and postgraduate less than masters enrolments declined.

Table 12: First time entering undergraduate enrolment for Economic and Management Sciences

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN campus Extended	African		2		2	
	White		1			
BFN campus Mainstream	African	634	618	806	628	689
	Indian/Asian	16	12	11	6	14
	Coloured	51	46	65	52	39
	White	224	158	146	119	103
QQ Campus Extended	African	144	110	169	227	189
	Indian/Asian	1		1		
	Coloured	1				
QQ Campus Mainstream	African	34	30	81	78	100
	Coloured			1		1
	White					1
South Campus Extended	African	185	200	185	173	187
	Indian/Asian	1	4	1	2	1
	Coloured	25	10	11	5	10
	White	22	16	9	12	18
South Campus Mainstream	African			1		1
	White				1	
Total Extended		379	343	376	421	405
Total Mainstream		959	864	1111	884	948

Table 12 shows the number of first time entering students by race, campus and programme registered (pathway). The number of African students enrolled for mainstream programmes increased on both the Bloemfontein and Qwaqwa campuses from 2016 to 2020, while there was a decline in all other racial groups. The most notable decline can be seen for white student enrolments on the Bloemfontein campus from 224 in 2016 to 103 in 2020 (54% decline). Student enrolments on the South campus are (despite some fluctuation) similar over the five year period reported on except for coloured student enrolments that declined notably from 25 in 2016 to 10 in 2020 (60% decline).

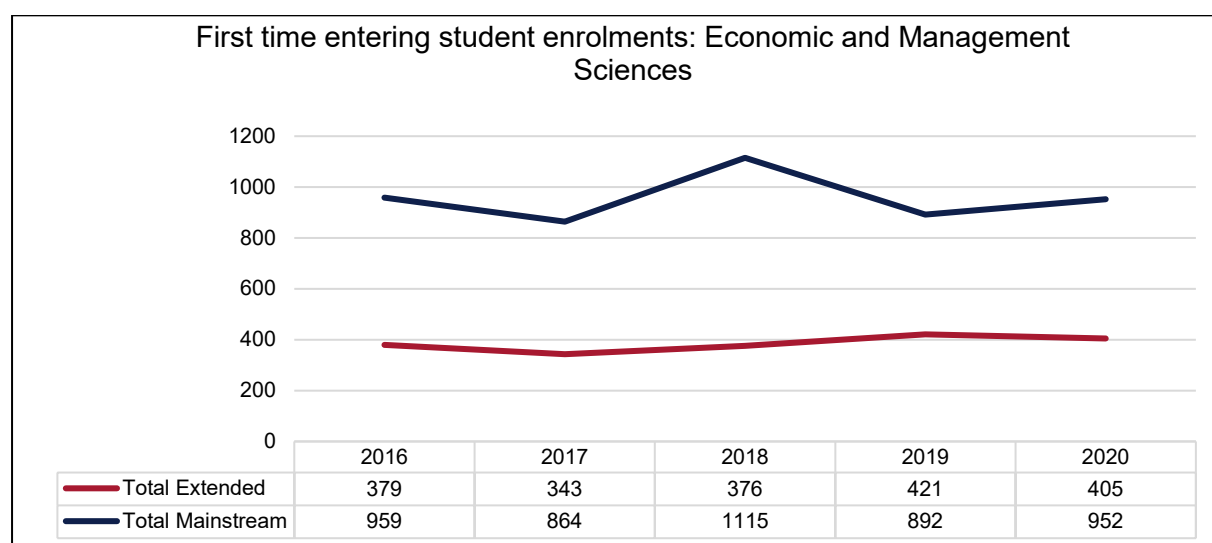


Figure 27: Economic and Management Sciences first time entering enrolments

Figure 27 shows the total count of first time entering student enrolments in extended and mainstream courses for Economic and Management Sciences. There were some fluctuation in both pathways between 2016 and 2020. When comparing 2019 and 2020, there was a decline in extended programme enrolments and an increase in mainstream enrolments, however.

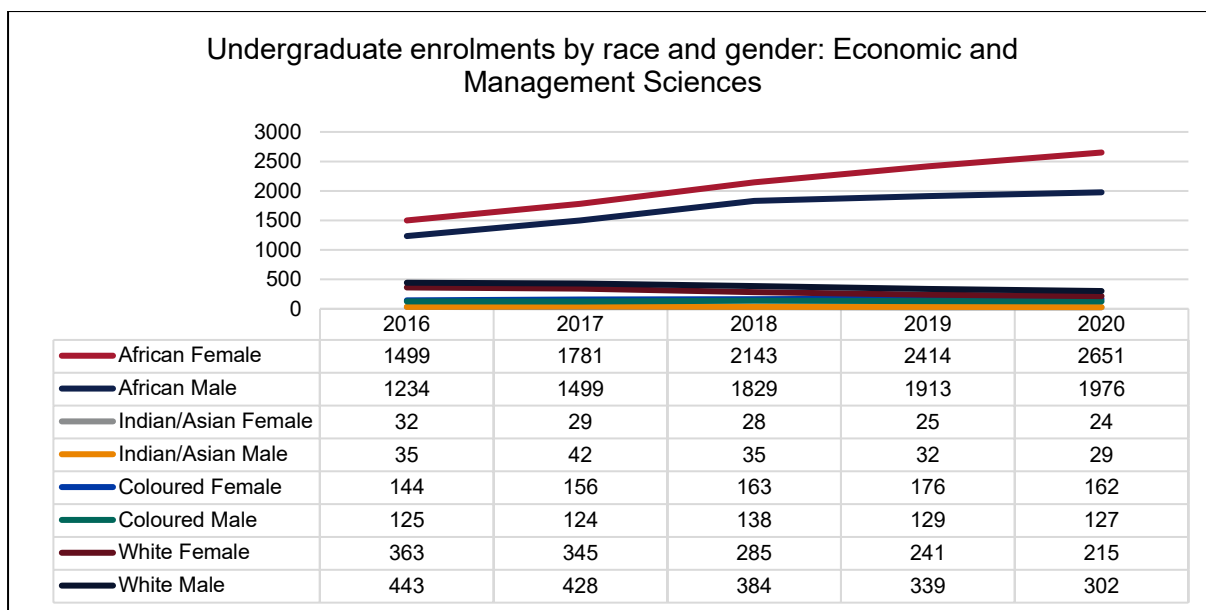


Figure 28: Economic and Management Sciences undergraduate enrolments by race and gender

A steady increase in the number of African student enrolments (of both genders) can be seen over the past five years, while there has been a decline in white student enrolments (of both genders), as well as Indian/Asian females for the same period. The remaining groups show fluctuating numbers between 2016 and 2020 (**Figure 28**).

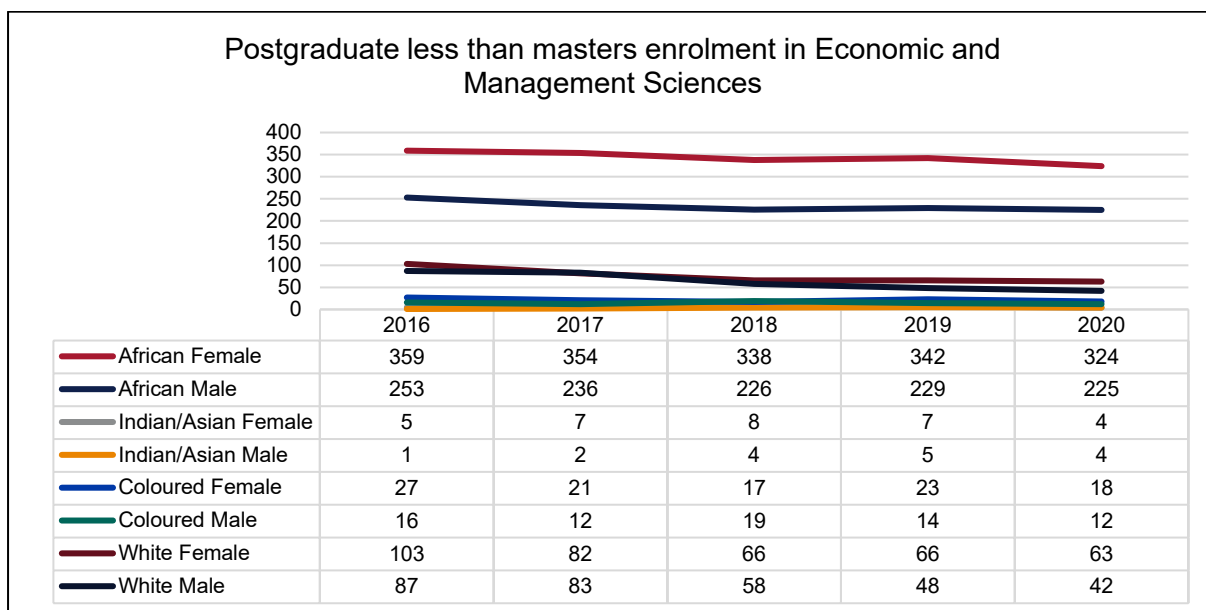


Figure 29: Economic and Management Sciences postgraduate less than masters enrolment

There has been a decline in postgraduate less than masters enrolments in Economic and Management Sciences between 2016 and 2020 for all race and gender groups, except for Indian/Asian males that shows an increase (**Figure 29**).

3.1.3 Graduates

Table 13: Number of Economic and Management Sciences graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	1031	965	1109	1178	1366
QQ	27	27	46	61	87
SOUTH		84	108	118	95
TOTAL COUNT	1058	1076	1263	1357	1548

Table 13 shows the number of graduates produced per campus (excluding masters and doctoral graduates) between 2016 and 2020. The darkest shaded cells indicate the highest numbers, with the colour lightening as the numbers decrease. For Economic and Management Sciences, there has been an increase in the number of graduates between 2016 and 2020 on both the Bloemfontein and Qwaqwa campuses, while the number of graduates increased on the South campus between 2017 and 2019 and then dropped in 2020. Overall, there has been an increase of 490 graduate students over the last five years in the Faculty (a 46% increase).

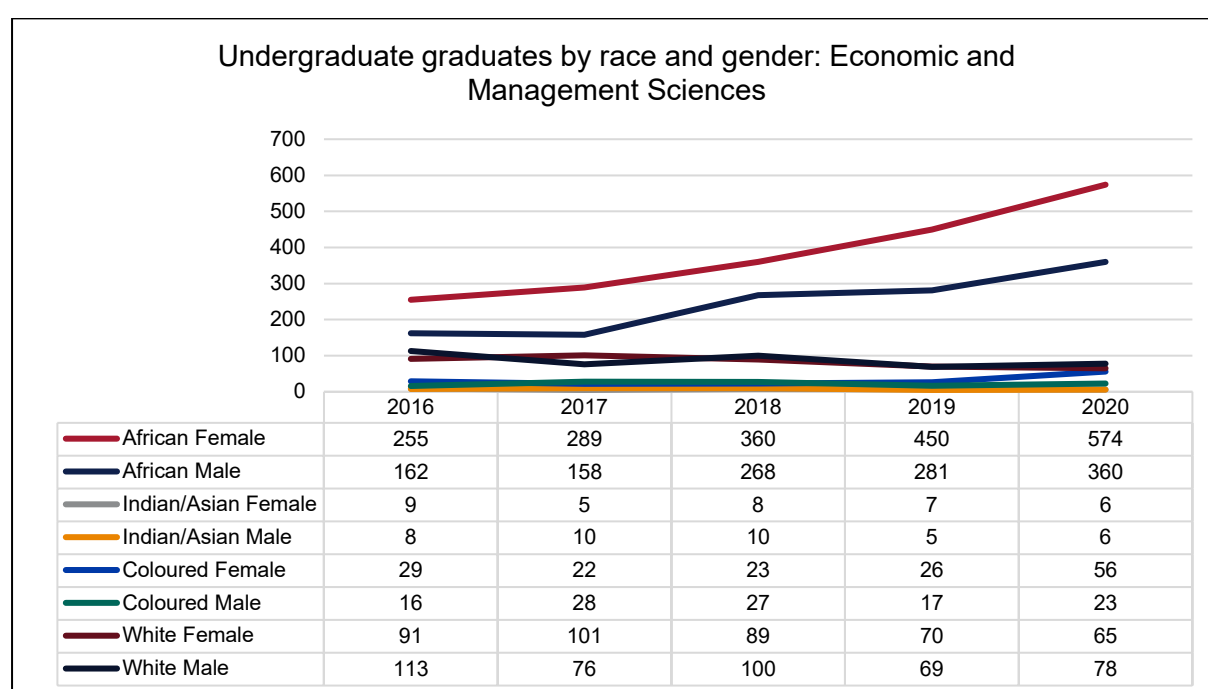


Figure 30: Economic and Management Sciences undergraduate graduates by race and gender

Figure 30 shows the number of undergraduate graduates in Economic and Management Sciences, split by race and gender. There was a steady increase in the number of African student graduates over the last five years, with these numbers more than doubling for both

African females and males from 2016 to 2020. African students also represent the majority of graduates in the Faculty and so it makes sense that this increase is also consistent with the overall increase in undergraduate graduates between 2015 and 2020. Other race and gender groups show some fluctuation in numbers for the same period, with white students (both genders) and Indian/Asian students (both genders) showing a decline when comparing 2016 and 2020 numbers, while there has been an increase in numbers for coloured students.

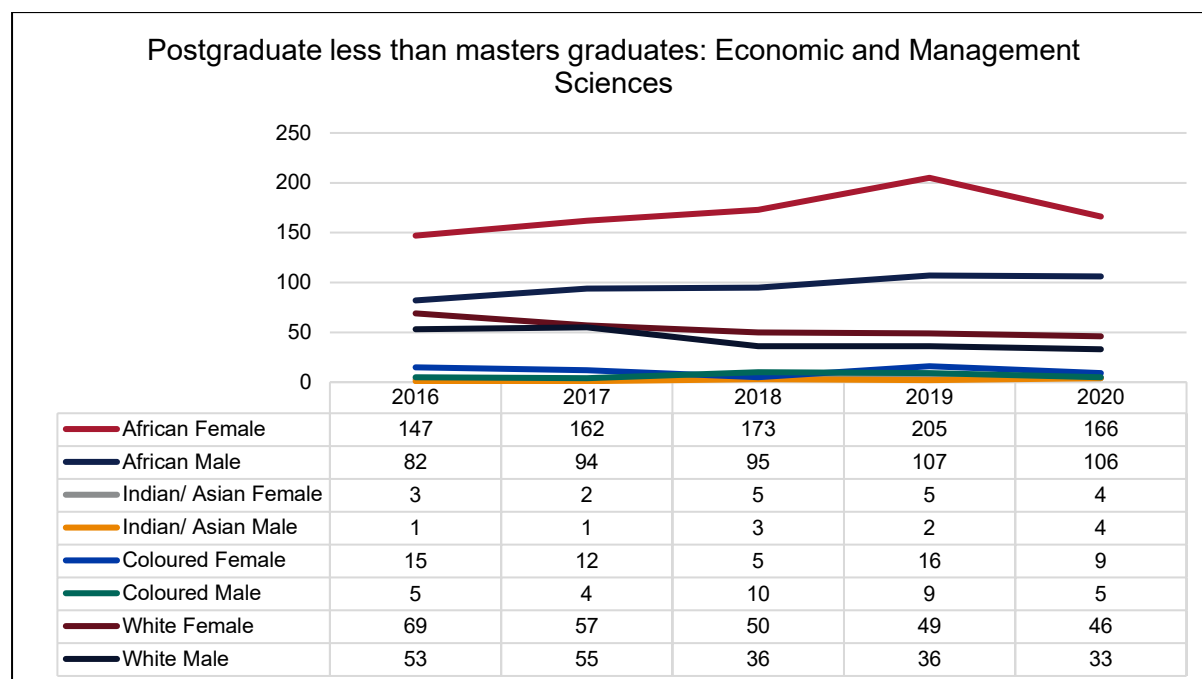


Figure 31: Economic and Management Sciences postgraduate less than masters graduates by race and gender

When looking at the number of postgraduate less than masters graduates in Economic and Management Sciences over the last five years, split by race and gender (**Figure 31**), a steady increase can be seen for African students (both genders) between 2016 and 2019 with a sudden drop from 2019 to 2020. There is more fluctuation in the numbers for the other race and gender groups, although there is a notable decline in the number of white students (both gender) when comparing 2016 and 2020.

3.1.4 Module pass rates

Table 14 Undergraduate module pass rates of academic departments within Economic and Management Sciences

	2018	2019	2020
Business Management	75%	76%	89%
Economic and Management Sciences (Office of the Dean)		90%	80%
Economics	73%	72%	84%
Industrial Psychology	59%	66%	86%

Public Administration and Management	77%	79%	91%
School for Accounting	74%	72%	80%
UFS Business School	86%	85%	84%

Success rates in five of the seven departments in Economic and Management Sciences increased from 2019 to 2020 (**Table 14**). Of these, the biggest increase was seen in the department of Industrial Psychology (20% increase). The success rates of the Department of Economic and Management Sciences (Office of the Dean) and the UFS Business School decreased from 2019 and 2020. The Department of Public Administration and Management had the best success rate in 2020 and the UFS Business School had the best success rate over the past three years.

Table 15 Undergraduate module pass rates for Economic and Management Sciences by race and gender

	2018	2019	2020
African female	76%	77%	87%
African male	68%	68%	79%
Coloured female	78%	77%	89%
Coloured male	73%	70%	83%
Indian/Asian female	88%	86%	94%
Indian/Asian male	74%	81%	91%
White female	86%	88%	94%
White male	81%	82%	89%

Table 15 shows that the undergraduate module pass rates of all races and genders increased from 2019 to 2020. The biggest increase between 2019 and 2020 was for coloured males (13%). Indian/Asian females had the highest average module pass rate from 2018 to 2020, while African males had the lowest. The achievement gap between African and white students based on undergraduate module pass rate in 2020 for Economic and Management Sciences stood at 8%, which is 4% less than in 2019.

Table 16 Postgraduate less than masters module pass rates of academic departments within Economic and Management Sciences

	2018	2019	2020
Business Management	94%	97%	83%
Centre for Development Support*		80%	89%
Economics	77%	76%	71%
Industrial Psychology	98%	97%	96%
Public Administration and Management	96%	96%	90%
School for Accounting	66%	67%	62%
UFS Business School	85%	84%	90%

*5 students in 2019 and 9 students in 2020

The postgraduate less than masters module pass rates of most departments decreased from 2019 to 2020 (**Table 16**). The biggest decrease from 2019 to 2020 was in the Department of Business Management (14%). The School for Accounting had the lowest average module pass rates over the last 3 years, while the Department of Industrial Psychology had the highest average.

Table 17 Postgraduate less than masters module pass rates of Economic and Management Sciences by race and gender

	2018	2019	2020
African female	79%	80%	74%
African male	74%	75%	72%
Coloured female	79%	79%	78%
Coloured male	82%	85%	82%
Indian/Asian female	79%	79%	100%
Indian/Asian male	100%	96%	100%
White female	93%	88%	89%
White male	87%	92%	92%

*Asian male - 19 students in 2020

Table 17 shows that the postgraduate less than masters module pass rates of African and coloured students of both genders decreased from 2019 to 2020, while the pass rates of Indian/Asian and white students of both genders increased. The biggest change between 2019 and 2020 was an increase for Indian/Asian females (21%). Considering only groups with larger student numbers, Indian/Asian females show the highest consistent module pass rate, while African males show the lowest average module pass rates over the last three years. The achievement gap between African and white students in 2020 stood at 18% which shows an increase of 6% from 2019.

3.2 Education

3.2.1 Key findings for Education

- There has been a consistent decline in doctoral enrolments between 2016 and 2020 on the Bloemfontein campus, while the Qwaqwa campus show an increase in doctoral enrolments during this timeframe.
- Undergraduate enrolments on both the Bloemfontein and Qwaqwa campuses were the highest in five years in 2020, and the lowest in five years on the South campus.
- Postgraduate less than masters enrolments on Bloemfontein and Qwaqwa campuses were the lowest in five years in 2020.
- There is a consistent increase of first time entering African students (both genders) between 2016 and 2020 while there is a consistent decline of White (both genders) during the same timeframe.
- The number of graduates consistently increased between 2016 and 2020 on both the Bloemfontein (with a 38% increase) and Qwaqwa (with a 142% increase) campuses. On the South campus, the number of graduates in the Faculty declined from 2017 to 2020.
- The number of postgraduate less than masters graduates declined notably over the last five years.
- While the undergraduate module pass rates of most departments improved from 2019 to 2020, modules registered under the Office of the Dean: Education showed a decrease of 6%.
- Undergraduate module pass rates of half of the race and gender groups increased from 2019 to 2020, while the other half of the groups decreased. White females had the highest average module pass rates over the last three years.
- The achievement gap for undergraduate students decreased with 0.3% from 2019 to 2020 (in which it was 4.7%).

3.2.2 Enrolments

Table 18: Count of full time enrolments of the Faculty of Education by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	205	197	189	158	140
	Masters	404	271	238	169	204
	Postgraduate less than masters	332	286	397	203	205
	Undergraduate	2381	2906	3494	4082	4620
QQ	Doctoral		19	19	16	21
	Masters	15	46	30	32	46
	Postgraduate less than masters	273	331	358	119	82
	Undergraduate	1304	1953	2626	3477	3921
South	Undergraduate	5108	5154	2943	3402	2493

Table 18 shows the number of enrolled students by campus and degree level over time. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. For the Faculty of Education there has been a consistent decline in doctoral enrolments between 2016 and 2020 on the Bloemfontein campus, while the opposite is true of the Qwaqwa campus. On both the Bloemfontein and Qwaqwa campuses undergraduate student enrolments increased between 2016 and 2020, while there was a decline in undergraduate enrolments on the South campus.

Table 19: First time entering undergraduate enrolment for Education

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN Campus Extended	African	153	270	274	229	224
	Indian/Asian	1		2		1
	Coloured	29	32	54	9	12
	White	28	13	21	7	5
BFN Campus Mainstream	African	241	423	529	589	680
	Indian/Asian	2	1	1	5	2
	Coloured	77	80	78	54	32
	White	204	132	99	54	65
QQ Campus Extended	African	318	269	461	255	275
	Indian/Asian			1	1	1
	Coloured		1			
	White	1				
QQ Campus Mainstream	African	256	561	510	603	373
	Indian/Asian				1	1
	Coloured		2			
South Campus Extended	Coloured	5				
South Campus Mainstream	African	885	211	1	4	

Campus & Pathway	Race	2016	2017	2018	2019	2020
	Indian/Asian	1	5			
	Coloured	8	4			
	White	7	2			
Total Extended		535	585	813	501	518
Total Mainstream		1681	1421	1218	1310	1153

Table 19 shows the number of first time entering students by race, campus and programme registered (pathway). There has been an increase in the number of African and coloured student enrolments on the Bloemfontein campus in extended programmes between 2016 and 2018 and then a decline in 2019. A similar trend can be seen for African students enrolled for extended programmes on the Qwaqwa campus. Furthermore, on the Qwaqwa campus there was a steady increase in the number of African student enrolments in the mainstream programme until 2019 before a steep decline in 2020. In the mainstream programmes on Bloemfontein, there has been a steady increase from 2016 until 2020 in African student enrolments. White students in both the extended and mainstream programmes in Education declined notably between 2016 and 2020.

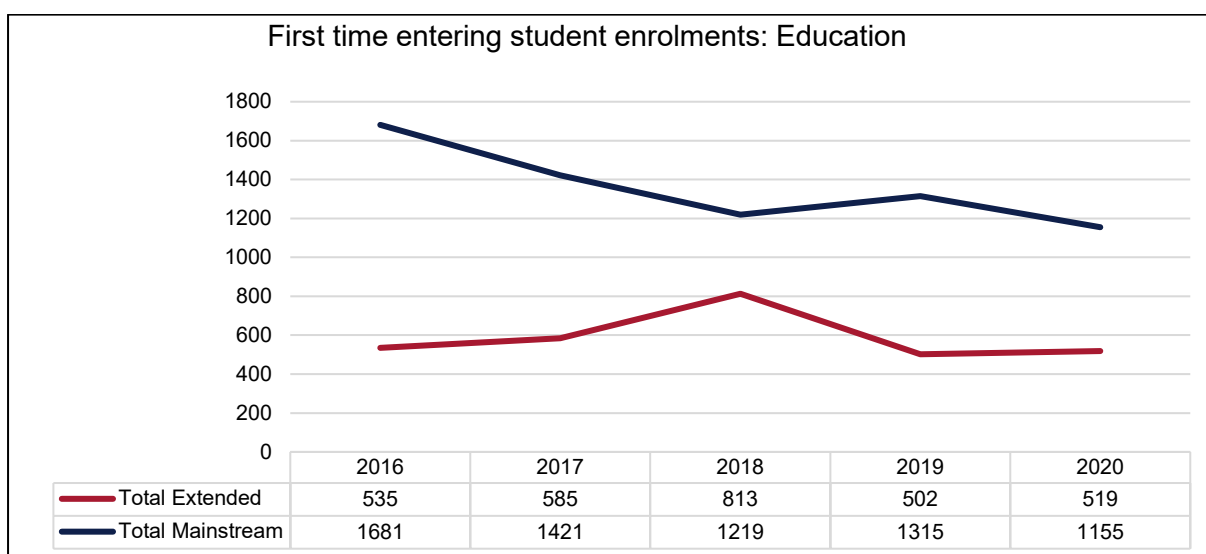


Figure 32: Education first time entering student enrolments

Figure 32 shows that, consistent with the trend seen for African and coloured students in **Table 19**, that there was an increase of student enrolments between 2016 and 2018, and then a decline between 2018 and 2020. Overall, mainstream student enrolments declined between 2016 and 2020 despite the increase in African student enrolments on the Bloemfontein campus for the same period.

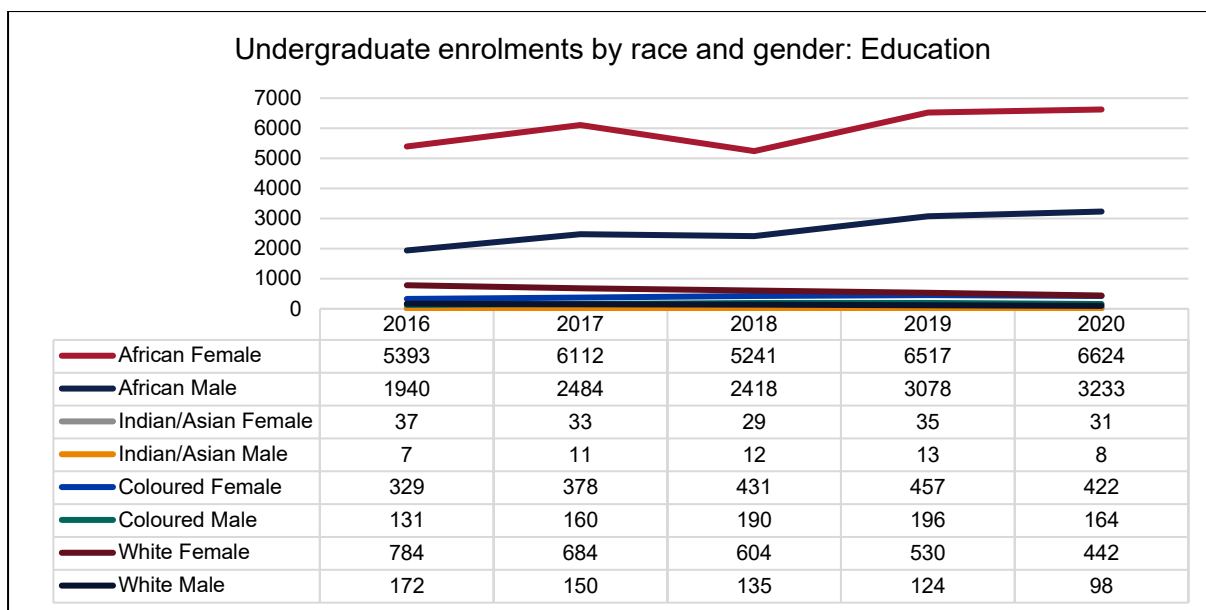


Figure 33: Education undergraduate enrolments by race and gender

Figure 33 when looking at undergraduate enrolments in the Faculty of Education by race and gender, there is a consistent increase of African students (both genders) between 2016 and 2020 while there is a consistent decline of white students (both genders). The other groups show an increase from 2016 to 2019 and then a sudden decline in 2020.

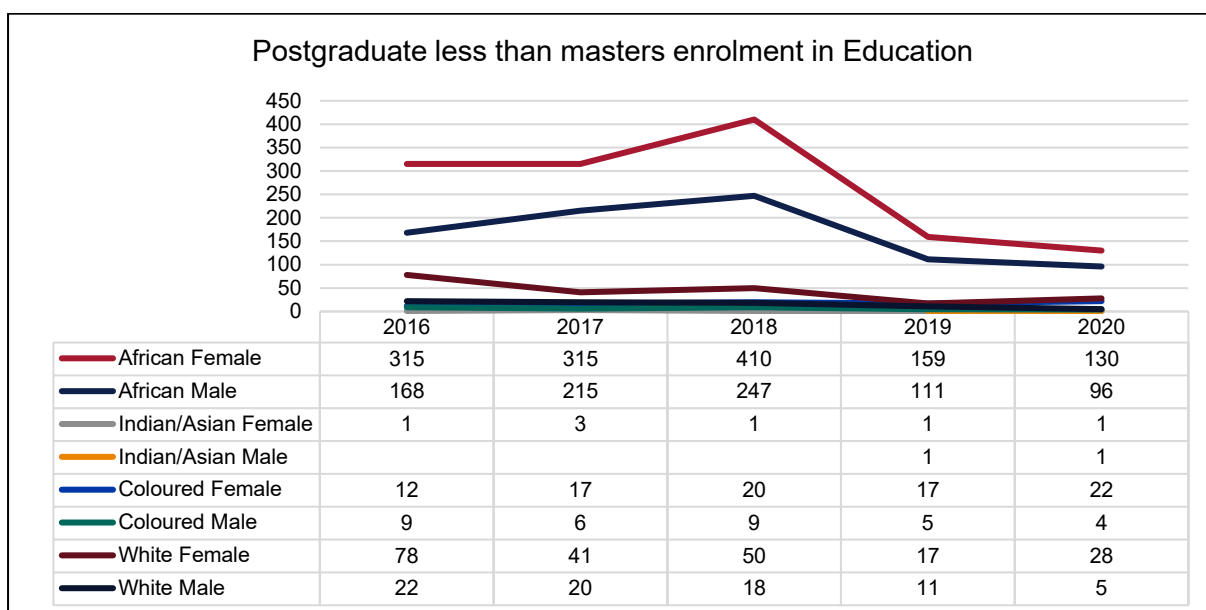


Figure 34: Education postgraduate less than masters enrolments by race and gender

Figure 34 shows postgraduate less than masters enrolments in the Faculty of Education split by race and gender. All groups show a decline when comparing 2016 and 2020 numbers, except coloured females and Indian/Asian students (both genders).

3.2.3 Graduates

Table 20: Number of Education graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	517	508	563	603	713
QQ	318	396	430	549	770
SOUTH	538	1254	1009	1091	576
TOTAL COUNT	1373	2158	2002	2243	2059

Table 20 shows the number of graduates produced per campus (excluding masters and doctoral graduates) between 2016 and 2020. The darkest shaded cells indicate the highest numbers, with the colour lightening as the numbers decrease. For the Faculty of Education, the number of graduates consistently increased during this period on both the Bloemfontein (with a 38% increase) and Qwaqwa (with a 142% increase) campuses. On the South campus, the number declined from 2017 to 2020.

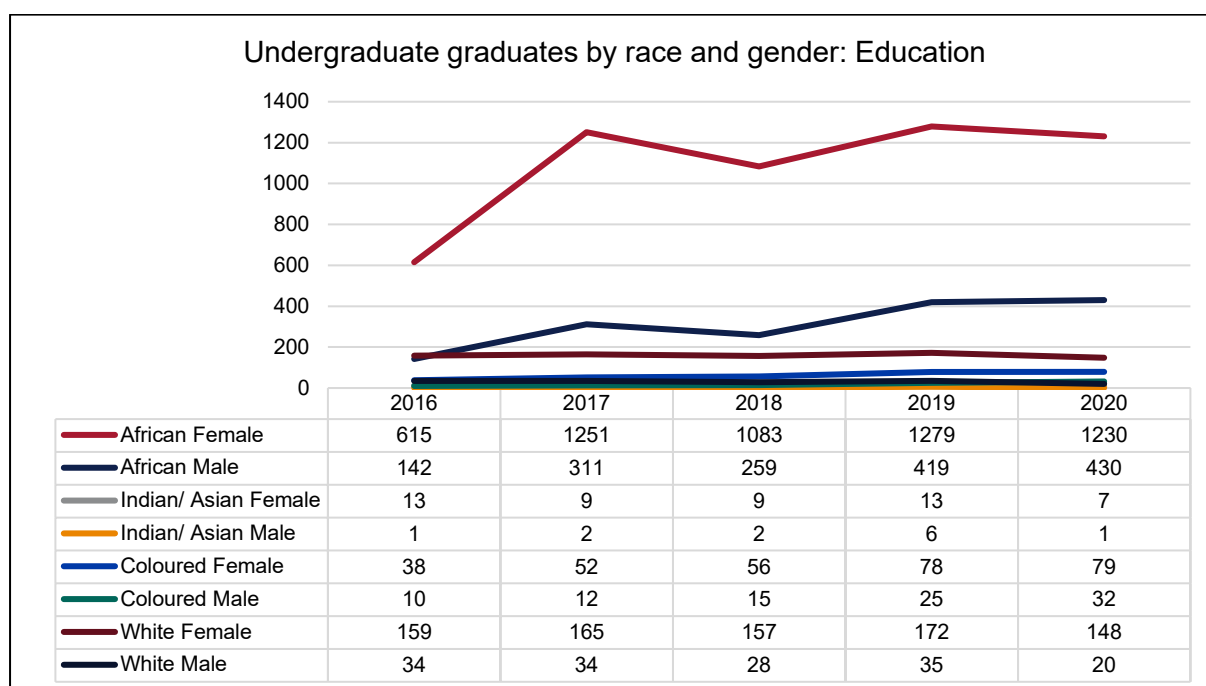


Figure 35: Education undergraduate graduates by race and gender

Figure 35 shows the undergraduate graduates in the Faculty of Education between 2016 and 2020 split by race and gender. When comparing the number of graduates in 2016 with the number of graduates in 2020, African students (both genders) and coloured students (both genders) show a particular notable increase, despite a drop in numbers that can be seen for

African students. The number of white students (both genders) and Indian/Asian females declined consistently from 2016 to 2020.

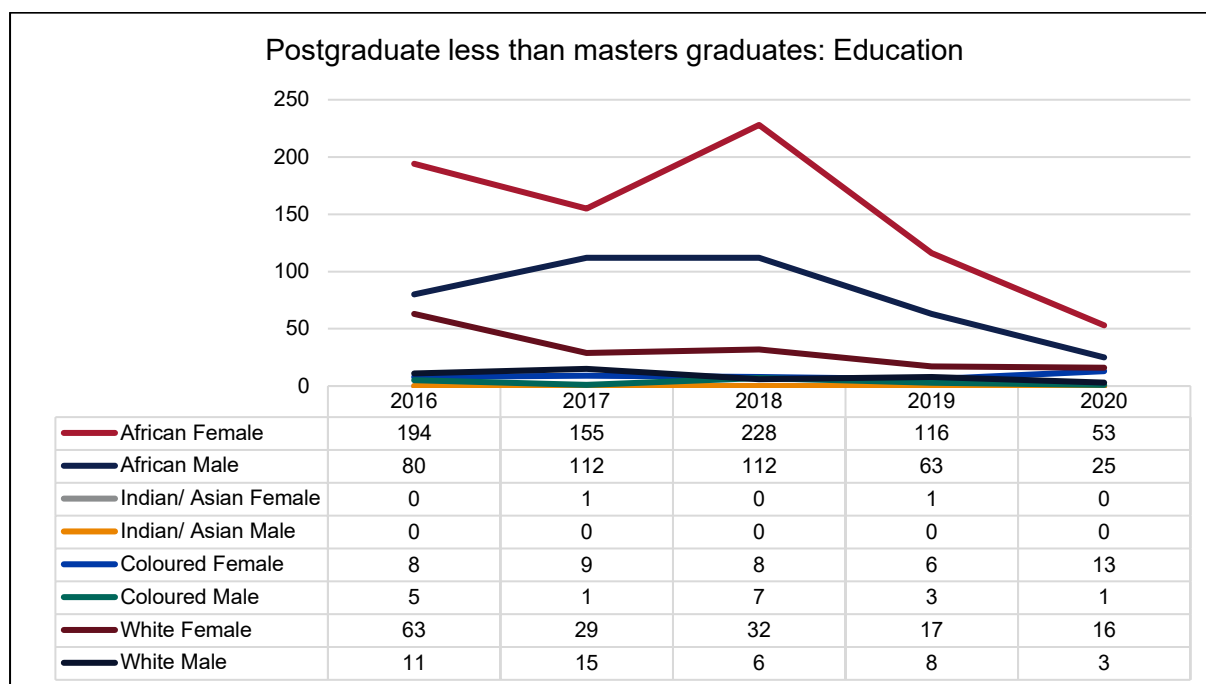


Figure 36: Education postgraduate less than masters graduates

Figure 36 shows the number of postgraduate less than masters graduates in the Faculty of Education from 2016 to 2020 split by race and gender. The number of postgraduate less than masters graduates declined notably over the last five years. This decline is particularly significant among African and White students.

3.2.4 Module pass rates

Table 21 Undergraduate module pass rates of academic departments within Education

	2018	2019	2020
Office of the Dean: Education	91%	95%	89%
Open Distance Learning	75%	80%	81%
School of Education Studies	88%	88%	89%
School of Mathematics, Natural Sciences and Technology Education	91%	90%	91%
School of Social Sciences and Language Education	91%	91%	90%

*Students registered at the Dean's office are in modules not assigned to specific departments.

The undergraduate module pass rates of most departments improved from 2019 to 2020 (**Table 21**). The biggest change in module pass rates from 2019 to 2020 was for modules registered under the Office of the Dean: Education, with a decrease of 6%. Open Distance Learning had the lowest average module pass rates over the last three years. The modules

registered under the Office of the Dean: Education had the highest average module pass rates over the last 3 years.

Table 22: Undergraduate module pass rates for Education by race and gender

	2018	2019	2020
African female	86%	88%	90%
African male	79%	82%	80%
Coloured female	87%	88%	90%
Coloured male	83%	78%	81%
Indian/Asian female	95%	91%	91%
Indian/Asian male	89%	86%	79%
White female	93%	94%	94%
White male	87%	86%	86%

Table 22 shows that the undergraduate module pass rates of half of the race and gender groups increased from 2019 to 2020, while the other half of the groups decreased. The biggest change between 2019 and 2020 was a decrease in module pass rates for Indian/Asian males. African males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white undergraduate students in 2020 was 4.7%, which is a 0.3% decrease from 2019.

Table 23 Postgraduate less than masters module pass rates of academic departments within Education

	2018	2019	2020
Office of the Dean: Education		99%	94%
Psychology of Education	96%		
School of Education Studies	89%	92%	90%
School of Higher Education Studies	75%	91%*	78%
School of Mathematics, Natural Sciences and Technology Education	94%	94%	94%
School for Social Sciences and Language Education	97%	95%	93%

*11 students

The biggest decrease in postgraduate less than masters module pass rates from 2019 to 2020 was in the School of Higher Education Studies (13%). The School of Higher Education Studies had the lowest average module pass rates over the last three years. The School for Social Sciences and Language Education had the highest average module pass rates over the last three years (**Table 23**).

Table 24: Postgraduate less than masters module pass rates for Education by race and gender

	2018	2019	2020
African female	92%	94%	95%
African male	89%	90%	83%
Coloured female	78%	97%	99%
Coloured male	100%	90%	74%
Indian/Asian female	75%	100%	73%
Indian/Asian male		70%	
White female	95%	99%	97%
White male	87%	90%	86%

*Indian/Asian female - 4 students in 2018, 9 students in 2019 and 11 students in 2020; Indian/Asian male - 10 students in 2019 and 4 students who had no results in 2020

The postgraduate less than masters module pass rates of most races and genders decreased from 2019 to 2020 (**Table 24**). The biggest decrease in module pass rates from 2019 to 2020 was for Indian/Asian females. Indian/Asian females had the lowest average module pass rates over the last three years. When considering only groups with larger student numbers, African males had the lowest average module pass rate over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students in 2020 increased to 2.9%.

3.3. Health Sciences

3.3.1 Key findings for Health Sciences

- Undergraduate enrolments were the highest in five years in 2020, as with doctoral enrolments.
- Postgraduate less than masters enrolments declined significantly between 2019 and 2020.
- First time entering African student numbers increased steadily from 2016 to 2020.
- While white female undergraduate numbers have been declining steadily over the past five years, African female and male numbers have been increasing.
- There has been a 20% decline in graduates (excluding masters and doctoral levels) over the past five years.
- The undergraduate module pass rates for most departments have increased from 2019 to 2020, with the biggest increase in Pharmacology (22%).
- The undergraduate achievement gap between African and white students decreased by 4% from 2019 to 2020.
- In 2020, the achievement gap between African and white students was at 8% for undergraduate students and 9% for postgraduate less than masters level students.

3.3.2 Enrolments

Table 25: Count of full time enrolments of the Faculty of Health Sciences by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	75	89	90	100	106
	Masters	471	465	442	483	453
	Postgraduate less than masters	442	396	367	612	322
	Undergraduate	1528	1558	1592	1621	1664

Table 25 shows the number of enrolled students by campus and degree level over time. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. In the Faculty of Health Sciences, there has been a steady increase in the number of doctoral and undergraduate students between 2016 and 2020. Masters and postgraduate less than masters enrolments increased between 2016 and 2019 and then declined in 2020.

Table 26: First time entering undergraduate enrolment for Health Sciences

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN Campus Mainstream	African	99	88	113	124	145
	Indian/Asian	10	11	14	16	13
	Coloured	31	24	22	14	25
	White	168	154	169	163	174
Total Mainstream		308	277	318	317	357

Table 26 shows the number of first time entering students by race, campus and programme registered (pathway). The number of African students increased notably from 2016 to 2020, while the numbers of other racial groups fluctuated for the same period. When comparing 2016 and 2020 numbers, slight increases can be seen for first-time entering Indian/Asian and white students while there was a slight decline in first time entering enrolments among coloured students.

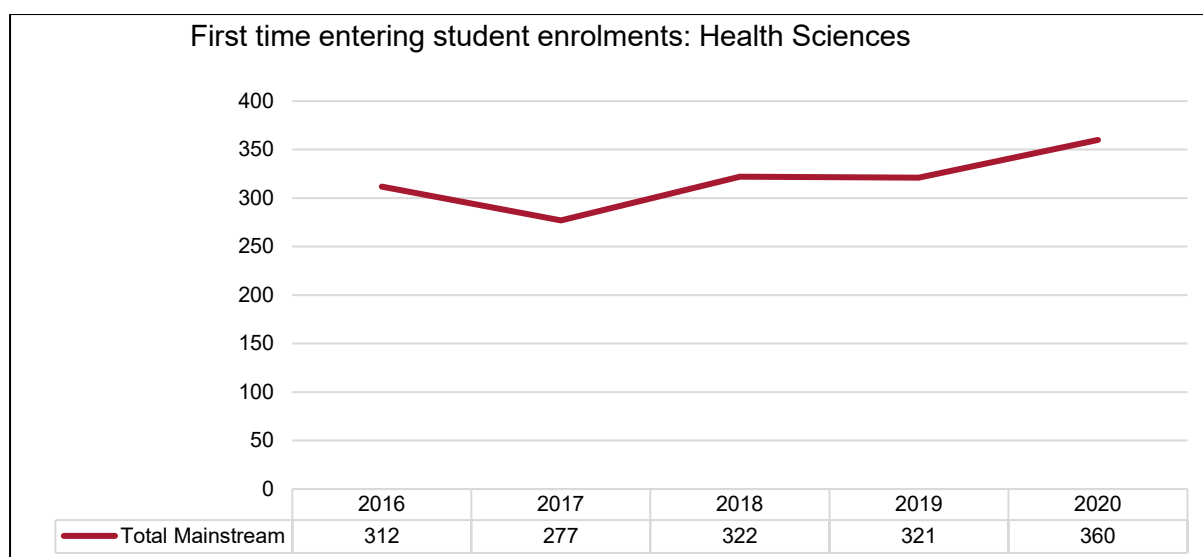


Figure 37: Health Sciences first time entering student enrolments

Figure 37 shows the number of first time entering student enrolments in Health Sciences from 2016 to 2020. There has been some fluctuation in this number over the past five years but 2020 had the highest number of first time entering student enrolments for this period.

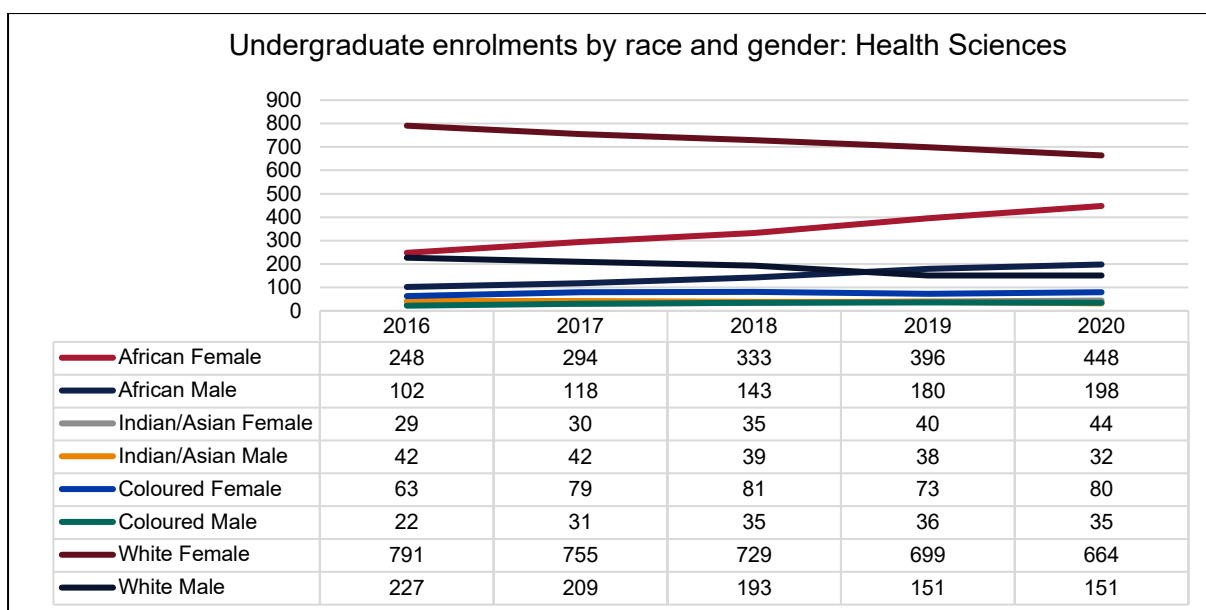


Figure 38: Health Sciences undergraduate enrolments by race and gender

Figure 38 shows undergraduate enrolments in the Faculty of Health Sciences split by race and gender. There has been a steady increase in the number of African students (both genders), as well as Indian/Asian female enrolments while there has been a steady decline in the number of white students. The remaining groups show some fluctuation in numbers over the past five years, however when comparing 2016 numbers with 2020 numbers there has been an increase in the number of coloured students (both genders) and a decline in the number of Indian/Asian males.

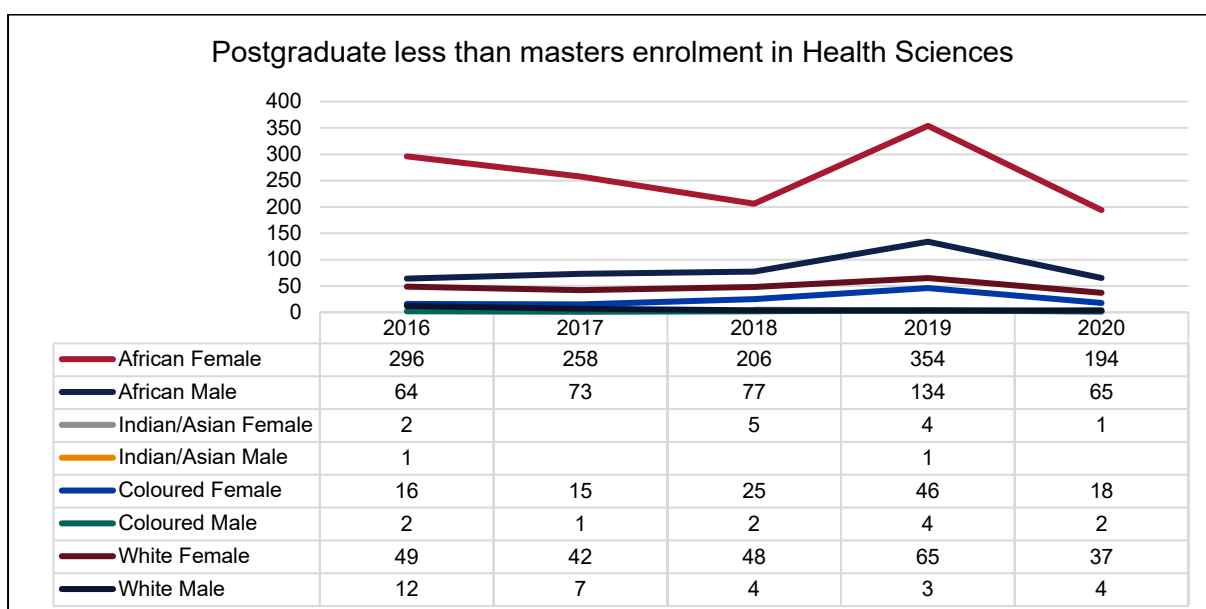


Figure 39: Health Sciences postgraduate less than masters enrolment by race and gender

Figure 39 shows the number of postgraduate less than masters enrolments in the Faculty of Health Sciences. There are some fluctuation in these numbers over the past five years but when comparing 2016 and 2020 numbers there is a slight increase in the number of African males and coloured females, while there is a notable decrease in African females and white females.

3.3.3 Graduates

Table 27: Number of Health Sciences graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	628	584	582	564	504
TOTAL COUNT	628	584	582	564	504

Table 27 shows the number of graduates produced per campus (excluding masters and doctoral graduates) between 2016 and 2020. The darkest shaded cells indicate the highest numbers, with the colour lightening as the numbers decrease. In the Faculty of Health Sciences there has been a steady decline in the number of graduates over the past five years with 504 graduates in 2020 compared to 628 graduates in 2016 (20% decline).

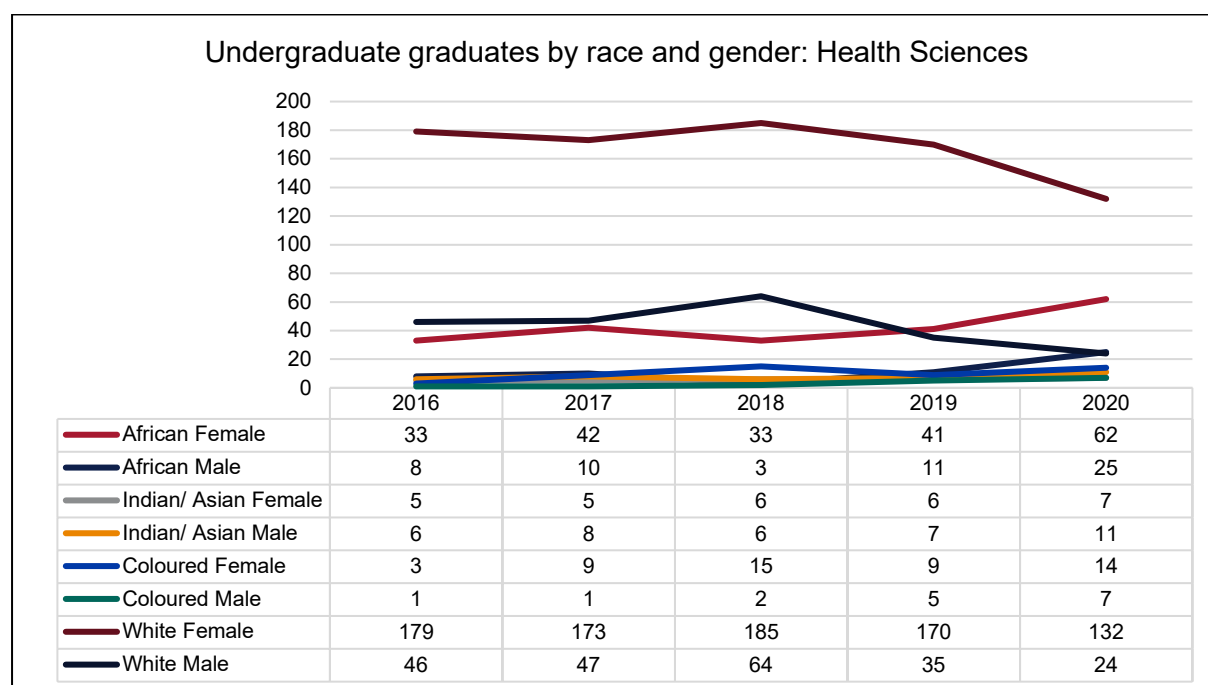


Figure 40: Health Sciences undergraduate graduates by race and gender

Figure 40 shows the number of undergraduate graduates in the Faculty of Health Sciences split by race and gender between 2016 and 2020. Despite some fluctuation in the numbers,

there has been an increase in the number of undergraduate graduates for all racial groups except for white students (both genders), which showed a decline for this period.

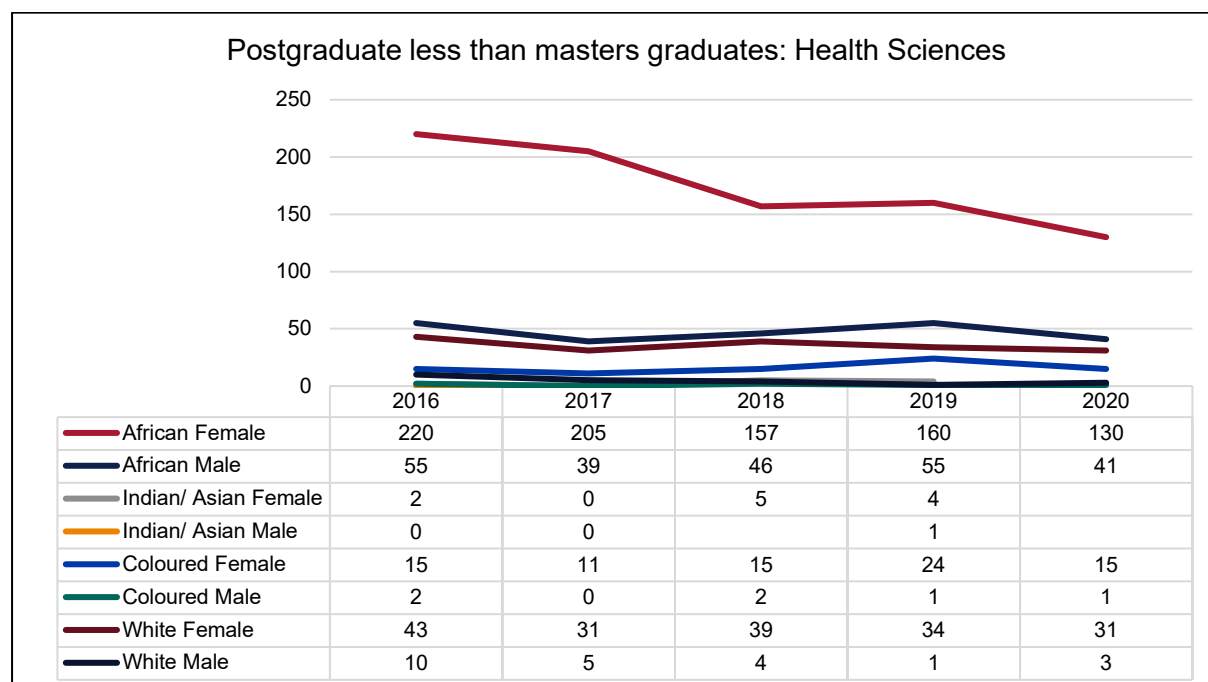


Figure 41: Health Sciences postgraduate less than masters graduates by race and gender

Figure 41 shows the number of postgraduate less than masters graduates in the Faculty of Health Sciences between 2016 and 2020, split by race and gender. Overall, all race and gender groups show a decline in the number of postgraduate less than masters graduates for this period (except coloured females, which had the same number of graduates in 2020 than in 2016).

3.3.4 Module pass rates

Table 28 Undergraduate module pass rates of academic departments within Health Sciences

	2018	2019	2020
Anatomical Pathology	87%	84%	92%
Basic Medical Sciences	89%	89%	92%
Biostatistics	92%	74%	74%
Community Health	99%	98%	99%
Exercise and Sport Sciences	93%	100%	93%
Family Medicine	96%	97%	97%
Forensic Medicine*	100%	100%	100%
Haematology & Cell Biology	96%	96%	98%
Health Sciences General	97%		95%
Internal Medicine	67%	72%	62%
Medical Microbiology	89%	95%	93%
Medical Physics	94%	83%	80%

	2018	2019	2020
Nutrition and Dietetics	98%	97%	95%
Obstetrics and Gynaecology	84%	87%	92%
Occupational Therapy	95%	96%	98%
Office of the Dean: Health Science**	62%	97%	99%
Oncology	97%	100%	99%
Optometry	88%	95%	96%
Paediatrics and Child Health	96%	86%	95%
Pharmacology	78%	72%	94%
Physiotherapy	98%	98%	99%
Psychiatry	74%	77%	75%
School of Biomedical Sciences	98%	95%	97%
School of Nursing	92%	91%	92%
Surgery	84%	83%	88%
Urology	67%***		

*12 students in 2018, 7 students in 2019 and 5 students in 2020

**Students registered at the Dean's office are in modules not assigned to specific departments.

***6 students

The undergraduate module pass rates for most departments have increased from 2019 to 2020, with the biggest increase in Pharmacology (22%). The Department of Forensic Medicine had the highest average module pass rates over the last three years, while the Department of Internal Medicine had the lowest average module pass rate over the same period (**Table 28**).

Table 29 Undergraduate module pass rates for Health Sciences by race and gender

	2018	2019	2020
African female	86%	85%	88%
African male	77%	80%	84%
Coloured female	85%	90%	90%
Coloured male	86%	84%	88%
Indian/Asian female	93%	94%	94%
Indian/Asian male	92%	92%	94%
White female	95%	96%	96%
White male	92%	94%	93%

The undergraduate module pass rates of most races and genders increased from 2019 to 2020. The biggest increase in module pass rates from 2019 to 2020 was for coloured males. African males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2020 was 8%, a decrease of 4% from 2019 (**Table 29**).

Table 30 Postgraduate less than masters module pass rates of academic departments within Health Sciences

	2018	2019	2020
Basic Medical Sciences	100%	92%	97%
Community Health	83%	80%	77%
Exercise and Sport Science	95%	100%	100%
Family Medicine	100%	100%	
Forensic Medicine	97%	100%	
Haematology and Cell Biology	100%	100%	100%
Internal Medicine	100%		
Medical Microbiology	100%	100%	100%
Medical Physics	97%	94%	87%
Nutrition and Dietetics	100%	100%	100%
Office of the Dean: Health Science		100%	97%
Psychiatry	100%		
Pharmacology		100%	29%
School of Nursing	84%	77%	73%
Urology	98%		

* All very low student numbers

The biggest decrease in postgraduate less than masters module pass rates from 2019 to 2020 was in the Department of Pharmacology. The School of Nursing had the lowest average module pass rates over the last three years. The Departments of Haematology and Cell Biology, Medical Microbiology and Nutrition and Dietetics had the highest average module pass rates over the last three years (**Table 30**).

Table 31 Postgraduate less than masters module pass rates of Health Sciences by race and gender

	2018	2019	2020
African female	92%	92%	88%
African male	84%	82%	83%
Coloured female	100%	78%	90%
Coloured male	100%	73%	75%
Indian/Asian female	100%	100%	95%
Indian/Asian male	100%	100%	100%
White female	98%	92%	98%
White male	97%	100%	92%

*Coloured female - 12 students in 2018 and 18 students in 2019; coloured male - 13 students in 2018, 11 students in 2019 and 4 students in 2020; Indian/Asian female - 9 students in 2018 and 5 students in 2019 and Indian/Asian male - 8 students in 2018, 5 students in 2019 and 3 students in 2020

The module pass rates of most races and genders of postgraduate less than masters level increased from 2019 to 2020. The biggest increase was for coloured females (12%). Coloured males had the lowest average module pass rates over the last three years. Considering only

the larger groups, white males had the highest average module pass rates over the last three years (**Table 31**). The achievement gap between African and white students for 2020 was 9%.

3.4. Humanities

3.4.1 Key findings for the Humanities

- Undergraduate students on the Bloemfontein campus increased over the last five years, while undergraduate students on the Qwaqwa campus declined from 2019 to 2020.
- Postgraduate less than masters enrolments on both the Bloemfontein and Qwaqwa campuses declined between 2016 and 2020.
- The total number of extended programme students declined over the last five years, while there was an increase in the number of students enrolled in mainstream programmes.
- There has been a notable increase in the number of undergraduate African students between 2016 and 2020, while there has been a decline in the other race and gender groups.
- There has been a steady and notable increase in the number of graduates (excluding masters and doctoral graduates) over the last five years with the most significant increase on the Qwaqwa campus, which produced almost four times more graduates in 2020 than in 2016.
- Undergraduate module pass rates increased in the majority of departments from 2019 to 2020, with the biggest increase in Criminology (25%), while Governance and Political Transformation had the biggest decrease (8%).
- Despite the decrease of 8% between 2019 and 2020, the Department of Governance and Political Transformation had the highest average module pass rates over the last three years.
- The biggest increase in undergraduate module pass rates from 2019 to 2020 was for coloured males (16%). In contrast, the biggest decrease in module pass rates for postgraduate less than masters students was also coloured males (14%).
- The achievement gap between undergraduate African and white students for 2020 was 7%, which is a decrease of 3% from 2019.
- Postgraduate less than masters pass rates decreased in most departments from 2019 to 2020, most notably in the Department of Social Work that showed a decrease of 42% from 2019 to 2020.
- The achievement gap between African and white postgraduate less than masters students in 2020 was 11%.

3.4.2 Enrolments

Table 32: Count of full time enrolments of the Faculty of the Humanities by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	169	152	161	158	167
	Masters	282	298	310	316	258
	Postgraduate less than masters	323	295	281	196	213
	Undergraduate	4684	4653	5010	5259	5466
QQ	Doctoral	1	9	11	13	11
	Masters	1	9	8	9	13
	Postgraduate less than masters	35	20	15	8	9
	Undergraduate	1543	1984	2524	2663	2388
South	Undergraduate		648	735	642	662

Table 32 shows the number of enrolled students by campus and degree level over time. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. In the Faculty of the Humanities, there has been a decline in the number of doctoral and postgraduate less than masters students on the Bloemfontein campus, as well as the number of postgraduate less than masters students on the Qwaqwa campus. For masters enrolments on the Bloemfontein campus, as well as undergraduate students on the Qwaqwa and South campuses there has been an initial increase between 2016 and 2019 with a decline between 2019 and 2020. Undergraduate students on the Bloemfontein campus, as well as masters students on the Qwaqwa campus increased over the past five years.

Table 33: First time entering undergraduate enrolment for the Humanities

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN Campus Extended	African	462	459	328	314	460
	Indian/Asian	2	4		3	3
	Coloured	36	24	25	19	38
	White	48	20	17	22	17
BFN Campus Mainstream	African	335	383	642	430	554
	Indian/Asian	4	5	3	2	3
	Coloured	54	38	48	22	37
	White	176	110	105	76	77
QQ Campus Extended	African	618	555	556	397	113
	Indian/Asian			1	1	
	Coloured		3	1	2	2
QQ Campus Mainstream	African	81	87	236	160	149
	Coloured					1
South Campus Mainstream	African		1			

Campus & Pathway	Race	2016	2017	2018	2019	2020
	White		1			
Total Extended		1166	1065	928	758	633
Total Mainstream		650	625	1034	690	821

Table 33 shows the number of first time entering undergraduate students between 2016 and 2020 in the Faculty of the Humanities. When comparing 2016 and 2020 numbers there were no big differences for all racial groups in the extended programmes on the Bloemfontein campus, except for the number of white students that declined notably in this period. The number of students in extended programmes on the Qwaqwa campus declined significantly over the past five years, while mainstream students increased between 2016 and 2018 and then declined again between 2018 and 2020. On the Bloemfontein campus, the number of African students in mainstream programmes increased steadily between 2016 and 2020, while the number of students in the other racial groups declined in the same period.

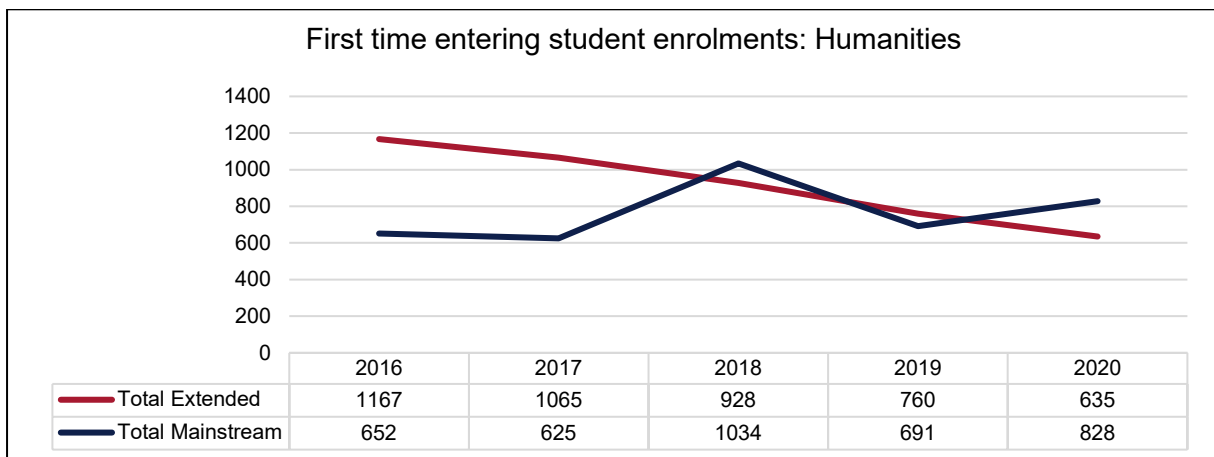


Figure 42: Humanities first time entering student enrolments

Figure 42 shows the number of first time entering student enrolments in the Faculty of the Humanities between 2016 and 2020. The number of students in extended programmes declined steadily over the last five years, while there was some fluctuation in the number of mainstream students for the same period. However, when comparing 2016 and 2020 numbers, there has been an increase in the number of mainstream students.

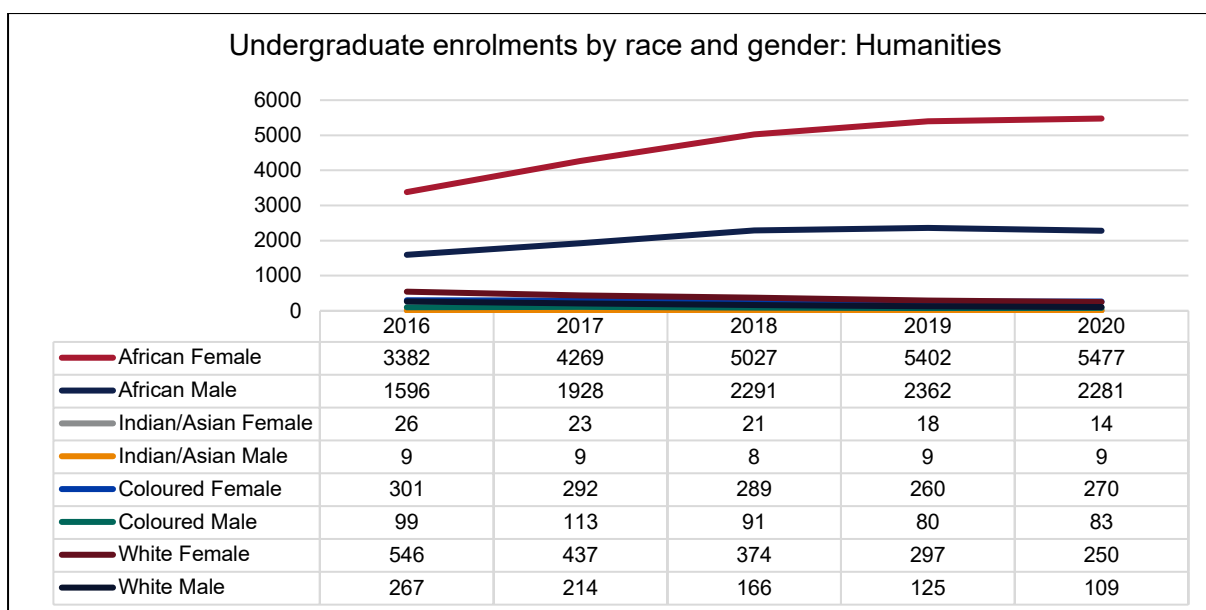


Figure 43: Humanities undergraduate enrolments by race and gender

Figure 43 shows the number of undergraduate enrolments in the Faculty of the Humanities split by race and gender. There has been a notable increase in the number of African students over the last five years (both genders). There has been a steady decline in the number of Indian/Asian females, coloured students (both genders), albeit less significant than the decline in the number of white students (both genders) for the same period.

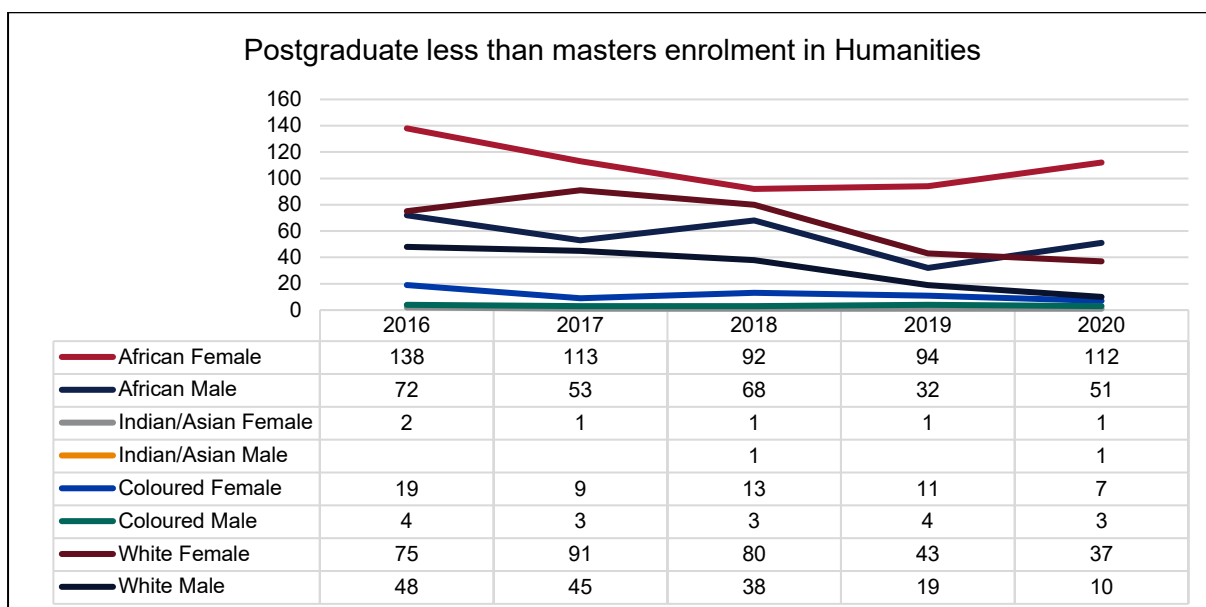


Figure 44: Humanities postgraduate less than masters enrolment by race and gender

Figure 44 shows the number of postgraduate less than masters enrolments in the Faculty of the Humanities over the last five years, split by race and gender. Despite some fluctuation in

the numbers, there has been a decline in the number of postgraduate less than masters enrolments for all race and gender groups between 2016 and 2020.

3.4.3 Graduates

Table 34: Number of Humanities graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	995	898	871	844	1349
QQ	141	161	222	293	530
SOUTH		411	413	366	448
TOTAL COUNT	1136	1470	1506	1503	2327

Table 34 shows the number of graduates produced per campus (excluding masters and doctoral graduates) between 2016 and 2020. The darkest shaded cells indicate the highest numbers, with the colour lightening as the numbers decrease. There has been a steady and notable increase in the number of graduates on all campuses over the past five years. The most significant increase can be seen on the Qwaqwa campus, which produced almost four times as many graduates in 2020 as in 2016.

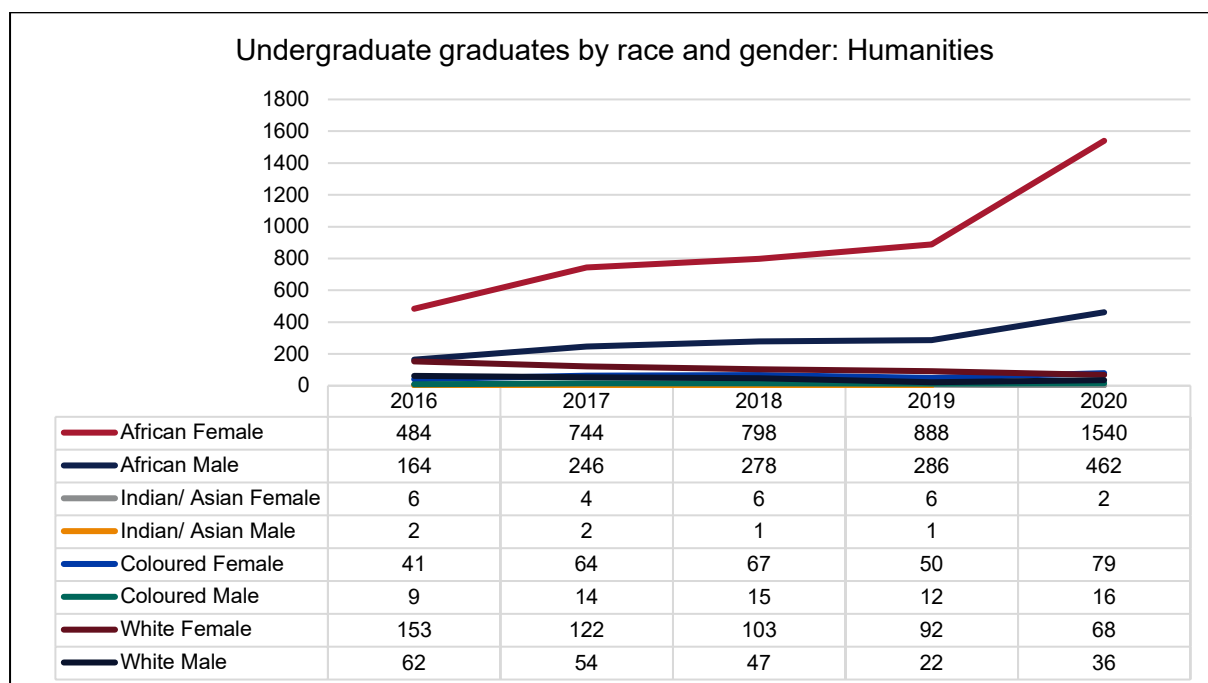


Figure 45: Humanities undergraduate graduates by race and gender

Figure 45 shows the number of undergraduate graduates from 2016 and 2020 in the Faculty of the Humanities, split by race and gender. There has been a notable increase in the number of African graduates (both genders) over the last five years, while the number of white graduates (both genders) declined. Although there has been some fluctuation in the numbers for the remaining groups, a slight decline can be seen for Indian/Asian students and an increase among coloured students.

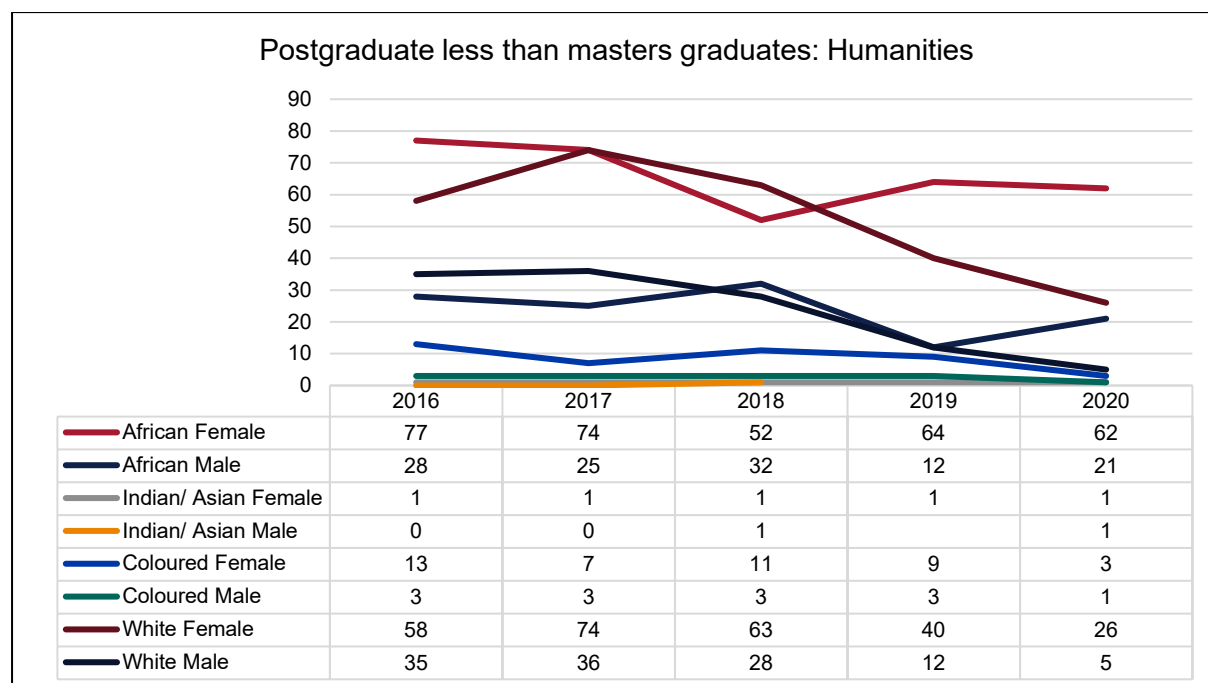


Figure 46: Humanities postgraduate less than masters graduates by race and gender

Figure 46 shows the number of postgraduate less than masters graduates between 2016 and 2020 in the Faculty of the Humanities, split by race and gender. Despite some fluctuation in the numbers, overall there has been a decline in the number of postgraduate less than masters graduates for all groups except Indian/Asian students.

3.4.4 Module pass rates

Table 35 Undergraduate module pass rates of academic departments within Humanities

	2018	2019	2020
African Languages	91%	91%	88%
Afrikaans, Dutch, German and French	73%	72%	70%
Anthropology	73%	64%	79%
Communication Science	83%	86%	87%
Criminology	62%	55%	80%
Drama and Theatre	87%	91%	93%
English	76%	72%	74%
Fine Arts	91%	92%	96%

	2018	2019	2020
Governance and Political Transformation	97%	100%	92%
Greek, Latin and Classical Studies	78%	83%	82%
Hebrew	100%	89%	90%
History	67%	66%	89%
History of Art and Image Studies	63%	67%	65%
Linguistics and Language Practice	90%	91%	85%
Odeion School of Music	87%	84%	88%
Office of the Dean: Humanities		90%	88%
Philosophy	65%	60%	84%
Political Studies and Governance	60%	60%	76%
Psychology	74%	73%	91%
School of Education Studies	80%		
Social Work	93%	92%	95%
Sociology	72%	69%	86%
South African Sign Language	91%	93%	95%

*Students registered at the Dean's office are in modules not assigned to specific departments.

Table 35 shows that the module pass rates increased in the majority of departments from 2019 to 2020. The biggest increase is seen in Criminology (25%), while Governance and Political Transformation had the biggest decrease (8%). The Department of History of Art and Image Studies had the lowest average module pass rate over the last three years. The Department of Governance and Political Transformation had the highest average module pass rates over the last three years.

Table 36 Undergraduate module pass rates for Humanities by race and gender

	2018	2019	2020
African female	78%	78%	88%
African male	71%	70%	78%
Coloured female	75%	75%	86%
Coloured male	68%	61%	77%
Indian/Asian female	78%	74%	83%
Indian/Asian male	74%	77%	82%
White female	87%	88%	93%
White male	77%	79%	86%

The undergraduate module pass rates of all race and gender groups increased from 2019 to 2020. The biggest increase in module pass rates from 2019 to 2020 was for coloured males (16%) (**Table 36**). Coloured males also had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2020 was 7%, which is a decrease of 3% from 2019.

Table 37 Postgraduate less than masters module pass rates of academic departments within the Humanities

	2018	2019	2020
African Languages	90%	96%	92%
Afrikaans, Dutch, German and French	93%	95%	93%
Anthropology	78%	83%	67%*
Centre for Africa Studies	68%	67%*	57%
Communication Science	84%	94%	77%
Criminology	100%	75%	96%
Drama and Theatre	58%*	100%	100%
English	62%	85%	91%
Governance and Political Transformation	81%	79%	79%
Greek, Latin and Classical Studies	100%*	100%*	100%*
Hebrew	95%*	82%*	95%
History	61%	85%*	57%*
History of Art and Image Studies	93%	97%	81%
Linguistics and Language Practice	76%*	70%	85%
Odeion School of Music	100%*	100%*	100%*
Philosophy	90%	60%*	100%
Political Studies and Governance	76%	84%	76%
Social Work	93%	98%	56%
Sociology	88%	100%	80%
South African Sign Language	50%*	81%	83%

*Fewer than 20 students enrolled

The postgraduate less than masters module pass rates of most departments decreased from 2019 to 2020 (**Table 37**). The biggest change from 2019 to 2020 was in the Department of Social Work with a decrease of 42%. The Centre for Africa Studies had the lowest average module pass rate over the last three years. The Department of Greek, Latin and Classical Studies and the Odeion School of Music had the highest average module pass rates over the last three years.

Table 38 Postgraduate less than masters module pass rates of Humanities by race and gender

	2018	2019	2020
African female	84%	91%	84%
African male	73%	82%	75%
Coloured female	91%	85%	78%
Coloured male	100%	91%	77%
Indian/Asian female	100%	100%	100%
Indian/Asian male	100%		100%
White female	93%	99%	98%
White male	87%	88%	83%

*Indian/Asian female - 7 students in 2018, 5 students in 2019 and 8 students in 2020 and Indian/Asian male - 8 students in 2018 and 7 students in 2020

The postgraduate less than masters module pass rates of most race and gender groups decreased from 2019 to 2020 (**Table 38**). The biggest decrease in module pass rates from

2019 to 2020 was for coloured males. African males had the lowest average module pass rates over the last three years. Considering only the larger groups, white females had the highest average module pass rates over the last three years. The achievement gap between African and white students in 2020 was 11%.

3.5. Law

3.5.1 Key findings for Law

- There has been an increase in the number of doctoral, masters, and undergraduate enrolments on the Bloemfontein campus over the past five years, with postgraduate less than masters enrolments declining in the same period. The number of undergraduate students on the South campus also declined over the last five years due to the phasing out of Varsity College offerings at the UFS.
- The total number of first time entering students in mainstream programmes declined between 2016 and 2020, while the number of students in extended programmes increased.
- The number of undergraduate African students increased over the last five years, while there has been a decline in all other race and gender groups.
- When looking at the number of postgraduate less than masters enrolments split by race and gender, only African females and coloured females increased while other race and gender groups declined.
- The number of graduates (excluding masters and doctoral graduates) increased significantly between 2016 and 2020 on the Bloemfontein campus.
- The number of undergraduate graduates in all race and gender groups increased over the last five years except for white males.
- The number of postgraduate less than masters graduates in all racial groups except white males and females increased over the last five years.
- Undergraduate module pass rates of most departments increased from 2019 to 2020, with the biggest increase for The Department of Mercantile Law (18%) and the Department of Public Law showing the highest average module pass rate over the last three years.
- For undergraduates, the achievement gap between African and white students for 2020 was 7%, 4% lower than for 2019.
- Postgraduate less than masters module pass rates increased in both departments that offer these programmes from 2019 to 2020.
- The achievement gap between African and white students among postgraduate less than masters level students for 2020 was 18%, which is 5% lower than in 2019.

3.5.2 Enrolments

Table 39: Count of full time enrolments of the Faculty of Law by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	18	17	11	23	34
	Masters	93	101	105	106	144
	Postgraduate less than masters	1325	1321	1061	927	914
	Undergraduate	2036	2370	2574	2673	2940
South	Undergraduate	1032	740	367	206	76

Table 39 shows the number of enrolled students by campus and degree level over time. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. A steady increase can be seen in the number of doctoral, masters, and undergraduate enrolments on the Bloemfontein campus. The number of postgraduate less than masters enrolments on the Bloemfontein campus, as well as the number of undergraduate students on the South campus steadily declined over the past five years. The decline in enrolments on the South campus can be explained by the phasing out of Varsity College offerings at the UFS.

Table 40: First time entering undergraduate enrolment for the Law

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN Campus Extended	African	261	368	400	397	389
	Indian/Asian	6	4	2	1	1
	Coloured	30	20	24	20	21
	White	45	17	25	14	16
BFN Campus Mainstream	African	119	133	148	153	204
	Indian/Asian	5	4	2	2	1
	Coloured	32	29	12	17	10
	White	75	58	48	21	15
South Extended	African			1		
South Mainstream	African	172				
	Indian/Asian	112				
	Coloured	43				
	White	125				
Total Extended		342	409	452	432	427
Total Mainstream		683	224	210	193	230

Table 40 shows the number of first time entering undergraduate students in the Faculty of Law between 2016 and 2020. The number of African students in extended programmes on the Bloemfontein campus steadily increased between 2016 and 2020 while the number of

students in all other racial groups declined in the same period. The same trend can be seen for mainstream students on the Bloemfontein campus.

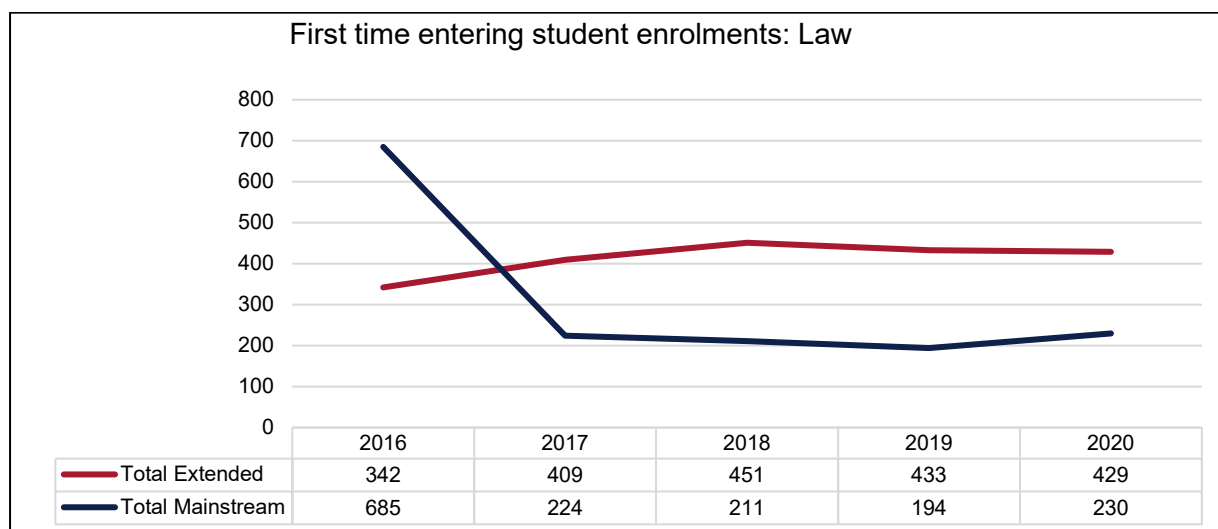


Figure 47: Law first time entering student enrolments

Figure 47 shows the number of first time entering enrolments for extended and mainstream programmes between 2016 and 2020 in the Faculty of Law. Overall, there has been an increase in the number of students enrolled in extended programmes over the last five years, while the number of mainstream students declined notably in the same period.

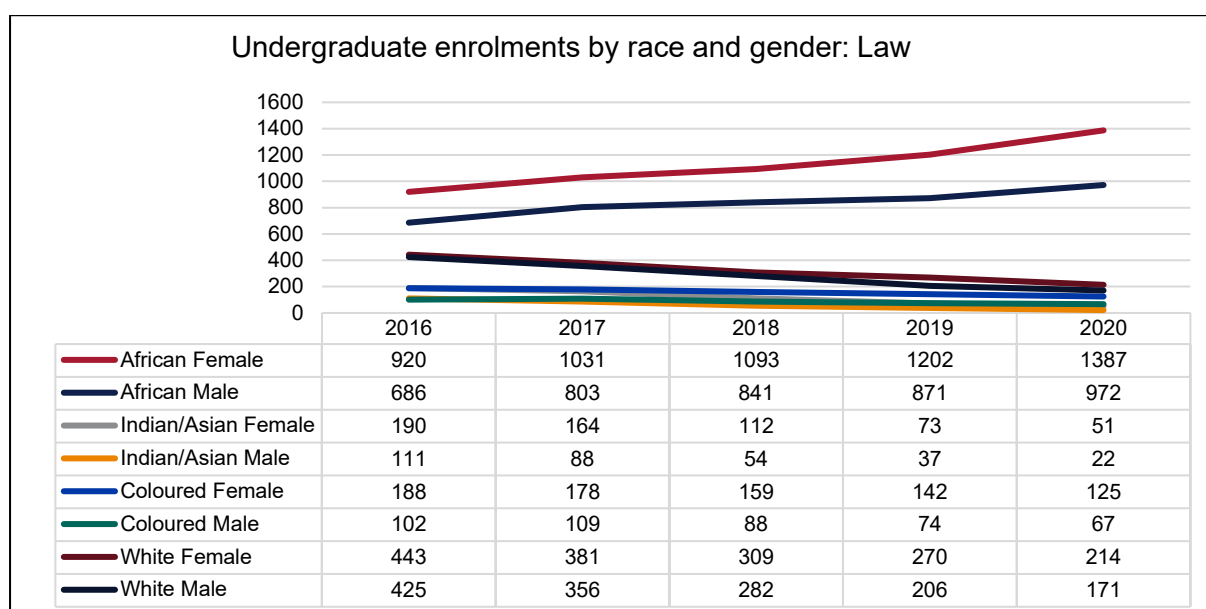


Figure 48: Law undergraduate enrolments by race and gender

Figure 48 shows the number of undergraduate enrolments over the last five years in the Faculty of Law, split by race and gender. The number of African students (both genders) increased between 2016 and 2020, while there was a decline in the number of undergraduate enrolments for all other race and gender groups.

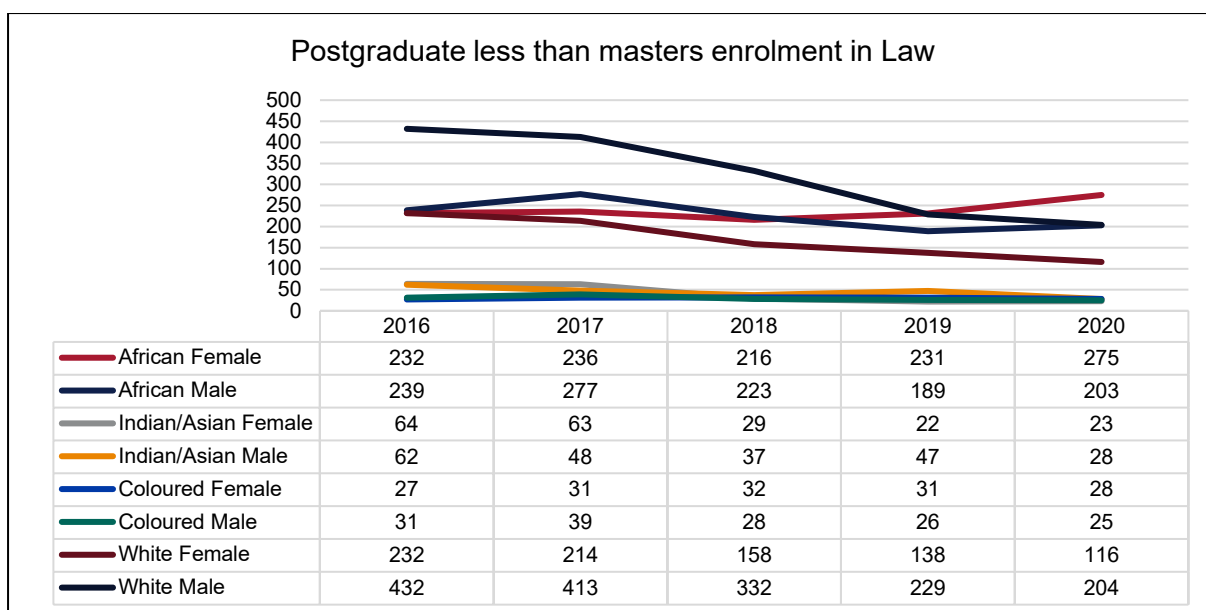


Figure 49: Law postgraduate less than masters enrolments by race and gender

Figure 49 shows the number of postgraduate less than masters enrolments in the Faculty of Law between 2016 and 2020. The number of African female and coloured female enrolments increased over the past five years, while all other race and gender groups declined.

3.5.3 Graduates

Table 41: Number of Law graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	648	738	609	699	916
SOUTH	75	99	114	111	82
TOTAL COUNT	723	837	723	810	998

Table 41 shows the number of graduates produced per campus (excluding masters and doctoral graduates) between 2016 and 2020. The darkest shaded cells indicate the highest numbers, with the colour lightening as the numbers decrease. There has been a steady increase in the number of graduates on the Bloemfontein campus over the last five years while there has been an increase in the number of graduates on the South campus between 2016 and 2018 and then a decline between 2018 and 2020.

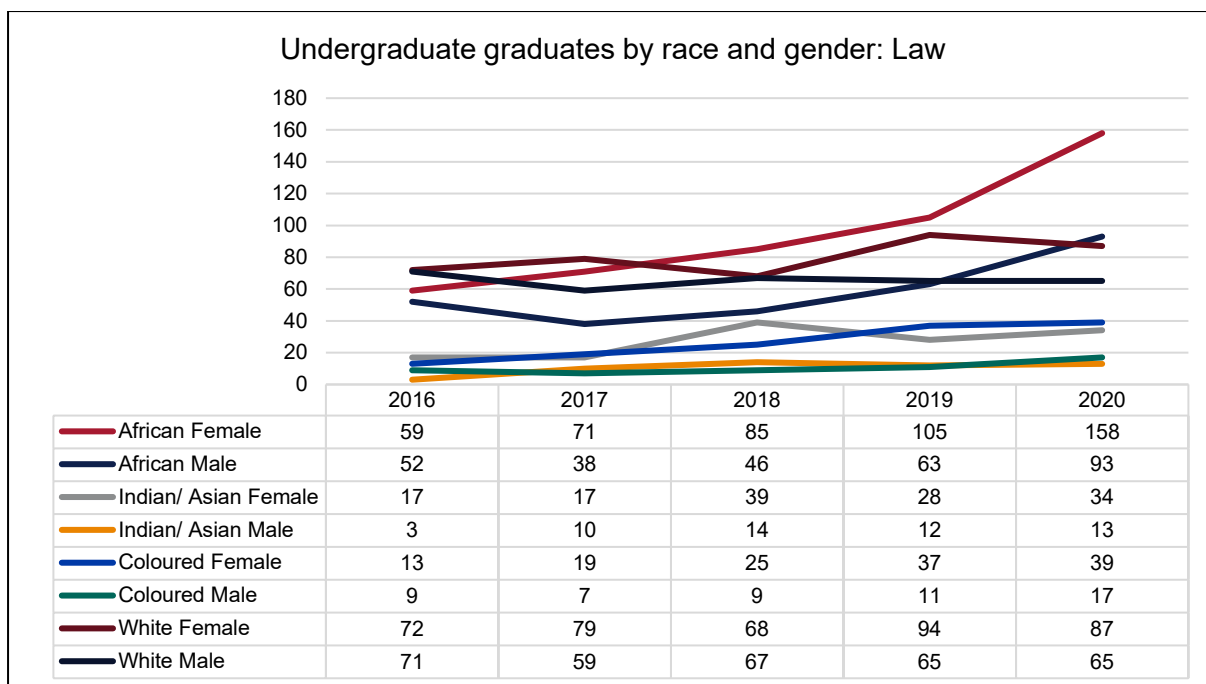


Figure 50: Law undergraduate graduates by race and gender

Figure 50 shows the number of undergraduate graduates between 2016 and 2020 in the Faculty of Law, split by race and gender. There has been an increase in the number of graduates over the last five years in all race and gender groups, except white males that showed a slight decline.

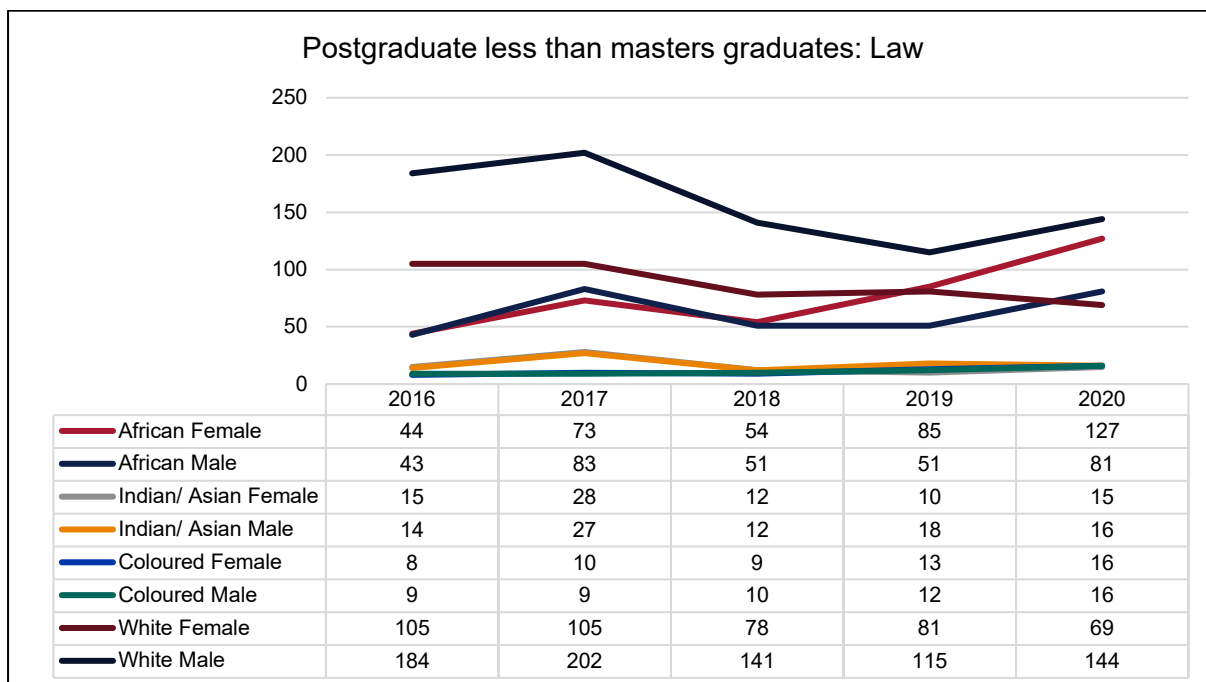


Figure 51: Law postgraduate less than masters graduates by race and gender

Figure 51 shows the number of postgraduate less than masters graduates over the last five years in the Faculty of Law. There has been an increase in the number of graduates for all race and gender groups between 2016 and 2020, except white students (both genders) for which there was a decline.

3.5.4 Module pass rates

Table 42: Undergraduate module pass rates of academic departments in the Faculty of Law

	2018	2019	2020
Mercantile Law	72%	74%	92%
Office of the Dean: Law	79%	78%	65%
Private Law	67%	77%	87%
Public Law	73%	75%	90%

*Students registered at the Dean's office are in modules not assigned to specific departments.

Table 42 shows that undergraduate module pass rates of most departments increased from 2019 to 2020. The biggest increase between 2019 and 2020 was for The Department of Mercantile Law (18%). The lowest average module pass rates over the last three years was for the modules registered under the Office of the Dean: Law. The Department of Public Law had the highest average module pass rates over the last three years.

Table 43 Undergraduate module pass rates for Law by race and gender

	2018	2019	2020
African female	70%	76%	90%
African male	64%	69%	84%
Coloured female	74%	78%	95%
Coloured male	70%	71%	88%
Indian/Asian female	86%	88%	95%
Indian/Asian male	80%	84%	99%
White female	81%	84%	94%
White male	76%	84%	94%

The undergraduate module pass rates of all races and genders increased from 2019 to 2020 (**Table 43**). The biggest increase was for coloured males. African males had the lowest average module pass rates over the last three years. Indian/Asian females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2020 was 7%, 4% lower than for 2019.

Table 44: Postgraduate less than masters module pass rates of academic departments in the Faculty of Law

	2018	2019	2020
Mercantile Law	60%	75%	88%
Office of the Dean: Law	56%	61%	73%

*Students registered at the Dean's office are in modules not assigned to specific departments.

Table 44 shows that module pass rates for postgraduate less than masters in Law increased from 2019 to 2020. The Department of Mercantile Law had the biggest increase (13%).

Table 45 Postgraduate less than masters module pass rates of Law by race and gender

	2018	2019	2020
African female	50%	58%	71%
African male	40%	47%	65%
Coloured female	59%	68%	76%
Coloured male	52%	62%	81%
Indian/Asian female	69%	67%	85%
Indian/Asian male	67%	61%	77%
White female	75%	78%	86%
White male	66%	73%	86%

The postgraduate less than masters module pass rates of all races and genders increased from 2019 to 2020 (**Table 45**). The biggest increase in module pass rates from 2019 to 2020 was for coloured males. African males had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2020 was 18%, which is 5% lower than in 2019.

3.6. Natural and Agricultural Sciences

3.6.1 Key findings for Natural and Agricultural Sciences

- The number of undergraduate enrolments peaked in 2020 on the Bloemfontein and South campuses, with a slight decline from 2019 to 2020 on the Qwaqwa campus.
- Postgraduate less than masters enrolments have been decreasing over the past five years on the Bloemfontein campus, and increasing on the Qwaqwa campus over the same timeframe.
- The number of extended programme enrolments slightly increased over the last five years while there was a decline in mainstream programme enrolments for this period.
- African and coloured undergraduate students increased from 2016 to 2020 while other racial groups declined.
- There has been a steady increase in the number of graduates (excluding masters and doctoral graduates) over the last five years.
- There has been an increase in the number of undergraduate graduates among all racial groups except white students, who showed a decline during this period.
- Undergraduate module pass rates increased in the majority of departments from 2019 to 2020. The biggest change in undergraduate module pass rates was in the Department of Computer Science and Informatics with a decrease of 12%.
- African males had the lowest average undergraduate module pass rates over the last three years, while white females had the highest.
- The achievement gap between undergraduate African and white students in 2020 was 14%, which is 2% higher than in 2019.
- The Department of Mathematics and Applied Mathematics had the lowest average pass rate over the last three years for both undergraduate and postgraduate less than masters modules.
- The achievement gap between African and white students in postgraduate less than masters levels for 2020 was 10%, which is 2% higher than in 2019.

3.6.2 Enrolments

Table 46: Count of full time enrolments of the Faculty of Natural and Agricultural Sciences by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	287	319	334	397	364
	Masters	813	815	857	830	835
	Postgraduate less than masters	701	639	648	678	667
	Undergraduate	3626	3879	4116	3993	4029
QQ	Doctoral	31	36	39	41	33
	Masters	39	34	41	45	48
	Postgraduate less than masters	32	22	26	32	38
	Undergraduate	547	574	686	713	680
South	Undergraduate	382	376	330	325	445

Table 46 shows the number of enrolled students by campus and degree level over time. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. In the Faculty of Natural and Agricultural Sciences, on the Bloemfontein campus, there has been some fluctuation in the numbers over the last five years but when comparing 2016 and 2020 numbers there has been an increase in doctoral, masters and undergraduate students and a decline in postgraduate less than masters students. On the Qwaqwa campus there has been an increase in the number of masters and postgraduate less than masters students over the last five years, while there was an increase in the number of doctoral and undergraduate students between 2016 and 2019 after which there was a decline between 2019 and 2020. On the South campus, there has been an increase in the number of undergraduate students over the last five years.

Table 47: First time entering undergraduate enrolment in the Faculty of Natural and Agricultural Sciences

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN Campus Extended	African		1	2	11	3
	Coloured				1	
BFN Campus Mainstream	African	492	562	734	434	520
	Indian/Asian	17	9	14	6	13
	Coloured	17	23	31	21	21
	White	373	292	259	213	169
QQ Campus Extended	African	162	105	175	175	138
	Indian/Asian	1	1			1
	Coloured			1		
QQ Campus Mainstream	African	58	68	80	54	41
	Indian/Asian	1				

Campus & Pathway	Race	2016	2017	2018	2019	2020
	Coloured				1	
	White					1
South Campus Extended	African	257	282	226	262	374
	Indian/Asian	2	2	2	1	3
	Coloured	11	9	13	8	11
	White	92	60	70	40	50
South Campus Mainstream	African			3		
	White		1	1		
Total Extended		525	460	489	498	580
Total Mainstream		958	955	1122	729	765

Table 47 shows the number of first time entering students between 2016 and 2020 in the Faculty of Natural and Agricultural Sciences. There has been an increase in the number of African students in mainstream programmes on the Bloemfontein campus and extended programmes on the South campus over the last five years. There has been a decline in the number of white students in mainstream programmes on the Bloemfontein campus for the same period, as well as African students enrolled in mainstream and extended programmes on the Qwaqwa campus.

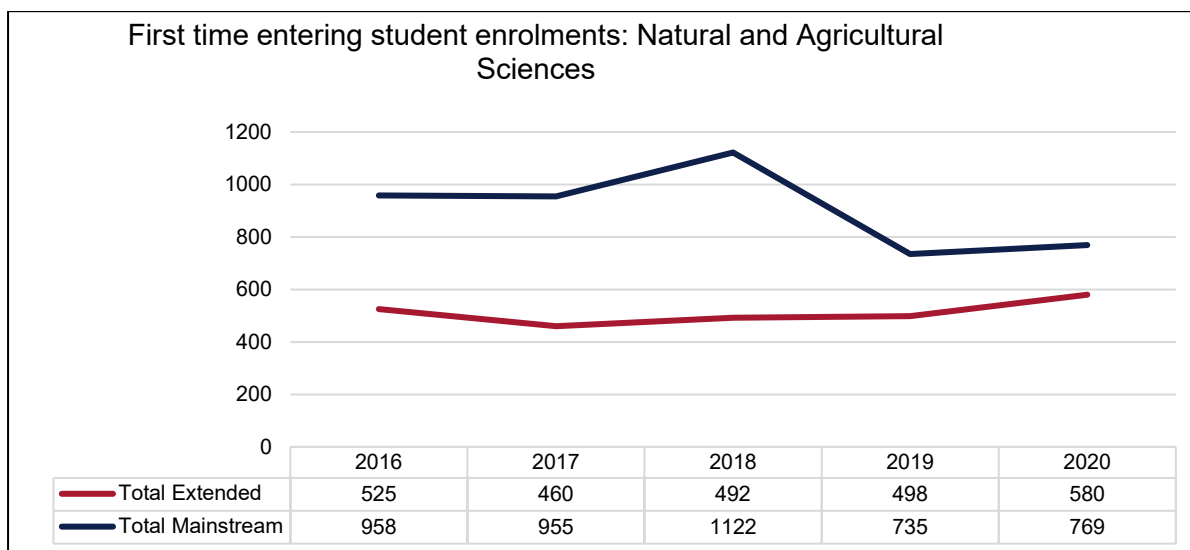


Figure 52: Natural and Agricultural Sciences first time entering enrolments

Figure 52 shows the number of first time entering students over the last five years in the Faculty of Natural and Agricultural Sciences. There has been a slight increase in the number of students enrolled in extended programmes between 2016 and 2020, while there has been a decline in the number of students enrolled in mainstream programmes for this period.

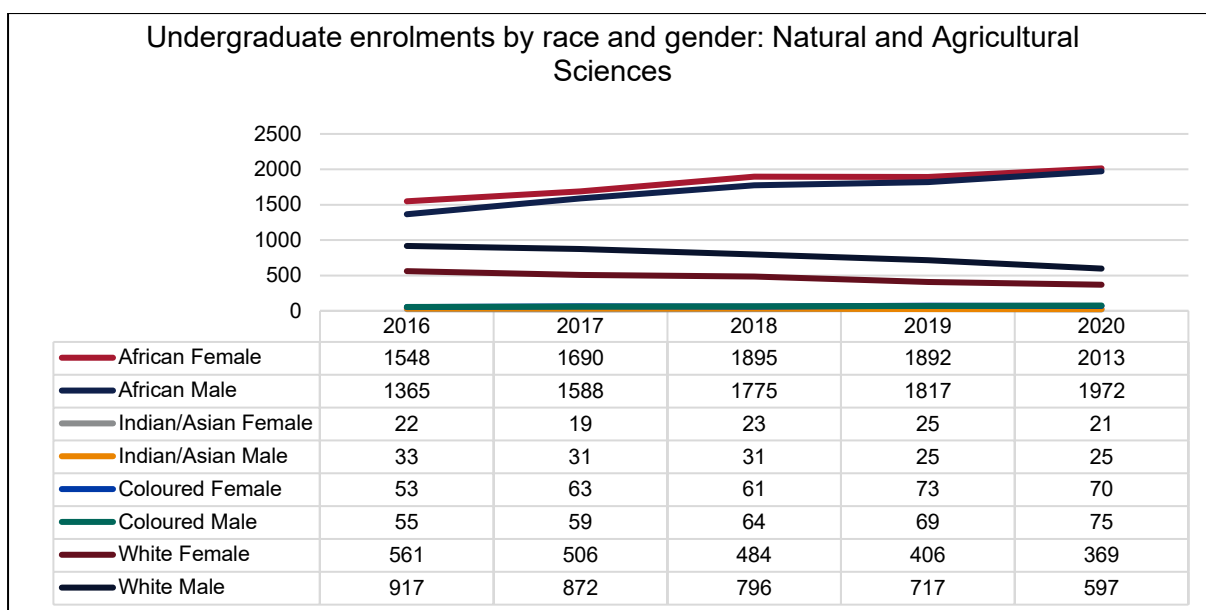


Figure 53: Natural and Agricultural Sciences undergraduate enrolments by race and gender

Figure 53 shows the number of undergraduate enrolments between 2016 and 2020 in the Faculty of Natural and Agricultural Sciences, split by race and gender. There has been an increase in the number of African students (both genders) and coloured students (both genders) over the last five years, while there has been a decline in the number of undergraduate enrolments among other race and gender groups.

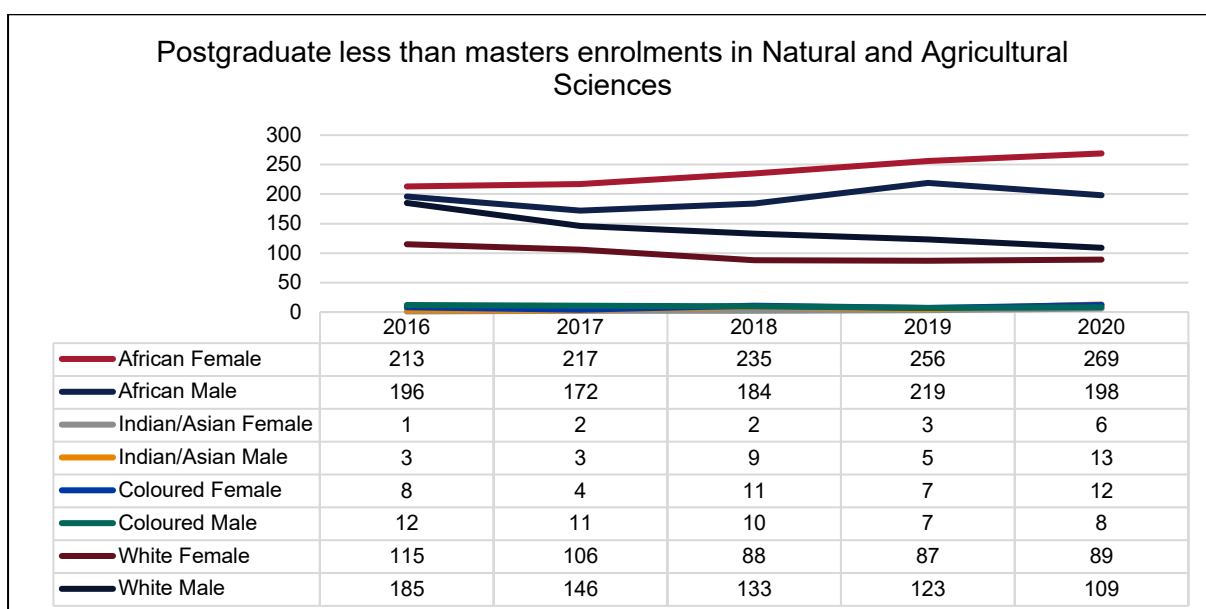


Figure 54: Natural and Agricultural Sciences postgraduate less than masters enrolments by race and gender

Figure 54 shows the number of postgraduate less than masters enrolments in Natural and Agricultural Sciences from 2016 to 2020, split by race and gender. There has been slight increases in the number of enrolments of African students (both genders), Indian/Asian

students (both genders) and coloured females. Conversely, there has been a slight decline in the number of postgraduate less than masters enrolments among coloured males and a more notable decline among white students (both genders), for the same period.

3.6.3 Graduates

Table 48: Number of Natural and Agricultural Sciences graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	1100	1106	1291	1251	1334
QQ	83	71	83	106	108
TOTAL COUNT	1183	1177	1374	1357	1442

Table 48 shows the number of graduates produced per campus (excluding masters and doctoral graduates) between 2016 and 2020. The darkest shaded cells indicate the highest numbers, with the colour lightening as the numbers decrease. In the Faculty of Natural and Agricultural Sciences, there has been an increase in the number of graduates on both the Bloemfontein and Qwaqwa campuses over the last five years.

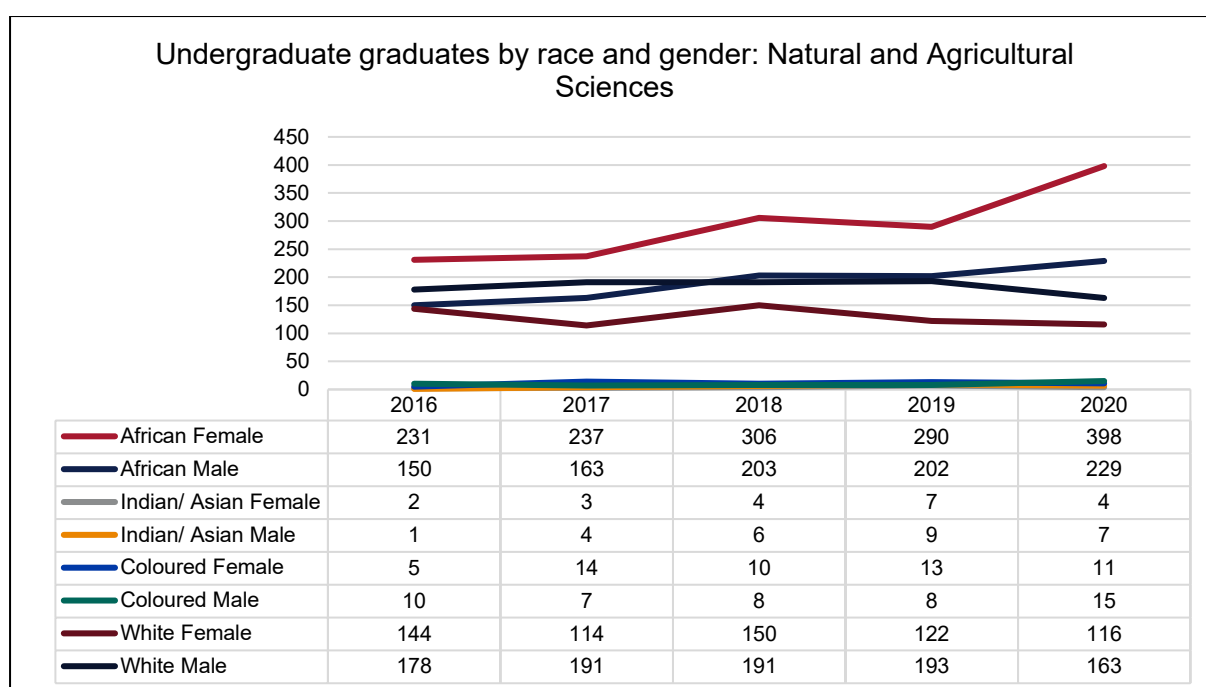


Figure 55: Natural and Agricultural Sciences undergraduate graduates by race and gender

Figure 55 shows the number of undergraduate graduates over the last five years in the Faculty of Natural and Agricultural Sciences, split by race and gender. There has been an increase in

the number of undergraduate graduates among all race and gender groups from 2016 to 2020, except white students (both genders) that show a decline in the same period.

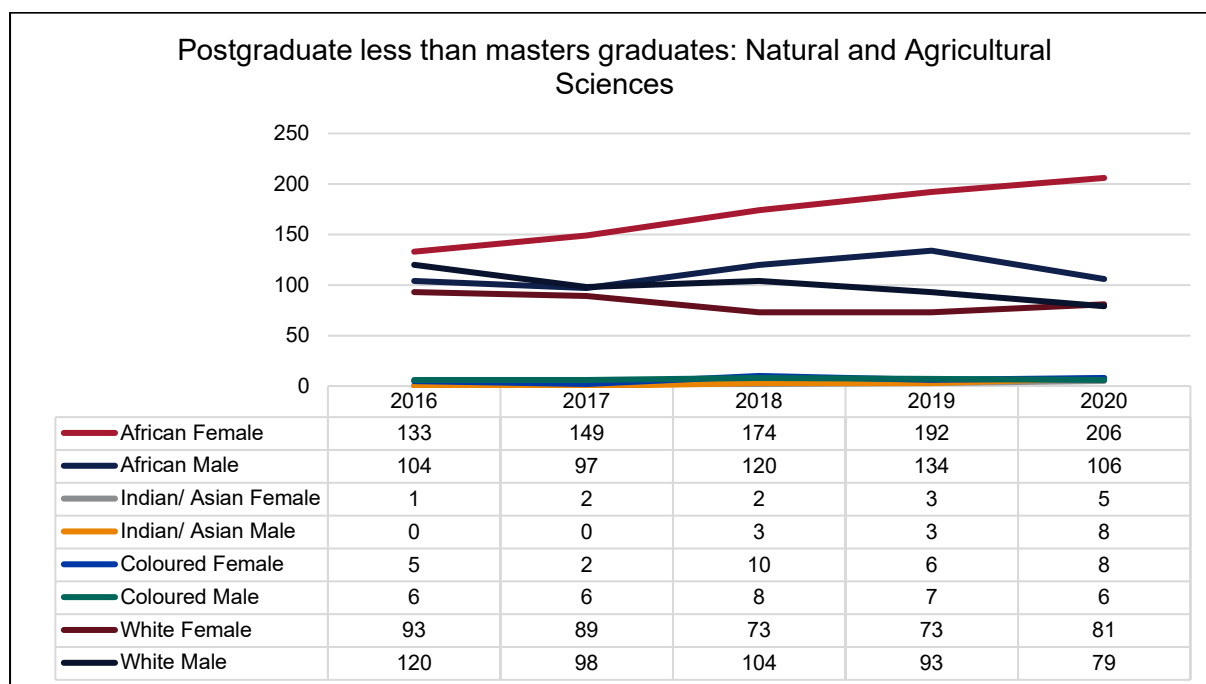


Figure 56: Natural and Agricultural Sciences postgraduate less than masters graduates by race and gender

Figure 56 show the number of postgraduate less than masters graduates between 2016 and 2020 in the Faculty of Natural and Agricultural Sciences, split by race and gender. There has been an increase in the number of graduates among African students (both genders), Indian/Asian students (both genders) and coloured females over the last five years, while the remaining race and gender groups (coloured males, White females and White males) showed a decline.

3.6.4 Module pass rates

Table 49 Undergraduate module pass rates of academic departments within Natural and Agricultural Sciences

	2018	2019	2020
Agricultural Economics	80%	88%	88%
Animal, Wildlife and Grassland Sciences	83%	87%	91%
Architecture	94%	95%	90%
Centre for Sustainable Agriculture, Rural Development and Extension	100%	94%**	91%
Chemistry	85%	83%	84%
Computer Science and Informatics	74%	76%	64%
Consumer Science	95%	95%	95%
Genetics	90%	90%	92%
Geography	85%	88%	89%

	2018	2019	2020
Geology	79%	87%	93%
Mathematical Statistics & Actuarial Science	74%	78%	82%
Mathematics and Applied Mathematics	67%	65%	73%
Microbial, Biochemical and Food Biotechnology	78%	81%	85%
Office of the Dean: Natural Sciences*	79%	83%	90%
Physics	70%	71%	77%
Plant Sciences	86%	83%	88%
Quantity Surveying and Construction Management	90%	88%	90%
Soil, Crop and Climate Sciences	78%	81%	87%
Zoology and Entomology	76%	75%	81%

*Students registered at the Dean's office are in modules not assigned to specific departments.

**Centre for Sustainable Agriculture – only 1 student in 2018.

Table 49 shows that the undergraduate module pass rates of most departments increased from 2019 to 2020. The biggest change in module pass rates between 2019 and 2020 was in the Department of Computer Science and Informatics, with a decrease of 12%. The Department of Mathematics and Applied Mathematics had the lowest average module pass rates over the last three years. The Department of Consumer Science had the highest average module pass rate over the same time period.

Table 50 Undergraduate module pass rates for Natural and Agricultural Sciences by race and gender

	2018	2019	2020
African female	80%	82%	83%
African male	73%	75%	75%
Coloured female	82%	83%	86%
Coloured male	74%	78%	80%
Indian/Asian female	86%	89%	85%
Indian/Asian male	80%	82%	88%
White female	93%	94%	96%
White male	84%	86%	90%

The undergraduate module pass rates of most race and gender groups increased between 2019 and 2020 (**Table 50**). The biggest increase was for Indian/Asian males. African males had the lowest average module pass rates over the last three years, while white females had the highest average module pass rates over the last three years. The achievement gap between African and white students in 2020 was 14%, which is 2% higher than in 2019.

Table 51 Postgraduate less than masters module pass rates of academic departments within Natural and Agricultural Sciences

	2018	2019	2020
Agricultural Economics	83%	88%	92%

	2018	2019	2020
Animal, Wildlife and Grassland Sciences	97%	86%	93%
Architecture	100%	96%	99%
Centre for Environmental Management	89%	96%	96%
Centre for Sustainable Agriculture, Rural Development and Extension	95%	89%	96%
Chemistry	94%	96%	91%
Computer Science and Informatics	83%	72%	75%
Consumer Science	96%	74%	74%
DiMTEC	81%	84%	79%
Genetics	96%	98%	100%
Geography	80%	88%	80%
Geology	97%	100%	98%
Institute for Groundwater Studies	91%	91%	78%
Mathematical Statistics and Actuarial Science	92%	87%	87%
Mathematics and Applied Mathematics	63%*	80%	48%
Microbial, Biochemical and Food Biotechnology	100%	100%	96%
Physics	72%	99%	92%
Plant Sciences	98%	96%	95%
Quantity Surveying and Construction Management	89%	92%	85%
Soil, Crop and Climate Sciences	79%	93%	89%
Urban and Regional Planning	79%	84%	90%
Zoology and Entomology	97%	96%	97%

*Only 19 students enrolled

The postgraduate less than masters module pass rates of half of the departments increased from 2019 to 2020, and the other half decreased (**Table 51**). The biggest change between 2019 and 2020 was a 32% drop in the module pass rate of the Department of Mathematics and Applied Mathematics. The Department of Mathematics and Applied Mathematics also showed the lowest average module pass rates over the last three years. The Department of Microbial, Biochemistry and Food Biotechnology had the highest average module pass rates over the last three years.

Table 52 Postgraduate less than masters module pass rates of Natural and Agricultural Sciences by race and gender

	2018	2019	2020
African female	91%	92%	92%
African male	82%	84%	79%
Coloured female	100%	97%	90%
Coloured male	83%	100%	82%
Indian/Asian female	100%	100%	98%

Indian/Asian male	90%	96%	96%
White female	96%	96%	97%
White male	92%	96%	93%

*Indian/Asian female - 11 students in 2018 and 18 students in 2019

The module pass rates of most races and genders decreased from 2019 to 2020. The biggest decrease in module pass rates from 2019 to 2020 was for coloured males (**Table 52**). African males had the lowest average module pass rates over the last three years, while, considering only the larger groups, white females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2020 was 10%, which is 2% higher than in 2019.

3.7. Theology and Religion

3.7.1 Key findings for Theology and Religion

- The number of undergraduate enrolments on the Bloemfontein campus peaked in 2020, with an increase of 112 students between 2019 and 2020.
- The number of masters enrolments show a steady decrease between 2016 and 2020.
- Postgraduate less than masters enrolments declined sharply between 2019 and 2020.
- The number of undergraduate African students increased over the last five years while other race and gender groups declined in the same period.
- There has been a steep increase in the number of graduates (excluding masters and doctoral graduates) between 2016 and 2020 with six times more students graduating in 2020 than in 2016.
- The number of African undergraduate graduates increased notably over the last five years while the number of graduates in other racial groups declined.
- Undergraduate module pass rates in all departments increased from 2019 to 2020 most notably in the Department of Religion Studies (12%), which also had the highest average undergraduate module pass rates over the last three years.
- The biggest increase in undergraduate module pass rates from 2019 to 2020 was for coloured males (37%).
- The achievement gap between African and white undergraduate students for 2020 was 9%, which is 10% lower than in 2019.
- Postgraduate less than masters module pass rates increased in most departments from 2019 to 2020. The department of Religion Studies had the highest average module pass rates over the last three years.
- For postgraduate less than masters studies, African males show the lowest module pass rate over the last three years.
- The achievement gap in postgraduate less than masters study levels between African and white students for 2020 was 20%, which is 2% higher than in 2019.

3.7.2 Enrolments

Table 53: Count of full time enrolments of the Faculty of Theology and Religion by campus and degree level

		2016	2017	2018	2019	2020
BFN	Doctoral	47	45	41	42	43
	Masters	87	73	66	50	51
	Postgraduate less than masters	17	25	30	31	16
	Undergraduate	97	122	205	277	389
South	Undergraduate			3		

Table 53 shows the number of enrolled students by campus and degree level over time. The darkest shading indicates the highest student numbers, with the colour lightening as the numbers decrease. The number of undergraduate enrolments on the Bloemfontein campus peaked in 2020, with an increase of 112 students between 2019 and 2020. The number of doctoral and masters enrolments show a steady decrease between 2016 and 2020, although doctoral enrolments seem to have evened out, with an increase of one candidate since 2019. Postgraduate less than masters enrolments declined sharply between 2019 and 2020.

Table 54: First time entering enrolment in the Faculty of Theology and Religion

Campus & Pathway	Race	2016	2017	2018	2019	2020
BFN Campus Extended	African	1	4	17	35	40
	Coloured		3	1	3	3
	White	6	3	1	2	1
BFN Campus Mainstream	African	14	1	12	4	9
	Coloured	4		1		2
	White	11	6	4	2	3
Total Extended		7	10	19	40	44
Total Mainstream		29	7	17	6	14

For first time entering enrolments, African students show a significant growth in numbers, particularly in the extended programme on Bloemfontein (**Table 54**). The number of students enrolled in mainstream degrees fluctuated, with 14 students enrolling in 2020.

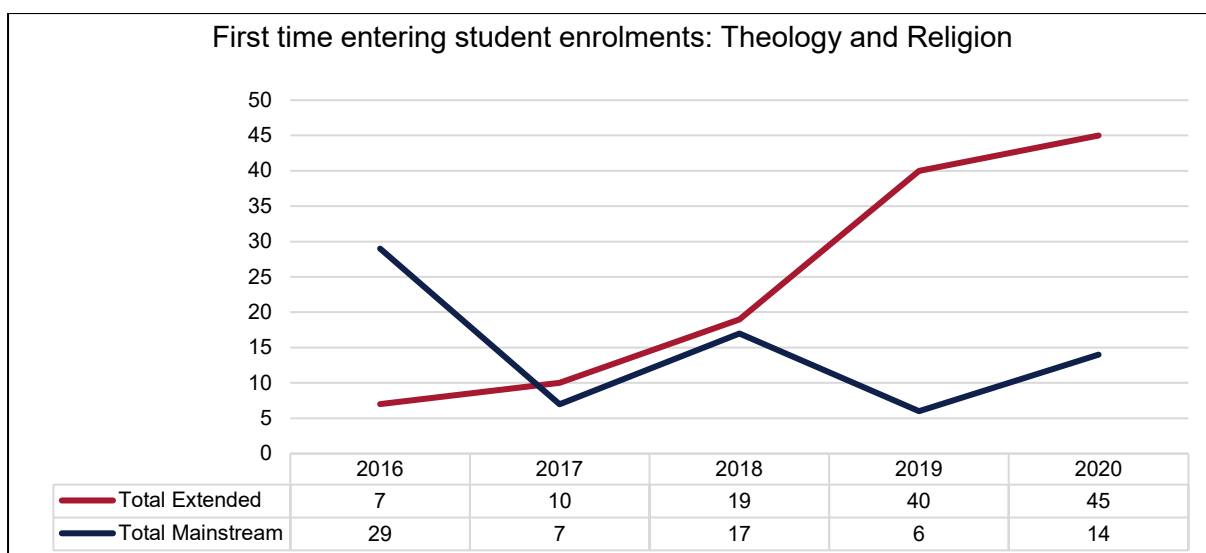


Figure 57: Theology and Religion first time entering student enrolments

Figure 57 shows the general trends in the total first time entering enrolments in the extended and mainstream programmes in the Faculty of Theology and Religion from 2016 to 2020. First time enrolments in the extended programme have steadily increased since 2015, with a particularly sharp increase from 2018 to 2020. Mainstream enrolments show some fluctuations.

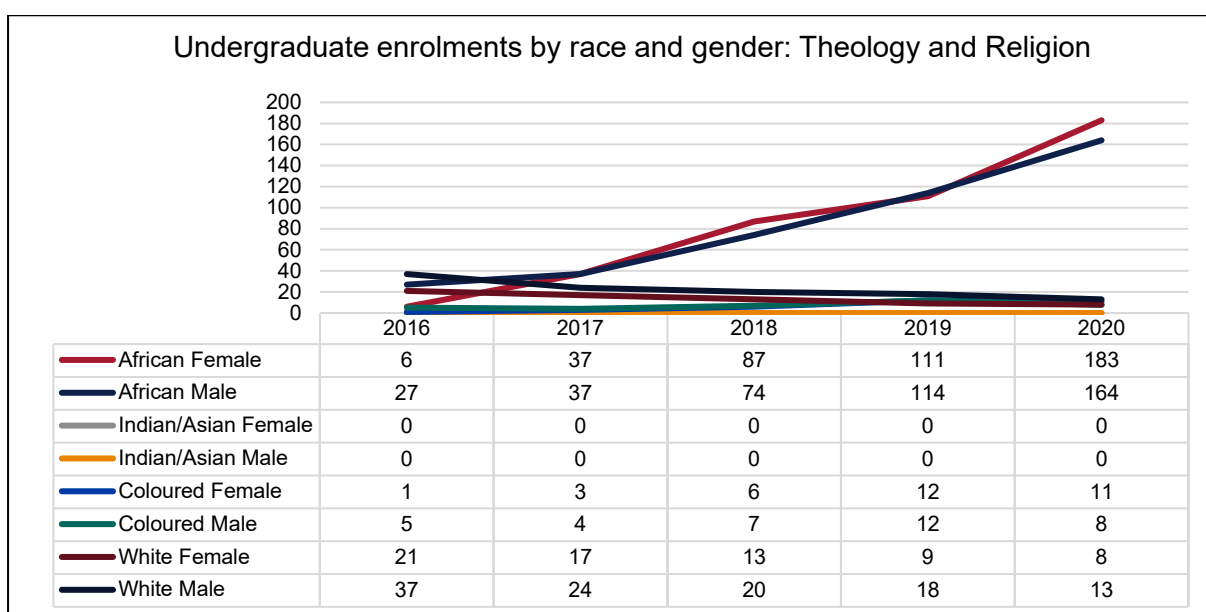


Figure 58: Theology and Religion undergraduate enrolments by race and gender

Undergraduate enrolments of African students increased, while other relevant groups show a slight decline in enrolments (**Figure 58**). Since 2019, African females show a sharper increase than African males.

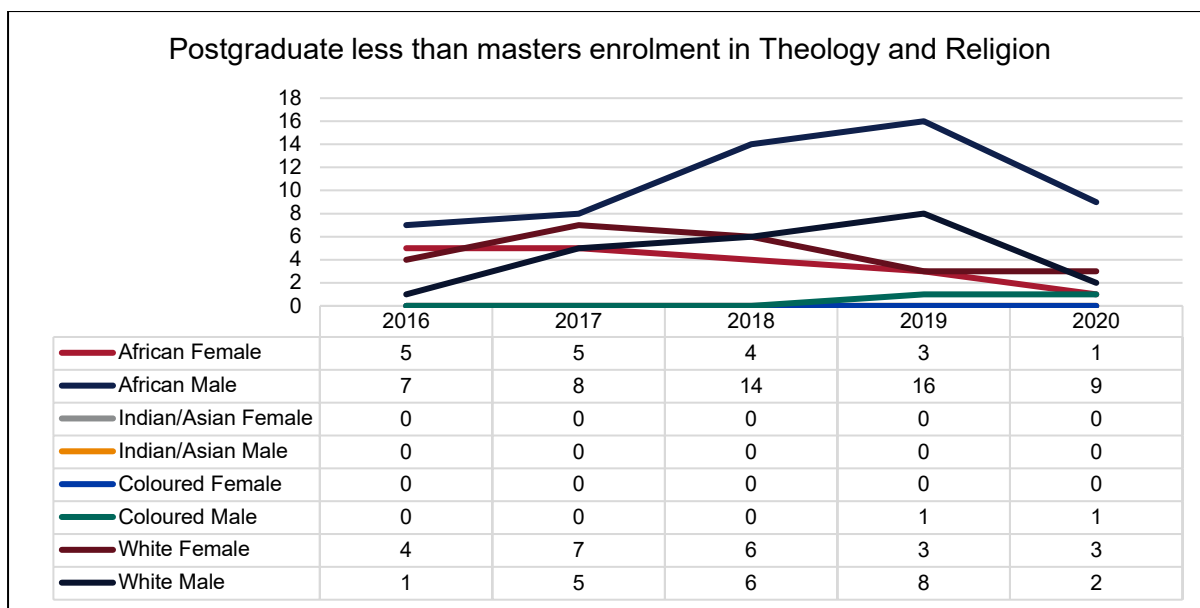


Figure 59: Theology and Religion postgraduate less than masters enrolment by race and gender

Figure 59 shows that since 2019, almost all relevant racial and gender groups show a decline in postgraduate less than masters level enrolments, with the biggest declines among African and white males.

3.7.3 Graduates

Table 55: Number of Theology and Religion graduates (excl. masters and doctoral)

	2016	2017	2018	2019	2020
BFN	28	57	72	107	178
TOTAL COUNT	28	57	72	107	178

Table 55 shows that the number of graduates in the Faculty of Theology and Religion between 2016 and 2020 have steadily increased, with six times more students graduating in 2020 than in 2016.

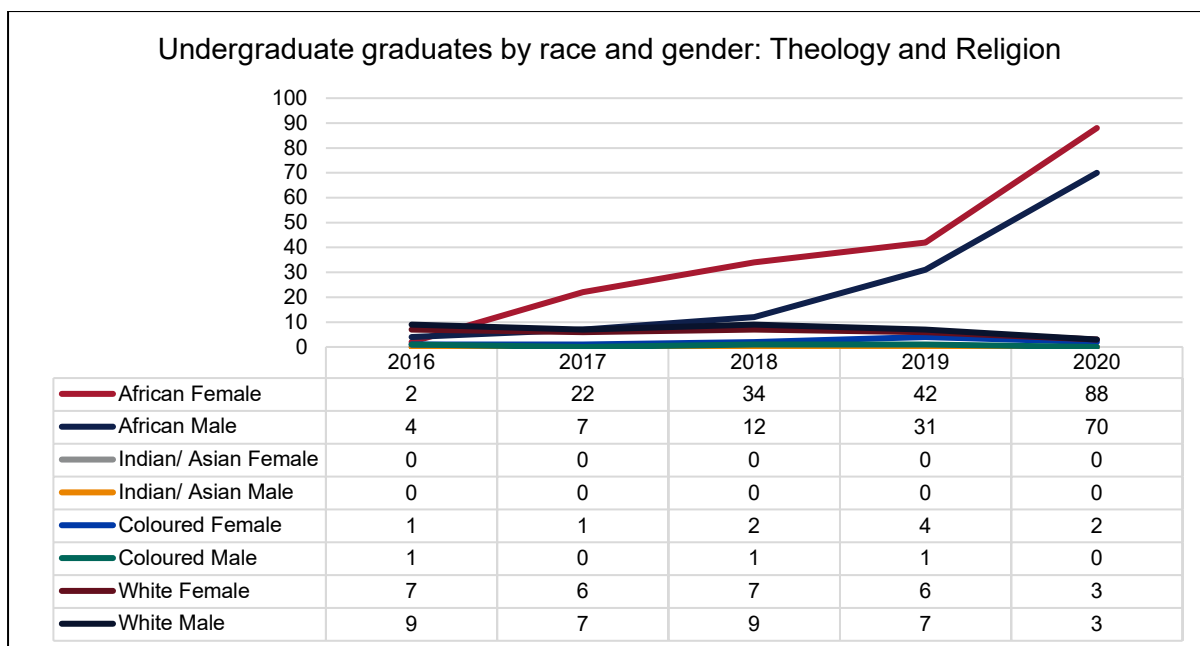


Figure 60: Theology and Religion undergraduate graduates by race and gender

The number of African females obtaining undergraduate degrees have increased significantly between 2016 and 2020 (**Figure 60**). African males also show a significant increase, particularly since 2018. All other relevant groups show a decline in graduates between 2019 and 2020.

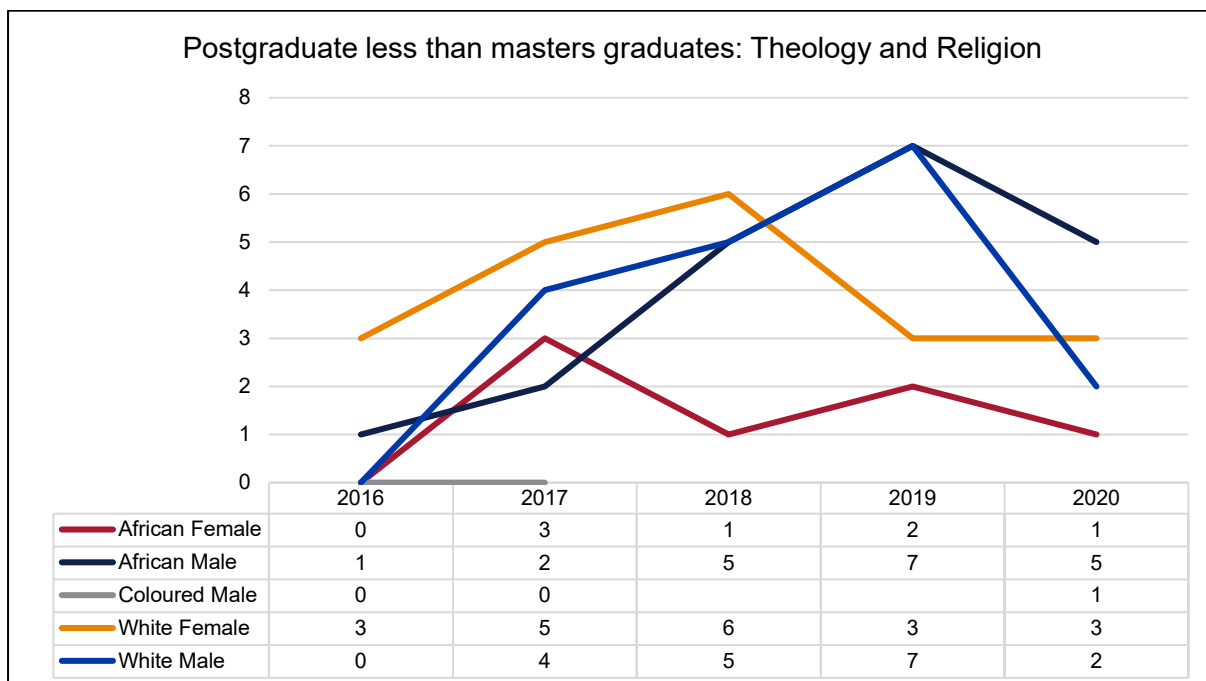


Figure 61: Theology and Religion postgraduate less than masters graduates by race and gender

For postgraduate studies less than masters level, all groups show some fluctuations, with no distinct patterns or trends (**Figure 61**).

3.7.4 Module pass rates

Table 56 Undergraduate module pass rates of academic departments within Theology and Religion

	2018	2019	2020
Historical and Constructive Theology	63%	71%	79%
Office of the Dean: Theology	94%		95%
Old and New Testament Studies	63%	77%	88%
Practical and Missional Theology	74%	77%	88%
Religion Studies	91%	75%	87%

*Students registered at the Dean's office are in modules not assigned to specific departments.

The module pass rates of all departments in Theology and Religion increased from 2019 to 2020. The biggest improvement in undergraduate module pass rates from 2019 to 2020 was for the Department of Religion Studies (12%) that also had the highest average module pass rates over the last three years (**Table 56**). The Department of Historical and Constructive Theology had the lowest average module pass rates over the last three years.

Table 57 Undergraduate module pass rates for Theology and Religion by race and gender

	2018	2019	2020
African female	78%	77%	90%
African male	70%	71%	78%
Coloured female	66%	61%	90%
Coloured male	47%	56%	93%
White female	91%	99%	95%
White male	79%	87%	91%

The module pass rates of most races and genders increased from 2019 to 2020. **Table 57** shows that the biggest increase in undergraduate module pass rates from 2019 to 2020 was for coloured males (37%). Coloured males also had the lowest average module pass rates over the last three years. White females had the highest average module pass rates over the last three years. The achievement gap between African and white students for 2020 was 9%, which is 10% lower than in 2019.

Table 58 Postgraduate less than masters module pass rates of academic departments within Theology and Religion

	2018	2019	2020
Historical and Constructive Theology	96%	83%	100%
Missiology	100%*		
Old and New Testament Studies	100%*	92%	71%*
Practical and Missional Theology	84%	74%	84%
Religion Studies	100%*	100%*	100%*

*Fewer than 20 students enrolled

The module pass rates of postgraduate less than masters level for most of the departments increased from 2019 to 2020. The biggest change between 2019 and 2020 was a 21% drop in the module pass rate of the Department of Old and New Testament Studies (**Table 58**). The Department of Practical and Missional Theology had the lowest average module pass rates over the last three years. The Department of Religion Studies had the highest average module pass rates over the last three years.

Table 59 Postgraduate less than masters module pass rates of Theology and Religion by race and gender

	2018	2019	2020
African female	89%	72%	88%
African male	84%	80%	71%
Coloured male		33%	100%
White female	100%	100%	100%
White male	100%	87%	100%

*African female - 18 students in 2018, 18 students in 2019 and 8 students in 2020; coloured male - 6 students in 2019 and 5 students in 2020; white female - 18 students in 2020; white male - 12 students in 2020

The module pass rates for postgraduate less than masters level students of most races and genders increased from 2019 to 2020. The biggest increase was for coloured males (**Table 59**). Although most race and gender groups are small, white females had the highest average module pass rates over the last three years. African males show the lowest module pass rate over the last three years. The achievement gap between African and white students for 2020 was 20%, which is 2% higher than in 2019.

Section 4

Quality and Strategy in the Pandemic

4.1 Multimodal learning and teaching approach

The UFS Multimodal Teaching and Learning Plan was submitted in response to the DHET communique dated 1 May 2020. The overall goal of the plan was to enable a satisfactory conclusion of the 2020 academic year with no student left behind, while ensuring the health and safety of students and staff of the UFS. It gives expression to a contextually responsive, multimodal teaching and learning approach. The UFS has followed a risk-based approach in devising its plan to continue providing tuition and academic activities to all registered students, while acknowledging with apprehension that the students' socio-economic conditions differ as a result of existing inequalities in South Africa.

In response to COVID-19, the UFS created various campaigns and structures to assist students and academia in continuing with their academic activities. The sudden transition towards online learning through the Learning Management System (LMS), in this case, Blackboard, also weighs into the number of challenges faced by both students and the lecturers. It is for this reason that the University recognised that during this period, teaching would take place through an emergency remote teaching approach and principles that include online learning as well as reaching out to students through a typical distance educational approach.

To this end, the Keep calm, *#UFSLearnOn* and *#UFSTeachOn* campaigns, lead by the CTL, were launched by the UFS in response to the lockdown period announced by the President from 26 March 2020. These campaigns were aimed at creating the best possible support for academic staff and students respectively through adapting existing support and practices most suited to an emergency remote learning environment. The *#UFSLearnOn* and *#UFSTeachOn* campaigns are reported on in more detail in **section 4.2** of this report.

The multi-modal approach was also informed by a survey conducted in early April 2020 that determined students' accessibility to data, networks and devices, which yielded 13,505 responses. The data informed a greater nuance in the University's response, especially for vulnerable students. Even before the announcement of the Minister of Higher Education and Training by the end of April 2020 that the sector will ensure the procurement and distribution of devices (laptops) for all National Student Financial Aid Scheme (NSFAS) funded students and its connectivity into digital remote learning platforms, the University embarked on an exercise to identify its most vulnerable students, led by DIRAP. This was done through devising a Student Vulnerability Index (SVI) that applied several criteria to identify vulnerable students. The data points to define the UFS Vulnerable Student Cohort included the following:

- Criterion 1: The student must be a contact student

- Criterion 2: The student must be enrolled for an undergraduate degree
- Criterion 3: The student must fall within the generational category (GEN Z or Millennial)
- Criterion 4: The student must be funded by NSFAS/ Funza Lushaka bursaries
- Criterion 5: The student must come from a Quintile one to Quintile three school
- Criterion 6: Students living with disabilities

Based on these criteria, 11,702 students were identified. Also as part of its emergency response, the UFS developed 14 different strategies to allow the maximum number students to complete the academic year (**Table 60**).

Table 60: Vulnerable student strategies

Strategies internally funded	Strategies externally funded
1. #UFSLearnOn	12. Extended one-on-one tutoring via the A_STEP call centre
2. #UFSTeachOn	13. Scaling of e-mentoring to provide socio-emotional support
3. Converting semester modules to year modules	14. A dedicated, toll free student mental health helpline
4. Phased return and blended approach for third and fourth quarter	15. Scaling graduate employability opportunities
5. Policy alignment to enable deregistration or deferral	16. Additional support for health science students
6. VPN and Data allocation	
7. Distribution of laptops	
8. Digital textbook access	
9. Provision of printed materials	
10. No Student Left Behind initiative	
11. #UFSLearnOn Podcasts on KvsieFM	

The University has invested, and continues to investigate more initiatives, activities and processes to adapt to a low-tech remote environment, to help move learning and teaching online.

4.2 Learning and teaching strategy

In 2019, the UFS accepted a Learning and Teaching Strategy that aimed to:

- Articulate an innovative vision and commitment to high quality learning and teaching;
- Promote student success and enhance graduate employability;
- Develop approaches for addressing current learning and teaching challenges; and

- Provide a framework that can be used to align related policies and implementation plans

Five strategic priorities were identified to guide the UFS towards developing quality learning and teaching at the institution. Considering the adaptations to learning and teaching that 2020 necessitated, this report aims to realign efforts made to respond to the pandemic, with the original strategic priorities. Thus, the five strategic priorities allow for a facilitated reflection not only on the impact that COVID-19 had on the implementation of these priorities but it also allows us to reflect on the relevance of the strategy beyond the pandemic – its relevance for a new normal.

4.2.1 Fostering the development of graduate attributes

The UFS has positioned eight graduate attributes as central developmental objectives for graduates. These include developing academic competence, critical thinking, problem solving, oral and written communication, ethical reasoning, community engagement, and an entrepreneurial mindset (**Figure 62**). All attributes are further underpinned by a strong focus on academic and technological literacy. The four attributes with red outlines are directly aligned with the core research skills that need to be developed at undergraduate level to prepare students for postgraduate research projects.



Figure 62: UFS Graduate Attributes

Implementation of the attribute development plan in 2020 was focused on making progress in the curriculum mapping process at faculty level, as well as to gain a deeper understanding of

signature assignments and ePortfolios as tools for assessment and evidence of the development of the attributes.

Curriculum mapping takes place in incremental steps to ensure feasibility and sustainability over time. For example, the first step includes identifying which attributes are covered in modules, followed by mapping the learning outcomes and assessment/activities in these modules against the UFS graduate attributes. The second step focuses on identifying gaps and areas that require improvement, which are addressed through support workshops or webinars. This also allows opportunity to share good examples of practices taking place across the institution. The third step requires thinking about module evaluation from a curriculum mapping perspective to measure the outcome of the attributes. Finally, the last two steps include updating and reviewing curriculum maps on an ongoing basis, and using curriculum maps to inform processes and practices beyond the module or programme to ultimately create an enabling culture around graduate attributes.

With the impact of the COVID-19 pandemic on all functions of the UFS, which required a realignment of what could realistically be achieved with the Graduate Attribute project in 2020. Towards September/October of 2020, the curriculum mapping part of the Graduate Attributes project successfully engaged with the Education and Humanities faculties. These two faculties started mapping the development of attributes by using their module outcomes, assessments, and the UFS VALUE Rubrics. There was agreement with Teaching and Learning Managers that the first and second steps would be prioritized for 2021.

In October 2020, a proposal on ePortfolio development among students was made to the Deans Forum, and this received support. This proposal ranged from integration in the first year in UFSS, to an online learning organization for second and third years, to a module with the outcomes of a professional and market ready LinkedIn profile, ePortfolio reflecting on the development of graduate attributes, and a business plan to gear students towards entrepreneurship ventures. It was agreed that this content would be developed and piloted in 2021.

4.2.2 Student learning and success as the focal point

New initiatives

The Covid-19 pandemic resulted in institutions being required to abruptly adapt their practices to accommodate the remote online learning environment both to continue learning and teaching, as well as to provide student support. Students were confronted in 2020, more than ever, with the need to develop, monitor, and adjust their academic plans to ensure they remain on track towards obtaining academic success. Thus, in addition to the pivoting of existing

University structures to online platforms to support and enhance student success, new initiatives needed to be implemented in 2020. These are discussed in the sections that follow.

4.2.2.1 No Student Left Behind (NSLB)

The NSLB initiative was based on an analysis of Blackboard activity (or a lack thereof) throughout 2020 and also included students identified through other avenues (e.g. lecturers, facilitators, the SRC, etc.) These students were contacted by the Central Academic Advising office to find out why they were not active on Blackboard and to identify the challenges they might have faced in completing their academic activities in a remote online environment. Academic advisors referred students to relevant support structures, such as online tutorials, mentoring, writing or mental health support, or to laptop and printer material provision. Data were captured on the Learner Case Management system and analysed to determine trends in the types of support these students needed. The NSLB initiative was, and still is, an evidence-based and systematic approach to ensuring that the most vulnerable students could be supported to complete the academic year and is reported on in more detail in **section 4.2.6.2** that describes how data analytics were used in 2020 to enhance student success. The NLSB enabled 99.95% of students to participate in the 2020 academic year. Alternative educational plans were put in place for the 0.05% students that were not able to participate.

4.2.2.2 Laptop distribution

A survey conducted at the beginning of the national lockdown completed by 13,505 respondents showed that while the majority of UFS students own a smartphone (81%) fewer students own a laptop (56%). The most vulnerable students were identified through the SVI (**Section 4.1**), which was also used to identify students who could be assisted with access to a laptop. The University could only fund 3,500 laptops in support of this initiative. This group of students included students with disabilities as well as eligible students enrolled in computer sciences and identified honours students who do not have the financial means to procure a device. **Table 61** presents a summary of the outcome of the provision of laptops to 3,500 of the 11,702 students identified as the vulnerable group. Due to limited funding, 8,202 vulnerable students could not be supported through this scheme. To support the remaining vulnerable students, the UFS has secured an additional 3,000 laptops to be made available to “missing middle²” students in 2021.

² Missing middle students refer to students who do not meet the requirement of a household income of less than R130,000 to qualify for NSFAS funding, but the income also does not exceed R600,000 per annum.

Table 61: Identification of students to receive laptops

Criteria		Number of devices and students
Total number of vulnerable students		11702
Most vulnerable students	Most vulnerable students based on the SVI	2784
	Students with disabilities	289
	Eligible Computer Science students	127
	Eligible honours students	300
Number of vulnerable students without a device		8202

4.2.2.3 Virtual academic and student support services

The Michael and Susan Dell Foundation (MSDF) awarded a grant of R3, 632,158.03 to the UFS in 2020 under the leadership of the CTL. The grant aimed to strengthen and expand the UFS's efforts to ensure that no student is left behind during the COVID-19 response. The MSDF grant funded five projects to enable virtual academic and student support services (Table 62).

Table 62: Summary of virtual academic and support services enabled through the MSDF grant

Support initiative	Number of students supported
Academic Tutor Call Centre	4685
E-mentor programme	4382
UFS 24 Hour Toll-free student mental health care-line (Managed by the South African Depression and Anxiety Group - SADAG)	209
Online employment coaching and graduate marketing service (UFS Diamond League).	382
Socio-emotional support to Health Sciences students	192

Pivoting existing student success initiatives

The move to emergency remote teaching in 2020 also necessitated the pivoting of existing student support and success initiatives to online platforms and approaches. In the following sections, academic advising, the Academic Student Tutorial Excellence Programme, UFSS, and language development initiatives in 2020 will be discussed.

4.2.2.4 Advising Access and Success

In an attempt to offer continued support for students and promote development and success in 2020, the Central Academic Advising Office at the UFS extended its advising practices to include online student support. It was important for the central advisors to approach advising students online with the same process and methodology that they would in a face-to-face

setting while being cognisant of the unique needs and limitations that students have at this time. While providing one-on-one support through telephonic advising appointments, the advisors also recognised the need for group interventions to address some of the common themes that emerged through various student interactions. The activities and initiatives presented by the Central Academic Advising Office serve students across the Bloemfontein, South and Qwaqwa campuses. **Table 63** is a summary of the activities and initiatives provided by the Central Academic Advising Office during 2020.

Table 63: Academic Advising initiatives in 2020

Activity/Initiative	Student reach
Online workshops	394
Residence workshops	270
Telephonic Q & A appointments	113
Peer Advisor training and development (i.e. Tutors, success coaches, mentors, SRC, Gateway buddies, Residence Committee)	578
Podcasts (6 recorded)	543
No student left behind (NSLB)	413
Individualised proactive support	
Digital Teaching & Learning support magazine #UFSLearnOn (9 editions)	77 400 aggregated hits on webpage 171 369 Facebook reach 357 Twitter likes, 221 retweets
Individual online advising appointments	298
Facebook reach (UFS Academic Advising)	2691

Additionally, the Central Academic Advising Office offers a Short Learning Programme (AAPD1502S) that contributes to the national development and professionalisation of academic advising within the sector. This programme was presented twice in 2020 and attended by 60 participants from six national universities.

4.2.2.5 Recognition of Prior Learning (RPL)

RPL office continued to provide alternative access and admission, recognition and certification, or further learning and development.

As part of the RPL process at the UFS, students may apply for RPL if they have obtained sufficient prior learning through work, experience, formal learning, or other appropriate learning experiences. The RPL office advises and supports candidates and faculties/departments throughout the process. In 2020, a total of 42 candidates were successfully supported. Additionally, 50 applicants were supported by a collaboration between INSETA (Insurance Sector Education and Training Authority) and the School of Financial Planning Law, resulting in the recommendation of five candidates for 2021 access.

4.2.2.6 Academic Student Tutorial Excellence Programme (A_STEP)

In recent years, the A_STEP has seen continuous growth both in the number of students reached and their return rate to the tutorial programme. **Figure 63** shows that attendance has increased from 11,449 students in 2017 to 18,336 in 2019, an increase of 60%. The growth in the number of students stems from increased module numbers on both the Bloemfontein and Qwaqwa Campuses.

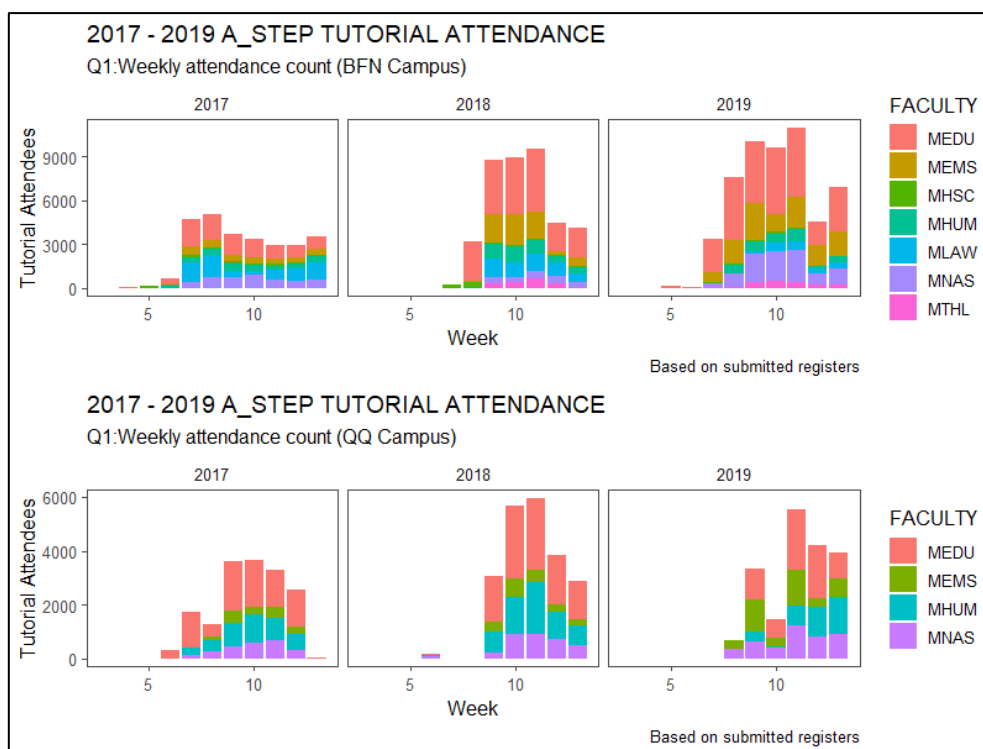


Figure 63: A_STEP Tutorial Attendance 2017 - 2019

However, with the challenges students experienced in 2020 as discussed in the introduction of Section 4, tutorial attendance experienced a sharp decline during the 2020 academic year. In the first semester of 2020, a total of 5,080 individual students attended tutorials, and 4,685 in the second semester (a total of 9,765).

Like many academic support programmes, A_STEP has had to pivot its offering to ensure it continued its mandate of providing quality tutorials at the UFS. Consequently, A_STEP implemented online tutorials in 141 modules in 2020 (compared to three modules in 2019). The platforms used in 2020 by tutors to engage with students were:

- WhatsApp
- Blackboard Collaborate
- Emails
- Telephone/Skype calls

- Some face-to-face in the beginning of 2020
- Call-Centre

The different session types were often used concurrently. For example, a tutor could get an email from a student and reply via a WhatsApp voice note, thus leveraging the diverse communication platforms. Ultimately, efforts to remind students that tutorials are there to support them worked to get students more engaged with tutorials, since there is a statistically significant link between students who attend more tutorials and their academic performance.

A new addition to tutorials in 2020 was the establishment of the A_STEP call-centre in a response to the growing need from students who need tutorial assistance but are unable to access it via web-based platforms because of the cost of data or lack of a stable connection. The MSDF COVID-19 grant enabled the Programme to extend tutor contracts beyond the traditional 6 hours per week. This extension made it possible for more tutors to conduct one-on-one telephonic tutoring to students who were not able to access the internet or who might have fallen behind with their academic obligations. The tutors also used this platform to help student find ways of using platforms such as GlobalProtect Application for better access to tutorials that took place on Blackboard as a way of reintegrating students into online peer-led tutorials and other support services. As a result of the increased number of tutors available after the establishment of the call-centre, there was a three-fold increase in tutorial engagements with students.

4.2.2.7 Transition: UFSS

UFSS (earlier known as UFS101) is a compulsory module, aimed at providing support and strategies to assist students to successfully transition into higher education. This is done through considering and addressing some of the many variables that can affect how students transition into and through their first-year. In addition to this, the overarching themes of the module are academic success, entrepreneurship, and employability. The focus of the first semester is academic success skills (e.g. study reading, time management, goal setting, referencing and plagiarism etc.), while the focus of the second semester is on how students can make the most of their undergraduate studies to prepare for the world of work.

In 2019, a pilot of a summer school version of the first semester of the then UFS101 module was conducted. The pilot proved successful and resulted in a change in format of the first semester of UFS101 to a summer school in 2020. In addition to the pilot in 2019, a review and mapping of skills development modules at the university took place. There was sufficient overlap found between the skills development in the first semester of UFS101, and two other skills development modules, namely SCLL1508 and SCNS1508. SCLL1508 is offered in the extended programme of the Humanities, Theology, Education and Economic and

Management Sciences faculties, and SCNS1508 is offered in the extended programme of the Natural and Agricultural Sciences faculty. As a result of the skills development offerings across these modules, extended programme students only register for the second semester of UFS101, in their second year. To effect these changes, and to align with the module code format at the university, UFS101 was renamed to UFSS1504: a year module for mainstream students, and UFSS1522: a second semester module for extended programme students in their second year.

In 2020, 4,954 students were registered for UFSS1504 and 3356 students were registered for UFSS1522. For the purpose of this report, an evaluation of the summer school will be provided. The summer school was set to run in three iterations: a group before the start of the semester; a group in the first week of the semester (faculties allotted 10 hours in their timetable for this); and a group during the March break – students were allocated to these groups based on when they registered. The national lockdown and ensuing remote teaching and learning affected the third group, a group made up of students that registered late or attended some classes with the first or second groups and had to catch up the rest. Thus, the first two groups had face to face classes, and the third group consisted of students that had had some face to face classes or none at all.

The extended March break was used to convert the UFSS content into a low-tech self-study guide. The guide was just 10MB, and students had the option of accessing the audio and video material linked to the guide (and hosted on Blackboard) – all of this material was formatted to total less than 150MB. This meant that the guide could be downloaded and used offline through the Blackboard App, and students could also share the 10MB guide with each other via their mobile phones.

To assess the impact of the move to remote learning on students' experience of their transition into university, a questionnaire was distributed at the end of the first semester. There were 1,933 respondents, and they were categorised as shown in **Table 64**.

Table 64: UFSS modes of delivery in 2020

Category	BFN (n=1587)	QQ (n=346)
Face-to-face	60.6%	49.7%
Some face-to-face, some self-study	16%	26.9%
Self-study only	21.9%	19.9%
Could not access content	1.5%	3.5%

Students were asked to report on the biggest challenges they experienced in the first six months of university, whether or not UFSS helped with their transition into university, and how

UFSS assisted their transition into university. The results were consistent across students from different faculties.

The majority of students, across the four categories, reported time management, difficulty adjusting to the new environment, and how to effectively study as the challenges they experienced in their first semester at university (see **Table 65**). In addition to this, all of the groups indicated the lack of devices and internet as challenges. Of course, the group that could not access the content, was also the group that reported the highest score on the lack of devices and internet, and were not certain of where to get academic support.

Table 65: Challenges students experienced in their first six months of university in 2020

Challenge	Face-to-face (n=1133)	Some face-to-face, some self-study (n=347)	Self-study only (n=417)	Could not access content (n=36)
Time management	60%	53%	56%	39%
Difficulty adjusting to the new environment	57%	53%	55%	61%
How to effectively study	53%	50%	43%	25%
Financial pressure	29%	31%	35%	33%
Where to get academic support	26%	26%	28%	44%
No electronic devices/internet	20%	29%	34%	64%
Social pressure	16%	23%	21%	8%
Accommodation	10%	11%	16%	17%
Food security	8%	8%	8%	3%
Working while studying	4%	8%	7%	17%

When asked if UFSS helped with their transition into university, the majority of students reported that it did, as seen in **Table 66**.

Table 66: UFSS supporting students in their transition to university

Category	Yes	No	No answer
Face-to-face	90%	8%	2%
Some face-to-face, some self-study	90%	10%	1%
Self-study only	83%	15%	2%
Could not access content	33%	61%	6%

When asked how UFSS supported students in their transition into university, the majority of students referred to the academic skills taught in the summer school, as well as the content related to the expectations of a university student (see **Figure 64**).

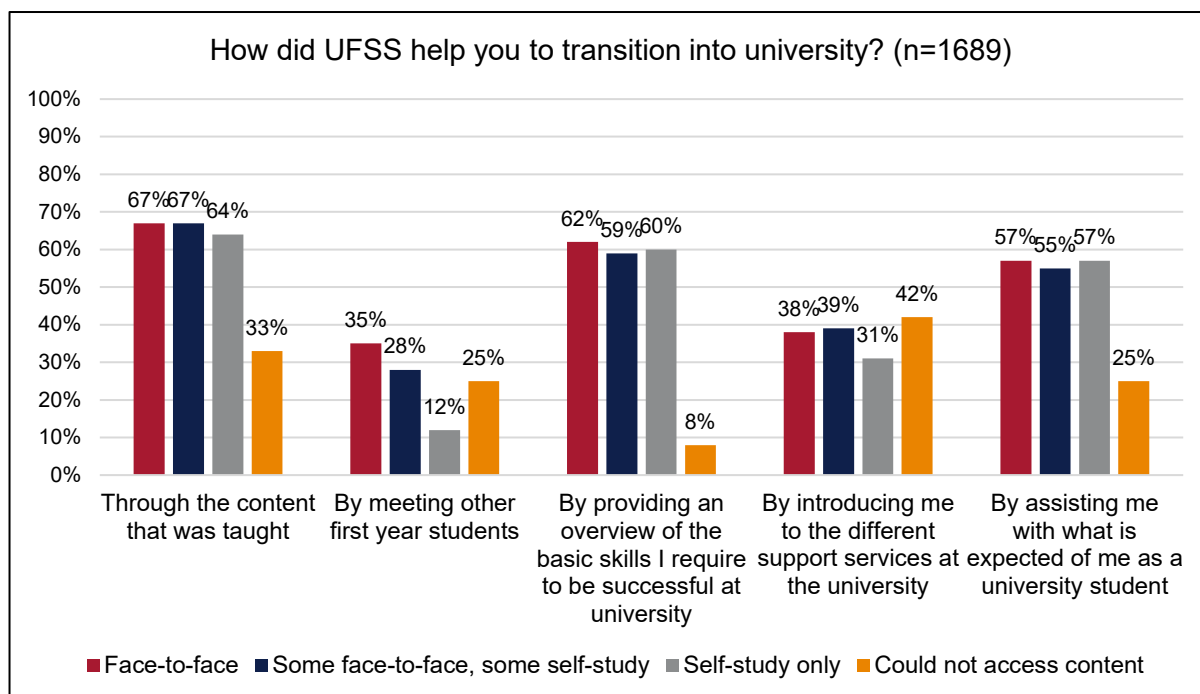


Figure 64: Student feedback on how helpful UFSS was in their transition into university

Though the UFSS team was successful in redesigning content for remote learning, with students reporting that the content did support them in their transition to university, the differences between the groups of students indicate that face-to-face interaction is an important contributor in a successful transition into university.

4.2.2.8 Academic Language and Literacy Development (ALLD)

Necessity, as the old adage goes, is the mother of invention. Without a doubt, 2020 was a year that necessitated invention especially when having to operate at scale. Student numbers at the ALLD for the English Academic Literacy (EAL) courses and General English Language (GENL) courses reached a staggering 10,509 students across all three campuses. The number of students assisted at both the Bloemfontein and Qwaqwa Write Sites, despite the disruptions of COVID-19, came to 5,155.

EAL and GENL courses

The transition to emergency remote teaching in 2020 necessitated adaptations to the way in which the EAL and GENL modules were presented. A low-tech, low-data intensive approach was followed, releasing all lessons as very simple Word documents and interactive pdfs. Extra

resources such as short YouTube videos and handouts were also created to support students throughout the year, and WhatsApp classes quickly became popular. By the second semester, feedback from students alerted the ALLD to the fact that more audio-visual support was needed. Thus, some Blackboard collaborate sessions as well as PowerPoints with voiceovers were introduced.

Student feedback (n = 1,431) was mostly positive with some students missing the face-to-face interaction. Some students reported that they missed having direct contact with their facilitators (53.2%) and other students (48%). Most students, however, felt that the materials were easy to follow (**Figure 65**) and they felt supported at having to study at a distance (**Figure 66**). Importantly, students found the courses relevant and useful to their other content areas (**Figure 67**). Furthermore, the majority of students reported that in general, the difficulty level of the lessons was appropriate (**Figure 68**).

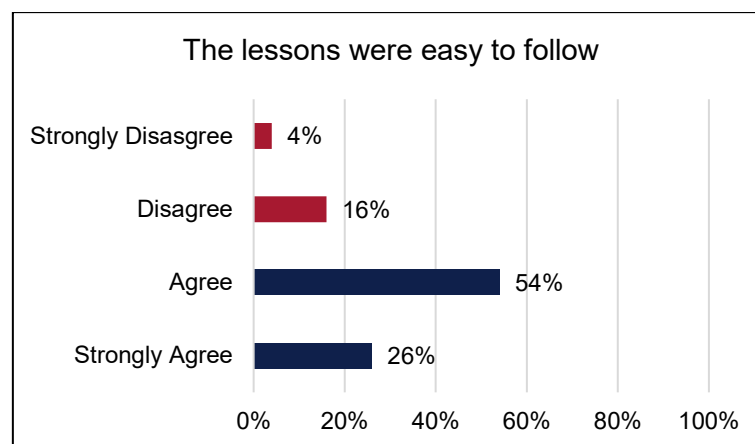


Figure 65: Student feedback on how easy lessons were to follow

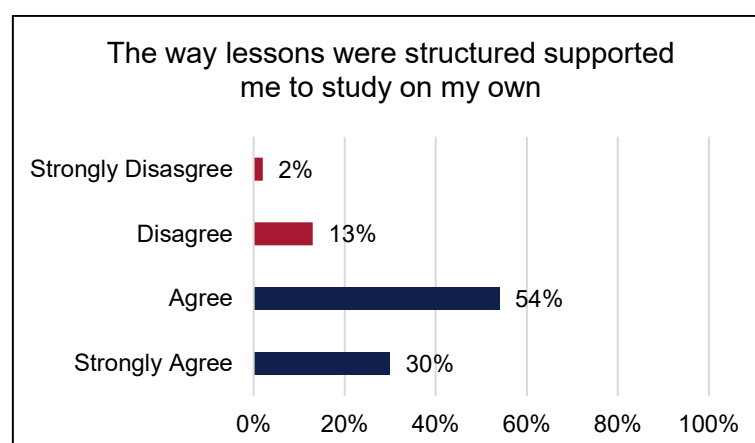


Figure 66: Student feedback on how lesson structure supported independent study

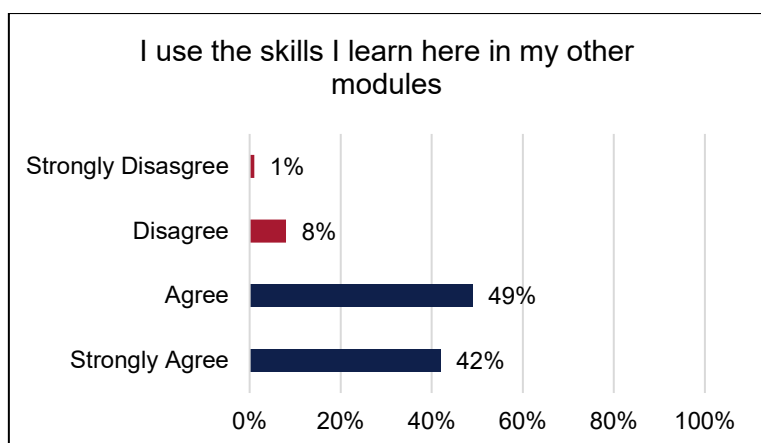


Figure 67: Student feedback on the transferability of skills learned

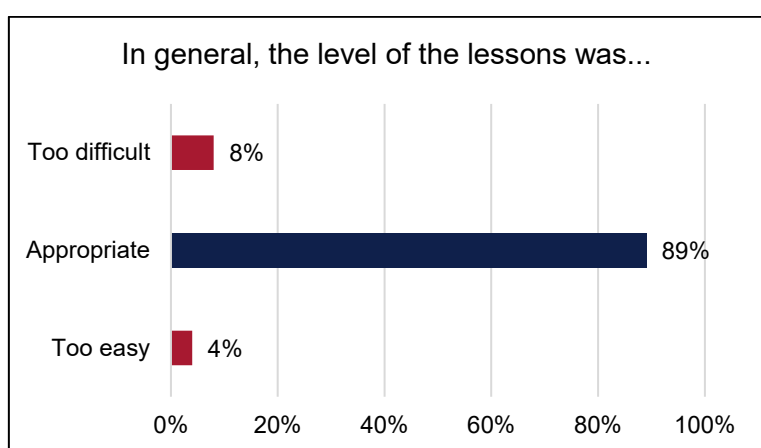


Figure 68: Student feedback on the general difficulty level of lessons

Write Site provision

The Write Site's provision, pre-COVID-19, included individual face-to-face sessions, online (asynchronous) writing workshops, and face-to-face writing workshops for smaller groups. As a result of COVID-19, all individual writing instruction moved online and sessions were conducted in Blackboard Collaborate. Synchronous, Blackboard Collaborate workshop sessions were piloted in the second semester to substitute face-to-face workshops.

The online consultation service via Blackboard Collaborate worked very well and far fewer 'no-shows' (where students do not show up for a scheduled consultation) were reported. This approach actually allowed the Write Site to expand its individual service provision, as the team was no longer restricted by the physical (limited) space of the Write Site. For example, an exchange student from Germany could be assisted when the student had to return home due to lockdown. The pilot of synchronous Blackboard Collaborate writing workshops also yielded very positive results. Lecturers and students reported on the success and usefulness of these (online) interventions as shown in the qualitative feedback below.

Lecturer feedback:

"Today's sessions were fantastic. More students attended as well. Thank you to you and your team. Your time, meticulous preparation and passion for your work and for working with students is much appreciated."

"...my greatest appreciation for your exceptional work!"

Student feedback:

"Dynamic, well thought through, subject-specific, engaging."

"I found the simplified breakdown of each aspect was easy to follow and apply."

"I found the tips on how to paraphrase very helpful and I found the session to be very interactive, which facilitates learning. It was valuable to have activities to practice what we have learned."

Consultant feedback:

"It is great to have a higher frequency of students ensuring they send in the relevant instructions and drafts beforehand. It's great to be able to tell students a recording of the session will be available afterwards ... I have enjoyed facilitating online and would like to see aspects of online-focused materials and practices be incorporated into the normal functioning of the Write Site."

"I think it's definitely innovative and very interesting to students and consultants alike. I consider it to be a solution to various obstacles we've had in the past (i.e. venue size, waiting lists etc.)."

Feedback from evaluation questionnaires was also largely positive despite the fact that connectivity issues and slow internet were predominantly the problems students found challenging during the online sessions. **Figure 69** shows that 90% of the students strongly agreed that the consultation session helped them improve their assignment. The majority of respondents are also likely to make use of the Write Site again in the future, even if their lecturers do not require them to (**Figure 70**). Additionally, 95% of students indicated that they either strongly agreed or agreed with the statement that they would recommend the Write Site to other students (**Figure 71**).

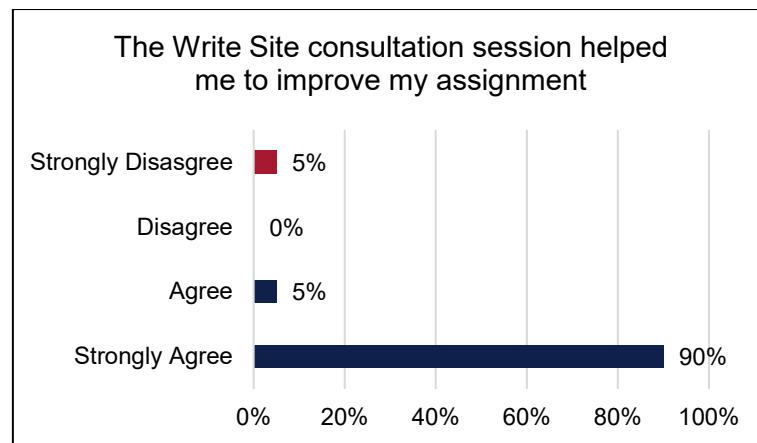


Figure 69: Student feedback on the effectiveness of their Write Site consultation session

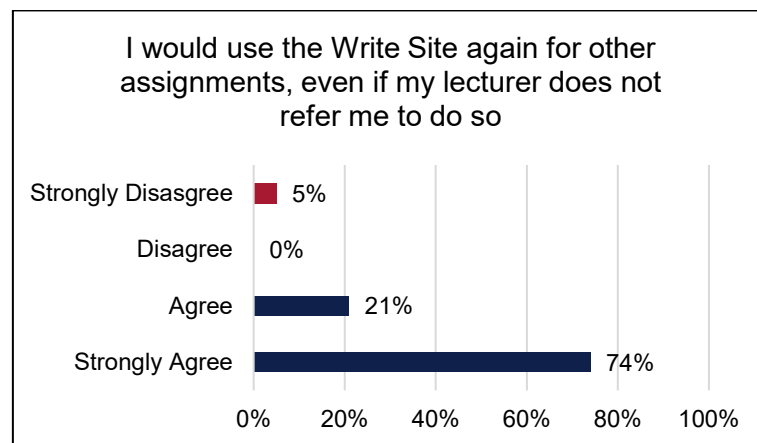


Figure 70: Student feedback on the likelihood to make use of the Write Site again in the future

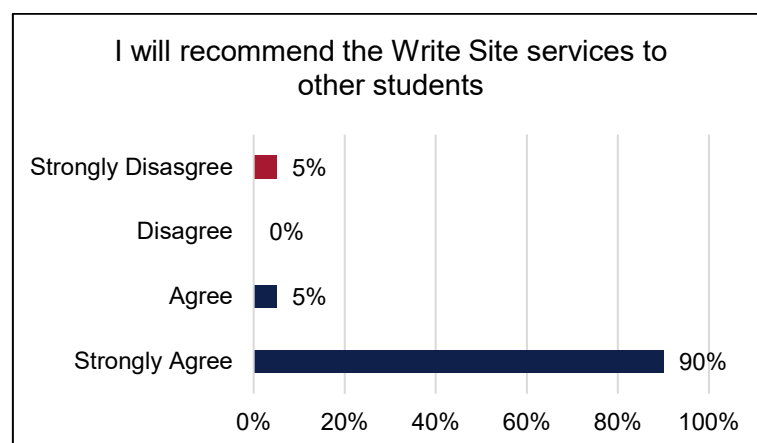


Figure 71: Student feedback on the likelihood that they would recommend the Write Site to other students

4.2.2.9 Teaching and Learning Support for International Students

The COVID-19 pandemic had an intense impact on the teaching and learning of the UFS international students. Most international students had to leave the campus and country when the pandemic erupted. The Office for International Affairs liaised with the Embassies of our international students' home countries and provided regular updates to relevant students on developments. When face-to-face classes resumed for selected student groups, immigration restrictions promulgated in response to the COVID-19 pandemic and flight restrictions resulted in some international students being temporarily unable to return to the University. Data access and connectivity were, and remain the core challenges for international students who are studying remotely from their home countries.

It was possible to mitigate the challenges experienced by international students through the development of several measures and dedicated support. International students were assisted in navigating the frequently changing immigration laws. The University has developed a Tailored Catch-up Plan for international students, which Rectorate approved in July 2020 and guides support for international students. It ensures that no international student is left behind.

The University decided to support international students abroad with data until face-to-face teaching resumes in the relevant programmes. Where possible, this is done through direct data purchases for students studying remotely from their home countries. So far, the University is able to support students based in Lesotho with data directly. In the alternative, the University provides an appropriate data allowance (R350/month) for international students studying from their home countries until they are able to return to campus. The UFS is one of the very few universities in South Africa supporting international students with data.

4.2.3 Curriculum responsiveness

Renewing and transforming the curriculum is a key strategic goal of the UFS. The UFS conducts extensive reviews of curricula through external review processes. There have been various seminars, conferences and conversations on decolonisation of the curriculum, as well as a plan to integrate graduate attributes into the curriculum. However, the development of quality, globally competitive and locally relevant curricula requires an intentional approach.

4.2.3.1 Curriculum Renewal Programme

In October 2019, the CTL and a faculty representative embarked on the development of the Curriculum Renewal Programme (CRP). The programme was developed with inputs from the University of Virginia's, Centre for Teaching Excellence. The CRP is aimed at empowering academic staff with globally benchmarked curriculum development skills. The programme will allow staff to reflect on the best blended learning approach for their module, how to enhance

student motivation, how to improve assessment quality, and how to develop engaging learning environments. Staff will also have the opportunity to reflect on the implication of decoloniality for their teaching and to engage with the integration of graduate attributes. In 2020, the CRP content was developed and it will be launched in 2021.

4.2.3.2 Reorganisations and new initiatives

In addition to the CRP, the UFS has made structural changes and developed new programmes to further enhance the curriculum and its delivery.

Reorganisations

In 2020, two academic entities were reorganised to better support the staffing and academic offerings they presented. In the Faculty of the Humanities the consolidation and reconfiguration of the Greek, Latin and Classical Studies department was approved for implementation in 2021. Approval of the reconfiguration resulted in sections of Classical Studies and Classical Languages (Latin and some classical components of Greek) to move to the Philosophy Department, to establish a new Department of Philosophy and Classics. The remaining component of the original department, specifically the New Testament component of the Greek language offering is accommodated in the Department of Old and New Testament Studies in the Faculty of Theology and Religion. The split better supports the curriculums offered in these two faculties.

The Faculty of Natural and Agricultural Sciences also reconfigured three existing academic entities, the Centre for Sustainable Agriculture, the Department of Consumer Science, and staffing from the Department of Microbiology and Biochemistry, specifically focusing on Food Science. The newly established Department for Sustainable Food Systems and Development will combine the staffing and expertise of these three entities to support innovation in the sector.

New fields of study

Two new fields of study are currently being investigated by the UFS, specifically academic offerings in Emergency Medical Care (EMC) and Agricultural Engineering. The need for emergency care education in our region, specifically after the discontinuation of the Central University of Technology (CUT) EMC programme in 2016, prompted the UFS to investigate the establishment of a qualification focusing on EMC. This process is in its final stages, specifically focusing on the sustainability of such offerings.

The UFS is also working on the establishment of an undergraduate degree focusing on Agricultural and Biosystems Engineering. This process has been ongoing for some time, but

has been approved for intent of development in 2020 and the process to develop and establish the qualification will commence in 2021.

Programme and departmental reviews

All academic entities at the UFS are subjected to a five-year external review process to ensure quality and maintain academic integrity. This process uses external experts in the field to focus on aspects such as learning and teaching, resources and how the Integrated Transformation Plan has been incorporated into the academic offerings.

For the 2020 academic year, 14 external reviews were scheduled. Two of the nominated academic entities appealed and obtained approval for postponement. Therefore, a total of 12 academic entities were reviewed in 2020, of which one, the Department of Social Work, was only a curriculum review in preparation for a professional body review. The 12 reviews were conducted across three faculties (Humanities, Natural and Agricultural Sciences, and Economic and Management Sciences), as well as the South campus, specifically focusing on Open and Distance Learning offerings.

Short learning programmes (SLPs)

The Kopsie Phahamisa Academy (KPA) came into operation on 1 March 2020 to streamline the management of Short Learning Programmes (SLPs) at the UFS. One of the first tasks that the KPA took on, was an audit of all the SLPs recorded on PeopleSoft Campus Solutions. The Audit highlighted that there are discrepancies in SLP offerings across the university. It appears from the audit that all SLPs had been approved at Academic Committee of Senate, however the manner in which the programmes are being managed, offered and certified needs standardisation and formalisation.

SLP statuses and contracts in the various Academic Entities for the Period of 1 March 2020 to 31 December 2020 are shown in **Table 67**.

Table 67: Summary of the status of SLPs in 2020

Academic Entity	New Programmes	Renewed Programmes	Deactivated Programmes	Concluded Contracts	Tenders / SETA
EMS	7	0	0	19	2
Human Resources	3	0	0	1	0
Humanities	3	2	0	1	0
Law	2	1	0	3	0
NAS	3	4	0	0	0
South Campus	3	0	0	3	1
Theology & Religion	2	0	4	0	0
TOTAL	23	7	4	27	3

Although the pandemic resulted in a standstill in demand and offerings it did allow the KPA and the SLP role players the time to reflect on the “As-Is” and the way forward.

Time was also available to draft a number of documents, plans and to find temporary alignment in PeopleSoft. The slowdown in the lock down allowed for the KPA to find momentum that will hopefully be carried through into 2021.

Each academic entity has drafted a SLP Plan to create momentum and prioritise the offering of short learning programmes to enhance the third stream income for departments, faculties and the UFS. The KPA aims to support entities to make these plans a reality.

4.2.3.3 Qwaqwa programme and qualification mix

The Qwaqwa Programme and Qualification Mix (PQM) Review project constitutes a signature deliverable of the Institutional Transformation Plan – to develop and implement unique strategies for the Qwaqwa campus’ undergraduate courses. Senate approved the PQM Position Papers for each of the faculties. The Position Papers propose niche programmes, with articulation into postgraduate programmes, to be developed and offered by the Qwaqwa campus. These will include:

- BA programmes with specialisation in Literature and Languages, Tourism and Heritage Studies, and History and Africa Studies, as well as a BSocSci programme in Gender and Peace Studies within the Faculty of Humanities;
- BCom programmes in Supply Chain and Logistics, and in General Management from the Faculty of Economic and Management Sciences; and
- undergraduate BSc programmes in Physics and Electronics, Chemistry and Polymer Science, Chemistry and Material Science, a BSc (Hons) in Geospatial Sciences, and a Bachelor of Indigenous Knowledge Systems in the Faculty of Natural and Agricultural Sciences.

In spite of the disruptive and onerous conditions imposed by the pandemic, the UFS was able to conceptualise a Curriculum Development Skills (CDS) programme to facilitate development of the new proposed PQM. In order to optimize the quality of the new PQM, staff who are involved in the PQM process require certain curriculum development skills and knowledge. The CDS programme is designed to equip staff in the three faculties with the skills required to develop the new PQM. These staff members need to be empowered to understand the underlying process (rules, regulations, requirements, etc.) for programme approval; how to make smaller adjustments or tweaks to improve programmes; and how to plan, design and develop new programmes from scratch.

The University has availed R250,000.00 from the University Capacity Development Programme Grant to fund a CDS project that is tailor-made for the approved PQM. The CDS project plan was finalised in November 2020, and will be rolled out over a period of three years, guided by a dedicated focus for each year. For example, the focus for Year 1 will be on Holistic Programme and Module Management, consisting of two legs, i.e. 'Complete Programme Design Workshops' and 'Adjustments to Existing Programmes Workshops'. The focus for Year 2 will be 'Designing a Learning-centred, Inclusive and Aligned Curriculum,' and Year 3 will evaluate the impact and effectiveness of the changes made to specific modules, providing individual development support to each participant, and to finally adjust the module to enhance student learning and success.

The Faculty of Education at Qwaqwa will not offer a new PQM per se as it is obliged to remain within the DHET "Minimum Requirements for Teacher Education Qualifications" (MRTEQ) framework. However, the Faculty will endeavour to develop the following drivers to rejuvenate, enrich and develop the curriculum: Rurality and Education; Entrepreneurial Education; Fit-for-purpose Life-skills and Career Guidance; Education Innovation; and Teaching Schools.

In 2020, the Faculty began operationalising the approved drivers by integrating the Rurality and Education driver and the Education Innovation driver as curriculum material as it applied to disciplines in modules. With regard to the Entrepreneurial Education driver, entrepreneurial education material has been developed to be integrated in the Teaching Practice modules that are taken by all the students. As for the Fit-for-purpose Life Skills and Career Guidance driver, the curriculum was developed and integrated in three Life Skills modules that target all students. The teaching of the material will be piloted in 2021. With regard to the Teaching Schools driver, a sub-committee has been formed and is currently studying existing Teaching Schools models in South Africa. A proposal will be formulated to be presented to the faculty by the end of 2021.

4.2.4 Flexible learning and teaching design

4.2.4.1 #UFSTeachOn evaluation

In the wake of the COVID-19 pandemic, the CTL launched the #UFSTeachOn campaign to support academic staff in making the transition to emergency remote teaching. The campaign was based on basic principles of low-tech online distance teaching, considerate of the contextual challenges that many UFS students are faced with, such as limited access to devices and the internet and heavy reliance on the UFS computer laboratories when on campus. These principles are:

- Low-tech options for delivering content and conducting assessment;

- Downloadable resources to enable offline use;
- Minimising the size of resources;
- Providing students with support materials and how-to documents for online tools used;
- Explicit and clear instructions and communication with students;
- Transparent and continuous assessment and feedback;
- Planned, open and effective communication with students at a module-level;
- A well-planned and clearly articulated course schedule.

The staff development approach followed in implementing this campaign is discussed in **Section 4.2.5** of this report, in this section an overview is provided of how the principles communicated through the *#UFSTeachOn* campaign were implemented in 2020.

4.2.4.2 Enhancing the use of the learning management system

In the first semester of 2020³ 96% of all modules were active on Blackboard (including postgraduate and undergraduate modules on all campuses). A total of 96% of undergraduate modules and 95% of postgraduate modules were on Blackboard (**Figure 72**). In the first semester of 2019, 85% of all modules were on Blackboard and 88% of undergraduate modules. As can be expected, 2020 saw a notable increase in the Blackboard presence, given the transition to emergency remote teaching in 2020, resulting in a heavier reliance on the institutional Learning Management System (Blackboard).

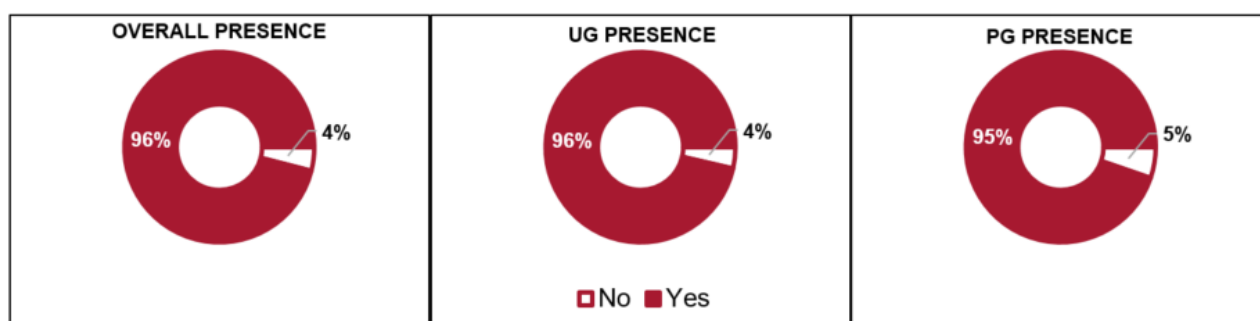


Figure 72: Blackboard presence in the first semester of 2020

Blackboard use

Whether a module was on Blackboard or not does not tell us anything about the quality of the module or the effectiveness with which Blackboard tools were used in the module. Therefore, in order to determine the extent to which the *#UFSTeachOn* principles were implemented in 2020, it was necessary to delve deeper than Blackboard presence, and analyse Blackboard use. **Table 68** provides an overview of a content analysis that was conducted on 1,053

³ A content analysis is completed annually to determine Blackboard use. The analysis of second semester and year modules is only completed in the following year, which means that 2020 second semester and year module data will only be available at the end of the first semester of 2021.

modules on Blackboard in 2020. Of the eight principles evaluated, three were found to have been successfully implemented in the majority of Blackboard modules in 2020, four were partially successfully implemented and one was not successfully implemented.

Table 68: Summary of the implementation of the #UFSTeachOn principles

#UFSTeachOn principle	Implementation of principle	Evaluation	
Opt of low-tech options in delivering content and assessments.	More than 80% of modules made use of low-tech options to deliver content. A total of 81% of modules had study guides uploaded, 86% contained class slides, and 81% had additional material (mostly in the form of PDF documents).	This principle was heeded by the vast majority of lecturers. While many modules made other types of content available to students, in most modules at the very least study guides and class slides were uploaded.	Successfully implemented
Make resources downloadable.	In addition to low-tech options mentioned above, the use of the video (38%) and audio tools (23%) were notably more prevalent this year than in the past. Videos and audios can be downloaded as opposed to web links to YouTube videos, for example.	Only about half of the modules on Blackboard kept to the recommended total file size of 150MB. Modules with videos and audios had quite a large number of these files on average. While downloadable resources are recommended, lecturers may need more training in producing short video clips and audio files that captures the essence of the content and they may also need more training in minimising file sizes.	Successfully implemented
Minimise the size of resources uploaded to Blackboard – a guideline is to keep between 100 and 150 MB in total for all downloadable resources in a Blackboard course.	Almost half of the modules on Blackboard (48%) kept the total file size of the module between 1 and 150MB.		Partially implemented
Use tools you and your students are familiar with and if you make use of tools students have not previously used in your module upload how-to guides.	Only about a third of modules (34%) had how-to documents uploaded but almost half (48%) contained other support material (e.g. time management, mental health resources etc.).	How-to documents (aimed at students) for all Blackboard tools are available on the #UFSTeachOn portal. More awareness of these resources may need to be created to ensure that lecturers use these.	Partially implemented
Provide continuous feedback to students on learning activities and assessment.	Feedback was provided for 23% of Blackboard tests, 43% of Turnitin assignments, and 28% of Blackboard assignments.	Training and increased awareness of the rubric tool for grading and providing feedback on assignments and Turnitin assignments may be necessary. Training may also be required for developing rubrics (not merely using the tool).	Not successfully implemented

#UFSTeachOn principle	Implementation of principle	Evaluation	
Communicate weekly with your students on a module-level.	In April, June and July modules on Blackboard had an average of between 4 and 5 announcements per month. There was an average of 6 announcements per module in May.	On average, lecturers heeded the advice about communicating with students on a module-level once a week.	Successfully implemented
Communicate the contact details students can reach you on if they have questions about the module content or assessment.	A total of 63% of Blackboard modules included contact details for lecturers.	The majority of lecturers made contact details available to students, in some cases these details were not easily located in the module. It is recommended that lecturers make use of the space available for making contact details available in the Blackboard faculty template.	Partially implemented
Compile a course schedule first and make sure your students know where to find it.	A total of 61% of Blackboard modules included a course schedule.	While the majority of Blackboard modules included a course schedule, a larger percentage of modules that includes this information is ideal. It is recommended that lecturers are encouraged to make use of the course schedule template that is available on the #UFSTeachOn portal and that the advantages of a course schedule for both lecturers and students are shared in faculties.	Partially implemented

4.2.4.3 Amendments to the E-Examination Procedures

E-Examination Procedures and E-Examination Contingency Procedures were compiled in response to the 2016 *#FeesMustFall* campus disruptions, which required the completion of online examinations for the first time. The move to emergency remote teaching due to COVID-19 again triggered the necessity of contingency procedures for e-examinations. Inputs were gathered from the Teaching and Learning Managers Group on the E-Examination Contingency Procedures and these procedures were refined and updated to address new challenges that arose in 2020. It should be noted that the contingency procedures make provisioning for online examinations off-campus and in an uncontrolled environment. The changes made to the E-Examination Contingency Procedure were:

- Broadening the scope to not only include online tests but other forms of online assessments (e.g. assignments/ essays);

- Adding the procedure for e-examinations on Blackboard (the original document specified only the procedure for using Questionmark);
- Specifying that e-examinations (regardless of the type of assessment) should be added to the examination timetable if the assessment is available for one day or less to avoid clashes.
- Amending the procedure of applying for the additional examination. Faculties will now make recommendations to the Examination Division based on a standardised report received for each student who experienced technical difficulties when completing the e-examination.

The adapted procedure document was approved at the Executive Committee of Senate in November 2020 and a student version of the document was compiled and distributed. Both the E-Examination Procedure and the E-Examination Contingency Procedures will again be reviewed in 2021 based on feedback from academics at the end of 2020.

4.2.5 Empowering academics for 21st century teaching

4.2.5.1 Academic staff development initiatives

#UFSTeachOn

The #UFSTeachOn campaign includes a collection of resources to support UFS lecturers in adapting their teaching to a low-tech online/ distance modality. A guide with resources to support lecturers to determine a module core; rethink assessment; adapting content; and communicating with students was distributed early in April 2020. This was accompanied by the Blackboard #UFSTeachOn portal and several training webinars (see **Table 69**).

Training presented

Table 69: Academic staff development sessions presented in 2020

Session	Description	Attendance
Remote online learning orientation sessions	In the first semester these sessions were an orientation of where to find and how to use the #UFSTeachOn resources. In the second semester faculty-specific sessions were co-presented by CTL and the TLM.	1206
Learning technology training and support	These sessions were supplemented by individual support and training by learning designers. Attendance numbers do not include individual consultation and training sessions presented by learning designers within CTL.	433
Assessment training and support	These sessions included technical training in using online assessment tools and systems but also pedagogical and design principles to take into consideration when moving assessments to	1023

Session	Description	Attendance
	an online environment. Attendance numbers exclude individual training and support by learning designers and assessment team.	
Ad hoc webinars (needs based)	Webinars presented based on needs from faculties. Included a workshop to teaching and learning managers on the design and development of teaching portfolios.	107
New academic staff orientation (NASO)	The first semester NASO was presented in a face-to-face format, while the second semester orientation was presented online. Training was supplemented with a NASO Blackboard portal that provided resources and supplementary materials for new academic staff.	84
Academic leadership programme	Development initiatives for academic leadership in faculties included strategic sessions with Prof Petersen and Dr van Staden. This was supplemented with a webinar on quality assurance in faculties (collaborative webinar with DIRAP), as well as a time management webinar specifically focused on balancing the demands of being an academic leader during the COVID-19 pandemic.	354
TOTAL		3207

4.2.5.2 Excellence in Learning and Teaching Conference

The UFS Learning and Teaching Conference and Awards have been hosted by CTL for the past 5 years. The aims of the conference and awards are:

- To promote, recognise and reward innovation and excellence in learning and teaching in the South African and UFS contexts;
- To generate debate and public awareness about what constitutes learning and teaching excellence;
- To share best practices, innovative ideas, and research findings in learning and teaching; and
- To promote the scholarship of teaching and learning in the disciplines.

The theme of the 2020 virtual learning and teaching conference was “Innovation in Quality Teaching and Learning.” The Keynote speakers of the event was Ms. Rentia du Plessis (UFS TAU Fellow) and Prof. Mbulungeni Madiba (University of Stellenbosch).

Because of an increase in abstracts received for the conference (15 in 2018 to 24 in 2020), parallel sessions could be presented over a 2-day period. Attendance with the virtual conference increased from 204 attendees (face-to-face in 2019) to 902 attendees in 2020 (online virtual conference). The notable increase in attendance was positive to note and poses opportunities for future UFS Learning and Teaching conferences to be held virtually. **Table 70**

and **Table 71** show the Excellence in Learning and Teaching Award winners in 2020 on the Bloemfontein and Qwaqwa campuses respectively.

Table 70: Excellence in Learning and Teaching Award winners in 2020 (Bloemfontein campus)

	Name	Faculty
Innovation in Assessment Practices		
Winner	Rentia du Plessis & Dr Diana Breshears	The Humanities
2 nd place	Mojalefa Mosala & Jana Lamprecht	Economic and Management Sciences
Innovation in Curriculum Enhancement and Transformation		
Winner	Dr Adré le Roux & Dr Frans Kruger	Education
2 nd place	Motsaathebe Serekoane	The Humanities
Innovation in Technology Enhanced Learning		
Winner	Dr Martin Clarke & Dr Matthew Huber	Natural and Agricultural Sciences
2 nd place	Dr Michael von Maltitz	Natural and Agricultural Sciences
Innovation in Student Engagement and Learning		
Winner	Dr Ekaete Benedict & Risna Opperman	Economic and Management Sciences
2 nd place	Jana Lamprecht	Economic and Management Sciences
Vice-Chancellor's Award (across campuses)		
Winner	Dr Thuthukile Jita	Education
Most Valued Professional		
Winner	Anneri Meintjes	Centre for Teaching and Learning
2 nd place	Annatjie Bouwer	Health Sciences
Research in Learning and Teaching		
Winner	Prof Liezel Nel	Natural and Agricultural Sciences
2 nd place	Prof Corlia Janse van Vuuren	Health Sciences

Table 71: Excellence in Learning and Teaching Award winners in 2020 (Qwaqwa campus)

	Name	Faculty
Innovation in Learning and Teaching		
Winner	Dr Diana Breshears & Rentia du Plessis	The Humanities
2 nd place	Prof Aliza le Roux	Natural & Agricultural Sciences
3 rd place	Lebohang Masoabi	Economic and Management Sciences
4 th place	Dr Maria Tsakeni	Education
Vice-Chancellors award (across campuses)		
2 nd place	Marné van Niekerk	Economic and Management Sciences
Research in Learning and Teaching		
Winner	Dr Bunmi Omodan	Education
2 nd place	Dr Maria Tsakeni	Education
Departmental Award		
Winner	Special acknowledgement to Dr Cias Tsotetsi, Thabiso Motsoeneng, Dr Maria Tsakeni and Dr Sekitla Makhasane	Education

Khothatsa

The CTL initiated the Khothatsa project to give recognition to staff and students, and the important role that both groups play in the learning and teaching process. Khothatsa means "to inspire" in Sesotho. The project started with a call to students to write about how their lecturers have inspired them. After receiving students' submissions we asked lecturers to reply. In 2020, 15 essays were received from students to which academic staff responded (see **Table 72**) and these essays were [published on the UFS website](#). The narrative of staff and students illustrates how critical it is that our staff and students engage with diversity and use innovative approaches to challenges they face in the classroom.

Table 72: Khotatsa nominees in 2020

Name of lecturer	Name of student	Faculty
Avela Ntsangelwa	Asleigh Jordan van Loggerenberg	The Humanities
Dr. Thinus Conradie	Juliet Bukeka Mdlalana	The Humanities
Nuwejaar Radebe	Thabiso Leseba	The Humanities
Johannes Sekete	Hloniphile Malangwane	Centre for Teaching and Learning
Nico Oosthuizen	Megan Pillay	Theology and Religion
Dr. Bernie Plaatjies	Noluthando Portia Khumalo	Education
Seipati Baloyi-Mothibeli	Simphiwe Nkambule	Education
Yolandé Korkie	Lebogang Levu Mahura Codi Daniels	Education
Werner Landman	Karabo Masinga	Economic and Management Sciences
Rinae Makhadi	Katlego Ulytide Mashaphu	Natural and Agricultural Sciences
Eldalize Kruger	Even Chidza	Natural and Agricultural Sciences
Dr. Sandy Steenhuisen	Tapiwanashe Mashamba	Natural and Agricultural Sciences
Roné Vorster-deWet	Sinesipho Phalaso	Health Sciences
Clive Vinti	Unamandla Simangaliso Xulu	Law

Qwaqwa (Scholarship of Teaching and Learning) Community of Practice group

The SoTL group on the Qwaqwa campus continued to have regular online meetings in 2020. The following conference presentations emanated from this group:

- Thulebona Shawe (Education). COVID-19: Psychological effects on lecturers. HELTASA.
- Thulebona Shawe (Education). Curriculum Redesign in Higher Education Institutions during the COVID-19 in South Africa. The National Association of African American Studies and Affiliates conference
- Thulebona Shawe (Education). An exploration of strategies that can be used by grade three teachers in a rural context in the context of COVID-19. The National Association of African American Studies and Affiliates conference
- Lebohang Masoabi (Economic & Management Sciences). The effects of moving from a traditional teaching approach to a virtual teaching approach: the teacher's perspective HELTASA

Additionally, Letsela Motaung and Bekithemba Dube published an article in the Journal of Educational and Social Research titled: *WhatsApp Messenger as a mediating tool in times of COVID-19 for enhancing student engagement in e-tutorials at a rural South African university*.

4.2.6 Quality focused, research-led learning and teaching

4.2.6.1 Research-led teaching and learning

Data played a central role in ensuring that the remote teaching and learning response to COVID-19 retained a quality focus. This evidence-based approach started with the *Student Access to Devices and Data* survey in March 2020. The survey was completed by 13,505 students and revealed that 92% of students had access to at least one internet-capable device. The majority of these devices are cell phones, with less than 60% of students owning laptops at the time. This data informed the development of the Keep Calm #UFSLearnOn and #UFSTeachOn campaigns, as well as the development of other support interventions, such as the SVI and the NSLB campaign elaborated on elsewhere in this report.

The #UFSLearnOn page attracted the most web traffic of all UFS sites during the transitional period (end March to mid-May 2020), with 74,406 aggregated site hits. The Central Academic Advising Office compiled a series of low-tech resource packs that students could download and share to help them transition. After the release of the sixth resource, the CTL sent out a survey to students to get feedback on the resources, to find out if students are reaching out to get support, and to assess which additional support needs students have. The #UFSLearnOn Survey was administered during May 2020 and was completed by 2,906 students. The challenges related to data, devices, internet, and network connectivity dominated students' concerns at the time. There were also some important outcomes that showed the effects of the efforts put in place to support students through this challenging time. Some of these include:

- Students were reaching out to a variety of support structures, such as personal interactions (with peers, tutors, lecturers, mentors, residence heads), online support structures, and family.
- Communication channels were open, with frequent sharing and interactions happening, particularly between peers.
- Lecturers were joining WhatsApp groups, sharing resources and were contacted by their students for support.
- The majority of students found the #UFSLearnOn support helpful, particularly in providing information, structure and guidance, as well as easing some emotional tension.

- Some of the main additional support needs identified by students included further emphasis on time management, remote study skills, staying motivated and focused, and how to approach assessments.

These recommendations fed into the next series of #UFSLearnOn resources that were made available to students (nine in total). It also provided essential monitoring data to ensure that students were supported and able to continue learning.

Another important research data source that informed our understanding of students' experiences with remote learning was the *Students' Access to and Use of Learning Materials* (SAULM) survey. On request of the DHET, the CTL coordinated the development and administration of the survey for the sector during August and September 2020. Twenty-four public universities participated in the survey, with almost 50,000 student responses (4,800 of which were UFS students' responses). This survey confirmed many of our earlier research findings particularly that students were communicating more, and via different channels with lecturers and peers, and that the frustrations with access to reliable network, data and devices still outweighed all other challenges. The findings of this survey guide practice in different ways. For example, it was clear from the survey that we need to place much more emphasis on developing students' digital skills. In response, the CTL developed a five-unit, open access course to assist current and prospective students in developing these skills that will help them now and in future.



Figure 73: Research reports that informed learning and teaching in 2020

A final research survey worth mentioning is the South African Survey of Student Engagement (SASSE). The SASSE is administered annually across the higher education sector, however, after consulting with the sector it was decided not to administer in 2020. Since the UFS uses items in the SASSE to track strategic institutional goals, a shortened version was administered only among UFS students during November 2020. The survey was completed by 1,903 students.

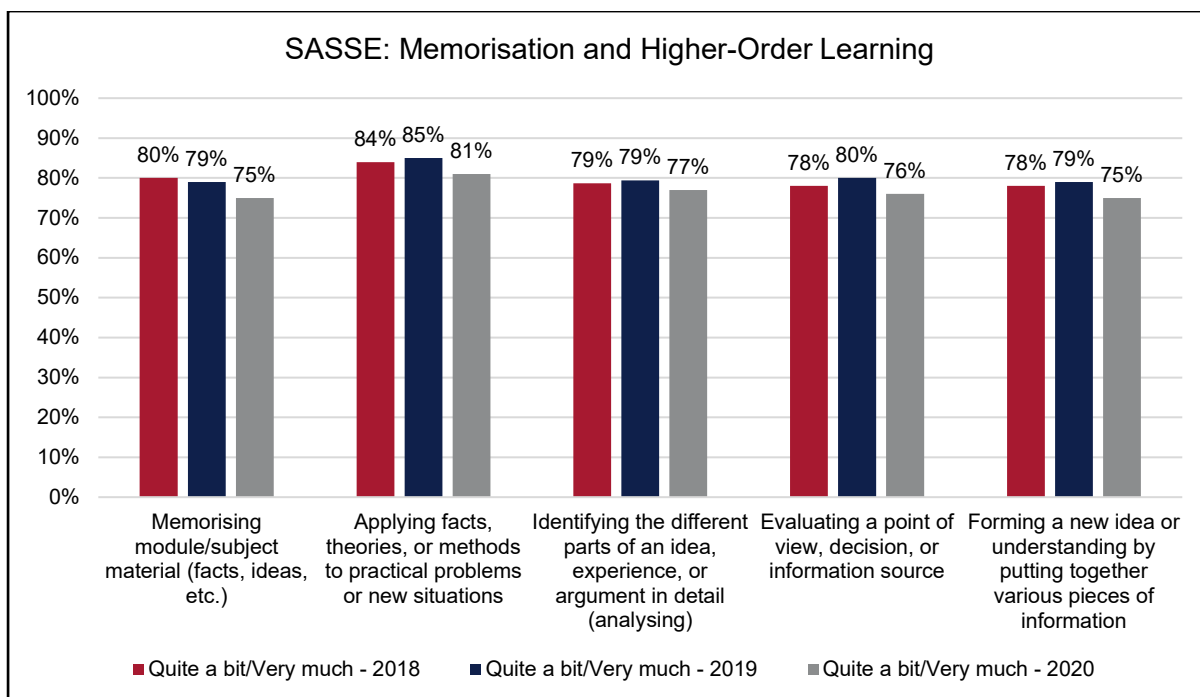


Figure 74 SASSE Memorisation and Higher-Order Learning comparison

Higher-Order Learning is an indicator on the SASSE that aligns with Bloom's Taxonomy (application, analysis, evaluation, and creation) to measure students' deeper engagement with their studies. **Figure 74** shows a slight decline in the Higher-Order Learning items, between 2019 and 2020, however, considering the scale of the necessitated shift towards emergency remote teaching and learning, the decrease in these items might seem less than expected. In addition, students also seemed to rely less on memorising subject materials during 2020, which might correlate with an increase in formative assessments, as well as online tests.

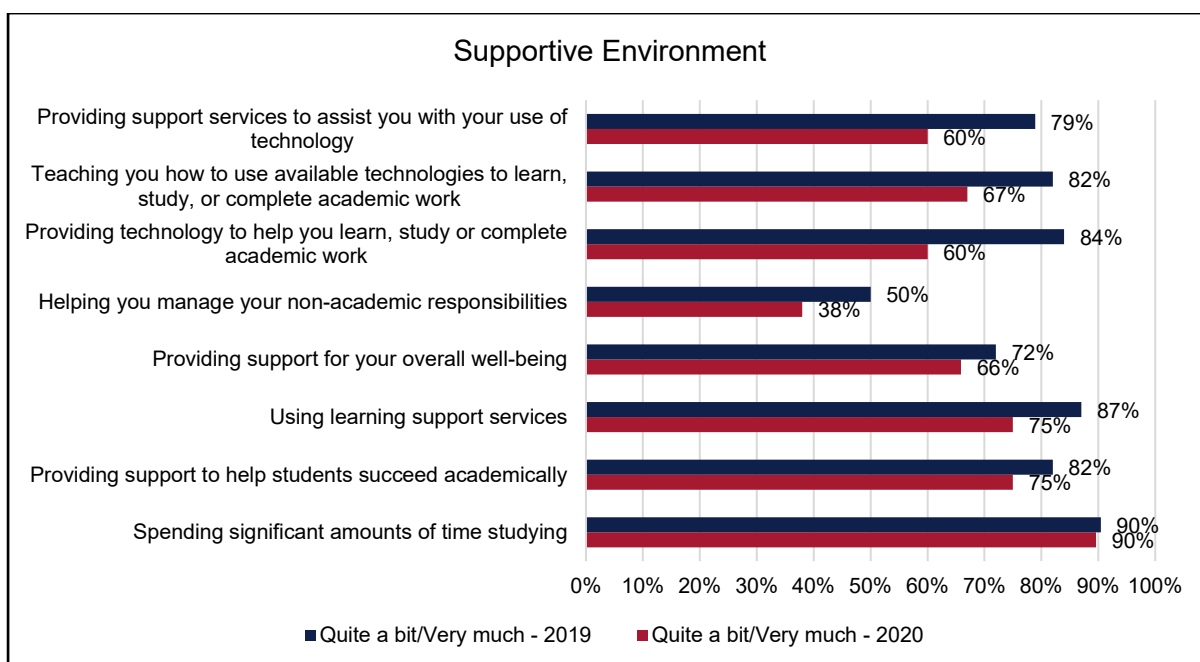


Figure 75 SASSE Supportive Environment

The SASSE asks students to what extent they feel supported by the Institution. **Figure 75** shows that in comparison with 2019, students generally felt less supported. The frustrations students felt with technology during remote learning are also reflected in the questions on whether the Institution provides technological support. Prior to remote learning, the vast majority of students were very satisfied with the technological support they got from the UFS. However, once everyone had to rely solely on technology to engage in teaching and learning, students needed more support. Academically, while students felt that the UFS placed the same amount of emphasis on them spending significant amounts of time studying, they felt that less emphasis was placed on learning support services. Students' perception of the UFS helping them manage their non-academic responsibilities also decreased by 12% between 2019 and 2020. These data points might be explained by students' frustrations with unconducive home environments to study from, as well as frustrations with accessing the internet, not having enough data, or having to study with inappropriate devices, as shared via the SAULM survey.

4.2.6.2 Data analytics

Parallel to the research conducted during 2020, data analytics played a vital role to guide institutional decision-making. This included, for example, the analyses done to determine where device interventions were necessary. One of the key data sources that allowed the UFS to track student and staff participation and reach out to students who were struggling to engage in remote learning was Blackboard. Weekly Blackboard analytics results (a total of 39 reports) were produced to ensure in-time monitoring of learning and teaching. **Figure 76** shows how staff's engagement with Blackboard compared between 2019 and 2020, with staff from the Qwaqwa campus showing a threefold increase, and Bloemfontein staff showing twice as much engagement with Blackboard by November of respective years.

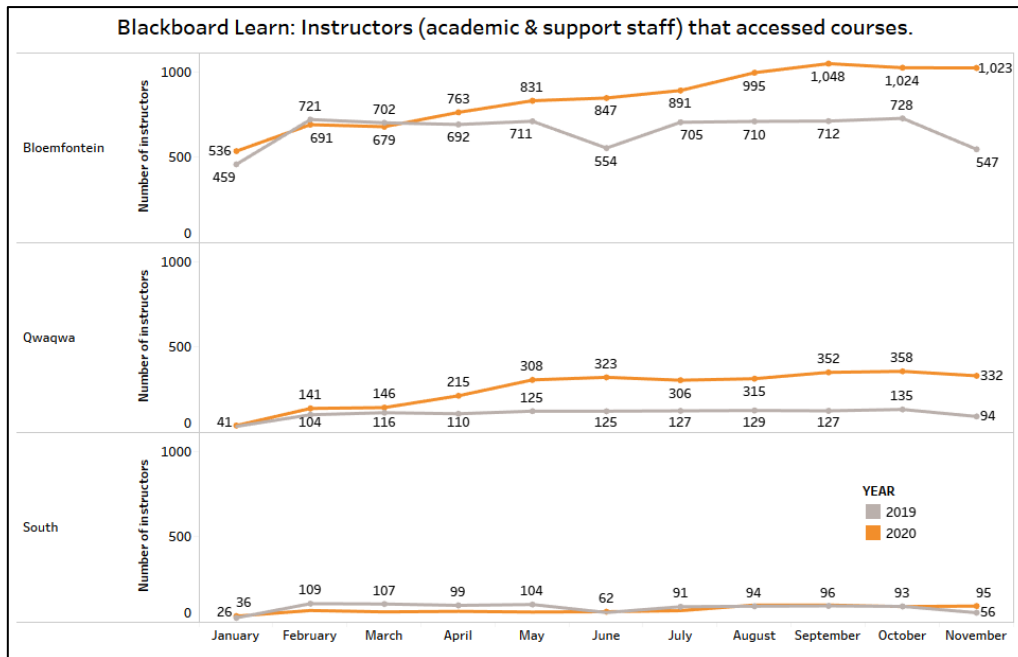


Figure 76: Staff engagement with Blackboard

Blackboard data analyses gave rise to the NSLB campaign. By merging Blackboard and institutional data, students' inactivity on Blackboard resulted in a list of students that were contacted by the CTL to identify support needs. This data was then captured on a Learner Case Management system and used to track subsequent engagements, or non-engagements of students. Tracking these students also allowed to see whether it was the same students who were inactive on Blackboard in the first and second semesters. **Figure 77** shows that there was a 21% overlap between these students in the first and second semester. In numbers, 247 students appeared on both the NSLB lists (first and second semester), while 940 students were flagged for the second semester only. When looking to several research studies conducted to help us interpret this finding, it might include a range of contributing factors, such as an unconducive study environment, poor network connectivity, struggling with devices or with using devices effectively, and struggling to manage their time.

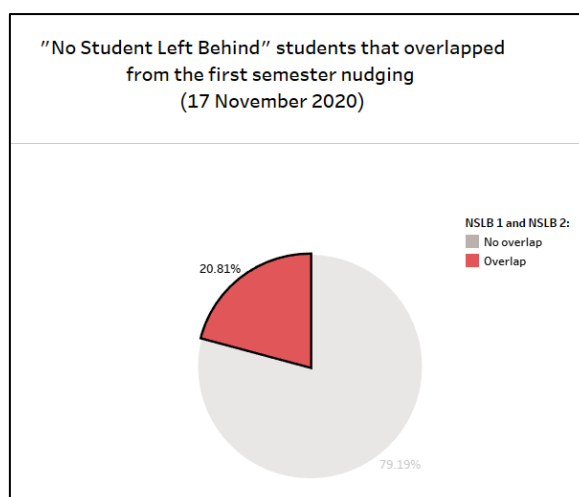


Figure 77: NSLB first and second semester overlap

Beyond ensuring that no students were left behind, Blackboard data analytics informed faculties about the use and frequency of use of a range of pedagogical functions, such as collaboration sessions and assessments. The data from the surveys and analytic work have been used to improve the quality of provision at the UFS and will be used to inform the design of a “post-COVID-19” learning and teaching environment.

4.2.7. Internationalisation of Teaching and Learning: iKudu Project

The 2018-2022 UFS Internationalisation Strategy commits the University to the internationalisation of teaching and learning. Strategically, the focus has shifted from student exchanges to the internationalisation of the curriculum and virtual exchanges. To operationalise this strategy, the UFS is working with international partners in the iKudu project, which it coordinates.

The iKudu project is an European Union (EU) funded Erasmus+ capacity development project. The UFS coordinates the consortium comprising five European and five South African universities. It has been conceptualised to develop a contextualised South African concept of Internationalisation of the Curriculum (IoC), which integrates virtual exchanges. These so-called Collaborative Online International Learning (COIL) virtual exchanges provide an alternative to physical mobility, which cannot be implemented on a broad basis in South Africa due to the country’s socio-economic and infrastructural realities. Hence, the iKudu project uses COIL learning methodology to internationalise and transform the curriculum through virtual exchanges.

4.2.7.1 Curriculum Internationalisation

iKudu’s understanding of curriculum internationalisation is congruent with the understanding of the UFS, which considers it an important part of curriculum transformation that is intertwined

with curriculum, Africanisation, and decolonisation. In the first project phase, the partners map curriculum internationalisation in the consortium through an appreciative inquiry process. This will be followed by developing recommendations on strategies to strengthen curriculum transformation at the iKudu partner universities and staff training to ensure capacity for their implementation.

4.2.7.2 COIL virtual exchange

COIL is an innovative teaching and learning method that promotes intercultural competence development across shared multicultural learning environments using Internet-based tools and online pedagogies. While a key element of COIL is the intentional development of intercultural communicative competence, another benefit is the development of digital and critical literacies and foreign language skills (where applicable) and interdisciplinary approaches (where applicable). Teaching staff facilitate new knowledge creation competencies and acquisition of various skills to enhance the development of students in general, as well as developing attitudes that enable them to live and work in a multicultural and interconnected world. The iKudu project enables COIL virtual exchanges and capacitates staff members for this pedagogy. Following preparatory training and relevant activities, the UFS anticipates implementing COIL exchanges in seven academic programmes in 2021.

Section 5

Quality and Digital Transformation

5.1 Towards a digital transformation

Lessons learned from the COVID-19 pandemic have informed strategic discussions around the UFS in the post-pandemic world. One of these strategic discussions focused on the future of learning and teaching. Under the leadership of the Deputy Vice-Chancellor: Academic, a Digitalization Implementation Plan is being developed that aims to transform leadership, institutional culture, technology, and how the institution approaches strategic and operational tasks through digitalization.

In pursuit of the larger, institutional digital transformation aimed to be completed by 2030, the preliminary Plan lists several outcomes that the UFS will aim to achieve in the intermediate term. These include:

- Developing and implementing a flexible human resource and capacity-building model that enables and rewards new approaches to education and research made possible by digitization;
- Ensuring that all students and staff are fully digitally literate and have embraced digital ways of studying and conducting research;
- Integrating relevant ICT systems;
- Streamlining digital administrative and communications systems across all three campuses;
- Ensuring that all institutional functions are underpinned by technologically advanced infrastructure that is effective, efficient, 'green', aligned to learning and research needs, and adheres to the principles of universal design and universal access;
- Supporting the development of blended and online learning; and
- Supporting the University's goals to increase its research productivity

The consultation process for the development of this Plan started in October 2020 with an inclusive Design Thinking workshop focusing on developing a shared vision for UFS 2030. The Plan is currently being finalised with the inputs of various stakeholders.

Annex 1: UFS risk register response

As part of the mandate of the Academic Committee, an Institutional Risk Register has been developed to mitigate the potential risks that eight key scenarios could hold for the Institution. Each of the eight risk scenarios are described here, along with relevant responses in place to guide internal control. In addition, we map how internal controls of these possible risk scenarios were navigated during 2020.

Risk 1: Quality assurance

Quality assurance becomes a risk when procedures are not aligned to the newest international trends and integrated; when departmental reviews are not optimally linked with different data sources such as student engagement data, module evaluation and specific reviews; or when the integrity and quality of programmes offered are questioned. Internal controls that have been put in place to mitigate such risks include phased departmental reviews that provide indicators for improvement plans and curriculum design, as well as formal guidelines to support such reviews. During 2020, 12 reviews were conducted across three faculties (Humanities, Natural and Agricultural Sciences, and Economic and Management Sciences), as well as the South campus, specifically focusing on Open and Distance Learning offerings.

Risk 2: Inability to improve success rates

The risk of students not graduating and moving through the system places pressure on human and physical resources, the quality assurance system, and the reputation of the University. Section two of this report shows how the UFS has successfully increased the success rates of all students over time. Importantly, the institutional success rate improved by 5% between 2019 and 2020, with faculties showing increases up to 11% during this time. The current report testifies to a range of efforts put in place by the University to enable the completion of the academic year and simultaneously uphold the quality of education provision during 2020. However, the size of the increase in success rates requires pause for reflection. This is especially important when considering the challenges that many of our students experienced due to a lack of access to reliable internet and electronic devices, as well as the required digital skills to be successful in an online environment. Therefore, it is critical that the increase in the success rate between 2019 and 2020 need to be carefully interrogated to consider the implications for quality and future approaches to learning and teaching. Further research into this phenomenon is already underway.

Risk 3: Inability to reduce the black-white student achievement gap

Eliminating the achievement gap between African and white students is an important institutional and national transformational goal. This gap has decreased from 16% to 8% over the last ten years in spite of a constantly changing student population. General institutional measures to target the achievement gap include regular monitoring of high impact practices such as tutorials, academic advising, UFSS, and academic language development initiatives through the Siyaphumelela programme. Between 2019 and 2020, the achievement gap between African and white students narrowed by 2%. While the downward trend aligns well with previous years, further scrutiny into the achievement gap will be included in discussions and research on the success rates as noted above.

Risk 4: Ineffective pedagogic relationship between students and lecturers

An ineffective pedagogic relationship between students and lecturers would be characterized by low trust, low engagement and the lack of innovative approaches to teaching and learning. Such relationships could negatively impact student success rates and overall educational experience. Annual administration of SASSE provides a longitudinal reflection on the quality of students' relationships with different institutional role players, as well as providing an indication of students' satisfaction with the Institution.

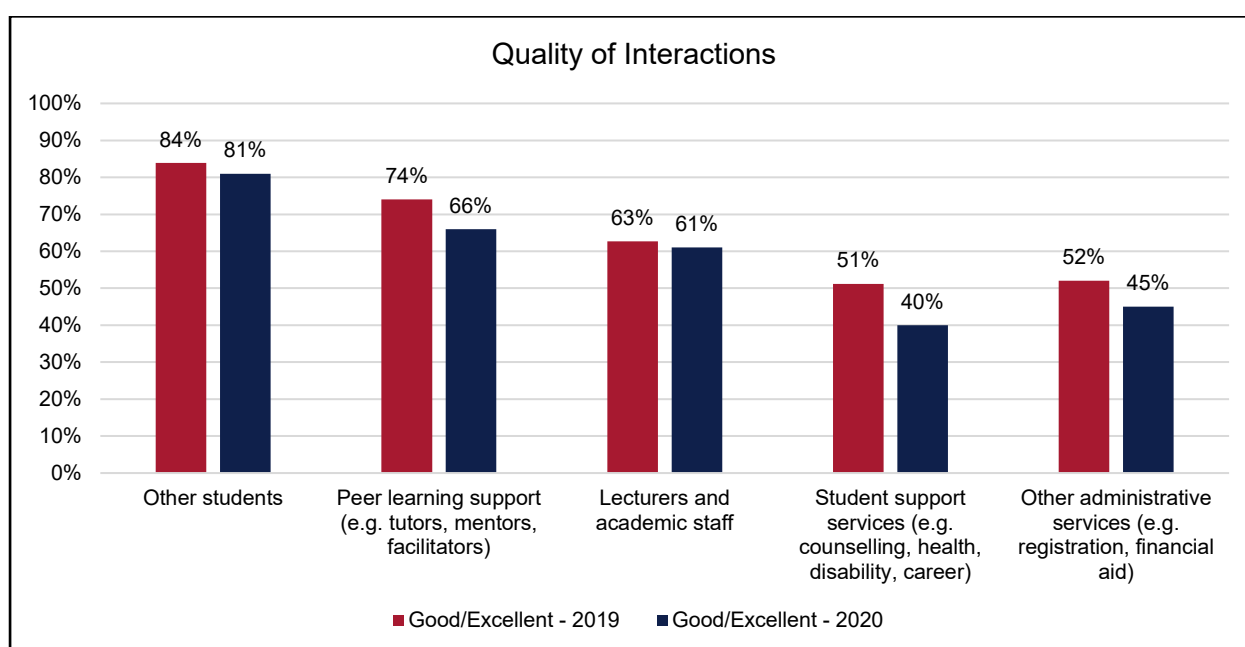


Figure 78 Quality of Interactions SASSE indicator

Figure 78 shows that the quality of students' relationships with all institutional role players, ranging from peers to academic and non-academic staff, declined somewhat between 2019

and 2020. This is not necessarily surprising, considering the frustrations many students experienced with connectivity, which might have complicated communication processes. That said, the quality of relationships between students and lecturers were seemingly least influenced by remote learning compared to relationships with other role players.

Risk 5: No multilingualism practices in teaching and learning

The UFS has a diverse student population and has publicly stated that it will develop multilingualism. There is a task team in place to investigate multilingualism at the UFS, and guidelines for multilingualism practices are being developed. In response to the revised UFS Language Policy, in which the Institution pledges to enable a language-rich environment that is committed to multilingualism, the Academy for Multilingualism was formed. The Student Language Preference Survey, completed in June 2020, informed the Academy's planning and is in process of generating multilingual academic aids, not only to support learning, but also to create a more representative space on the university's campuses.

Risk 6: Unemployability of graduates

When programmes and curricula are not structured to clarify pathways to graduation, well aligned with graduate employability, or responsive to changes, the risk increases. Some initiatives noted in this report to counter these risks include the development of the Curriculum Renewal Programme, reorganising selected academic entities to better align curriculum offerings, introducing new fields of study, such as Emergency Medical Care and Agricultural Engineering, conducting departmental reviews, standardising the processes involved in developing short learning programmes, and implementing niche programmes on the Qwaqwa campus as part of the Qwaqwa Programme and Qualification Mix. In additional strategic efforts to "clean-up" the module catalogue will further help to clarify curriculum pathways.

Risk 7: Academic programmes lack local relevance and global competitiveness

When academic programmes lack local relevance and global competitiveness, it results in limited graduate employability and reputational damage. Departmental and programme reviews play a central role in keeping Institutional offerings in line with local relevance and global competitiveness of curricula. The UFS continuously implements reviews, with 12 departmental reviews conducted in 2020. Further, curricula and programmes are aligned with labour market needs by explicitly weaving in graduate attributes valued by the workplace.

Risk 8: Curriculum maps do not include graduate attributes

The lack of opportunities to demonstrate students' proficiency in certain attributes could result in the UFS producing graduates who are not sought-after by employers. The UFS has identified eight graduate attributes that need to be integrated into programme planning, quality assurance and assessments in order to produce a graduate as envisaged by the UFS. The CTL is currently working with faculties to ensure integration of these attributes into curriculum maps, and developing initiatives such as e-portfolios that provide students with some ownership of the attributes they develop while at the UFS.