

# TOWARDS QUALITY, PERFORMANCE AND ACCOUNTABILITY

UFS annual teaching and learning report 2018



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**UFS·UV**  
CENTRE FOR TEACHING  
AND LEARNING (CTL)  
ONDERRIG-EN-LEERSENTRUM  
(OLS)

# TOWARDS QUALITY, PERFORMANCE AND ACCOUNTABILITY

## UFS annual teaching and learning report 2018

Executive summary .....	1
List of acronyms/definitions .....	4
Introduction .....	5
SECTION 1: TEACHING AND LEARNING CONTEXT AT INSTITUTIONAL LEVEL .....	5
1.1) Key findings on the teaching and learning context at institutional level .....	5
1.2) Enrolment targets vs. actual enrolments .....	6
1.3) Enrolments by race and gender: Undergraduate and postgraduate less than masters .....	9
1.4) First time entering students .....	10
1.4.1) Top 20 schools .....	10
1.4.2) Age .....	11
1.4.3) AP scores.....	11
1.4.4) Provinces.....	12
1.4.5) Race.....	12
1.4.6) Gender .....	13
1.4.7) Home language .....	13
1.5) Graduates.....	14
SECTION 2: STUDENT SUCCESS AT THE UFS.....	17
2.1) Key findings on student success at the UFS.....	17
2.2) Undergraduate retention .....	18
2.3) Institutional success rates.....	19
SECTION 3: TEACHING AND LEARNING AT FACULTY LEVEL.....	23
3.1) Economic and Management Sciences .....	23
3.1.1) Key findings for Economic and Management Sciences: .....	23
3.1.2) Enrolments.....	24
3.1.3) Graduates.....	27
3.1.4) Module pass rates: Economic and Management Sciences.....	28
3.2) Education .....	30
3.2.1) Key findings for Education .....	30
3.2.2) Enrolments.....	31
3.2.3) Graduates.....	34
3.2.4) Module pass rates.....	35
3.3) Health Sciences.....	37
3.3.1) Key findings for Health Sciences.....	37

3.3.2) Enrolments.....	37
3.3.3) Graduates.....	40
3.3.4) Module pass rates.....	41
3.4) Humanities.....	43
3.4.1) Key findings for Humanities.....	43
3.4.2) Enrolments.....	44
3.4.3) Graduates.....	47
3.4.4) Module pass rates.....	48
3.5) Law.....	50
3.5.1) Key findings for Law.....	50
3.5.2) Enrolments.....	51
3.5.3) Graduates.....	54
3.5.4) Module pass rates.....	55
3.6) Natural and Agricultural Sciences.....	56
3.6.1) Key findings for Natural and Agricultural Sciences.....	56
3.6.2) Enrolments.....	57
3.6.3) Graduates.....	59
3.6.4) Module pass rates.....	61
3.7) Theology.....	63
3.7.1) Key findings for Theology.....	63
3.7.2) Enrolments.....	63
3.7.3) Graduates.....	65
3.7.4) Module pass rates.....	67
SECTION 4: QUALITY ENHANCEMENT INITIATIVES.....	68
4.1) Student engagement at the UFS.....	68
4.1.1) Key findings on student engagement at UFS.....	68
4.1.2) SASSE overview.....	69
4.1.3) Students' satisfaction.....	70
4.1.4) Teaching and Learning.....	71
4.1.5) Institutional support.....	72
4.2) Siyaphumelela.....	75
4.3) High-Impact Practices.....	76
4.3.1) Academic advising.....	76
4.3.2) A-Step tutorial programme.....	77
4.3.3) Transition: UFS101.....	79
4.3.4) Language development.....	79
4.4) Graduate exit surveys.....	81

4.5) Academic staff development and leadership programmes.....	82
4.6) Teaching and learning awards .....	82
4.7) Teaching and learning and technology.....	83
4.8) Reviewing the curriculum and increasing quality.....	85
SECTION 5: RISK MANAGEMENT AND RECOMMENDATIONS.....	85
5.1) Institutional risk register.....	85
5.2) Recommendations .....	87
5.2.1) UFS student success strategy.....	87
5.2.2) UFS graduate attribute development plan .....	87
5.2.3) Task team on quality assurance.....	87
References .....	89

## **Executive summary**

Strong higher education institutions are critical to economic competitiveness, but universities face increasing pressure to demonstrate their fitness to meet the needs of societies and individuals. Quality, performance and accountability are critical for the universities to not only survive, but thrive in the 21<sup>st</sup> century. Hazelkorn, Coates and McCormick (2018, 6) indicate that 'educational quality usually refers to teaching and learning, although it also refers to research, engagement and institutional leadership...' Altbach and Salmi (2011) report that quality teaching and learning is one of the distinguishing features of international elite research-led institutions.

The aims of the report are to:

- Promote a culture of evidence-based reflection on performance
- Enhance the quality of teaching and learning and the quality assurance systems
- Facilitate greater accountability by managing risk and developing quality assurance systems.

### ***Structure of the report***

To achieve these aims the report provides institutional data and provides analyses and interpretations in five sections. Section 1 uses demographic data on enrolments and graduates to enable institutional reflection about the teaching and learning context. Section 2 focuses on institutional performance in relation to student success. This is followed by section 3, which provides data to enable reflections on teaching and learning in faculty contexts. Section 4 provides an overview of the quality enhancement initiatives focused on improving student success and teaching and learning. Section 5 provides an overview of potential teaching and learning risks and makes some recommendations on measures that can be taken to improve quality, performance and accountability.

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

### ***Institutional teaching and learning context***

- Target enrolments set for first time entering and undergraduate students have been met and exceeded for 2018.
- Students entering the UFS for the first time are most likely to be from the Free State province (51%), with the six top feeder schools situated in Bloemfontein, followed by nine broader Free State schools, and five schools from other provinces. The number of these students speaking Sesotho and IsiZulu as home languages are increasing, while those speaking Afrikaans are decreasing. In 2017, 81% of the first time entering students were African, 13% were white, 5% coloured, and 1% Indian/Asian. The gender distribution in 2017 was 60% female and 40% male. Most of these students were aged between 19 and 22.
- Since 2013, the majority of first time entering students' AP scores have been between 30 and 36, however, since 2014 there has been a steady increase in students with AP scores between 20 and 27, as well as an increase in students with scores between 28 and 29.

### ***Student success at the UFS***

- 26% of mainstream and 21% of extended programme students *do not* return to register for their second year of study, while only 20% of UAP students do not register at the UFS after completing the programme.
- In 2017, the institutional success rate was 80%, which is a 1% decline from 2016 and a 3% decline since 2015. Most faculties showed a lower success rate from 2016 to 2017, with

differences ranging from 1% to 9%. The Faculty of Education is the only faculty to show an 8% increase in undergraduate success rate.

- In comparison with national data, the UFS undergraduate success rate is relatively on par, however, the achievement gap is slightly bigger (8% vs. 10% in 2016). The UFS achievement gap is also slightly wider in 2017 (12%).
- Although not the highest in three years, most faculties show an increase in graduation rate since 2016.

### ***Teaching and learning at faculty level***

#### *Economic and Management Sciences*

- Undergraduate enrolments have been steadily climbing, particularly for African students. Mainstream first time entering African student numbers on the Bloemfontein campus have doubled from 2015 to 2018, as did the number of African students enrolled for the extended programme on the QwaQwa campus.
- The biggest drop in module pass rates between 2016 and 2017 was for African males, while white females have consistently had the highest module pass rates since 2015.
- Achievement gaps (based on module pass rates) between African and white students in 2017 were 9% for undergraduate students and 15% for postgraduate less than masters students.

#### *Education*

- Enrolments for undergraduate and postgraduate less than masters levels are highest in 2018. First time entering students show considerable increases in extended and mainstream programmes on both Bloemfontein and QwaQwa campuses over time, except for white students entering into mainstream programmes on the Bloemfontein campus who show a general decline in numbers since 2016.
- Most undergraduate module pass rates show a general increase from 2016 to 2017. The lowest module pass rate in 2017 is for Open Distance Learning, with 81%, and the highest is for Curriculum Studies (95%). Over the past three years, white females consistently did the best, and African males had the lowest average module pass rate.
- Achievement gaps between African and white students (based on module pass rate differences) for 2017 are 9% for undergraduate modules and a 5% difference in postgraduate less than masters level modules.

#### *Health Sciences*

- The highest amount of undergraduate enrolments is seen in 2018, while postgraduate less than masters level enrolments are the lowest since 2015. First time enrolments for African students have doubled since 2015, while enrolments for white students have declined slightly.
- Regarding undergraduate graduates, white females make up the highest number, followed by white males and African females.
- The achievement gap (based on module pass rate) between African and white students for 2017 was 11% for undergraduate modules and 7% for postgraduate less than masters.

#### *Humanities*

- For all campuses, undergraduate enrolments have peaked in 2018, while postgraduate less than masters enrolments on the Bloemfontein campus are the lowest since 2015. While the enrolment of first time entering students in extended programmes shows a decline since 2016, mainstream courses show increases, particularly on the Bloemfontein campus, where enrolment of African students increased fourfold since 2015.

- The majority of undergraduate modules have the lowest pass rates in three years.
- The achievement gap between African and white students (based on module pass rate) for undergraduate students in 2017 was 9%, and 11% for postgraduate less than masters modules.

#### *Law*

- Undergraduate enrolments are highest in 2018 since 2015 on the Bloemfontein campus, but lowest on South campus since 2016 because of IIE Varsity College students' discontinuation. First time enrolments for African students have doubled in both extended and mainstream programmes on the Bloemfontein campus since 2015. Numbers for these students show a significant drop since 2017 on the South campus because of IIE Varsity College's discontinuation.
- The average undergraduate module pass rate for Law departments in 2017 was 67% - a 7% decline since 2016.
- The achievement gap (as determined through module pass rate differences between African and white students) in 2017 was 12% for undergraduate modules and 24% for postgraduate less than masters level qualifications.

#### *Natural and Agricultural Sciences*

- Undergraduate enrolments show a peak in 2018 for both Bloemfontein and QwaQwa campuses, while South campus undergraduate enrolments show a decline in numbers since 2016. Even though the number of first time entering African students in both extended and mainstream programmes have doubled on the QwaQwa campus between 2015 and 2018, the majority of these students are in the extended programme.
- Most undergraduate modules show a decline in module pass rate from 2016 to 2017. Similarly, all racial groups except white male and female groups show a decline in module pass rates from 2016 to 2017.
- The achievement gap (as measured through the difference in module pass rates of African and white students) in 2017 was 12% for undergraduate modules and 7% for postgraduate less than masters level qualifications.

#### *Theology*

- The highest numbers of enrolments since 2015 are seen for undergraduate and postgraduate less than masters level in 2018. First time entering student numbers have increased from 15 in 2015 to 178 in 2018. This is particularly relevant to African student numbers and could be because of the Faculty's introduction of the Higher Certificate.
- On average, the undergraduate module pass rate was 91% in 2017, while the average postgraduate less than masters module pass rate in 2017 was 84%. However, the small numbers enrolled in the Faculty should be considered.
- The achievement gap between African and white undergraduate students for 2017 was 7% and for postgraduate less than masters level qualifications 17%.

#### **Quality enhancement initiatives**

The UFS has got a wide range of quality enhancement initiatives in place. The first is student engagement research, which shows that the intentional focus on creating a more engaging environment on campus is bearing fruit with the UFS having higher engagement levels than other universities. The data do however suggest that the quality of relationships between students and academic staff are strained. That said, more than 80% of students evaluate their overall educational

experience as excellent. This is confirmed through the graduate exit survey, which shows that students are satisfied with their educational experience. The engagement data also highlight that UFS students are under significant financial strain. Another national project is the Siyaphumelela initiative, which is targeted at developing essential data analytic infrastructure while broadening the use of data analytics. The project has helped to create an awareness of the importance of data and evidence-based decision making. Interventions such as tutorials and academic advising are empirically linked to increase the probability of success through which initiatives such as UFS101 and language development initiatives (academic literacy and write site) are evaluated by students as being of significant benefit in meeting the demands of university study. Regarding UFS staff, there is an increase in the uptake of academic staff development support initiatives at CTL. More staff are participating in the teaching and learning excellence awards and are making use of curriculum redesign support such as the module makeover project. The integration of technology as well as online assessment is on the increase.

### ***Risk management and recommendations***

Ten risks for teaching and learning have been identified based on the ITP and the UFS strategic plan. For the majority of these risks mitigation strategies are in place. It is however recommended that the university develops a student success strategy and graduate attribute development plan. Finally, the UFS needs to establish a multi-stakeholder task team that can focus on upgrading the UFS quality assurance system.

## **List of acronyms/definitions**

- *Full-time equivalent (FTE)*: An FTE total takes account of a student's course load. So a student carrying a standard fulltime curriculum would equal 1 FTE student, and a student carrying a half-load would equal 0.5 FTE students. Success rates are calculated by dividing the system's FTE degree credit total by its FTE enrolled student total. An FTE degree credit calculation follows the same method as an FTE enrolled calculation, but takes account only of the courses passed by students.
- *Graduation rate*: A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities/faculties, in that particular 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 or postgraduate diplomas at a level short of masters qualification.
- *Retention rate*: Cohort of students who returned the following year in the same education level (3 & 4 year B degrees only) from year 1 to 2. 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 Full-time Equivalent Enrolments (FTEs) divided by the amount of registered FTEs.



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 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.

## **Introduction**

Strong higher education institutions are critical to economic competitiveness, but universities face increasing pressure to demonstrate their fitness to meet the needs of societies and individuals. Quality, performance and accountability are critical for the universities to not only survive, but thrive in the 21<sup>st</sup> century. Hazelkorn, Coates and McCormick (2018, 6) define educational quality:

Educational quality usually refers to teaching and learning, although it also refers to research, engagement and institutional leadership...Thus, quality considers such matters as: the production of new knowledge and capacity for innovation; student learning outcomes; the educational or learning gain in both declarative knowledge and more diffuse 'soft skills'; student performance, retention, graduation and employability; support for student success; the production of suitably trained and demographically representative graduates at different educational levels; the breadth and depth of the curriculum and its responsiveness to contemporary needs; pedagogical methods, training and academic support and development; and links to societal practice and working life, including graduates' preparedness as citizens and lifelong learners.

This definition confirms the assertion by Altbach and Salmi (2011) that quality teaching and learning is one of the distinguishing features of international elite research (research-led) institutions. Therefore this annual teaching and learning report is a departure from previous reports in that it is prepared primarily for an internal audience.

## **SECTION 1: TEACHING AND LEARNING CONTEXT AT INSTITUTIONAL LEVEL**

The data below provide 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 teaching and learning context at institutional level**

- Target enrolments set for first time entering and undergraduate students have been met and exceeded for 2018.
- In contrast, postgraduate enrolments on less than masters and masters level have declined since 2016, while doctoral enrolments are meeting targets but the difference between expected and actual enrolments is lessening.
- Students entering the UFS for the first time are most likely to be from the Free State province (51%), with the six top feeder schools situated in Bloemfontein, followed by nine broader Free State schools, and five schools from other provinces. The number of students speaking Sesotho and IsiZulu as home languages are increasing, while those speaking Afrikaans are decreasing. In 2017, 81% of the first time entering students were African, 13% were white, 5% coloured, and 1% Indian/Asian. The gender distribution in 2017 was 60% female and 40% male. Most students were aged between 19 and 22.

- Since 2013, the majority of first time entering students' AP scores have been between 30 and 36, however, since 2014 there has been a steady increase in students with AP scores between 20 and 27, as well as an increase in students with scores between 28 and 29.
- African females make up 49% of the undergraduate enrolments in 2018. Followed by 29% African males, 9% white females, 6% white males, 4% coloured females, 2% coloured males, and Indian/Asian students making up the remaining 1% of enrolments.
- For postgraduate less than masters enrolments, African females represent 38%, followed by African males (26%), white males (15%), white females (13%), coloured females (3%), coloured males (2%), and the remaining 3% Indian/Asian students.
- Undergraduate graduation rates show a significant incline between 2016 and 2017. This pattern is also mainly seen within the faculties of Education and Humanities, as well as among African females particularly.
- Postgraduate less than masters graduates have stabilised after some fluctuations, with the faculties of Law and Natural and Agricultural Sciences producing most graduates in recent years.

## 1.2) Enrolment targets vs. actual enrolments

This section compares enrolment targets set by UFS in comparison to the number of actual enrolments processed to date.

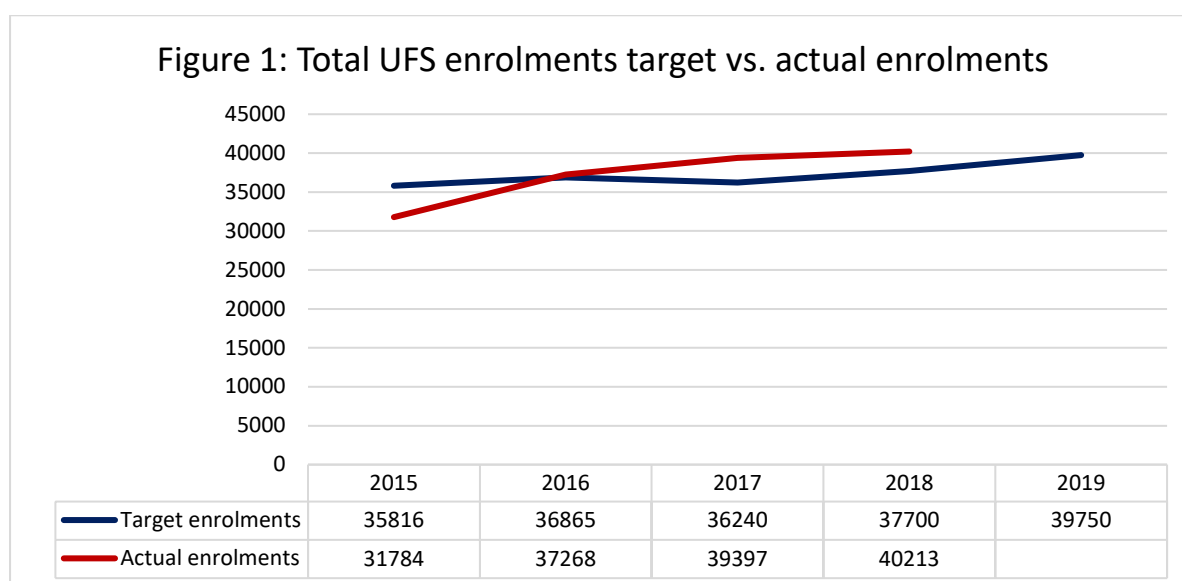
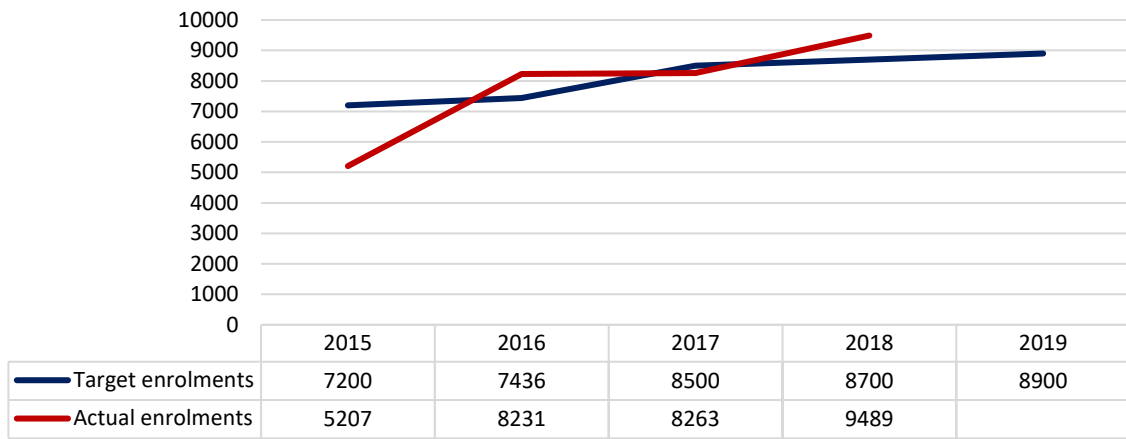


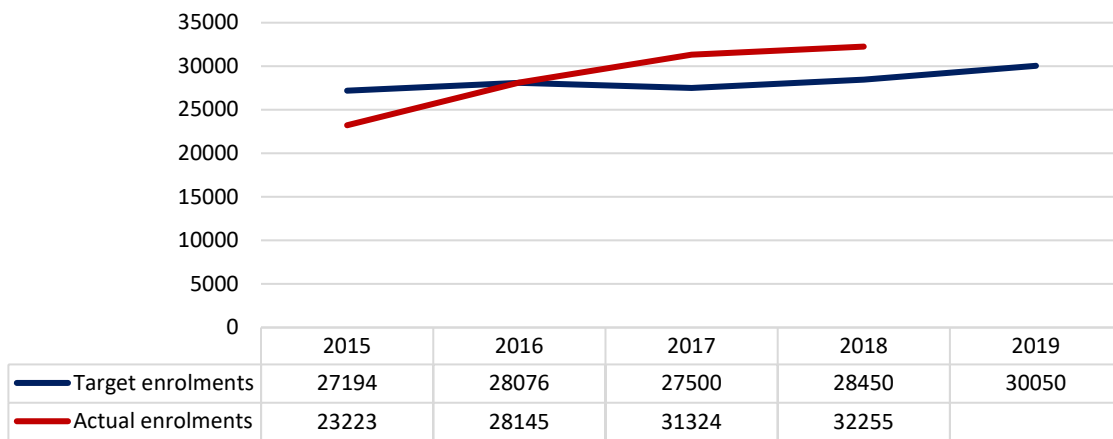
Figure 1 shows that since 2016, the total UFS enrolments have exceeded targets, however, the difference between target and actual enrolments lessened from 2017 (3157 difference) to 2018 (2513 difference).

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



First time entering enrolments are at its highest point in 2018, which is expected considering the changes to the higher education sector proposed and implemented by Government leading to an influx of first year students (Figure 2).

Figure 3: Total undergraduate enrolments vs. target enrolments



When looking at total undergraduate enrolments, Figure 3 shows a sharp increase since 2016 extending beyond the set targets. In contrast, postgraduate qualifications less than masters enrolments show a steep decline after peaking in 2016 (Figure 4).

Figure 4: Total postgraduate less than masters level enrolments target vs. actual enrolments

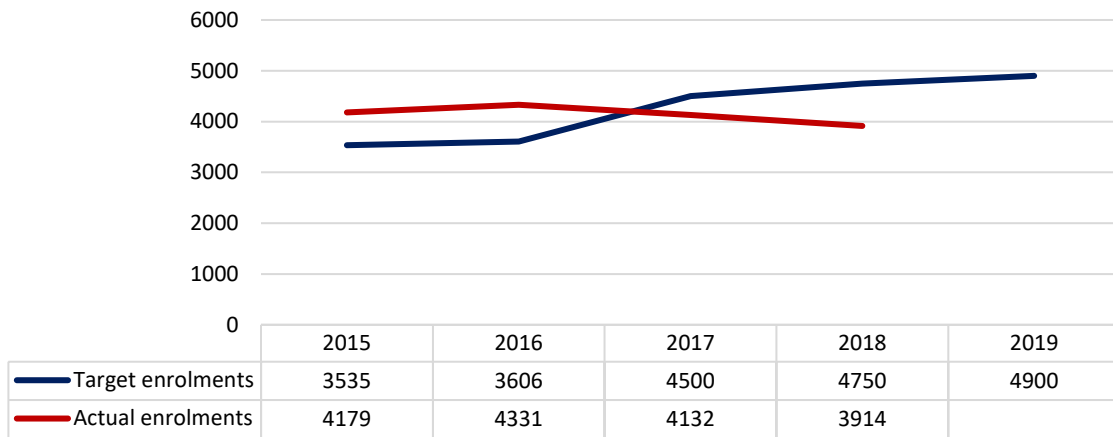
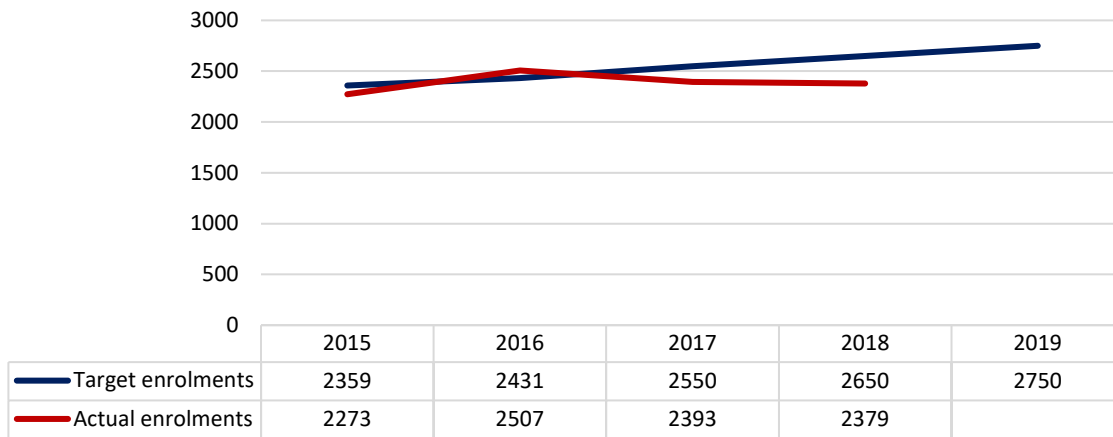
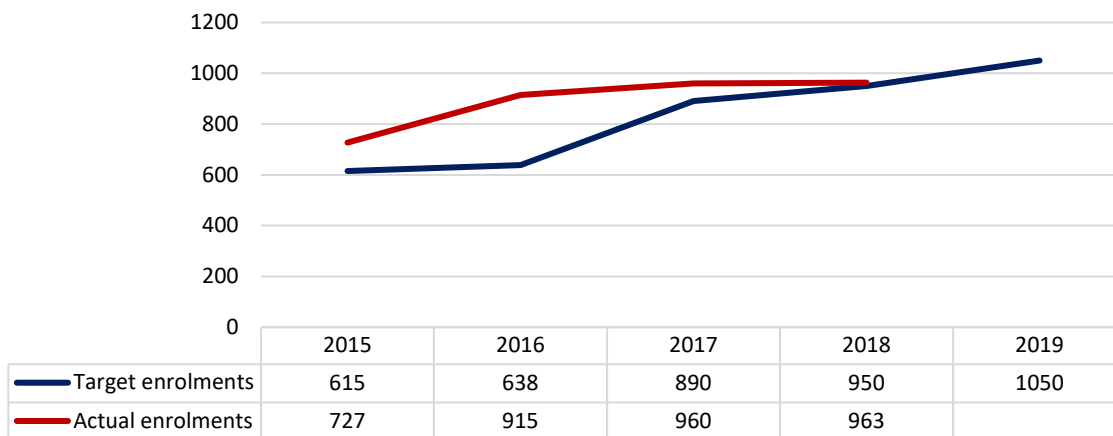


Figure 5: Total Masters enrolments target vs. actual enrolments



Similar to postgraduate enrolments less than masters level, Masters enrolments declined after 2016 (Figure 5).

Figure 6: Total Doctoral enrolments target vs. actual enrolments



If the trajectory of doctoral enrolments stays on track for 2018, actual enrolments are exceeding target expectations, even though the gap between the two seems to lessen (Figure 6).

### 1.3) Enrolments by race and gender: Undergraduate and postgraduate less than masters

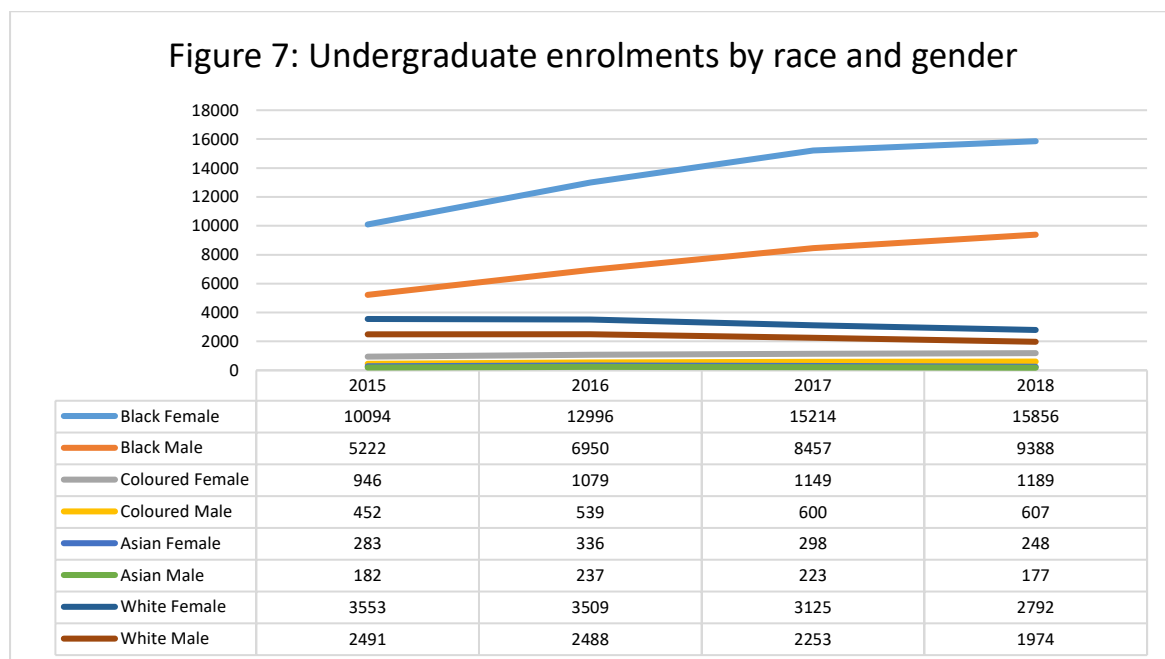
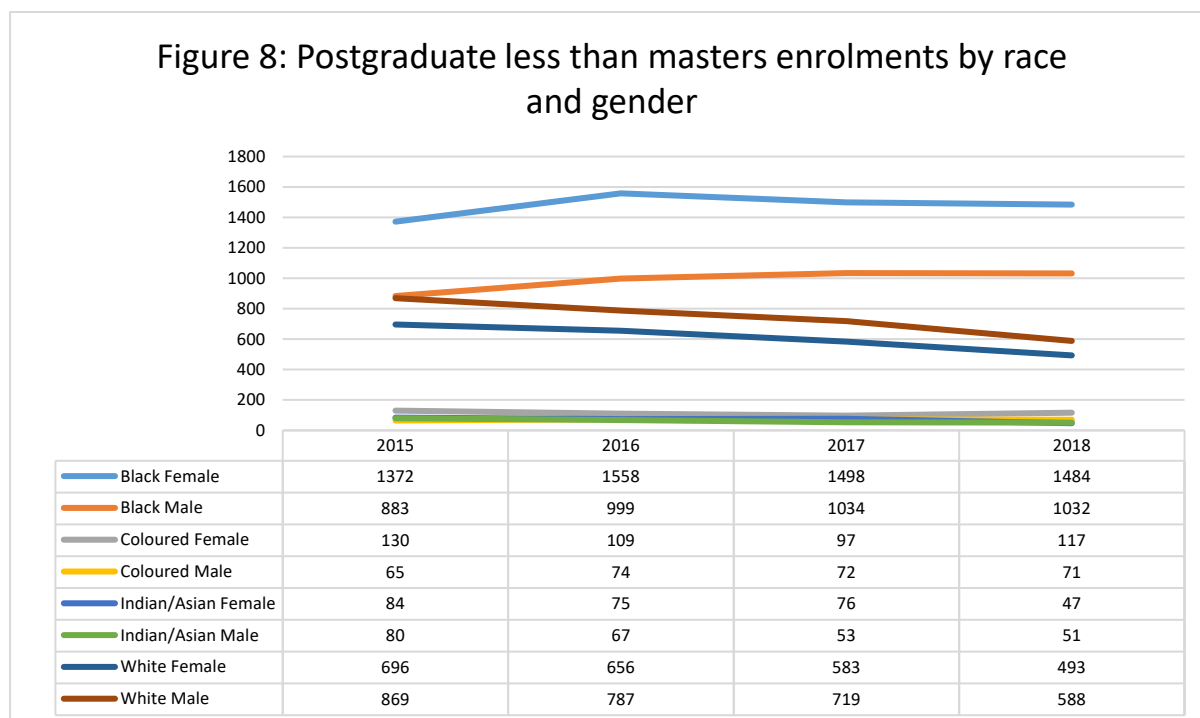


Figure 7 shows that the majority undergraduate enrolments are African females (whose numbers seem to have stabilized more after a steep increase since 2015), followed by a steadily increasing African male population. These groups are followed by white females and males respectively, of which the numbers have been steadily declining since 2015. Besides a steady increase in coloured females, numbers of the three remaining minority groups (coloured males, as well as Indian/Asian females and males) seem to be fluctuating, with no distinct pattern.

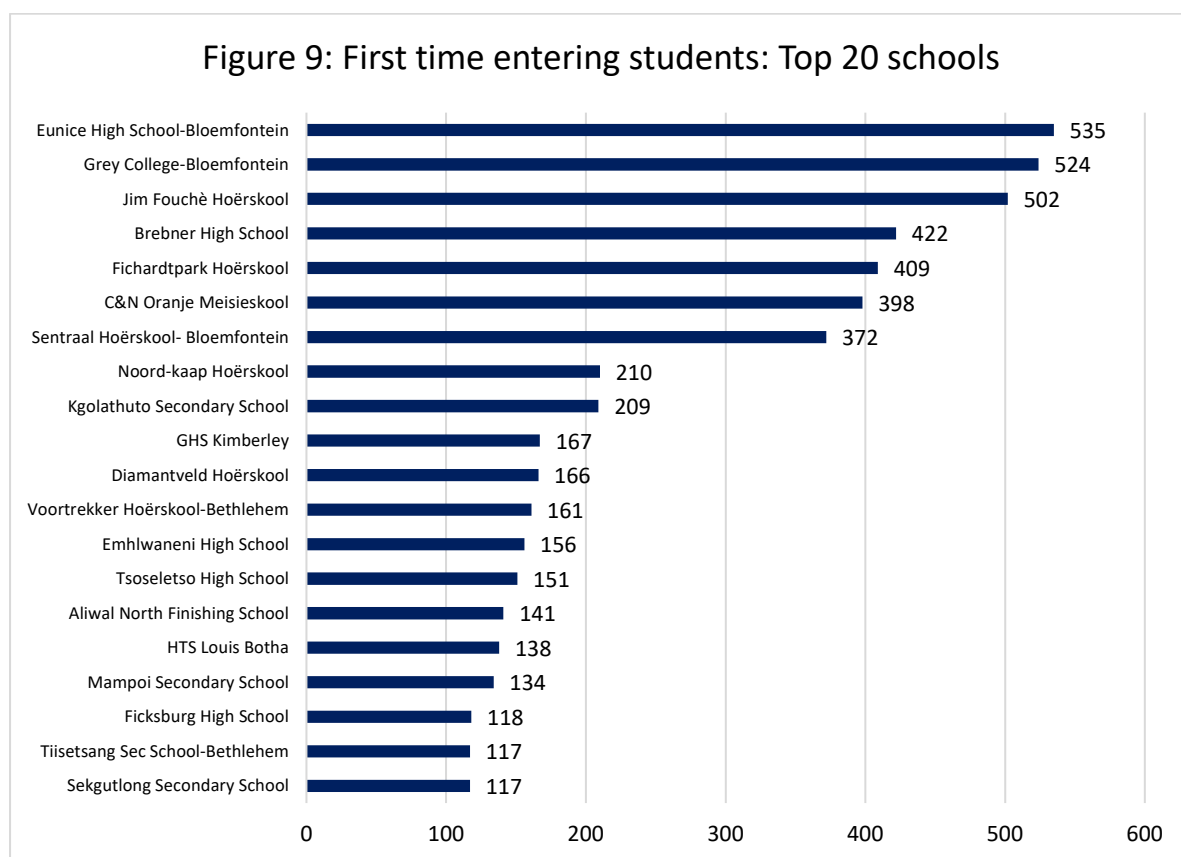


For postgraduates less than masters level, Figure 8 shows that the majority enrolments are African females, followed by African males, white males, and white females respectively. African females show a slight decline in numbers from 2016, while white females and males' numbers have been steadily decreasing since 2015. African males' enrolments are have relatively stabilised since 2016. The remaining groups show fluctuations and no distinct patterns.

#### 1.4) 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 Admission Point (AP) scores they enter with, the provinces they come from, what gender and racial category they identify with, and what their home languages are.

##### 1.4.1) Top 20 schools



The top six schools from which first time entering students come from all are based in Bloemfontein. Nine top feeder-schools are primarily placed in the surrounding Northern and Eastern Free State regions. Five schools are not in the Free State – one from KwaZulu Natal, one from the Eastern Cape province, and three from the Northern Cape province (Figure 9).

### 1.4.2) Age

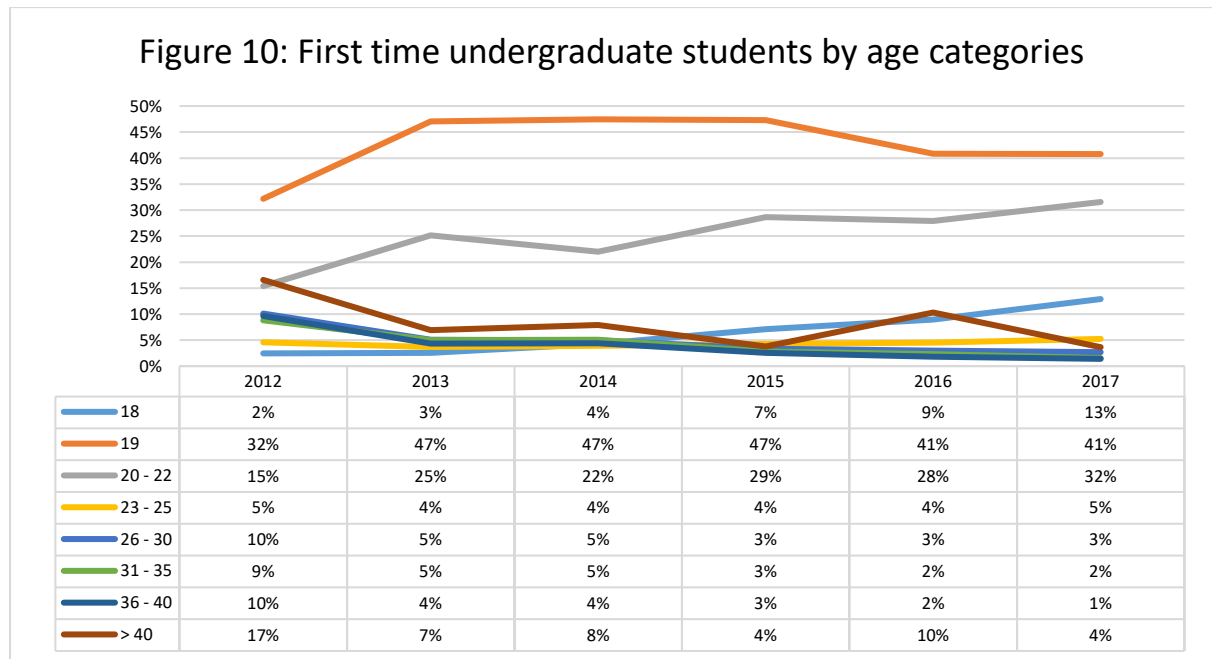
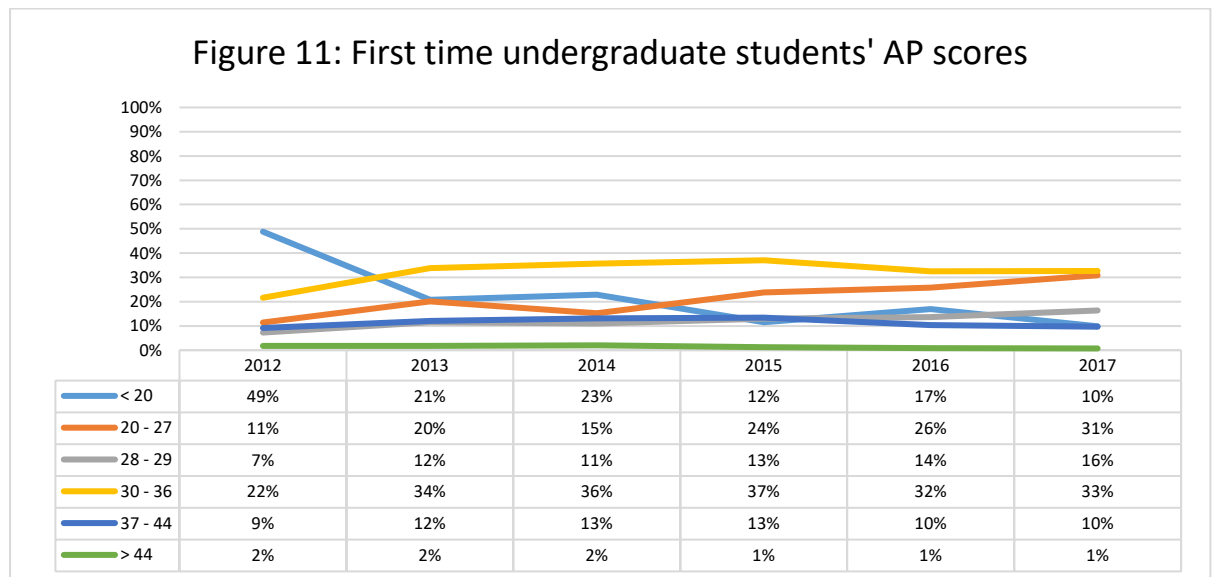


Figure 10 shows that 73% of first time entering students at the UFS fall in the 19 to 22 year age group. From age 26, first time entering student numbers are steadily declining, however, the numbers seem to pick up slightly from age 40 and above.

### 1.4.3) AP scores



Since 2013, the majority of first time entering students' AP scores have been between 30 and 36, however, since 2014 there has been a steady increase in students with AP scores between 20 and 27, as well as an increase in students with scores between 28 and 29.

### 1.4.4) Provinces

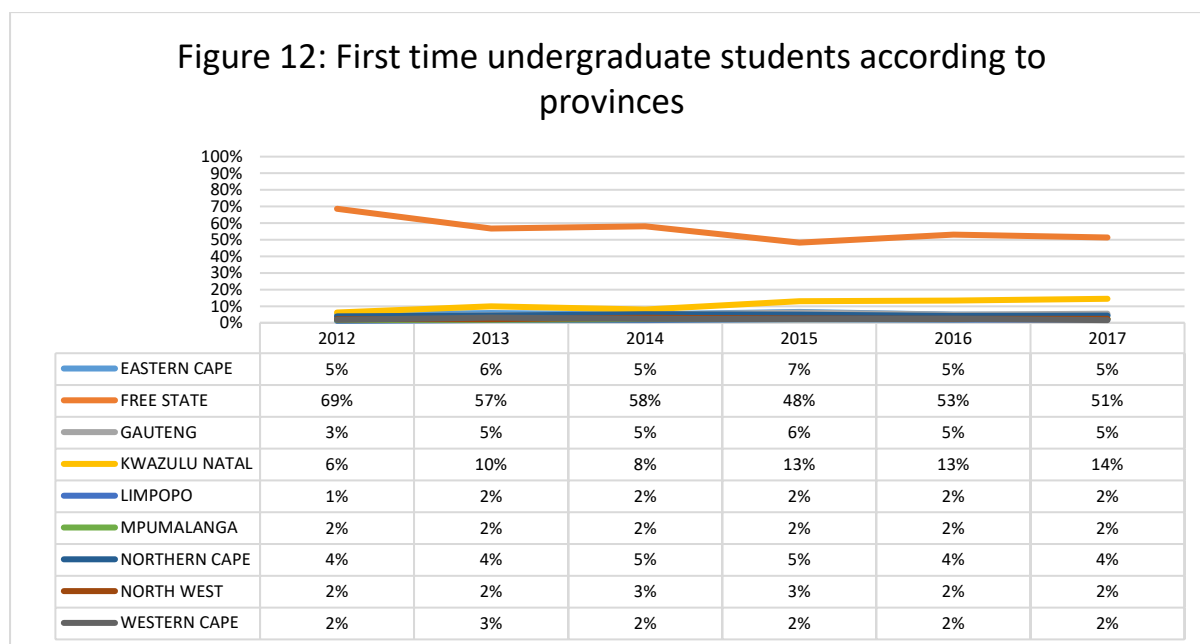
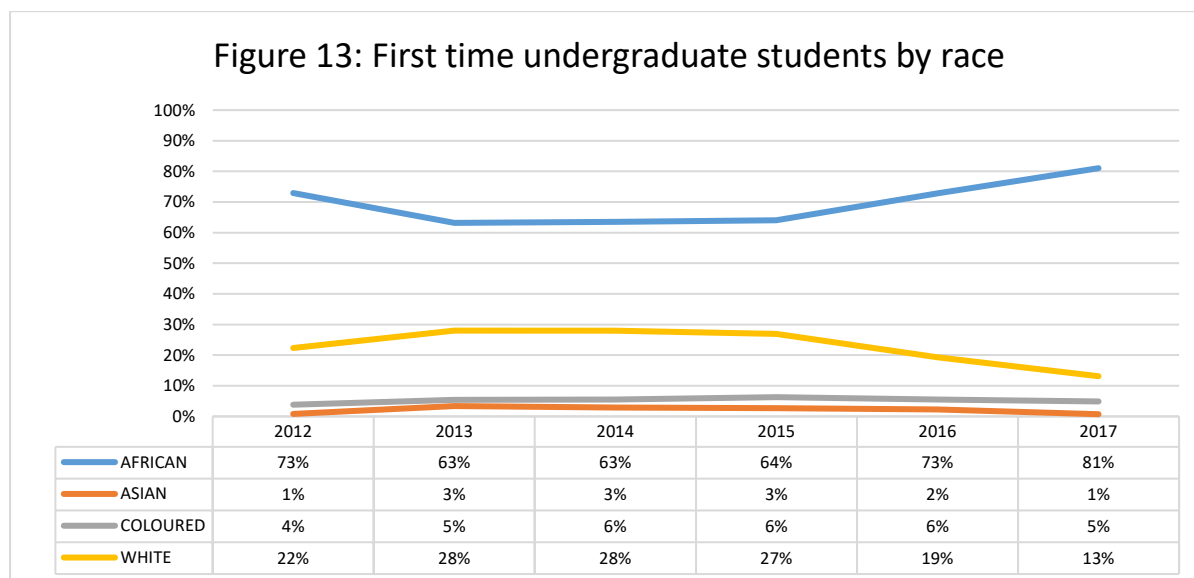


Figure 12 shows that the number of first time entering students from the Free State province has declined from representing over two thirds (69%) of this population in 2012 to just over half (51%) in 2017. In contrast, students from KwaZulu Natal show a steady increase to representing 14% of the current first time entering students' numbers.

### 1.4.5) Race



Racially, African first time entering student numbers have steadily increased by 8% between 2012 and 2017, while Indian/Asian and coloured student numbers fluctuate slightly. White student numbers saw a 6% increase between 2012 and 2013, but a 15% decrease in numbers since then (Figure 13).



### 1.4.6) Gender

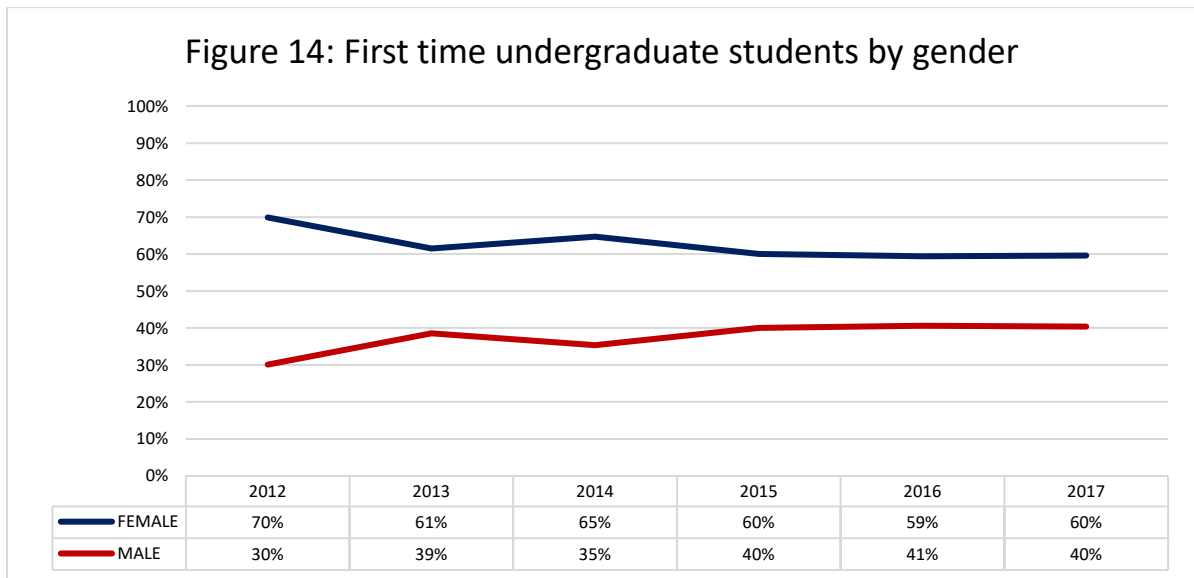
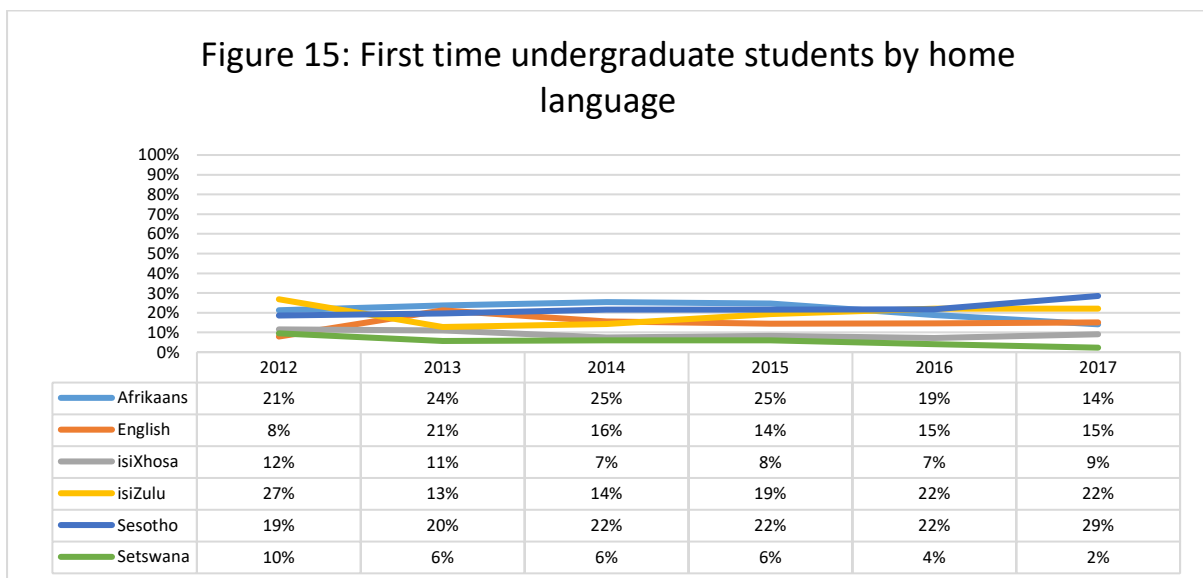


Figure 14 shows that the gap between female and male students was at its widest in 2012, with women making up 70% of first time entering students. Currently the ratio is at 60% to 40% for females and males respectively.

### 1.4.7) Home language



Currently, the most spoken home language of first time entering students is Sesotho, followed by IsiZulu (22%), English (15%) and Afrikaans (14%). Figure 15 also shows a sharp increase in Sesotho speaking students from 2016, as well as a decrease in Afrikaans speaking students since 2015.

## 1.5) Graduates

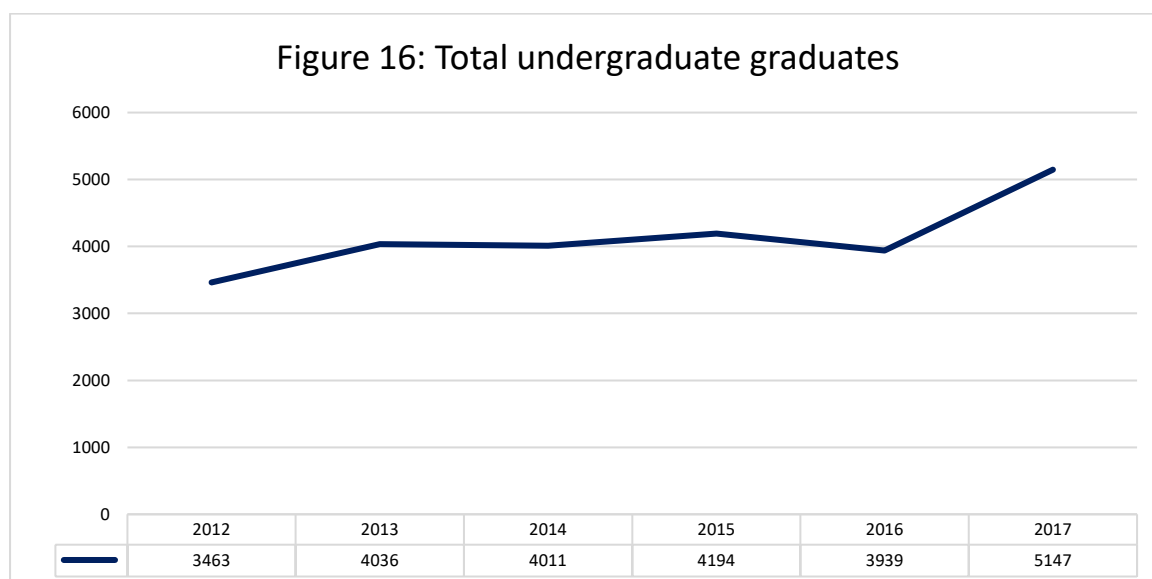
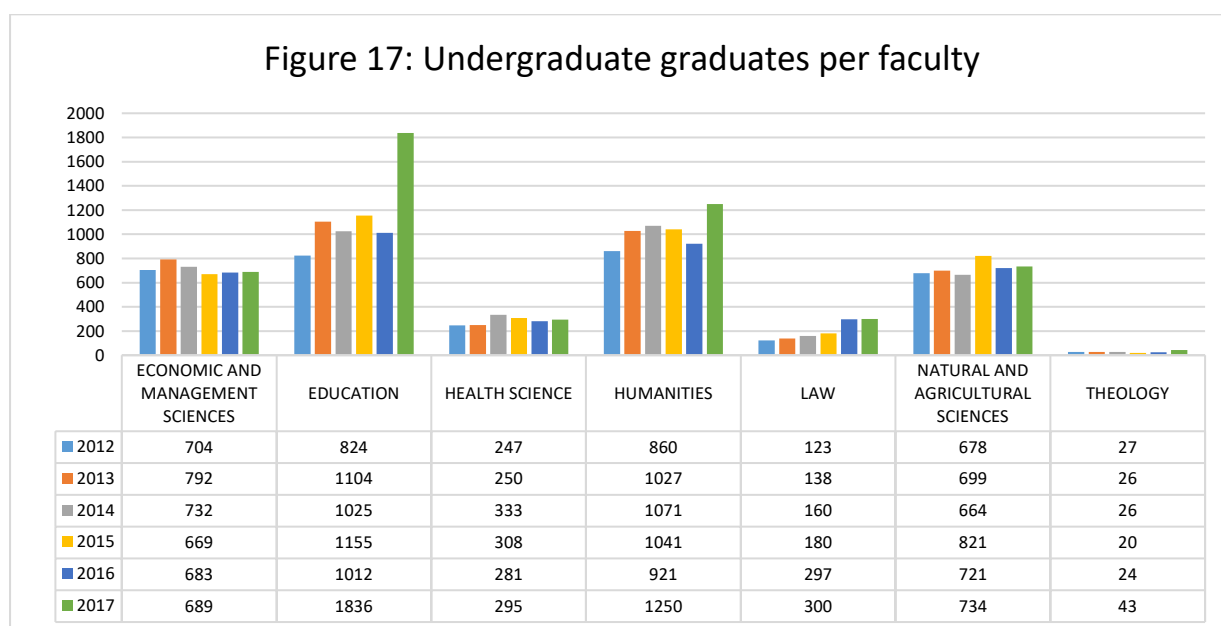
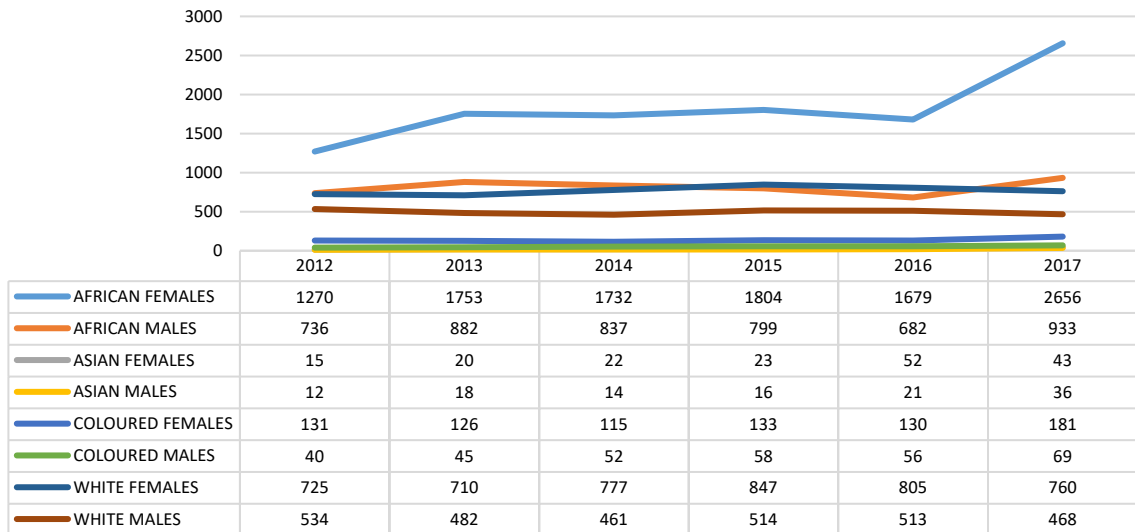


Figure 16 shows that even though the number of undergraduate graduates (including all diplomas, certificates and bachelors qualifications) have been fluctuating slightly over the last few years, there has been a large increase from 2012 (3 463 graduates) and 2017 (5 131 graduates).



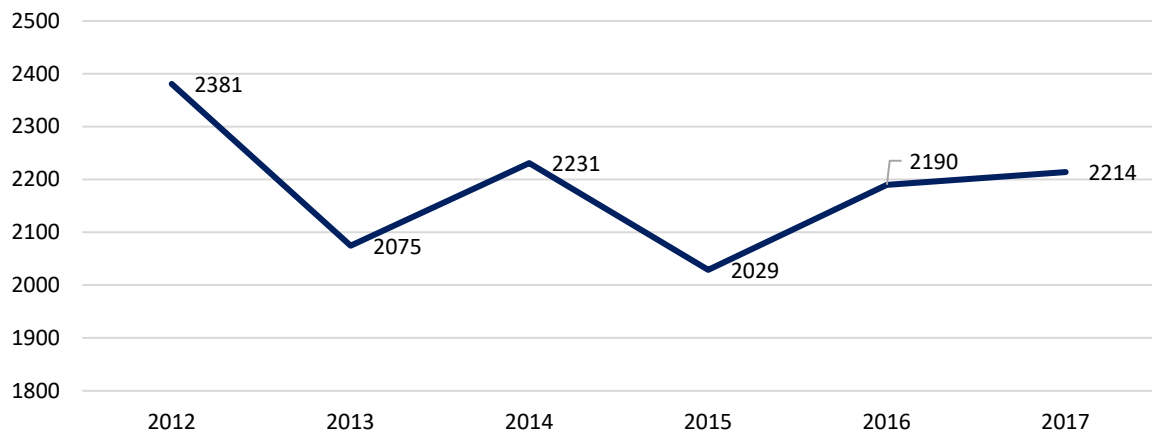
When considering the number of graduates per faculty over time, Figure 17 shows a decrease in undergraduate graduates in the Economic and Management Sciences numbers between 2013 and 2015, with a slight increase in 2016. Law sees a steady increase in undergraduate graduates, while Natural and Agricultural Sciences, Humanities, Education, and Health Sciences show a decrease in graduates between 2015 and 2016. In general, the total count of undergraduate graduates peaked in 2015, with a slight decline toward 2016. The increase in graduates produced by the Education and Humanities faculties could be because of the Advanced Certificates in Teaching online programme run from South Campus as well as the first graduates from the Higher Certificate programmes respectively.

Figure 18: Undergraduate graduates by race and gender



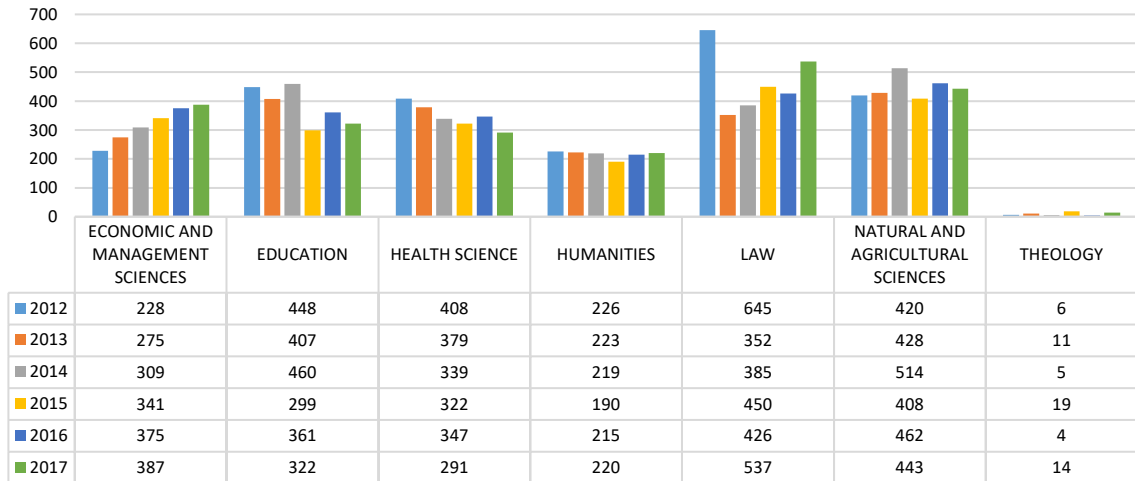
When looking at race and gender, the majority of undergraduate graduates are African females, with a particular increase in graduations from this group between 2016 and 2017. African, Indian/Asian, and coloured males and females all show a slight increase in graduates between 2016 and 2017, however, Indian/Asian females as well as white male and female students show a slight decline in graduations between 2016 and 2017 (Figure 18).

Figure 19: Total count of postgraduate less than masters graduates



In general, postgraduate graduates on less than masters level show some fluctuations over the years, with the numbers peaking in 2012 with 2 381 graduates. The numbers show a slight increase from 2016 to 2017 (Figure 19).

Figure 20: Postgraduate less than masters graduates by faculty



While most faculties show fluctuating numbers of postgraduate less than masters-level graduates between 2012 and 2016, Economic and Management Sciences show a steady increase during this time (Figure 20). Health Sciences show a steady decline in graduates between 2012 and 2015, and an increase again in 2016. The Law faculty shows a significant decrease in graduates between 2012 and 2013 and a steady increase since then.

Figure 21: Postgraduate less than masters graduates by race and gender

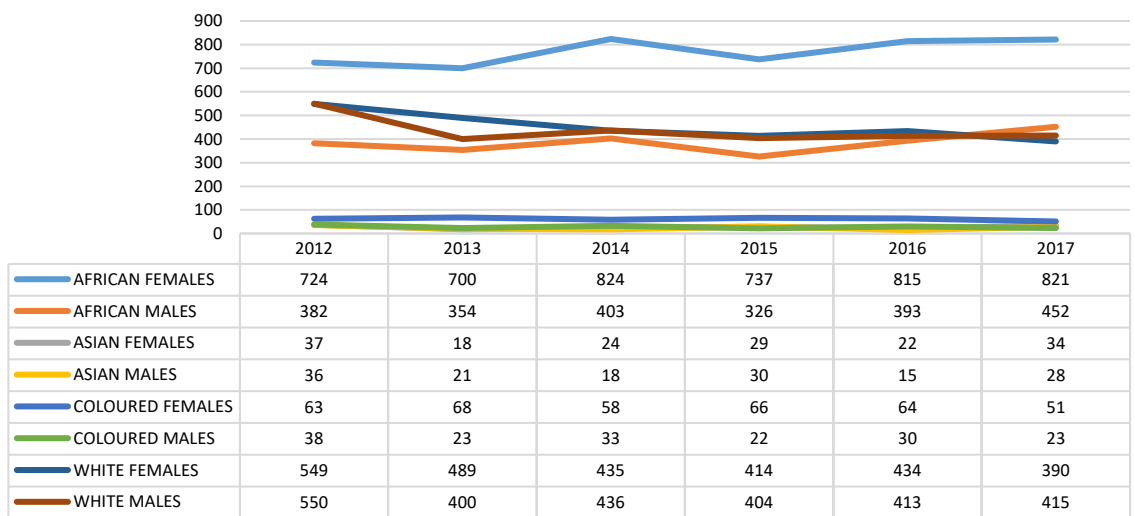


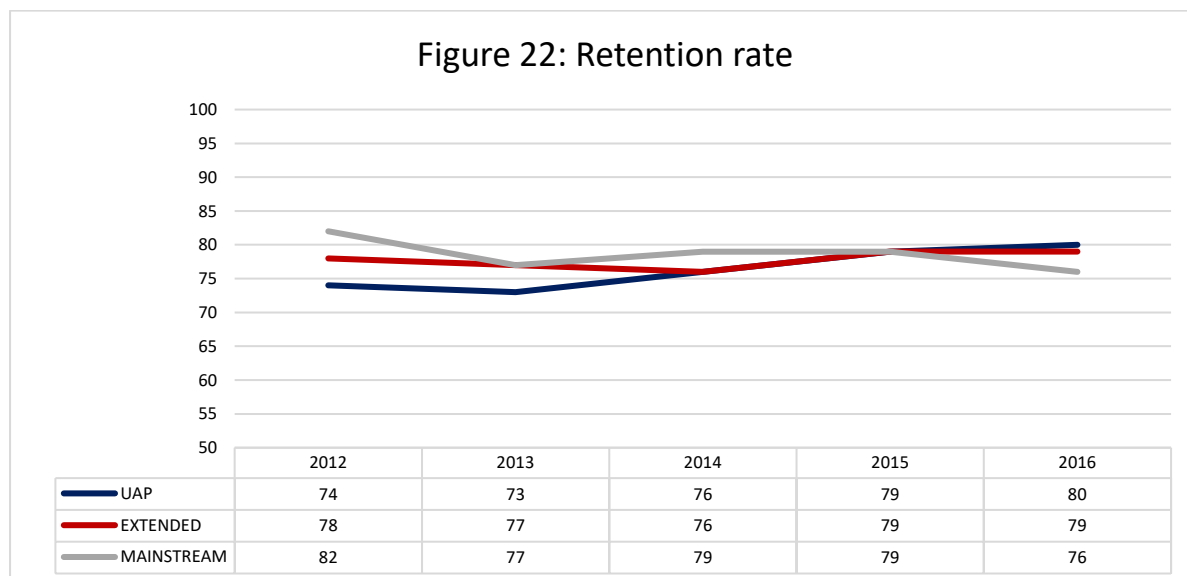
Figure 21 shows the postgraduate less than masters graduation count since 2012 by race and gender. African females again show the highest numbers, with African males showing a steady increase since 2015. White and coloured female and male students show a slight decline since 2016, while Indian/Asian female and male students show a slight improvement from 2016 to 2017.

## SECTION 2: STUDENT SUCCESS AT THE UFS

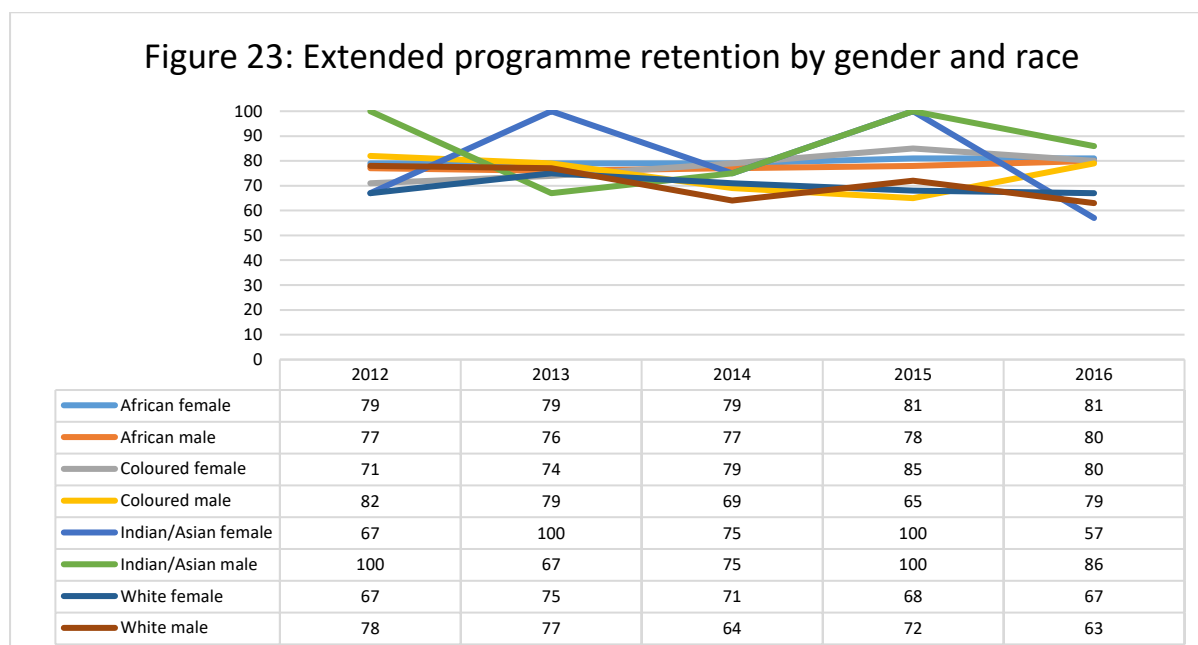
### 2.1) Key findings on student success at the UFS

- 80% of students enrolled for the University Access Programme return to register at the UFS the following year.
- 26% of mainstream and 21% of extended programme students *do not* return to register for their second year of study.
- In 2017, the institutional success rate was 80%, which is a 1% decline from 2016 and a 3% decline since 2015.
- The 2017 success rate for undergraduate students in 2017 was 80% and postgraduate less than masters level qualifications, which is the only degree level which showed an increase in success rate for all racial groups, had a success rate of 81%.
- Most faculties showed a lower success rate from 2016 to 2017, with differences ranging from 1% to 9%. The Faculty of Education is the only faculty to show an 8% increase in undergraduate success rate.
- The undergraduate success rate declined for all racial and gender groups from 2016 to 2017. African and coloured males show the lowest average success rate in three years (75% and 76% respectively), while white females show the highest average success rate over the three years (93%).
- In comparison with national data, the UFS undergraduate success rate is relatively on par, however, the achievement gap is slightly bigger (8% vs. 10% in 2016). The UFS achievement gap is also slightly wider in 2017 (12%).
- Although not the highest in three years, most faculties show an increase in graduation rate since 2016.
- Institutional undergraduate graduation rates show that white females had the highest rate (24%) in 2017, followed by white males (21%), African females (17%), coloured females (16%), coloured males (12%), and African males (11%).
- Proportionally, 70% of undergraduate graduates are African, 5% are coloured, 2% are Indian/Asian, and 24% are white (2017). African graduates increased by 10% of the proportion of graduates between 2016 and 2017.
- For postgraduate less than masters qualifications, all but one faculty show an increase in success rates from 2016 to 2017. Most racial and gendered groups also show an increase in success rates.
- Graduation rates for postgraduate less than masters level qualifications are higher than the national average (except for Law).
- For postgraduate less than masters qualifications, in 2017, African students represented 57% of graduates, coloured and Indian/Asian students represented 3% respectively, and white students represented 37% of graduates.

## 2.2) Undergraduate retention

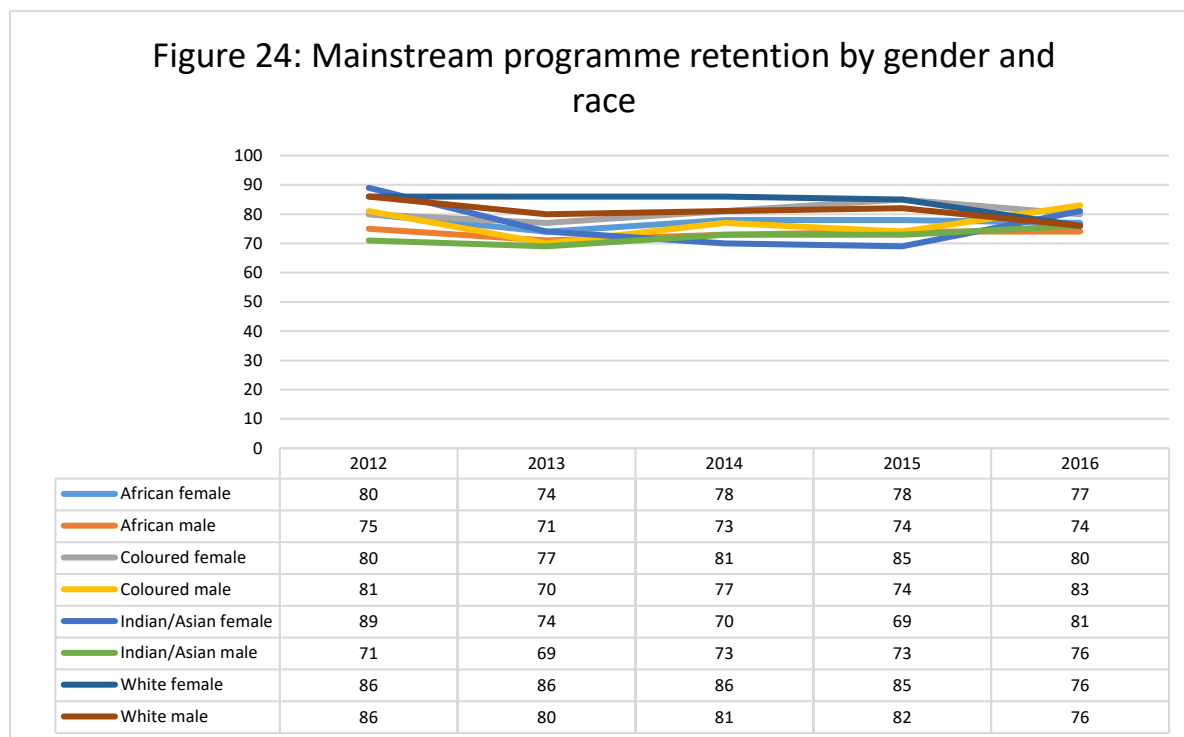


The retention rates of students registered for the University Access Programme (UAP), extended programmes and mainstream courses are shown in Figure 22. The retention rate for students from the UAP reflect the number of students who returned the next year as UFS students. For the extended and mainstream students, the retention rates reflect a cohort of students who returned the following year in the same education level (3 and 4 year bachelor degrees only) from year one to year two. UAP students show a steady growth in the percentage of students retained at UFS, with 80% of these students registering at the UFS after completion of the UAP. Students from the extended programme show a slightly higher retention rate than mainstream students, with only 21% of these students *not* returning to register in the same course in 2016, compared to 26% of mainstream students.



Looking closer at retention rates split by race and gender in the extended programmes, Figure 23 shows Indian/Asian male and female students with big fluctuations in retention, however, it has to be kept in mind that these groups represent very small numbers. African males and females show a slight increase in retention since 2012. White male and female students show some fluctuation in retention

rates, with both showing the lowest rate since 2012. Coloured females showed a steady increase up to 2015, after which a 5% decline can be seen.



In mainstream courses, Figure 24 shows that coloured female and male students, as well as Indian/Asian female students show the highest retention rate. African females show some fluctuations, but a general decline since 2012. African males show a similar pattern, yet with smaller differences in fluctuations. Both white female and male students show a decline in retention since 2012.

### 2.3) Institutional success rates

The definition institutions are required to report on nationally 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 1: FTE success rates

		2015	2016	2017
<b>All courses (including M &amp; PhD)</b>	General	83%	81%	80%
	African	80%	78%	77%
	Coloured	79%	79%	78%
	Indian/Asian	79%	80%	78%
	White	89%	88%	88%

<b>All courses (excluding M &amp; PhD)</b>	General	83%	82%	80%
<b>Postgraduate less than masters</b>	General	81%	79%	81%
	African	77%	74%	78%
	Coloured	78%	78%	79%
	Indian/Asian	74%	72%	75%
	White	88%	88%	88%
<b>Undergraduate</b>	General	83%	82%	80%
	African	81%	79%	78%
	Coloured	79%	81%	79%
	Indian/Asian	80%	82%	79%
	White	91%	90%	90%

Table 1 shows the institutional success rates by qualification level and race. The overall institutional success rate (including all qualification levels) has declined since 2015 from 83% to 80%. The overall success rate for postgraduate less than masters and undergraduate qualifications in 2017 is 81% and 80% respectively, showing an increase of 1% and decline of 2% from 2016 respectively. For comparison purposes, the national average success rate for undergraduates in 2016 was 83%. The national 2016 data shows an achievement gap of 8% between African and white undergraduate students, while the gap was at 10% during the same year at UFS (Department of Higher Education and Training [DHET] 2018). This gap seemed to have widened slightly to 12% in 2017 for UFS undergraduate students.

Table 2: Undergraduate success rate by faculty

	2015	2016	2017
Economic and Management Sciences	80%	79%	72%
Education	89%	81%	89%
Health Sciences	92%	94%	94%
Humanities	81%	80%	78%
Law	75%	81%	72%
Natural and Agricultural Sciences	85%	84%	83%
Theology	96%	92%	91%

Table 2 shows that the undergraduate success rates of most faculties declined from 2016 to 2017. The biggest decline is seen in the Law faculty (9%). The Law faculty also had the lowest average success rate over the last 3 years. The Faculty of Health Sciences had the highest average success rate over the last 3 years and did not show either an increase or decrease in success between 2016 and 2017. The Faculty of Education is the only one showing an increase in success rate (8%) from 2016 to 2017. All the remaining faculties show slight declines ranging from 1% to 7%.



Table3: Undergraduate success rate by gender and race

	2015	2016	2017
African female	83%	81%	81%
African male	76%	76%	73%
Indian/Asian female	81%	84%	80%
Indian/Asian male	79%	79%	77%
Coloured female	81%	82%	81%
Coloured male	75%	77%	75%
White female	93%	93%	92%
White male	87%	86%	86%

Table 3 shows the undergraduate institutional success rates by race and gender. The success rates of all races and genders dropped from 2016 to 2017. African males had the lowest average success rate over the last 3 years. White females had the highest average success rate over the last 3 years.

Table 4: Undergraduate graduation rate by faculty

	2015	2016	2017
Economic and Management Sciences	20%	18%	16%
Education	19%	12%	18%
Health Sciences	21%	18%	19%
Humanities	19%	15%	17%
Law	7%	10%	10%
Natural and Agricultural Sciences	20%	16%	15%
Theology	27%	25%	35%

Faculties' graduation rate is calculated by dividing the total number of graduates by the total number of students registered in the same year (irrespective of students' years of study). Although used as a proxy for throughput rate, this just provides an unrefined picture of students entering and exiting. Putting these numbers in perspective, the national graduation rate for undergraduate students in 2016 was 18% (DHET 2018). Table 4 shows that some faculties, such as Theology show a much higher rate than the national average and some, such as Law, show a much lower average. The influx of students from IIE Varsity College might have impacted these numbers for Law. Racial and gender analyses of institutional undergraduate graduation rates show that white females had the highest rate of 24% in 2017, followed by white males (21%), African females (17%), coloured females (16%), coloured males (12%), and African males (11%).

Table 5: Proportion of undergraduate graduates by race

	2015	Proportion of graduates for 2015	2016	Proportion of graduates for 2016	2017	Proportion of graduates for 2017
African	2603	62%	2361	60%	3572	70%
Coloured	191	5%	186	5%	250	5%
Indian/Asian	39	1%	73	2%	78	2%
White	1361	32%	1318	33%	1228	24%

The proportion of undergraduate graduates when split by race shows a 10% increase in African students graduating between 2016 and 2017, while the proportion of coloured and Indian/Asian students are relatively stable (Table 5). The proportion of white students graduating has declined by 9% between 2016 and 2017.

Table 6: Postgraduate less than masters level success rate by faculty

	2015	2016	2017
Economic and Management Sciences	74%	69%	71%
Education	94%	91%	97%
Health Sciences	91%	94%	95%
Humanities	92%	85%	93%
Law	66%	70%	68%
Natural and Agricultural Sciences	93%	91%	94%
Theology	93%	72%	90%

Table 6 shows the institutional success rates for postgraduate qualifications less than masters level by faculty. All but one faculty improved from 2016 to 2017. The biggest improvement in success rates from 2016 to 2017 occurred in the Faculty of Theology. The Faculty of Law had the lowest average success rate over the last 3 years. The Faculty of Health Sciences had the highest average success rate over the last 3 years.

Table 7: Postgraduate less than masters level success rate by gender and race

	2015	2016	2017
African female	79%	77%	80%
African male	74%	70%	75%
Indian/Asian female	78%	75%	72%
Indian/Asian male	70%	68%	78%
Coloured female	82%	81%	82%
Coloured male	70%	72%	73%
White female	92%	91%	91%
White male	83%	86%	85%

Table 7 shows the institutional success rates for postgraduate qualifications less than masters level. The success rates of most races and genders increased from 2016 to 2017. The biggest change in success rates from 2016 to 2017 was a 10% improvement for Indian/Asian males. Still, Indian/Asian males had the lowest average success rate over the last 3 years. White females had the highest average success rate over the last 3 years.

Table 8: Postgraduate less than masters level graduation rate

	2015	2016	2017
Economic and Management Sciences	48%	44%	49%
Education	56%	60%	52%
Health Sciences	68%	79%	73%
Humanities	60%	60%	70%
Law	31%	32%	41%
Natural and Agricultural Sciences	63%	63%	67%

Theology	70%	24%	56%
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The graduation rate for postgraduate less than masters level qualifications is much higher than for undergraduate qualifications (Table 8). Most faculties show an increase in the graduation rate from 2016 to 2017, with Education and Health Sciences showing a decline. The national average for postgraduate less than masters graduation rates in 2016 was 44% (DHET 2018).

Table 9: Proportion of postgraduate less than masters graduates by race

	2015	Proportion of graduates for 2015	2016	Proportion of graduates for 2016	2017	Proportion of graduates for 2017
African	1063	52%	1208	55%	1262	57%
Coloured	88	4%	94	4%	74	3%
Indian/Asian	59	3%	37	2%	58	3%
White	818	40%	847	39%	803	37%

Table 9 shows that the proportion of graduates for postgraduate qualifications less than masters by race. In 2017, African students represented 57% of graduates, coloured and Indian/Asian students represented 3% respectively, and white students represented 37% of graduates.

### SECTION 3: TEACHING AND LEARNING AT FACULTY LEVEL

Education is the largest faculty, with 10 438 registered students (26% of total student population). This is followed by Humanities, with 9 174 students (23% of total student population), Natural and Agricultural Sciences, with 7 277 students (18% of total student population), Economic and Management Sciences, with 6 209 students (15% of total student population), Law, with 4 115 students, (10% of total student population), Health Sciences, with 2 606 students (6% of total student population), and Theology, with 394 students (1% of total student population). Each of the faculties are discussed consecutively in terms of enrolments (by campus, first time entering students, gender and race), graduates (by campus, gender and race), and module pass rates (by gender and race, as well as per department over time). These are mainly reported for undergraduate and postgraduate qualifications less than masters level.

#### 3.1) Economic and Management Sciences

##### 3.1.1) Key findings for Economic and Management Sciences:

- Undergraduate enrolments have been steadily climbing, particularly for African students.
- Mainstream first time entering African student numbers on the Bloemfontein campus have doubled from 2015 to 2018, as did the number of African students enrolled for the extended programme on the QwaQwa campus.
- The numbers of first time African students enrolling for mainstream courses on the QwaQwa campus increased five-fold from 2015 to 2018.
- Undergraduate module pass rates show an overall decline between 2016 and 2017, ranging between a 2% decline for Economics, to 22% in Industrial Psychology. The biggest drop in module pass rates was for African males, while white females have consistently had the highest module pass rates since 2015.
- The number of graduates (excluding masters and doctoral students) have fluctuated since 2012 but has increased from 883 in 2012 to 965 in 2017. The number of graduates from the

QwaQwa campus has steadily declined during this time, with 46 graduates in 2012 and 27 in 2017.

- Postgraduate enrolments (less than masters level) is the lowest since 2016 for African females and males, white females and males, as well as coloured females.
- There has been a significant increase in African male and female graduates on postgraduate less than masters level.
- In contrast to undergraduate numbers, postgraduate less than masters module pass rates showing the highest module pass rates in three years are from the departments of Economics and Industrial Psychology. The majority of the departments also show an increase in module pass rates in 2017. The Business School shows the lowest module pass rate in three years.
- In postgraduate less than masters qualifications, African females and males have a slightly better module pass rate in 2017 than in 2016. Most other groups had the worst module pass rate in three years in 2017. White females do consistently well, while African and coloured males show the lowest module pass rates over three years.
- Achievement gaps (based on module pass rates) between African and white students in 2017 were 9% for undergraduate students and 15% for postgraduate less than masters students.

### 3.1.2) Enrolments

Table 10 below 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. For Economic and Management Sciences, all undergraduate student numbers are highest in 2018, while postgraduate less than masters numbers have declined since 2016. Doctoral enrolments are highest in 2018 since 2015, while masters enrolments have increased in 2018 after a fluctuation in 2017 numbers.

Table 10: Count of full time enrolments for Economic and Management Sciences by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	60	82	77	99
	Masters	330	302	281	303
	Postgraduate less than masters	708	851	797	736
	Undergraduate	2770	3020	3334	3733
<b>QwaQwa</b>	Undergraduate	243	350	393	540
<b>South campus</b>	Undergraduate	401	505	677	733

Table 11: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Extended</b>	<b>African</b>			2	
	<b>White</b>			1	
<b>BFN campus Mainstream</b>	<b>African</b>	403	634	618	806
	<b>Coloured</b>	48	51	46	63
	<b>Indian/Asian</b>	10	16	12	11
	<b>White</b>	199	224	158	146
<b>BFN campus Higher Certificate</b>	<b>African</b>			106	40

	Coloured			15	6
	Indian/ Asian			8	1
	White			50	4
<b>QwaQwa campus Extended</b>	<b>African</b>	84	144	110	169
	Coloured		1		
	Indian/As ian		1		1
<b>QwaQwa campus Mainstream</b>	<b>African</b>	16	34	30	81
	Coloured				1
<b>South campus Extended</b>	<b>African</b>	114	185	200	186
	Coloured	11	25	10	11
	Indian/As ian	1	1	4	1
	White	11	22	16	9
<b>South campus Mainstream</b>	<b>African</b>	1			1
<b>South campus Higher Certificate</b>	<b>African</b>			143	167
	Coloured			7	10
	White			2	1
<b>Total Extended</b>		221	379	343	377
<b>Total Mainstream</b>		677	959	864	1115

Table 11 shows the number of first time entering students by race, campus and programme registered for Economic and Management Sciences. In mainstream courses on the Bloemfontein and extended programmes on the QwaQwa campus, the number of first time entering African students has doubled between 2015 and 2018. Mainstream enrolments for African students on the QwaQwa campus increased from 16 enrolments in 2015 to 80 in 2018. On Bloemfontein campus, mainstream enrolments show a steady increase for coloured and Indian/Asian students, while white student numbers show a sharp decline since 2016.

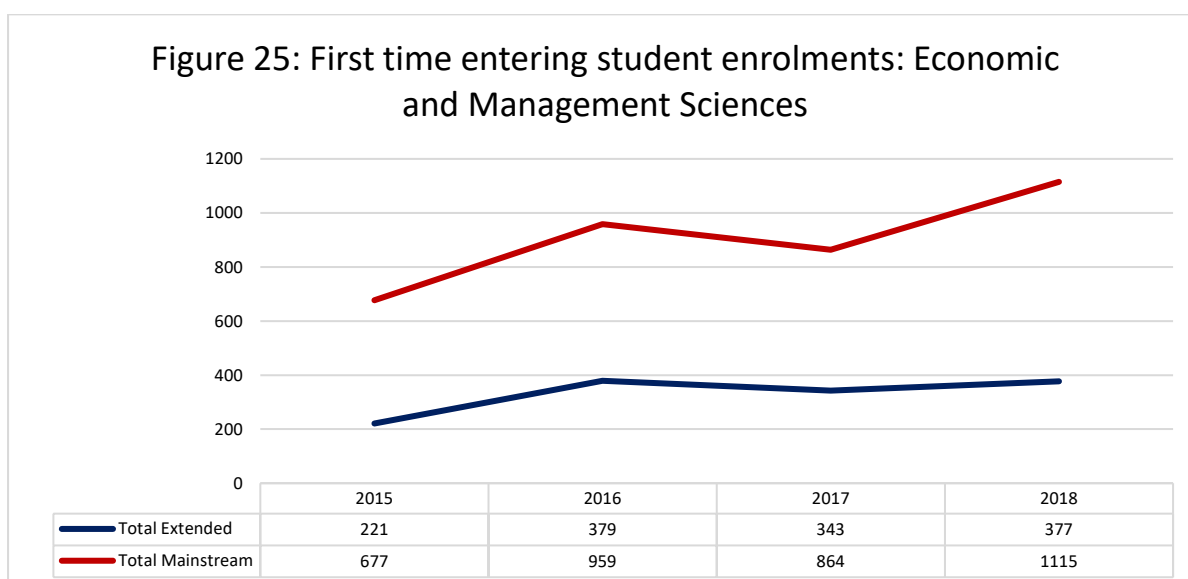
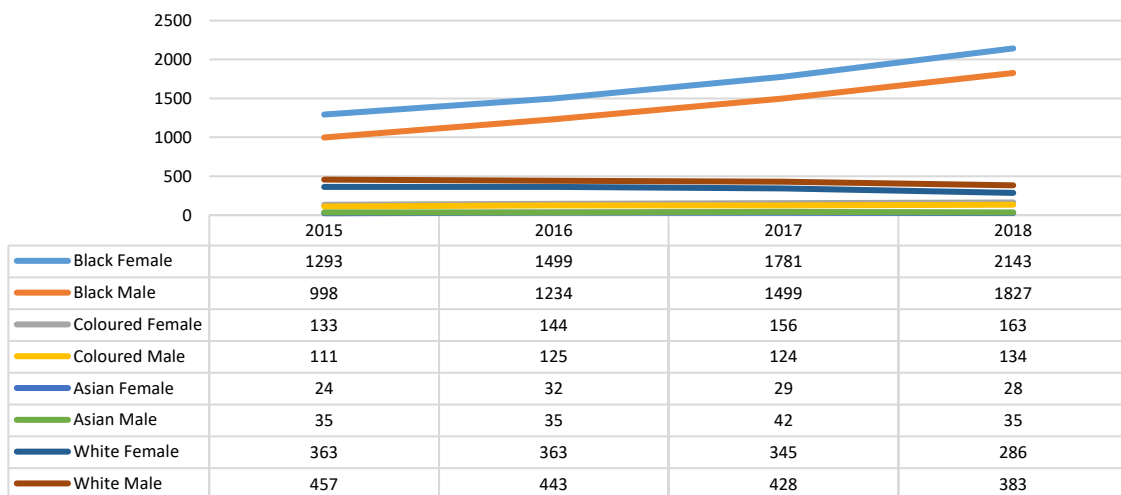


Figure 25 shows the total count of first time entering students' enrolments in extended and mainstream courses for Economic and Management Sciences. The number of mainstream students

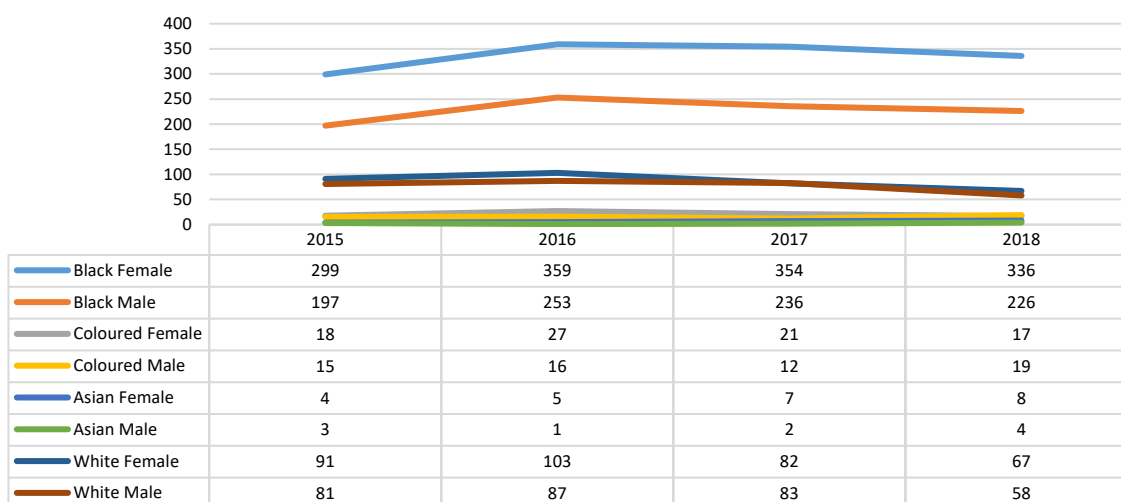
have increased significantly since 2015, while the number of students entering the extended programmes have stayed relatively stable since 2016.

Figure 26: Undergraduate enrolments by race and gender: Economic and Management Sciences



Undergraduate enrolments by faculty show a sharp increase in recent years of African female and male students in the Economic and Management Sciences faculty (Figure 26). In contrast, white female and male students show a decrease in student numbers over the past few years. Similar to the overall picture, coloured females show a steady increase, while the remaining three minority groups (coloured males, Indian/Asian females and males) show fluctuating numbers.

Figure 27: Postgraduate less than masters enrolment in Economic and Management Sciences



For postgraduates less than masters levels, African females and males, as well as white female and males, and coloured females all show a downward trend regarding enrolments since 2016 (Figure 27).

### 3.1.3) Graduates

Table 12: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Economic and management sciences							
		2012	2013	2014	2015	2016	2017
	BFN	883	1027	1005	975	1031	965
	QWA	46	38	36	34	27	27
	SOUTH	2					84
TOTAL COUNT		<b>931</b>	<b>1065</b>	<b>1041</b>	<b>1009</b>	<b>1058</b>	<b>1076</b>

Table 12 shows the number of graduates produced by Economic and Management Sciences since 2012 by campus. While Bloemfontein campus numbers show some fluctuation, QwaQwa campus shows a steady decline in the number of graduates since 2012. The 84 graduates from South Campus reflect the first graduates from the Higher Certificate enrolments.

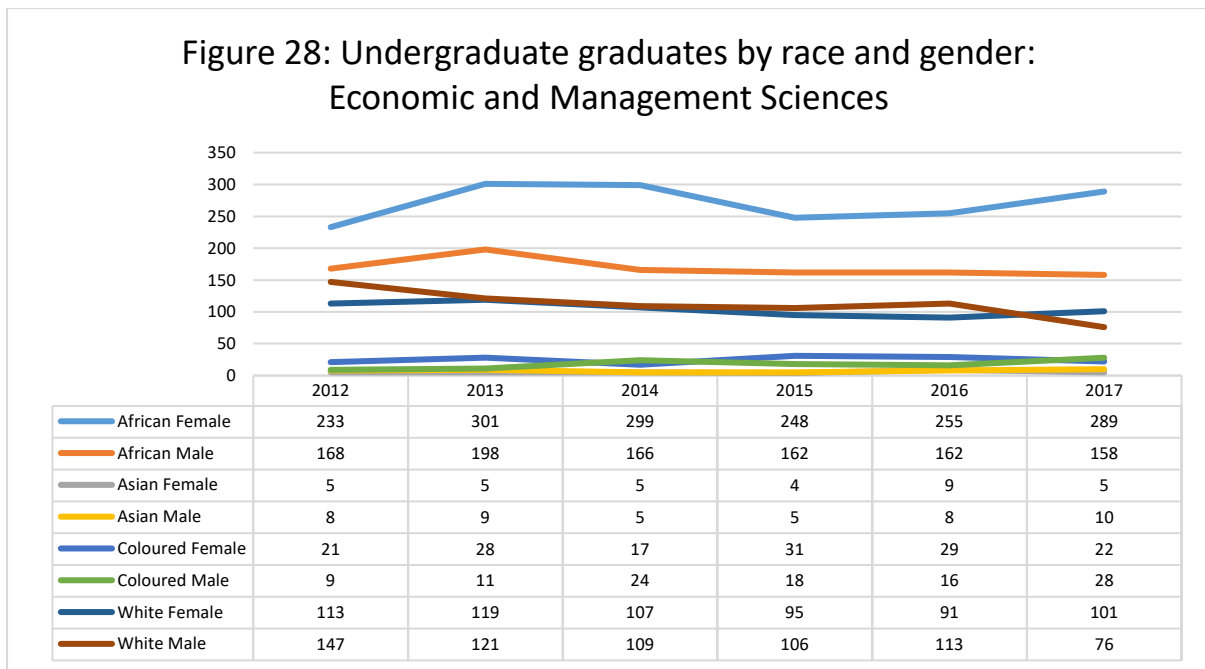
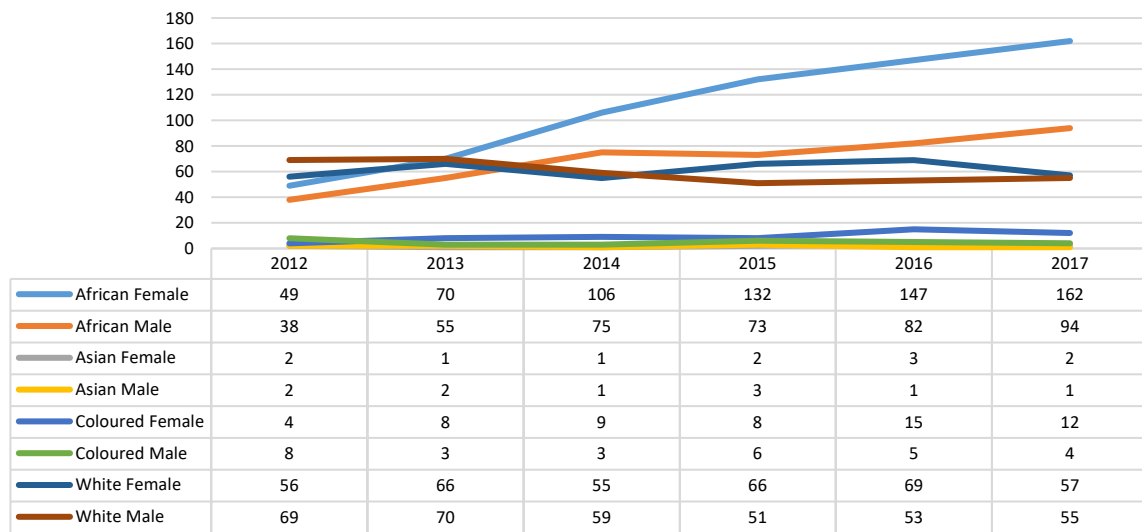


Figure 28 shows undergraduate graduates by race and gender. While the number of African female students have increased since 2015 after a bit of fluctuation, white males show the sharpest decline in the number of graduates since 2016. The number of African males graduating from the faculty peaked in 2013 and has been gradually declining since then. African females represented 42% of the undergraduate graduates in 2017.

Figure 29: Postgraduate less than masters graduates in Economic and Management Sciences



Among postgraduates less than masters, the number of African females and males graduating has increased significantly since 2012, with the number of African women increasing threefold during this time. All other groups show some fluctuations, with no overt trends (Figure 29).

### 3.1.4) Module pass rates: Economic and Management Sciences

As noted, the module pass rates for faculties was calculated through dividing the number of students who pass modules by the number registered for respective modules.

Table 13: Undergraduate module pass rates of academic departments within Economic and Management Sciences

	2015	2016	2017
Business Management	77%	78%	72%
Economics	81%	79%	77%
Industrial Psychology	81%	81%	59%
Public Administration and Management	80%	78%	64%
School for Accounting	73%	76%	67%
UFS Business School	81%	80%	83%

The undergraduate module pass rates of most departments decreased from 2016 to 2017 (Table 13). The biggest decreases from 2016 to 2017 were in the departments of Industrial Psychology and Public Administration and Management, reflecting 22% and 14% respectively. The School for Accounting had the lowest average module pass rates over the last 3 years. The UFS Business School had the highest average module pass rates over the last 3 years, and also shows the highest module pass rate in 2017.



Table 14: Undergraduate module pass rates for Economic and Management Sciences by race and gender

	2015	2016	2017
African female	79%	79%	72%
African male	73%	73%	65%
Indian/Asian female	86%	77%	71%
Indian/Asian male	75%	78%	71%
Coloured female	77%	80%	72%
Coloured male	74%	77%	73%
White female	87%	89%	85%
White male	81%	81%	77%

Table 14 shows that the undergraduate module pass rates of all races and genders decreased from 2016 to 2017. The biggest decrease between 2016 and 2017 was for African males. African males also had the lowest average module pass rates over the last 3 years. In contrast, white females had the highest average module pass rates over the last 3 years. The achievement gap between African and white students based on undergraduate module pass rate in 2017 for Economic and Management Sciences stood at 9%.

Table 15: Postgraduate less than masters module pass rates of academic departments within Economic and Management Sciences

	2015	2016	2017
Business Management	91%	97%	93%
Economics	69%	68%	75%
Industrial Psychology	92%	96%	96%
Public Administration and Management	92%	72%	83%
School for Accounting	63%	54%	58%
UFS Business School	85%	81%	78%

The postgraduate less than masters module pass rates of most departments improved from 2016 to 2017 (Table 15). The biggest improvement between 2016 and 2017 was in the Department of Public Administration and Management. The School for Accounting had the lowest average module pass rates over the last 3 years. The Department of Industrial Psychology had the highest average module pass rates over the last 3 years.

Table 16: Postgraduate less than masters module pass rates of Economic and Management Sciences by race and gender

	2015	2016	2017
African female	72%	67%	70%
African male	69%	63%	67%
Indian/Asian female	82%	83%	53%
Indian/Asian male	100%	100%	67%
Coloured female	74%	79%	81%
Coloured male	67%	75%	53%
White female	91%	86%	86%
White male	87%	87%	83%

The postgraduate less than masters module pass rates of most races and genders decreased from 2016 to 2017 (Table 16). The biggest drop between 2016 and 2017 was for Indian/Asian males. However, Indian/Asian males also had the highest average module pass rates over the last 3 years. The small number of registered students from this group might cause these results (e.g. 11 students in 2016 and 12 students in 2017). Considering only the larger groups, white females show the highest consistent module pass rate, while African and coloured males show the lowest average module pass rates over the last 3 years. The achievement gap between African and white students in 2017 stood at 15%.

### 3.2) Education

#### 3.2.1) Key findings for Education

- Enrolments for undergraduate and postgraduate less than masters levels are highest in 2018.
- African female undergraduate enrolments have decreased from 2017 to 2018 but is still double the number of enrolments of the second largest group.
- First time entering students show considerable increases in extended and mainstream programmes on both Bloemfontein and QwaQwa campuses over time, except for white students entering into mainstream programmes on the Bloemfontein campus who shows a general decline in numbers since 2016.
- Undergraduate graduates show that the numbers for African female and male students have doubled between 2016 and 2017. This could largely be attributed to the online education course offered at South Campus.
- Graduates on less than masters and doctoral level (including undergraduates) show a steady increase in numbers on the QwaQwa campus, with 242 in 2012 and 396 in 2017, however, the Bloemfontein campus shows a decline in graduates, with 555 in 2012 and 508 in 2017.
- Most undergraduate module pass rates show a general increase from 2016 to 2017. The lowest module pass rate in 2017 is for Open Distance Learning, with 81%, and the highest is for Curriculum Studies (95%). Over the past three years, white females consistently did the best, and African males had the lowest average module pass rate.
- For postgraduate less than masters level students, African female student numbers show a sharp increase since 2017, with a more steady increase of African males.
- Since 2014 there has been a decline in the number of African and white females graduating on postgraduate less than masters level, while the number of African and white males increased.
- For postgraduate less than masters level, there is a 26% increase in the module pass rate for Open Distance Learning between 2016 and 2017. While most module pass rates increased,

from 2016 to 2017, coloured males show the biggest improvement, however, this group has the lowest average pass rate over the 3 years.

- Achievement gaps between African and white students (based on module pass rate differences) for 2017 are 9% for undergraduate modules and a 5% difference in postgraduate less than masters level modules.

### 3.2.2) Enrolments

Table 17: Count of enrolments for Education by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	138	205	197	184
	Masters	181	404	271	236
	Postgraduate less than masters level	306	332	286	396
	Undergraduate	1981	2381	2906	3550
<b>QwaQwa</b>	Doctoral			19	19
	Masters	7	15	46	32
	Postgraduate less than masters level	231	273	331	359
	Undergraduate	974	1304	1953	2623
<b>South campus</b>	Undergraduate	3023	5108	5154	2902

For Bloemfontein and QwaQwa campuses, enrolments for undergraduate up to postgraduate less than masters level have peaked in 2018 (Table 17). On the Bloemfontein campus, doctoral and masters enrolments peaked in 2016 and have declined gradually since. Doctoral enrolments on the QwaQwa campus is highest in 2018 since 2015, while masters enrolments have declined slightly from 2017 to 2018. South campus enrolments are significantly lower in 2018 than in 2017.

Table 18: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Extended</b>	<b>African</b>	16	153	270	274
	<b>Coloured</b>	8	29	32	54
	<b>Indian/Asian</b>		1		2
	<b>White</b>	6	28	13	21
<b>BFN campus Mainstream</b>	<b>African</b>	102	241	423	527
	<b>Coloured</b>	51	77	80	78
	<b>Indian/Asian</b>	1	2	1	1
	<b>White</b>	181	204	132	100
<b>QwaQwa campus Extended</b>	<b>African</b>	33	318	269	460
	<b>Coloured</b>			1	
	<b>Indian/Asian</b>				1
	<b>White</b>		1		
<b>QwaQwa campus Mainstream</b>	<b>African</b>	216	256	561	509
	<b>Coloured</b>			2	

<b>South campus Extended</b>	<b>Coloured</b>		5		
	<b>White</b>	1			
<b>South campus Mainstream</b>	<b>African</b>	240	885	211	263
	<b>Coloured</b>	3	8	4	9
	<b>Indian/Asian</b>	1	1	5	5
	<b>White</b>	1	7	2	7
<b>Total Extended</b>		64	535	585	812
<b>Total Mainstream</b>		796	1681	1421	1500

The data shows considerable increases in African first time entering students in both extended and mainstream undergraduate education studies on the Bloemfontein and QwaQwa campuses (Table 18). In contrast, white students enrolled in mainstream programmes on the Bloemfontein campus show a decrease in numbers since 2016.

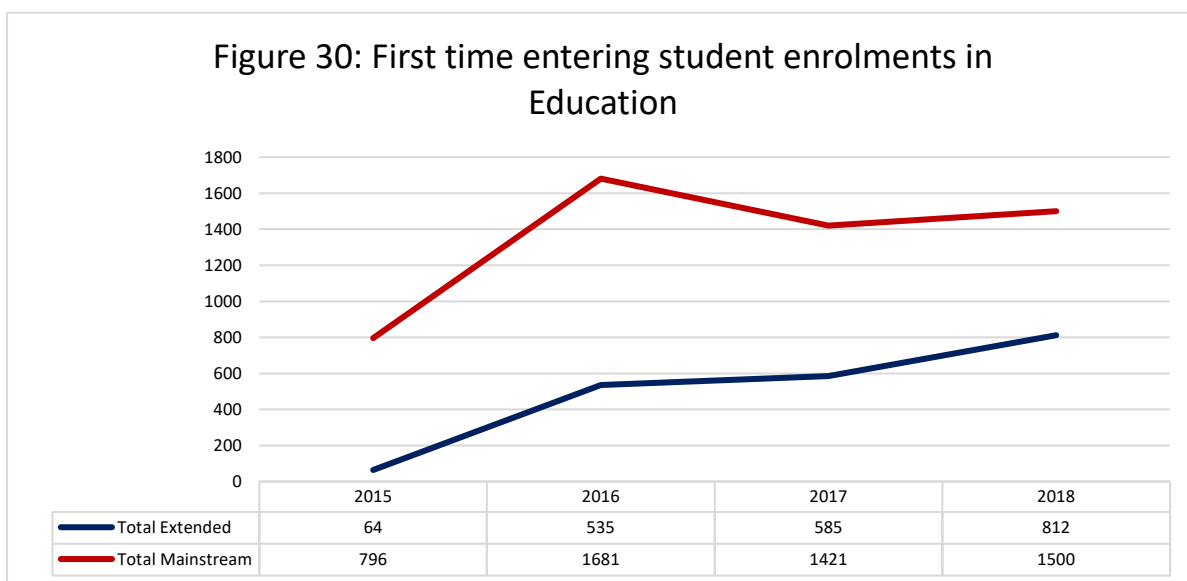


Figure 30 shows a significant increase in the amount of mainstream and extended programme first time entering students since 2015.

Figure 31: Undergraduate enrolments by race and gender in Education

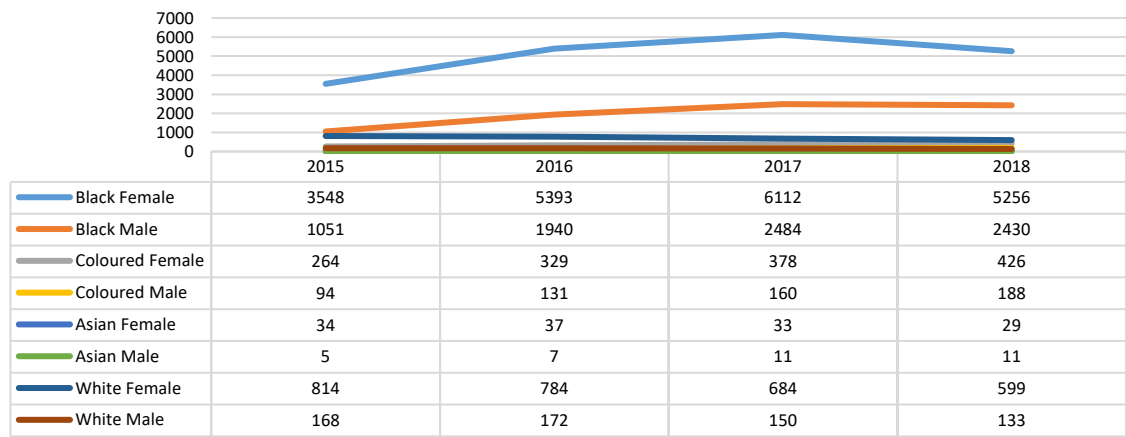
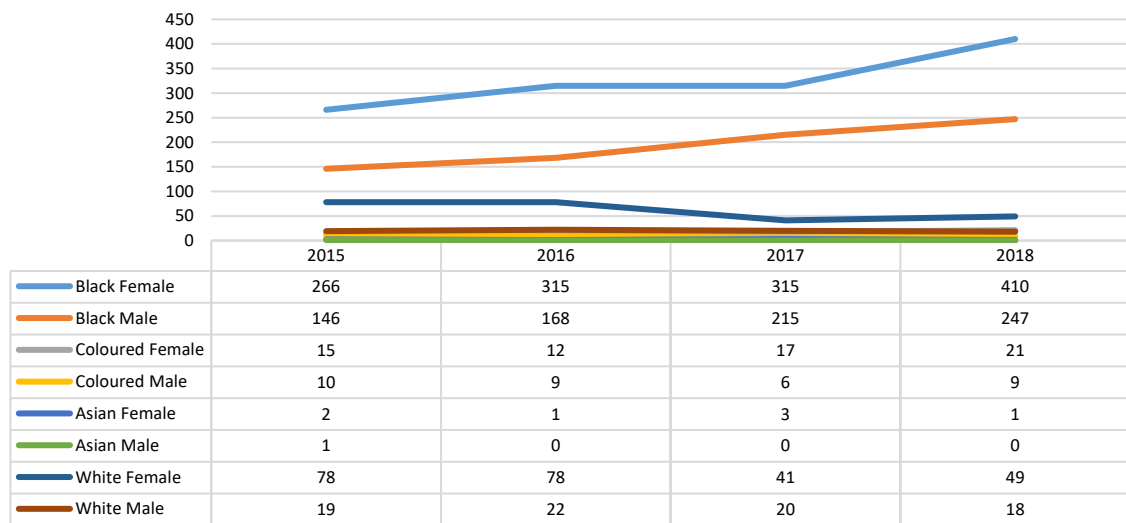


Figure 31 shows that the only groups showing an increase in Education enrolments from 2017 to 2018 are coloured females and males. Most other groups show a decline in numbers, with the most prominent drop among African females, however, this group still enrolls more than double the number of the second largest group.

Figure 32: Postgraduate less than masters enrolment in Education



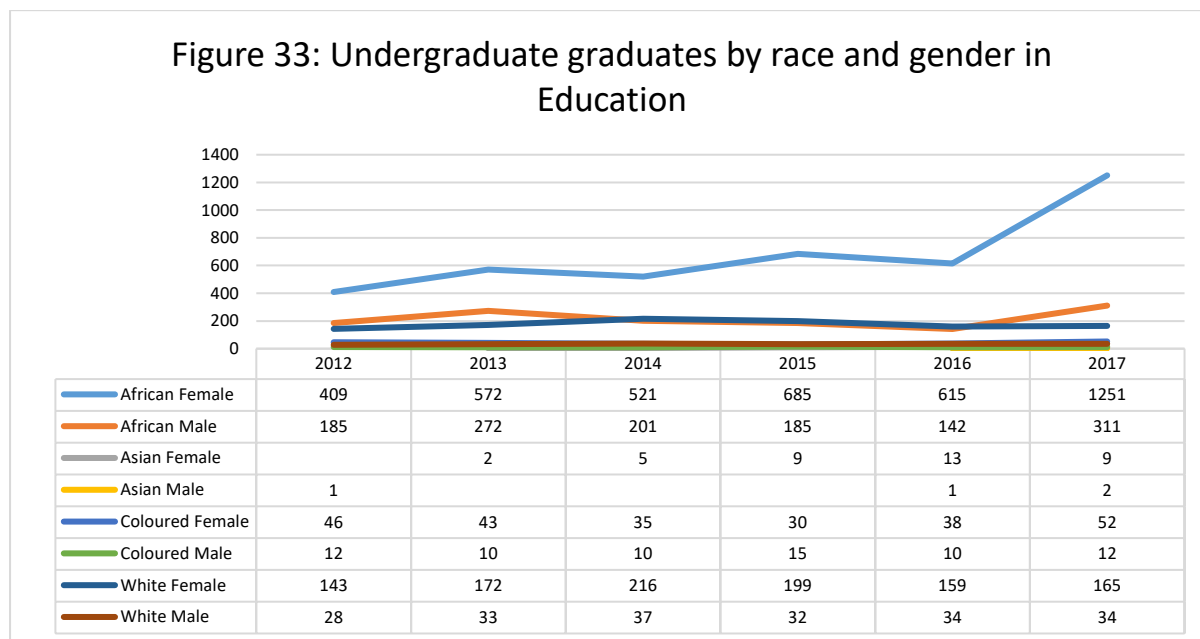
Regarding postgraduate less than masters enrolments, African female and male students show a steady incline since 2015. All other students show some fluctuation in numbers (Figure 32).

### 3.2.3) Graduates

Table 19: Number of graduates by campus

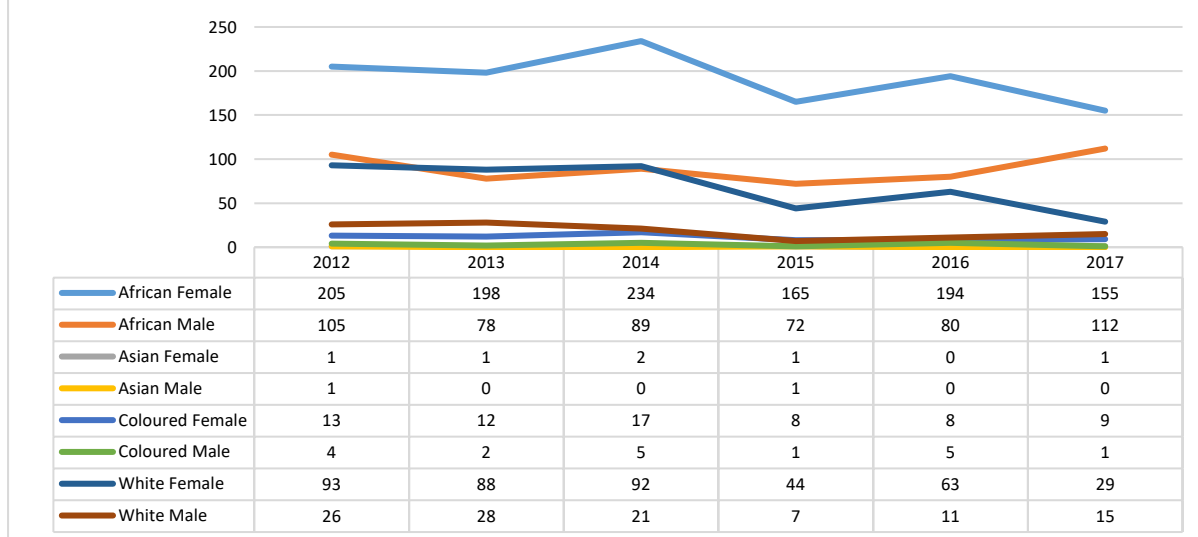
Count of graduates (excl. Masters and Doctoral): Education							
		2012	2013	2014	2015	2016	2017
	BFN	555	533	619	502	517	508
	QWA	242	268	364	367	318	396
	SOUTH	475	710	502	585	538	1254
<b>TOTAL COUNT</b>		<b>1272</b>	<b>1511</b>	<b>1485</b>	<b>1454</b>	<b>1373</b>	<b>2158</b>

Table 19 shows that while some fluctuations in the number of graduates over the three campuses have taken place over the years, South campus graduations have more than doubled between 2016 and 2017. This steep increase is explained by the Advanced Certificates in Teaching online programme offered from South Campus.



African undergraduate graduates, particularly females, have seen a sharp increase in numbers in 2017 (Figure 33), while other groups' numbers have fluctuated slightly over the years.

Figure 34: Postgraduate less than masters graduates in Education



For postgraduate less than masters' students, the number of graduates for African and white women show a general downward trend (Figure 34), while African and white males show an increase in graduates since 2015.

### 3.2.4) Module pass rates

Table 20: Undergraduate module pass rates of academic departments within Education

	2015	2016	2017
African Languages	100%	100%	
Curriculum Studies	96%	95%	95%
Office of the Dean: Education	94%	91%	93%
Open Distance Learning	84%	76%	81%
School of Education Studies	90%	87%	88%
School of Mathematics, Natural Sciences and Technology Education	84%	88%	90%
School for Social Sciences and Language Education	91%	91%	90%

\*Curriculum Studies - 19 students in 2016; School of Education - only 1 student added to School of Education Studies; African Languages only 4 students; School of Open Learning added to Open Distance Learning; 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 2016 to 2017 (Table 20). The biggest improvement in module pass rates from 2016 to 2017 was in Open Distance Learning. However, Open Distance Learning also had the lowest average module pass rates over the last 3 years. The departments of African Languages and Curriculum Studies had the highest average module pass rates over the last 3 years.

Table 21: Undergraduate module pass rates for Education by race and gender

	2015	2016	2017
African female	87%	80%	86%
African male	84%	76%	78%
Indian/Asian female	92%	85%	87%
Indian/Asian male	85%	89%	79%
Coloured female	85%	87%	87%
Coloured male	76%	81%	82%
White female	93%	93%	94%
White male	84%	82%	87%

Table 21 shows that the undergraduate module pass rates of most race and gender groups increased from 2016 to 2017. The biggest decrease in module pass rates from 2016 to 2017 was for Indian/Asian males. African males had the lowest average module pass rates over the last 3 years. White females had the highest average module pass rates over the last 3 years. Coloured and white students show the best module pass rate in three years. The achievement gap between African and white undergraduate students in 2017 was 9%.

Table 22: Postgraduate less than masters module pass rates of academic departments within Education

	2015	2016	2017
Curriculum Studies	67%	100%	
Open Distance Learning	78%	70%	96%
School of Education Studies	92%	91%	91%
School of Higher Education Studies		73%	84%
School of Mathematics, Natural Sciences and Technology Education	95%	87%	92%
School for Social Sciences and Language Education	97%	95%	95%

\*Curriculum Studies - only 10 students;

The biggest improvement in postgraduate less than masters module pass rates from 2016 to 2017 was in Open Distance Learning (26%). The School of Higher Education Studies had the lowest average module pass rates over the last 3 years. The School for Social Sciences and Language Education had the highest average module pass rates over the last 3 years (Table 22).

Table 23: Postgraduate less than masters module pass rates of Education by race and gender

	2015	2016	2017
African female	94%	93%	92%
African male	88%	87%	90%
Indian/Asian female	88%	91%	97%
Indian/Asian male	100%		
Coloured female	92%	90%	94%



Coloured male	80%	69%	94%
White female	96%	96%	96%
White male	90%	87%	92%

\*Indian/Asian female and male - 16 students in 2015 respectively

The postgraduate less than masters module pass rates of most races and genders improved from 2016 to 2017 (Table 23). The biggest improvement in module pass rates from 2016 to 2017 was for coloured males. However, coloured males also had the lowest average module pass rates over the last 3 years. Indian/Asian males had the highest average module pass rates over the last 3 years. The achievement gap between African and white students in 2017 was 5%.

### 3.3) Health Sciences

#### 3.3.1) Key findings for Health Sciences

- The highest amount of undergraduate enrolments is seen in 2018, while postgraduate less than masters level enrolments are the lowest since 2015.
- First time enrolments for African students have doubled since 2015, while enrolments for white students have declined slightly.
- White female numbers dominate undergraduate enrolments although numbers are declining, along with white and Indian/Asian male numbers. In contrast, the other groups all show an increase in numbers.
- Regarding undergraduate graduates, white females make up the highest number of graduates, followed by white males and African females.
- Postgraduate less than masters enrolments and graduates are dominated by African females, although in both cases the numbers are declining for most groups.
- Graduates in Health Sciences (excluding masters and doctoral students) have generally declined, with 655 graduates in 2012 and 586 in 2017.
- In general, module pass rates are quite high, however, for both undergraduate and postgraduate less than masters modules, African males have the lowest average module pass rate between 2015 and 2017 (81% and 79% respectively).
- The achievement gap (based on module pass rate) between African and white students for 2017 was 11% for undergraduate modules and 7% for postgraduate less than masters.

#### 3.3.2) Enrolments

Table 24: Count of enrolments for Health Sciences by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	54	75	89	89
	Masters	440	471	465	434
	Postgraduate less than masters level	476	442	396	367
	Undergraduate	1487	1528	1558	1592

Undergraduate enrolments in Health Sciences peaked in 2018, with lowest enrolments since 2015 and 2016 respectively for postgraduate less than masters and masters level studies. Doctoral enrolments show the highest enrolments in 2017 and 2018 (Table 24).

Table 25: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Mainstream</b>	<b>African</b>	58	99	88	113
	<b>Coloured</b>	18	31	24	22
	<b>Indian/ Asian</b>	18	10	11	14
	<b>White</b>	198	168	154	169
<b>Total Mainstream</b>		292	312	277	322

First time entering African student enrolments have almost doubled since 2015 (Table 25). The highest number of first time entering students enrolled in the Health Sciences faculty since 2015 is recorded in 2018 (Figure 35).

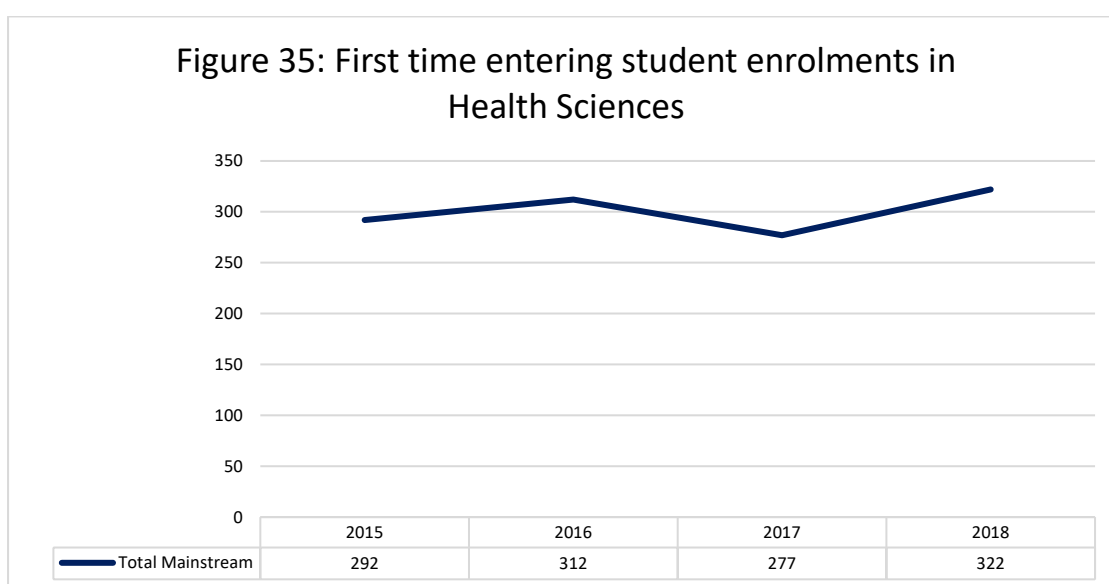
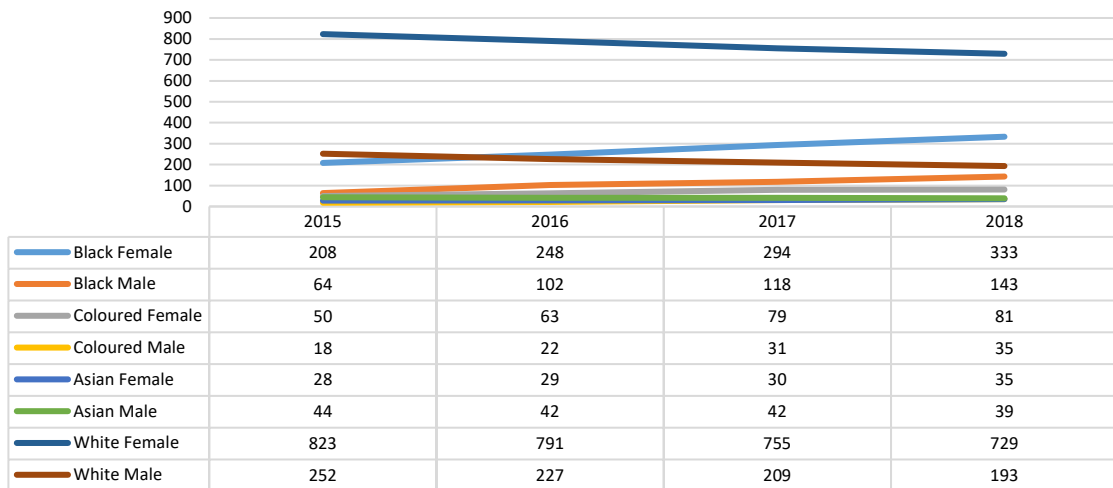
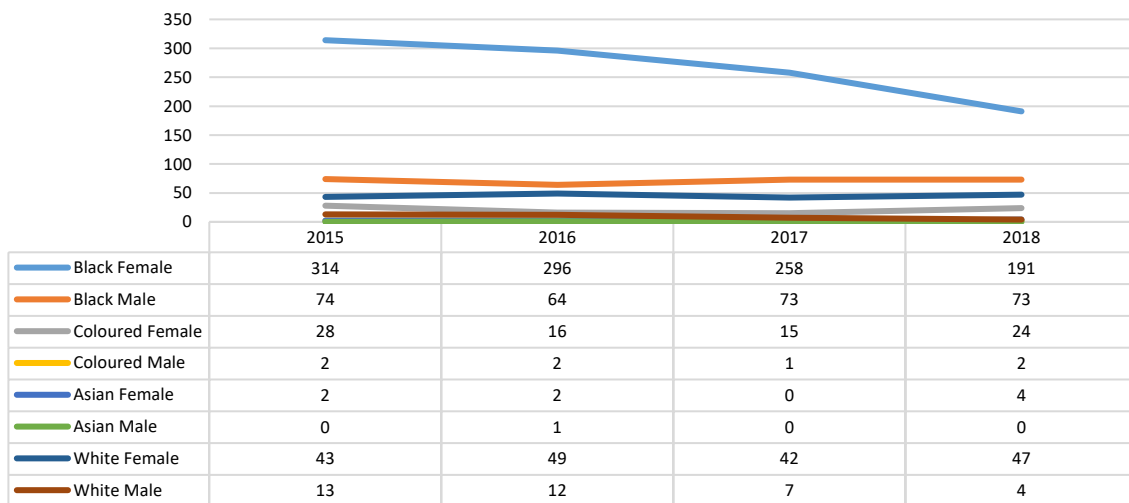


Figure 36: Undergraduate enrolments by race and gender in Health Sciences



Most undergraduate students enrolled in the Health Sciences are white females, however, their numbers have been steadily declining since 2015, along with the number of white and Indian/Asian males (Figure 36). In contrast, African and coloured females and males show a steady increase in numbers over time.

Figure 37: Postgraduate less than masters enrolment in Health Sciences



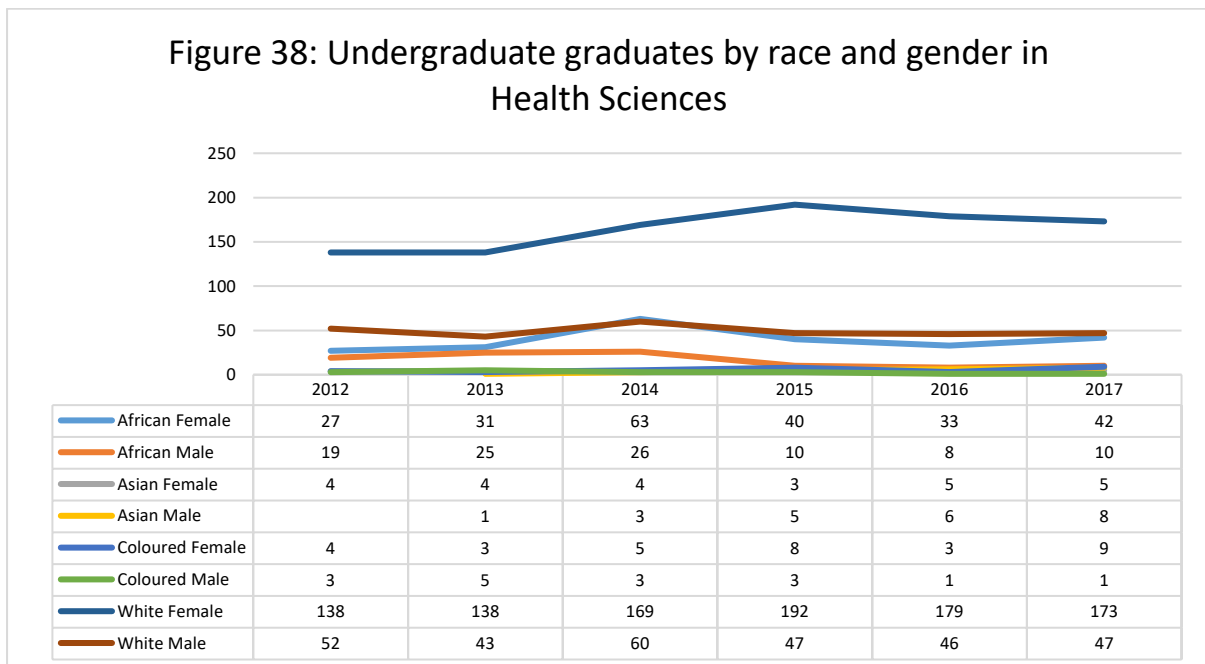
In postgraduate less than masters level studies, African females show the highest representation, however, their numbers have been declining sharply since 2015 (Figure 37). All other groups seem to fluctuate slightly, with relative consistent numbers.

### 3.3.3) Graduates

Table 26: Number of graduates by campus

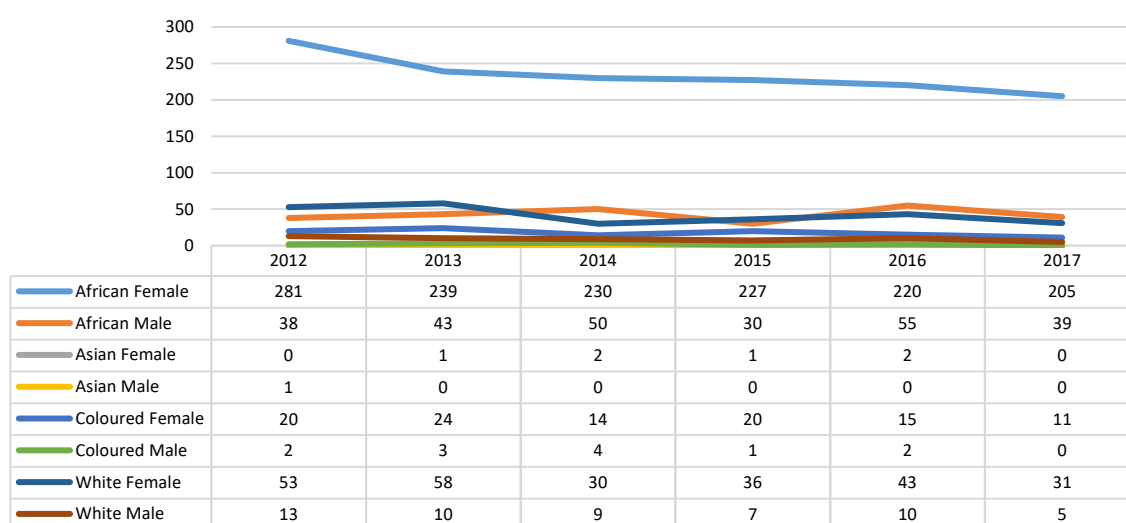
Count of graduates (excl. Masters and Doctoral): Health Sciences							
		2012	2013	2014	2015	2016	2017
	BFN	655	629	672	630	628	586
<b>TOTAL COUNT</b>		<b>655</b>	<b>629</b>	<b>672</b>	<b>630</b>	<b>628</b>	<b>586</b>

Since 2014, the number of graduates on undergraduate and postgraduate less than masters level have decreased. This is also the general trend when comparing the number of graduates between 2012 and 2017 (Table 26).



White females show a slight decrease in graduates beyond 2015, while African females show a slight increase since 2016 (Figure 38).

Figure 39: Postgraduate less than masters graduates in Health Sciences



The number of African female graduates have been steadily declining since 2012, with all other groups also showing a general decline in the number of graduates between 2016 and 2017 (Figure 39).

### 3.3.4) Module pass rates

Table 27: Undergraduate module pass rates of academic departments within Health Sciences

	2015	2016	2017
Anatomical Pathology	88%	97%	95%
Basic Medical Sciences	86%	85%	87%
Biostatistics	100%	77%	97%
Clinical Imaging Sciences			
Exercise and Sport Sciences			90%
Family Medicine		100%	
Health Sciences General	93%	92%	89%
Internal Medicine			100%
Medical Physics	96%	99%	95%
Nutrition and Dietetics	94%	96%	95%
Obstetrics and Gynaecology		100%	100%
Occupational Therapy	97%	97%	96%
Office of the Dean: Health Science	47%	62%	52%
Oncology	100%	100%	100%
Optometry	93%	98%	96%
Paediatrics and Child Health		100%	
Pharmacology	83%	74%	83%
Physiotherapy	97%	96%	98%
School of Nursing	84%	87%	91%
Surgery	91%	96%	94%

\*Biostatistics - 15 students in 2015; Clinical Imaging Studies – 2 students with no results; Family Medicine - 3 students; Internal Medicine - 1 student; Obstetrics and Gynaecology - 3 students; Oncology - 18 students; Paediatrics and Child Health – 1 student; students registered at the Dean’s office are in modules not assigned to specific departments.

The biggest improvement in undergraduate module pass rates from 2016 to 2017 was in Biostatistics. The Departments of Family Medicine, Internal Medicine, Obstetrics and Gynaecology, Oncology and Paediatrics and Child Health had the highest average module pass rates over the last 3 years (Table 27).

Table 28: Undergraduate module pass rates for Health Sciences by race and gender

	2015	2016	2017
African female	82%	84%	87%
African male	76%	84%	83%
Indian/Asian female	87%	90%	93%
Indian/Asian male	87%	88%	94%
Coloured female	88%	88%	87%
Coloured male	86%	86%	84%
White female	95%	96%	96%
White male	93%	93%	93%

The undergraduate module pass rates of most races and genders improved from 2016 to 2017. The biggest improvement in module pass rates from 2016 to 2017 was for Indian/Asian males. African males had the lowest average module pass rates over the last 3 years. White females had the highest average module pass rates over the last 3 years. The achievement gap between African and white students for 2017 was 11% (Table 28).

Table 29: Postgraduate less than masters module pass rates of academic departments within Health Sciences

	2015	2016	2017
Basic Medical Sciences	100%	100%	75%
Community Health	85%	100%	86%
Family Medicine			80%
Forensic Medicine			24%
Haematology and Cell Biology	98%	98%	100%
Health Sciences General	99%	100%	97%
Internal Medicine			
Medical Microbiology	100%	83%	100%
Medical Physics	94%	96%	85%
Nutrition and Dietetics	100%	94%	100%
Office of the Dean: Health Science	100%		
Pharmacology	83%	100%	100%
School of Nursing	76%	76%	89%

\* Basic Medical Sciences - 12 students in 2015, 16 students in 2016 and 2017 respectively; Community Health - 14 students in 2017; Family Medicine - 5 students; Forensic Medicine – many students with no results; Internal Medicine - 3 students with no results; Medical Microbiology - 16 students in 2015; Nutrition and Dietetics - 3 students in 2015, 17 students in 2016 and 8 students in 2017; Office of the Dean: Health Sciences – 1 student; Pharmacology – 14 students; students registered at the Dean’s office are in modules not assigned to specific departments.

The biggest drop in postgraduate less than masters module pass rates from 2016 to 2017 was in the Department of Basic Medical Sciences. The Department of Internal Medicine had the lowest average module pass rates over the last 3 years. The Office of the Dean: Health Sciences had the highest average module pass rates over the last 3 years (Table 29).

Table 30: Postgraduate less than masters module pass rates of Health Sciences by race and gender

	2015	2016	2017
African female	85%	87%	92%
African male	82%	81%	73%
Indian/Asian female	100%	100%	100%
Indian/Asian male	100%	100%	100%
Coloured female	91%	88%	100%
Coloured male	100%	100%	100%
White female	98%	98%	96%
White male	92%	100%	82%

\*Indian/Asian female - 11 students; Indian/Asian male - 7 students in 2015 and 2016 respectively and 10 students in 2017; coloured female - 16 students in 2016 and 9 students in 2017 and coloured male - 7 students in 2015, 15 students in 2016 and 6 students in 2017

The biggest change in postgraduate less than masters module pass rates from 2016 to 2017 was a decrease for white males (18%). African males had the lowest average module pass rates over the last 3 years. Indian/Asian females and males, and coloured males had the highest average module pass rates over the last 3 years (Table 30). The achievement gap between African and white students for 2017 was 7%.

### 3.4) Humanities

#### 3.4.1) Key findings for Humanities

- For all campuses, undergraduate enrolments have peaked in 2018, while postgraduate less than masters enrolments on the Bloemfontein campus are the lowest since 2015.
- While the enrolment of first time entering students in extended programmes shows a decline since 2016, mainstream courses show increases, particularly on the Bloemfontein campus, where enrolment of African students increased fourfold since 2015.
- 61% of all undergraduate enrolments in 2018 are African females, while 31% of postgraduate less than masters enrolments are from this group.
- The first group (411 students) of the Higher Certificate in the Humanities faculty graduated in 2017 from the South campus, thereby increasing the overall number of graduates the faculty produced.
- African female and male student undergraduate graduates show a sharp increase since 2016.
- African and white females graduate the highest numbers in postgraduate less than masters studies, however, while the numbers for African females have steadily increased since 2015, the numbers for white females have been decreasing steadily over the same time.
- The majority of undergraduate modules have the lowest pass rates in three years.
- Male students from all racial groups have lower undergraduate module pass rates than females do.
- In contrast to the undergraduate modules, most postgraduate less than masters modules show the highest pass rate in three years, with six departments showing a 100% module pass rate in 2017. However, most of these departments show very small enrolment numbers.

- All racial and gender groups show an increase in module pass rates in 2017 for postgraduate less than masters qualifications.
- The achievement gap between African and white students (based on module pass rate) for undergraduate students in 2017 was 9%, and 11% for postgraduate less than masters modules.

### 3.4.2) Enrolments

Table 31: Count of enrolments for Humanities by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	128	169	152	156
	Masters	294	282	298	310
	Postgraduate less than masters	314	323	295	278
	Undergraduate	4374	4684	4653	5006
<b>QwaQwa</b>	Doctoral	3	1	9	10
	Masters	2	1	9	7
	Postgraduate less than masters	4	35	20	15
	Undergraduate	1186	1543	1984	2517
<b>South campus</b>	Undergraduate	666	559	648	740

Undergraduate enrolments in Humanities are highest in 2018 on both Bloemfontein and QwaQwa campuses (Table 31). Doctoral enrolments on the QwaQwa campus as well as masters enrolments on the Bloemfontein campus are also highest in 2018 since 2015, while the numbers for postgraduate less than masters enrolments have declined since 2016 on both campuses.

Table 32: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Extended</b>	<b>African</b>	303	462	459	330
	<b>Coloured</b>	30	36	24	25
	<b>Indian/Asian</b>	3	2	4	
	<b>White</b>	61	48	20	17
<b>BFN campus Mainstream</b>	<b>African</b>	154	335	383	646
	<b>Coloured</b>	57	54	38	48
	<b>Indian/Asian</b>		4	5	3
	<b>White</b>	173	176	110	104
<b>QwaQwa campus Extended</b>	<b>African</b>	420	618	555	554
	<b>Coloured</b>			3	1
	<b>Indian/Asian</b>				1
<b>QwaQwa campus Mainstream</b>	<b>African</b>	129	81	87	235
<b>South campus Extended</b>	<b>African</b>				1
<b>South campus Mainstream</b>	<b>African</b>			1	1



	<b>White</b>			1	
<b>South campus Higher Certificate</b>	<b>African</b>			595	652
	<b>Coloured</b>			31	33
	<b>Indian/ Asian</b>			1	1
	<b>White</b>			14	9
<b>Total Extended</b>		817	1167	1065	928
<b>Total Mainstream</b>		513	652	625	1037

First time entering students' enrolment in Humanities show a decrease in numbers enrolled for extended programmes on both the Bloemfontein and QwaQwa campuses for most racial categories (Table 32). Sharp increases in mainstream programmes are seen for African students on all campuses. In general, mainstream numbers for first time entering students have increased significantly since 2017 (Figure 40), while extended programme enrolments for first time entering students have decreased gradually since 2016.

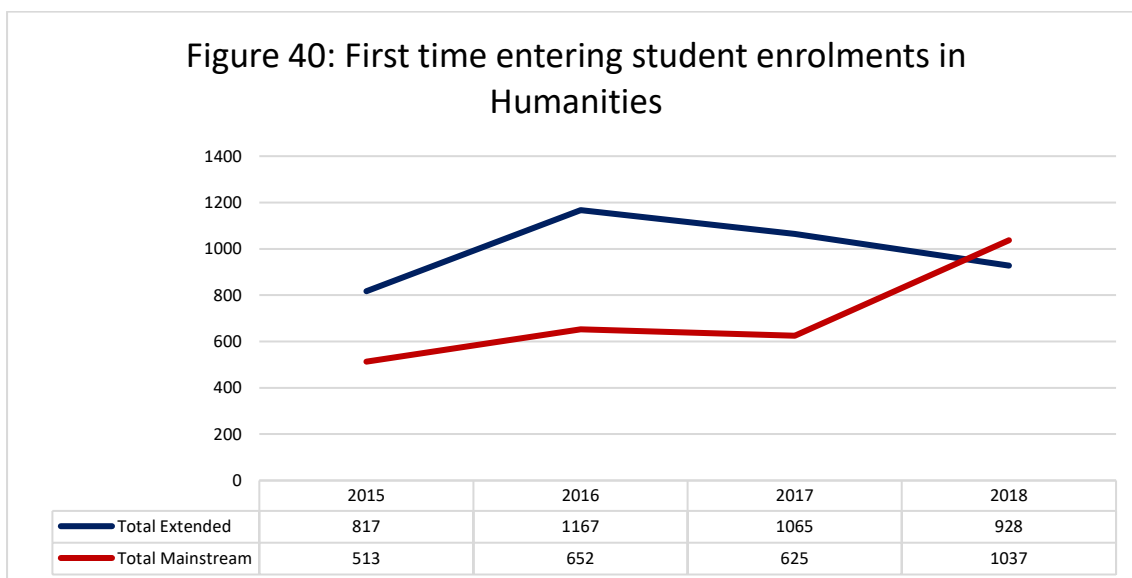


Figure 41: Undergraduate enrolments by race and gender in Humanities

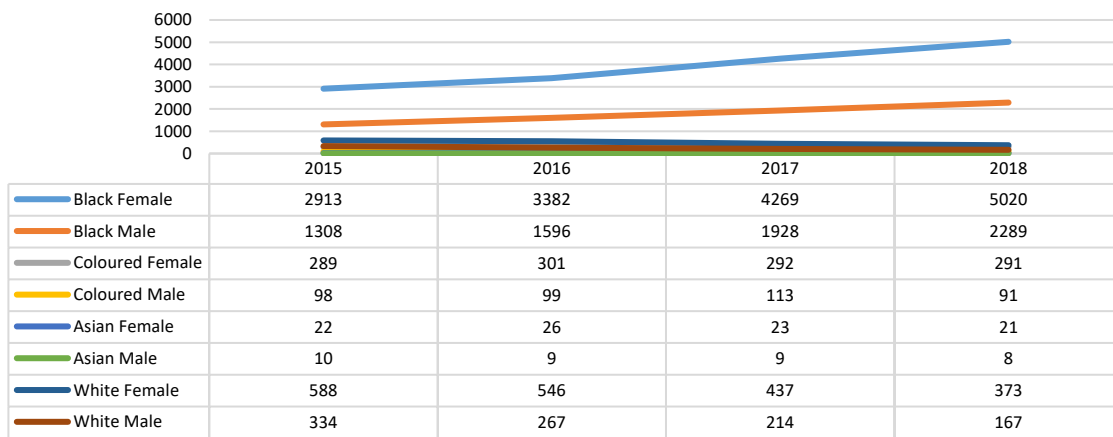
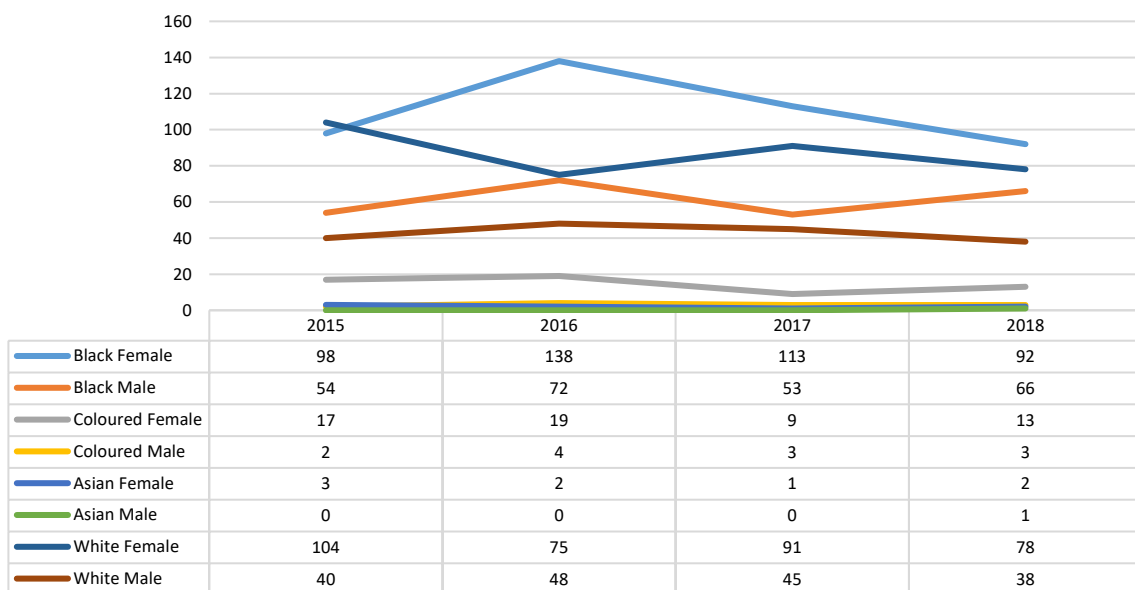


Figure 41 shows that undergraduate enrolments in the Humanities faculty have had a steady increase in African female and male students. White female and male students show a slight decrease in student numbers over the past few years, and although the other groups show fluctuations, their numbers also show a general decrease from 2016 or 2017.

Figure 42: Postgraduate less than masters enrolments in Humanities



For postgraduate less than masters level students in the Humanities, African and white female students show a sharp decline in enrolments since 2016 and 2017 respectively (Figure 42). White male students also show a decline, while coloured females and African males show an increase in numbers since 2017.

### 3.4.3) Graduates

Table 33: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Humanities							
		2012	2013	2014	2015	2016	2017
	BFN	844	847	944	992	995	898
	QWA	242	403	346	238	141	161
	SOUTH				1		411
<b>TOTAL COUNT</b>		<b>1086</b>	<b>1250</b>	<b>1290</b>	<b>1231</b>	<b>1136</b>	<b>1470</b>

Even though the amount of graduates (undergraduate and postgraduate less than masters level) shows a slight decrease on the Bloemfontein campus and a slight increase on the QwaQwa campus between 2016 and 2017, the first graduates from the Higher Certificate programme on the South campus in 2017 caused an increase in the overall number of graduates (Table 33). Figure 43 shows sharp increases in African female and male undergraduate graduates, with a decline in white female and male numbers. Coloured students also show an increase in graduates.

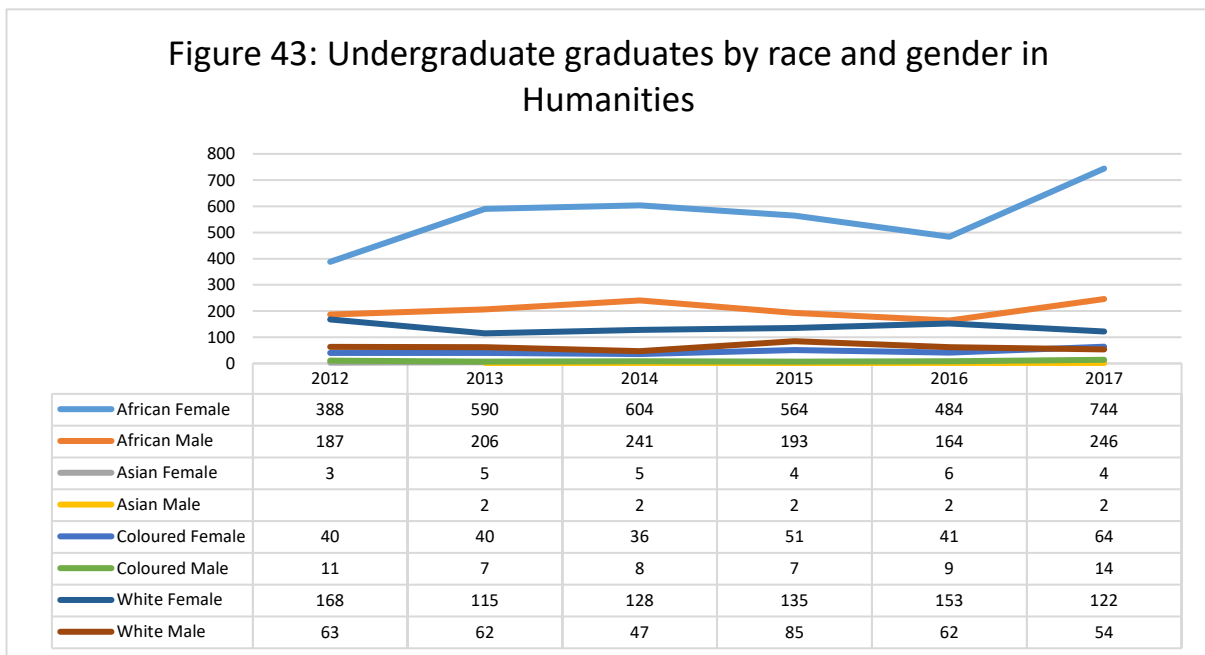
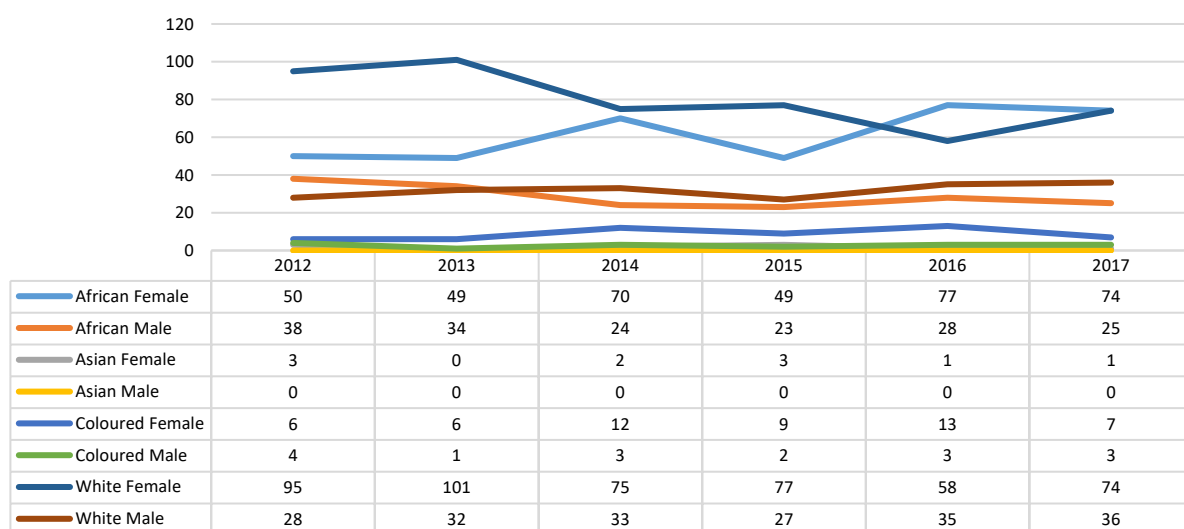


Figure 44: Postgraduate less than masters graduates in Humanities



For postgraduate less than masters level graduates, African and white female numbers have been fluctuating, with a general decrease for white females and a general increase for African females since 2012 (Figure 44). The number of African males also show a general downward trend over time, while white males show a general upward trend over time.

### 3.4.4) Module pass rates

Table 34: Undergraduate module pass rates of academic departments within Humanities

	2015	2016	2017
African Languages	90%	90%	87%
Afrikaans, Dutch, German and French	76%	76%	75%
Anthropology	80%	72%	65%
Communication Science	79%	83%	78%
Criminology	73%	65%	62%
Drama and Theatre	91%	93%	86%
English	75%	74%	72%
Exercise and Sport Sciences	79%	87%	84%
Fine Arts	92%	97%	93%
Governance and Political Transformation	96%	96%	95%
Greek, Latin and Classical Studies	89%	88%	71%
Hebrew	97%	85%	88%
History	79%	77%	67%
History of Art and Image Studies	78%	80%	65%
Linguistics and Language Practice	83%	85%	90%
Odeion School of Music	85%	88%	90%
Office of the Dean: Education	82%	58%	
Philosophy	67%	63%	60%
Political Studies and Governance	66%	62%	63%
Psychology	81%	80%	76%
School of Education Studies	96%	96%	95%

School of Social Sciences and Language Education	67%		
Social Work	91%	93%	92%
Sociology	72%	70%	71%
South African Sign Language	92%	92%	91%

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

Module pass rates of most departments are the lowest in three years (Table 34). The biggest drop between 2016 and 2017 was in the Department of Greek, Latin and Classical Studies. The School of Social Sciences and Language Education had the lowest average module pass rates over the last 3 years. The Department of Governance and Political Transformation had the highest average module pass rates over the last 3 years. Departments of Philosophy and Criminology have the lowest module pass rate at 60% and 62% respectively. The highest rates are for the School of Education Studies and Department of Governance and Political Transformation, both at 95%.

Table 35: Undergraduate module pass rates for Humanities by race and gender

	2015	2016	2017
African female	80%	79%	76%
African male	72%	72%	68%
Indian/Asian female	87%	89%	78%
Indian/Asian male	64%	76%	47%
Coloured female	76%	77%	76%
Coloured male	63%	66%	61%
White female	88%	87%	86%
White male	76%	78%	75%

The undergraduate module pass rates of almost all race and gender groups were lowest in 2017. The biggest drop in module pass rates from 2016 to 2017 was for Indian/Asian males (Table 35). This group also had the lowest average module pass rates over the last 3 years. White females had the highest average module pass rates over the last 3 years. The achievement gap between African and white students for 2017 was 9%.

Table 36: Postgraduate less than masters module pass rates of academic departments within Humanities

	2015	2016	2017
African Languages	91%	86%	89%
Afrikaans, Dutch, German and French	93%	71%	88%
Anthropology	67%	48%	45%
Centre for Africa Studies	60%	43%	71%
Communication Science	90%	95%	82%
Criminology	100%	97%	98%
Drama and Theatre	93%	91%	100%
English	74%	68%	61%
Exercise and Sport Sciences	92%	97%	94%
Governance and Political Transformation	76%	62%	81%
Greek, Latin and Classical Studies	50%	33%	

Hebrew	79%	79%	100%
History	100%	83%	62%
History of Art and Image Studies	100%	93%	100%
Linguistics and Language Practice	93%	65%	75%
Odeion School of Music	98%		100%
Philosophy	30%	88%	100%
Political Studies and Governance	92%	82%	94%
Psychology	84%	80%	89%
School of Education Studies		97%	99%
Social Work		96%	90%
Sociology	83%	61%	83%
South African Sign Language	100%	53%	100%

\*Anthropology - 15 students in 2015 and 11 students in 2017; Greek, Latin and Classical Studies - 5 students; Hebrew - 14 students in 2015 and 2016 respectively and 11 students in 2017; History - 9 students in 2015, 18 students in 2016 and 13 students in 2017; Linguistics and Language Practice - 16 students in 2017; Odeion School of Music - 1 student in 2017; Political Studies and Governance - 16 students in 2017; South African Sign Language - 5 students in 2015, 15 students in 2016 and 19 students in 2017

The postgraduate less than masters module pass rates of most departments improved from 2016 to 2017 (Table 36). The biggest improvement from 2016 to 2017 was in the Centre for Africa Studies. The Department of Greek, Latin and Classical Studies had the lowest average module pass rates over the last three years. The Odeion School of Music had the highest average module pass rates over the last three years.

Table 37: Postgraduate less than masters module pass rates of Humanities by race and gender

	2015	2016	2017
African female	86%	80%	79%
African male	78%	65%	79%
Indian/Asian female	100%	87%	100%
Coloured female	78%	82%	92%
Coloured male	86%	80%	100%
White female	93%	94%	94%
White male	84%	90%	96%

\*Indian/Asian female - 19 students in 2015, 15 students in 2016 and 5 students in 2017

The postgraduate less than masters module pass rates of almost all race and gender groups improved from 2016 to 2017 (Table 37). The biggest improvement in module pass rates from 2016 to 2017 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 in 2017 was 11%.

### 3.5) Law

#### 3.5.1) Key findings for Law

- Undergraduate enrolments are highest in 2018 since 2015 on the Bloemfontein campus, but lowest on South campus since 2016 because of IIE Varsity College students' discontinuation.
- First time enrolments for African students have doubled in both extended and mainstream programmes on the Bloemfontein campus since 2015. Numbers for these students show a significant drop since 2017 on the South campus because of IIE Varsity College's discontinuation.

- Postgraduate less than masters numbers show that even though white male students represent the most of students enrolled for postgraduates less than masters level studies, their numbers have been steadily declining since 2015. All other groups except coloured females also show a decline in numbers, particularly from 2017 to 2018.
- In general, the number of undergraduate graduates have steadily increased since 2012, particularly African and white females, however, African and white male groups show a sharp decline in graduate numbers since 2016.
- The majority of postgraduate less than masters graduates are white males and females, with the number of white males graduating being double of that of the closest group (white females).
- The average undergraduate module pass rate for Law departments in 2017 was 67% - a 7% decline since 2016.
- The largest difference in undergraduate module pass rates between 2016 and 2017 were for African and coloured males (13% and 12% respectively), as well as an 11% difference for African female students.
- The average module pass rate for postgraduate less than masters level in 2017 is 67%, with African female and male students showing the lowest pass rate at 50% and 51% during this time.
- The achievement gap (as determined through module pass rate differences between African and white students) in 2017 was 12% for undergraduate modules and 24% for postgraduate less than masters level qualifications.

### 3.5.2) Enrolments

Table 38: Count of enrolments for Law by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	17	18	17	11
	Masters	129	93	101	105
	Postgraduate less than masters level	1466	1325	1321	1061
	Undergraduate	1690	2036	2370	2569
<b>South campus</b>	Undergraduate	868	1032	740	367

On the Bloemfontein campus, undergraduate Law enrolments are highest in 2018, while doctoral and postgraduate less than masters level enrolments show the least numbers since 2016 and 2015 respectively (Table 38). The drop in enrolments on South campus is seen because of the phasing out of the collaboration with IIE Varsity College.

Table 39: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Extended</b>	<b>African</b>	192	261	368	400
	<b>Coloured</b>	28	30	20	23
	<b>Indian/Asian</b>	3	6	4	2
	<b>White</b>	42	45	17	25

<b>BFN campus Mainstream</b>	<b>African</b>	75	119	133	149
	<b>Coloured</b>	19	32	29	12
	<b>Indian/Asian</b>	2	5	4	2
	<b>White</b>	82	75	58	48
<b>South campus Extended</b>	<b>African</b>				1
	<b>Coloured</b>	1			
<b>South campus Mainstream</b>	<b>African</b>	111	172		
	<b>Coloured</b>	26	43		
	<b>Indian/Asian</b>	83	112		
	<b>White</b>	109	125		
<b>Total Extended</b>		266	342	409	451
<b>Total Mainstream</b>		507	685	224	212

The number of first time entering African students in both the extended and mainstream programmes on the Bloemfontein campus have doubled since 2015, while the number of white students have declined steadily in extended and mainstream programmes. Coloured students also show a decline in numbers from 2016 (Table 39). In general, the faculty's numbers have decreased since the collaboration with IIE Varsity College ended. This can be seen in Figure 45, particularly regarding mainstream enrolments. In contrast, extended programme enrolments have been steadily increasing since 2015.

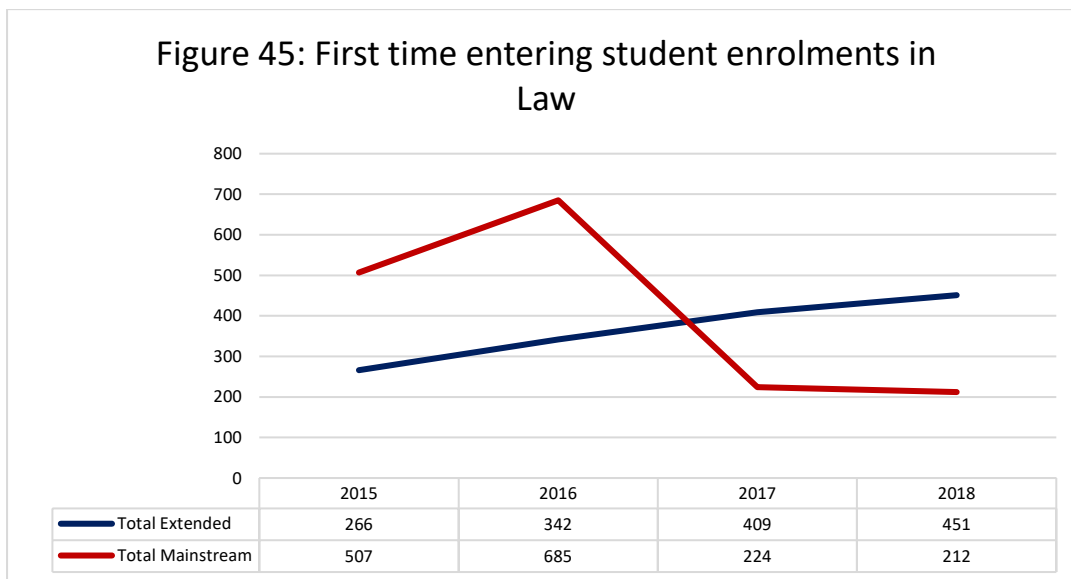
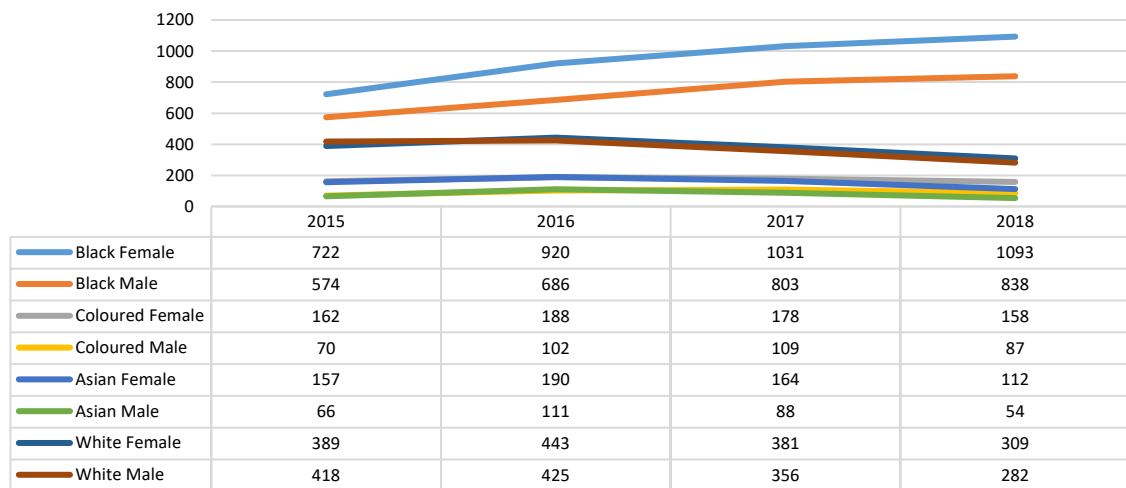




Figure 46: Undergraduate enrolments by race and gender in Law



Similar than other faculties, Law has seen a sharp increase in African female and male students respectively, as well as a decrease in white female and male student numbers. The other groups all show an initial peak between 2015 and 2016, after which most numbers show a steady decline (Figure 46).

Figure 47: Postgraduate less than masters enrolments in Law

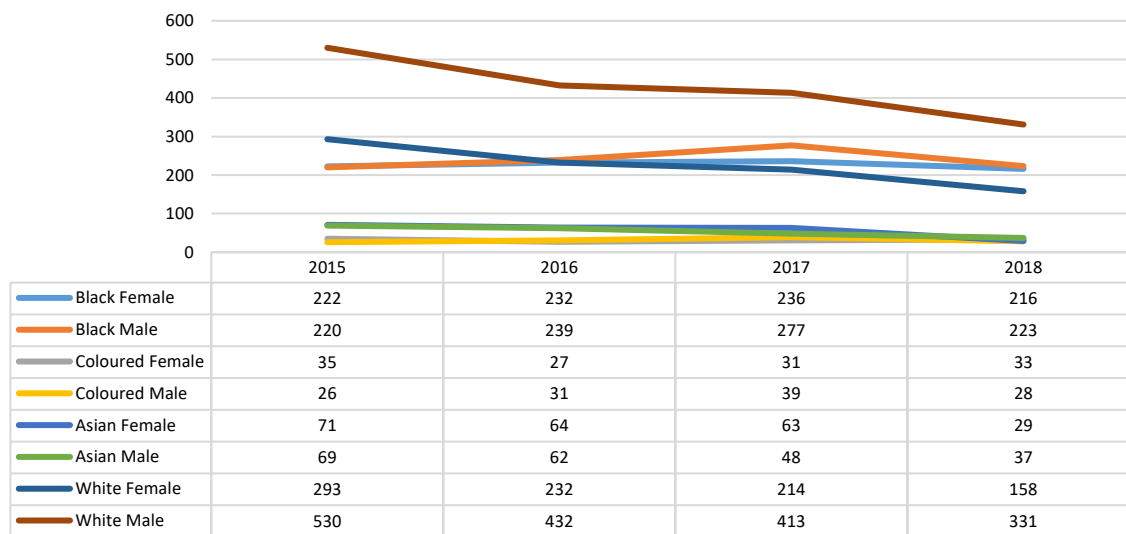


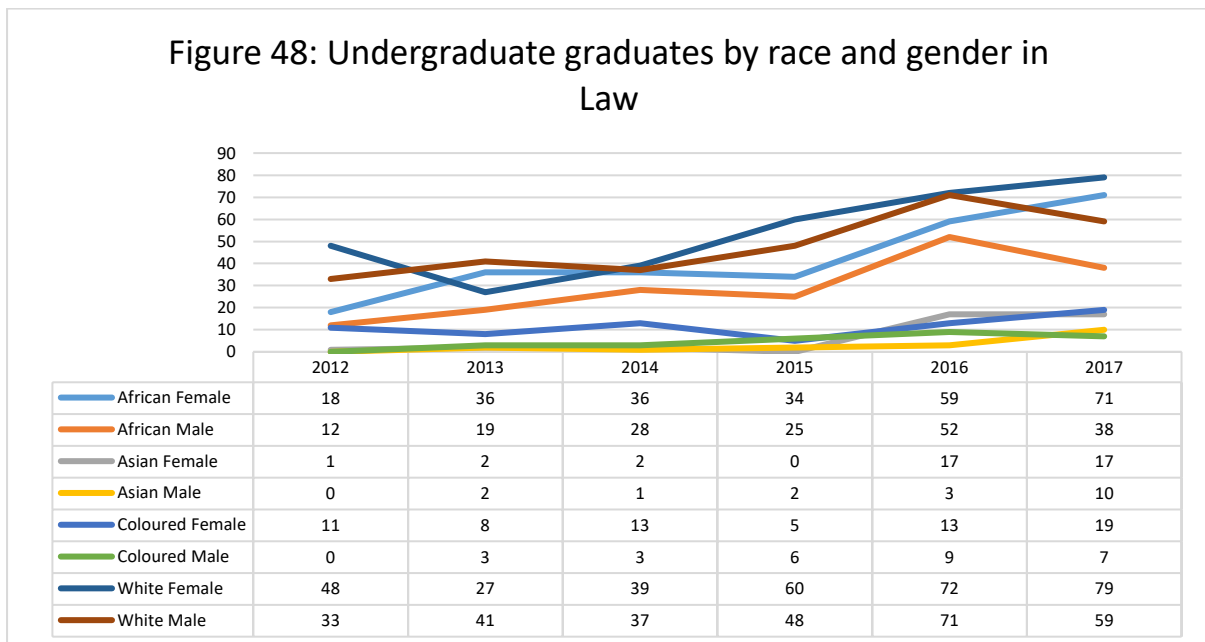
Figure 47 shows that even though white male students represent the most of students enrolled for postgraduates less than masters level studies, their numbers have been steadily declining since 2015. All other groups except for coloured females also show a decline in numbers, particularly from 2017 to 2018.

### 3.5.3) Graduates

Table 40: Number of graduates by campus

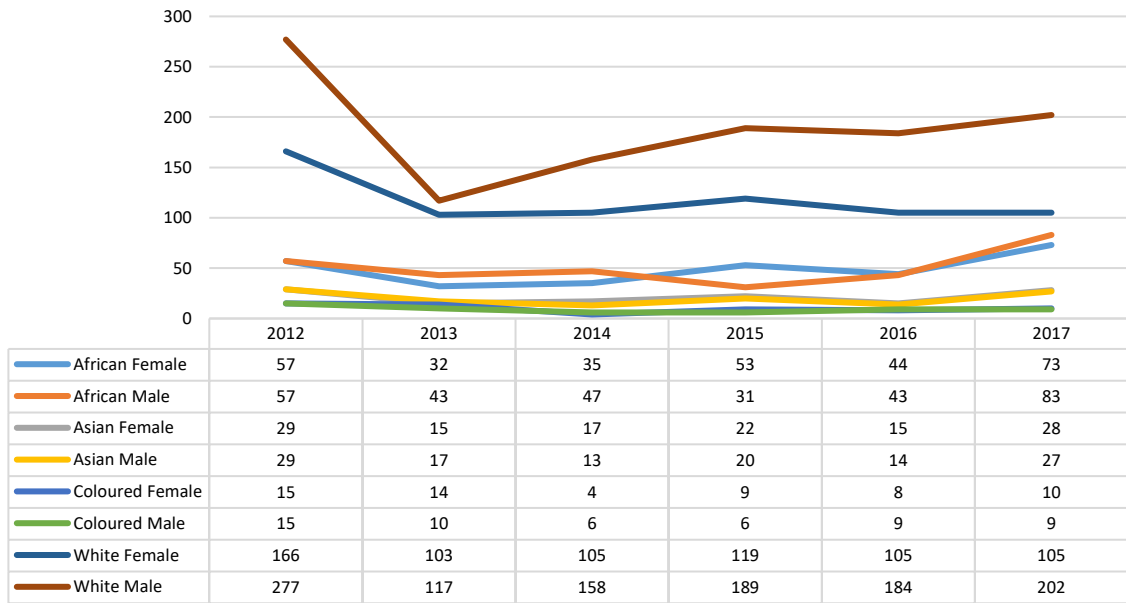
Count of graduates (excl. Masters and Doctoral): Law							
		2012	2013	2014	2015	2016	2017
	BFN	768	490	545	630	648	738
	SOUTH					75	99
TOTAL COUNT		<b>768</b>	<b>490</b>	<b>545</b>	<b>630</b>	<b>723</b>	<b>837</b>

Graduate numbers fell steeply between 2012 and 2013, but have increased steadily since then (Table 40). The graduates depicted on the South Campus are from the collaboration with IIE Varsity College.



African and white females show a general increase in Undergraduate graduates from 2012, with more white females graduating than other groups (Figure 48). Both African and white males show a steady increase in graduates up to 2016, after which a steep decline follows.

Figure 49: Postgraduate less than masters graduates in Law



After a sharp decline in the number of postgraduate less than masters graduates between 2012 and 2013, trends for white male and female students have stabilised, or increased steadily in the case of white males (Figure 49). African female and male students, as well as Indian/Asian female and male students, and coloured females all show an increase in graduate numbers, particularly from 2016.

### 3.5.4) Module pass rates

Table 41: Undergraduate module pass rates of academic departments within Law

	2015	2016	2017
Mercantile Law	75%	85%	70%
Office of the Dean: Law	100%	54%	61%
Private Law	66%	77%	65%
Public Law	72%	79%	72%

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

Table 41 shows that undergraduate module pass rates of most departments dropped from 2016 to 2017. The biggest decrease between 2016 and 2017, and the lowest average module pass rates over the last three years was in the Department of Private Law. The Department of Mercantile Law had the highest average module pass rates over the last three years.

Table 42: Undergraduate module pass rates for Law by race and gender

	2015	2016	2017
African female	71%	79%	68%
African male	63%	74%	61%
Indian/Asian female	70%	83%	75%
Indian/Asian male	70%	75%	70%
Coloured female	71%	80%	75%
Coloured male	70%	79%	67%

White female	83%	86%	80%
White male	74%	83%	75%

The undergraduate module pass rates of most races and genders dropped from 2016 to 2017 (Table 42). The biggest decline was for African males. African 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 2017 was 12%.

Table 43: Postgraduate less than masters module pass rates of academic departments within Law

	2015	2016	2017
Mercantile Law	62%	63%	72%
Office of the Dean: Law	59%	67%	61%

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

The biggest change in postgraduate less than masters module pass rates from 2016 to 2017 was an improvement in the Department of Mercantile Law (Table 43). The Office of the Dean: Law had the lowest average module pass rates over the last three years.

Table 44: Postgraduate less than masters module pass rates of Law by race and gender

	2015	2016	2017
African female	46%	55%	50%
African male	41%	51%	51%
Indian/Asian female	74%	69%	63%
Indian/Asian male	57%	58%	71%
Coloured female	63%	65%	63%
Coloured male	58%	59%	61%
White female	76%	81%	76%
White male	67%	77%	75%

The postgraduate less than masters module pass rates of most races and genders dropped from 2016 to 2017 (Table 44). However, the biggest change in module pass rates from 2016 to 2017 was an improvement 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 students for 2017 was 24%.

### 3.6) Natural and Agricultural Sciences

#### 3.6.1) Key findings for Natural and Agricultural Sciences

- Undergraduate enrolments show a peak in 2018 for both Bloemfontein and QwaQwa campuses, while South campus undergraduate enrolments show a decline in numbers since 2016.
- Even though the number of first time entering African students in both extended and mainstream programmes have doubled on the QwaQwa campus between 2015 and 2018, the majority of these students are in the extended programme.
- African females make up more than a third (37%) of the 2018 undergraduate enrolments. Similarly, this group also makes up the majority (32%) of the 2017 undergraduate graduates, as well as the majority (34%) of postgraduate less than masters level graduates.

- African males and females show an increase in the number of postgraduate less than masters level enrolments, while white males and females show a decline in numbers.
- Most undergraduate modules show a decline in module pass rate from 2016 to 2017. Similarly, all racial groups except white male and female groups show a decline in module pass rates from 2016 to 2017.
- Most postgraduate less than masters level module pass rates have increased from 2016 to 2017.
- The achievement gap (as measured through the difference in module pass rates of African and white students) in 2017 was 12% for undergraduate modules and 7% for postgraduate less than masters level qualifications.

### 3.6.2) Enrolments

Table 45: Count of enrolments for Natural and Agricultural Sciences by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	263	287	319	317
	Masters	791	813	815	847
	Postgraduate less than masters level	622	701	639	646
	Undergraduate	3420	3626	3879	4106
<b>QwaQwa</b>	Doctoral	27	31	36	37
	Masters	29	39	34	41
	Postgraduate less than masters level	25	32	22	26
	Undergraduate	425	547	574	688
<b>South campus</b>	Undergraduate	306	382	376	331

Similar to the other faculties, Natural and Agricultural Sciences enrolments show the highest numbers of undergraduate students in 2018 (Table 45). QwaQwa campus shows an increase in all study levels, while the Bloemfontein campus shows increases in all but doctoral study levels. The South campus also shows a slight decrease in numbers since 2016.

Table 46: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Extended</b>	<b>African</b>	1		1	1
<b>BFN campus Mainstream</b>	<b>African</b>	378	492	562	733
	<b>Coloured</b>	19	17	23	31
	<b>Indian/Asian</b>	15	17	9	14
	<b>White</b>	279	373	292	259
<b>QwaQwa campus Extended</b>	<b>African</b>	90	162	105	175
	<b>Coloured</b>				1
	<b>Indian/Asian</b>		1	1	
<b>QwaQwa campus Mainstream</b>	<b>African</b>	39	58	68	81
	<b>Indian/Asian</b>		1		
<b>South campus Extended</b>	<b>African</b>	150	257	282	230
	<b>Coloured</b>	8	11	9	13

	<b>Indian/Asian</b>	2	2	2	2
	<b>White</b>	58	92	60	72
<b>South campus Mainstream</b>	<b>African</b>				3
	<b>Coloured</b>				1
	<b>White</b>			1	1
<b>Total Extended</b>		309	525	460	497
<b>Total Mainstream</b>		730	958	955	1123

Increases in African first time entering student enrolments are seen on all campuses in both mainstream and extended programmes (Table 46). While white student numbers in mainstream studies on the Bloemfontein campus show decreases, enrolments of white students in the programmes on the South campus seem to show a slight increase since 2015. In general, both mainstream and extended programmes show an increase in numbers, with a stronger growth pattern in mainstream courses (Figure 50).

Figure 50: First time entering student enrolments in Natural and Agricultural Sciences

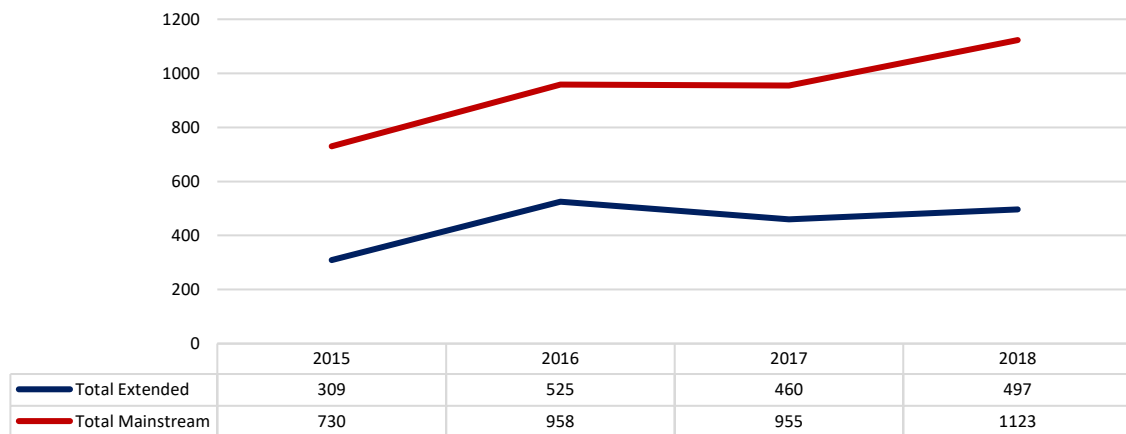


Figure 51: Undergraduate enrolments by race and gender in Natural and Agricultural Sciences

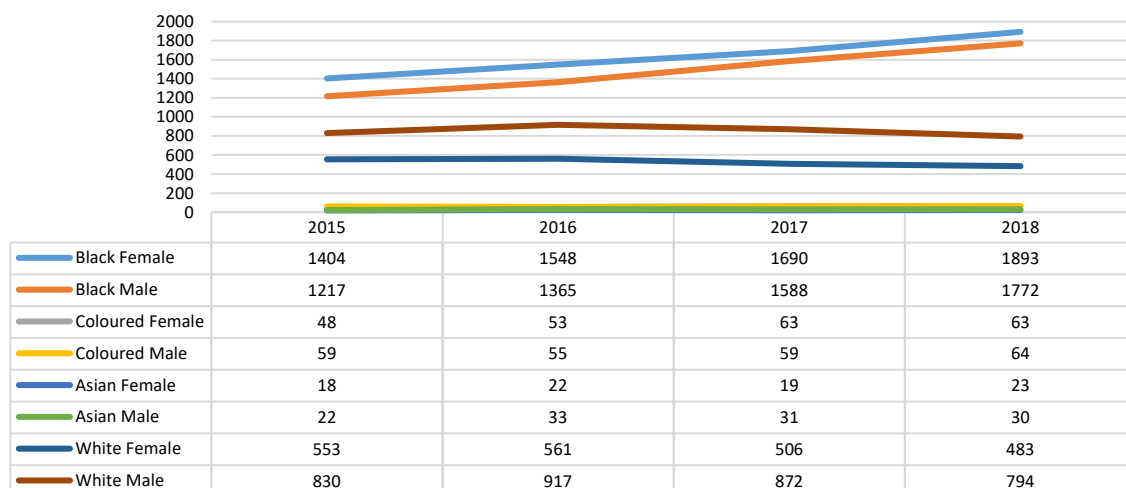
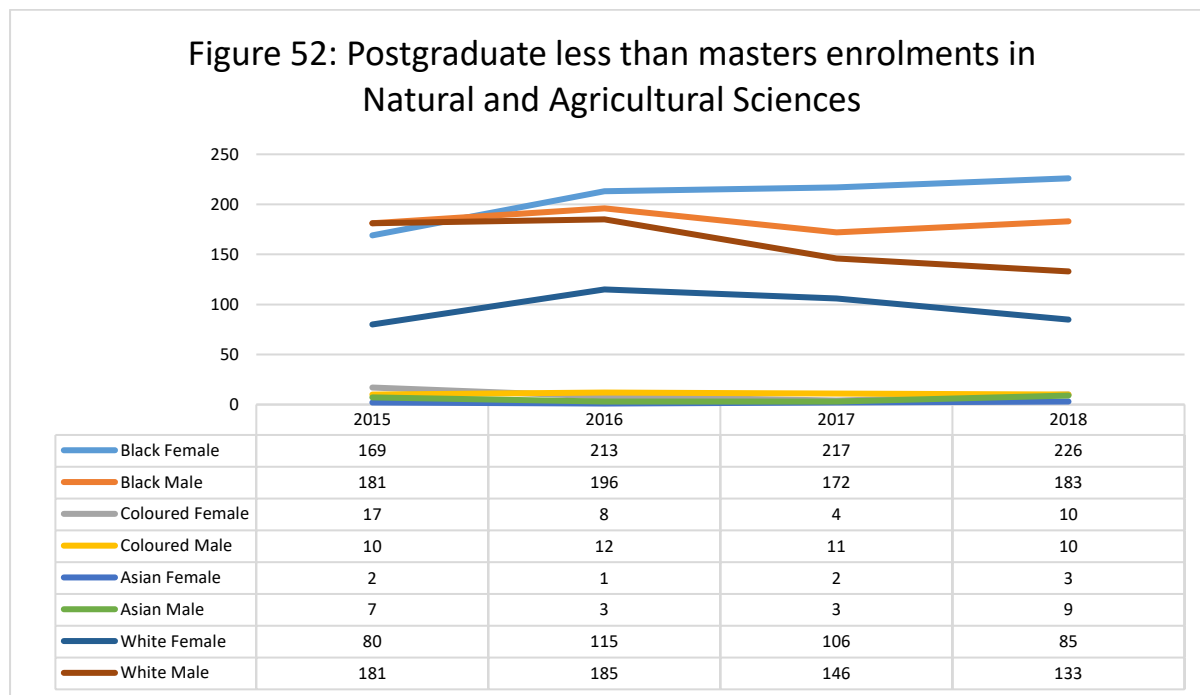


Figure 51 shows that while both African females and males show a steady increase in undergraduate enrolments. Since 2016, white males and females show a decline in enrolments. The other four groups' numbers seem to fluctuate slightly, with no distinct patterns.



Regarding postgraduate less than masters level enrolments, Figure 52 shows a gradual increase for African males and females since 2016, while white female and male students show a general decline during the same time.

### 3.6.3) Graduates

Table 47: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Natural and Agricultural Sciences							
		2012	2013	2014	2015	2016	2017
	BFN	1026	1049	1114	1160	1100	1106
	QWA	71	78	64	69	83	71
<b>TOTAL COUNT*</b>		<b>1098</b>	<b>1127</b>	<b>1178</b>	<b>1229</b>	<b>1183</b>	<b>1177</b>

\* Total count includes one graduate from a programmes hosted at South campus

Graduate numbers for both campuses seem to be fluctuating, with no clear patterns (Table 47).

Figure 53: Undergraduate graduates by race and gender in Natural and Agricultural Sciences

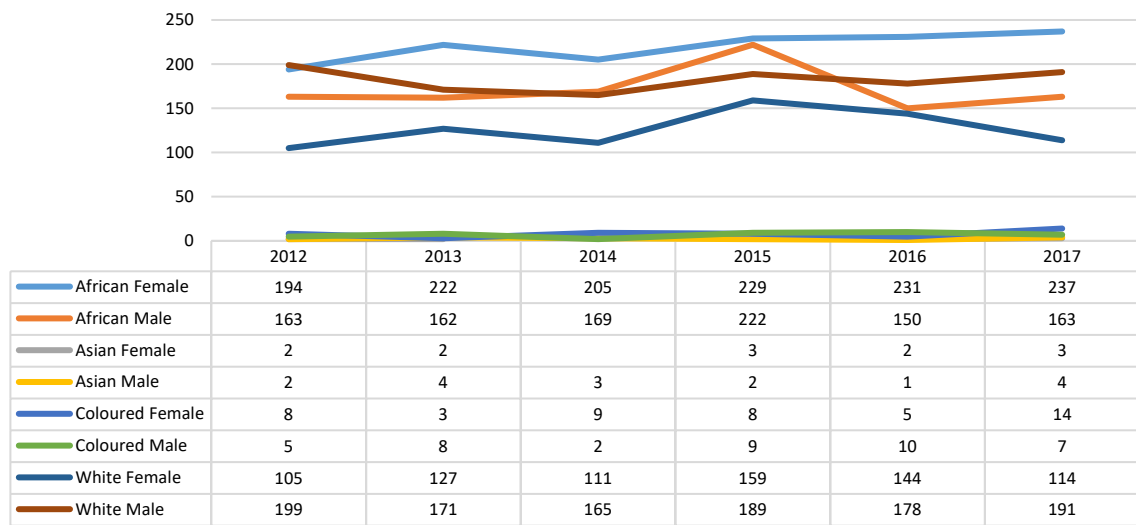
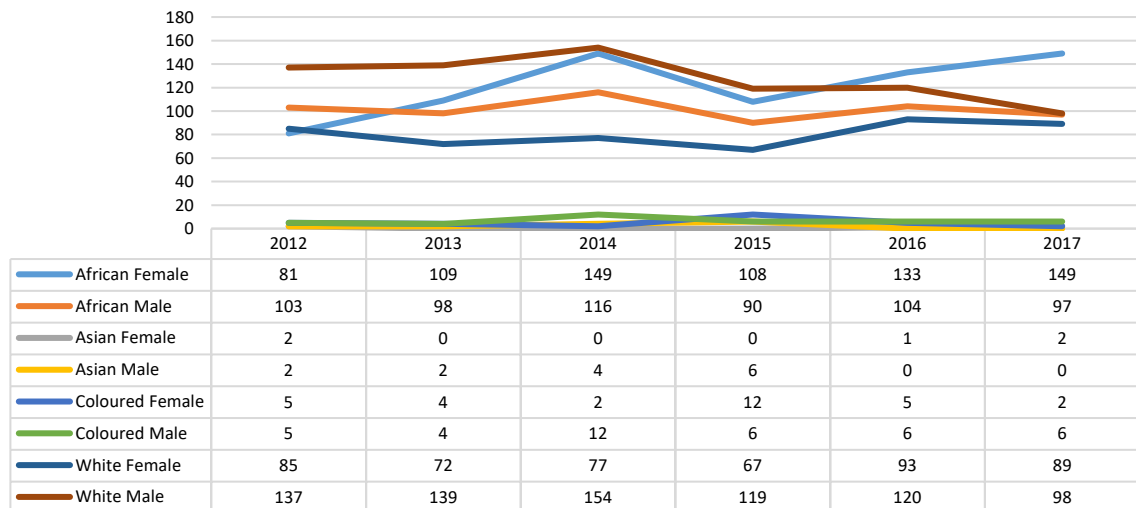


Figure 53 shows that African females make up the majority of undergraduate graduates, with their numbers gradually increasing over recent years. This group is followed by white and African males respectively, both of whom also show an increase in graduates between 2016 and 2017. White female graduates show an increase up to 2015, after which a decrease in the number of graduates can be seen.

Figure 54: Postgraduate less than masters graduates in Natural and Agricultural Sciences



For postgraduate less than masters students, the number of African females graduating have surpassed white males and show a steady incline from 2015 (Figure 54). The number of white males graduating show a general decline from 2014, while African males and white females show some fluctuations in graduates.



### 3.6.4) Module pass rates

Table 48: Undergraduate module pass rates of academic departments within Natural and Agricultural Sciences

	2015	2016	2017
Agricultural Economics	86%	88%	84%
Animal, Wildlife and Grassland Sciences	88%	89%	87%
Architecture	94%	94%	93%
Centre for Sustainable Agriculture, Rural Development and Extension	94%	97%	
Chemistry	81%	81%	83%
Computer Science and Informatics	83%	82%	75%
Consumer Science	91%	94%	95%
Genetics	91%	91%	88%
Geography	85%	86%	87%
Geology	73%	82%	81%
Mathematical Statistics and Actuarial Science	85%	79%	73%
Mathematics and Applied Mathematics	70%	67%	61%
Microbial, Biochemical and Food Biotechnology	81%	83%	82%
Office of the Dean: Natural Sciences	82%	86%	86%
Physics	82%	76%	68%
Plant Sciences	84%	86%	87%
Quantity Surveying and Construction Management	84%	86%	84%
Soil, Crop and Climate Sciences	84%	82%	79%
Urban and Regional Planning	100%		
Zoology and Entomology	78%	79%	76%

\*Urban and Regional Planning - 1 student; students registered at the Dean's office are in modules not assigned to specific departments.

Table 48 shows that the undergraduate module pass rates of most departments dropped from 2016 to 2017. The biggest decline was in the Department of Physics (8%). The Department of Mathematics and Applied Mathematics had the lowest average module pass rates over the last three years. In 2017, the departments of Consumer Science and Architecture show the highest average module pass rates.

Table 49: Undergraduate module pass rates for Natural and Agricultural Sciences by race and gender

	2015	2016	2017
African female	83%	82%	81%
African male	76%	76%	72%
Indian/Asian female	90%	83%	79%
Indian/Asian male	79%	77%	72%
Coloured female	83%	86%	81%
Coloured male	76%	82%	74%
White female	92%	92%	92%

White male	87%	86%	87%
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The undergraduate module pass rates of almost all race and gender groups dropped between 2016 and 2017 (Table 49). The biggest drop was for coloured 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 2017 was 12%.

Table 50: Postgraduate less than masters module pass rates of academic departments within Natural and Agricultural Sciences

	2015	2016	2017
Agricultural Economics	94%	85%	85%
Animal, Wildlife and Grassland Sciences	88%	87%	84%
Architecture	96%	92%	96%
Centre for Environmental Management	89%	100%	88%
Centre for Sustainable Agriculture, Rural Development and Extension	90%	92%	89%
Chemistry	89%	88%	93%
Computer Science and Informatics	69%	88%	81%
Consumer Science	69%	99%	80%
DiMTEC	75%	77%	80%
Genetics	97%	98%	99%
Geography	83%	74%	83%
Geology	95%	96%	91%
Institute for Groundwater Studies	83%	98%	92%
Mathematical Statistics and Actuarial Science	91%	88%	90%
Mathematics and Applied Mathematics	73%	89%	58%
Microbial, Biochemical and Food Biotechnology	98%	100%	99%
Physics	95%	88%	93%
Plant Sciences	83%	90%	93%
Quantity Surveying and Construction Management	83%	87%	90%
Soil, Crop and Climate Sciences	85%	86%	86%
Urban and Regional Planning	90%	87%	91%
Zoology and Entomology	98%	92%	98%

\*Mathematics and Applied Mathematics - 19 students in 2017

The postgraduate less than masters module pass rates of most departments improved from 2016 to 2017 (Table 50). The biggest change between 2016 and 2017 was a 31% drop in the module pass rate of the Department of Mathematics and Applied Mathematics. This Department also shows the lowest average module pass rates over the last three years. The Department of Microbial, Biochemistry and Food Biotechnology has the highest average module pass rates over the last three years.

Table 51: Postgraduate less than masters module pass rates of Natural and Agricultural Sciences by race and gender

	2015	2016	2017
African female	88%	89%	89%
African male	81%	84%	84%
Indian/Asian female	67%	100%	100%
Indian/Asian male	95%	29%	82%
Coloured female	88%	89%	73%
Coloured male	93%	86%	71%
White female	96%	94%	96%
White male	91%	92%	93%

\*Indian/Asian female - 9 students in 2015, 7 students in 2016 and 2017 respectively; Indian/Asian male - 7 students in 2016 and 11 students in 2017

The biggest improvement in module pass rates from 2016 to 2017 was for Indian/Asian males (Table 51). Indian/Asian males also 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 for 2017 was 7%.

### 3.7) Theology

#### 3.7.1) Key findings for Theology

- The highest numbers of enrolments since 2015 are seen for undergraduate and postgraduate less than masters level in 2018.
- First time entering student numbers have increased from 15 in 2015 to 178 in 2018. This is particularly relevant to African student numbers and could be because of the Faculty's introduction of the Higher Certificate.
- Postgraduate less than masters level enrolments have increased for African and white males, while the numbers for African and white females seem to be declining slightly.
- The number of undergraduate graduates increased significantly from 2016 to 2017, with African females making up over half of these graduates (51%) in 2017.
- On average, the undergraduate module pass rate was 91% in 2017, while the average postgraduate less than masters module pass rate in 2017 was 84%. However, the small numbers enrolled in the Faculty should be considered.
- The achievement gap between African and white undergraduate students for 2017 was 7% and for postgraduate less than masters level qualifications 17%.

#### 3.7.2) Enrolments

Table 52: Count of enrolments for Education by campus and degree level

		2015	2016	2017	2018
<b>BFN campus</b>	Doctoral	37	47	45	41
	Masters	70	87	73	64
	Postgraduate less than masters level	27	17	25	30
	Undergraduate	73	97	122	258
<b>South campus</b>	Undergraduate				53

Table 52 shows that undergraduate and postgraduate less than masters level enrolments are highest in 2018, however, doctoral and masters enrolments have declined since 2016.

Table 53: First time entering undergraduate enrolment

		2015	2016	2017	2018
<b>BFN campus Extended</b>	<b>African</b>		1	4	17
	<b>Coloured</b>			3	1
	<b>White</b>	3	6	3	1
<b>BFN campus Mainstream</b>	<b>African</b>	2	14	1	12
	<b>Coloured</b>	1	4		1
	<b>White</b>	9	11	6	4
<b>BFN campus Higher Certificate</b>	<b>African</b>			34	80
	<b>Coloured</b>			2	6
	<b>White</b>				5
<b>South campus Higher Certificate</b>	<b>African</b>				46
	<b>Coloured</b>				2
	<b>White</b>				2
<b>Total Extended</b>		3	7	10	19
<b>Total Mainstream</b>		12	29	7	17

For first time entering enrolments, African students show a significant growth in numbers, particularly between 2017 and 2018, and in mainstream programmes (Table 53; Figure 55). The introduction of the Higher Certificate qualification also added significantly to the student numbers since 2017. Overall, first time entering student numbers have increased from 15 in 2015 to 178 in 2018. First time enrolments in the extended programme have steadily increased since 2015, however, mainstream enrolments show some fluctuations.

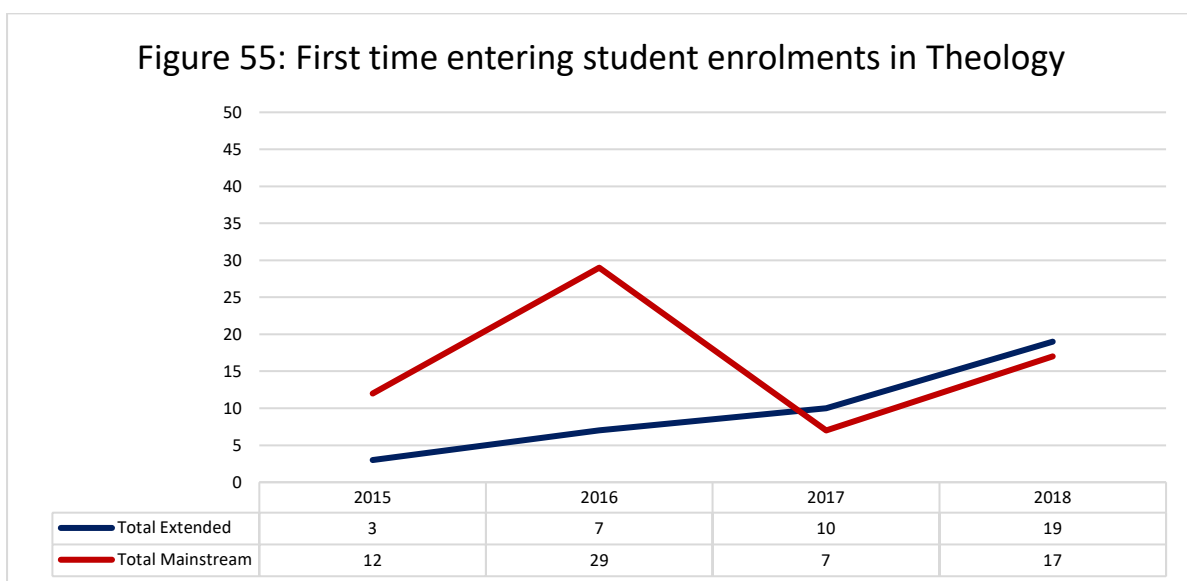
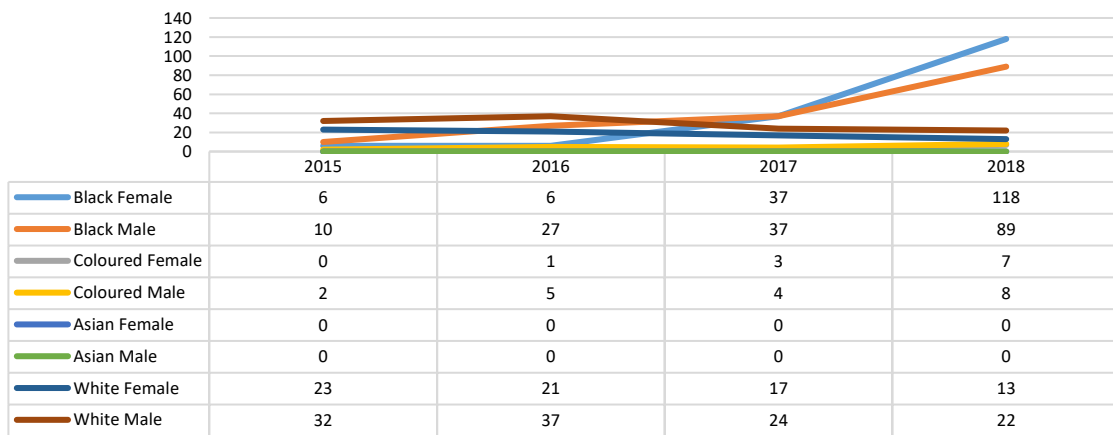


Figure 56: Undergraduate enrolments by race and gender in Theology



Undergraduate enrolments of male and female African as well as coloured students to a lesser extent, have increased since 2017 and 2016 respectively, while white students' enrolments show a decline since 2016 (Figure 56).

Figure 57: Postgraduate less than masters enrolments in Theology

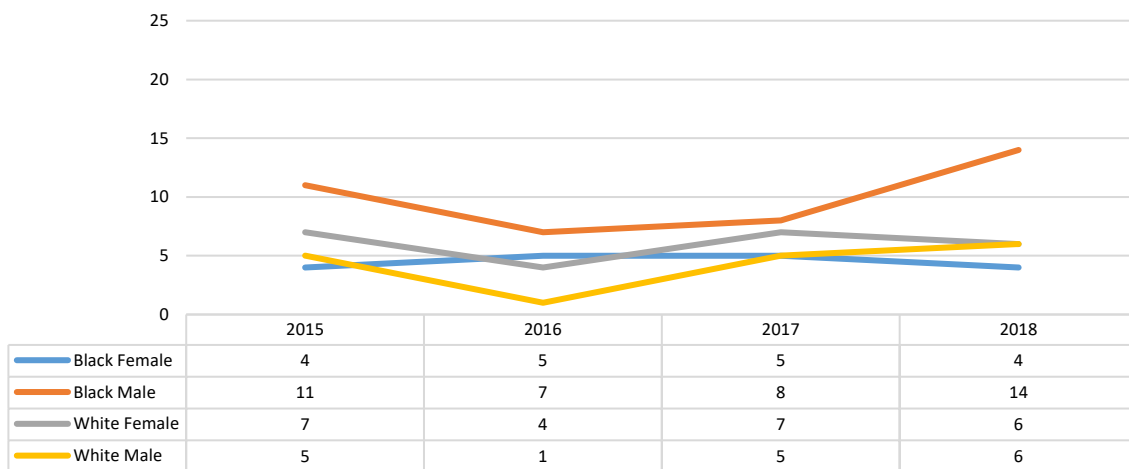


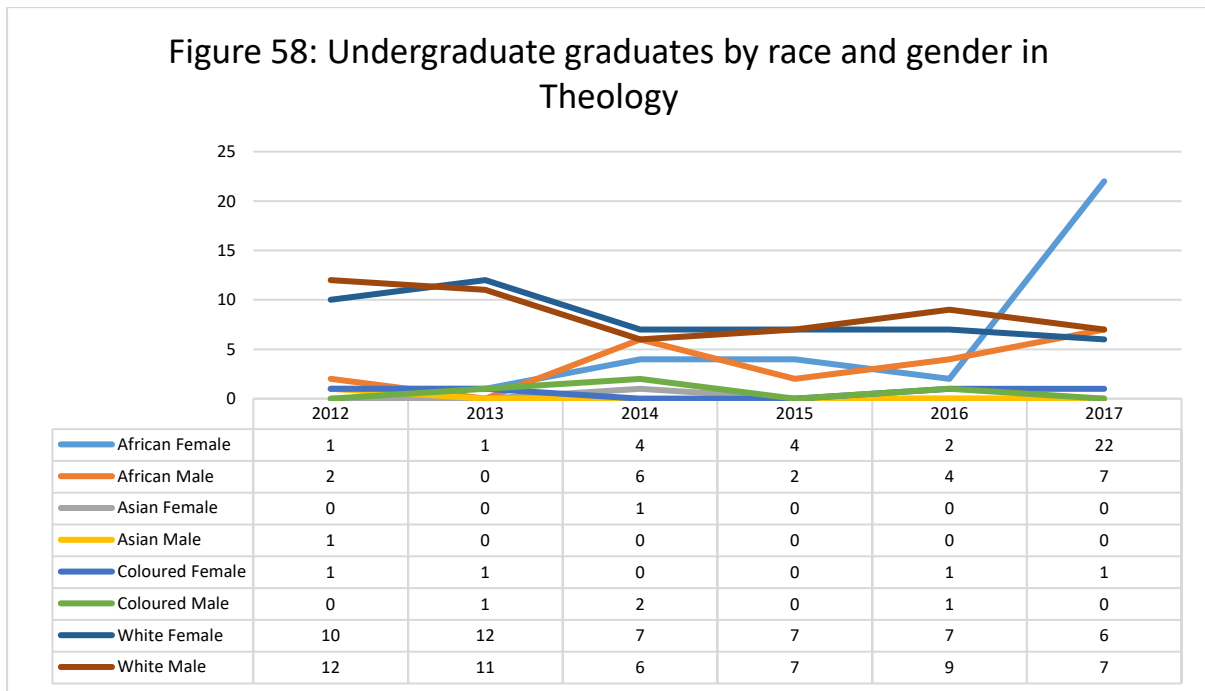
Figure 57 shows that postgraduate less than masters level enrolments have increased for African and white males, while the numbers for African and white females seem to be declining slightly.

### 3.7.3) Graduates

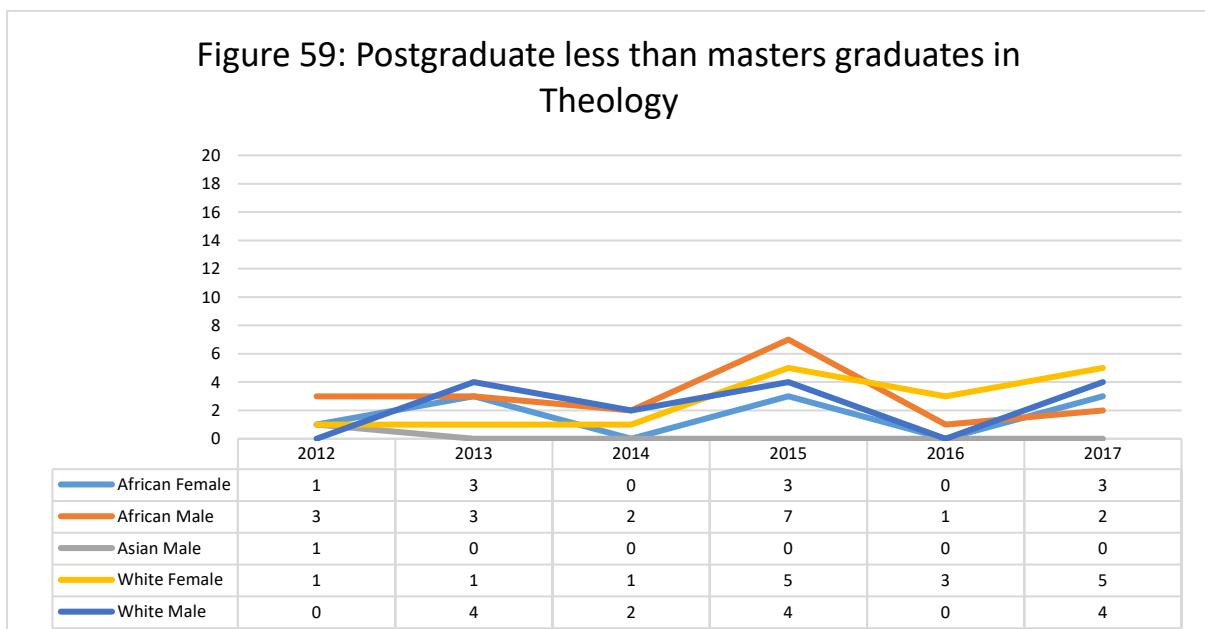
Table 54: Number of graduates by campus

Count of graduates (excl. Masters and Doctoral): Theology							
		2012	2013	2014	2015	2016	2017
	BFN	33	37	31	39	28	57
<b>TOTAL COUNT</b>		<b>33</b>	<b>37</b>	<b>31</b>	<b>39</b>	<b>28</b>	<b>57</b>

Table 54 shows that the number of undergraduate and postgraduate less than masters level graduates have fluctuated between 2012 and 2016, with a significant increase in 2017.



The number of African females obtaining undergraduate degrees have increased significantly between 2016 and 2017 (Figure 58). African males also show an increase, while white male and female students show a slight decrease from 2016.



For postgraduate studies less than masters level, although all groups show some fluctuations, there is a general increase in the number of graduates from 2016 to 2017 (Figure 59).

### 3.7.4) Module pass rates

Table 55: Undergraduate module pass rates of academic departments within Theology

	2015	2016	2017
Church History and Polity	97%	84%	84%
Historical and Constructive Theology	97%	91%	87%
Missiology	100%	100%	100%
Office of the Dean: Theology	100%	87%	100%
Old and New Testament Studies	93%	92%	91%
Old Testament	92%	83%	88%
Practical and Missional Theology	97%	86%	83%
Religion Studies	95%	96%	96%

\* Office of the Dean: Theology - 9 students in 2017; students registered at the Dean's office are in modules not assigned to specific departments.

The biggest improvement in undergraduate module pass rates from 2016 to 2017 was for students registered in the Office of the Dean: Theology (Table 55). The Department of Church History and Polity had the lowest average module pass rates over the last three years. The Department of Missiology had the highest average module pass rates over the last three years.

Table 56: Undergraduate module pass rates for Theology by race and gender

	2015	2016	2017
African female	97%	97%	93%
African male	96%	89%	86%
Indian/Asian female	100%	100%	100%
Coloured female	86%	94%	89%
Coloured male	72%	85%	92%
White female	97%	98%	99%
White male	93%	88%	94%

\*Indian/Asian female - 8 students; coloured male - 18 students in 2015

Table 56 shows that the biggest improvement in undergraduate module pass rates from 2016 to 2017 was for coloured males. However, coloured males also had the lowest average module pass rates over the last three years. Indian/Indian/Asian females had the highest average module pass rates over the last three years. While most groups showed an increase in module pass rate from 2016 to 2017, African female and male students show a decrease during this time. The achievement gap between African and white students for 2017 was 7%.

Table 57: Postgraduate less than masters module pass rates of academic departments within Theology

	2015	2016	2017
Church History and Polity	100%		91%
Historical and Constructive Theology	100%	73%	77%
Missiology	88%		88%
Old and New Testament Studies	100%	71%	91%
Old Testament	89%	100%	82%
Practical and Missional Theology	92%	75%	60%
Religion Studies	100%		100%

\*Church History and Polity - 16 students; Historical and Constructive Theology - 6 students in 2015 and 13 students in 2017; Missiology - 16 students in 2015; Old and New Testament Studies - 5 students in 2015, 17 students in 2016 and 11 students in 2017; Old Testament - 9 students in 2015, 1 students in 2016 and 11 students in 2017; Religion Studies - 18 students in 2015 and 6 students in 2017

The biggest improvement in postgraduate less than masters module pass rates from 2016 to 2017 was in the Department of Old and New Testament Studies (Table 57). 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 58: Postgraduate less than masters module pass rates of Theology by race and gender

	2015	2016	2017
African female	93%	73%	77%
African male	91%	70%	65%
White female	100%	100%	90%
White male	96%	64%	80%

\*African female - 15 students in 2015; coloured male - 3 students with no results; white female - 17 students in 2016; white male - 11 students in 2016

The biggest improvement in module pass rates for postgraduate less than masters level students from 2016 to 2017 was for white males (Table 58). White females had the highest average module pass rates over the last three years. African males show the lowest module pass rate in 2017. The achievement gap between African and white students for 2017 was 17%.

## SECTION 4: QUALITY ENHANCEMENT INITIATIVES

### 4.1) Student engagement at the UFS

To add to our understanding of UFS students and the factors which might be impacting their success, we add data from the South African Surveys of Student Engagement (SASSE).

#### 4.1.1) Key findings on student engagement at UFS

- In comparison with other institutions, the UFS students show higher engagement scores.
- 81% of students in the 2017 UFS sample indicate that their experience at this institution has been good or excellent and 77% indicate that they would attend the same institution if they had to start over.
- While the quality of relationships between students and other students, peer learning support, and support staff seem to have improved, the quality of relationships with lecturers and academic staff has declined since 2015.
- Even though there is a gap between students' and lecturers' experiences of effective teaching practices in class, particularly regarding giving and receiving feedback, both parties seem relatively satisfied with the classroom practices measured.



- In general, students feel that they are learning valuable skills beyond gaining academic knowledge, however, we need to ask why almost 30% of students do not feel that they have developed job- and work related skills or whether it is good enough that around 25% of students do not feel that they have developed skills to take on social issues or develop a sense of citizenship.
- While students feel more supported now than five years ago, there is still a third of students who do not feel supported in terms of their overall well-being, as well as why more than half of students who do not feel that the university is helping them manage their non-academic challenges.
- Students' financial concerns are impacting their lives. Quite a large portion of students are receiving NSFAS funding; 30% indicate that on most days or every day they run out of food and cannot afford to buy more; living and tuition costs as well as food insecurity are some of the main reasons why students consider dropping out; and students of all races, with African males in particular, are telling us that financial stress is having a negative impact on their academic performance.

#### 4.1.2) SASSE overview

The contextualisation and development of student engagement in South Africa has been run by the CTL at the UFS for ten years. To date, 20 universities have participated in at least one survey and the project also plays an important role in supporting the Siyaphumelela project goals (see 4.2). Engagement data has helped us to better align teaching and learning, and design environments that put student success and quality at the centre of institutional thinking. The culmination of findings from student engagement data in 2017 lead to the publication of the book: *“Engaging students: Using evidence to promote student success”*, edited by Prof Francois Strydom, George Kuh, and Dr Sonja Loots with contributions from various international and national experts in the higher education environment. This is the first comprehensive publication contextualising student engagement findings in the South African context for the benefit of advancing student success.

The data below represent broad tendencies of the extent to which students engage in effective educational practices.

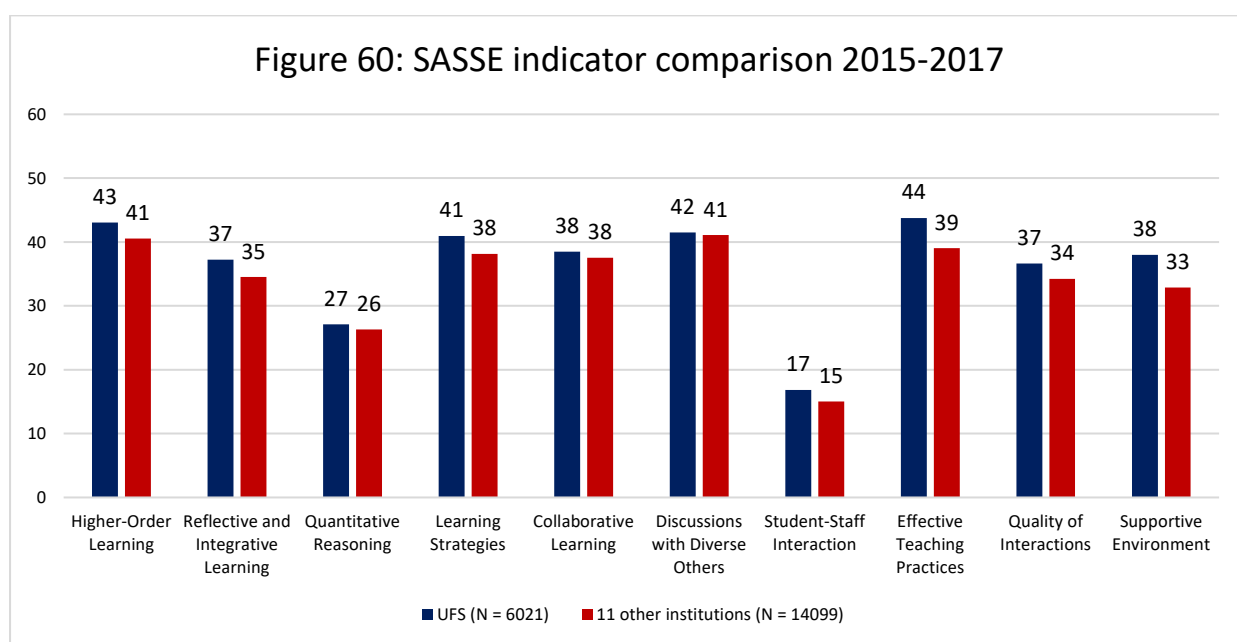


Figure 60 shows UFS undergraduate students' mean scores for SASSE indicators in comparison to three fellow participating universities in 2017. UFS students show higher engagement scores in all but one indicator (Discussions with Diverse Others). UFS students also show particularly high mean scores for Effective Teaching Practices and Higher Order Learning indicators. Although still showing quite a low mean score, UFS students show more interaction with staff than comparative universities.

#### 4.1.3) Students' satisfaction

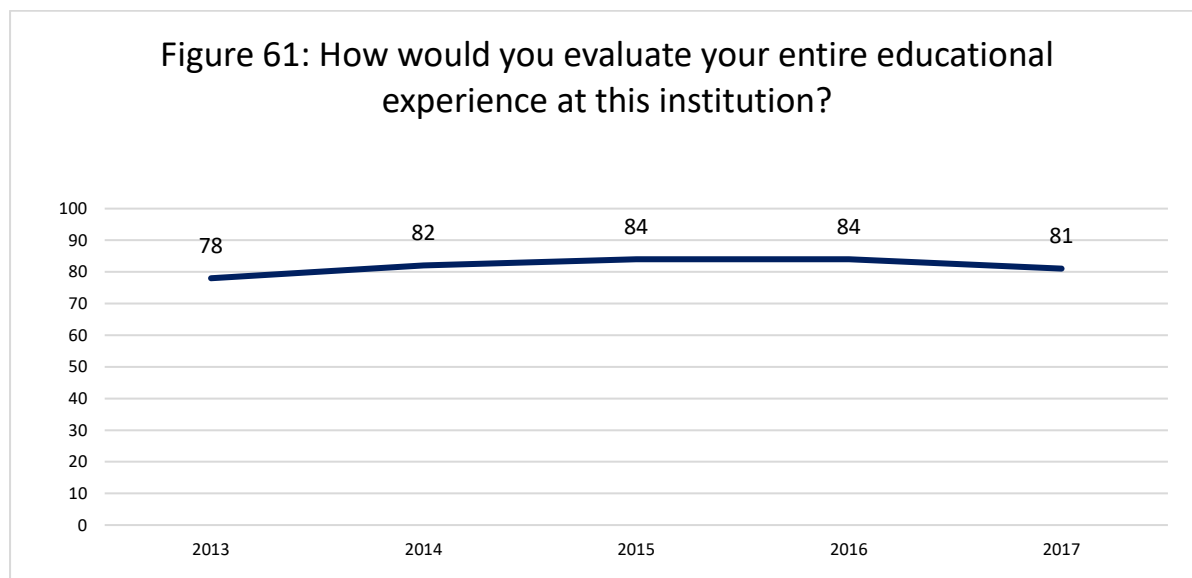
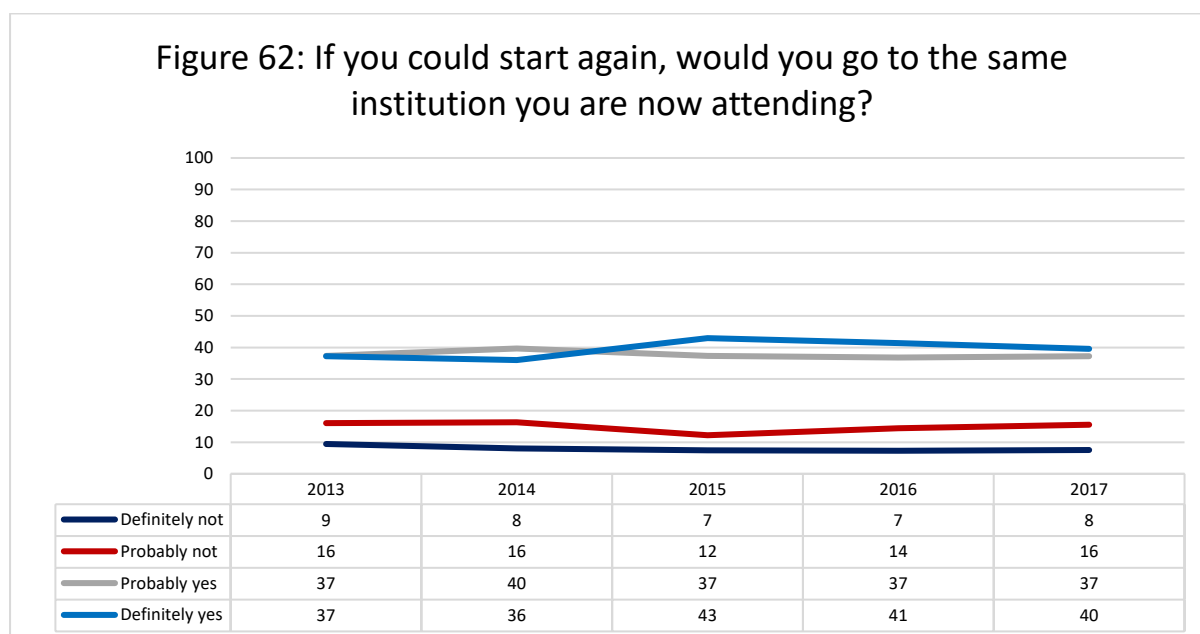


Figure 61 shows students' responses of 'good' or 'excellent' over the years. SASSE data shows a steady increase in students' evaluation of their educational experience at UFS, with a 3% drop between 2016 and 2017.



Students are asked whether they would attend the same institution if they had the chance to start over. Figure 62 shows that UFS students' responses of 'definitely yes' have generally increased since 2013.

#### 4.1.4) Teaching and Learning

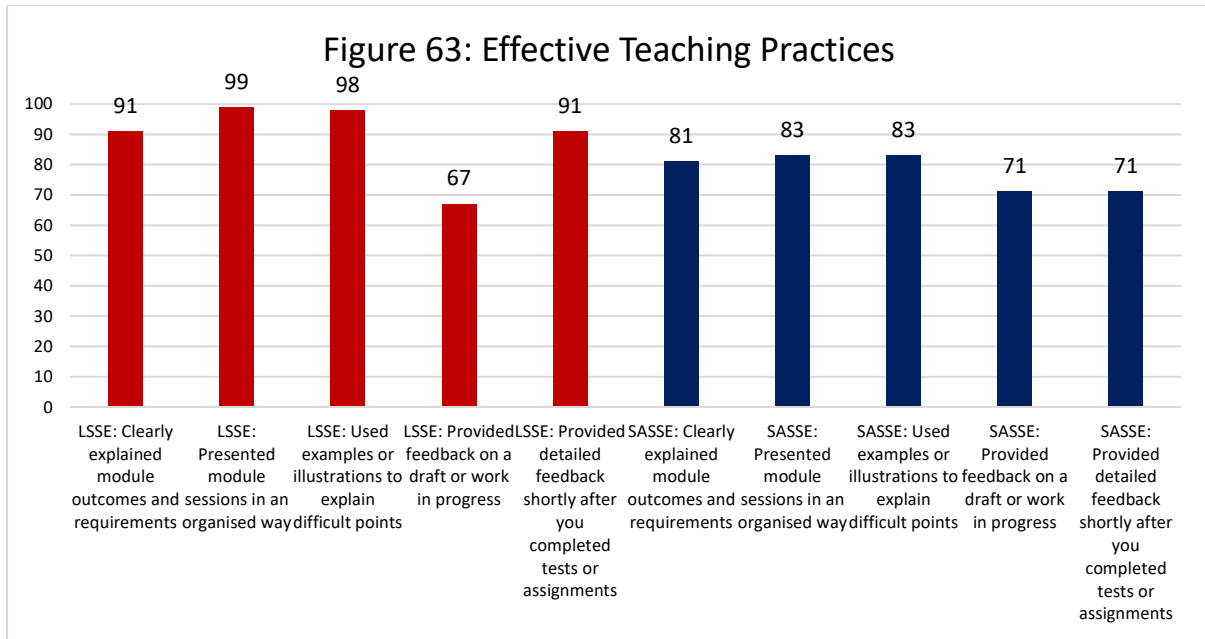
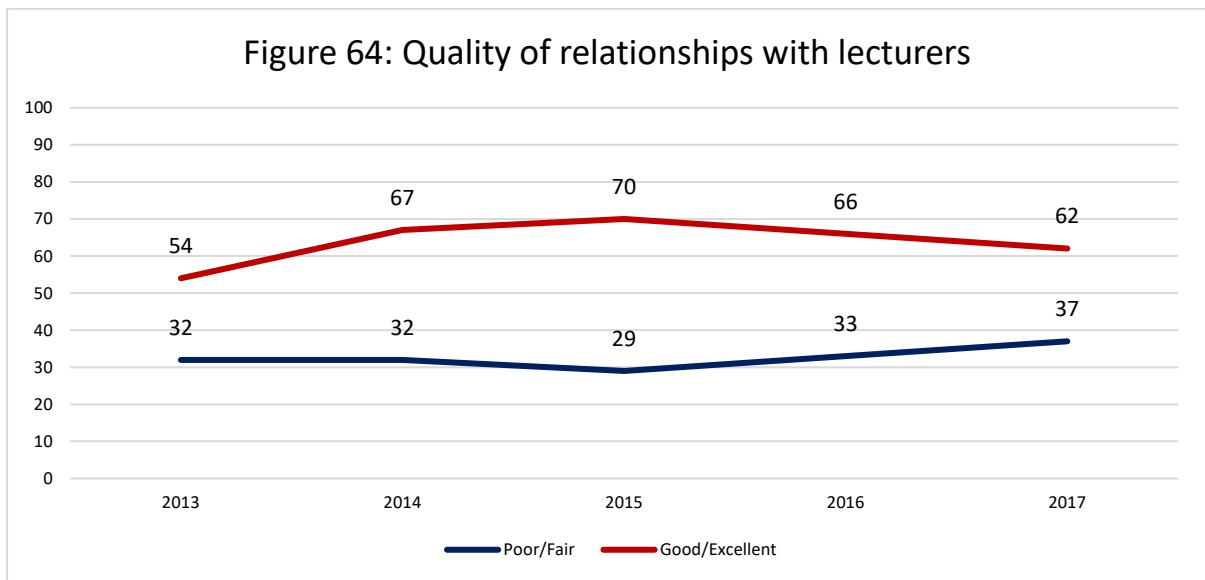


Figure 63 shows a comparison between students’ and lecturers’ responses to the items making up the Effective Teaching Practices indicator. For the most part, lecturers are confident that they clearly explain outcomes, present their classes in an organised way, use examples in class, and provide sufficient feedback. Although more than 80% of the student sample feel that their lecturers engage in these effective teaching practices, there is a 20% difference in students’ perception that they receive adequate feedback from their lecturers.



The SASSE asks students to rate the quality of relationships they have with university role players. Figure 64 shows that although the quality of their relationships with lecturers and academic staff showed an increase from 2013 to 2015, the trend seems to decline from 2015.

Figure 65: To what extent has your experience at this institution contributed to your development in the following areas?

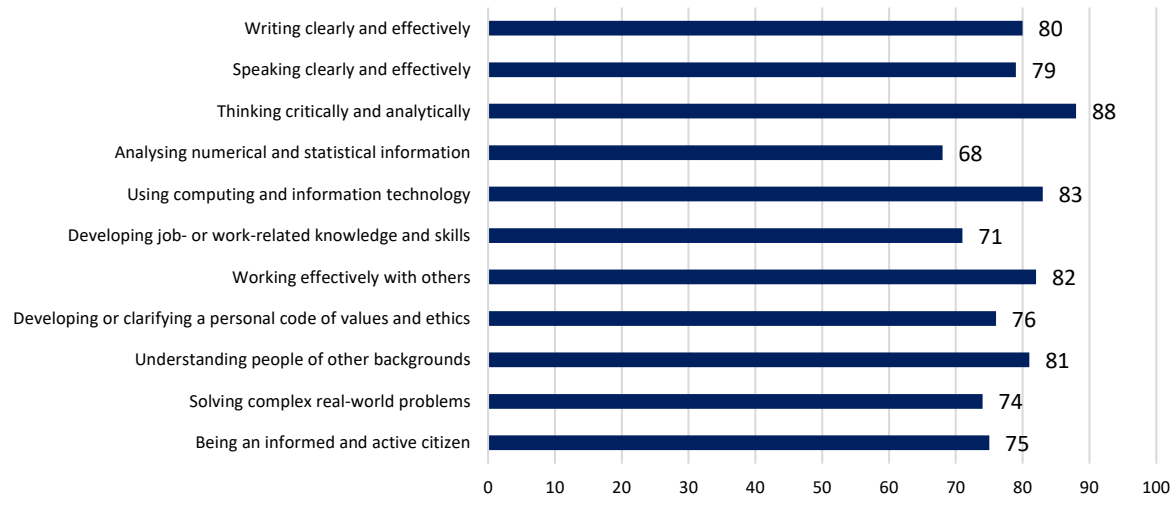
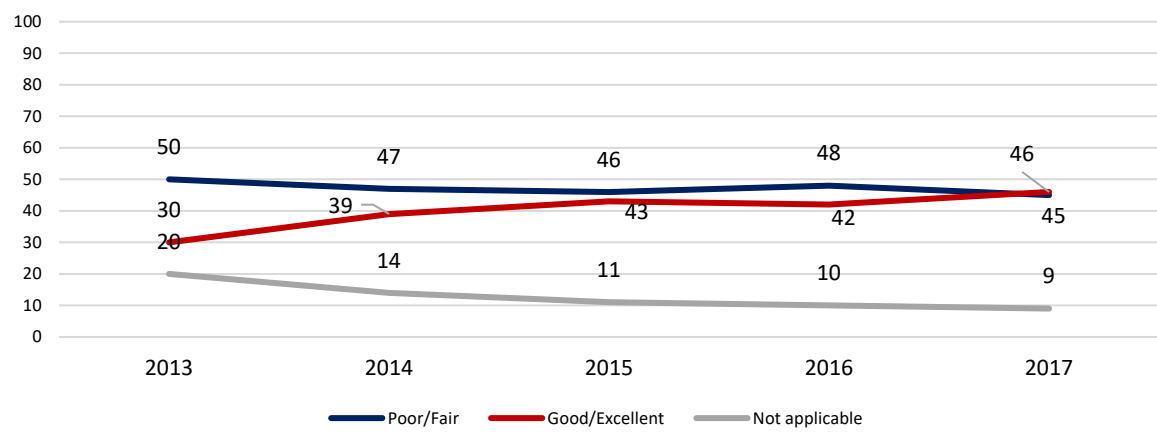


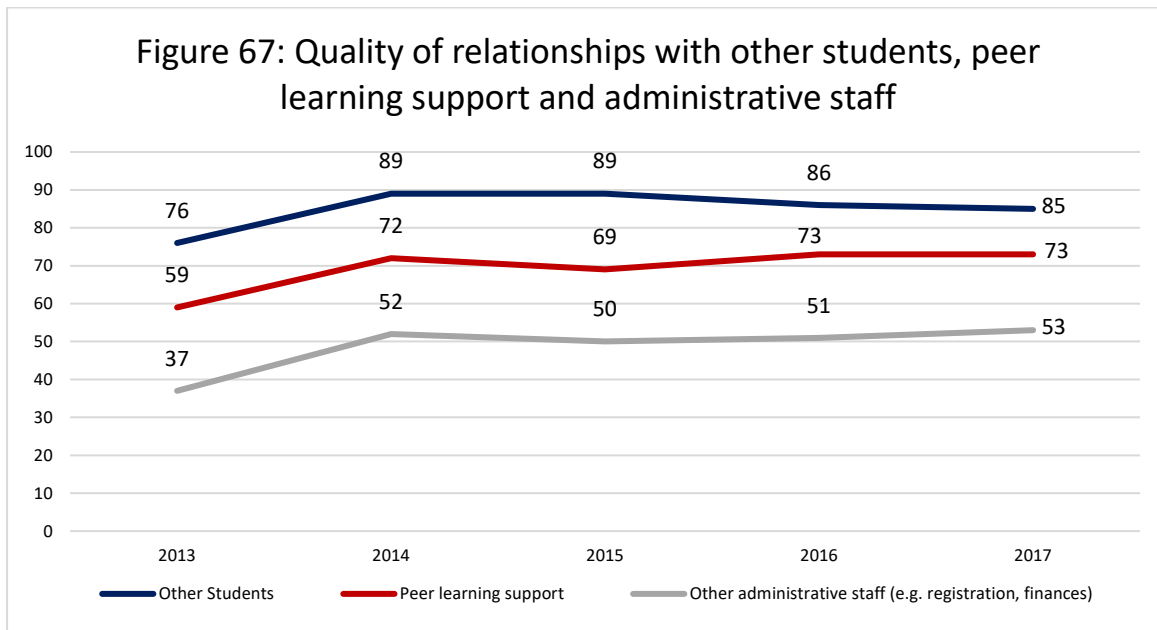
Figure 65 shows the extent to which students feel they have developed certain skills throughout their time at university. More than 80% of students feel that they have developed to be critical and analytical thinkers; their abilities to use computers and technology; working effectively with others; understanding people of different backgrounds; and their ability to write clearly and effectively. Only 71% feel that they have developed job- or work-related knowledge and skills.

#### 4.1.5) Institutional support

Figure 66: Quality of interactions with support staff (e.g. counselling, health, disability, career)



The quality of relationships students have with support staff (including counselling, health, disability, and career) seems to be improving and the amount of students who choose the 'not applicable' option is declining (Figure 66). This could imply that these support structures are gaining popularity and more students are making use of them.



Similar to students' perception of the quality of their relationships with support staff improving, the relationships between students and other students, peer learning support, and other administrative staff seem to have improved between 2013 and 2017. Figure 67 shows responses of 'good' or 'excellent'.

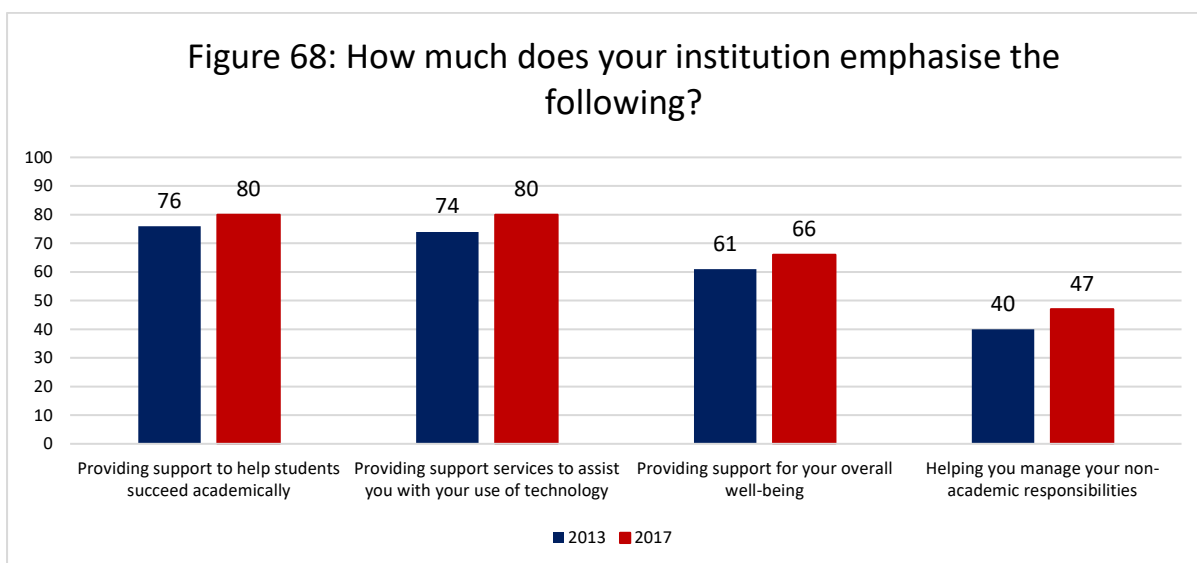
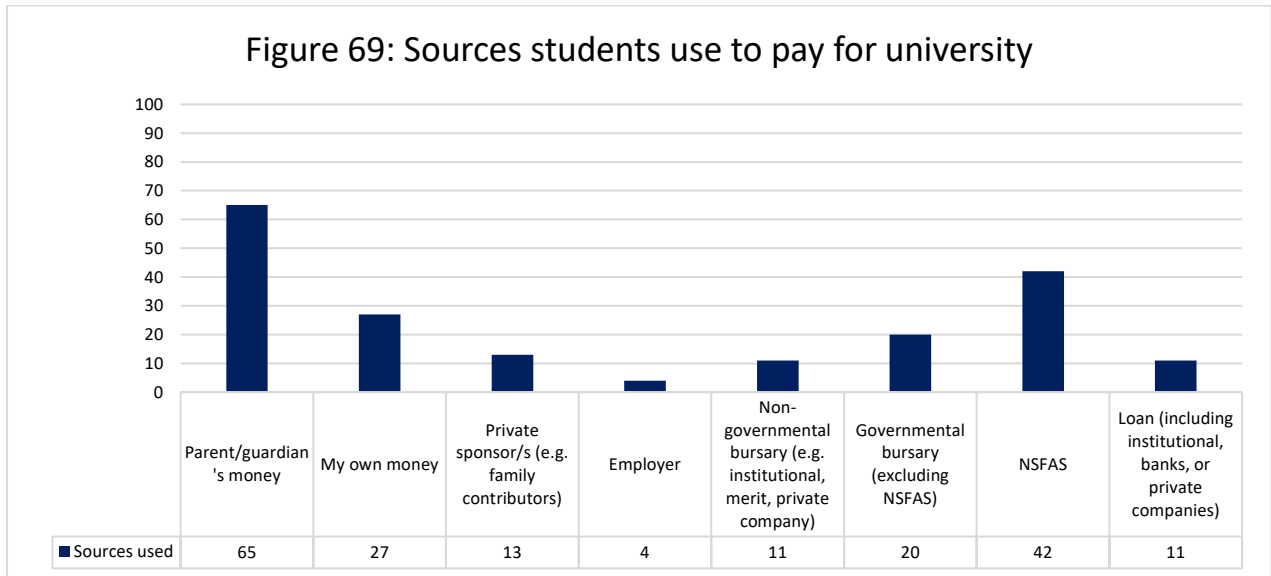


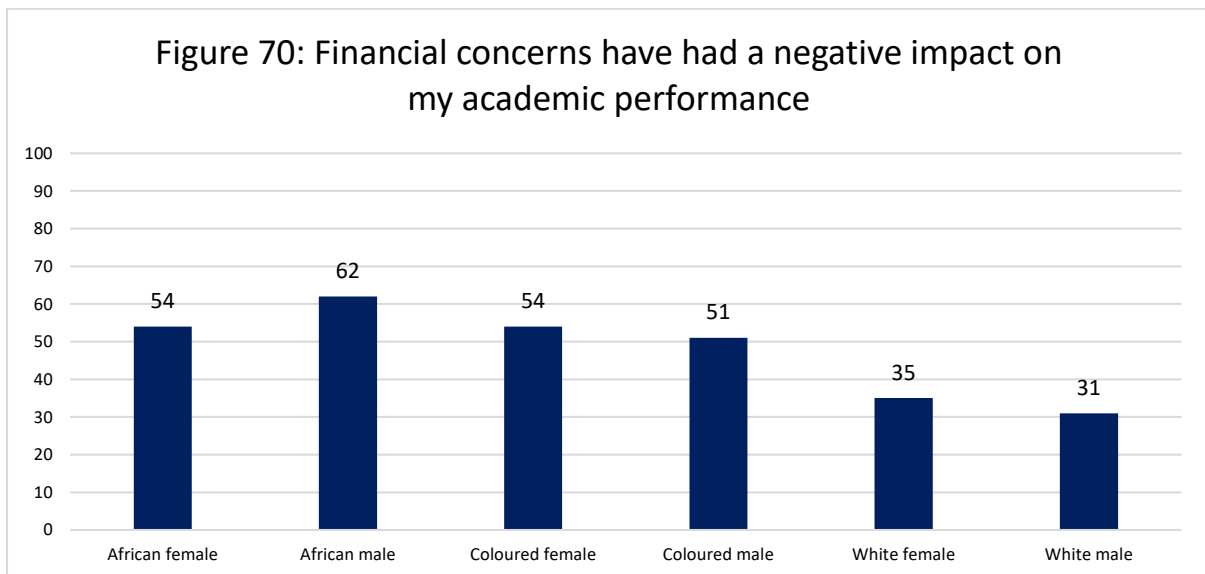
Figure 68 shows students' responses of 'quite a bit' or 'very much' to the question of how much the institution emphasises the following support for students. In general, students seem to feel that the UFS places more emphasis on helping them succeed academically; supporting them with the use of technology; providing support for their overall well-being; and helping them manage non-academic responsibility in 2017 than in 2013.

Figure 69: Sources students use to pay for university



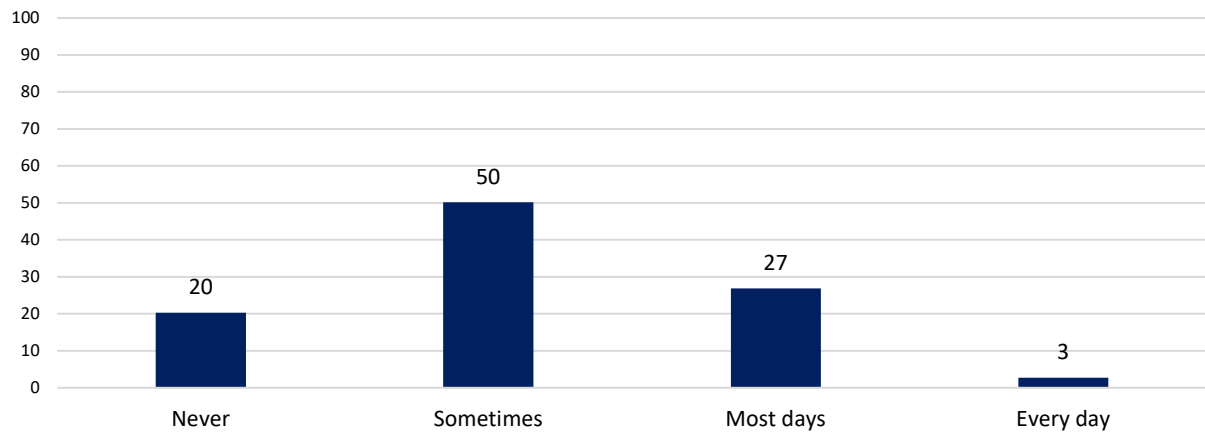
Students are asked to indicate the different financial sources students use to for university, over two thirds indicate that they are making use of their parents' or guardians' money (Figure 69). Of the broader sample, 42% indicated that they are making use of NSFAS funding. This figure is one of the highest across the different universities who have participated in the SASSE. A further 27% of students say that they make use of their own money, and 13% are funded by private sponsors. Government bursaries account for 20% of students' funding, while only 11% of the SASSE sample pay for university through private bursaries or loans respectively.

Figure 70: Financial concerns have had a negative impact on my academic performance



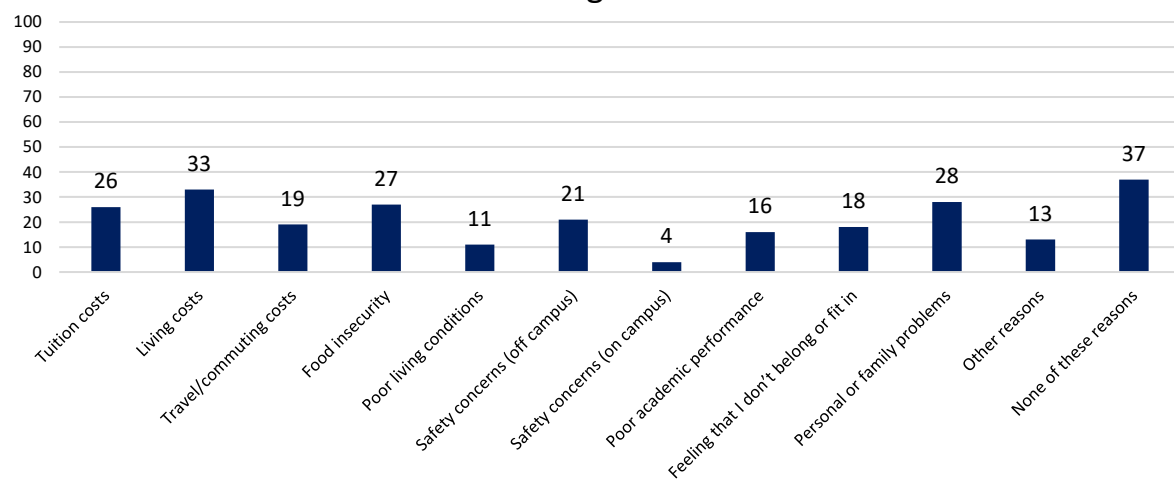
The SASSE asks students whether they feel if financial concerns have had a negative impact on their academic performance. Figure 70 shows students' positive responses. Almost two thirds of African males and more than half of African and coloured females, as well as coloured males feel that their financial concerns have impacted their academics negatively. Around a third of white female and male students feel the impact of financial stress on their academics.

Figure 71: In the past year, were there any times that you ran out of food and could not afford to buy more?



In an attempt to measure students' food insecurity, the SASSE asks whether there were any times during the past year that students had run out of food and could not afford to buy more. Figure 71 shows that only 20% of students say that this has never happened to them in the past year, while 30% indicate that this has happened most days or every day.

Figure 72: I have considered dropping out because of the following reasons:



The SASSE asks students whether they have considered dropping out because of the different reasons shown in Figure 72. About a third of students indicate that they have considered dropping out because of living costs, 28% because of personal or family problems, 27% because of food insecurity, and 26% because of tuition costs. In comparison, only 16% have considered dropping out because of poor academic performance.

#### 4.2) Siyaphumelela

The Siyaphumelela project aims to improve the institutional capacity of five higher education institutions to develop institutional research, with a specific focus on data analytics. The UFS was selected to be part of the project that is sponsored by the Kresge Foundation, and supported by the NGO, Saide. Within the institution, the project has enabled the UFS to strengthen capacity,

collaboration, and to promote a culture of evidence. The project has also enabled the UFS to move from data reporting to a more analytical approach. This analytical approach has enabled it to assess the impact of larger student success efforts and continuously improve the quality of these efforts. A focus on data analytics has helped the institution to reflect on its infrastructure and data management procedures. The development of dashboards has also allowed information to be shared with faculties. The UFS therefore sees a data analytical focus as critical to improving its effectiveness and efficiency. The UFS is also playing a leading role in the broader Siyaphumelela project in the national development of academic advising, as well as student engagement.

The UFS has been awarded a bonus grant from the Kresge Foundation in order to expand on the initial Siyaphumelela progress and goals. This would allow for the development and implementation of more sophisticated tracking of students and more individualised support through linking academic advising with data analytics.

### 4.3) High-Impact Practices

While there are several examples of institutional and faculty-based interventions, arguably some of the most relevant to students' engagement and success is the CTL's intentional positioning of academic advising, tutorials (A-Step programme), the UFS101 module, and language development as High-Impact Practices (HIPs), which will be briefly mentioned here.

#### 4.3.1) Academic advising

The UFS plays a leading role nationally in developing academic advising. Through the Kresge Foundation funded Siyaphumelela initiative, significant advancements in defining and developing academic advising in South African higher education are taking place. Moreover, a collaborative University Capacity Development Grant (UCDG) has been awarded to seven national higher education institutions over a period of three years (2018 - 2020) to drive a contextualised theoretical understanding of advising as a holistic developmental practice to promote professional practice, and to allow institutions to work collaboratively in advancing research and development in advising within South Africa. The potential of academic advising as a key contributor to students' development and success is therefore being recognised. At the UFS, the efforts to develop advising are also paying off. A recent report published by the CTL shows that more students are participating in academic advising, and all students who receive advising are more engaged. This finding is also replicated in national SASSE data, thereby showing the potential of advising as an important factor in helping students to succeed. Table 59 below shows how many students have participated in different academic advising initiatives.

Table 59: Student participation in academic advising initiatives

2017	
Academic Advising Initiatives	Number of students
Face-to-face with CTL advisors	345
Online advising interaction	589
Wired-In-Navigating-Graduation-Success (WINGS)	116
UFS101	7423
ResLife collaboration	251
NAS faculty workshops	526
Star of Stars (UFS Marketing Collaboration)	11



In response to calls to assess if academic advising has an impact on academic success and analysis was done and the results are show below.

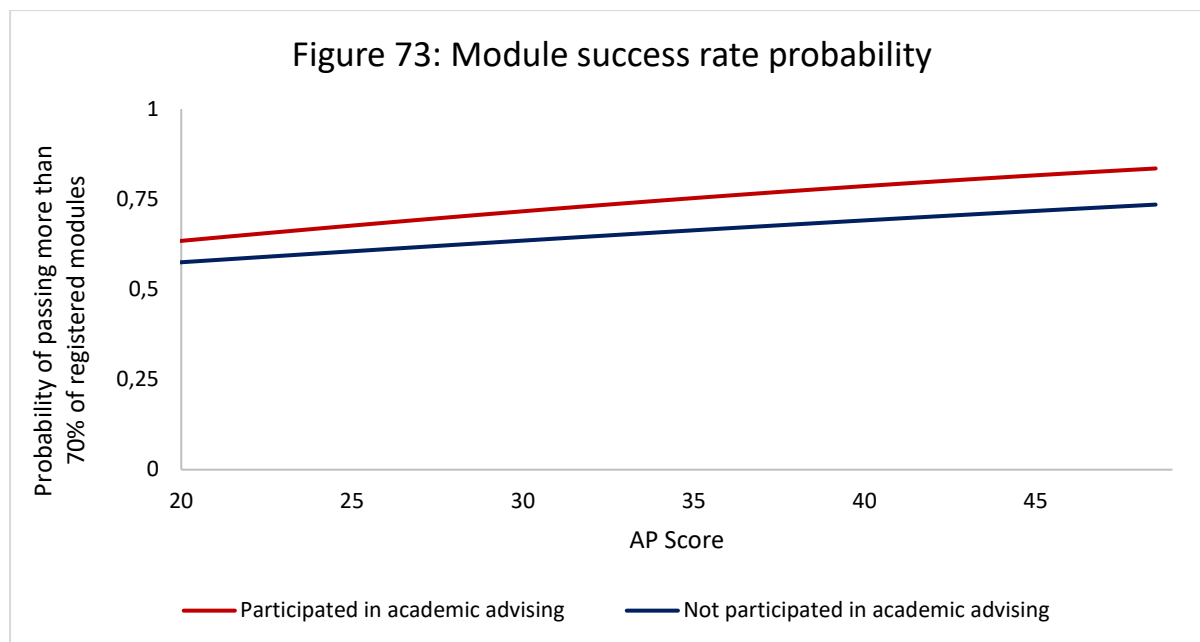


Figure 73: Probability of passing modules in relation to academic advising (UFS 2015-2017 data, N=1456)

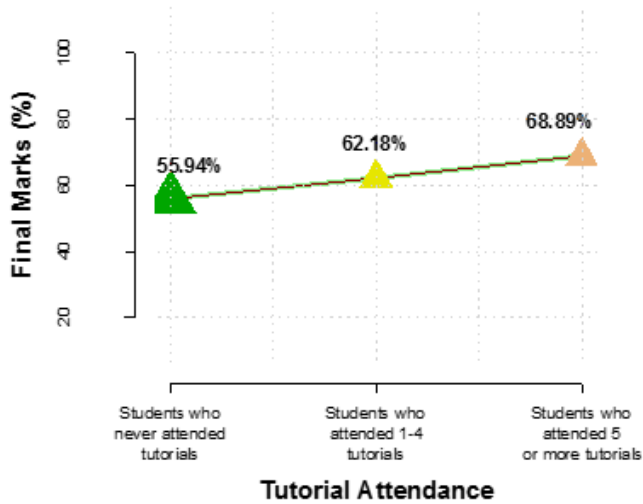
Figure 73 shows that through linear mixed modelling, students who participated in academic advising have a higher probability of passing more than 70% of their modules than a comparable group who had not participated in advising. This is the case regardless of students' Admission Point (AP) scores. Analyses such as these which focus on students' actual behaviours and performance support similar results from self-reported data linking the benefits of academic advising, student engagement, and success.

#### **4.3.2) A-Step tutorial programme**

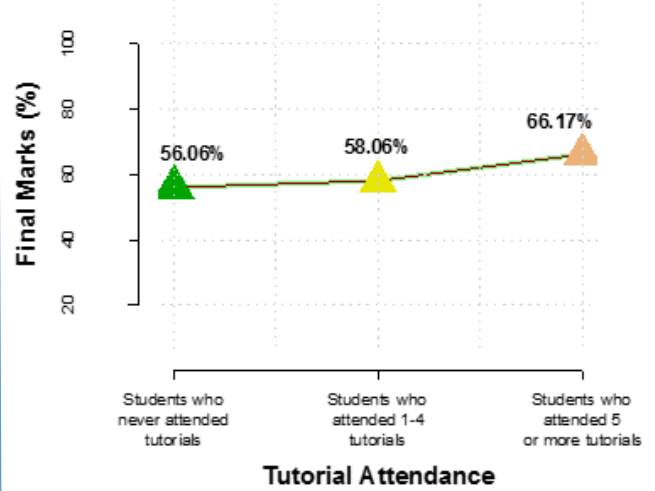
The Academic Student Tutorial Excellence Programme (A-Step) was established in 2007 with 55 tutors in two faculties and has grown to 348 tutors across the Bloemfontein and QwaQwa campuses impacting on the learning of 9611 students. Impact analyses persistently show a relationship between the frequency of tutorial attendance and students' success in relevant modules. Because of its size, data analytics play a significant role in monitoring and evaluating the programme's progress. A-Step has developed a sophisticated dashboard and database that records and maintains all tutor information, tutorial observation comments, as well as tutorial evaluations from students. Attendance data is updated every 30 seconds and the A-Step Intelligence system (ASIS) is able to produce faculty specific reports in 60 seconds. This has resulted in significant efficiency gains.

The increase in staff capacity combined with data analytic innovation has resulted in a decrease in operation expenditure and a decline in the cost per student. Figure 19 provides an aggregated analysis of the impact of tutorials in different faculties.

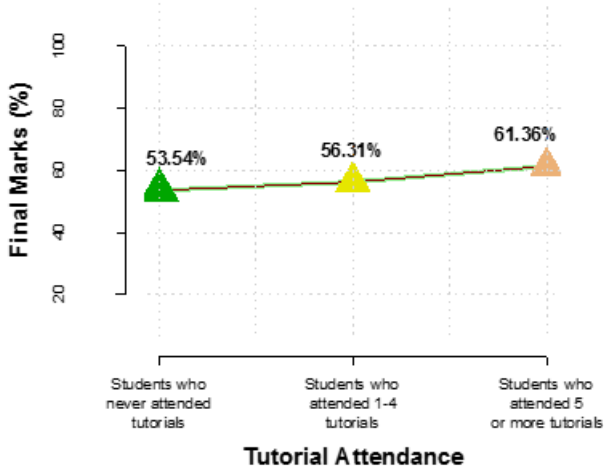
Means of students' final marks against tutorial attendance for the module HUMANITIES



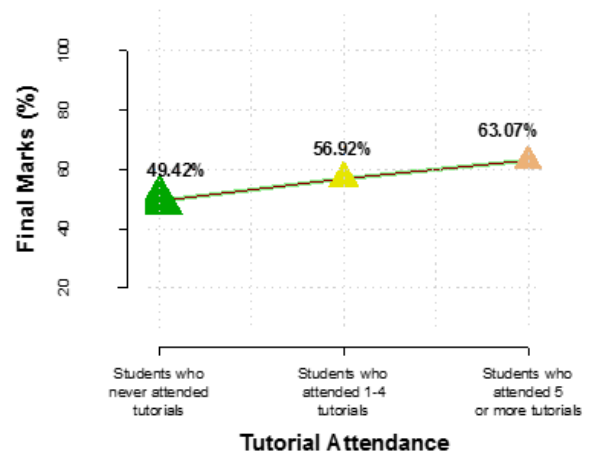
Means of students' final marks against tutorial attendance for the module ECONOMIC AND MANAGEMENT SCIENCES



Means of students' final marks against tutorial attendance for the module NATURAL AND AGRICULTURAL SCIENCES



Means of students' final marks against tutorial attendance for the module LAW



Means of students' final marks against tutorial attendance for the module EDUCATION

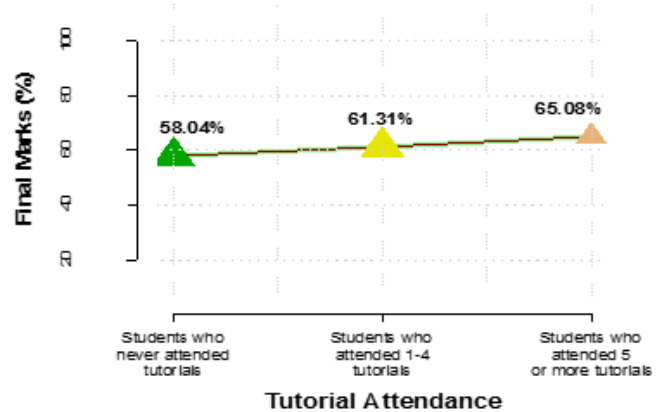
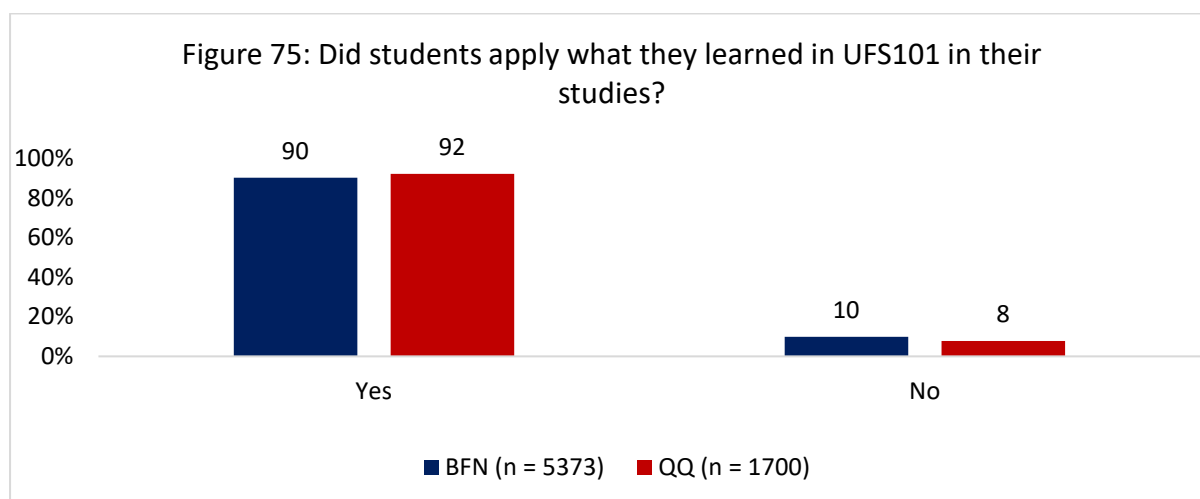


Figure 74: Aggregated analysis of tutorial impact on module success per faculty

Figure 74 shows that in all faculties more attendance leads to improvement in academic performance. These results show that peer facilitated learning impact student success.

### 4.3.3) Transition: UFS101

UFS101 is a compulsory module with the aim of providing the best support and strategies possible to assist students to successfully move through their transition to 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 2017, 7 423 students participated in the module and in 2018 this figure is 9 105. The module’s curriculum has been consistently reviewed to include practical skills students would need during their studies. The first semester focuses on teaching students academic success skills (e.g. goal setting, computer skills, time management, characteristics of successful students), while the second semester focuses on a deeper common intellectual experience about knowledge and how disciplines are linked. The UFS101 staff are widely recognised for their contributions to innovative teaching in large classes, including a sign language component for everyone to learn in order to shed light on universal access to learning, and introducing a social justice and leadership theme which requires students’ reflection on what good leadership entails. Figure 75 shows that the majority of students apply the skills they learn in UFS101 to their studies.



The topics that students reported as most valuable are time management, goal setting, referencing and plagiarism, and how university works.

### 4.3.4) Language development

Research shows that the development of students’ language skills, especially academic literacy skills, is critical for academic and employment success. The UFS has a 20 year history of local and international investment in the development of leading approaches to developing academic literacy in second and third language speakers of English. The Unit for Language Development (ULD) makes use of a Content-based Instruction (CBI) approach which utilises the content from a specific content area as a vehicle to teach academic language skills. The essential features of such an approach include: ‘learning a language through academic content, engaging in activities, developing proficiency in academic discourse, and fostering the development of effective learning strategies’ (Crandall 1999, 604). The ULD has two main sites of delivery, namely academic literacy courses and the Write site.

In 2017, 8 954 students were enrolled in literacy courses on all the campuses and the regions, including mainstream, extended-degrees, and bridging courses. The Write site provides undergraduate students with individual consultation for assignments and work with lecturers to develop customised digital workshops based on specific assignments in courses. In 2017, 10 226 students across the Bloemfontein and QwaQwa campuses made use of Write site services. The ULD is currently completing a comprehensive 2-year evaluation of the impact of its services.

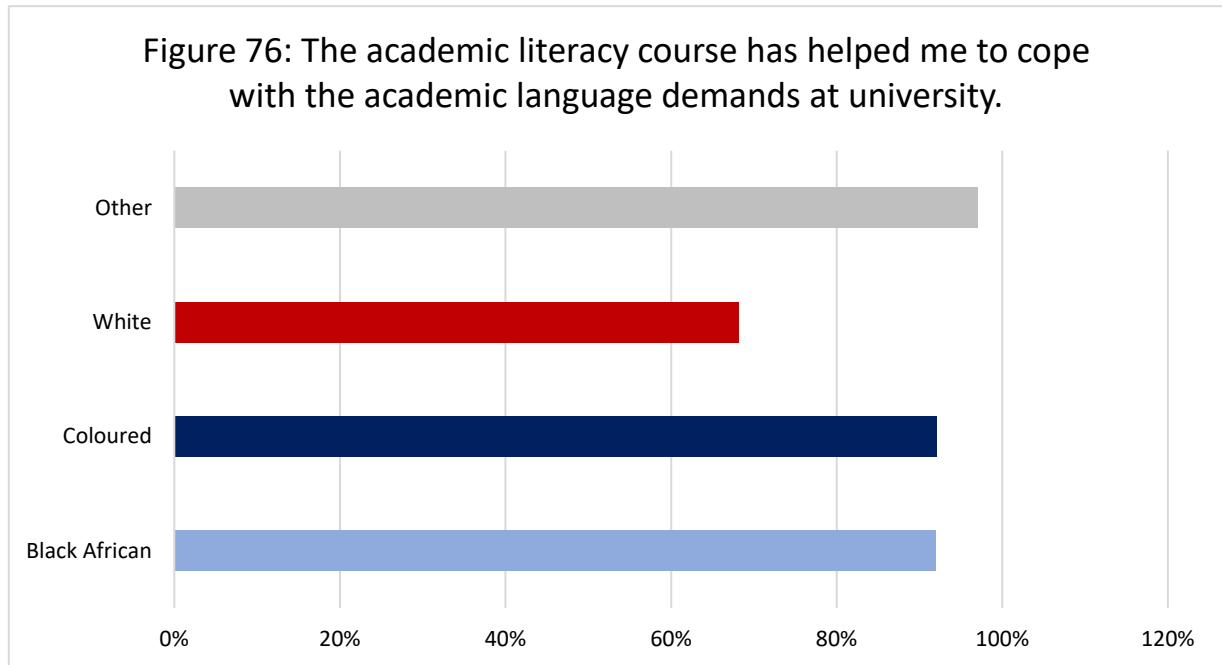


Figure 76 shows the extent to which students of different races feel that the literacy course they attended has helped them to meet the demands at university. African and coloured students reported that the academic literacy courses helped them to cope with the academic language demands at the university more than white students. Figure 77 shows that 89% of students agree or strongly agree that the Write site's customised, digital workshops were necessary.

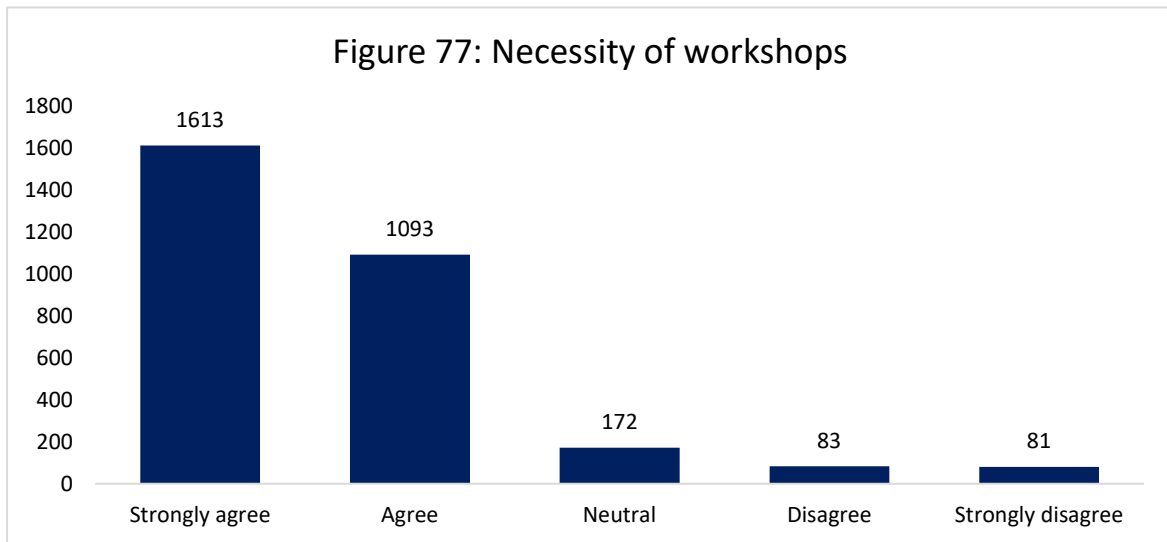
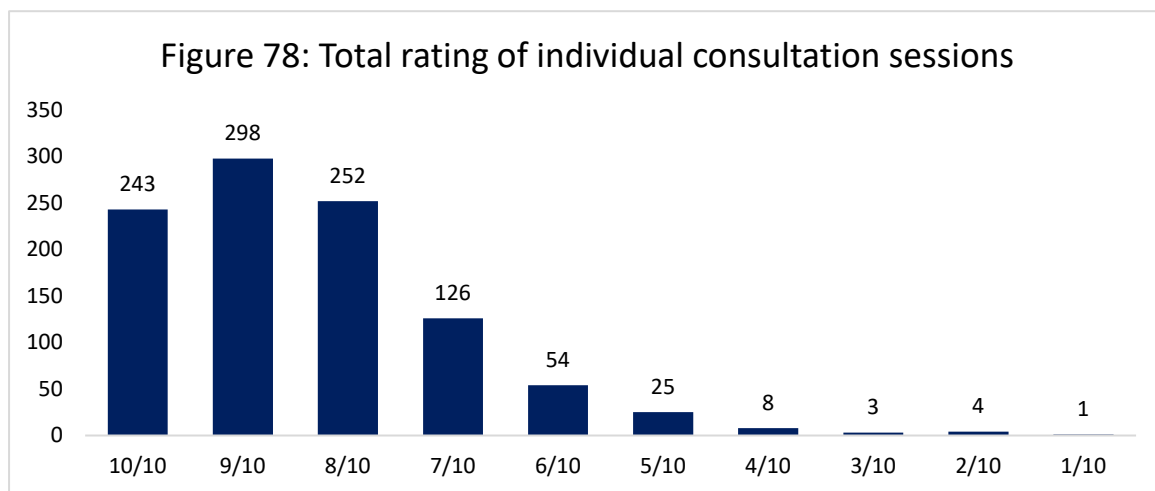


Figure 78 shows that the majority of students scored a combined mark of between 8 and 10 for their individual consultation sessions at the Write Site.



#### 4.4) Graduate exit surveys

The graduate exit survey was developed to gain feedback from graduates about their experiences at the UFS. The survey measures graduates' employment status or furthering of studies, graduates' satisfaction with their studies at the UFS, and the extent to which graduates feel they have developed certain professional and generic skills. From this data, the UFS aims to improve the quality of students' experiences and to improve the readiness of UFS students for work. The survey was piloted with three different samples of graduates in 2016 and 2017 including over 4 000 graduates in total.

In short, the majority (half) of graduates have not decided what they are going to do after graduating, around 2% state that they will be working, and less than 2% will further pursue their studies. From the second pilot conducted on the QwaQwa campus, 79% of graduates felt satisfied or very satisfied that the university prepared them for the world of work, while 69% of the Bloemfontein campus students felt the same. When asked how satisfied graduates are with the quality of their educational experience, 91% of the QwaQwa pilot sample indicated satisfied or very satisfied, compared to 85% of the Bloemfontein pilot sample. Over 80% of graduates from both campuses feel satisfied or very satisfied that they have developed adequate reading and writing skills, as well as disciplinary

knowledge. The majority of items graduates feel most dissatisfied about relates to the cost of studying (tuition, accommodation, food, internet/data), the lack of variety of food sources, recreational activities (QwaQwa) and book stores on campus, performance of the SRC (BFN), and race relationships on campus (BFN).

#### **4.5) Academic staff development and leadership programmes**

The increasing national recognition of university teacher development, particularly through the University Capacity Development Programme (UCDP) influenced the draft of the DHET's *Framework for enhancing academics as university teachers*, which brings to focus how we are supporting the development of lecturers. The CTL has been focusing on the following areas:

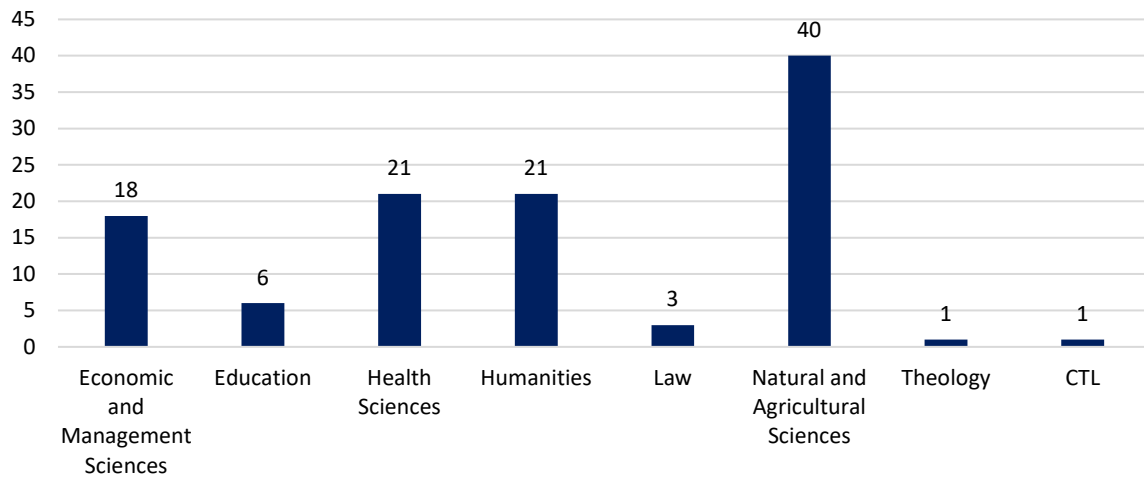
Currently, academic staff development is conceptualised around five core courses, namely: New academic staff orientation; Design your course; Teaching your course; Assess your course; and Develop your career. These five development tracks are presented in a range of workshops. Annual workshop attendance has increased from 112 attendees in 2015 to 288 so far in 2018. The workshops require close collaboration between different focus groups within CTL and are moving towards making use of more online platforms to help develop teaching and learning. In addition to the regular workshops, the CTL recently hosted an international expert on staff development, Mary Deane Sorcinelli, who presented several workshops to interested staff over the course of a week.

The academic leadership program focuses on developing current Heads of Departments (HOD's), and creating an opportunity to develop a new generation of HOD's. By 2017 a total of 115 current HODs and candidates identified for this role participated in the programme, which focuses on developing personal and leadership skills necessary for leading and managing departments.

#### **4.6) Teaching and learning awards**

For the past few years, the excellence in teaching and learning awards have been focusing on recognising and rewarding quality teaching and learning practices at the UFS. In 2017 it was decided to integrate this event into the inaugural UFS Scholarship of Teaching and Learning conference. The number of entries for the Teaching and Learning Excellence awards in 2017 was 36. Figure 79 below shows the longitudinal distribution of applicants between 2014 and 2017. The faculty of Natural and Agricultural Sciences have almost had double the applicants of the closest faculties. During the conference, the winners of the categories - which include Innovation and Assessment; Student Engagement and Learning; Research in Teaching and Learning; Most Valued Professional; Curriculum Design and Innovation; and Service Learning – are asked to share their good practices. The 2017 conference was attended by 104 UFS delegates and demand outweighed space for pre-conference workshops held at CTL.

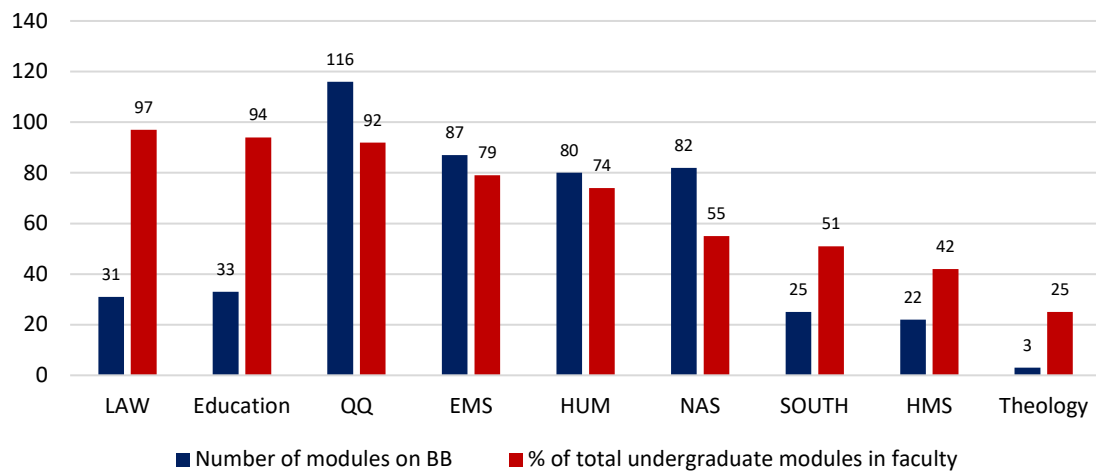
Figure 79: Number of entries per faculty (2014-2017)



#### 4.7) Teaching and learning and technology

The CTL conducts a bi-annual analysis to determine the use of the Learning Management System (LMS), Blackboard, and its related functions.

Figure 80: Undergraduate Blackboard use



The number of undergraduate modules making use of Blackboard during the first semester in 2017 within each faculty is shown in Figure 80. On the Bloemfontein campus, the faculties of Law and Education had most of their modules on Blackboard (97% and 94% respectively of all undergraduate modules), followed by Economic and Management Sciences (79%) and Humanities (74%). Natural and Agricultural Sciences had 55% of their modules on Blackboard, while Health Sciences had 42%, and Theology had 25%. The QwaQwa campus had 116 modules registered, which represents 92% of their undergraduate modules, while 51% of modules made use of Blackboard on the South Campus.

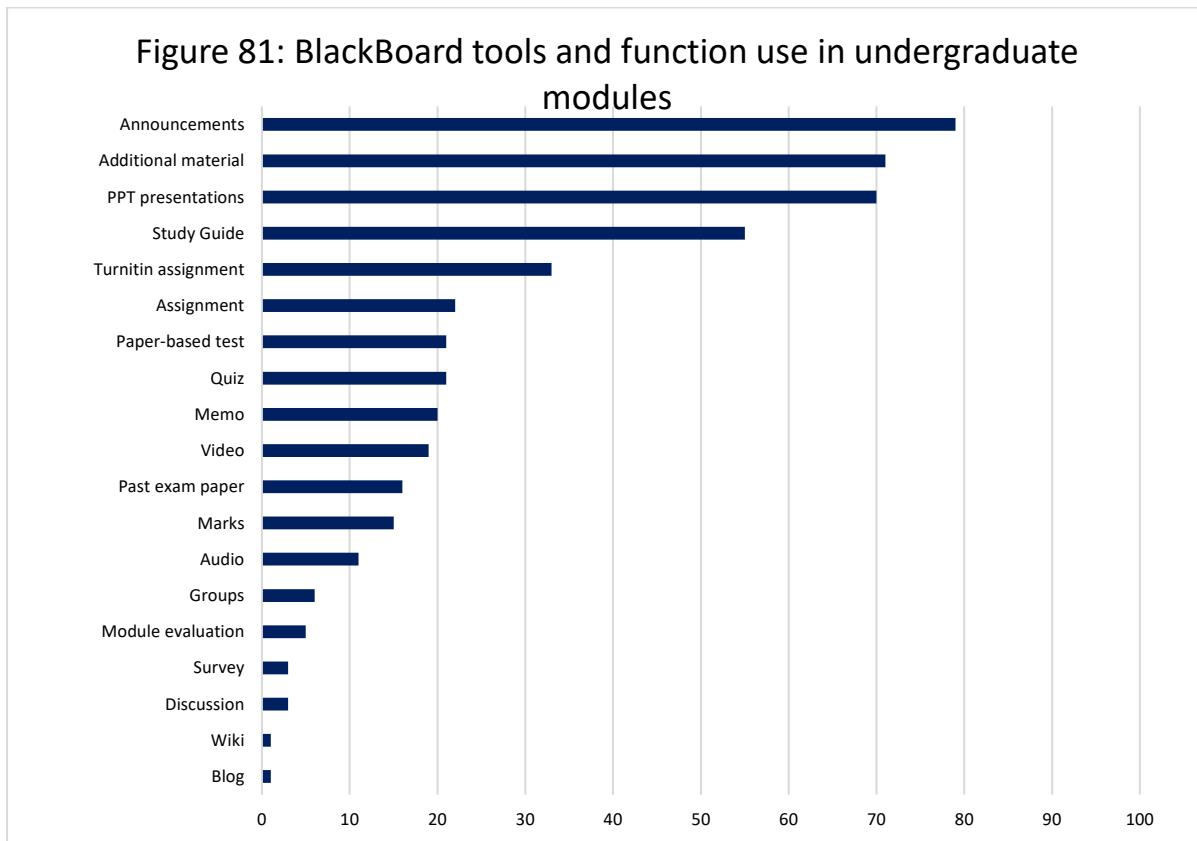
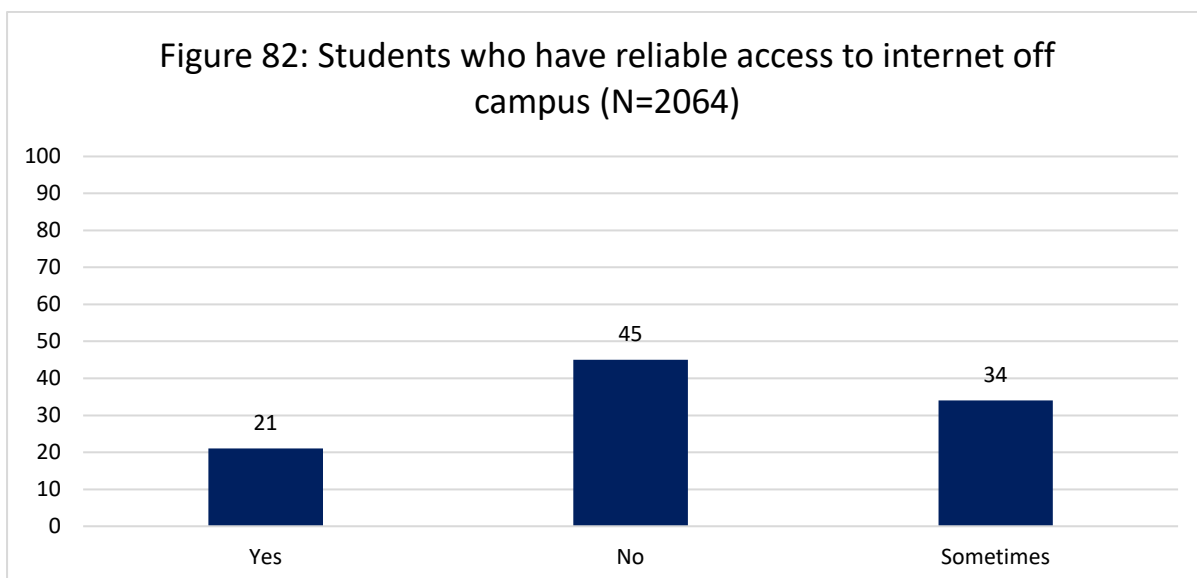


Figure 81 shows the most to least used tools and functions of Blackboard among all undergraduate modules using the LMS in 2017. Blackboard was mostly used as a one-way platform to share announcements, additional materials, PowerPoint presentations, and study guides.

Another source of information regarding teaching and learning and technology is from the Digital Identity Survey, conducted annually by CTL.



Students are asked to indicate whether they have reliable access to the internet when they are off campus. Figure 82 shows that almost half (45%) of the sample of over 2000 students indicate that they do not have reliable access, while 34% state that they sometimes have. Only 21% say that they have a reliable internet source.



While the 2017 report is in process, this important finding relates to students' off campus internet access, which impacts how lecturers are able to optimally make use of blended learning environments.

#### 4.8) Reviewing the curriculum and increasing quality

To ensure academic quality, continuous curriculum renewal is essential. The Directorate for Institutional Research and Academic Planning (DIRAP) is tasked with organising programme and departmental reviews, which include reviews of the curriculum. In 2017, 12 departments and centres were reviewed. As part of the ITP process of review, the framework and process for departmental reviews including an emphasis on deliberate reflection on decolonisation, was started. At the time of the compilation of the report a baseline report on the status of decolonisation was still underway.

In addition to the review conducted by DIRAP the CTL initiated the module makeover project which is positioned as a high impact course redesign project. The project creates a 'one-stop-shop' where academics can choose between a minute, mini and major makeover. In 2017 there were 94 redesigns which included four whole departments across five Faculties.

### SECTION 5: RISK MANAGEMENT AND RECOMMENDATIONS

Risk management is essential for effective governance. Table 60 below names the risks and provides a brief description as proposed internal controls.

#### 5.1) Institutional risk register

Table 60: Teaching and learning risks and mitigation strategies

Risk name	Detailed description of risk	Proposed risk mitigation strategies
1. UFS Graduate Attributes are not deliberately developed	Graduate attributes need to be integrated into programme planning, quality assurance and integrated with appropriate assessment throughout an undergraduate experience. Module level assessments need to be developed to promote the intentional development of these attributes	Graduate attribute development plan
2. Ineffective pedagogic relationship between students and lecturers	The pedagogic relationship between students and lecturers is characterised by low trust, low engagement and the lack of innovative approaches to teaching and learning	Student engagement data allows for monitoring. Academic staff development initiatives at CTL and within faculties empower staff
3. Curricula do not transform to include multi-knowledge paradigms and traditions	Curricula do not transform to include multi-knowledge paradigms and traditions and are not responsive to contemporary demands around decolonisation	Decolonisation baseline report Integration of diverse perspectives (different voices); monitoring of knowledge relevance as well as the development of inclusive classroom environments must form part of departmental review, promotion and performance management

4. Curricula are not structured to clarify pathways to graduation and optimise graduate employability	Programmes and curricula (modules) are not structured to clarify pathways to graduation and is not well aligned with graduate employability	Cleaning of module catalogue as part of ITP Development of a student life cycle approach Expansion of academic advising
5. Inability to improve success throughput rates	Inability to increase student success and throughput rates	Innovative teaching and learning in large classes Intentional deployments of peer facilitate learning (tutorials) Identification of high impact technological interventions
6. Inability to reduce the achievement gaps between African and white student groups	Inability to reduce African-white achievement gap could result in the university being penalised financially by the DHET and result in the university not meeting social justice expectations	Deployment of student tracking and data analytics Success interventions such as UFS101, language development and academic advising
7. Research skills are not embedded at undergraduate modules	Various research skills are not aligned with graduate attributes and not integrated into undergraduate programme and assessed. The lack of these skills undermines the transition to post graduate level and students' chances of success in postgraduate studies.	Graduate attribute development plan
8. Academic programmes lack local relevance and global competitiveness	Academic programmes lack local relevance and global competitiveness resulting in limited graduate employability and reputational damage	Review of departmental reviews Rigorous monitoring and evaluation of review recommendations
9. Service learning is not promoted as a high impact practice	Service-learning and other community-based education opportunities (practices, fieldwork, etc.) for students are not intentionally promoted	Engaged scholarship strategy Intentional integration of service learning into graduate attributes
10. Lack of an integrate quality assurance system	Quality assurance procedures are not aligned to the newest international trends and integrated. Departmental reviews are not optimally linked with different data sources such as student engagement data, module evaluation and specific reviews	A quality assurance task team consisting of different stakeholders needs to be convened under the auspices of Vice-rector: Academic

## **5.2) Recommendations**

Based on the key findings of this report as well as the risk analysis, the following recommendations are suggested to enhance quality, performance and accountability in teaching and learning:

### **5.2.1) UFS student success strategy**

The importance of improving student success is a core focus of higher education globally and locally (Kinzie & Kuh 2017; Strydom, Kuh, & Loots 2017). Kinzie and Kuh (2017) highlight the need for re-envisioning student success in frameworks that are based on evidence-based policies and practices that explicitly recognise differentiated institutional missions and organisational arrangements. The UFS needs to develop a student success strategy to ensure that the institution continues to improve student success without compromising quality.

### **5.2.2) UFS graduate attribute development plan**

More than ever, with the rise of the Fourth Industrial Revolution, the onus is on higher education institutions to produce graduates that are employable and work ready (Butler-Adam 2018; Griesel & Parker 2009, World Economic Forum [WEF] 2016). One way to articulate the contribution that graduates are able to make in the workplace is through graduate attributes. Graduate attributes are the description of qualities that are developed through the acquisition of a university degree, and are seen internationally as a critical outcome of higher education (Barrie 2006; de la Harpe & David 2012). More universities are moving towards the clarification of the quality of the education they provide, that is, the skills, knowledge and attributes that graduates will be able to demonstrate beyond their studies, in order to manage employability in a world that is rapidly changing and requires attributes that are supplemental to, and extend beyond, disciplinary knowledge (Barrie, 2007; Coetzee 2014; de la Harpe & David 2012; Griesel & Parker 2009).

Therefore, clarification of graduate attributes at the UFS is paramount to position the institution and its graduates uniquely in both the South African context and globally. Furthermore, the clarification and assessment of graduate attributes will serve as a measure for how these skills are developed at the UFS, and at which level these skills are offered throughout an undergraduate programme. The purpose of clear and implementable graduate attributes at the UFS is to enhance graduate employability and position UFS students in the job market in a manner that makes them stand out.

### **5.2.3) Task team on quality assurance**

Reflection during the development of this annual report has highlighted the importance of an integrated quality assurance system. As indicated earlier quality, performance and accountability are critical for the universities to not only survive, but thrive in the 21st century. Hazelkorn, Coates and McCormick (2018, p. 6) define quality as:

Educational quality usually refers to teaching and learning, although it also refers to research, engagement and institutional leadership...Thus, quality considers such matters as: the production of new knowledge and capacity for innovation; student learning outcomes; the educational or learning gain in both declarative knowledge and more diffuse 'soft skills'; student performance, retention, graduation and employability; support for student success; the production of suitably trained and demographically representative graduates at different educational levels; the breadth and depth of the curriculum and its responsiveness to contemporary needs; pedagogical methods, training and academic support and development; and links to societal practice and working life, including graduates' preparedness as citizens and lifelong learners.

Therefore a quality assurance task team would need to compare the UFS against the newest trends in ranking and indicators. The task team would need to look at how different data sources such as cohort studies, success and throughput rates can be integrate to help create a system that provides regular information regarding the quality of UFS provision.

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