Enhancing quality, visibility, and impact of blended learning & teaching

Annual Learning and Teaching Report 2021

Discussion Document

Inspiring excellence, transforming lives through quality, impact, and care.

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

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

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Executive Summary

In 2021, the UFS (and institutions across the country) started to gradually return to face to face teaching and support while many modules were still offered online. It was an opportunity to start implanting blended learning and teaching practices that incorporate lessons learned from the remote online teaching experience in 2020, with the advantages of face to face interactions. Therefore, the Deputy Vice Chancellor: Academic requested the Centre for Teaching and Learning (CTL), supported by the Directorate for Institutional Research and Academic Planning (DIRAP), to compile this annual learning and teaching report with the focus on enhancing quality, visibility, and impact of blended learning and teaching.

The institutional learning and teaching context

The key findings of learning and teaching on an institutional level show that the UFS has consistently exceeded the target enrolments of undergraduate students despite increasing the target enrolment numbers. This over-enrolment of students has a ripple-effect on teaching and learning through an increase in class sizes. For example, in 2021, the UFS had 440 undergraduate and postgraduate less than masters modules that enrolled more than 100 students each. There are several learning and teaching challenges associated with large classes, such as fostering student engagement, limited one-on-one interaction between lecturer and students, regular assessment becomes difficult to implement, and it is difficult to provide meaningful individualised feedback on assessment.

In addition to enrolment data, it is also important to know who the students are that enter the university to determine how we can best support them to be successful in their university careers. Over the last five years, the percentage of students who enter the UFS with Admission Point (AP) scores of higher than 30 increased from 44% to 59%. More specifically, in 2021, 49% of first time entering students had an AP score of 30 – 36, compared to 33% in 2017. Despite the increase in students who enter the university with AP scores above 30, , 41% of our students entered with an AP score of lower than 30 (and 26% with an AP score lower than 27) in 2021. The need for transitional programmes play an important role in preparing our students for success in their studies. Furthermore, approximately 50% of students who enter the UFS are from quintile 1 to 3 schools. Understanding that many of our entering students are financially insecure means that many of our first year students do not enter university with access to digital devices, ubiquitous access to reliable internet off

campus, nor with digital skills required to be successful in their studies. This confirms the importance of proper large-scale training opportunities in general digital skills.

From the graduate data shared in this section of the report, we know that not only did the number of undergraduate graduates increase over the last five years, there is also a steady upward trend in the undergraduate graduation rate from 16% in 2017 to 23% in 2021. This means that proportionally, the increase in graduations is greater than the increase in enrolments. While it is difficult to link an increase in graduation rate to a single factor, it should be mentioned that intentional learning and teaching interventions to improve success rates likely play a role.

Student success at the UFS

The UFS has made significant progress in success rates over the past ten years, with the general success rates improving by 11% between 2011 and 2021. From 2011 to 2021, success rates of African students increased with 15%, Coloured students' success rates increased by 14%, Indian/Asian students' success rates increased by 23% and White students' success rates increase by 7%. The achievement gap between White and African students halved from 16% in 2011 to 8% in 2021.

Between 2020 and 2021, the overall institutional success rate, however, decreased with 3% and the achievement gap between White and African students also increased with 2% (from 6% in 2020 to 8% in 2021). After initial significant increases in success rates (on module, departmental, and institutional levels) between 2019 and 2020, a slight decline in success rate is not surprising when considering that students were gradually returning to campus in 2021 and face to face classes and assessments resumed to some extent. It is positive to note, however, that the success rates in 2021 are still generally higher than in 2019.

Learning and teaching at faculty level
Undergraduate enrolments in all faculties except the faculty of Natural and Agricultural Sciences increased over the last few years, some peaking in 2021. Generally, with this increase also came an increase in the number of undergraduate graduates. In most faculties, module pass rates peaked in 2020 and declined again slightly from 2020 to 2021. The achievement gap increased in all faculties except in the faculty of the Humanities which showed a 2% decrease in the achievement gap between White and African students. On a positive note, the postgraduate less than masters achievement gap decreased in four faculties, the faculty of Economic and Management Sciences, the faculty of Education, the

faculty of Health Sciences, and the faculty of the Humanities. In fact, in the faculty of Health Sciences, African postgraduate less than masters students outperformed White students with 0,8%.

Quality blended learning for a new normal

This report aligns existing initiatives with the UFS Learning and Teaching Strategy and how blended learning and teaching practices and support initiatives were implemented to enhance quality beyond the pandemic.   It reflects on how lessons learned from remote online learning and teaching in 2020 led to adaptations to initiatives in 2021 to accommodate a gradual return to campus for many students and staff members without discarding good online practices. Learning and teaching in 2021 required a blend of face to face and online support and success initiatives, such as the Academic Student Tutorial Excellence Programme (A_Step), Academic Advising, Student Transition (UFSS), and Language and Literacy Development.

The Curriculum Renewal Programme (CRP) was piloted in 2021 after which two additional cohorts completed the programme. It serves as a flagship initiative to empower lecturers to holistically design or redesign their modules based on widely accepted curriculum design best practices whilst considering unique UFS strategic imperatives throughout the process. Additionally, a continued growing interest in the annual Learning and Teaching Conference, as well as the launch of the Scholarship of Teaching and Learning Fellowship point to new opportunities to enhance the quality and evidence-based blended learning and teaching practices at the UFS.

In preparation for the Council on Higher Education's Quality Assurance Framework audit in 2022, the UFS prepared a substantial self-evaluation report that reflects on the institution's strengths, weaknesses, and quality assurance gaps that need to be addressed to move towards growing sophistication and maturity. In this report, we reflect of a few key aspects of the quality assurance and enhancement of learning and teaching at the UFS, including programme and departmental reviews, as well as reorganisations and new initiatives to create an enabling environment for quality blended learning and teaching. The Study Guide project that was finalised in 2021 also creates additional avenues for the enhancement of a learning-centred approach on faculty and institutional levels.

Data and data analytics play a central role in quality enhancement to ensure that blended learning and teaching practices retain a quality focus. In 2021, a total of 25 Blackboard reports ensured in-time monitoring of learning and teaching. Blackboard analytics also continued to play a pivotal role in the No Student Left Behind (NSLB) initiative by running a vulnerability

assessment algorithm used in conjunction with other data sources to support arguments for allowing students back on campus. Additionally, a National Benchmark Test (NBT) algorithm was developed to predict academic literacy scores of students that could not write the NBTs to assist with identifying students who need to enrol for the academic literacy course. The reviewed version of the South African Survey of Student Engagement (SASSE) was administered in 2021 and UFS students show higher average scores in all indicators when compared with nine other national participating institutions. UFS students rated their engagement with staff, the quality of teaching they experienced in 2021, as well as viewing the UFS as a supportive environment notably higher than other institutions.

Structure of the report

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

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

A note on data used for this report

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

It is also important to highlight that this report combined audited data from 2017-2020 with unaudited data of 2021.

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 same year. Graduation rate is used as a proxy for throughput rate.

- *Module pass rate*: Calculated through dividing the number of students who pass modules by the number registered for respective modules. Module pass rates were calculated in the first semester of 2018, which means there could be some slight variations in the 2017 data after auditing took place during June/July.

- *Postgraduates less than masters*: Honours degrees or postgraduate diplomas at a level short of a Masters qualification.

- *Retention rate*: Cohort of students who returned the following year in the same education level (3 & 4 year B degrees only) from year 1 to 2. 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.

Section 1

Learning and Teaching Context at Institutional Leve

1.1 Key findings on the learning and teaching context

- The UFS has been exceeding its general enrolment targets since 2017.
- From 2020, the gap between actual first-time enrolments and target enrolments decreased.
- The targets for all postgraduate studies were lowered for 2020.
- In 2021, postgraduate less than masters enrolments continued to decline while masters and doctoral enrolments slightly increased.
- 54% of the undergraduate enrolments are African females, followed by 31% African males. The closest following groups are 5% White females, 4% White males.
- 44% of postgraduate less than masters qualification enrolments are African females, followed by African males (28%), followed by White males (12%), and White females respectively (both representing 10%).
- 18 of the top feeder-schools in 2020 are situated in the Free State and 2 from KwaZulu Natal.
- The majority of the UFS's first time entering students come from quintile three schools (21%) and quintile five schools (also 19%). This is followed by quintile one (15%), quintile two (14%), and quintile four schools (11%).
- Most (63%) of first time entering students come from the Free State, KwaZulu Natal, and Gauteng provinces.
- Less than half of first time entering students are 18 to 19 years old, while 33% are between 20 and 22 and 10% between 23 and 25.
- First time entering students with Admission Point (AP) scores between 30 and 36 have increased by 16% between 2017 and 2021.
- 88% of first time entering students in 2021 were African, followed by 8% White students, 4% Coloured students, and less than 1% Indian/Asian.
- The gender distribution of first time entering students has consistently been 60% female and 40% male since 2017.
- The number of undergraduate graduates has consistently increased from 2017 to 2021 with 2,839 more undergraduate graduates in 2021 than in 2017 (an increase of 55%).
- The majority of undergraduate graduates are African females. The number of graduates from this group consistently increased from 2017.
- The undergraduate graduation rate increased from 16% in 2017 to 23% in 2021.
- Postgraduate less than masters graduates consistently declined from 2017 to 2021 with 502 more graduates in 2017 than in 2021 (a 23% decline).

- All racial groups show a decline in numbers from 2019 to 2021 (consistent with the overall drop in the number of postgraduate graduates for this period), except for the number of Coloured females and males that increased slightly over the last five years.

1.2 Enrolment targets vs. actual targets

Total UFS enrolment targets vs. actual enrolments

	2017	2018	2019	2020	2021
Actual enrolments	38102	39516	41505	41602	40899
Target enrolments	36240	37700	39750	40271	40520
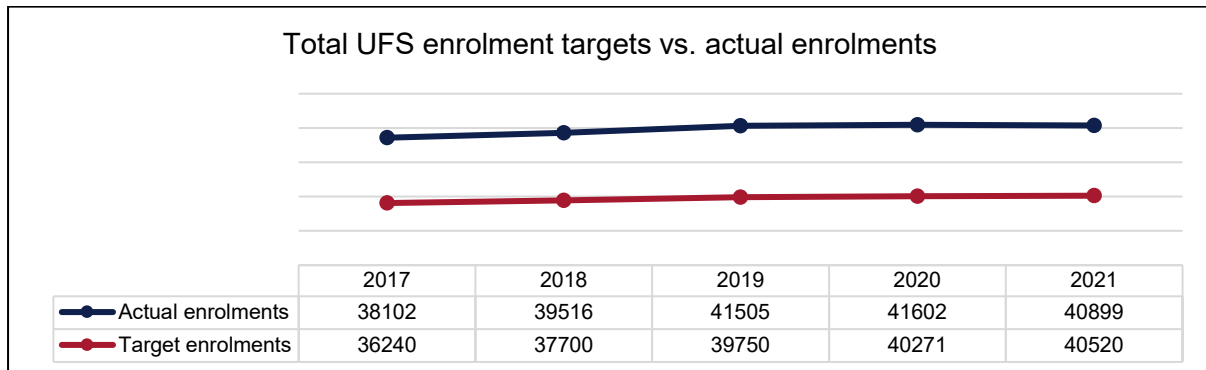
Figure 1: Total UFS enrolment targets vs. actual enrolments[1]

Figure 1 shows that since 2017, the total enrolments have exceeded targets. In 2021, enrolments surpassed the target of 40,520 with 379 students (over-enrolment of 1%). The surplus enrolment in 2021 was the smallest in 5 years, with enrolment targets exceeded by between 3% and 5% between 2017 and 2020.

First time entering first year students targets vs. enrolments

	2017	2018	2019	2020	2021
Actual enrolments	8029	8992	7719	7794	7976
Target enrolments	8500	8700	8900	7900	8000
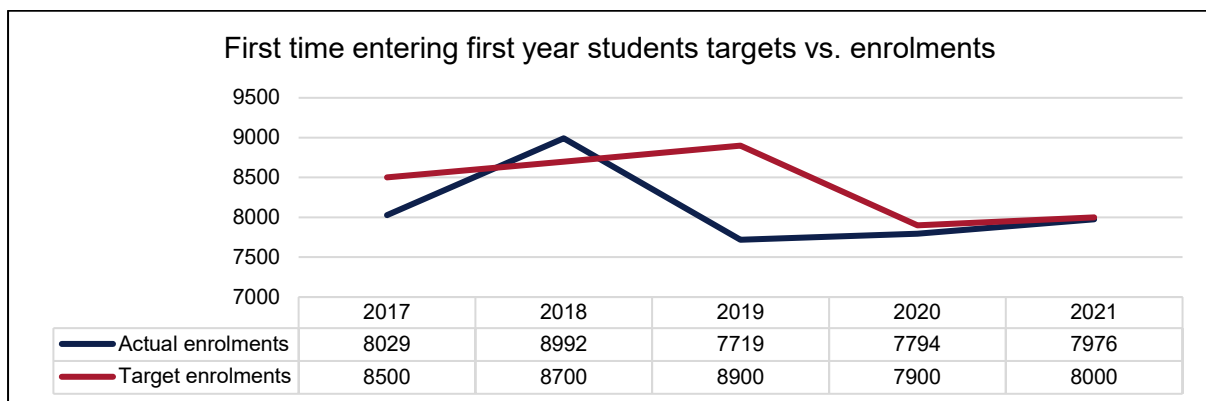
Figure 2: First time entering students target vs. actual enrolments[1]

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

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[1] The enrolment target vs actual enrolment data is based on audited data for 2017 – 2020. In the 2020 Annual Learning and Teaching report, these data were based on operational data, which accounts for differences between the reported data in the 2021 report for the 2017 – 2020 period.

Undergraduate target vs. actual enrolments

	2017	2018	2019	2020	2021
Target enrolments	27500	28450	30050	32333	32500
Actual enrolments	30427	31769	34022	34812	34355
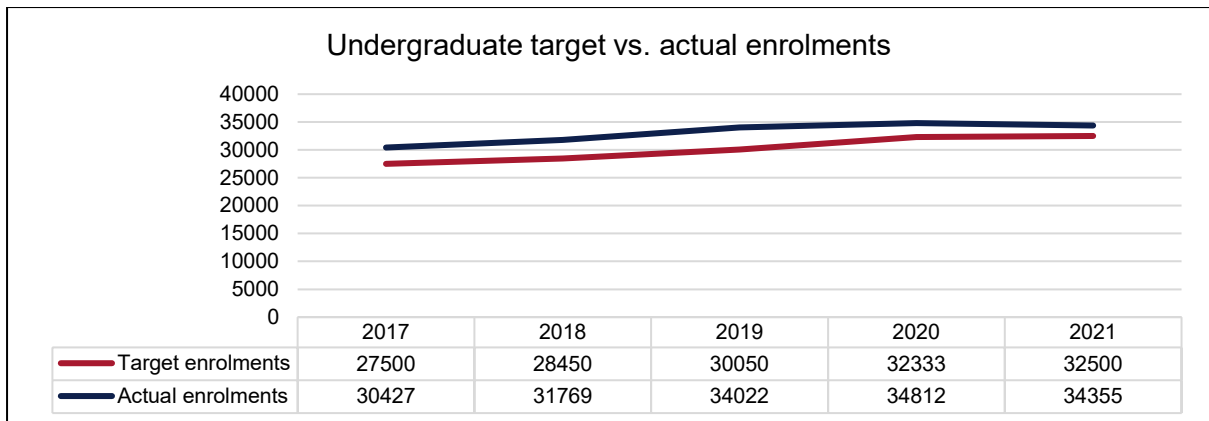
Figure 3: Undergraduate target vs. actual enrolments

Since 2017, there has been a consistent increase in the undergraduate enrolments, with actual enrolments exceeding target enrolments. The difference between actual and target enrolments has narrowed from 2020 (see **Figure 3**).

Postgraduate up to Masters target vs. actual enrolments

	2017	2018	2019	2020	2021
Target enrolments	4500	4750	4900	4253	4300
Actual enrolments	3924	3774	3450	3049	2839
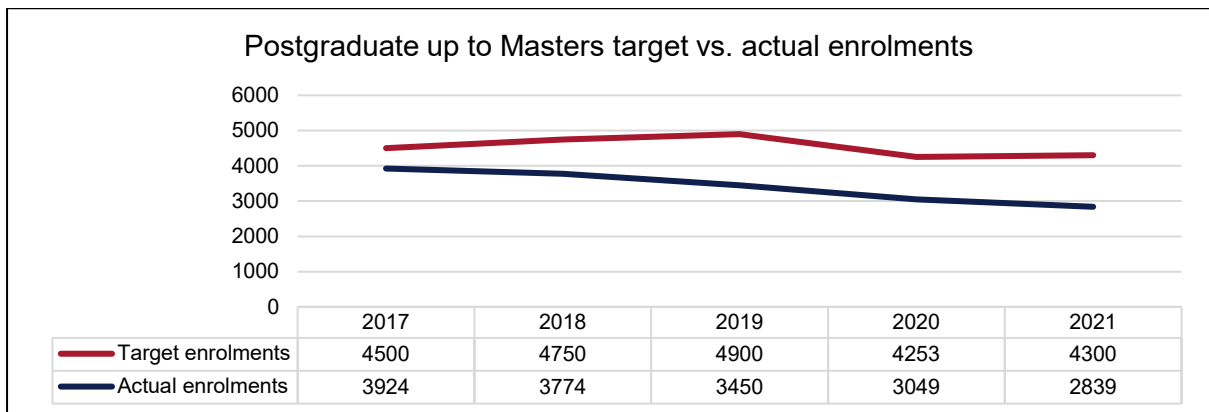
Figure 4: Postgraduate less than masters target vs. actual enrolments

Figure 4 shows that the postgraduate less than masters enrolments have been steadily declining since 2017. The target enrolments have not been reached since 2017 and the gap between target and actual enrolments increased between 2020 and 2021.

Masters target vs. actual enrolments

	2017	2018	2019	2020	2021
Target enrolments	2550	2650	2750	2412	2436
Actual enrolments	2309	2355	2278	2250	2378
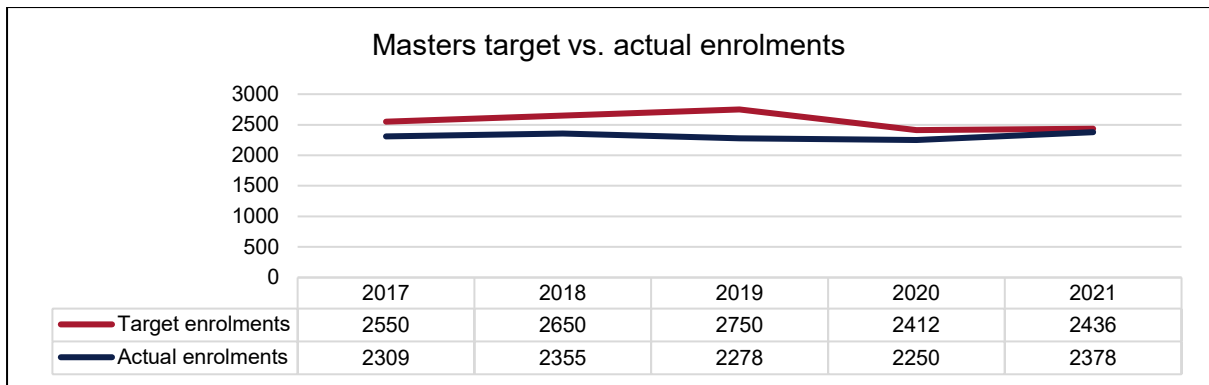
Figure 5: Masters target vs. actual enrolments

Figure 5 shows that Masters enrolments have remained relatively steady over the last five years and that the adjusted target enrolments resulted in a narrowed gap between target and actual enrolments since 2020.

Doctoral targets vs. actual enrolments

	2017	2018	2019	2020	2021
Target enrolments	890	950	1050	971	980
Actual enrolments	946	986	1029	999	1011
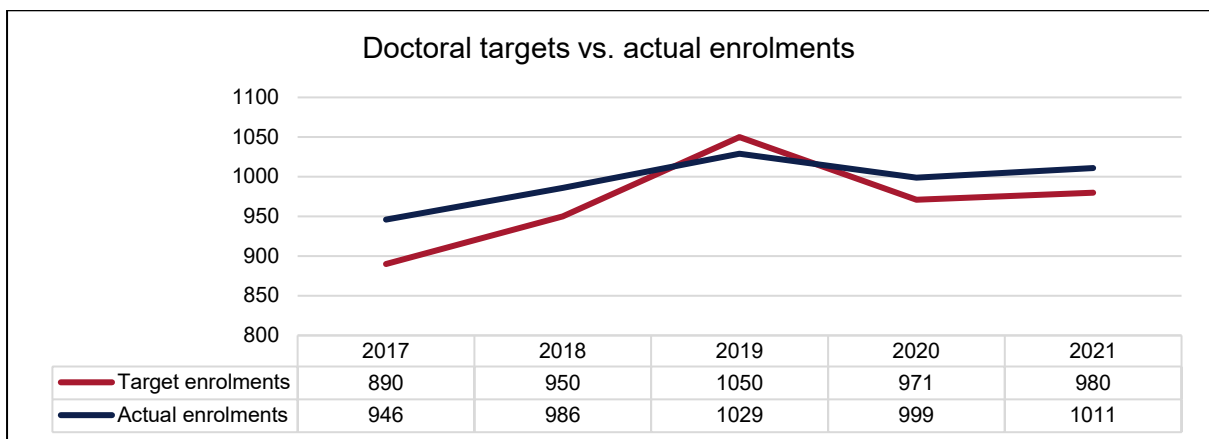
Figure 6: Doctoral target vs. actual enrolments

For the past five years, doctoral enrolments have exceeded target enrolments (except for 2019). There has been a steady increase in the number of doctoral enrolments between 2017 and 2021 (see **Figure 6**)

1.3 Enrolments by race and gender

Undergraduate enrolments by race and gender

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	15214	15819	17934	18780	18914
AFRICAN - MALE	8457	9371	10335	10796	10839
ASIAN - FEMALE	298	248	216	184	146
ASIAN - MALE	223	179	154	125	100
COLOURED - FEMALE	1149	1190	1193	1142	1068
COLOURED - MALE	600	613	596	559	511
WHITE - FEMALE	3125	2798	2452	2161	1899
WHITE - MALE	2253	1976	1680	1440	1235
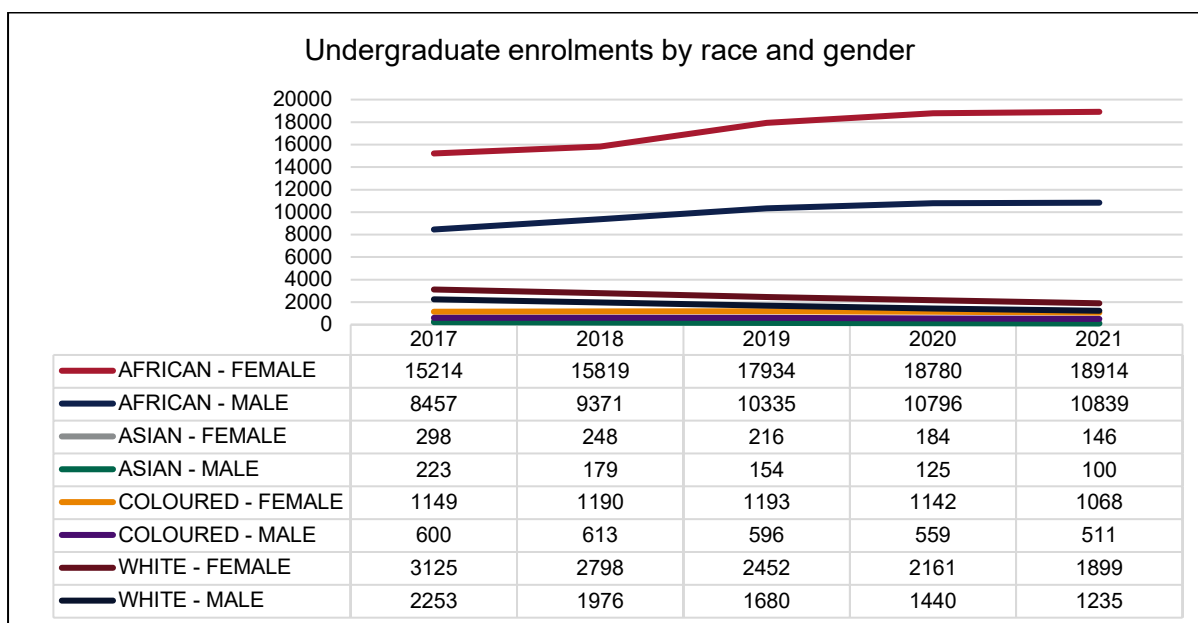
Figure 7: Undergraduate enrolments by race and gender

Figure 7 shows that African females make up the largest portion of undergraduate enrolments (54%) followed by African males (31%), White females (5%), White males (4%), Coloured females (3%) and Coloured males (1%). Asian/Indian males and Asian/Indian females make up less than 1% of undergraduate enrolments respectively. Of the largest population groups, both African female and African male enrolments have steadily increased over the last five years, while White female and White male enrolments have steadily decreased.

Postgraduate less than masters enrolments by race and gender

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	1498	1501	1439	1306	1269
AFRICAN - MALE	1034	1039	930	847	823
ASIAN - FEMALE	76	46	38	37	21
ASIAN - MALE	53	51	59	47	29
COLOURED - FEMALE	97	118	135	105	94
COLOURED - MALE	72	71	61	55	55
WHITE - FEMALE	583	496	419	373	285
WHITE - MALE	719	589	441	376	337
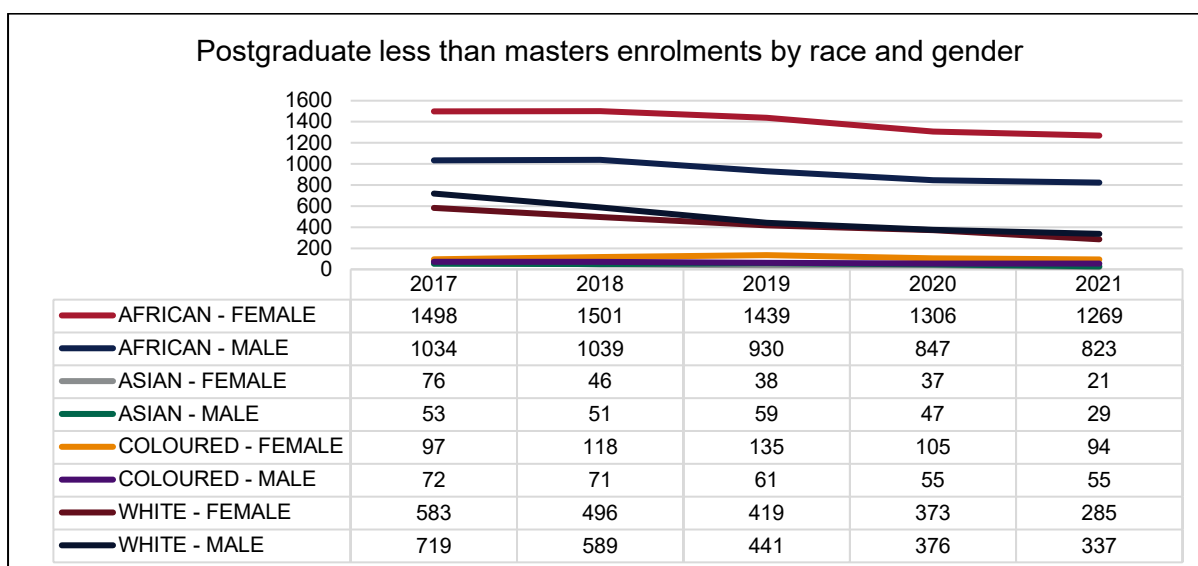
Figure 8: Postgraduate less than masters enrolments by race and gender

Figure 8 shows that the majority of postgraduate less than masters enrolments are African females (44%) and African males (28%), followed by White males (12%) and White females

(10%). Although the numbers of all race and gender groups have declined since 2017, the percentage of African females and African males have steadily increased over the last five years (8% and 3% respectively), while the percentage of White male and White female enrolments have decreased (5% and 4% respectively). The numbers of the remaining race and gender groups (Coloured females and males and Indian/Asian females and males) have also declined over the last five years, but their relative proportion to the total postgraduate less than masters have remained stable.

What does the enrolment data mean for learning and teaching?

For the last five years, the UFS has consistently exceeded the target enrolments of undergraduate students despite increasing the target enrolment numbers. Over-enrolment of undergraduate students influences class sizes. While there is not consensus in the literature on what constitutes a large class at tertiary education level, some sources suggest it is classes with more than 100 students (Ipinge, 2013), while others do not suggest a specific number but acknowledge that whether a class is large or not depends on the discipline (Whisenhunt et al., 2019) and/or the types of assessment and learning activities that are feasible in the class (Xu & Harfitt, 2019).

In 2021, the UFS had 440 undergraduate and postgraduate less than masters modules with more than 100 students enrolled. There are several learning and teaching challenges associated with large classes (Korucu Kis & Kartal, 2019; Whisenhunt et al., 2019; Xu & Harfitt, 2019):

- it is more difficult to foster student engagement in a large class,
- limited one-on-one interaction between lecturer and students, regular assessment becomes difficult to implement,
- it is difficult to provide meaningful individualised feedback on assessment, and
- it limits the types of authentic assessment that can feasibly be implemented in a module.

1.4 First time entering students

First time entering students: Top 20 schools 2020

School	Value
Eunice High School-Bloemfontein	57
Grey College-Bloemfontein	53
Brebner High School	53
Jim Fouchè Hoërskool	45
C&N Oranje Meisieskool	44
Sentraal Hoërskool- Bloemfonte	42
Fichardtpark Hoërskool	39
Kgolathuto Secondary School	37
Tsoseletso High School	33
NTEMOSENG S/S	33
Emhlwaneni High School	29
Tiisetsang Sec School-Bethlehem	26
THE BEACON SECONDARY SCHOOL	26
Tsebo Secondary School	25
Rantsane Secondary School	25
LEKGULO S/S	25
KOPANONG S/S	25
Zama High School	24
Bluegum Bosch Secondary School	24
Clubview Secondary School	24

Figure 9: First time entering students: Top 20 schools 2021

The top 20 feeder-schools of 2021 are represented in **Figure 9**. Of these top 20 schools, 18 are situated in the Free State and 2 in KwaZulu Natal. It is important to note that schools were not identified for 811 first time entering students (10% of all first time enrolments).

First time entering students by school quintile

	2017	2018	2019	2020	2021
1	1007	1322	1158	1177	1231
2	685	964	977	1054	1138
3	1278	1705	1587	1615	1722
4	898	1053	908	899	901
5	2141	2135	1641	1634	1553
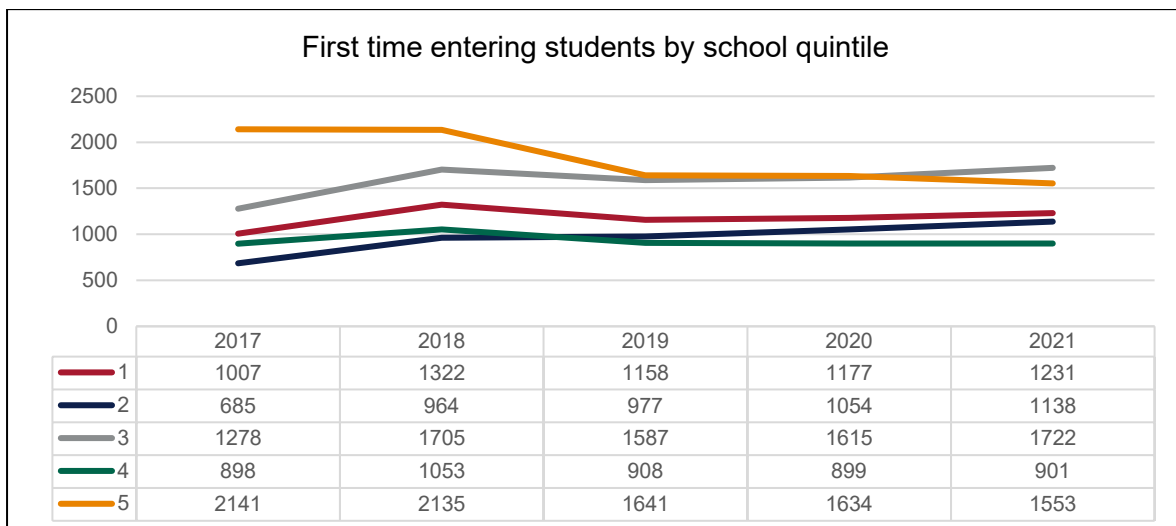
Figure 10: First time entering students by school quintile

Approximately 20% of school data between 2017 and 2021 are not linked to a quintile. From the schools that we do have data on (see **Figure 10**), the majority of first time entering students

come from quintile three schools (21%). This is followed by quintile five (19%), quintile one (15%), quintile two (14%), and quintile four schools (11%).

	2017	2018	2019	2020	2021
EASTERN CAPE	5%	6%	5%	6%	5%
FREE STATE	50%	41%	40%	40%	34%
GAUTENG	6%	8%	11%	10%	12%
KWAZULU NATAL	15%	17%	16%	16%	17%
LIMPOPO	2%	3%	2%	3%	3%
MPUMALANGA	3%	4%	5%	5%	5%
NORTHERN CAPE	4%	3%	3%	3%	3%
NORTH WEST	2%	3%	3%	2%	3%
WESTERN CAPE	2%	2%	2%	2%	2%
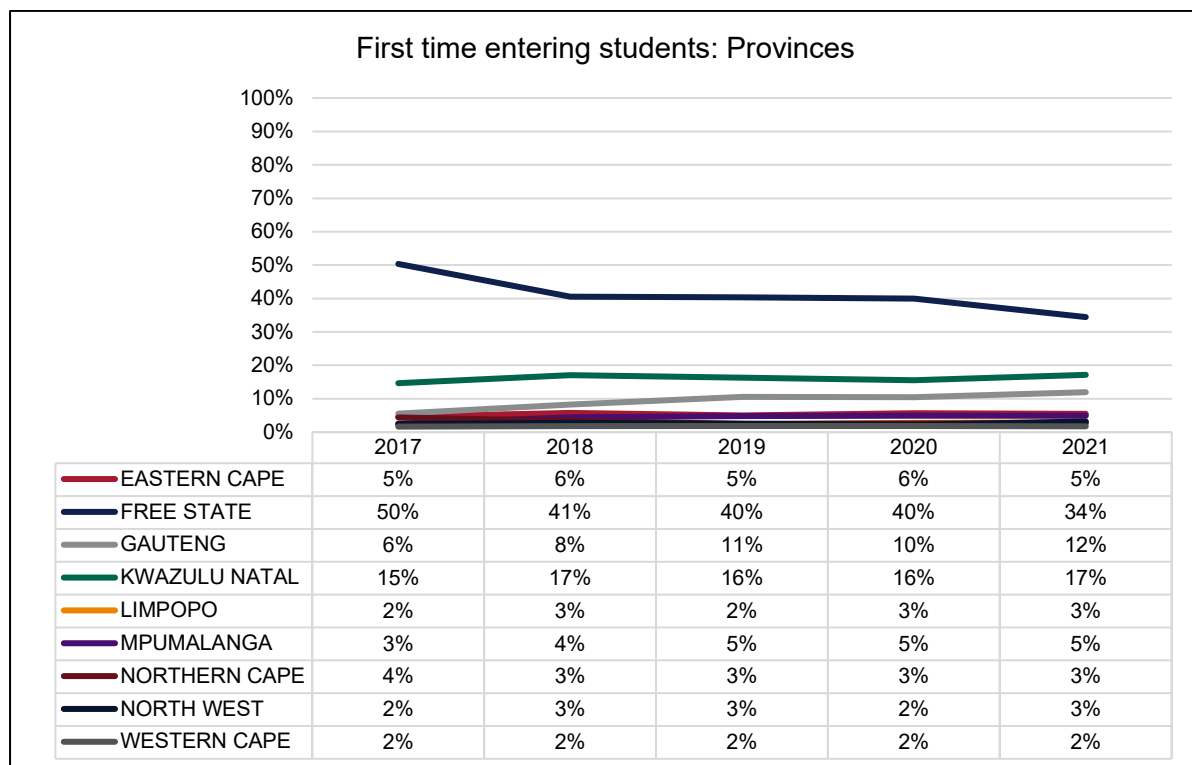
Figure 11: First time entering students: Provinces

Figure 11 shows that the majority of first time entering students come from the Free State province (34%), followed by KwaZulu Natal (17%), and Gauteng (12%). The percentage of first time entering students from the Free State has steadily declined over the last five years (with 16% since 2017), while there has been an increase of 6% of students coming from the Gauteng province. The percentage of students entering from the remaining provinces has remained relatively stable between 2017 and 2021.
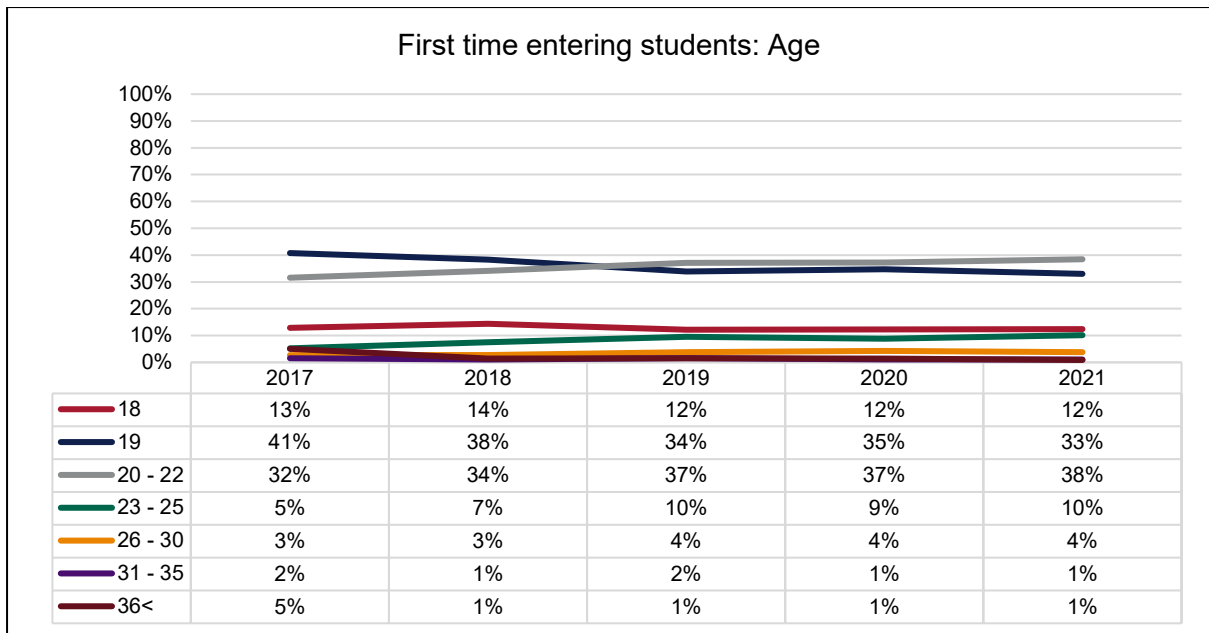
Figure 12: First time entering students: Age

Less than half (46%) of first time entering students are 18 to 19 years old, while 33% entering between the ages of 20 and 22, and 10% between the ages of 23 and 25. The percentage of students entering between the ages of 18 and 19 has steadily declined from 2017 (54%) to 2021 (see **Figure 12**)
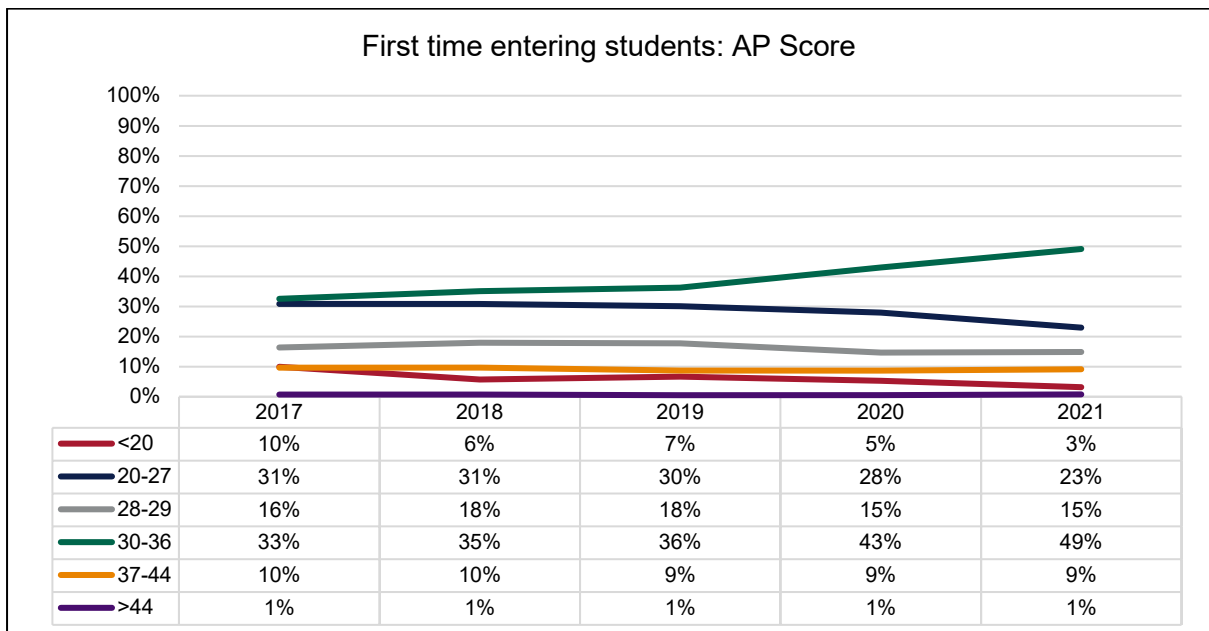
Figure 13: First time entering students: AP scores

Figure 13 shows that the majority of first time entering students' AP score has been between 30 and 36 since 2017, with a steep increase between 2017 and 2021 of 16%. Correspondingly, the percentage of students entering with AP scores below 27 have decreased between 2017

and 2021 with a 7% decrease of students entering with an AP score less than 20 and an 8% decrease of students entering with AP scores between 20 and 27.

First time entering students: Race

	2017	2018	2019	2020	2021
African	81%	84%	86%	86%	88%
Coloured	5%	5%	4%	4%	4%
Indian/ Asian	1%	1%	1%	1%	1%
White	13%	11%	10%	9%	8%
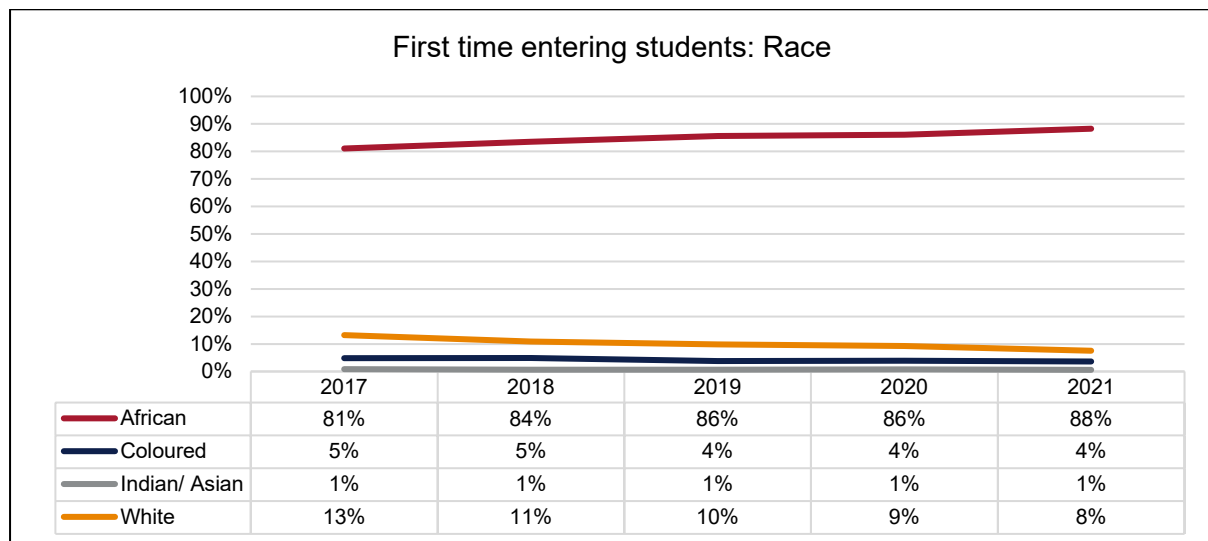
Figure 14: First time entering students: Race

African students make up the majority of first time entering students and the percentage of African students increased with 17% between 2017 and 2021. Conversely, the percentage of White first time entering students decreased with 5%. The representation of the remaining race categories (Coloured and Indian/Asian students) remained relatively consistent over the last five years (**Figure 14**)

First time entering students: Gender

	2017	2018	2019	2020	2021
Female	60%	59%	60%	60%	61%
Male	40%	41%	40%	40%	39%
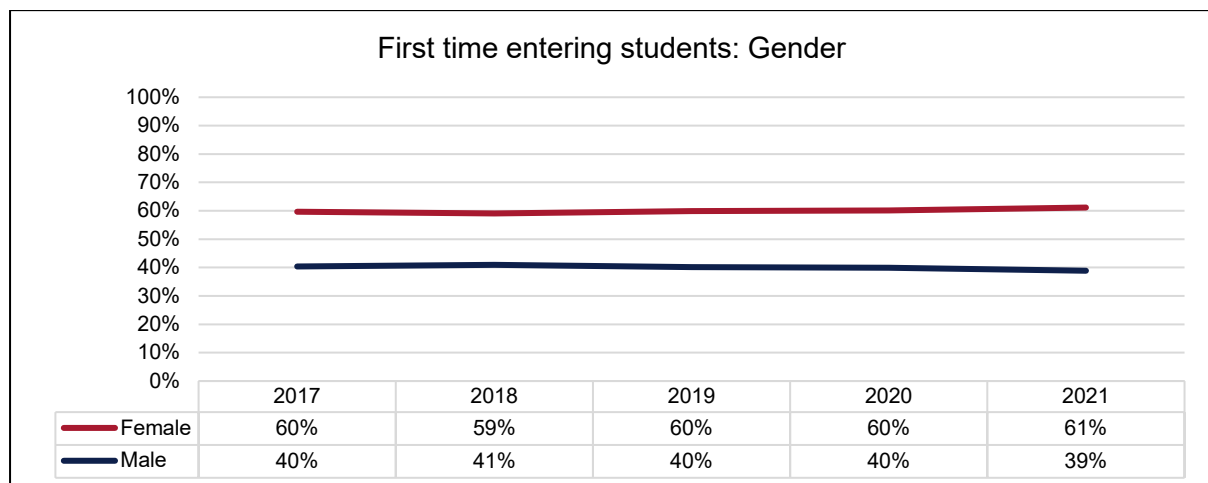
Figure 15: First time entering students: Gender

Figure 15 shows that the gender representation of first time entering students has remained consistent between 2017 and 2021 at around 60% females and 40% males for each of the five years.

What does the first-time entering student data mean for teaching and learning?

It is important to know who the students are that enter the university to determine how we can best support them to be successful in their university careers. Some of the key data points shared in Section 1.4 in this report, on first-time entering students, that affect learning and teaching include the AP scores of these students and the type of schools they matriculated at:

- Over the last five years, the percentage of students who enter the UFS with AP scores of higher than 30 increased from 43% to 59%. This means that a larger proportion of first time entering students are better prepared academically for higher education now than five years ago. However, in 2021, 41% of our students entered with an AP score of lower than 30 (and 26% with an AP score of lower than 27). The need for transitional programmes (such as the skills modules presented by some faculties, UFSS, as well as academic literacy modules) play an important role in preparing our students for success in their studies.

- Approximately 50% of students who enter the UFS are from quintile 1 to 3 schools. Quintile 1 to 3 schools are the poorest in the country and are no-fee schools. We also know that a large portion of our first time entering students rely on NSFAS for their tuition fees. Understanding that many of our entering students are financially insecure means that many of our first year students likely do not enter the university with access to digital devices and students living off campus do not all have ubiquitous or reliable internet access. Many students from quintile 1 to 3 schools also do not have experience with and/ or digital skills required for the online activities required as part of a quality blended learning module. This confirms the importance of proper large-scale training opportunities in general digital skills as well as learning management-specific skills.

1.5 Graduates
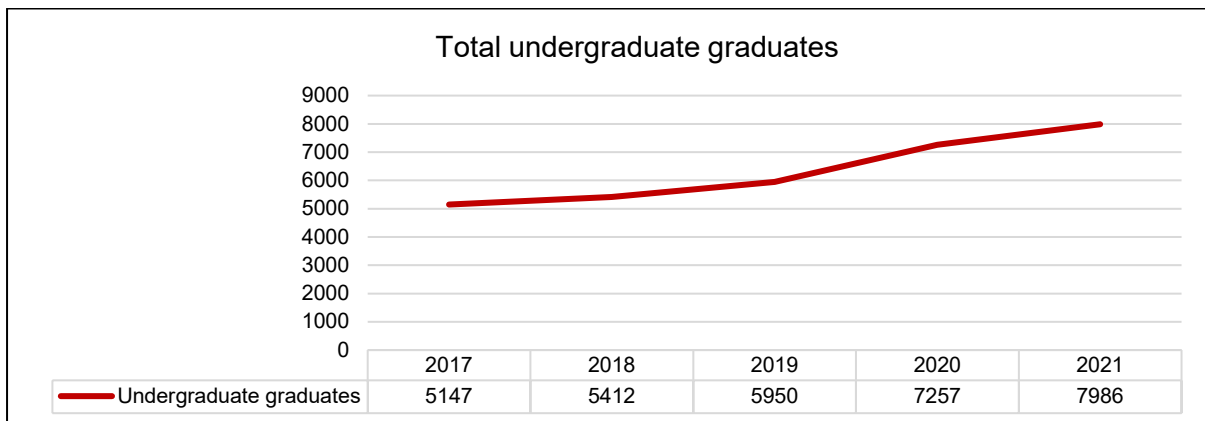
Figure 16: Total undergraduate graduates

Figure 17 shows that the number of undergraduate graduates has steadily increased from 2017 to 2021 with the steepest increase between 2019 and 2020. In 2021, there were 2839 more graduates than in 2017 (an increase of 55%). Due to the increase in undergraduate enrolments over the past few years, an increased number of undergraduate graduates is to be expected.
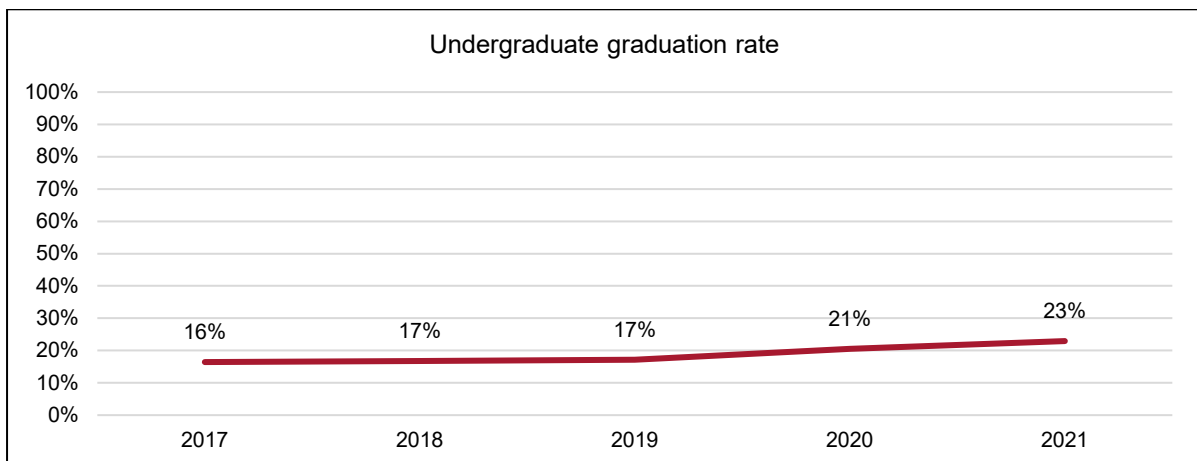
Figure 17: Undergraduate graduation rate

If one considers the graduation rate, which is the calculation of graduations in relation to enrolments, the UFS' undergraduate graduation rate increased from 16% in 2017 to 23% in 2021 (see **Figure 18**). Graduation rate is calculated by dividing the number of graduates of a given year by the number of enrolments of the same year. Given the fact that the undergraduate graduation rate increased over the last five years, it means that the increase in the number of graduates has been consistently higher than the increase in the number of enrolments.

Undergraduate graduates per faculty

	EMS	EDUCATION	HEALTH SCIENCE	HUMANITIES	LAW	NAS	THEOLOGY & RELIGION
2017	689	1836	295	1250	300	734	43
2018	886	1609	314	1315	355	878	55
2019	927	2029	284	1362	416	844	88
2020	1176	1960	284	2209	511	951	166
2021	1065	3005	303	2157	500	802	154
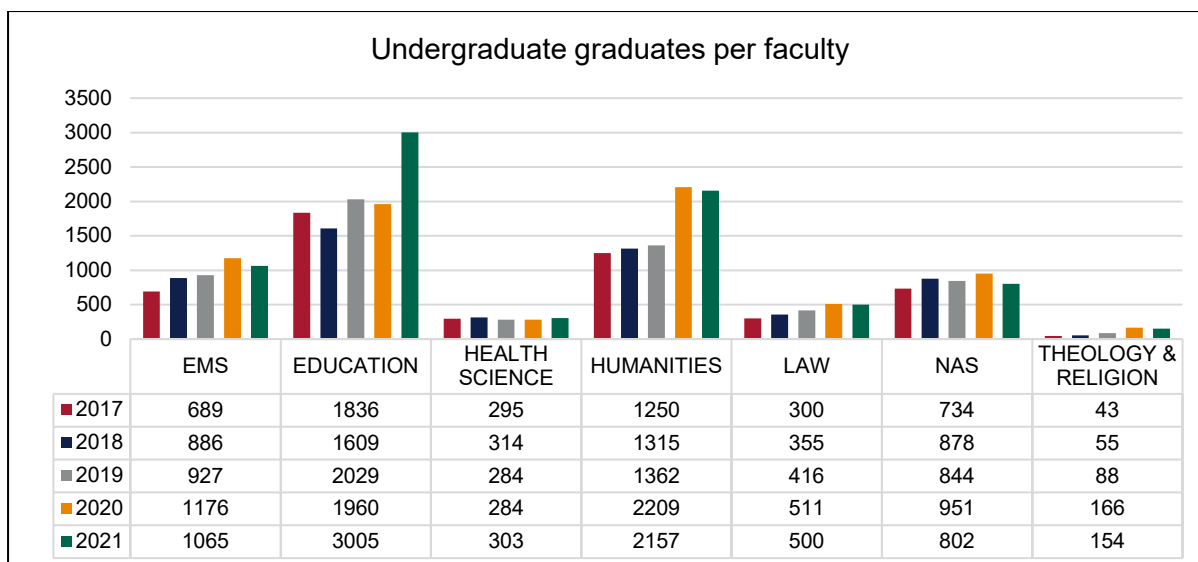
Figure 18: Undergraduate graduates per faculty

As can be seen in **Figure 19**, in most faculties, the number of undergraduate graduates decreased between 2020 and 2021 (except for the Faculty of Education and Faculty of Health Sciences). However, the increase in the number of undergraduate graduates in the Faculty of Education was so substantive (from 1960 to 3005) that it contributed to an overall increase in the number of graduates between 2020 and 2021.

Undergraduate graduates by race and gender

	2017	2018	2019	2020	2021
African Female	2656	2699	3095	4062	4662
African Male	933	1069	1293	1682	1929
Indian/ Asian Female	43	72	67	59	31
Indian/ Asian Male	36	39	40	39	23
Coloured Female	181	198	217	283	260
Coloured Male	69	77	79	110	100
White Female	760	755	723	621	592
White Male	468	500	426	389	370
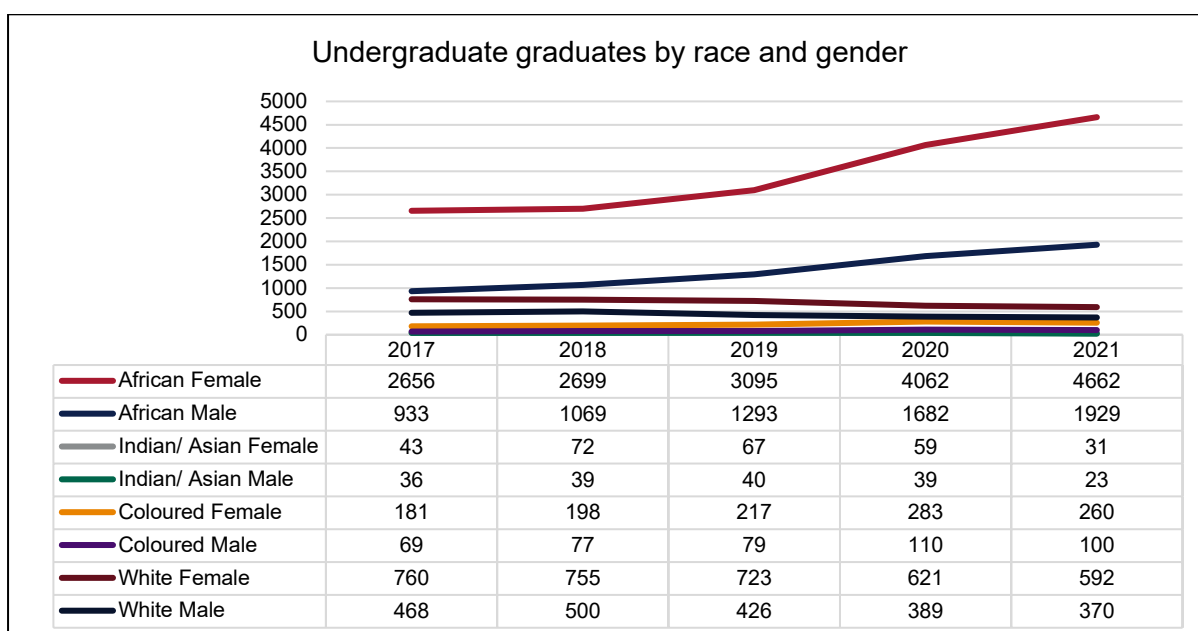
Figure 19: Undergraduate graduates by race and gender

Figure 20 shows that the majority of undergraduate graduates are African females with this group consistently growing between 2017 and 2021. This also corresponds with the enrolment data. At the same time, the number of African male graduates has also increased steadily

between 2017 and 2021. The number of Indian/Asian males and females increased between 2017 and 2019, after which it declined between 2019 and 2020. Similarly, the number of Coloured female and male undergraduate graduates increased between 2017 and 2020 but decreased between 2020 and 2021. On the other hand, there has been a consistent decline in the number of White female and male graduates over the last five years.
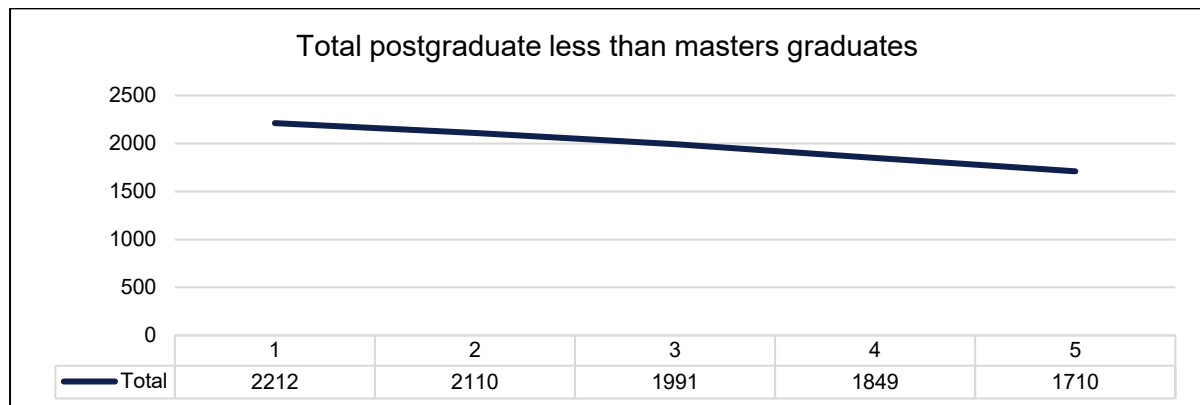
Figure 20: Total postgraduate less than masters graduates

Figure 21 shows that the number of postgraduate less than masters graduates consistently declined from 2017 to 2021. In 2021 there were 502 fewer graduates than in 2017 (a 23% decline). A decline in the number of graduates is to be expected, given the decline in enrolment numbers of postgraduate less than masters students over the last few years.
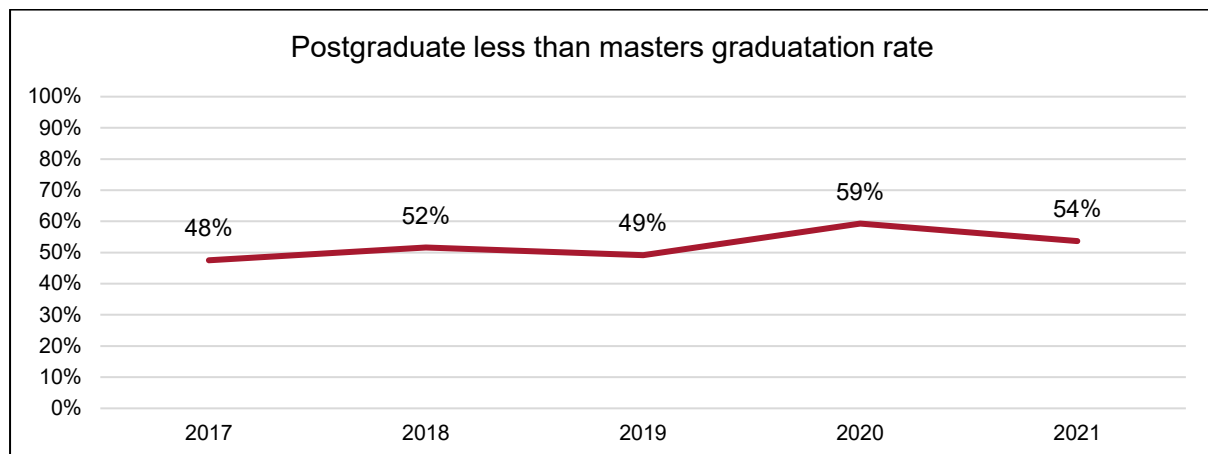
Figure 21: Postgraduate less than masters graduation rate

The graduation rate (see **Figure 22**) is a more accurate measure than number of graduates as it considers the relationship between the number of enrolments and number of graduates. While there has been some fluctuation in the graduation rate over the last five years, the graduation rate has remained relatively consistent at just under or over 50% for any given year (except in 2020 when it was 59%). This means that the decline in the number of postgraduate less then masters was proportionally similar to the decline in enrolments.

Figure 22: Postgraduate less than masters graduates per faculty

	EMS	EDUCATION	HEALTH SCIENCE	HUMANITIES	LAW	NAS	THEOLOGY & RELIGION
2017	387	322	289	220	537	443	14
2018	377	393	268	191	368	496	17
2019	430	214	280	141	394	513	19
2020	377	113	228	121	497	501	12
2021	414	175	84	214	314	499	10
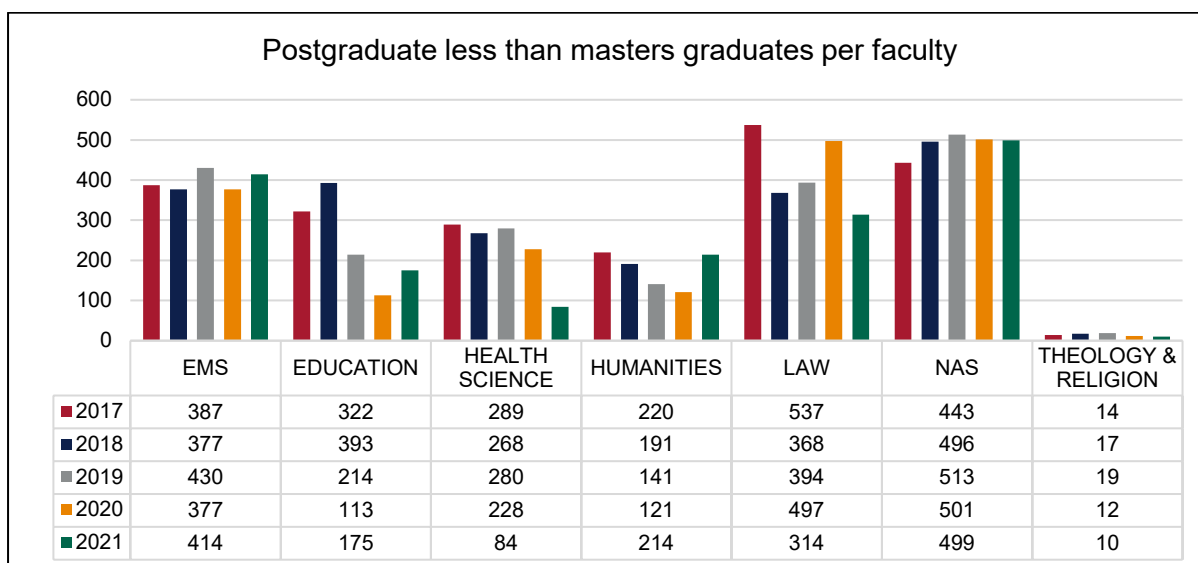
Figure 22: Postgraduate less than masters graduates per faculty

Figure 23 shows the number of postgraduate less than masters graduates between 2017 and 2021. While there is some fluctuation in the numbers over the past five years, the faculties of Economic and Management Sciences and Natural and Agricultural Sciences' numbers remain relatively stable over this period. Contrarily, the number of graduates generally declined in the faculties of Health Sciences, Theology and Religion and Education (despite a slight increase between 2019 and 2020). In the faculty of Law, the number of postgraduate less than masters graduates increased steadily between 2018 and 2020 but declined notably between 2020 and 2021.

Postgraduate less than masters graduates by race and gender

	2017	2018	2019	2020	2021
African Female	819	839	824	752	753
African Male	452	461	429	389	410
Indian/ Asian Female	34	25	24	26	12
Indian/ Asian Male	28	19	24	30	14
Coloured Female	51	58	74	64	63
Coloured Male	23	40	35	31	28
White Female	390	341	297	275	212
White Male	415	324	272	271	209
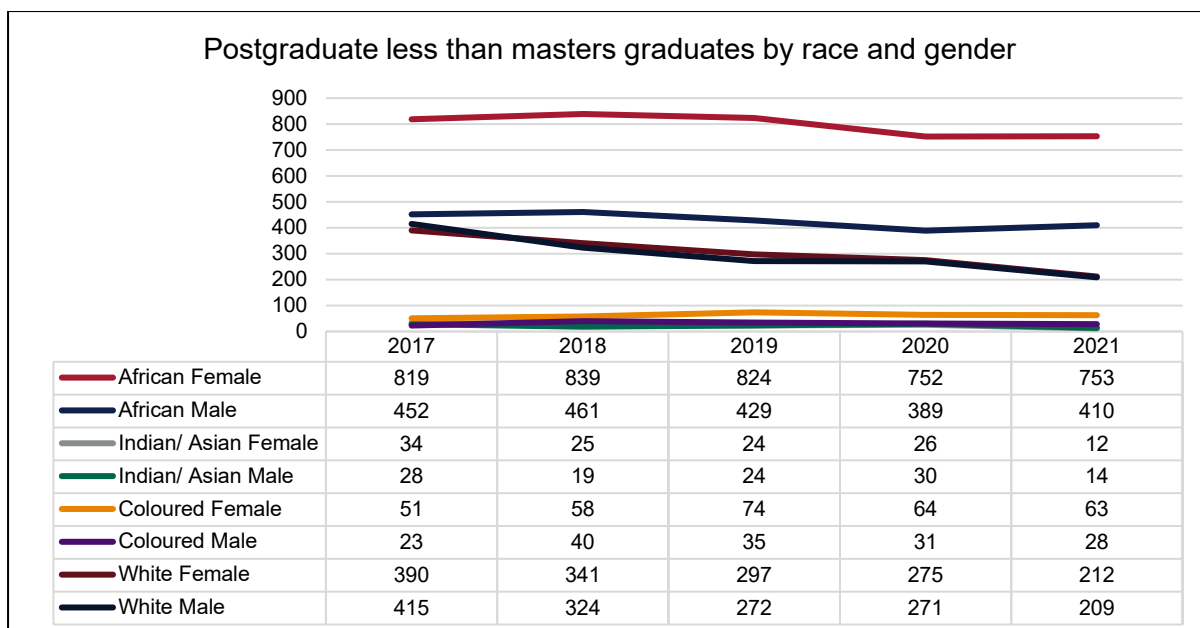
Figure 23: Postgraduate less than masters graduates by race and gender

African females are the most represented group of postgraduate less than masters graduates, despite a decline between 2019 and 2021. There has also been a consistent decline in the number of White female and male postgraduate graduates over the last five years, while the number of Indian/Asian females and males, as well as Coloured females and males have remained relatively consistent for the same period.

What does the graduate data mean for teaching and learning?

From the graduate data shared in Section 1.5, we know that the number of undergraduate graduates increased over the last five years and there is a steady upward trend in the undergraduate graduation from 16% in 2017 to 23% in 2021. This means that proportionally, the increase in graduations is greater than the increase in enrolments. A proportional increase in the number of graduates can be linked to increased success rates (see Section 2 for a more in-depth reflection on success rates). While it is difficult to link an increase in graduation rate to a single factor, it should be mentioned that intentional learning and teaching interventions to improve success rates on different levels (module, faculty, institutional) likely play a role.

Section 2

Student Success at the UFS

2.1   Key findings on student success at the UFS

- Over the past ten years, the institutional success rate has improved by 11% (from 73% to 84%).
- Within racial groups, over the past ten years the success rates improved for Indian/Asian students by 23%, African students by 15%, Coloured students by 14%, and White students by 7%.
- The achievement gap between White and African students halved from 16% in 2011 to 8% in 2021.
- The overall institutional success rate has decreased from 87% in 2020 to 84% in 2021.
- The undergraduate success rate decreased by 4% between 2020 and 2021.
- Among undergraduate students, the current achievement gap ranges between 1% and 7% between White students and Indian/Asian students and African students respectively.
- All faculties show decreased undergraduate success rates between 2020 and 2021, with Natural and Agricultural Sciences showing the biggest decrease (8%).
- All undergraduate racial and gender groups show an decrease in success rates between 2020 and 2021.
- Racially, the proportion of undergraduate graduates among African students increased with 4% between 2020 and 2021, while the proportion of Coloured, Indian/Asian, and White graduates declined by remained relatively stable.
- For postgraduate less than masters degrees, all faculties show a decreased success rate between 2020 and 2021. Similarly, all racial and gender groups show a decline in success rates.
- African students make up 6% more of the total postgraduate less than masters graduates in 2021 than in 2020. The proportion of White students decreased with 5% for the same period.
- While the retention rate increased for University Access Programme students between 2020 and 2021, both mainstream and extended programme students' retention during this timeframe show a decline.

2.2. Institutional success rates

UFS success rates over the past 10 years

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Grand Total	73%	74%	77%	81%	83%	81%	80%	79%	81%	87%	84%
African Total	68%	69%	74%	79%	80%	78%	77%	77%	79%	86%	83%
Coloured Total	71%	72%	73%	77%	79%	79%	78%	78%	78%	88%	85%
Indian/Asian Total	68%	74%	71%	75%	79%	80%	78%	84%	86%	90%	91%
White Total	84%	84%	85%	88%	89%	88%	88%	88%	89%	92%	91%
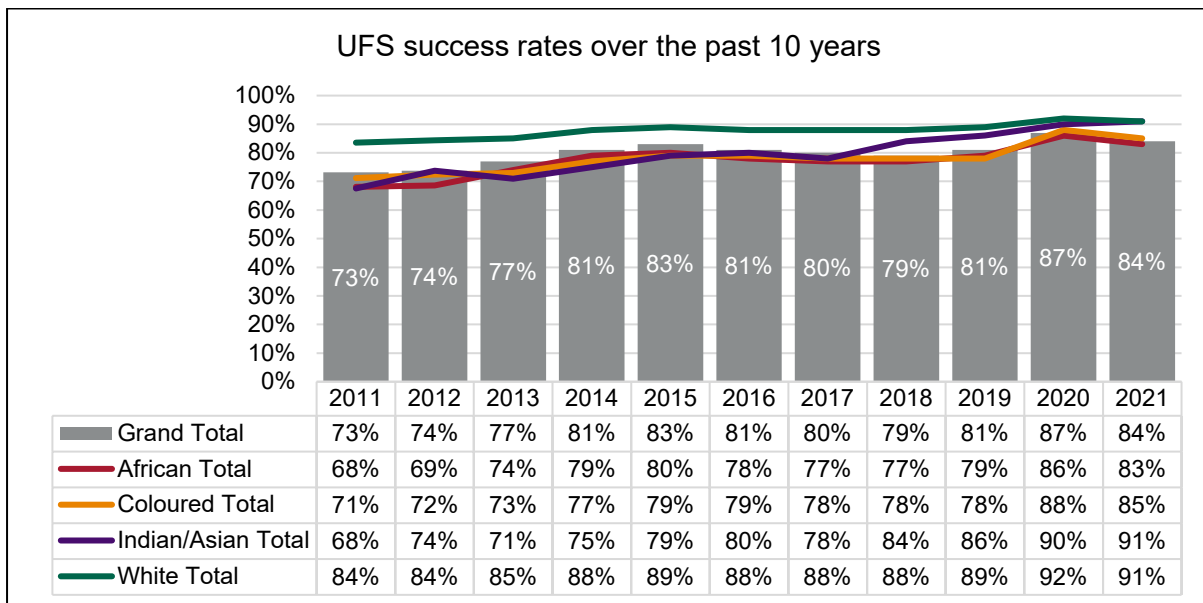
Figure 24: UFS institutional success rates[2] over the past 10 years

Over the last ten years, the UFS success rate has improved notably from 73% in 2011 to 84% in 2021. **Figure 25** shows institutional success rates by racial groups. From 2011 to 2021, success rates of African students increased with 15%, Coloured students' success rates increased by 14%, Indian/Asian students' success rates increased by 23% and White students' success rates increase by 7%. The achievement gap between White and African students halved from 16% in 2011 to 8% in 2021.

The definition institutions are required to report on nationally by the Department of Higher Education and Training (DHET) is used to report on the success rate. That implies the amount of successful Full-time Equivalent Enrolments (FTEs) divided by the number of registered FTEs. Conditional formatting in the tables in this section of the report, 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.

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[2] There might be slight differences between the 2020 data reported in the 2020 Annual Learning and Teaching Report, and this report. This is because at the time the 2020 Annual Learning and Teaching report was completed, the 2020 data were not audited yet. The 2020 data reported in this report are audited. The differences can particularly be seen in the success rates because before the audit students with no activity shown are counted as students who failed. These students are removed from the equation during the audit and thus success rates tend to be slightly higher after an audit.

Table 1: FTE success rates

		2019	2020	2021
All courses (including M & PhD)	**Overall UFS success rate**	80%	87%	84%
	African	79%	86%	83%
	Coloured	78%	88%	85%
	Indian/Asian	86%	90%	91%
	White	89%	92%	91%
All courses (excluding M & PhD)	**Overall success rate**	81%	88%	84%
Postgraduate less than masters	**Overall success rate**	83%	86%	82%
	African	81%	84%	80%
	Coloured	82%	88%	84%
	Indian/Asian	76%	90%	70%
	White	89%	93%	89%
Undergraduate	**Overall success rate**	81%	88%	84%
	African	79%	87%	83%
	Coloured	79%	90%	85%
	Indian/Asian	88%	93%	92%
	White	91%	95%	93%

Table 1 shows institutional success rates by qualification level and race. The overall institutional success rate (including all qualification levels) increased with 7% from 80% 2019 to 87% 2020 but decreased again in 2021 to 84%. Similarly postgraduate less than masters success rates increased between 2019 and 2020 but decreased again and the same trend can be seen for undergraduate success rates. The overall achievement gap between African and White students decreased from 10% to 9% between 2019 and 2021 and also decreased for undergraduate students from 12% in 2019 to 10% in 2021. Contrarily, the achievement gap between African and White students increased from 8% in 2019 to 9% in 2021 for postgraduate less than masters students.

Table 2: Undergraduate success rates by faculty[3]

	2019	2020	2021
Economic and Management Sciences	74%	86%	84%
Education	91%	91%	90%
Health Sciences	93%	95%	91%

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[3] The table shows figures rounded off to the nearest whole number.

Humanities	76%	87%	83%
Law	78%	89%	86%
Natural and Agricultural Sciences	82%	86%	78%
Theology and Religion	76%	90%	86%

Table 2 shows that when comparing success rates over the last three years, the highest success rates were achieved in 2020 in all faculties and that in most faculties, there has been an increase in success rate between 2019 and 2021. This is, however, not the case in the faculty of Education which shows a 1% decrease in success rate between 2019 and 2021, the faculty of Health Sciences which shows a 2% decrease in success rate between 2019 and 2021, and the faculty of Natural and Agricultural Sciences, which shows a 4% decrease in success rate between 2019 and 2021.

Table 3: Undergraduate success rates by race and gender

	2019	2020	2021
African female	82%	90%	87%
African male	74%	82%	77%
Coloured female	81%	92%	88%
Coloured male	73%	85%	78%
Indian/Asian female	88%	93%	93%
Indian/Asian male	86%	93%	91%
White female	93%	97%	95%
White male	87%	93%	88%

Table 3 shows the undergraduate success rates by race and gender. The same trend can be seen in all groups, with the highest success rate achieved in 2020 and with an increase in success rate between 2019 and 2021. When comparing 2019 and 2021 success rates, Coloured females show the biggest increase (7%). White females achieved the highest success rates in 2019, 2020 and 2021, followed by Indian/Asian females.

Table 4: Proportion of undergraduate graduates by race

	2019	Proportion of graduates for 2019	2020	Proportion of graduates for 2020	2021	Proportion of graduates for 2021
African	4388	74%	5744	79%	6591	83%
Coloured	296	5%	393	5%	360	5%
Indian/Asian	107	2%	98	1%	54	1%
White	1149	19%	1010	12%	962	12%

The proportion of African undergraduate graduates has consistently increased between 2019 and 2021, this group made up more than 80% of all undergraduate graduates in 2021 (see **Table 4**). Contrarily, the percentage of White undergraduate graduates decreased from 19%

in 2019 to 12% in 2021. The proportion of Indian/Asian undergraduate graduates also slightly decreased from 2% to 1% between 2019 and 2021.

Table 5: Postgraduate less than masters success rate by faculty

	2019	2020	2021
Economic and Management Sciences	78%	75%	72%
Education	93%	95%	93%
Health Sciences	94%	93%	91%
Humanities	91%	92%	90%
Law	67%	80%	69%
Natural and Agricultural Sciences	92%	93%	89%
Theology and Religion	90%	99%	92%

Table 5 shows that when comparing success rates over the last three years, the highest success rates for postgraduate less than masters were achieved in 2020 by most faculties. This is not the case in the faculties of Economic and Management Sciences and Health Sciences, however, that both achieved the highest success rates in 2019 and in which success rates have been declining steadily between 2019 and 2021. In most faculties, the lowest success rates were achieved in 2021 (except in the faculties of Law and Theology and Religion). This trend is different from the undergraduate success rates by faculty in which an increase can be seen between 2019 and 2021.

Table 6: Postgraduate less than masters success rates by race and gender

	2019	2020	2021
African female	84%	86%	83%
African male	76%	80%	75%
Coloured female	85%	90%	88%
Coloured male	78%	86%	76%
Indian/Asian female	79%	93%	76%
Indian/Asian male	74%	86%	66%
White female	91%	95%	93%
White male	87%	92%	86%

In **Table 6** success rates for postgraduate less than masters students are shown by race and gender from 2019 to 2021. For all racial groups, the highest success rates were achieved in 2020 and for most groups there has been a decrease in success rates between 2019 and 2021 except for Coloured females that showed a 3% increase between 2019 and 2021 and White females that showed a 2% increase between 2019 and 2021. The biggest decrease in success rate between 2019 and 2021, is among Indian/Asian males (8%).

Table 7: Proportion of postgraduate less than masters graduates by race

	2019	Proportion of graduates for 2019	2020	Proportion of graduates for 2020	2021	Proportion of graduates for 2021
African	1253	63%	1141	62%	1163	68%
Coloured	109	5%	95	5%	91	5%
Indian/Asian	48	2%	56	3%	26	2%
White	569	29%	546	30%	421	25%

The proportion of African postgraduate less than masters graduates increased with 5% from 2019 to 2021 while the proportion of White graduates decreased with 4% over the same period (see **Table 7**). The proportion of African postgraduate less than masters graduates is still much lower than the proportion of African undergraduate graduates, however.

2.3   Undergraduate retention

Retention rate from year 1 to 2	2017	2018	2019	2020	2021
EXTENDED	84%	86%	75%	88%	82%
MAINSTREAM	84%	84%	87%	86%	85%
UAP	84%	77%	77%	85%	61%
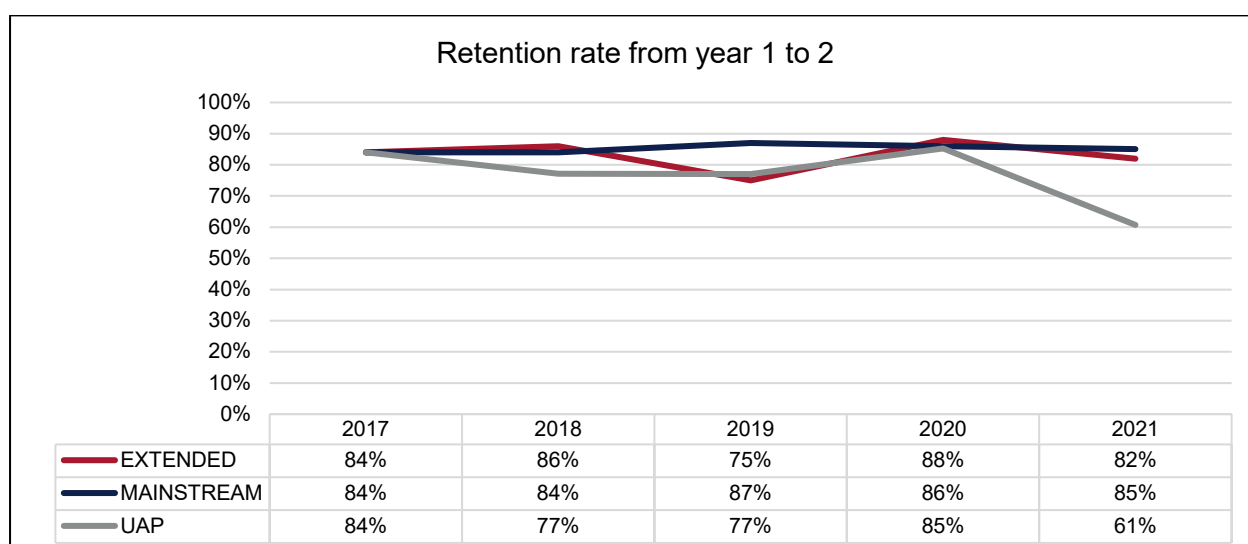
Figure 25: Retention rate from year 1 to 2 by pathway

The percentage of students registered for the University Access Programme (UAP), extended programmes and mainstream programmes who returned the following year in the same education level (3 and 4 year bachelor degrees only) from year one to year two are shown in **Figure 26**. The retention rate of students from the UAP reflect the percentage of students who completed the UAP programme and returned the next year as UFS students. The UAP retention rate show some fluctuation over the last five years with an initial decrease between 2017 and 2019 and then an increase again in 2020. There was, however, a decrease in this retention rate again between 2020 and 2021. Similarly, the retention rates of extended

programme students and mainstream students also show fluctuation but in both programmes, there was a decline in retention rate between 2020 and 2021.

Extended programme retention rate by race and gender

	African females	African males	Indian/Asian females	Indian/Asian males	Coloured females	Coloured males	White females	White males
2017	87%	81%	86%	88%	75%	74%	86%	63%
2018	90%	82%	100%	60%	81%	80%	62%	75%
2019	78%	72%	100%	86%	51%	60%	71%	67%
2020	93%	83%	83%	80%	96%	76%	73%	79%
2021	85%	78%	60%	100%	91%	75%	89%	67%
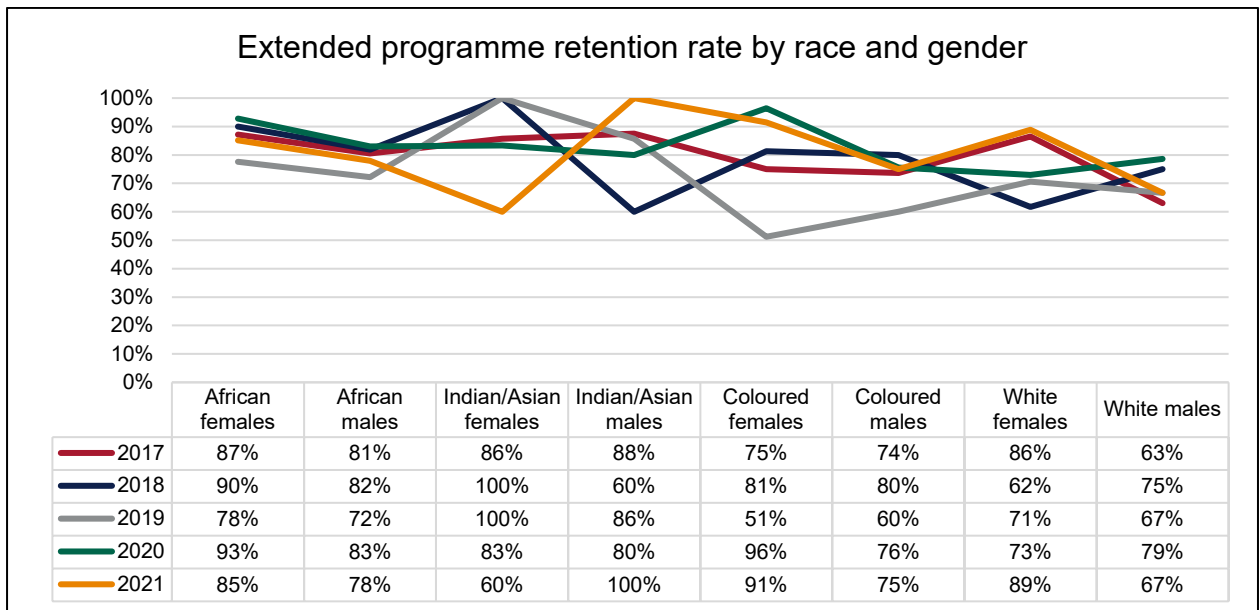
Figure 26: Extended programme retention by race and gender

Figure 27 shows extended programme retention rates split by race and gender. Most racial groups (except Indian/Asian females and males) show an increase in retention from 2019 and 2020, followed by a decrease in retention between 2020 and 2021 (except Indian/Asian males and White females).
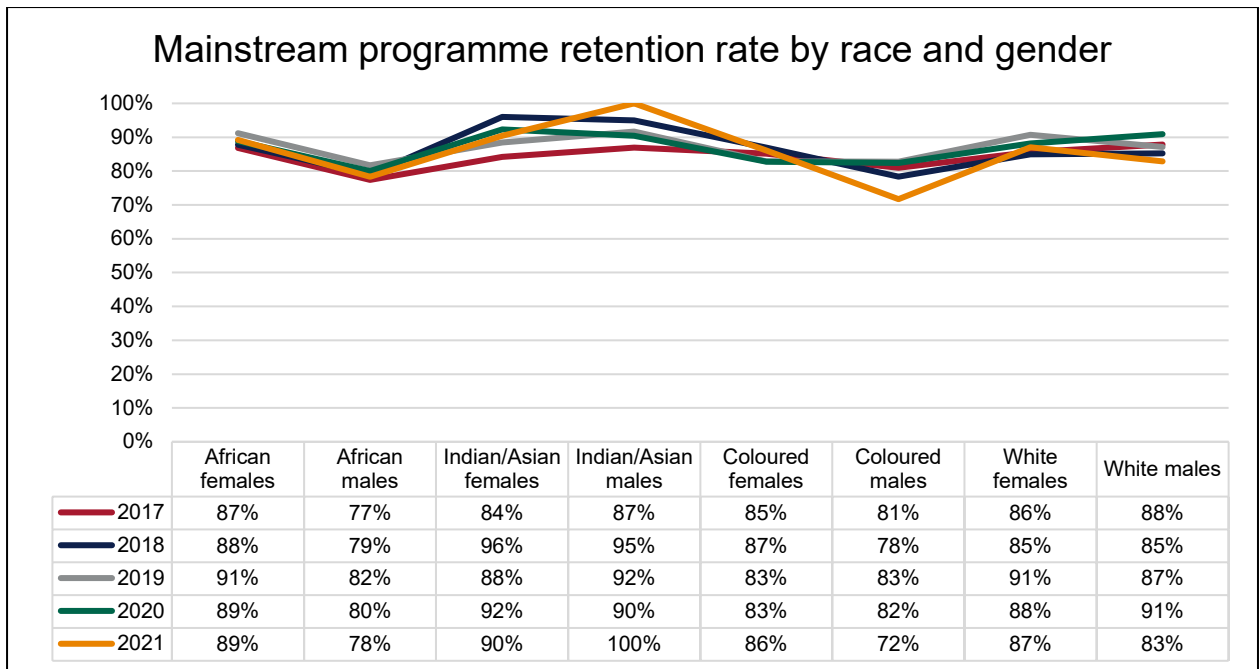
Figure 27: Mainstream programme retention rate by race and gender

Figure 28 shows a breakdown of mainstream retention rates by race and gender. Only Indian/Asian males and Coloured females show an increase in retention between 2020 and 2021, all other groups show a decrease in retention for the same period with the retention rate remaining stable between these two years for African females at 89%.

Section 3

Learning and Teaching at Faculty Level

3.1 Economic and Management Sciences

3.1.1 Key findings for Economic and Management Sciences

- Undergraduate enrolments on the Bloemfontein and Qwaqwa campuses, as well as doctoral enrolments on the Bloemfontein campus steadily increased between 2017 and 2021.

- There has been a steady increase in the number of undergraduate African student enrolments over the last five years, as well as an increase in African enrolments in postgraduate less than masters enrolments between 2020 and 2021 after an initial decline between 2017 and 2020.

- Overall, there has been a 37% increase in the number of graduates (excluding masters and doctoral) between 2017 (1,076 graduates) and 2021 (1,479 graduates). While there was a decline in the number of graduates between 2020 and 2021 on the Bloemfontein campus, there was an increase in the number of graduates on the South and Qwaqwa campuses.

- The number of African undergraduate graduates increased steadily between 2017 and 2020 and then declined again between 2020 and 2021. All racial groups show a decline in the number of graduates between 2020 and 2021.

- After an initial decline in African postgraduate less than masters graduates between 2019 and 2020, there has again been an increase in the number of graduates for this group between 2020 and 2021. The number of Coloured female postgraduate less than masters graduates also increased between 2020 and 2021, while the number of White, Indian/Asian, and Coloured male postgraduate less than masters graduates declined.

- On departmental level, the undergraduate success rates in four of the seven departments in Economic and Management Sciences increased between 2020 and 2021.

- Undergraduate success rates for all race and gender groups declined between 2020 and 2021, except White females and males.

- The undergraduate achievement gap between African and White students increased with 2% (from 7% to 9%) between 2020 and 2021 while the postgraduate less than masters achievement gap decreased with 2% (from 19% to 17%) for the same period.

3.1.2 Enrolments

Table 8: Count of full-time enrolments for Economic and Management Sciences by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	3334	3736	3824	3841	3965
	Postgraduate less than Masters	797	737	737	700	767
	Masters	281	303	296	296	319
	Doctoral	77	101	101	104	94
QWA	Undergraduate	393	542	726	877	1013
SOUTH	Undergraduate	677	732	733	787	722

Table 8 shows the number of enrolled students by campus and degree level for the last five years. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. For Economic and Management Sciences, undergraduate enrolments increased steadily between 2017 and 2021 on the Bloemfontein and Qwaqwa campuses with the South Campus showing an initial increase in undergraduate enrolment numbers between 2017 and 2020 followed by a decrease between 2020 and 2021. Masters enrolments increased over the last five years while doctoral enrolments increased steadily until 2020 but decreased notably between 2020 and 2021. Contrarily, Postgraduate less than masters enrolments declined steadily between 2017 and 2020 but increased again between 2020 and 2021.

Table 9: First time entering undergraduate enrolment for Economic and Management Sciences

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Extended	African	2		2		
	White	1				1
BFN Campus Mainstream	African	618	806	628	689	839
	Asian	12	11	6	14	6
	Coloured	46	65	52	39	53
	White	158	146	119	103	67
QQ Campus Extended	African	110	169	227	189	130
	Asian		1			1
	Coloured					1
	White					1
QQ Campus Mainstream	African	30	81	78	99	187
	Coloured		1		1	
	White				1	
	African	200	185	173	187	55

South Campus Extended	Asian	4	1	2	1	
	Coloured	10	11	5	10	5
	White	16	9	12	18	6
South Campus Mainstream	African		1		1	10
	Coloured					1
	White			1		
Total Extended		**343**	**376**	**421**	**405**	**200**
Total Mainstream		**864**	**1111**	**884**	**947**	**1163**

Table 9 shows the number of first time entering students by race, campus and programme (pathway) for the last five years. When comparing 2017 and 2021 enrolments, there has been an increase in the number of African enrolments in the mainstream programmes on all three campuses, as well as the extended programmes on the Bloemfontein campus. The numbers of all racial groups declined in South campuses extended programmes over the last five years and the number of White students, as well as Asian/Indian students decreased between 2017 and 2021.

First time entering student enrolments: Economic and Management Sciences

	2017	2018	2019	2020	2021
EXTENDED	343	376	421	405	200
HIGHER CERTIFICATE	331	228	287	196	320
MAINSTREAM	864	1115	892	951	1171
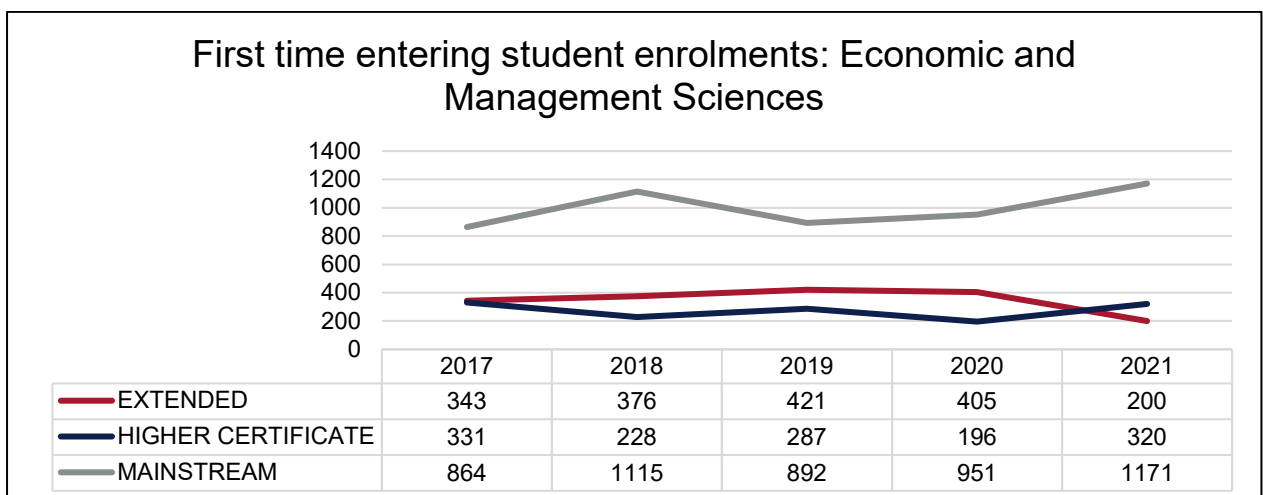
Figure 28: Economic and Management Sciences first time entering enrolments

Figure 29 shows the total count of first time entering student enrolments in the extended, mainstream and higher certificate programmes in the faculty of Economic and Management Sciences. While there was a decrease in the number of enrolments between 2017 and 2021 for extended and higher certificate programmes, there was an increase for mainstream programmes for the same period.

Undergraduate enrolments by race and gender: Economic and Management Sciences

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	1781	2143	2414	2651	2889
AFRICAN - MALE	1499	1829	1913	1976	2026
ASIAN - FEMALE	29	28	25	24	21
ASIAN - MALE	42	35	32	29	26
COLOURED - FEMALE	156	163	176	162	138
COLOURED - MALE	124	138	129	127	126
WHITE - FEMALE	345	285	241	215	183
WHITE - MALE	428	384	339	301	258
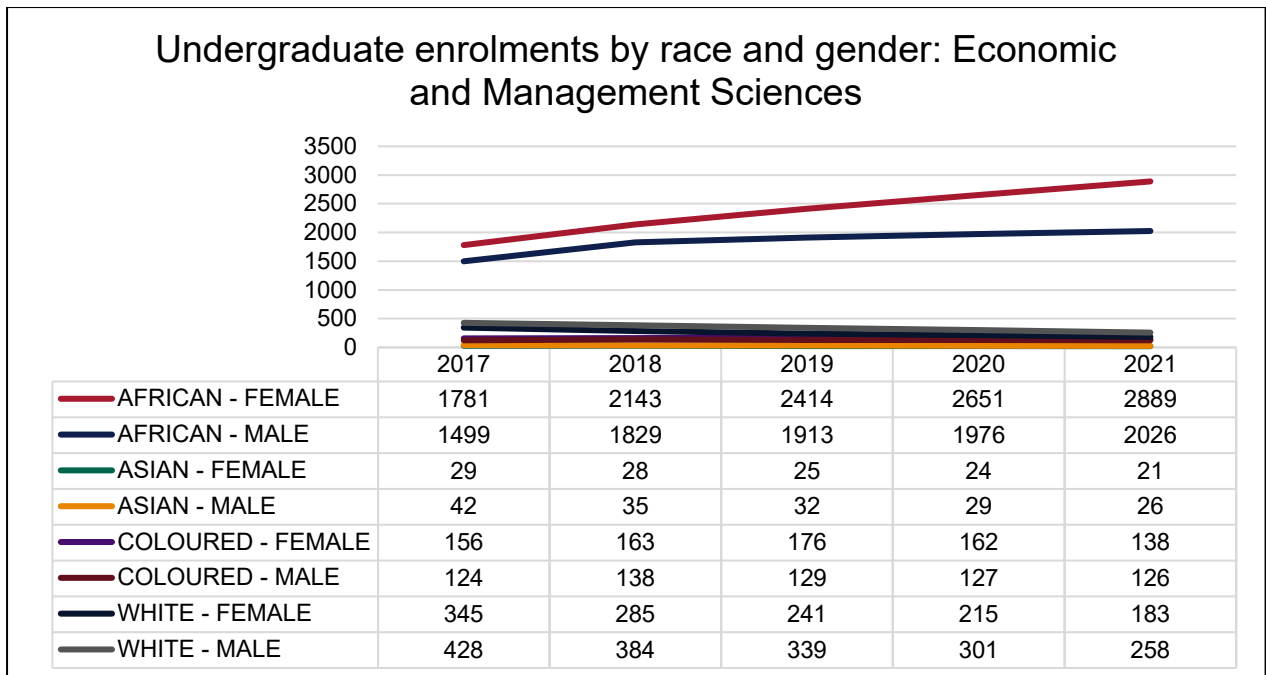
Figure 29: Economic and Management Sciences undergraduate enrolments by race and gender

When comparing the undergraduate enrolments by race and gender in the faculty of Economic and Management Sciences in 2017 and 2021 (see **Figure 31**), an increase can be seen for African students (both females and males), as well as Coloured females. There has been a decrease in the number of White undergraduate enrolments (both females and males) for the same period.

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	354	338	342	324	367
AFRICAN - MALE	236	226	229	225	244
ASIAN - FEMALE	7	8	7	4	4
ASIAN - MALE	2	4	5	4	4
COLOURED - FEMALE	21	17	23	18	32
COLOURED - MALE	12	19	14	12	13
WHITE - FEMALE	82	66	66	63	51
WHITE - MALE	83	58	48	42	40
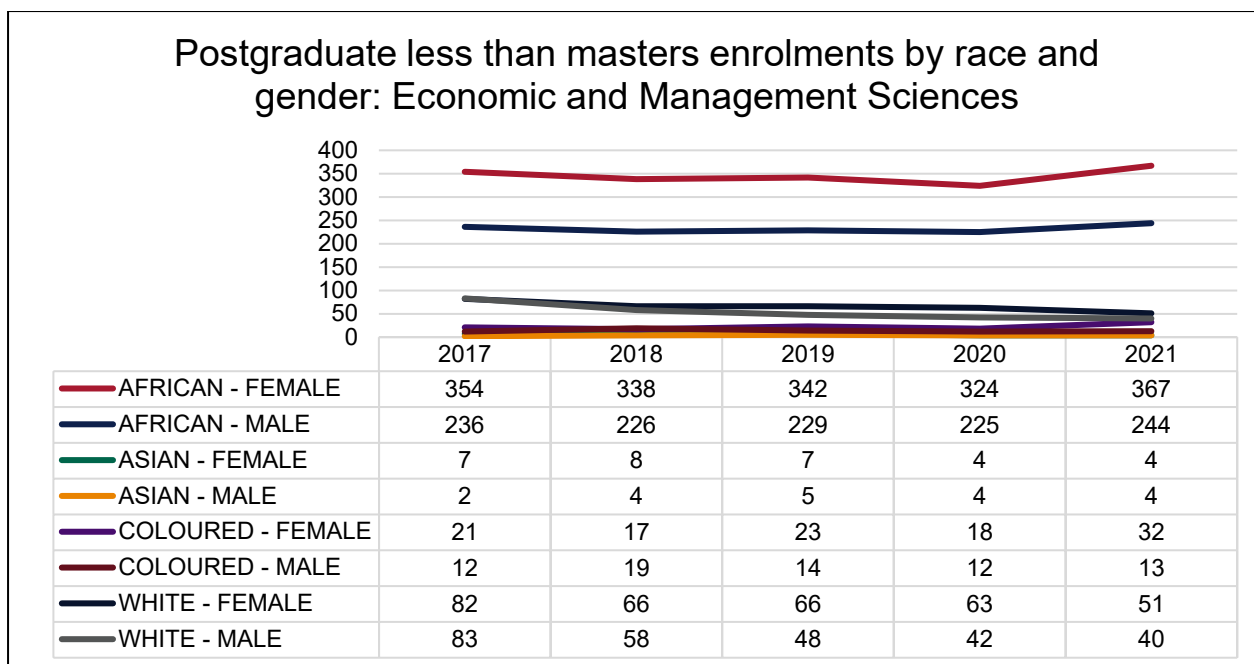
Figure 30: Economic and Management Sciences postgraduate less than masters enrolment

Figure 32 shows postgraduate less than masters enrolments in the faculty of Economic and Management Sciences from 2017 to 2021 by race and gender. There has been a slight increase in African female and male enrolments, as well as for Coloured females for this period, while White female and male enrolments decreased.

3.1.3 Graduates

Table 10: Number of Economic and Management Sciences graduates (excl. masters and doctoral)

	2017	2018	2019	2020	2021
BFN	965	1109	1178	1369	1200
QQ	27	46	61	89	114
SOUTH	84	108	118	95	165
TOTAL	**1076**	**1263**	**1357**	**1553**	**1479**

Table 10 shows the number of graduates by campus (excluding masters and doctoral graduates) between 2017 and 2021. The number of graduates steadily increased on the Qwaqwa and South campuses over the last five years, while the number of graduates increased on the Bloemfontein campus between 2017 and 2020 and decreased from 2020 to 2021.

Undergraduate graduates by race and gender: Economic and Management Sciences

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	289	360	450	575	550
AFRICAN - MALE	158	268	281	363	311
ASIAN - FEMALE	5	8	7	6	3
ASIAN - MALE	10	10	5	7	6
COLOURED - FEMALE	22	23	26	56	28
COLOURED - MALE	28	27	17	23	23
WHITE - FEMALE	101	89	70	65	60
WHITE - MALE	76	100	69	78	76
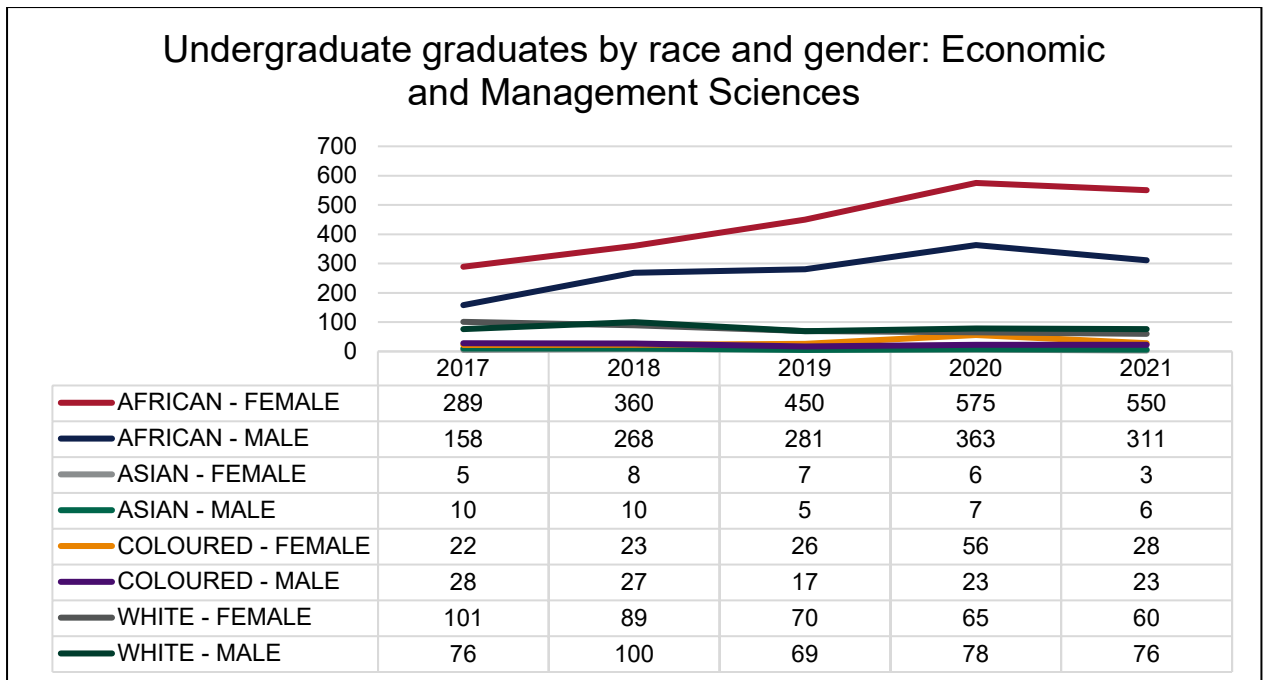
Figure 31: Economic and Management Sciences undergraduate graduates by race and gender

Figure 32 shows the number of undergraduate graduates by race and gender in the faculty of Economic and Management Sciences. The number of African (both female and male) graduates increased steadily between 2017 and 2020 and then declined again between 2020 and 2021. This trend can also be observed for Coloured females. Contrarily, the number of White (female and male) graduates declined steadily over the last five years. When only comparing 2020 and 2021 data, there has been a decline in graduates for all racial groups.

Postgraduate less than masters graduates by race and gender: Economic and Management Sciences

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	162	173	205	166	200
AFRICAN - MALE	94	95	107	106	111
ASIAN - FEMALE	2	5	5	4	3
ASIAN - MALE	1	3	2	4	1
COLOURED - FEMALE	12	5	16	9	22
COLOURED - MALE	4	10	9	5	9
WHITE - FEMALE	57	50	49	46	39
WHITE - MALE	55	36	36	33	26
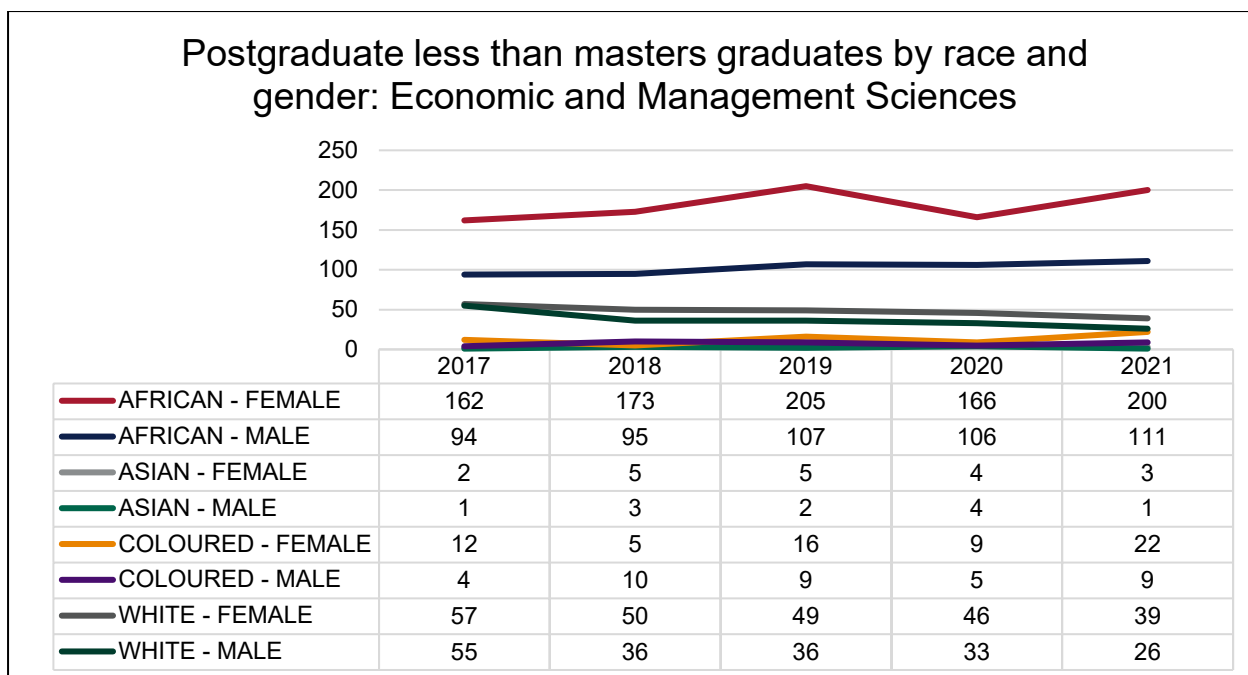
Figure 32: Economic and Management Sciences postgraduate less than masters graduates by race and gender

Figure 33 shows the number of postgraduate less than masters graduates by race and gender in the faculty of Economic and Management Sciences. After an initial decline in African graduates (both females and males) between 2019 and 2020, there has again been an increase for this racial group between 2020 and 2021. Similarly, there has been an increase in the number of Coloured female and male, between 2020 and 2021 postgraduate less than masters graduates. Contrarily, the number of White (female and male), Indian/Asian (female and male), and Coloured male postgraduate less than masters graduates declined between 2020 and 2021.

3.1.4 Module pass rates

Table 11: Undergraduate module pass rates of academic departments within Economic and Management Sciences

	2019	2020	2021
Business Management	76%	89%	88%
Economic and Management Sciences	90%	80%	83%
Economics	72%	84%	85%
Industrial Psychology	66%	86%	89%
Public Administration and Management	79%	91%	92%
School for Accounting	72%	80%	68%
UFS Business School	85%	84%	85%

Success rates of the seven departments in the faculty of Economic and Management Sciences over the last three years are shown in **Table 11**. Of these seven departments, four show the highest module pass rates in 2021. Only one department (School for Accounting) shows the lowest module pass rates in 2021 of all three years.

Table 12: Undergraduate module pass rates of Economic and Management Sciences by race and gender

	2019	2020	2021
African female	77%	87%	86%
African male	68%	79%	78%
Coloured female	77%	89%	85%
Coloured male	70%	83%	74%
Indian/Asian female	86%	94%	90%
Indian/Asian male	81%	91%	90%
White female	88%	94%	95%
White male	82%	89%	90%

Table 12 shows undergraduate module pass rates by race and gender for the last three years. A similar trend can be seen in all racial groups (for females and males) with the highest pass rates in 2020 and a slight decrease in 2021 (which is still higher than the 2019 module pass rates). However, module pass rates of White students (both females and males) consistently increased from 2019 to 2021.

Table 13: Postgraduate less than masters module pass rates of academic departments within Economic and Management Sciences

	2019	2020	2021
Business Management	97%	83%	93%
Centre for Development Support	80%	89%	67%
Economics	76%	71%	69%
Industrial Psychology	97%	96%	87%
Public Administration and Management	96%	90%	94%
School for Accounting	67%	62%	62%
UFS Business School	84%	90%	86%

In **Table 13**, module pass rates for postgraduate less than masters modules in the seven departments in Economic and Management Sciences are shown. Five of the seven departments had the highest module pass rates in 2019, while two had the highest module pass rates in 2020. In 2021, four of the seven departments achieved the lowest module pass rates for the three year period.

Table 14: Postgraduate less than masters module pass rates of Economic and Management Sciences by race and gender

	2019	2020	2021
African female	80%	74%	71%
African male	75%	72%	68%
Coloured female	79%	78%	78%
Coloured male	85%	82%	62%
Indian/Asian female	79%	100%	94%
Indian/Asian male	96%	100%	50%
White female	88%	89%	89%
White male	92%	92%	85%

Table 14 shows the postgraduate less than masters module pass rates in the faculty of Economic and Management Sciences by race and gender. African and Coloured students (both females and males) achieved the highest pass rates in 2019 after which their pass rates steadily declined over the next two years. On the other hand, Indian/Asian and White students (females and males) achieved the highest pass rates in 2020.

3.2 Education

3.2.1 Key findings for Education

- Undergraduate enrolments on the Bloemfontein campus were the highest in five years in 2021, and the lowest in five years on the South campus. Postgraduate enrolments on the Bloemfontein campus (including postgraduate less than masters, masters, and doctoral enrolments) declined over the last five years, while masters and doctoral enrolments on the Qwaqwa campus were the highest in five years in 2021.

- Postgraduate less than masters enrolments on the Bloemfontein and Qwaqwa campuses declined steadily between 2017 and 2020 but increased slightly again between 2020 and 2021.

- There is a consistent increase of first time entering African students in mainstream programmes between 2017 and 2021 while there is a consistent decline of White students during the same timeframe.

- The number of graduates consistently increased between 2017 and 2021 on both the Bloemfontein (with a 133% increase) and Qwaqwa (with a 170% increase) campuses. On the South campus, the number of graduates in the faculty declined from 2017 to 2021.

- The number of postgraduate less than masters graduates declined notably between 2017 and 2020 but increased slightly between 2020 and 2021.

- Undergraduate module pass rates increased between 2020 and 2021 in two of the faculty's five departments/ schools (Open Distance Learning and School of Social Sciences and Language Education).
- Undergraduate module pass rates of all race and gender groups (except Indian/Asian males) peaked in 2021.
- The undergraduate achievement gap between White and African students increased with 2% (from 4% to 6%) between 2020 and 2021, while the postgraduate less than masters achievement gap decreasing with almost 4%. In 2021, the postgraduate less than masters achievement gap was only 0.6%.

3.2.2 Enrolments

Table 15: Count of full time enrolments in the Faculty of Education by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	2906	3494	4082	4620	5038
	Postgraduate less than Masters	286	397	203	205	265
	Masters	271	238	169	202	182
	Doctoral	197	189	158	140	143
QWA	Undergraduate	1953	2626	3477	3920	3739
	Postgraduate less than Masters	331	358	119	83	92
	Masters	46	30	32	49	61
	Doctoral	19	20	16	21	24
SOUTH	Undergraduate	5154	2943	3402	2493	1916

The darkest shaded cells in **Table 15** indicate the highest student numbers, with the colour lightening as the numbers decrease. For the faculty of Education undergraduate enrolments increased between 2017 and 2021 on the Bloemfontein and Qwaqwa campuses but declined on the South Campus. All postgraduate enrolments (including postgraduate less than masters, masters and doctoral enrolments) on the Bloemfontein campus declined over the last five years, while masters and doctoral enrolments on the Qwaqwa campus increased for the same period.

Table 16: First time entering undergraduate enrolment for Education

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Extended	African	270	274	229	224	28
	Asian		2		1	
	Coloured	32	54	9	12	3

	White	13	21	7	5	
BFN Campus Mainstream	African	423	529	589	680	1001
	Asian	1	1	5	2	3
	Coloured	80	78	54	32	48
	White	132	99	54	65	52
QQ Campus Extended	African	269	461	255	275	104
	Asian		1	1	1	
	Coloured	1				
QQ Campus Mainstream	African	561	510	603	373	581
	Asian			1	1	1
	Coloured	2				
	White					1
South Campus Mainstream	African	211	1	4		7
	Asian	5				
	Coloured	4				
	White	2				
Total Extended		**585**	**813**	**501**	**518**	**135**
Total Mainstream		**1421**	**1218**	**1310**	**1153**	**1694**

Table 16 shows the number of first time entering students by race, campus and programme registered (pathway). The number of extended programme students on the Bloemfontein and Qwaqwa campuses, as well as the number of first time entering mainstream students on the South campus declined over the last five years (of all racial groups). The number of first time entering African students in the mainstream programmes on the Bloemfontein and Qwaqwa campuses increased notably between 2017 and 2021.

First time entering student enrolments: Education	2017	2018	2019	2020	2021
EXTENDED	585	813	502	519	136
MAINSTREAM	1421	1219	1315	1155	1698
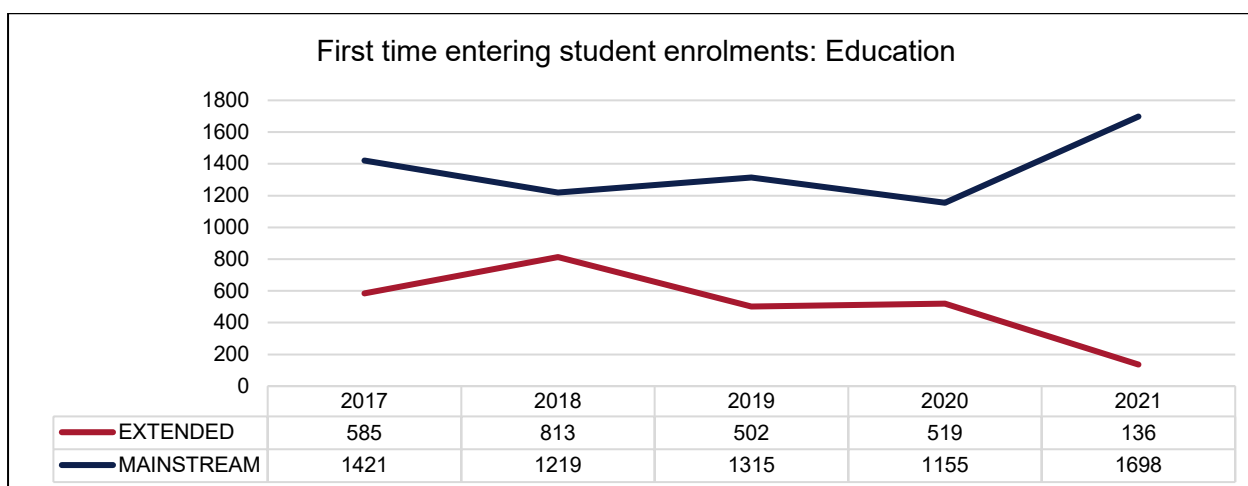
Figure 33: Education first time entering student enrolments

Figure 34 shows that the number of first time entering students in extended programmes in the faculty of Education declined between 2017 and 2021, while the number of mainstream enrolments increased.

Undergraduate enrolments by race and gender: Education

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	6112	5241	6517	6623	6427
AFRICAN - MALE	2484	2418	3078	3233	3224
ASIAN - FEMALE	33	29	35	31	27
ASIAN - MALE	11	12	13	8	6
COLOURED - FEMALE	378	431	457	422	406
COLOURED - MALE	160	190	196	164	144
WHITE - FEMALE	684	604	530	442	363
WHITE - MALE	150	135	124	98	81
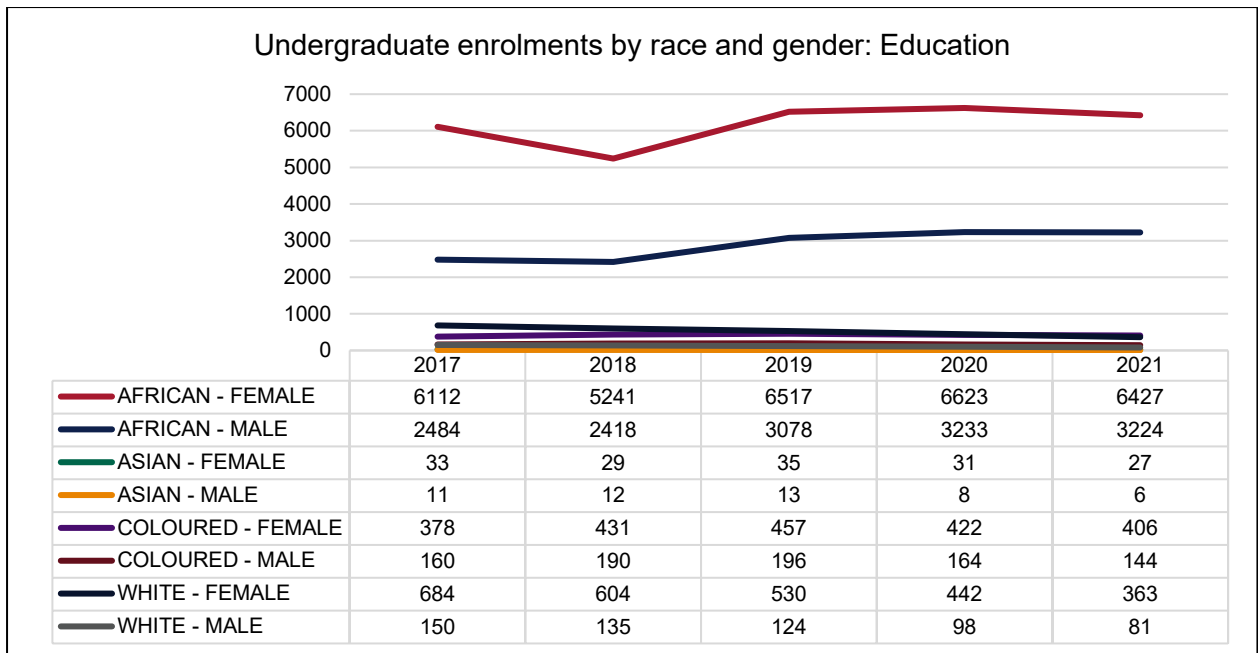
Figure 34: Education undergraduate enrolments by race and gender

Figure 35 shows undergraduate enrolments in the faculty of Education split by race and gender. The number of African female and male enrolments increased notably between 2017 and 2021, while the number of Coloured female and male enrolments increased between 2017 and 2019 and then slightly declined again between 2019 and 2021. Asian and White student enrolments (both females and males) declined over the last five years.

Postgraduate less than masters enrolments by race and gender: Education

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	315	410	159	131	201
AFRICAN - MALE	215	247	111	96	100
ASIAN - FEMALE	3	1	1	1	1
ASIAN - MALE	0	0	1	1	0
COLOURED - FEMALE	17	20	17	22	19
COLOURED - MALE	6	9	5	4	9
WHITE - FEMALE	41	50	17	28	22
WHITE - MALE	20	18	11	5	5
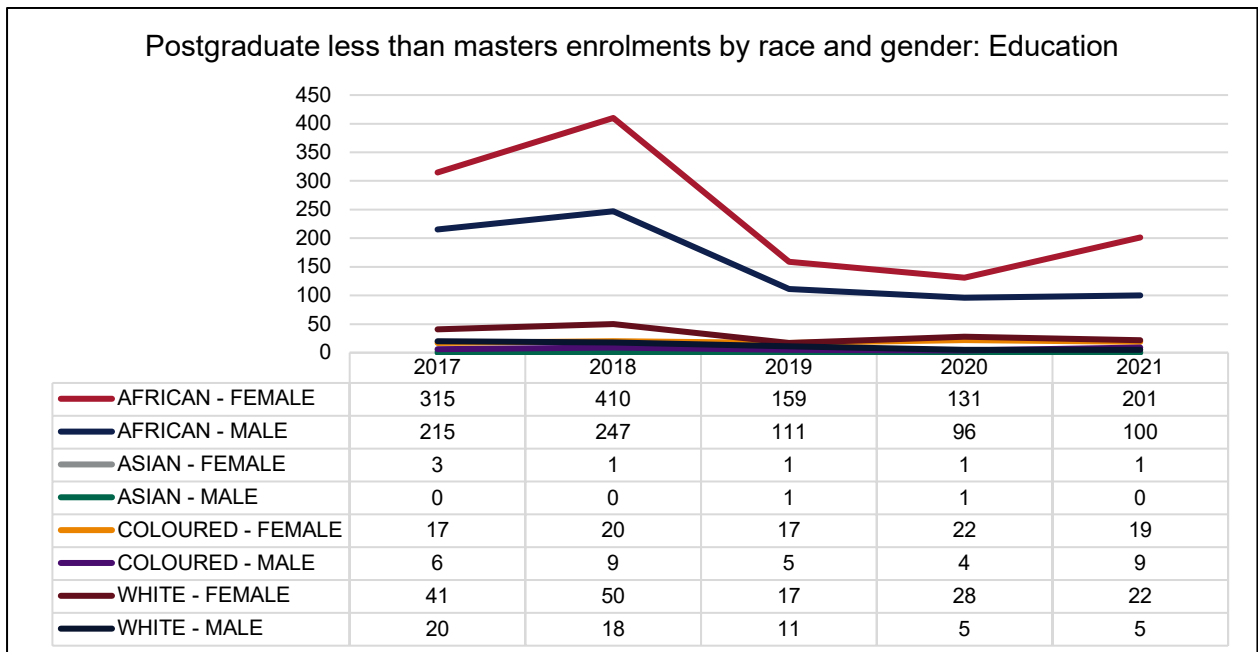
Figure 35: Education postgraduate less than masters enrolments by race and gender

Postgraduate less than masters enrolments declined over the last five years in the faculty of Education for all racial groups, except Coloured female and Coloured male enrolments that increased slightly (see **Figure 36**).

3.2.3 Graduates

Table 17: Number of Education graduates (excl. masters and doctoral)

	2017	2018	2019	2020	2021
BFN	508	563	603	712	1185
QWA	396	430	549	785	1069
SOUTH	1254	1009	1091	576	926
TOTAL	**2158**	**2002**	**2243**	**2073**	**3180**

Table 17 shows the number of graduates in the faculty of Education (excluding masters and doctoral graduates) over the last five years. The number of graduates increased steadily on the Bloemfontein and Qwaqwa campuses between 2017 and 2021 but declined over the same period on the South campus.

Undergraduate graduates by race and gender: Education

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	1251	1083	1279	1237	1988
AFRICAN - MALE	311	259	419	435	674
ASIAN - FEMALE	9	9	13	7	7
ASIAN - MALE	2	2	6	1	1
COLOURED - FEMALE	52	56	78	80	126
COLOURED - MALE	12	15	25	32	27
WHITE - FEMALE	165	157	172	148	143
WHITE - MALE	34	28	35	19	37
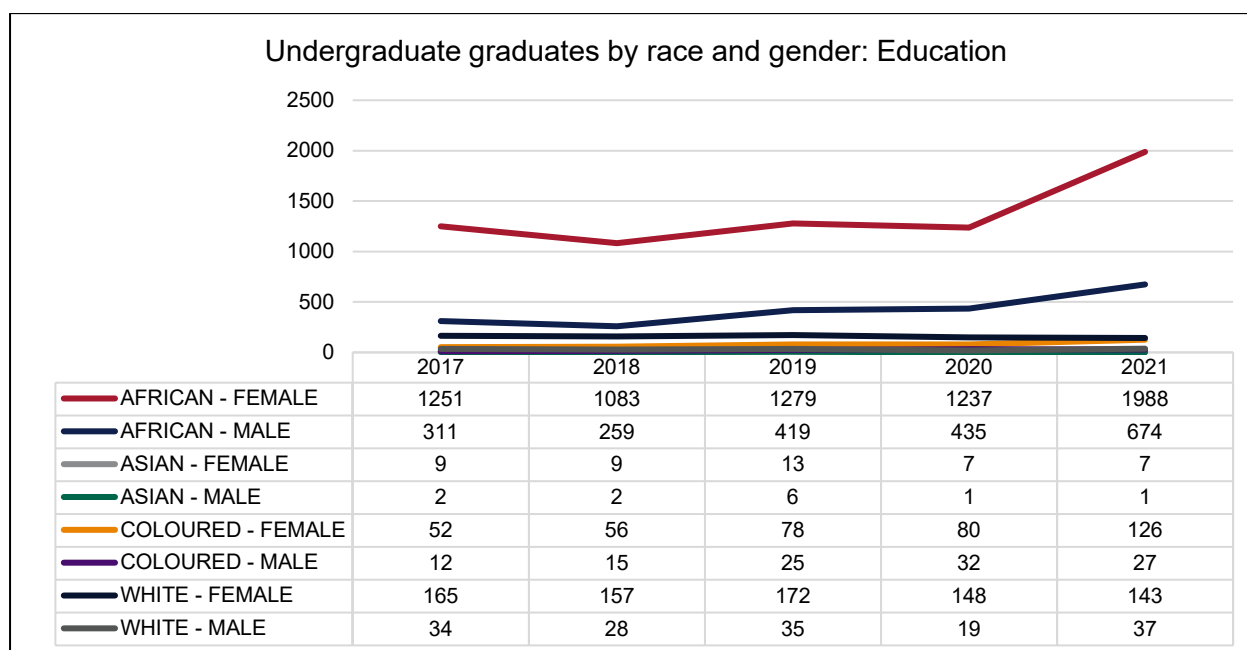
Figure 36: Education undergraduate graduates by race and gender

Figure 37 shows the number of undergraduate graduates in the faculty of Education between 2017 and 2021 split by race and gender. When comparing 2017 and 2021 data, the number of African (female and male), Coloured (female and male), as well as White male undergraduate graduates increased, while the number of Indian/Asian (female and male) and White female graduates declined.
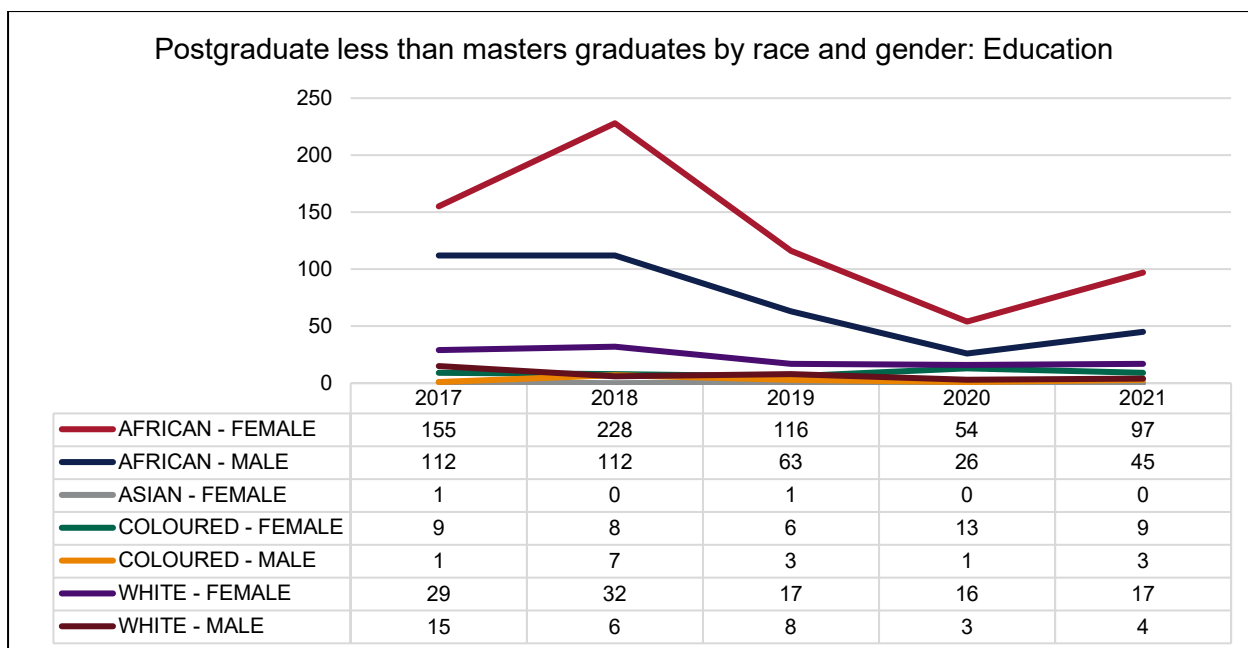
Figure 37: Education postgraduate less than masters graduates

Figure 38 shows the number of postgraduate less than masters graduates in the faculty of Education between 2017 and 2021 split by race and gender. The number of African (female and male) and White (female and male) graduates show a steep decline between 2017 and 2020 and a slight increase again between 2020 and 2021. The number of Coloured (female and male) graduates fluctuated over the last five years with Coloured female graduates peaking in 2020 and Coloured male graduates peaking in 2018.

3.2.4 Module pass rates

Table 18: Undergraduate module pass rates of academic departments within Education

	2019	2020	2021
Office of the Dean: Education	95%	89%	92%
Open Distance Learning	80%	81%	89%
School of Education Studies	88%	89%	87%
School of Mathematics, Natural Sciences and Technology Education	90%	91%	88%
School of Social Sciences and Language Education	91%	90%	93%

Undergraduate module pass rates peaked in 2021 in two of the five departments/ schools in the faculty of Education (Open Distance Learning and School of Social Sciences and language Education). In the School of Education Studies and the School of Mathematics, Natural Sciences and Technology Education module pass rates peaked in 2020 and was the lowest in 2021 (see **Table 18**).

Table 19: Undergraduate module pass rates for Education by race and gender

	2019	2020	2021
African female	88%	90%	92%
African male	82%	80%	83%
Coloured female	88%	90%	93%
Coloured male	78%	81%	84%
Indian/Asian female	91%	91%	97%
Indian/Asian male	86%	79%	75%
White female	94%	94%	97%
White male	86%	86%	86%

Table 19 shows undergraduate module pass rates in the faculty of Education split by race and gender. All race and gender groupings (except Indian/Asian males) show the highest module pass rates in 2021.

Table 20: Postgraduate less than masters module pass rates of academic departments within Education

	2019	2020	2021
Office of the Dean: Education	99%	94%	100%
School of Education Studies	92%	90%	90%
School of Higher Education Studies	91%	78%	99%
School of Mathematics, Natural Sciences and Technology Education	94%	94%	96%
School for Social Sciences and Language Education	95%	93%	95%

Table 20 shows postgraduate less than masters module pass rates in the faculty of Education. In four of the five academic departments/ schools in the faculty, module pass rates peaked in 2021 (except the School of Education Studies that peaked in 2019).

Table 21: Postgraduate less than masters module pass rates for Education by race and gender

	2019	2020	2021
African female	94%	95%	95%
African male	90%	83%	87%
Coloured female	97%	99%	96%
Coloured male	90%	74%	90%
Indian/Asian female	100%	73%	100%
Indian/Asian male	70%		
White female	99%	97%	95%
White male	90%	86%	87%

Table 21 shows postgraduate less than masters module pass rates in the faculty of Education. Pass rates peaked in 2019 for the majority of race and gender groupings apart from African females, Coloured males, and Indian/Asian females that peaked in 2021, and Coloured females that peaked in 2020.

3.3 Health Sciences

3.3.1 Key findings for Health Sciences

- Undergraduate enrolments were the highest in five years in 2021, while postgraduate less than masters enrolments were the lowest in five years in 2021 with a significant decline between 2020 and 2021.

- First time entering African student numbers increased steadily from 2017 to 2021, while the number of first time entering White students increased between 2017 and 2020 but declined notably between 2020 and 2021 .

- There has been a 34% decline in graduates (excluding masters and doctoral levels) over the past five years.

- When comparing undergraduate module pass rates for the last three years, pass rates peaked in 2021 in the majority of departments in the faculty (13 departments in total).

- The undergraduate achievement gap between African and White students with 3% from 2020 to 2021 (from 9% to 12%).

- In 2020, the achievement gap between White and African students was at 8% for postgraduate less than masters students but in 2021 the achievement gap was eradicated with African students outperforming White students with 0,8%.

3.3.2 Enrolments

Table 22: Count of full time enrolments of the faculty of Health Sciences by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	1558	1592	1621	1663	1721
	Postgraduate less than Masters	396	367	612	324	94
	Masters	465	442	483	453	451
	Doctoral	89	90	100	106	92

Table 22 shows the number of enrolments in the faculty of Health Sciences. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers

decrease. For the faculty of Health Sciences, the number of undergraduate enrolments consistently increased between 2017 and 2021, while there was an initial increase of postgraduate less than masters and masters enrolments between 2017 and 2019 followed by a decline between 2019 and 2021. Doctoral enrolments increased between 2017 and 2020 and declined again between 2020 and 2021.

Table 23: First time entering undergraduate enrolment for Health Sciences

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Mainstream	African	88	113	124	145	169
	Indian/ Asian	11	14	16	13	16
	Coloured	24	22	14	25	20
	White	154	169	163	173	152
Total Mainstream		**277**	**318**	**317**	**356**	**357**

Table 23 shows the number of first time entering undergraduate enrolments in the Faculty of Health Sciences . The number of first time entering African enrolments almost doubled between 2017 and 2021 while the number of Indian/ Asian and Coloured enrolments remained relatively consistent. The number of White first time entering enrolments increased between 2017 and 2020 but declined notably between 2020 and 2021.

First time entering student enrolments: Health Sciences

	2017	2018	2019	2020	2021
MAINSTREAM	277	322	321	360	361
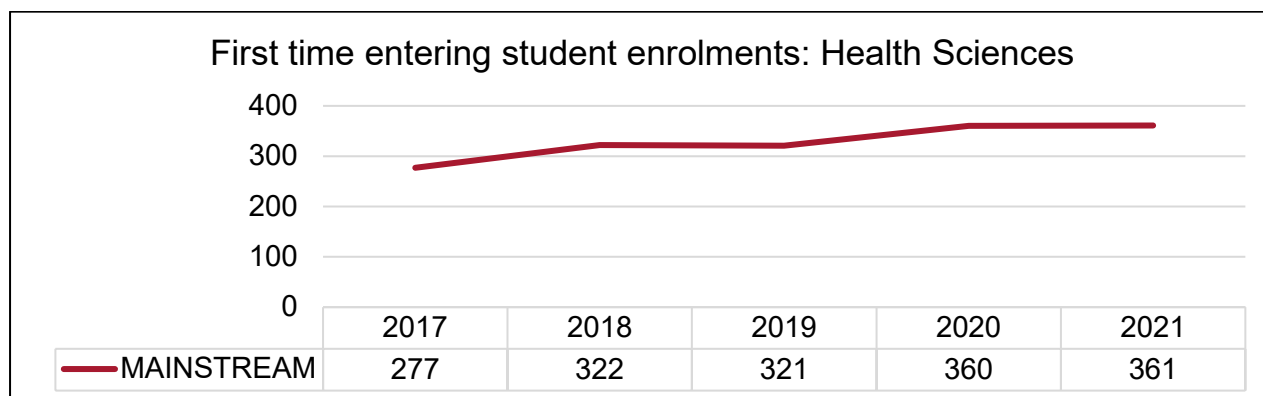
Figure 38: Health Sciences first time entering student enrolments

Figure 39 shows that the total number of first time entering student enrolments in the faculty of Health Sciences increased over the last five years from 277 to 361.

Undergraduate enrolments by race and gender: Health Sciences

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	294	333	396	447	487
AFRICAN - MALE	118	143	180	198	223
ASIAN - FEMALE	30	35	40	44	49
ASIAN - MALE	42	39	38	32	26
COLOURED - FEMALE	79	81	73	80	79
COLOURED - MALE	31	35	36	35	33
WHITE - FEMALE	755	729	699	663	642
WHITE - MALE	209	193	151	151	163
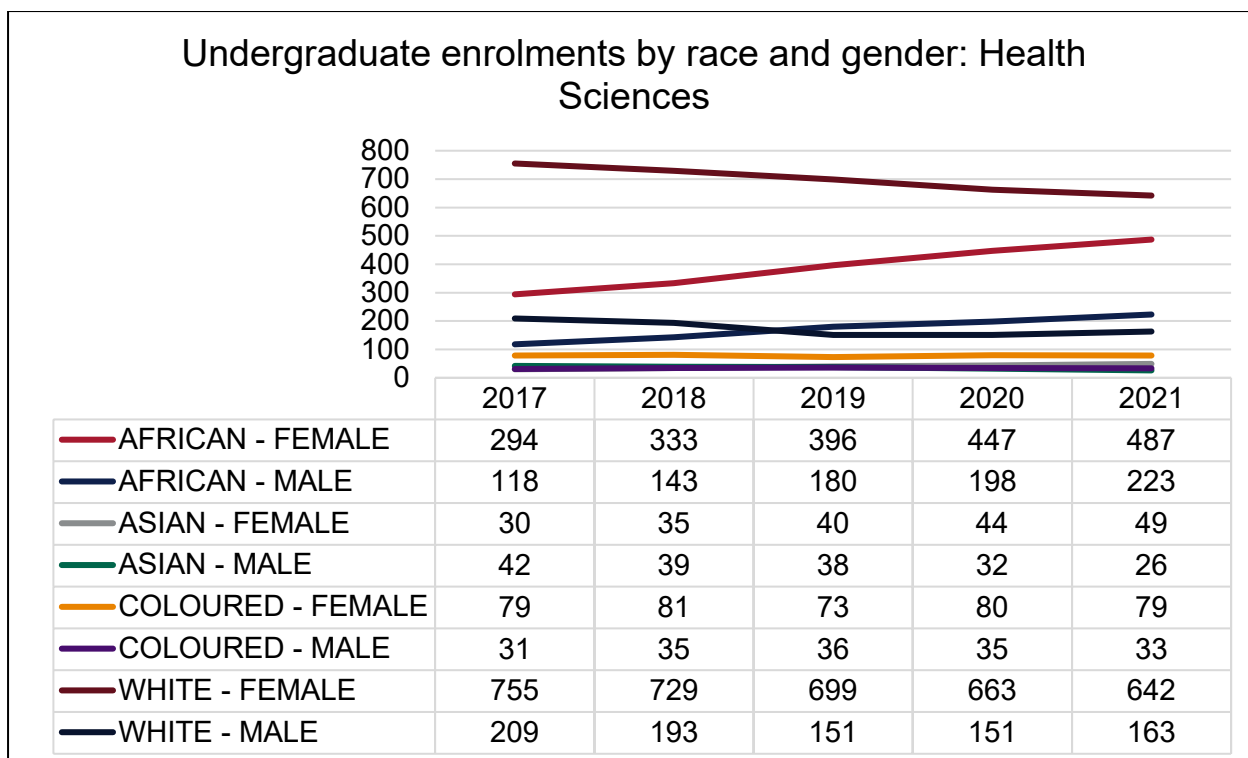
Figure 39: Health Sciences undergraduate enrolments by race and gender

Figure 40 shows the number of undergraduate enrolments in the faculty of Health Sciences over the last five years split by race and gender. The number of African enrolments (both females and males) and Indian/Asian females increased between 2017 and 2021. White (female and male) undergraduate enrolments declined over the last five years.
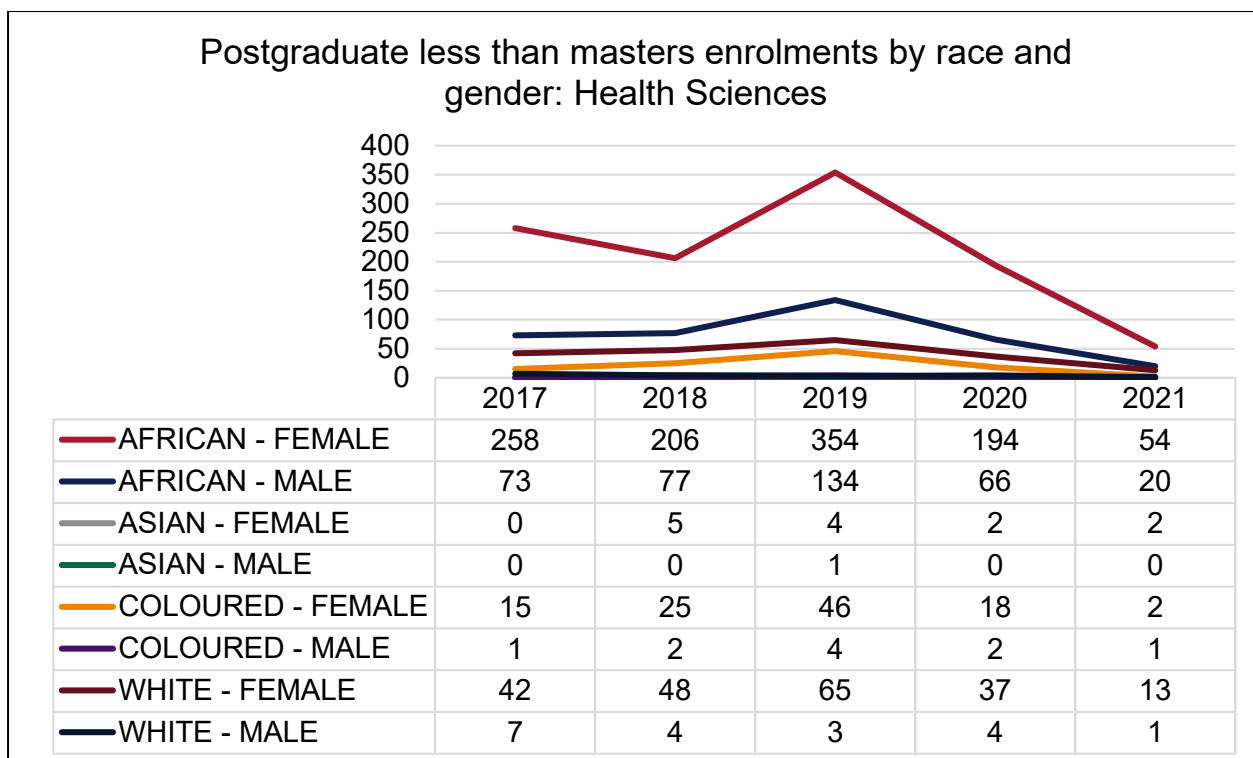
Figure 40: Health Sciences postgraduate less than masters enrolments by race and gender

Figure 41 shows postgraduate less than masters enrolments by race and gender in the faculty of Health Sciences between 2017 and 2021. Enrolments in all race and gender groups (except Coloured males and Indian/Asian females) declined over the last five years.

3.3.3 Graduates

Table 24: Number of Health Sciences graduates (excl. masters and doctoral)

	2017	**2018**	**2019**	**2020**	**2021**
BFN	584	582	564	512	387

Table 24 shows that the number Health Sciences graduates (excluding masters and doctoral graduates) steadily declined between 2017 and 2021. In 2021 the faculty produced 34% fewer graduates than in 2017.

Undergraduate graduates by race and gender: Health Sciences

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	42	33	41	62	66
AFRICAN - MALE	10	3	11	25	20
ASIAN - FEMALE	5	6	6	7	7
ASIAN - MALE	8	6	7	11	7
COLOURED - FEMALE	9	15	9	14	10
COLOURED - MALE	1	2	5	7	4
WHITE - FEMALE	173	185	170	134	154
WHITE - MALE	47	64	35	24	34
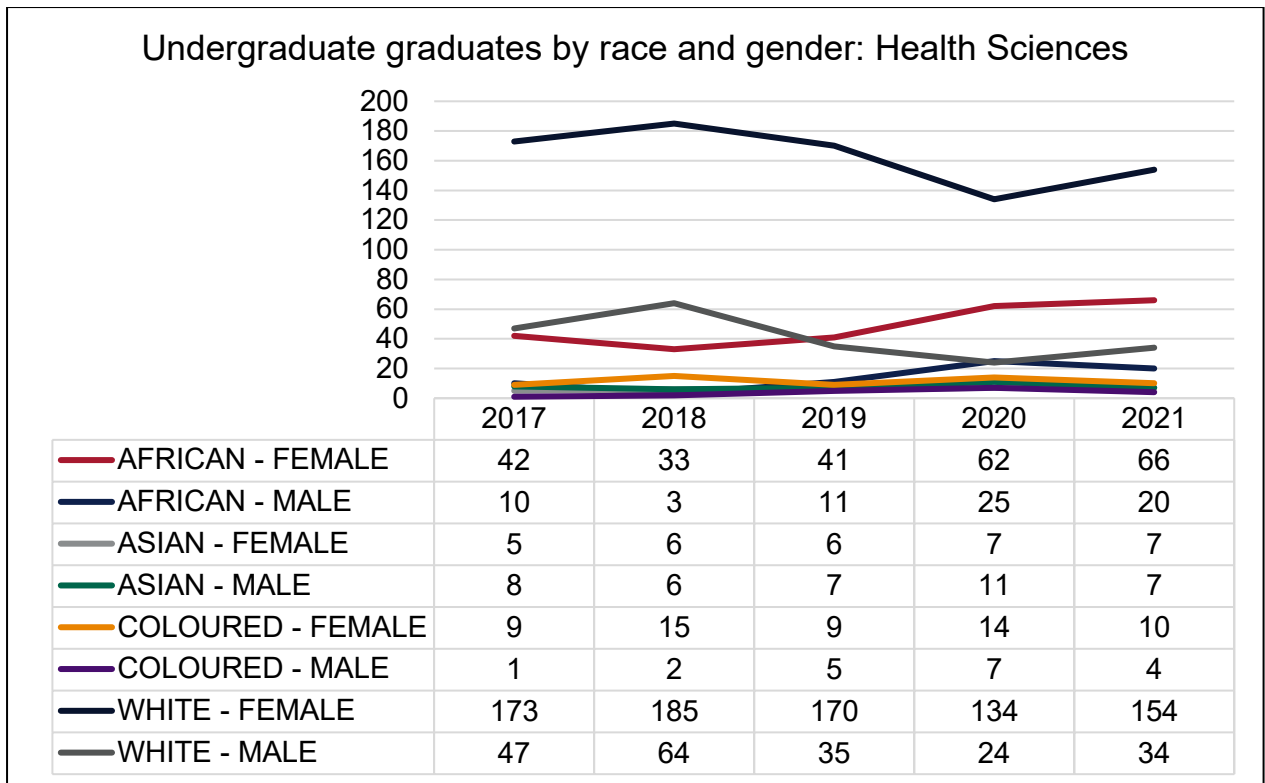
Figure 41: Health Sciences undergraduate graduates by race and gender

Figure 42 shows the number of undergraduate graduates in the faculty of Health Sciences between 2017 and 2021 split by race and gender. African (female and male) graduates increased over the last five years, while White (female and male) graduates declined.
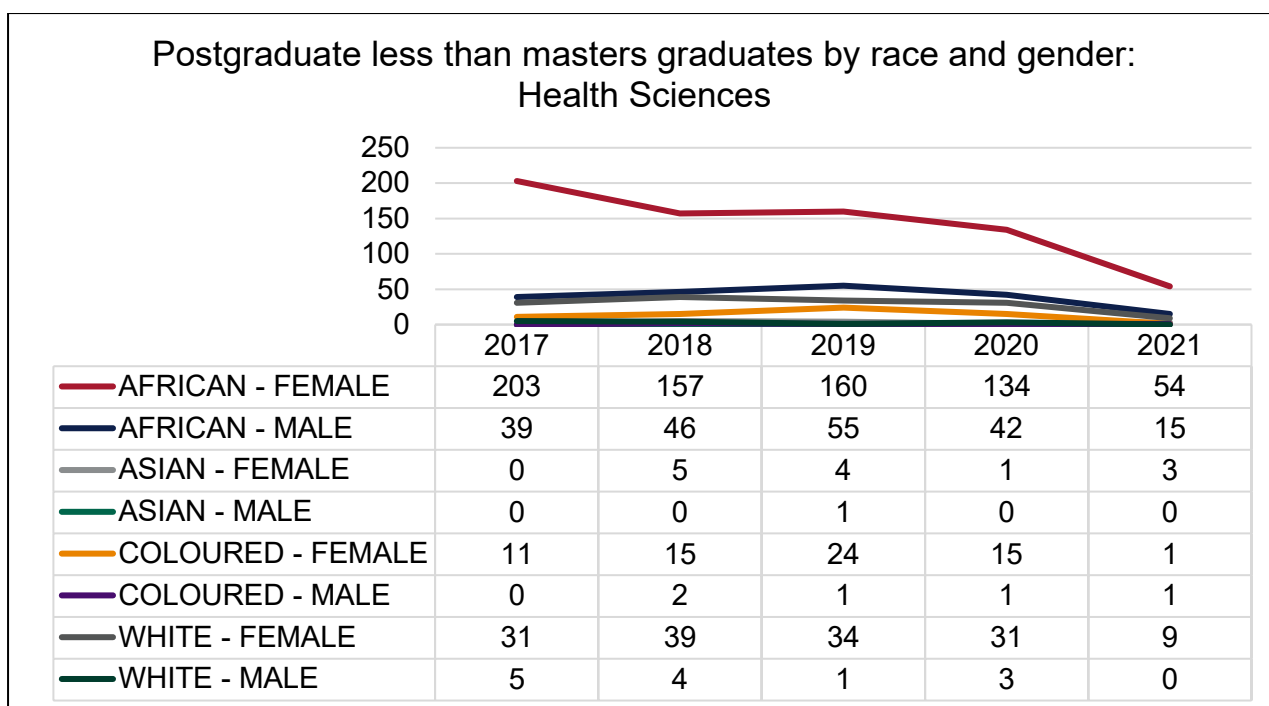
Figure 42: Health Sciences postgraduate less than masters graduates by race and gender

Figure 43 shows the number of postgraduate less than masters graduates in the faculty of Health Sciences between 2017 and 2021 split by race and gender. The number of graduates declined for all race and gender groups (except Indian/Asian females and Coloured males) over the last five years.

3.3.4 Module pass rates

Table 25: Undergraduate module pass rates of academic departments within Health Sciences

	2019	2020	2021
Anatomical Pathology	84%	92%	77%
Basic Medical Sciences	89%	92%	89%
Biostatistics	74%	74%	100%
Community Health	98%	99%	100%
Exercise and Sport Sciences	100%	93%	90%
Family Medicine	97%	97%	98%
Forensic Medicine	100%	100%	
Haematology & Cell Biology	96%	98%	98%
Health Sciences General		95%	93%
Internal Medicine	72%	62%	86%
Medical Microbiology	95%	93%	97%
Medical Physics	83%	80%	86%
Nutrition and Dietetics	97%	95%	93%
Obstetrics and Gynaecology	87%	92%	73%
Occupational Therapy	96%	98%	100%
Office of the Dean: Health Science	97%	99%	99%

Oncology	100%	99%	88%
Optometry	95%	96%	96%
Paediatrics and Child Health	86%	95%	73%
Pharmacology	72%	94%	93%
Physiotherapy	98%	99%	99%
Psychiatry	77%	75%	99%
School of Biomedical Sciences	95%	97%	99%
School of Nursing	91%	92%	93%
Surgery	83%	88%	87%

Table 25 shows undergraduate module pass rates for the last three years in the faculty of Health Sciences per academic department. In the majority of departments (13 departments in total), module pass rates peaked in 2021. In 9 departments module pass rates peaked in 2020, while pass rates peaked in 2019 in 4 departments.

Table 26: Undergraduate module pass rates for Health Sciences by race and gender

	2019	2020	2021
African female	85%	88%	88%
African male	80%	84%	79%
Coloured female	90%	90%	93%
Coloured male	84%	88%	88%
Indian/Asian female	94%	94%	95%
Indian/Asian male	92%	94%	97%
White female	96%	96%	97%
White male	94%	93%	96%

Table 26 shows undergraduate module pass rates in the faculty of Health Sciences over the last three years split by race and gender. Module pass rates peaked in 2021 for all race and gender groups except for African males (which peaked in 2020).

Table 27: Postgraduate less than masters module pass rates of academic departments within Health Sciences

	2019	2020	2021
Basic Medical Sciences	92%	97%	99%
Community Health	80%	77%	
Exercise and Sport Science	100%	100%	100%
Family Medicine	100%		
Forensic Medicine	100%		
Haematology and Cell Biology	100%	100%	
Medical Microbiology	100%	100%	100%
Medical Physics	94%	87%	80%
Nutrition and Dietetics	100%	100%	100%
Office of the Dean: Health Science	100%	97%	76%
Pharmacology	100%	29%	100%

	2019	2020	2021
School of Nursing	77%	73%	50%

Table 27 shows postgraduate less than masters module pass rates in academic departments within the faculty of Health Sciences over the last three years. A total of four departments had a 100% module pass rate in 2021 of which three of these also had a 100% pass rate in 2020. Pharmacology had a 100% pass rate in 2019 and 2021 but only a 29% pass rate in 2020.

Table 28: Postgraduate less than masters module pass rates of Health Sciences by race and gender

	2019	2020	2021
African female	92%	88%	90%
African male	82%	83%	91%
Coloured female	78%	90%	100%
Coloured male	73%	75%	100%
Indian/Asian female	100%	95%	100%
Indian/Asian male	100%	100%	100%
White female	92%	98%	92%
White male	100%	92%	78%

Table 28 shows module pass rates for postgraduate less than masters students over the last three years in the faculty of Health Sciences over the last three years. Module pass rates for African females and White males peaked in 2019 declined in 2020 and 2021. White female pass rates peaked in 2020 and the remaining race and gender groups peaked in 2021 (with Indian/Asian females obtaining a 100% module pass rate for all three years).

3.4 Humanities

3.4.1 Key findings for the Humanities

- Undergraduate students on the Bloemfontein campus increased over the last five years, while undergraduate students on the Qwaqwa campus declined from 2019 to 2021.
- Postgraduate less than masters enrolments on both the Bloemfontein and Qwaqwa campuses declined between 2017 and 2021.
- The total number of extended programme students declined between 2017 to 2020 and increased again between 2020 and 2021, while there was a steady increase in the number of students enrolled in mainstream programmes over the last five years.
- There has been a notable increase in the number of undergraduate African students between 2017 and 2019 followed by a decline between 2019 and 2021. Other race and gender groups' undergraduate enrolments declined over the last five years.
- There has been a steady and notable increase in the number of graduates (excluding masters and doctoral graduates) over the last five years with the most significant increase on the Qwaqwa campus, which produced more than twice the number of graduates in 2021 than in 2017.
- When comparing undergraduate module pass rates for three years, the majority of departments' pass rates peaked in 2020 (10 departments), with 8 departments peaking in 2021.
- The achievement gap between undergraduate White and African students for 2021 was 6%, which is a decrease of 2% from 2020.
- The achievement gap between White and African postgraduate less than masters students decreased with 5% between 2020 and 2021 (from 9% to 4%).

3.4.2 Enrolments

Table 29: Count of full time enrolments of the faculty of the Humanities by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	4653	5010	5259	5467	5531
	Postgraduate less than Masters	295	281	196	213	268
	Masters	298	310	316	260	291
	Doctoral	152	161	158	167	174
QWA	Undergraduate	1984	2524	2663	2390	2075
	Postgraduate less than Masters	20	15	8	9	12

		2017	2018	2019	2020	2021
	Masters	9	8	9	13	14
	Doctoral	9	11	13	11	16
SOUTH	Undergraduate	648	735	642	662	776

Table 29 shows the number of enrolments in the faculty of the Humanities between 2017 and 2021. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. Undergraduate enrolments on the Bloemfontein and South campuses steadily increased between 2017 and 2021 while these numbers increased on the Qwaqwa campus until 2019 and declined between 2019 and 2021. Masters and doctoral enrolments increased on the Qwaqwa campus between 2017 and 2021.

Table 30: First time entering undergraduate enrolments for the Humanities

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Extended	African	459	328	314	460	527
	Asian	4		3	3	1
	Coloured	24	25	19	38	20
	White	20	17	22	17	14
BFN Campus Mainstream	African	383	642	430	554	649
	Asian	5	3	2	3	
	Coloured	38	48	22	37	41
	White	110	105	76	77	77
QQ Campus Extended	African	555	556	397	113	182
	Asian		1	1		1
	Coloured	3	1	2	2	1
QQ Campus Mainstream	African	87	236	160	149	115
	Coloured				1	2
	White					2
South Campus Extended	African					6
South Campus Mainstream	African	1				2
	Coloured					1
	White	1				1
Total Extended		1065	928	758	633	752
Total Mainstream		625	1034	690	821	890

Table 30 shows first time entering undergraduate enrolments in the faculty of the Humanities over the last five years. African enrolments increased for mainstream programmes on the Bloemfontein and Qwaqwa campuses between 2017 and 2021, as well as for the extended programme on the Bloemfontein campus. However, the number of first time entering enrolments declined for the extended programme on the Qwaqwa campus.

First time entering student enrolments: Humanities

	2017	2018	2019	2020	2021
EXTENDED	1065	928	760	635	754
HIGHER CERTIFICATE	649	707	622	579	688
MAINSTREAM	625	1034	691	828	893
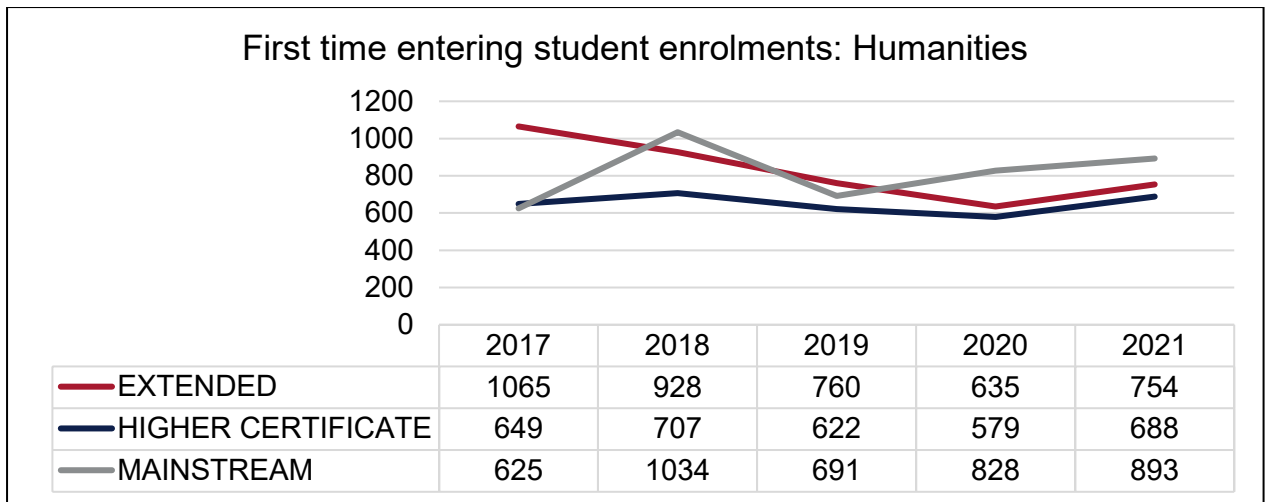
Figure 43: Humanities first time entering student enrolments

Figure 44 shows the number of first time entering student enrolments in the faculty of the Humanities per pathway over the last five years. Extended enrolments declined, while higher certificate and mainstream enrolments increased between 2017 and 2021.

Undergraduate enrolments by race and gender: Humanities

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	4269	5027	5402	5478	5372
AFRICAN - MALE	1928	2291	2362	2281	2291
ASIAN - FEMALE	23	21	18	14	13
ASIAN - MALE	9	8	9	9	10
COLOURED - FEMALE	292	289	260	271	256
COLOURED - MALE	113	91	80	83	81
WHITE - FEMALE	437	374	297	251	233
WHITE - MALE	214	166	125	109	99

Figure 44: Humanities undergraduate enrolments by race and gender

Figure 45 shows the number of undergraduate enrolments in the faculty of the Humanities between 2017 and 2021 split by race and gender. African female enrolments increased steadily between 2017 and 2020 but declined in 2021, similarly African male enrolments increased between 2017 and 2019 and declined slightly between 2019 and 2020 after which it remained relatively consistent. Indian/Asian female, Coloured female and male, as well as White female and male enrolments declined between 2017 and 2021.
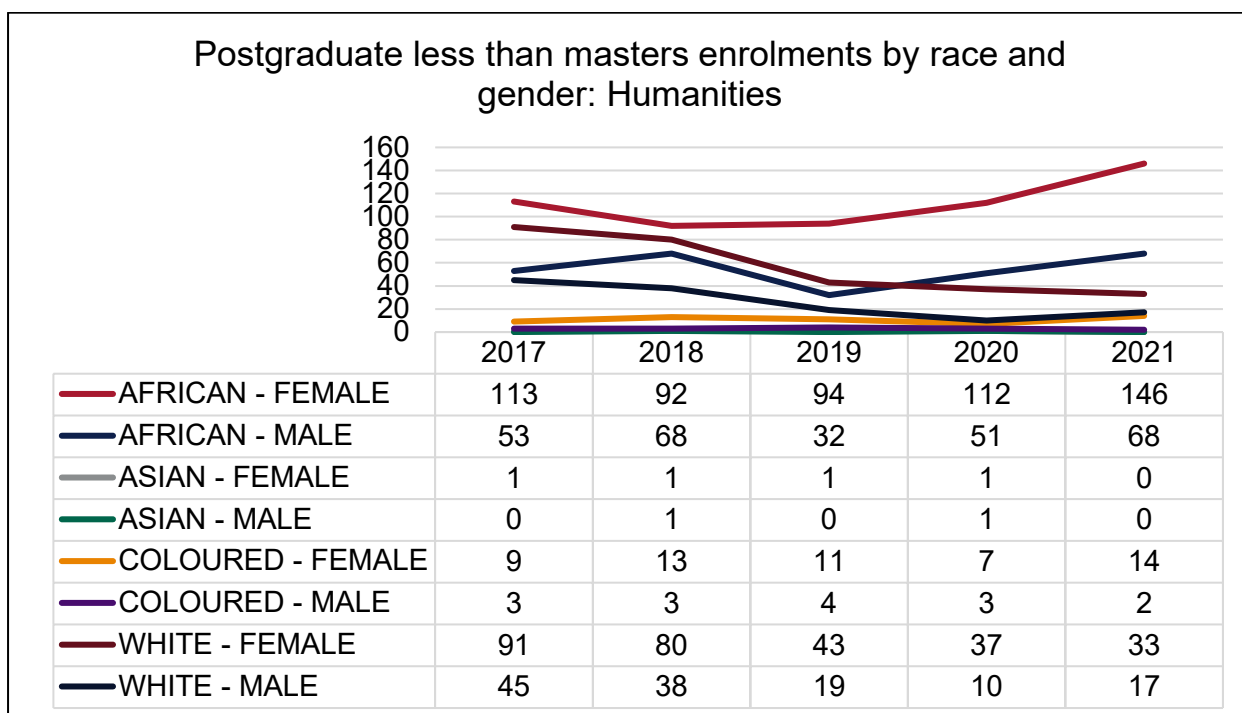
Figure 45: Humanities postgraduate less than masters enrolments by race and gender

Figure 46 shows the number of postgraduate less than masters enrolments in the faculty of the Humanities between 2017 and 2021 split by race and gender. African enrolments (both female and male), as well as Coloured female enrolments increased over the last five years, while White enrolments (both female and male) declined.

3.4.3 Graduates

Table 31: Number of Humanities graduates (excl. masters and doctoral)

	2017	2018	2019	2020	2021
BFN	898	871	844	1348	1297
QWA	161	222	293	534	590
SOUTH	411	413	366	448	484
TOTAL	**1470**	**1506**	**1503**	**2330**	**2371**

Table 31 shows the number of graduates (excluding masters and doctoral) in the faculty of the Humanities over the last five years. The total number of graduates, as well as the number of graduates on the Qwaqwa and South campuses increased between 2017 and 2021. On the Bloemfontein campus, the number of graduates increased steadily between 2017 and 2020 but decreased slightly between 2020 and 2021.

Undergraduate graduates by race and gender: Humanities

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	744	798	888	1541	1495
AFRICAN - MALE	246	278	286	462	484
ASIAN - FEMALE	4	6	6	2	3
ASIAN - MALE	2	1	1	0	1
COLOURED - FEMALE	64	67	50	80	58
COLOURED - MALE	14	15	12	16	16
WHITE - FEMALE	122	103	92	68	72
WHITE - MALE	54	47	22	36	24
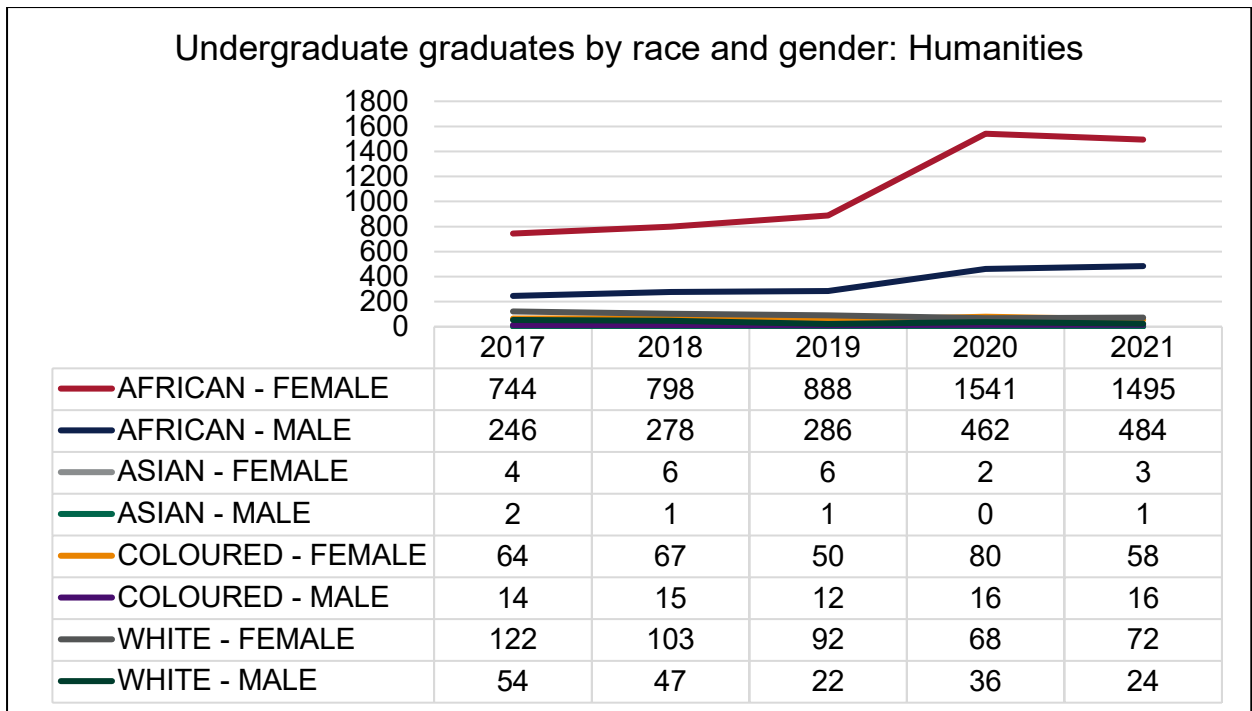
Figure 46: Humanities undergraduate graduates by race and gender

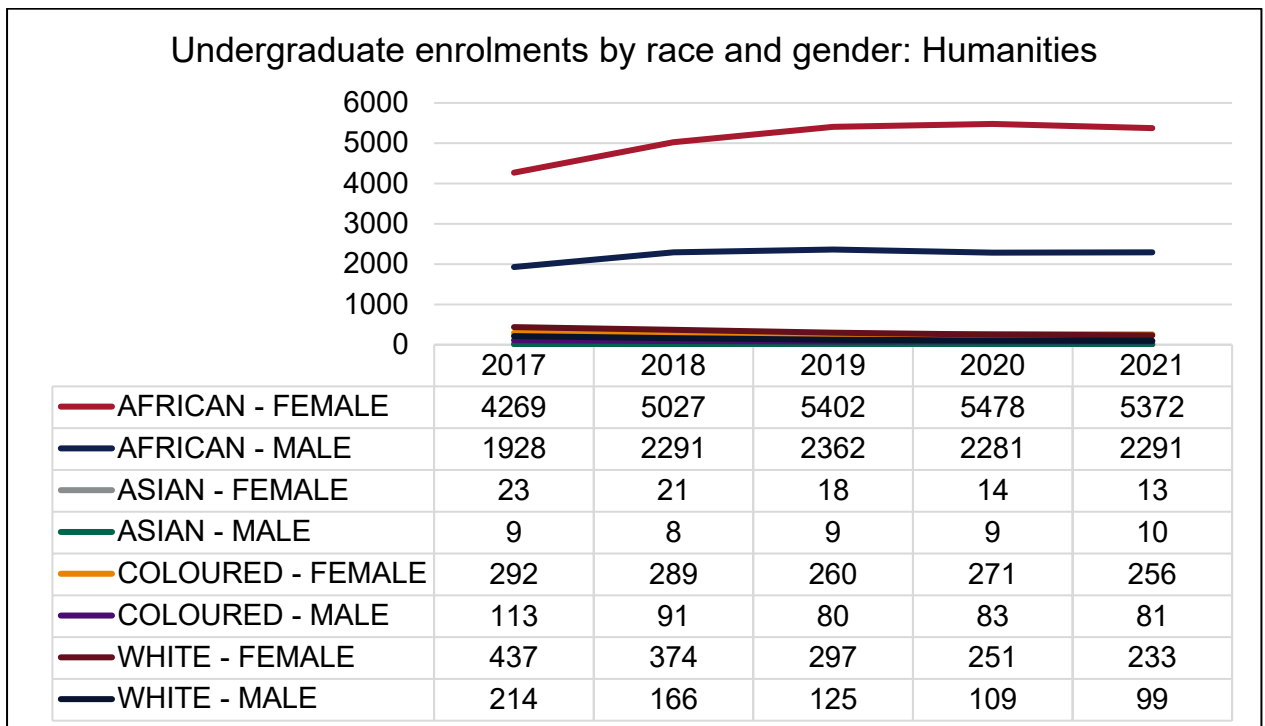**Figure 47** shows the number of undergraduate graduates in the faculty of the Humanities over the last five year split by race and gender. There has been a steep increase in the number of African (female and male) undergraduate graduates between 2017 and 2021. White graduates (female and male) declined over the last five years.
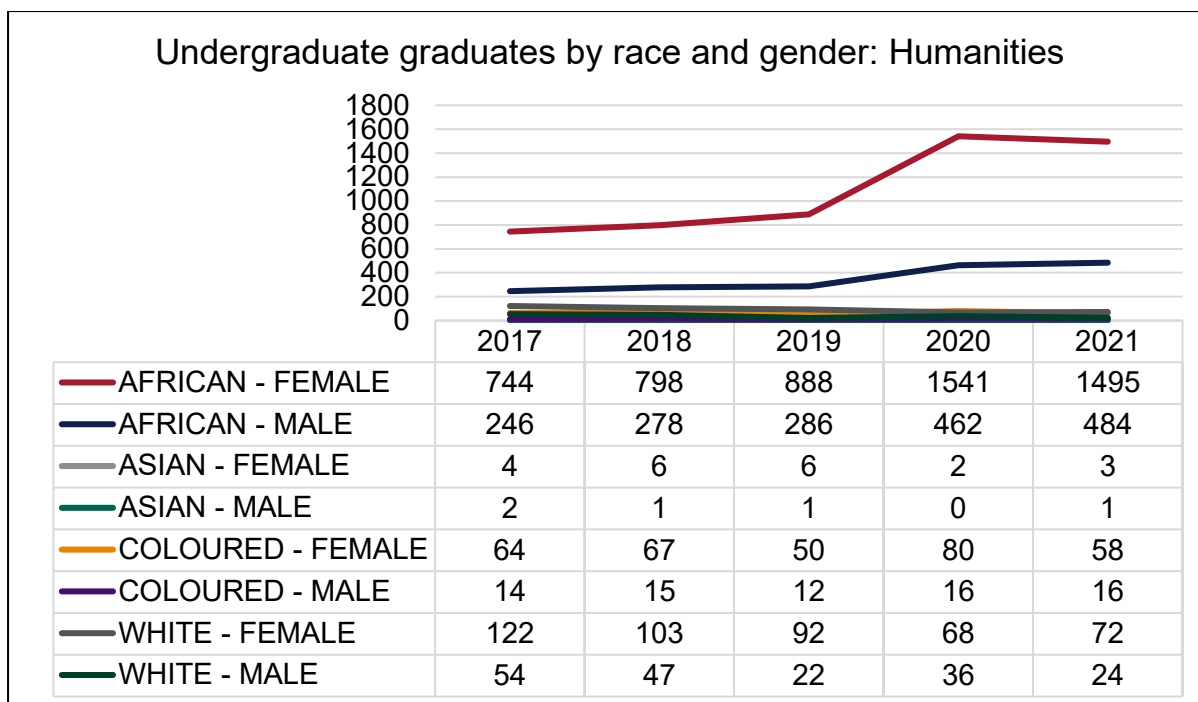
Figure 47: Humanities postgraduate less than masters graduates by race and gender

Figure 48 shows the number of postgraduate graduates in the faculty of the Humanities over the last five years split by race and gender. The number of postgraduate less than masters graduates declined for all race and gender groups between 2017 and 2021 (except Coloured males).

3.4.4 Module pass rates

Table 32: Undergraduate module pass rates of academic departments within the Humanities

	2019	2020	2021
African Languages	91%	88%	94%
Afrikaans, Dutch, German and French	72%	70%	72%
Anthropology	64%	79%	76%
Communication Science	86%	87%	88%
Criminology	55%	80%	82%
Drama and Theatre	91%	93%	94%
English	72%	74%	73%
Fine Arts	92%	96%	96%
Governance and Political Transformation	100%	92%	90%
Greek, Latin and Classical Studies	83%	82%	77%
Hebrew	89%	90%	84%
History	66%	89%	83%
History of Art and Image Studies	67%	65%	60%
Linguistics and Language Practice	91%	85%	82%

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Odeion School of Music	84%	88%	85%
Office of the Dean: Humanities	90%	88%	92%
Philosophy	60%	84%	79%
Political Studies and Governance	60%	76%	79%
Psychology	73%	91%	88%
Social Work	92%	95%	86%
Sociology	69%	86%	81%
South African Sign Language	93%	95%	92%

Table 32 shows undergraduate module pass rates over the last three years in the faculty of the Humanities per academic department. A total of 10 departments' module pass rates peaked in 2020, 8 departments' success rates peaked in 2021, while the remaining 4 departments' success rates peaked in 2019.

Table 33: Undergraduate module pass rates for the Humanities by race and gender

	2019	2020	2021
African female	78%	88%	86%
African male	70%	78%	76%
Coloured female	75%	86%	85%
Coloured male	61%	77%	73%
Indian/Asian female	74%	83%	86%
Indian/Asian male	77%	82%	79%
White female	88%	93%	92%
White male	79%	86%	83%

Table 33 shows undergraduate module pass rates for the faculty of the Humanities over the last three years by race and gender. All race and gender groups' performance peaked in 2020 (except for Indian/Asian females achieved the best module pass rates in 2021).

Table 34: Postgraduate less than masters module pass rates of academic departments within the Humanities

	2019	2020	2021
African Languages	96%	92%	94%
Afrikaans, Dutch, German and French	95%	93%	95%
Anthropology	83%	67%	75%
Centre for Africa Studies	67%	57%	74%
Communication Science	94%	77%	95%
Criminology	75%	96%	100%
Drama and Theatre	100%	100%	93%
English	85%	91%	85%
Governance and Political Transformation	79%	79%	100%
Greek, Latin and Classical Studies	100%	100%	100%

	2019	2020	2021
Hebrew	82%	95%	100%
History	85%	57%	88%
History of Art and Image Studies	97%	81%	77%
Linguistics and Language Practice	70%	85%	81%
Odeion School of Music	100%	100%	100%
Philosophy	60%	100%	78%
Political Studies and Governance	84%	76%	67%
Psychology	94%	92%	99%
Social Work	98%	56%	79%
Sociology	100%	80%	100%
South African Sign Language	81%	83%	83%

Table 34 shows postgraduate less than masters module pass rates for the last three years in the faculty of the Humanities by academic department. A majority of 11 departments achieved the highest module pass rates in 2021. This includes the Odeion School of Music and Greek, Latin, and Classical Studies which both achieved a 100% module pass rate for 2019, 2020 and 2021.

Table 35: Postgraduate less than masters module pass rates of the Humanities by race and gender

	2019	2020	2021
African female	91%	84%	90%
African male	82%	75%	86%
Coloured female	85%	78%	96%
Coloured male	91%	77%	100%
Indian/Asian female	100%	100%	
Indian/Asian male		100%	
White female	99%	98%	100%
White male	88%	83%	80%

Table 35 shows postgraduate less than masters module pass rates for the last three years in the faculty of the Humanities by race and gender. African males, Coloured females and males, as well as White females achieved the best module pass rates in 2021. African females and White males achieved the best module pass rates in 2019.

3.5 Law

3.5.1 Key findings for Law

- There has been an increase in the number of undergraduate, masters, and doctoral enrolments on the Bloemfontein campus over the past five years, with postgraduate less than masters enrolments declining in the same period. The number of undergraduate students on the South campus also declined over the last five years due to the phasing out of Varsity College offerings at the UFS.
- The total number of first time entering students in mainstream programmes declined between 2017 and 2019, with an increase between 2019 and 2021. The number of extended programme students decreased steadily between 2017 and 2020 and significantly between 2020 and 2021.
- The number of undergraduate African students increased over the last five years, while there has been a decline in all other race and gender groups.
- The number of graduates (excluding masters and doctoral graduates) increased significantly between 2017 and 2020 but declined again between 2020 and 2021.
- Undergraduate module pass rates of all departments decreased from 2020 to 2021, except the Office of the Dean modules of which the module pass rates increased with 9%.
- For undergraduates, the achievement gap between White and African students was 1% higher in 2021 than in 2020 (an increase from 7% to 8%).
- Postgraduate less than masters module pass rates decreased in both departments that offer these programmes from 2020 to 2021.
- The achievement gap between White and African students among postgraduate less than masters level students for 2021 was 26%, which is 9% higher than in 2020 and the highest of all faculties for postgraduate less than masters students.

3.5.2 Enrolments

Table 36: Count of full time enrolments of the Faculty of Law by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	2370	2574	2673	2939	2905
	Postgraduate less than Masters	1321	1061	927	914	713
	Masters	101	105	106	143	190
	Doctoral	17	11	23	34	49
SOUTH	Undergraduate	740	367	206	76	1

Table 36 shows the number of full time enrolments in the faculty of Law by campus and degree level over the last five years. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. On the Bloemfontein campus, the number of undergraduate, masters, and doctoral enrolments increased over the last five years, while postgraduate less than masters enrolments steadily decreased. On the South campus, the number of undergraduate enrolments declined between 2017 and 2021 (due to the phasing out of Varsity College enrolments).

Table 37: First time entering undergraduate enrolment for the Law faculty

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Extended	African	368	400	397	389	169
	Indian/Asian	4	2	1	1	1
	Coloured	20	24	20	21	15
	White	17	25	14	16	6
BFN Campus Mainstream	African	133	148	153	204	216
	Indian/Asian	4	2	2	1	1
	Coloured	29	12	17	10	15
	White	58	48	21	14	11
South Campus Extended	African		1			
South Campus Mainstream	African					1
Total Extended		409	452	432	427	191
Total Mainstream		224	210	193	229	244

Table 37 shows the number of first time entering undergraduate enrolments in the faculty of Law between 2017 and 2021. The number of extended programme enrolments declined for all race and gender groups, while the number of African enrolments in the mainstream programme on the Bloemfontein campus increased. The enrolments for all other racial groups declined in mainstream programmes.

First time entering student enrolments: Law

	2017	2018	2019	2020	2021
EXTENDED	409	452	433	428	192
MAINSTREAM	224	211	194	229	245
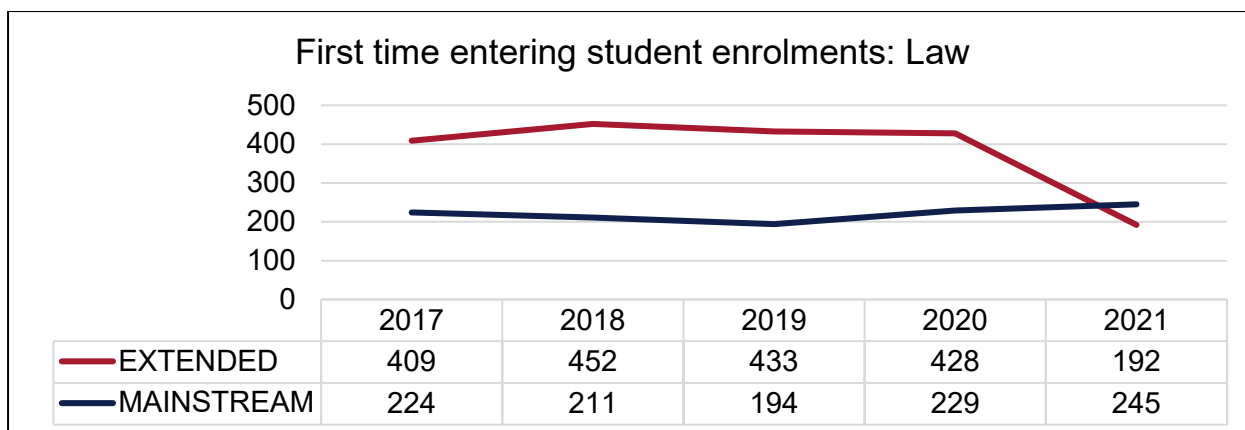
Figure 48: Law first time entering enrolments

Figure 49 shows the total number of first time entering enrolments in the faculty of Law for the mainstream and extended programmes. The number of extended programme enrolments declined between 2017 and 2021, while the number of mainstream enrolments slightly increased for the same period.

Undergraduate enrolments by race and gender: Law

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	1031	1093	1202	1387	1465
AFRICAN - MALE	803	841	871	972	969
ASIAN - FEMALE	164	112	73	51	15
ASIAN - MALE	88	54	37	22	10
COLOURED - FEMALE	178	159	142	124	107
COLOURED - MALE	109	88	74	67	55
WHITE - FEMALE	381	309	270	214	155
WHITE - MALE	356	282	206	171	123

Figure 49: Law undergraduate enrolments by race and gender

Figure 50 shows the number of undergraduate enrolments in the faculty of Law between 2017 and 2021 split by race and gender. Undergraduate enrolments increased for African students (females and males) and declined for all other race and gender groups over the last five years.

Postgraduate less than masters enrolments by race and gender: Law

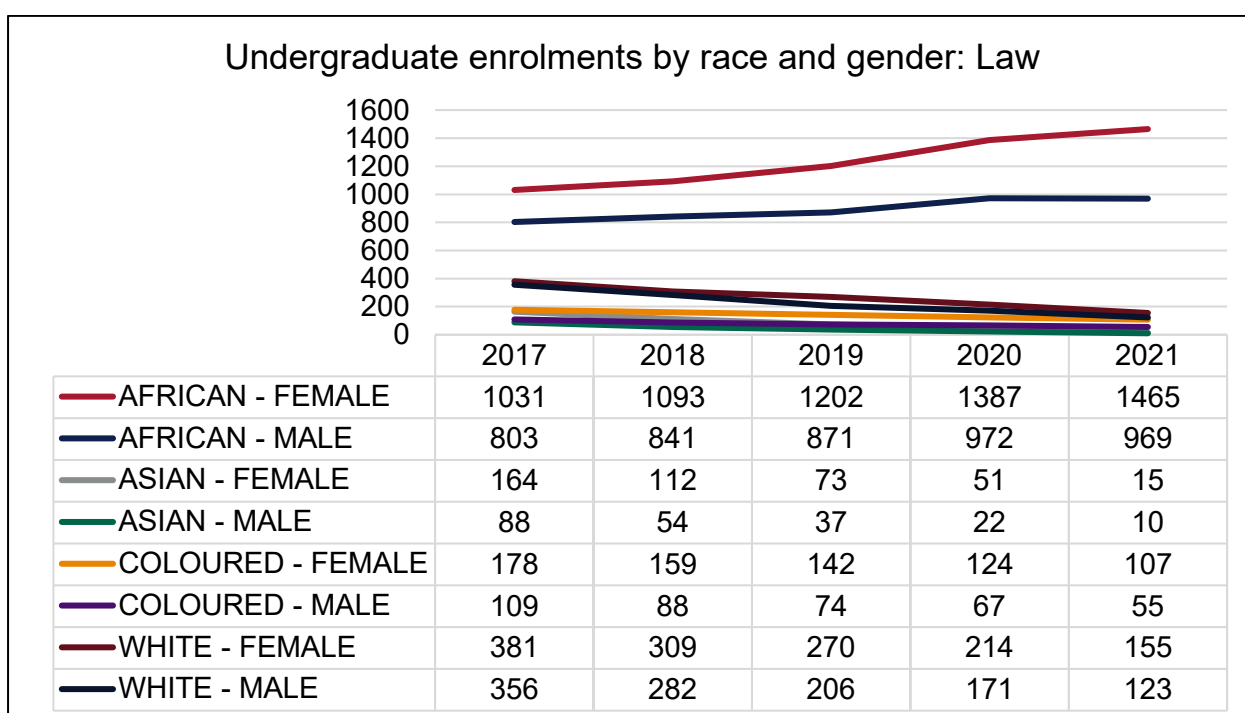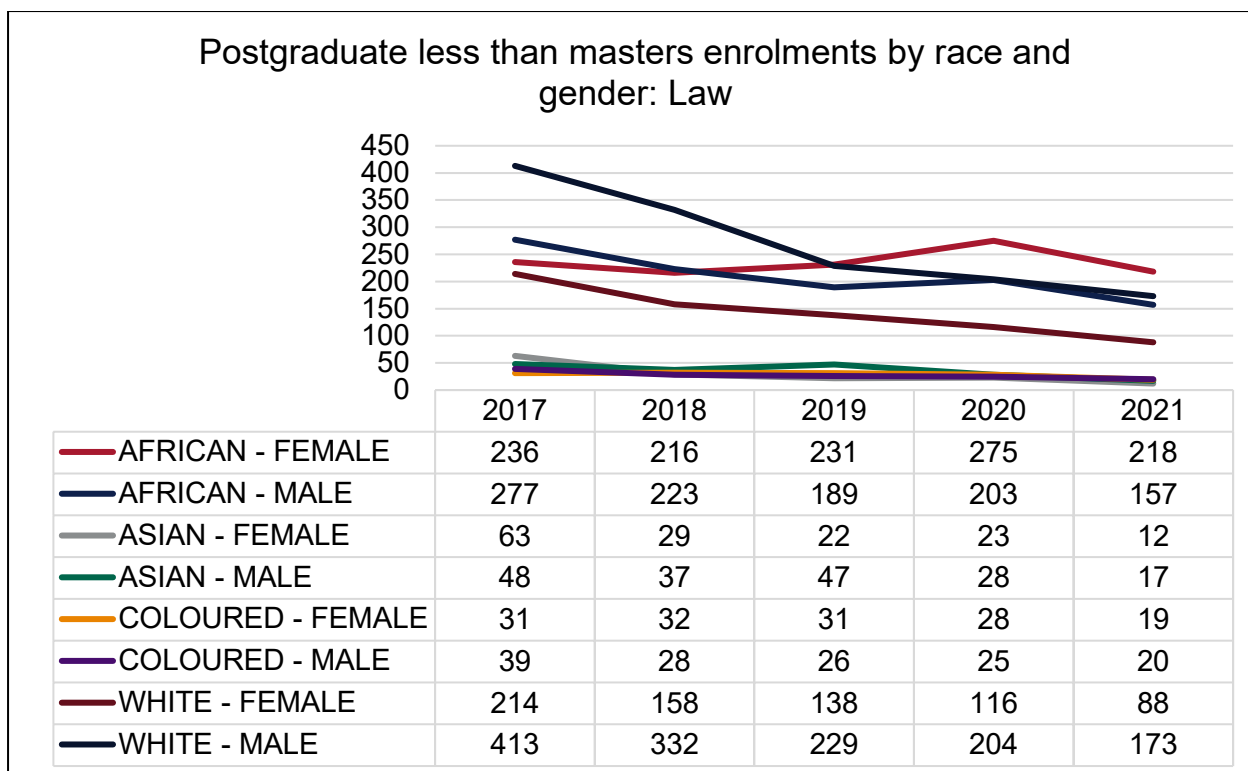|	2017	2018	2019	2020	2021
AFRICAN - FEMALE	236	216	231	275	218
AFRICAN - MALE	277	223	189	203	157
ASIAN - FEMALE	63	29	22	23	12
ASIAN - MALE	48	37	47	28	17
COLOURED - FEMALE	31	32	31	28	19
COLOURED - MALE	39	28	26	25	20
WHITE - FEMALE	214	158	138	116	88
WHITE - MALE	413	332	229	204	173

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

Figure 51 shows the number of postgraduate less than masters enrolments in the faculty of Law between 2017 and 2021 split by race and gender. Enrolments declined for all race and gender groups over the last five years.

3.5.3 Graduates

Table 38: Number of Law graduates (excl. masters and doctoral)

	2017	2018	2019	2020	2021
BFN	738	609	699	926	811
SOUTH	99	114	111	82	3
TOTAL	**837**	**723**	**810**	**1008**	**814**

Table 38 showed the number of graduates in the faculty of Law (excluding masters and doctoral) for the last five years. The number of graduates on the Bloemfontein campus increased between 2017 and 2020 and declined again in 2021 while the number of graduates on the South campus has been steadily declining since 2018 (with the phasing out of Varsity College).
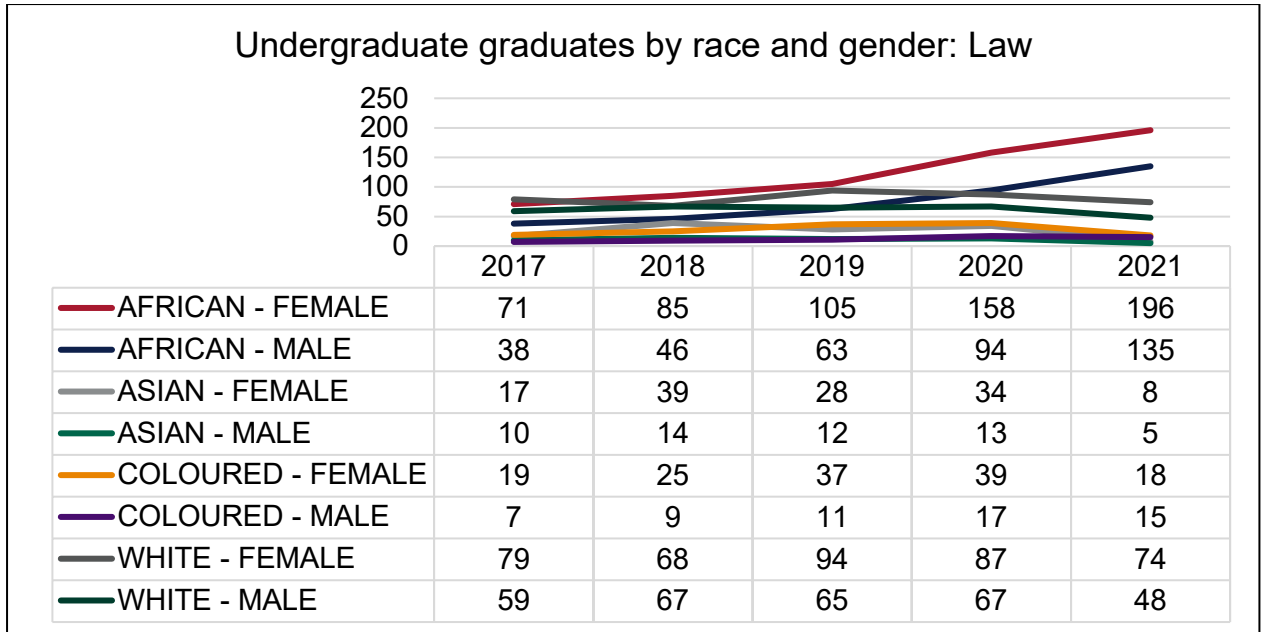
Undergraduate graduates by race and gender: Law

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	71	85	105	158	196
AFRICAN - MALE	38	46	63	94	135
ASIAN - FEMALE	17	39	28	34	8
ASIAN - MALE	10	14	12	13	5
COLOURED - FEMALE	19	25	37	39	18
COLOURED - MALE	7	9	11	17	15
WHITE - FEMALE	79	68	94	87	74
WHITE - MALE	59	67	65	67	48

Figure 51: Law undergraduate graduates by race and gender

Figure 52 shows the number of undergraduate graduates in the faculty of Law between 2017 and 2021 split by race and gender. The number of African female and male graduates increased steadily over the last five years while there was an initial increase in the number of Indian/Asian female, Coloured female and male, and White male graduates between 2017 and 2020 followed by a decline between 2020 and 2021.
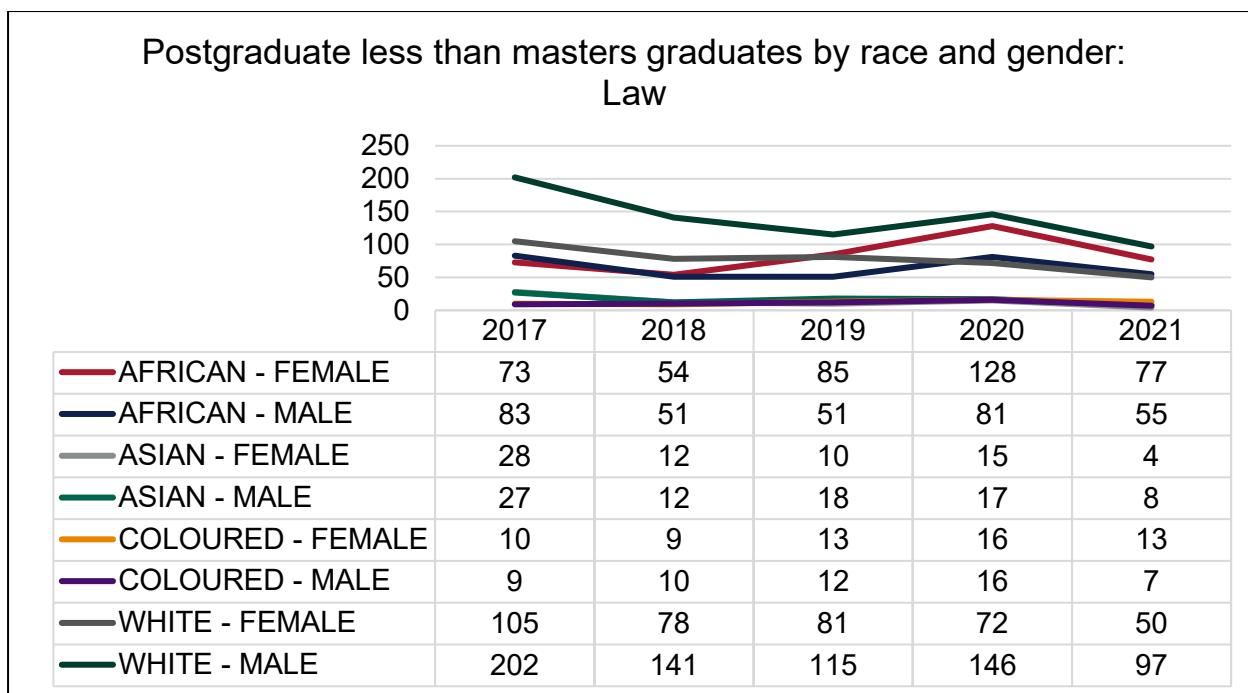
Postgraduate less than masters graduates by race and gender: Law

	2017	2018	2019	2020	2021
AFRICAN - FEMALE	73	54	85	128	77
AFRICAN - MALE	83	51	51	81	55
ASIAN - FEMALE	28	12	10	15	4
ASIAN - MALE	27	12	18	17	8
COLOURED - FEMALE	10	9	13	16	13
COLOURED - MALE	9	10	12	16	7
WHITE - FEMALE	105	78	81	72	50
WHITE - MALE	202	141	115	146	97

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

Figure 53 shows the number of postgraduate less than masters graduates in the faculty of Law between 2017 and 2021 split by race and gender. The number of African (female and male) postgraduate less than masters graduate initially increased until 2020 but declined again between 2020 and 2021. This trend was also evident for Coloured females and males. On the other hand, Indian/Asian (female and male), as well as White (female and male) graduates declined over the past five years.

3.5.4 Module pass rates

Table 39: Undergraduate module pass rates of academic departments in the faculty of Law

	2019	2020	2021
Mercantile Law	74%	92%	87%
Office of the Dean: Law	78%	65%	74%
Private Law	77%	87%	85%
Public Law	75%	90%	88%

Table 39 shows the undergraduate module pass rates over the last three years in the faculty of Law per academic department. Three of the four academic departments in the faculty achieved the highest module pass rates in 2020, while the remaining department (Office of the Dean) peaked in 2019. Module pass rates were better in 2021 than in 2019 for the department of Mercantile law, Private Law and Public Law.

Table 40: Undergraduate module pass rates for Law by race and gender

	2019	2020	2021
African female	76%	90%	87%
African male	69%	84%	81%
Coloured female	78%	95%	90%
Coloured male	71%	88%	81%
Indian/Asian female	88%	95%	96%
Indian/Asian male	84%	99%	95%
White female	84%	94%	96%
White male	84%	94%	90%

Table 40 shows undergraduate module pass rates for the last three years in the faculty of Law split by race and gender. All race and gender groups except Indian/Asian females and White females achieved the highest module pass rates in 2020.

Table 41: Postgraduate less than masters module pass rates of academic departments in the faculty of Law

	2019	2020	2021
Mercantile Law	75%	88%	80%
Office of the Dean: Law	61%	73%	68%

Table 41 shows the postgraduate less than masters module pass rates over the last three years in the faculty of Law per academic department. In both departments that offer postgraduate less than masters qualifications, the highest module pass rates were achieved in 2020 and while pass rates declined between 2020 and 2021, the module pass rates achieved in 2021 is higher than in 2019.

Table 42: Postgraduate less than masters module pass rates of Law by race and gender

	2019	2020	2021
African female	58%	71%	61%
African male	47%	65%	52%
Coloured female	68%	76%	89%
Coloured male	62%	81%	72%
Indian/Asian female	67%	85%	58%
Indian/Asian male	61%	77%	62%
White female	78%	86%	87%
White male	73%	86%	82%

Table 42 shows postgraduate less than masters module pass rates for the last three years in the faculty of Law split by race and gender. All race and gender groups except Coloured females and White females achieved the highest module pass rates in 2020.

3.6 Natural and Agricultural Sciences

3.6.1 Key findings for Natural and Agricultural Sciences

- The number of undergraduate enrolments were the lowest in five years in 2021 on the Bloemfontein campus but postgraduate less than masters enrolments were the highest in five years in 2021. Masters enrolments peaked in 2021 on the Qwaqwa campus.

- The number of extended programme enrolments slightly increased over the last five years (despite a decline between 2020 and 2021) while there has been a steady decline in mainstream programme enrolments for this period.

- Undergraduate African enrolments increased notably between 2017 and 2021 while Indian/Asian male and White (female and male) enrolments declined.

- There has been a steady increase in the number of graduates (excluding masters and doctoral graduates) between 2017 and 2020 but declined between 2020 and 2021.

- When comparing undergraduate module pass rates for the last three years, the majority of departments in the faculty achieved the lowest pass rates in 2021.

- The achievement gap between undergraduate White and African students in 2021 was 13%, which is 2% higher than in 2020.

- The achievement gap for postgraduate less than masters students increased with 3% from 2020 to 2021 (from 6% to 9%).

3.6.2 Enrolments

Table 43: Count of full time enrolments in the faculty of Natural and Agricultural Sciences by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	3879	4116	3993	4029	3888
	Postgraduate less than Masters	639	648	678	666	686
	Masters	815	857	830	836	847
	Doctoral	319	334	397	364	393
QWA	Undergraduate	574	686	713	680	646
	Postgraduate less than Masters	22	26	32	38	26
	Masters	34	41	45	48	49
	Doctoral	36	39	41	33	38
SOUTH	Undergraduate	376	330	325	445	427

Table 43 shows the number of full time enrolments in the faculty of Natural and Agricultural Sciences by campus and degree level between 2017 and 2021. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease.

Undergraduate enrolments was the lowest in five years in 2021 on the Bloemfontein campus, while postgraduate less than masters enrolments on the same campus was the highest in five years in 2021. Masters enrolments were the highest in five years in 2021 on the Qwaqwa campus.

Table 44: First time entering undergraduate enrolment in the faculty of Natural and Agricultural Sciences

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Extended	African	1	2	11	3	
	Coloured				1	
BFN Campus Mainstream	African	562	734	434	520	524
	Asian	9	14	6	13	8
	Coloured	23	31	21	21	18
	White	292	259	213	168	158
QQ Campus Extended	African	105	175	175	138	143
	Asian	1			1	1
	Coloured		1			1
	White					
QQ Campus Mainstream	African	68	80	54	41	32
	Coloured			1		
	White				1	
South Campus Extended	African	282	226	262	374	370
	Asian	2	2	1	3	3
	Coloured	9	13	8	11	8
	White	60	70	40	50	35
South Campus Mainstream	African		3			
	White	1	1			
Total Extended		**460**	**489**	**498**	**580**	**561**
Total Mainstream		**955**	**1122**	**729**	**764**	**740**

Table 43 shows the number of first time entering undergraduate enrolments in the faculty of Natural and Agricultural Sciences by campus and pathway for the last five years. The number of first time African students in the extended programmes on the Qwaqwa can South campuses consistently increased over the last five years, while these enrolments peaked in 2019 on the Bloemfontein campus. On the Qwaqwa campus, African student enrolments declined for mainstream programmes between 2017 and 2021 while these enrolments fluctuated on the Bloemfontein campus for the same period (peaking in 2018).
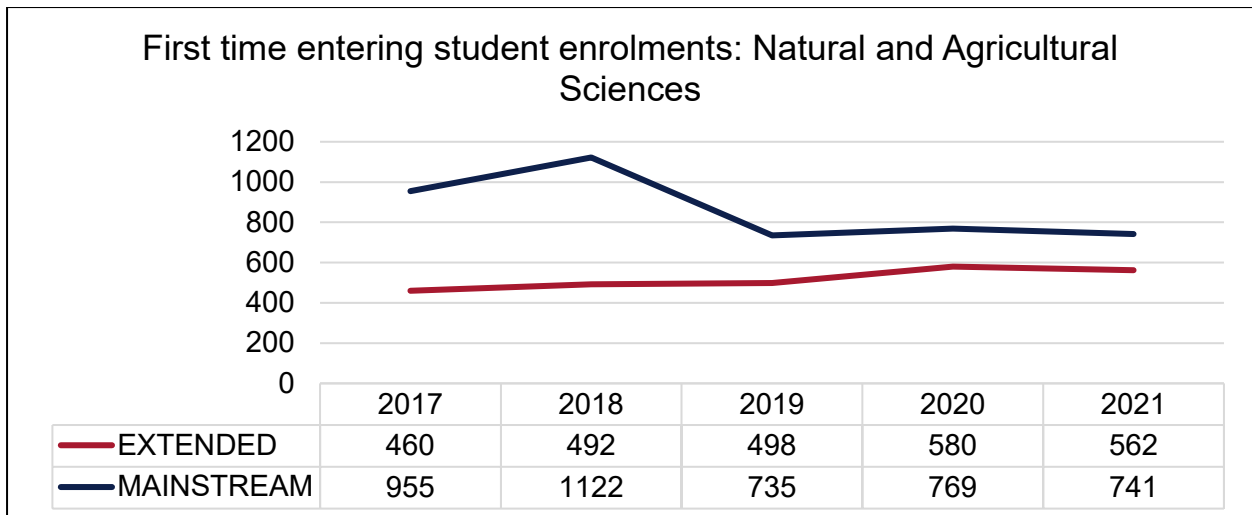
Figure 53: Natural and Agricultural Sciences first time entering enrolments

Figure 54 shows the total first time entering student enrolments in the faculty of Natural and Agricultural Sciences from 2017 to 2021. The number of extended programme student enrolments steadily increased over the last five years, while the number of mainstream enrolments declined from 2018.
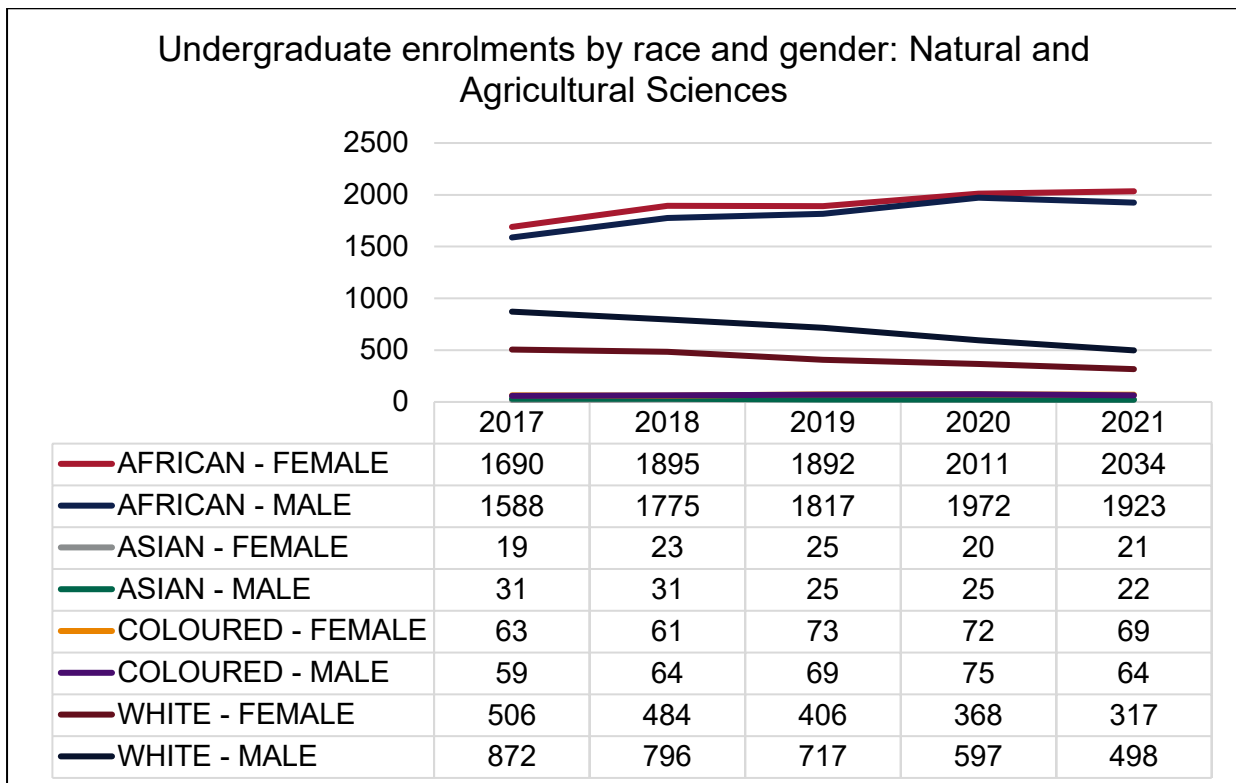

Figure 54: Natural and Agricultural Sciences undergraduate enrolments by race and gender

Figure 55 shows the number of undergraduate enrolments in the faculty of Natural and Agricultural Sciences from 2017 to 2021 split by race and gender. African female and male enrolments increased notably between 2017 and 2021 while Indian/Asian male, White female and White male enrolments declined.
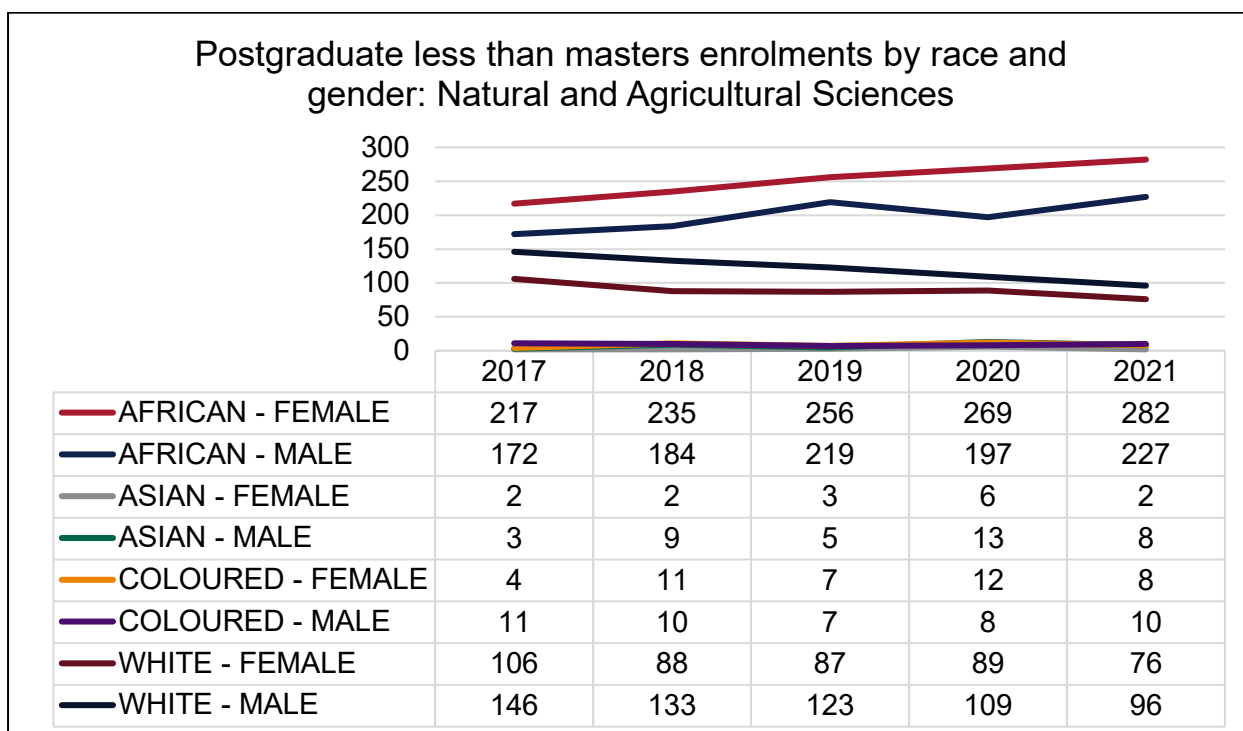
Figure 55: Natural and Agricultural Sciences postgraduate less than masters enrolments by race and gender

Figure 56 shows the number of postgraduate less than masters enrolments in the faculty of Natural and Agricultural Sciences from 2017 to 2021 split by race and gender. African female and male enrolments increased between 2017 and 2021 while White female and male enrolments declined. The remaining race and gender groups' enrolments remained relatively consistent.

3.6.3 Graduates

Table 45: Number of Natural and Agricultural Sciences graduates (excl. masters and doctoral)

	2017	2018	2019	2020	2021
BFN	1106	1291	1251	1335	1207
QWA	71	83	106	117	94
TOTAL	1177	1374	1357	1452	1301

Table 45 shows the number of graduates (excluding masters and doctoral) on the Bloemfontein and Qwaqwa campuses between 2017 and 2021. On both campuses, the number of graduates increased from 2017 to 2020 and declined again between 2020 and 2021.
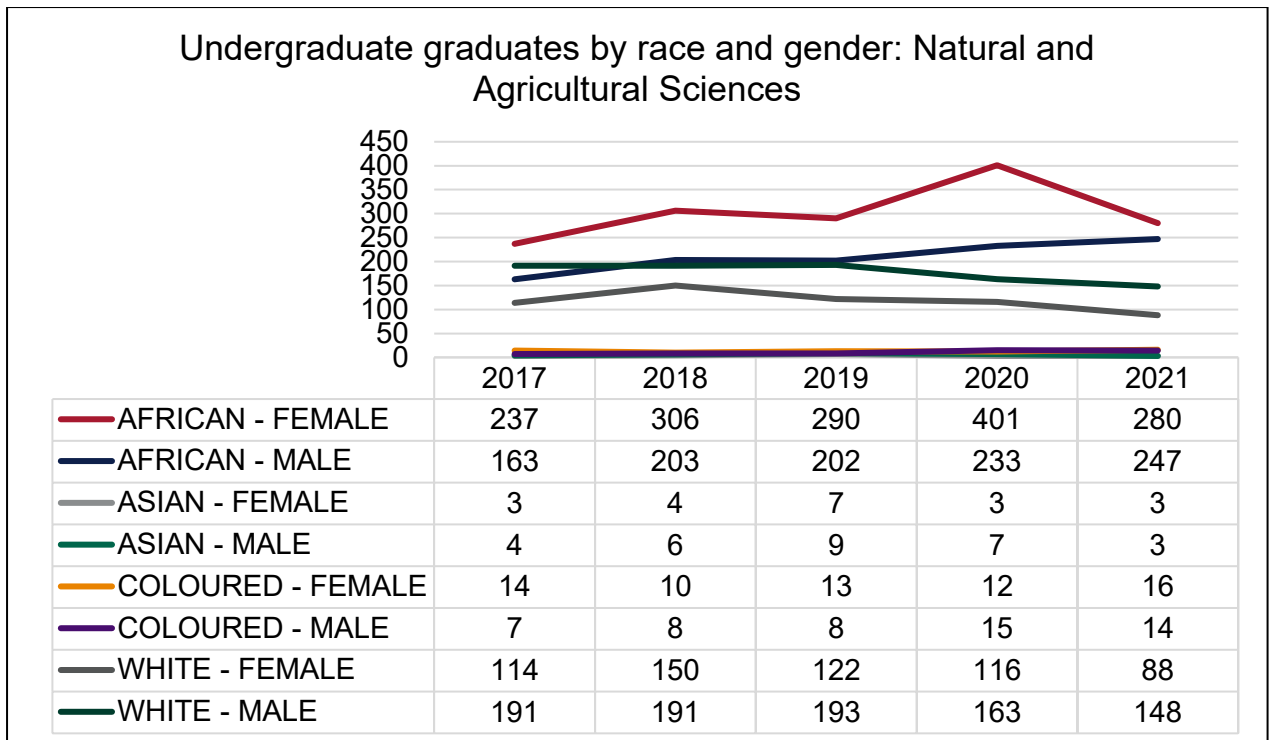
Figure 56: Natural and Agricultural undergraduate graduates by race and gender

Figure 57 shows the number of undergraduate graduates in the faculty of Natural Agricultural Sciences between 2017 and 2021 split by race and gender. The number of African male undergraduate graduates has steadily increased over the last five years while the number of White female undergraduate graduates declined for the same period. The remaining race and gender groups' graduate numbers fluctuated between 2017 and 2021, with African female graduates peaking in 2020.
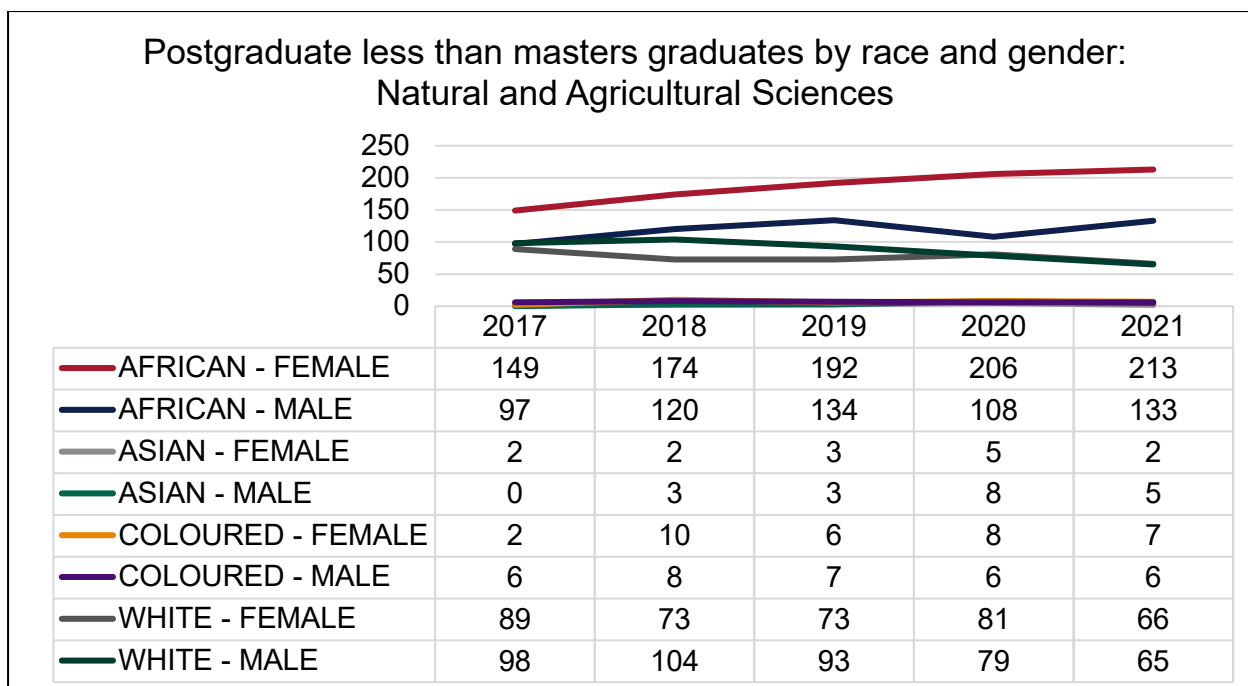
Figure 57: Natural and Agricultural postgraduate less than masters graduates by race and gender

Figure 58 shows the number of postgraduate less than masters graduates in the faculty of Natural Agricultural Sciences between 2017 and 2021 split by race and gender. African female postgraduate less than masters graduates increased over the last five years while African male graduates fluctuated for the same period. White female graduates declined from 2017 and white male graduates declined from 2018. The remaining race and gender groups' graduate numbers remained relatively stable from 2018 onwards.

3.6.4 Module pass rates

Table 46: Undergraduate module pass rates of academic departments within Natural and Agricultural Sciences

	2019	2020	2021
Agricultural Economics	88%	88%	87%
Animal, Wildlife and Grassland Sciences	87%	91%	82%
Architecture	95%	90%	93%
Centre for Sustainable Agriculture, Rural Development and Extension	94%	91%	89%
Chemistry	83%	84%	74%
Computer Science and Informatics	76%	64%	73%
Consumer Science	95%	95%	95%
Genetics	90%	92%	78%
Geography	88%	89%	84%
Geology	87%	93%	80%
Mathematical Statistics & Actuarial Science	78%	82%	77%
Mathematics and Applied Mathematics	65%	73%	54%
Microbial, Biochemical and Food Biotechnology	81%	85%	76%

Office of the Dean: Natural Sciences	83%	90%	83%
Physics	71%	77%	73%
Plant Sciences	83%	88%	78%
Quantity Surveying and Construction Management	88%	90%	85%
Soil, Crop and Climate Sciences	81%	87%	80%
Zoology and Entomology	75%	81%	70%

Table 46 shows the undergraduate module pass rates over the last three years in the faculty of Natural and Agricultural Sciences per academic department. In the majority of departments, the highest module pass rates were achieved in 2020 and the worst pass rates in 2021.

Table 47: Undergraduate module pass rates for Natural and Agricultural Sciences by race and gender

	2019	2020	2021
African female	82%	83%	80%
African male	75%	75%	71%
Coloured female	83%	86%	81%
Coloured male	78%	80%	78%
Indian/Asian female	89%	85%	90%
Indian/Asian male	82%	88%	90%
White female	94%	96%	94%
White male	86%	90%	86%

Table 47 shows the undergraduate module pass rates in the faculty of Natural and Agricultural Sciences over the last three years by race and gender. Most race and gender groups achieved the highest module pass rates in 2020, however African males achieved the highest module pass rates in 2019 while Indian/Asian females and males achieved the highest pass rates in 2021.

Table 48: Postgraduate less than masters module pass rates of academic departments within Natural and Agricultural Sciences

	2019	2020	2021
Agricultural Economics	88%	92%	85%
Animal, Wildlife and Grassland Sciences	86%	93%	94%
Architecture	96%	99%	100%
Centre for Environmental Management	96%	96%	100%
Centre for Sustainable Agriculture, Rural Development and Extension	89%	96%	92%
Chemistry	96%	91%	84%
Computer Science and Informatics	72%	75%	75%
Consumer Science	74%	74%	88%
DiMTEC	84%	79%	81%
Genetics	98%	100%	99%
Geography	88%	80%	90%
Geology	100%	98%	100%
Institute for Groundwater Studies	91%	78%	79%

Mathematical Statistics and Actuarial Science	87%	87%	87%
Mathematics and Applied Mathematics	80%	48%	83%
Microbial, Biochemical and Food Biotechnology	100%	96%	99%
Physics	99%	92%	98%
Plant Sciences	96%	95%	99%
Quantity Surveying and Construction Management	92%	85%	82%
Soil, Crop and Climate Sciences	93%	89%	86%
Urban and Regional Planning	84%	90%	75%
Zoology and Entomology	96%	97%	99%

Table 48 shows the postgraduate less than masters module pass rates over the last three years in the faculty of Natural and Agricultural Sciences per academic department. Most departments achieved the highest module pass rates in 2021 (a total of 11 departments). A total of 4 departments achieved the highest pass rates in 2020 (excluding Computer Science and Informatics that achieved the same module pass rates in 2020 and 2021), and 7 departments achieved the highest module pass rates in 2019 (excluding Geology that achieved the same pass rates in 2021).

Table 49: Postgraduate less than masters module pass rates for Natural and Agricultural Sciences by race and gender

	2019	2020	2021
African female	92%	92%	90%
African male	84%	79%	81%
Coloured female	97%	90%	91%
Coloured male	100%	82%	89%
Indian/Asian female	100%	98%	100%
Indian/Asian male	96%	96%	80%
White female	96%	97%	97%
White male	96%	93%	93%

Table 49 shows the postgraduate less than masters module pass rates in the faculty of Natural and Agricultural Sciences over the last three years by race and gender. Most race and gender groups achieved the best module pass rates in 2019 but African females, as well as Indian/Asian males and White females achieved the best module pass rates in 2020 and Indian/Asian males in 2021.

3.7 Theology and Religion

3.7.1 Key findings for Theology and Religion

- When comparing enrolments over the last five years, the number of undergraduate enrolments on the Bloemfontein campus peaked in 2021. Postgraduate less than masters enrolments was the lowest in five years in 2021.
- The number of masters enrolments show a steady decrease between 2017 and 2021.
- The number of undergraduate African students increased notably over the last five years.
- There has been a steep increase in the number of graduates (excluding masters and doctoral graduates) between 2017 and 2020 with a slight decline again between 2020 and 2021.
- The number of African undergraduate graduates increased notably over the last five years while the number of graduates in other racial groups declined.
- When comparing undergraduate module pass rates for the last three years, three of the six departments in the faculty achieved the highest pass rates in 2021 while the remaining three departments achieved the highest pass rates in 2020.
- The achievement gap between White and African undergraduate students for 2021 was 8%, which is 2% higher than in 2020.
- The postgraduate less than masters achievement gap was 13% higher in 2021 than in 2020 (an increase from 3% to 16%).

3.7.2 Enrolments

Table 50: Count of full time enrolments in the Faculty of Theology and Religion by campus and degree level

		2017	2018	2019	2020	2021
BFN	Undergraduate	122	205	277	389	464
	Postgraduate less than Masters	25	30	31	16	15
	Masters	73	66	50	51	49
	Doctoral	45	41	42	43	43
SOUTH	Undergraduate		3			

Table 50 shows the number of full time enrolments in the faculty of Theology and Religion by campus and degree level from 2017 to 2021. The darkest shaded cells indicate the highest student numbers, with the colour lightening as the numbers decrease. The number of

undergraduate enrolments on the Bloemfontein campus increased steadily over the last five years while masters and doctoral enrolments declined over the same period. Postgraduate less than masters enrolments increased between 2017 and 2019 but declined notably from 2019 to 2021.

Table 51: First time entering enrolment in the faculty of Theology and Religion

Campus & Pathway	Race	2017	2018	2019	2020	2021
BFN Campus Extended	African	4	17	35	40	27
	Coloured	3	1	3	3	1
	White	3	1	2	1	4
BFN Campus Mainstream	African	1	12	4	9	12
	Coloured		1		2	
	White	6	4	2	3	1
Total Extended		**10**	**19**	**40**	**44**	**32**
Total Mainstream		**7**	**17**	**6**	**14**	**13**

Table 51 shows the first time entering student enrolments in the faculty of Theology and Religion per campus and pathway between 2017 and 2021. The number of African mainstream students increased from 2017 to 2021 while the number of White students declined. The number of African students enrolled for the extended programme fluctuated over the last five years but peaked in 2020.
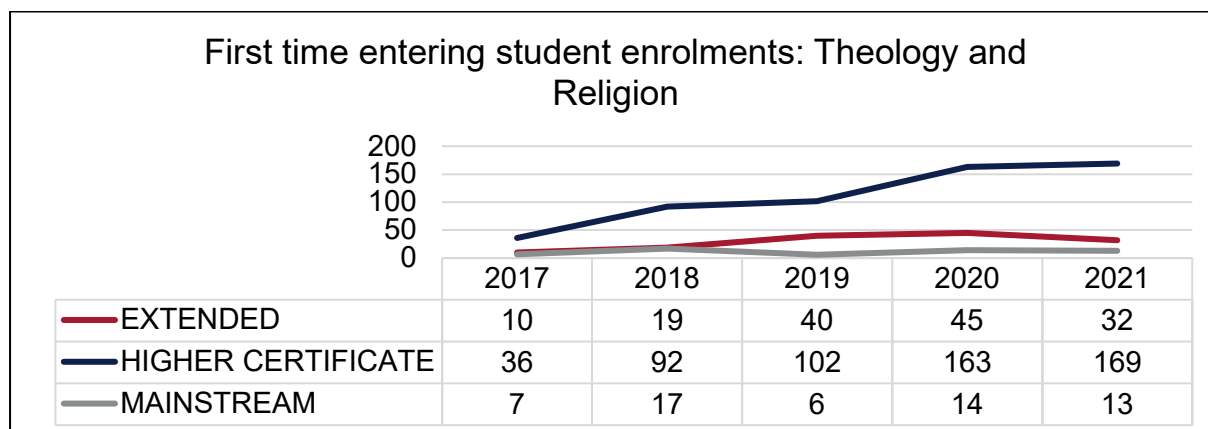

Figure 58: Theology and Religion first time entering student enrolments

Figure 59 shows that the number of extended programme, higher certificate, and mainstream programme enrolments in the faculty of Theology and Religion all increased over the last five years with the higher certificate numbers increasing most notably (from 36 in 2017 to 169 in 2021).
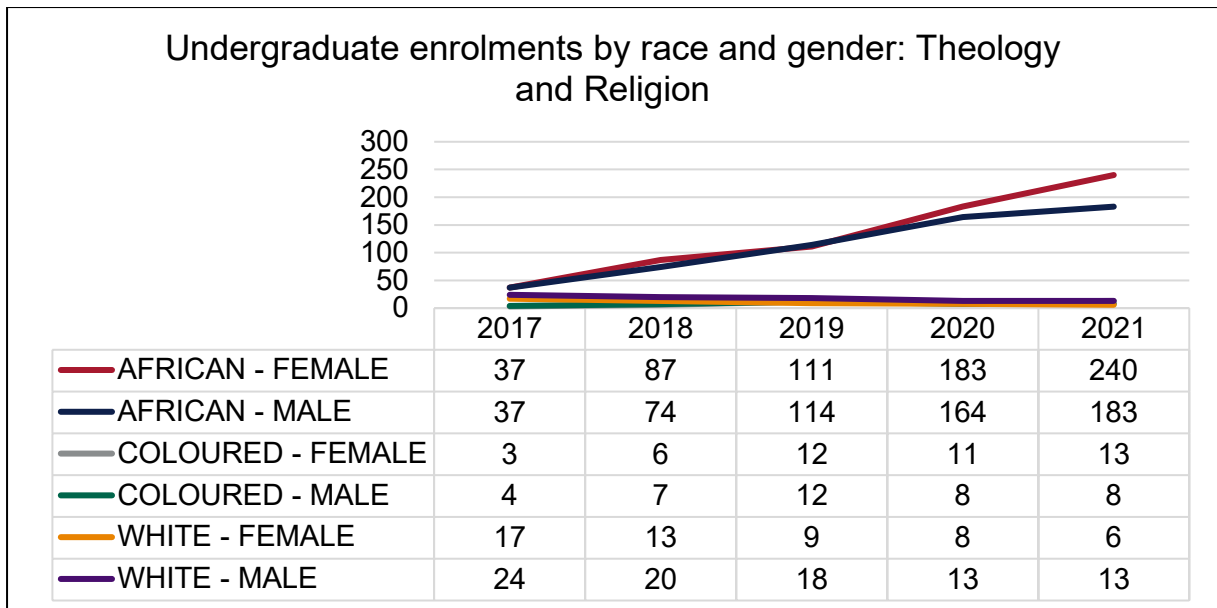
Figure 59: Theology and Religion undergraduate enrolments by race and gender

Figure 60 shows the number of undergraduate enrolments in the faculty of Theology and Religion by race and gender. The number of African (female and male) undergraduate enrolments increased notably over the last five years. Coloured female and male enrolments also increased, while White female and male enrolments declined.
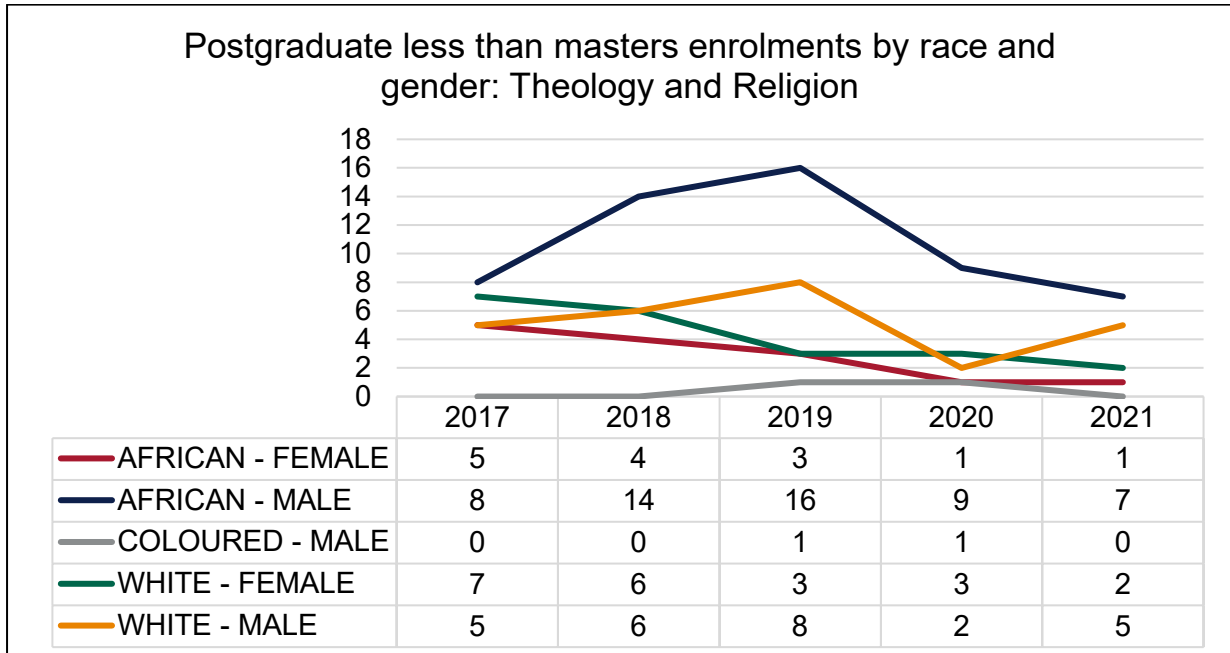

Figure 60: Postgraduate less than masters enrolment by race and gender

Figure 61 shows the number of postgraduate less than masters enrolments in the faculty of Theology and Religion by race and gender. Most race and gender groups show a general decline in postgraduate less than masters enrolments over the last five years, however,

African male enrolments increased between 2017 to 2019 and declined again from 2019 to 2021.

3.7.3 Graduates

Table 52: Number of Theology and Religion graduates (excl. masters and doctoral)

	2017	2018	2019	2020	2021
BFN	57	72	107	178	164

Table 52 shows that the number of Theology and Religion graduates (excluding masters and doctoral) increased between 2017 and 2020 and declined again slightly between 2020 and 2021.

3.7.4 Module pass rates

Table 53: Undergraduate module pass rates of academic departments within Theology and Religion

	2019	2020	2021
Historical and Constructive Theology	71%	79%	80%
Office of the Dean: Theology		95%	71%
Old and New Testament Studies	77%	88%	90%
Practical and Missional Theology	77%	88%	88%
Religion Studies	75%	87%	85%

Table 53 shows undergraduate module pass rates in the faculty of Theology and Religion over the last three years per academic department. Three of the six departments achieved the highest module pass rates in 2020, while the remaining three achieved the highest pass rates in 2021. Generally, the departments in the faculty of Theology and Religion achieved the lowest module pass rates in 2019.

Table 54: Undergraduate module pass rates for Theology and Religion by race and gender

	2019	2020	2021
African female	77%	90%	89%
African male	71%	78%	79%
Coloured female	61%	90%	96%
Coloured male	56%	93%	98%
White female	99%	95%	89%
White male	87%	91%	94%

Table 54 shows the undergraduate module pass rates in the faculty of Theology and Religion by race and gender. Most race and gender groups achieved the highest module pass rates in 2021, except African females and White females.

Table 55: : Postgraduate less than masters module pass rates of academic departments within Theology and Religion

	2019	2020	2021
Historical and Constructive Theology	83%	100%	100%
Old and New Testament Studies	92%	71%	100%
Practical and Missional Theology	74%	84%	89%
Religion Studies	100%	100%	75%

Table 55 shows postgraduate less than masters module pass rates in the faculty of Theology and Religion over the last three years per academic department. Of the four departments in which postgraduate less than masters modules are presented, three achieved the highest module pass rates in 2021. In Religion Studies, achieved a 100% module pass rate in 2019 and 2020 but in 2021, the pass rate declined with 25%.

Table 56: : Postgraduate less than masters module pass rates for Theology and Religion by race and gender

	2019	2020	2021
African female	72%	88%	73%
African male	80%	71%	87%
Coloured male	33%	100%	
White female	100%	100%	100%
White male	87%	100%	100%

Table 56 shows the postgraduate less than masters module pass rates in the faculty of Theology and Religion by race and gender. Most race and gender groups achieved the highest module pass rates in 2020 and 2021.

Section 4

Quality Blended Learning and Teaching for a new normal

4.1. Digital transformation

4.1.1. Blended Learning Approach 2021

The Bloemfontein campus planned to invite 35% of students to return to campus for the second Semester for face to face teaching. Whilst the QwaQwa campus planned for 8% of its students to return to campus. The South Campus, that offers predominately distance education for Higher Certificates and Extended programmes, planned for 7% of its students to access campus for face to face teaching.

Table 57 presents the actual permits issued as per the categories identified by the various faculties. To this end, the UFS issued 27446 permits and exceeded the planned numbers by 10259 for Semester 2 and Year modules. In total, the University issued 66% of its projected student intake of 41 398. DIRAP issued additional 1053 permits for vulnerable students for this reporting period. The changes can be depicted in the "access to facilities" column in **Table 57**.

Table 57: Number of students returning to campus for face to face teaching in the second semester of 2021

Faculties	Bloemfontein F2F	Access to facilities	Residence Committee	Total	Qwaqwa F2F	Access to facilities	Residence Committee	Total	South F2F	Access to facilities	Residence Committee	Total	Total F2F	Access to facilities	Residence Committee	Approved enrolment target 2021
EMS	2559	909	45	4876	620	265	6	912	615	74	23	873	3794	1248	74	6661
EDU	2611	226	23	6081	1321	287	18	3418	1	1		2367	3933	514	41	11866
HS	2295		0	3024	0		0	0				0	2295	0	0	3 024
HUM	2961	354	53	6006	1344	192	17	1882	761	1		763	5066	547	70	8 651
Law		2559	38	3644				0				0		2559	38	3 644
NAS	5572	16	46	5784	746	6	6	826	425			410	6743	22	52	7020
Theology	438	11	1	532	0			0	0				438	11	1	532
Total	16436	4075	206	**29947**	4031	750	47	**7038**	1802	76	23	**4413**	22269	4901	276	**41398**
Campus Total	20717			72%	4828			17%	1901			11%	27446			100%
% Return to Campus	50%			72%	12%			17%	5%			11%	66%			100%

4.1.2. Learning technology infrastructure

With the continuation of online remote learning and teaching in most faculties in 2021, the use of technology in learning and teaching was critical in completing the academic year. Blackboard is the central technology in the UFS learning and teaching space and given the importance of this technology Rectorate approved the extension of the Blackboard contract for another five-year contract period (2022 – 2026). This decision was taken to provide a stable learning and teaching environment for both staff and students, but also allow the UFS to explore and pilot the new Blackboard Ultra environment with minimum impact. With this

approval, Rectorate also provided approval for the full review of the Learning Management System for the UFS in 2024.

Central in the review of new technologies and learning infrastructure was the establishment of the Educational Technology and Learning Space Committee as sub-committee of Senate. This committee was established under the leadership of the DVC: Academic and allows for an institutional governance structure to support the review and innovation in use of educational technologies and learning space design. One such a technology that was reviewed and implemented in 2021 was ConnectYard. This technology allowed for communication with staff and students via the preferred platforms and channels of individuals.

4.1.3. Learning, graphic and multimedia design

In support to the use of Blackboard and other learning technologies, learning design teams supported faculties with 9488 academic staff consultation and support queries. This support should be seen in addition to institutional and faculty-specific academic staff training presented by these teams. In 2021, 1029 academic staff attended institutional training on the use technology in teaching and learning, with an additional 1699 academic staff members that attended faculty-specific (group/individual) training.

In 2021, 1,935 modules (99%) of all modules, including postgraduate modules were on Blackboard. A total of 1545 undergraduate modules were on Blackboard (99%). In the faculties of Economic and Management Sciences, Law, and Theology and Religion all undergraduate modules were on Blackboard.

One of the main challenges in the support of blended and online learning in faculties, remains the recruitment and retainment of qualified and experienced learning designers. To grow and develop internal capacity for these positions, the CTL worked with a consulting firm in the design and development of a learning design capacity program. A total of 19 staff members attended the pilot of this program. Adaptations to the program were made based on participant feedback and lessons learned, with the aim of rolling out the program for two intakes in 2022.

4.1.4. Online assessment
Online assessment (through Blackboard and QuestionMark) was used for both formative and summative purposes.

A total of 1,249 (80%) undergraduate modules on Blackboard used at least one assessment tool. Additionally, 202 modules made use of QuestionMark, with 1,504 assessments administered through this platform. One of the major concerns raised by faculty in the use of online assessment going forward, is academic misconduct within an online environment. Given this concern, the DVC: Academic requested CTL to review the UFS plagiarism policy and the applicability thereof on undergraduate students during 2022. A general academic misconduct policy will be drafted and finalised in 2023.

4.1.5. Student training and support

Student training towards the use of technology in learning and teaching, is not compulsory for students. Given that face-to-face training was not permitted, a self-paced online training program was provided to students, with 9,024 students completing this program. In addition, 828 students attended synchronous online webinars that equipped them with some digital skills to navigate the UFS online environment.

Student support was provided by two helpdesks. The Blackboard Student Helpdesk resolved 48,002 student queries (telephonically/email and SolveIT), with an additional 3,502 student queries received through faculty structures. The assessment team supported 14,578 student queries related to QuestionMark.

4.2. Academic staff development

4.2.1 General academic staff development

General academic staff development offerings focusing on online and blended learning were offered throughout 2021. A total of 14 workshops focused on teaching (898 staff attended) and 21 workshops focused on assessment (523 staff attended). In terms of the academic career development, 169 new academic staff members attended the new academic staff orientation. Faculty workshops (7) were presented on the development of teaching portfolios (in alignment with the new UFS Academic Performance Framework).

4.2.2. Academic leadership development

The Academic Leadership Development Programme (ALP) 2.0 was piloted in 2021, with a cohort of 51 academic leaders in various faculties and departments participating in this initiative. The aim of the programme is to provide contextualised training and development for academic leaders within the UFS. The ALP allows for the collaboration and engagement with various entities (e.g. Top Management, Human Resources, Finances).   The programme consisted of face-to-face workshops and retreats, as well as online webinars and a Blackboard portal with resources.

4.2.3. Curriculum Renewal Programme

The Curriculum Renewal Programme (CRP) was rolled out in 2021, with 14 academic staff members attending as part of the pilot program, and an additional 40 academic staff being part of another 2 cohorts. The CRP is structured into five units (see **Figure 62**). Unit 1 is an introduction and orientation to the programme followed by units 2 – 4 that each focuses on a step in the backward design process. Unit 5 integrates the backward design process with key strategic objectives put forward in the UFS Learning and Teaching Strategy. The CRP provides an opportunity for academics to reflect on the quality of their learning and teaching, taking into consideration strategic imperatives such as blended learning and teaching, graduate attributes, decolonisation, and universal design for learning. Furthermore, the CRP addresses different development and support needs that benefit lecturers who are just starting out with their academic teaching careers, as well as lecturers who have worked as university teachers for many years. The two quotes below from CRP participants illustrate how lecturers at different levels of experience benefitted from the programme:

"As a fairly new academic, I found it very helpful in guiding me on how to plan a curriculum"

"I think for us 'older' academics CRP is essential! It just helped me to see things differently and plan my curriculum better. Also, some things I am definitely doing well, and right, and I am on the right path, and that was also nice to hear"
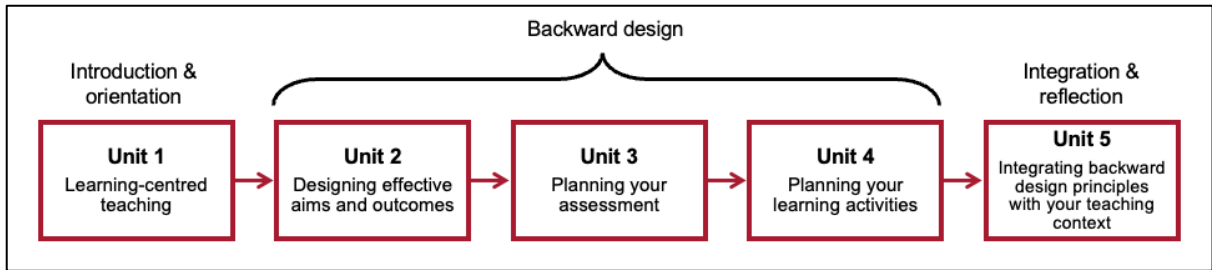
Figure 61: CRP Units

On the whole, participants were very positive about their experience of the CRP. The results of the survey respondents completed after finishing the programme are shown in **Figure 63**. Participants found the CRP Blackboard Organisation easy to navigate and reported that the weekly announcements were clear and regular enough. All respondents either agreed or strongly agreed that they learned something in the CRP that they would be able to apply in their own teaching. Participants were also satisfied with the support they received from facilitators throughout the programme and all respondents indicated that they are likely to recommend the CRP to their colleagues. Most participants reported that the workload of the programme was manageable and that they are interested to participate in a community of practice on curriculum design and renewal after attending the CRP.
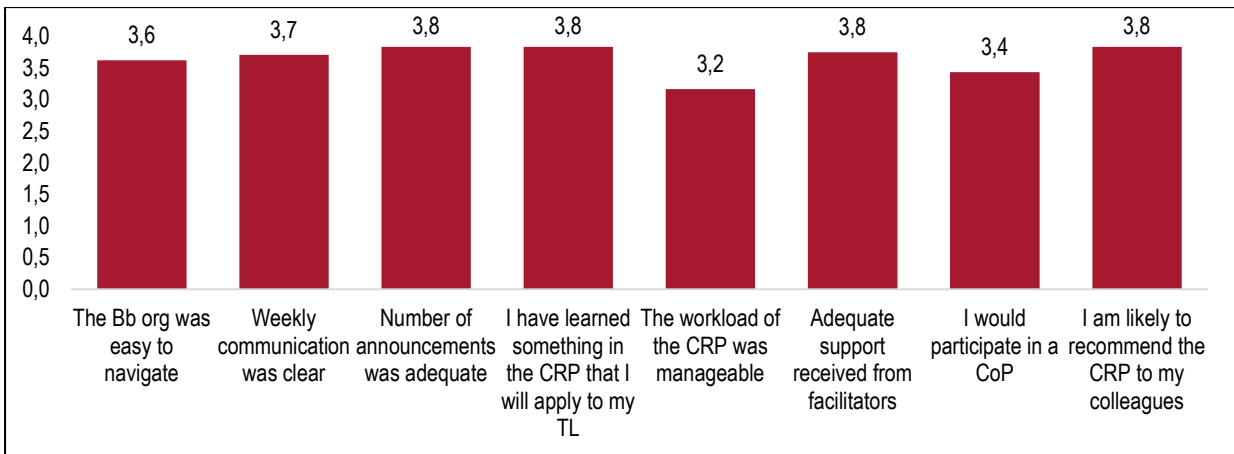
Figure 62: Participant feedback on their overall experience of completing the CRP

In 2022 the CRP will be expanded in number of offerings, as well as testing out different formats of the programme (online/blended/face-to-face).

4.2.4. Learning and Teaching Conference and Excellence in Teaching and Learning Awards

The theme for the 2021 UFS Learning and Teaching Conference was "Quality and Innovation for a new blended learning future". The conference was hosted virtually from 13 – 15 September 2021, with 32 entries in 8 different Excellence in Learning and Teaching Award categories. **Table 57** shows the list of award winners in 2021.

Table 58: Excellence in Learning and Teaching award winners 2021

Vice-Chancellor's Award			
1st	Dr Arnelle Mostert	Health Science	Basic Medical Sciences
2nd	Dr Michael van Maltitz	Natural and Agricultural Science	Mathematical Statistics and Actuarial Science
Innovation in Curriculum Development (sub-categories below)			
Innovative methods in Assessment practices			
1st	Christa Faber	Natural and Agricultural Science	Mathematics and Applied Mathematics
2nd	Zani Ludick	Natural and Agricultural Science	Mathematical Statistics and Actuarial Science
Innovative methods in Curriculum Enhancement and Transformation			
1st	Prof Gerhard Bosman	Natural and Agricultural Science	Architecture
2nd	Annari Muller, Sivuyile Nzimeni and Prof Corlia Janse van Vuuren (Team)	Economic and Management Science	Deans Office
Innovative methods in Technology Enhanced Learning and Teaching			
1st	Dr Rick de Villiers	The Humanities	English
2nd	Alison Stander	The Humanities	Afrikaans, Dutch, German and French
Innovative methods in Student Engagement and Learning			
1st	Dr Champion Nyoni	Health Science	School of Nursing
2nd	Nontombi Velelo and Cebelihle Sokhela	The Humanities and Centre for Teaching and Learning	Sociology and Academic Staff and Curriculum Development
Research in Learning and Teaching: Beginner			
1st	Lizelle Bruwer	Economic and Management Science	School of Accountancy
2nd	Dr Anke van der Merwe	Health Science	Physiotherapy
Research in Learning and Teaching: Advanced			
1st	Dr Lizemari Hugo-van Dyk	Health Science	School of Nursing
2nd	Prof Gerhard Bosman	Natural and Agricultural Science	Architecture
Most Valued Professional			

1st	Gugu Tiroyabone	Centre for Teaching and Learning	Academic Advising and Success
2nd	Tshireletso Bogatsu	Economic and Management Science	School of Accountancy
Departmental Award			
BFN	Prof Frans Prinsloo	Economic and Management Science	School of Accountancy
QQ	Dr Bekithemba Bosman	Natural and Agricultural Science	School of Education Studies
Best Conference Paper			
BFN	Dr Rick de Villiers	The Humanities	English
QQ	Dr Brian Sibanda	Centre for Teaching and Learning	Academic Language and Literacy Development

4.2.5. Scholarship of Teaching and Learning Fellowship

The UFS Learning and Teaching Fellowship was launched in 2021. The aims of the programme are:

- To strengthen scholarly teaching and the scholarship of teaching and learning (SoTL);
- To empower academics for 21st century teaching as stipulated in the UFS learning and teaching strategy;
- To provide an opportunity for fellows to produce evidence of innovation in teaching and learning as specified in the Academic Performance Framework;
- To increase research outputs in the field of disciplinary learning and teaching; and
- To create a pipeline of academics to be eligible for national fellowship programmes, such as TAU.

As part of the first intake, 15 fellowships were awarded, including 4 advanced scholars and 11 emerging scholars. **Table 58** provides an overview of the fellows and the respective faculties represented. The second cohort of fellows will be announced in September 2022.

Table 59: UFS Learning and Teaching Fellows 2021

Name	Faculty	Department	Campus	Track
Prof Corlia Janse van Vuuren	Faculty of Health Sciences	School Of Health And Rehabilitation Sciences	BFN	Advanced Scholar
Dr Doniwen Pietersen	Theology	Old and New Testament Studies	BFN	Emerging Scholar

Name	Faculty	Department	Campus	Track
Dr Ekaete Benedict	Economic and Management Sciences	Business Management	BFN	Emerging Scholar
Mrs Hadio Motaung	Education	Social Sciences And Commerce Education	QQ	Emerging Scholar
Mr Hendri du Plessis	Natural and Agricultural Sciences	Quantity Surveying And Construction Management	BFN	Emerging Scholar
Mrs Lizelle Bruwer	Economic and Management Sciences	School Of Accountancy	BFN	Emerging Scholar
Dr Lizemari Hugo van Dyk	Faculty of Health Sciences	School Of Nursing	BFN	Advanced Scholar
Dr Lulama Mdodana-Zide	Education	School Of Education	QQ	Emerging Scholar
Dr Marlie van Rooyen	The Humanities	Linguistics and Language Practice	BFN	Advanced Scholar
Dr Michael von Maltitz	Natural and Agricultural Sciences	Mathematical Statistics and Actuarial Science	BFN	Emerging Scholar
Dr Nontombi Velelo	The Humanities	Sociology	BFN	Emerging Scholar
Dr Pakiso Khomokhoana	Natural and Agricultural Sciences	Computer Science And Informatics	BFN	Emerging Scholar
Dr Rick de Villiers	The Humanities	English	BFN	Emerging Scholar
Dr Rina Meintjes	Natural and Agricultural Sciences	Chemistry	SC	
Dr Tafirenyika Mafugu	Education	School of Mathematics Natural Sciences and Technology Education	QQ	Advanced Scholar

4.3. Student engagement and support efforts

4.3.1. Data analytics

Similar to 2020, the UFS relied heavily on Blackboard analytics in 2021 to track students' participation in their studies, and the extent to which lecturers made use of the platform to facilitate learning and teaching. **Figure 64** shows the difference in the number of students who accessed Blackboard between 2020 and 2021 on the three UFS campuses. These trends are also broken down to individual student level to identify students who have been inactive on Blackboard. During 2021, the CTL produced 25 Blackboard reports to track the progression of learning and teaching activities.
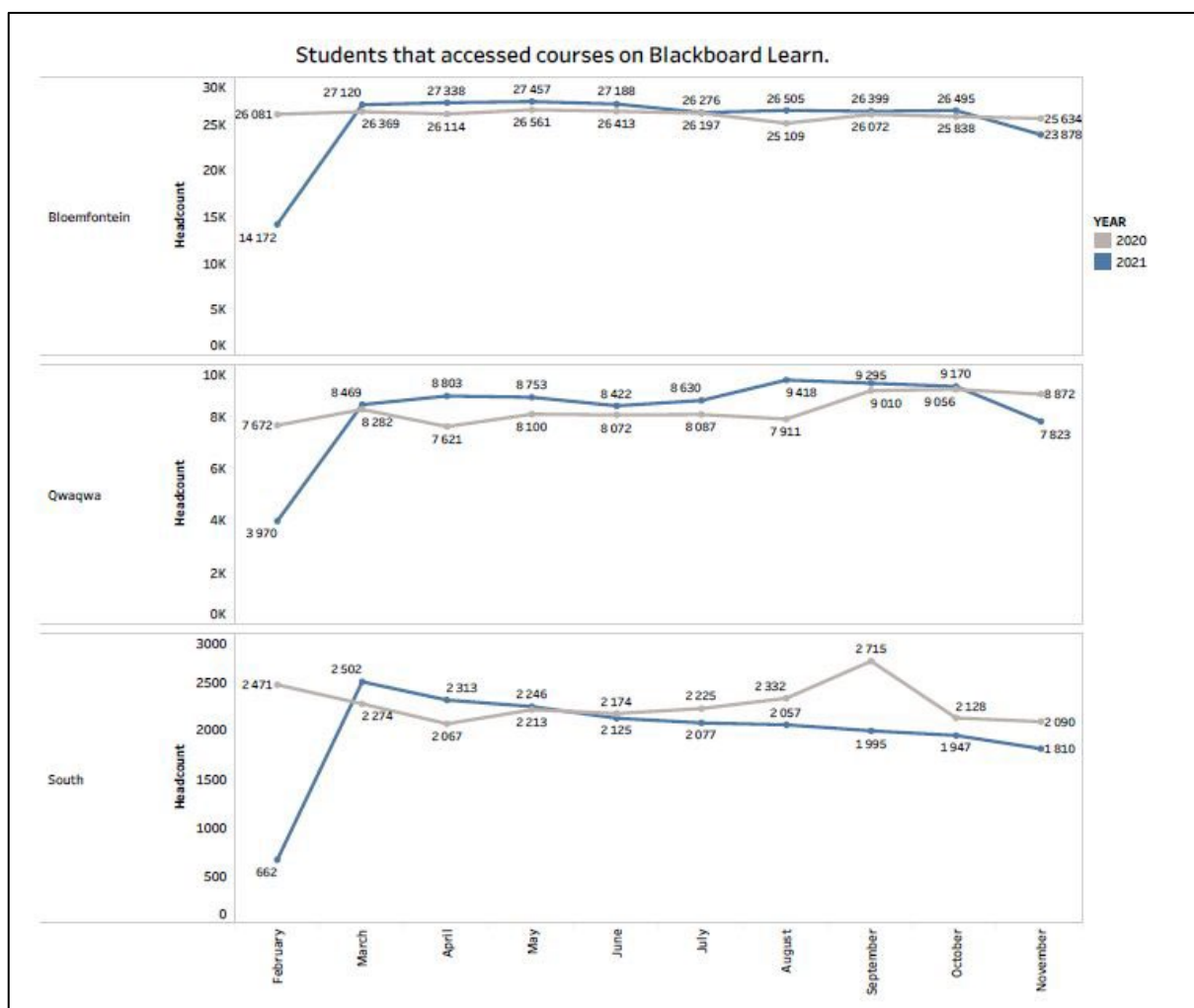
Figure 63: Number of students who accessed Blackboard in 2020 vs 2021 per campus

Blackboard analytics also continued to play a central role in the No Student Left Behind (NSLB) initiative. Driven by the Central Academic Advising Office within the CTL, the NSLB comprises an analysis of students not participating on Blackboard. Advisors reach out to these students and either offer support or direct them to appropriate support structures. These

students were also assessed by running a vulnerability assessment algorithm that has been used in conjunction with other data sources and students' own narratives to support arguments for allowing students back on campus. At its peak, 48% of the UFS students were back on campus before the country was moved to a stricter lockdown level to fight the third wave of COVID-19. **Figure 65** shows the effectiveness of the vulnerability algorithm, with students' marks declining in parallel with the number of risk factors identified.
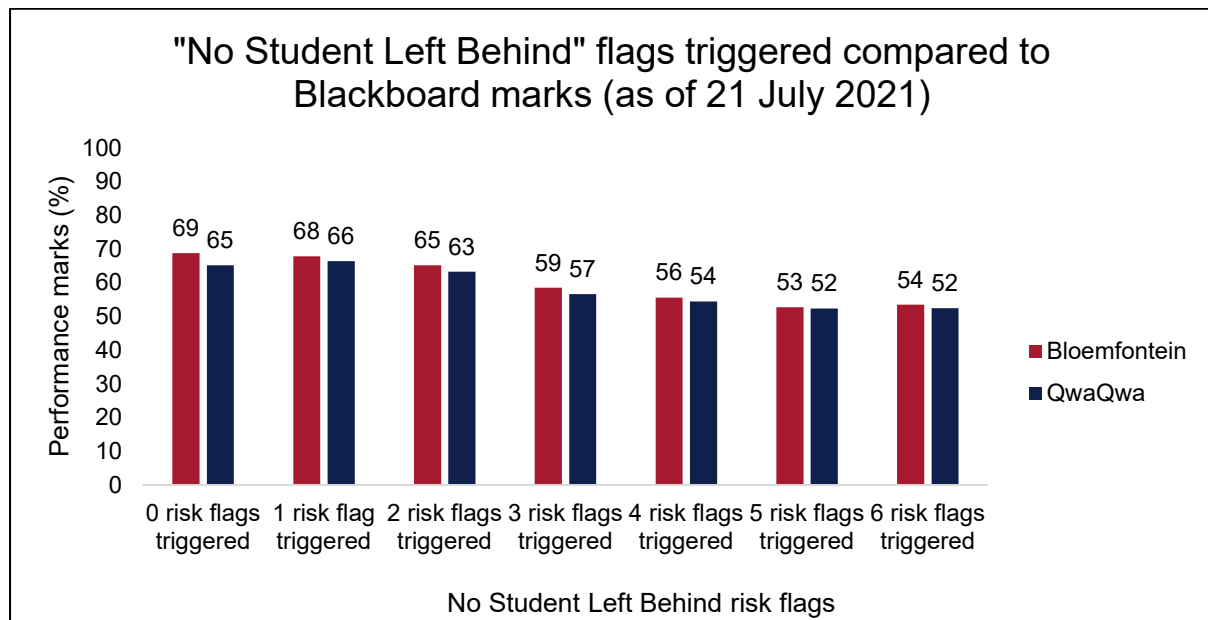
Figure 64: Number of NSLB risks flagged compared to academic performance

A final example of how data analytics have been used to guide institutional processes, is the National Benchmark Test (NBT) algorithm. The COVID-19 pandemic had a severe impact on the administration of the NBTs for the incoming 2021 and 2022 cohorts. An algorithm was developed to predict academic literacy scores of students that could not write the NBTs. The algorithm has consistently showed adequate predictive accuracy and an impact assessment has shown that students who were exempted by the algorithm to enrol in the academic literacy course received an average of 75% final mark, while those required to participate in academic literacy, as identified by the algorithm, received an average mark of 68%. Knowing the impact that the academic literacy course has on students' transition and literacy abilities, the average mark for these students would likely have been much lower if they had not been identified early on as needing support.

4.3.2. Student engagement

The CTL has been administering the South African Surveys of Student Engagement (SASSE) nationally and institutionally for over a decade. Because of the COVID-19 pandemic, national

administration was disrupted in 2020, although the UFS did administer a shortened survey to track longitudinal data points. During this time, the SASSE network institutions collectively decided to make use of this time by reviewing the survey items to serve the sector's needs. Representatives from 14 institutions, and national bodies such as the Council on Higher Education (CHE), the Department of Higher Education and Training (DHET), Universities South Africa (USAf), and the South African Institution for Distance Education (Saide) participated in a workshop, resulting in the SASSE 3.0. Along with revised items, the SASSE 3.0 includes four topical modules: Academic Advising, Experiences with Writing, Inclusiveness and Decoloniality, and Learning with Technology. Administration of the SASSE in 2021 included 10 institutions that produced a sample of over 14,000 students. The UFS had just over 4,500 undergraduate participants. Some key findings from the UFS sample include a generally higher sense of engagement when compared to the other nine participating institutions, better relationships between students and the institution in 2021 when compared to 2020, and a strong sense of inclusivity experienced by students. **Figure 66** shows the ten SASSE indicators. In comparison with nine other institutions, the UFS students show higher average scores in all indicators, with noticeable differences in their engagements with staff, the quality of teaching they experienced in 2021, and seeing the UFS as a supportive environment.
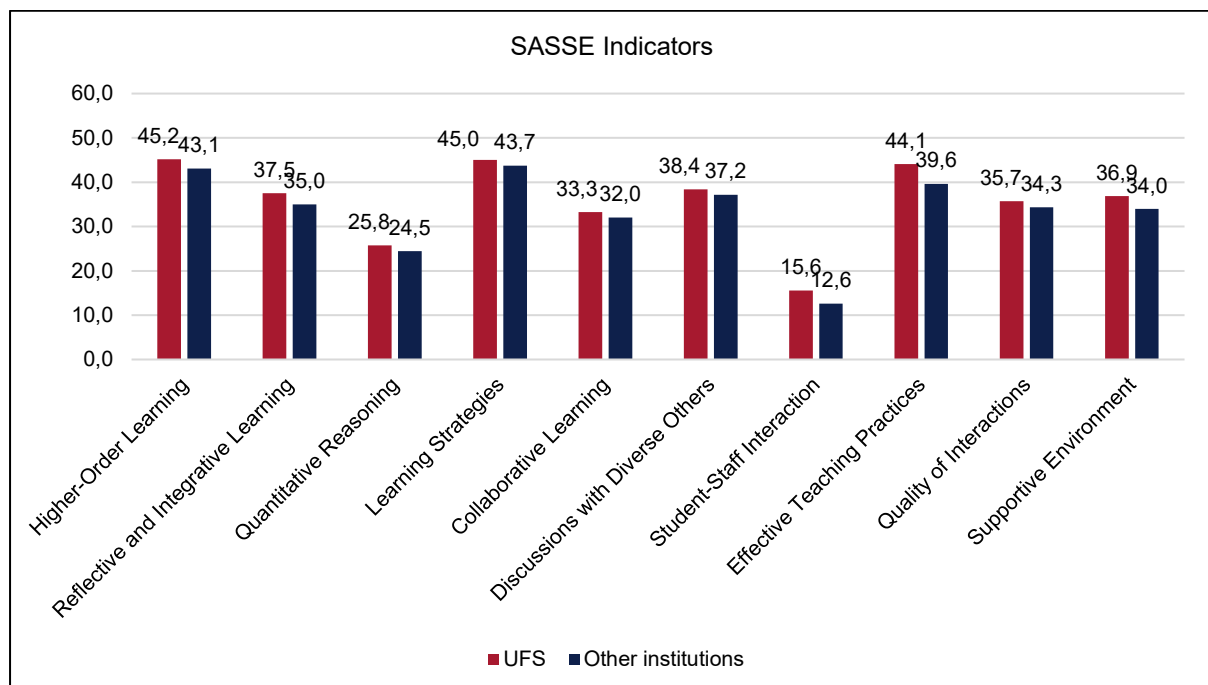

Figure 65: UFS 2021 SASSE results compared to other participating institutions' results

Longitudinal SASSE data shows the impact of large-scale disruptions in the higher education system have on the relationships between students and institutions. A promising finding from

the SASSE data is that students' relationships with tutors, academic staff, support and administrative staff seemed to have improved between 2020 and 2021 (**Figure 67**).
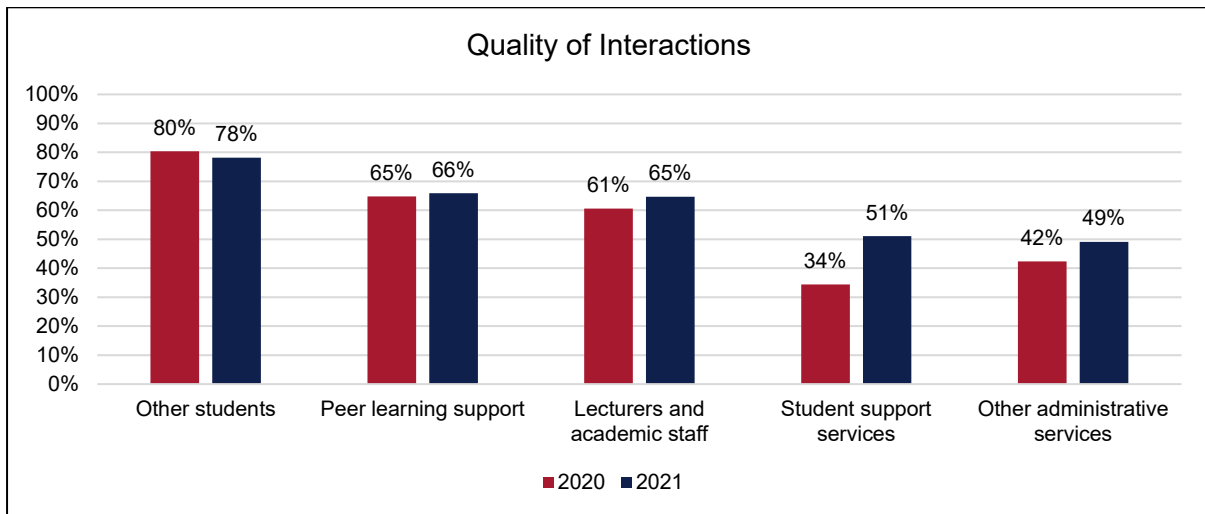

Figure 66: SASSE quality of interactions indicator results in 2020 vs 2021

As part of the new topical modules included in the SASSE, students were asked about their sense of inclusion and belonging in the institution. **Figure 68** shows that the majority of participants feel strongly about the UFS's efforts to promote anti-discrimination and harassment policies, and ensuring an environment that does not stigmatize students. While there are few students who disagree with these statements, it is concerning that up to 18% of participants are not aware of how these important issues are addressed at the UFS.
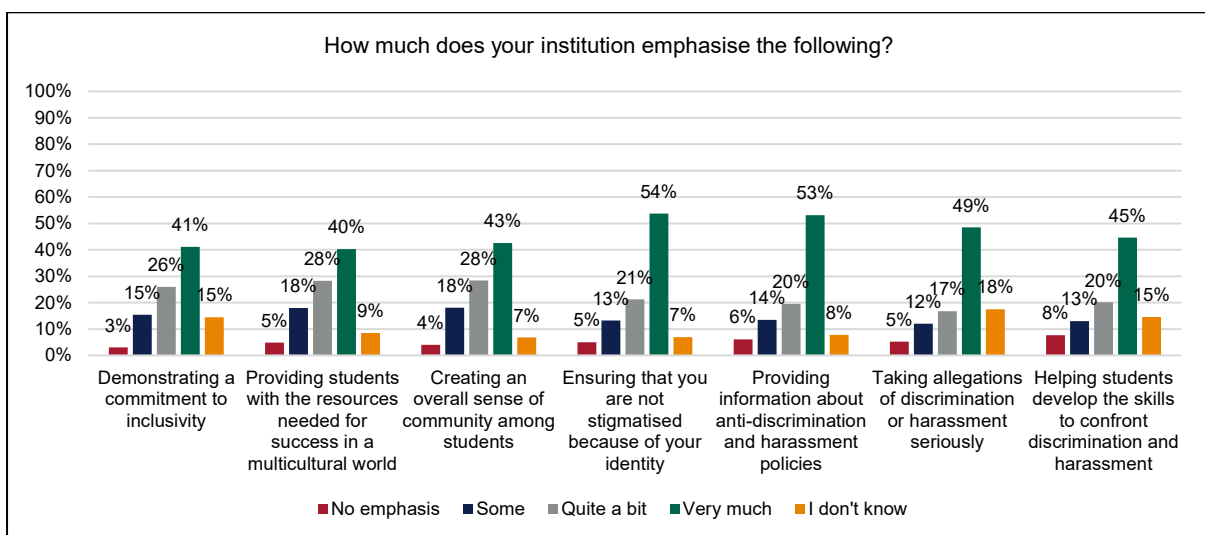
Figure 67: SASSE new topical module results

4.3.3. Academic advising

Academic advising has become a prominent campus intervention where students' personal and academic aspirations are aligned with the identification of desired career pathways. During the 2020/2021 academic years, much of the Central Academic Advising efforts were pivoted and have proven to be more proactive and evidence-based while still conforming to the tenets of a high-impact practice (HIP). Research indicates that students in blended learning environments need significant support through interaction with others, which is why academic advisors adapted their support during the pandemic (Ludwig-Hardman & Dunlap, 2003). **Table 59** demonstrates the key activities that informed academic advising during the 2021 academic year as well as the reach of each.

Table 60: Key activities that informed academic advising in 2021

Activity	Reach (no. of students)	Total
Graduation Positioning Support (GPS) - Chatbot (WhatsApp) - Facebook	- 1 114 753 messages - First Year students: 4 456 - Senior students: 8 956 - Facebook followers: 3 453	16 865
Individual advising appointments (face-to-face/online)	Education: 101 Economic and Management Sciences: 54 Natural and Agricultural Sciences: 58 Health Sciences: 185 Humanities: 417 Theology and Religion: 21 Law: 80	916
Synchronous advising (incl. workshops)	888	888
Peer Advisor training & development	Education: 128 Economic and Management Sciences: 93 Natural and Agricultural Sciences: 63 Health Sciences: 0 Humanities: 34 Theology and Religion: 10 Law: 7	335
Total Central Advising reach 2021		**19 004**

It is through this host of empirical evidence from these activities facilitated by the Central Advising office in collaboration with the varied spectrum of student support services that academic advising through the UFS lens can be considered a potential or even emergent and resilient high-impact practice. In a true effort of leaving no student behind and contributing to enhancing student access with success, it continues to be evident that academic advising at

the UFS has been elevated as a critical star in the constellation of student support for the benefit of all students.

As part of a multi-institution collaborative University Capacity Development Grant (UCDG), the Central Advising office has contributed to several milestones in 2021:

- 73 Professional Academic Advisors trained to date through the Academic Advising Professional Development Short Learning Programme
- 14 of the 26 Universities serviced via the UCDG collaborative grant
- The Launch of Eletsa, the South African association for academic advisors in June 2021
- Editing and contributing to a special edition journal in the Journal of Student Affairs in Africa
- Serving as an international panellist in the National Academic Advising Association (NACADA) conference

4.3.3.1. Recognition of Prior Learning (RPL)

The Bloemfontein campus had 138 applications for RPL in 2021 across five faculties – the majority (91) of which in the Law faculty (**Figure 69**). The Qwaqwa campus had four applications in two faculties (Education and Humanities). A total of 87 applications were recommended for RPL after the initial review, with 29 of these cased approved.
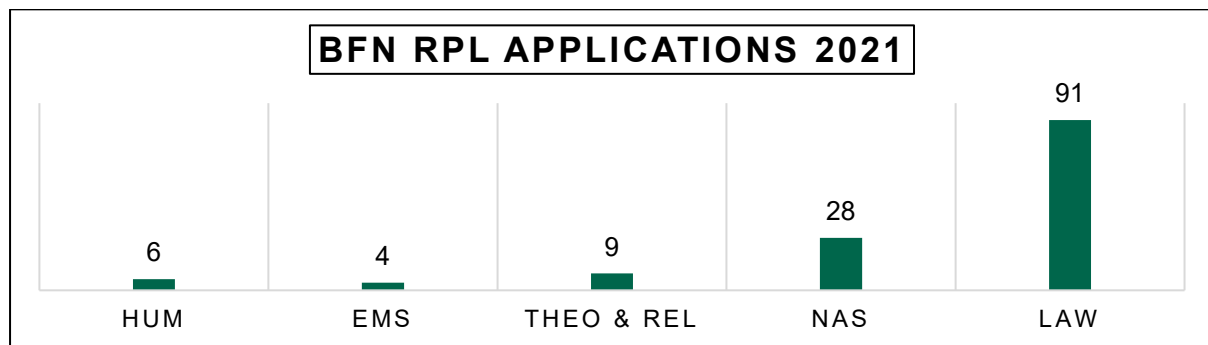

BFN RPL APPLICATIONS 2021

HUM	EMS	THEO & REL	NAS	LAW
6	4	9	28	91

Figure 68: Breakdown of RPL applications processed on the Bloemfontein campus

4.3.4. Student Learning and Success

The Student Learning and Success focus area coordinates tutorials and senior student support initiatives. In the sections that follow feedback is provided on the tutorial programme, Secure the grad initiative, and LinkedIn learning for students.

Student attendance in tutorials has improved since a blended learning and teaching mode commenced again after the pandemic. In 2021, the A-STEP programme introduced and improved the virtual self-paced tutor training programme, streamlined consistency in the collection and management of tutorial data, and hosted a multi-campus virtual award tutor ceremony with over 400 staff and students attending.

In 2021, 436 tutors were appointed, with 13,014 tutorial sessions that took place up to 31 October. Quality assurance of the A-STEP programme included 28 virtual training sessions that were conducted for all tutors on all campuses, 311 tutor observations by the Teaching and Learning Coordinators (TLCs), 189 tutorial module evaluations by the TLCs, and 10 TLC faculty reports were submitted.

Some lessons from the pandemic that are influencing the way in which the A-STEP programme evolves include:

- Recognition of the importance of capacity development of tutors and staff is essential and must be designed with purpose in mind when implementing online/blended tutoring programmes.
- Instructional design capacity is needed in the design and implementation of quality online tutorials.
- Monitoring and evaluation instruments must be continuously revised to align with practice, especially for online tutorials.
- Collecting attendance data during online tutorials was a big challenge as new systems had to be developed and old existing systems had to be reconfigured.
- Students and tutors struggled to equally participate in online tutorials due to issues such as loadshedding, lack of internet connectivity, access to devices and clashing academic and social responsibilities.
- Tutorials being cancelled due to student protests and service delivery protests on the Qwaqwa campus.
- High staff turn-around due to resignations of TLCs who get appointed in higher positions (often within the UFS).

The Secure the Grad initiative was launched in 2021 and aims to promote student engagement, learning, and the development of senior students. **Figure 70** shows the number of students who have shown interest in the webinars on offer in relation to the number who attended the webinars. These numbers are expected to grow as the initiative evolves and responds to students' support needs.
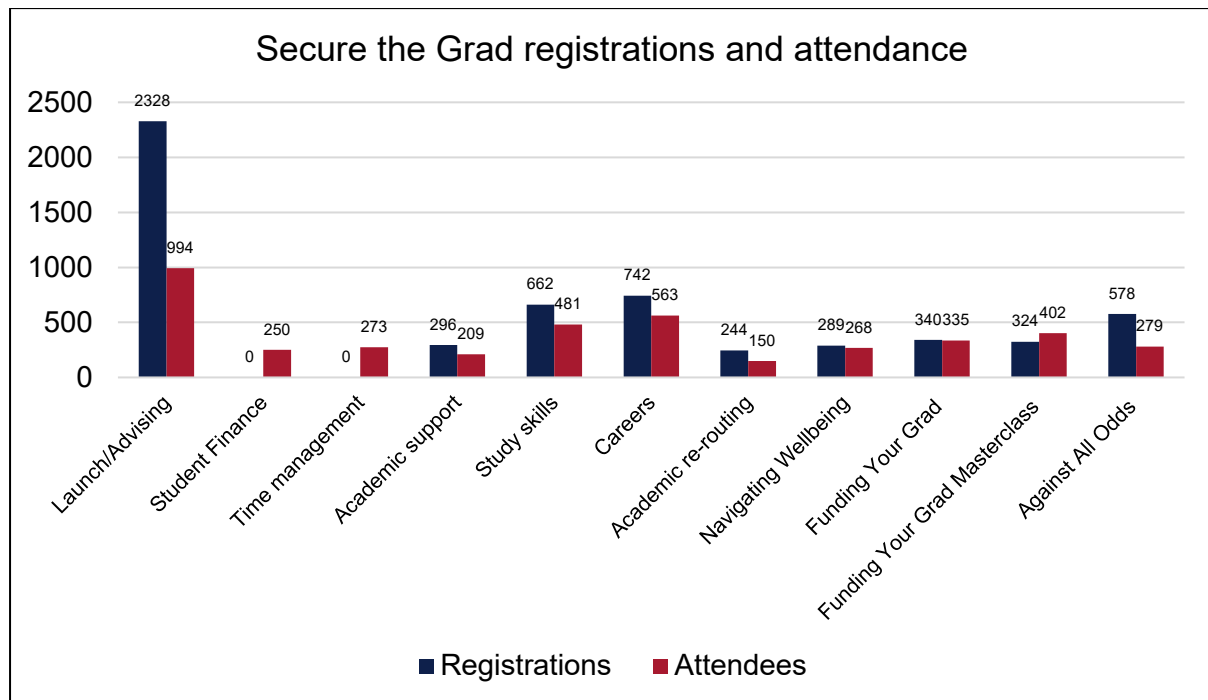

Figure 69: Secure the grad registrations and attendance

Another initiative launched in 2021 to support senior students is providing all students with access to LinkedIn Learning – a platform that allows access to a wide range of course materials. During 2021, 3,224 UFS students viewed over 86,000 learning videos.

4.3.5. Transition: UFSS

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

referencing and plagiarism etc.), while the focus of the second semester is on how students can make the most of their undergraduate studies to prepare for the world of work. The synopsis of content in both semesters is shown in **Figure 71**.
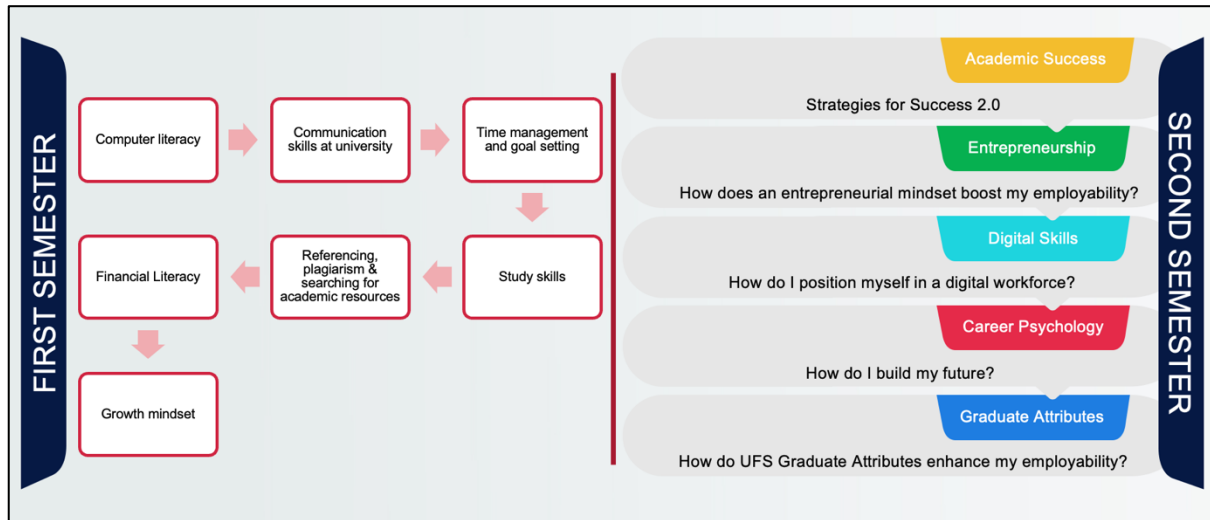

Figure 70: Overview of UFSS content

In 2020, a summer school version of the first semester of UFSS was rolled out for all students, via a condensed 3-day workshop setting of the classes, with the continuous assessments scaffolded throughout the semester. The second semester content was presented in the traditional weekly contact mode of delivery. As a result of the success of the summer school in 2020, a winter school was created for the second semester classes of UFSS in 2021, and that then rolled out for all students in the second semester. The mode of delivery thus included online synchronous classes in the week before the start of the semester, a repeat of the content through asynchronous classes throughout the semester, learning materials and continuous assessment on Blackboard, and regular responses to Frequently Asked Questions posted on Blackboard.

In 2020, we asked students about the challenges they experienced in the first six months of university, and time management, difficulty adjusting to the new environment, and how to effectively study, were the top three challenges. In 2021, the same three challenges appeared again as the most highly ranked challenges students experienced within the first six months. What had changed was the percentage of students citing access to devices, internet, and connectivity as challenges in 2021 was significantly lower than in 2020 – this can be attributed to the support that vulnerable students were provided with either through the university's laptop distribution project, or through access to campus. When asked if UFSS helped address challenges, students said that there were three ways that this module helped, namely a)

through teaching content on that topic; b) through referring to a support service that could assist; and c) through success coaching on that topic.

In addition to evaluating if UFSS had achieved its goal of supporting students in their transition into university, we were interested in understanding students' experiences of learning online in this module. More than 50% of the students registered for UFSS attended the synchronous winter school. We therefore asked students why they did or did not participate in the asynchronous version of UFSS, given that there was the opportunity to participate in the synchronous winter school. The results are depicted in **Figure 72** and **Figure 73**.
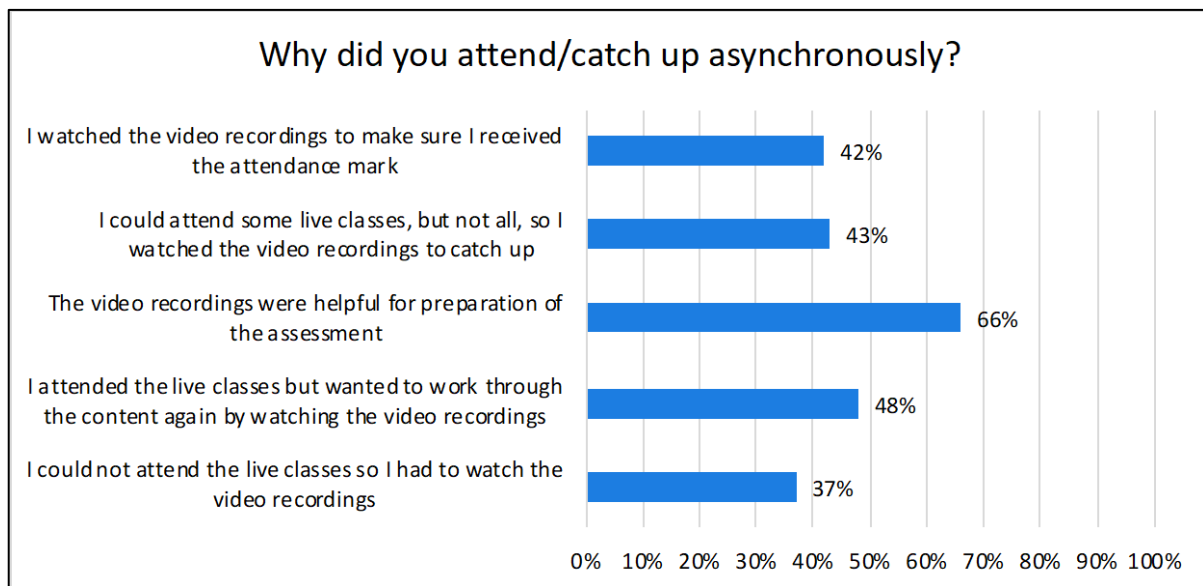

Figure 71: Why did students engage with UFSS video content asynchronously?

While more than half (54%) of first year students did not engage with the video content because they attended synchronously, a significant number (42%) also did not engage with the video content because they found the study guide content sufficient. For those who did engage with video content asynchronously, two thirds found it helpful to prepare for the assessment. The variety of options students have to engage with the learning materials and module successfully contributes to the hyflex pedagogical approach the module has developed.
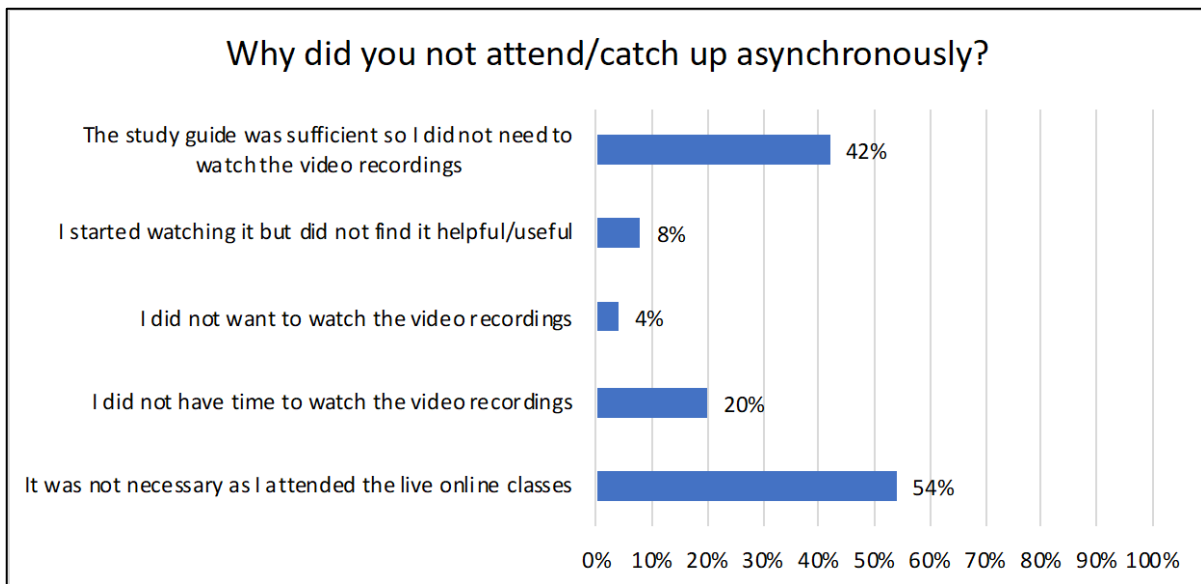
Figure 72: Why did students not make use of recorded sessions in UFSS?

The offering of a summer and winter school version of UFSS allowed for the following key takeaways:

- How to teach online, synchronously and asynchronously (this experience also featured in the Student Engagement and Blended Learning Workshop for academic staff).
- The value of both synchronous AND asynchronous offerings available online.
- The need to work collaboratively across the university to address student needs, i.e. an intentional alignment with both academic programmes and other support initiative is key to the success of UFSS.

This feedback provided valuable insights into our students' preferences for learning and has led to the planning of a hyflex mode of delivery of UFSS in 2022.

4.3.6. Developing graduate attributes

The eight UFS Graduate Attributes, presented in **Figure 74** below, were presented and approved at the Executive Committee of Senate in 2018.

Figure 73: UFS graduate attributes

Graduate attributes should be mutually reinforcing and integrated with the development of academic competence in specific disciplines. The four attributes with red outlines are directly aligned with the core research skills that need to be developed at undergraduate level to prepare students for postgraduate research projects. In 2021, the implementation of the graduate attribute development plan consisted of making progress in the curriculum mapping process in the curricular and co-curricular space, as well as the creation of an ePortfolio module for final year students as evidence of their development of the graduate attributes.

4.3.6.1. Curriculum mapping

Curriculum mapping allows us to recognise and display how the attributes are already being developed in the discipline, and identify areas where faculties feel the attributes need to be strengthened. In 2021, all faculties participated in mapping the outcomes and assessments in the modules in each programme against the UFS Graduate Attributes. To achieve this, the UFS VALUE Rubrics were used as the measure for each attribute. To support faculties in the curriculum mapping process, the following measures were in place:

- Workshops to explain the curriculum mapping process.
- Feedback report on the first draft of the maps that were submitted.
- Individual and group consultation, upon lecturers' requests.

By December of 2021, 71% of the undergraduate modules at the university had submitted their curriculum maps. The lessons learned from this curriculum mapping process in the academic space allowed for planning in the co-curricular space, with the intention of the mapping of co-curricular projects against the graduate attributes to take place in 2022.

4.3.6.2. ePortfolio development among students

In 2021, the curriculum development and design of the ePortfolio module for final year students, named Enterprising your Degree: ePortfolio Development (EDED3722) took place. This module was co-created with a group of senior undergraduate and postgraduate students, through three iterations, before presenting it to the Academic Committee. It aims to:

- Contribute to improving student success and wellbeing and renewing and transforming curricula.
- Contribute to the progression of higher order and reflective and integrative learning skills from first year to senior years.
- Establish a fifth (capstone) and sixth (ePortfolio) High Impact Practice at the university. High Impact Practices are designed to increase rates of student retention and engagement, and therefore positively impact student success.
- Enhance students' employability and position our UFS graduates uniquely in the job market and create a space for students to intentionally reflect on their learning across the modules to synthesise their learning and development.
- Address the needs of faculties through closing the feedback loop on the educational impact of degree programmes on students' development and employability.

In essence, the module will enhance our students' employability by teaching students to take stock of the skills and attributes they have acquired during their studies and articulate that in an ePortfolio that would help them market their skills, network, and apply for work. Students will develop the digital literacy skills to engage on LinkedIn, create a website, and develop a future work plan to turn their skill set into a career. Funding was secured through the ITP to pilot this module with 1000 students in 2022.

4.3.7. Academic Language and Literacy Development

The Academic Language and Literacy Development (ALLD) focus area in the CTL enrolled 9,642 students in the academic literacy modules (EAL/GENL) during 2021, with an average

pass rate of 75%. Student evaluations of the modules show that 94% of first-years are able to transfer what they have learnt in the academic literacy modules to their other subjects. Internal quality assurance practices include regular and consistent training for facilitators, peer-support for facilitators in the form of mentor groups, moderation of assessment practices, observation of teaching, quality marking rubrics, closing the feedback loop with regular student and facilitator feedback, and curriculum based on sound pedagogical and field-specific research. The Write Site, which forms part of the ALLD, supported 3,790 students through workshops on the Bloemfontein campus and 235 on the Qwaqwa campus during 2021, and provided 1,850 and 166 individual consultation sessions for students on the Bloemfontein and Qwaqwa campuses respectively.

Other achievements of the ALLD unit during 2021 include:

- Successful pilot of the Assessment of Preparedness to Produce Multimodal Information (APPMI) survey.
- Seven publications on language and literacy development.
- Launch of the South African Association for Academic Literacy Practitioners (SAAALP) and literacy conference.
- Successful launch of a grammar course.

4.4. Quality self-evaluation

4.4.1. Self-evaluation report

In preparation for the Council on Higher Education's Quality Assurance Framework audit in 2022, the UFS prepared a substantial self-evaluation report that reflects on the institution's strengths, weaknesses, and quality assurance gaps that need to be addressed to move towards growing sophistication and maturity. The report includes a focus on the institutional profile in relation to 16 quality standards mapped out in the Council on Higher Education's Quality Assurance Framework. This extensive body of work will form the baseline for the audit as well as future interventions to enhance internal quality assurance at the UFS.

4.4.2. Programme and Departmental Reviews

All academic entities at the UFS are subjected to a five-year external review process to ensure quality and maintain academic integrity. This process uses external experts in the field to focus on aspects such as learning and teaching, resources, and how the Integrated Transformation Plan has been incorporated into the academic offerings. For the 2021 academic year, 16 external reviews were scheduled. All scheduled reviews took place. The 16 reviews were

conducted across different academic units (Faculty of Law; Faculty of the Natural and Agricultural Sciences and Faculty of Education), support services units (Student Affairs; Community Engagement; Unit for Professional Training and Service in the Behavioural Sciences) and an academic support unit (Postgraduate School).

4.4.3. Reorganisations and new initiatives

4.4.2.1. Faculty of Education

The Rectorate approved the Departmentalisation Project of the Faculty of Education to enable it to improve the lecturer-student relationships, strengthen the ethic of care among staff and among staff and students and to offer a better service through a streamlined and discipline-based department as the central motif of organisation. Through an engaged and consultative process that took place within the faculty, the Project was approved by the Faculty Executive (10 June 2021), the Extended Faculty Management Committee (05 July 2021); the Faculty Management Committee (28 July 2021) and the Faculty Board (06 August 2021). The Faculty Management Committee requested approval for the following 9 departments, subject to a proper due diligence process on the resource modelling for new departments, in 2022:

1. Department of Curriculum and Higher Education Studies
2. Department of Education Management, Leadership and Policy
3. Department of Education Psychology and Life Skills
4. Department of Philosophy and Sociology Education
5. Department of Languages Education
6. Department of Early Childhood Care and Education
7. Department of Social Sciences and Economic Management Sciences Education
8. Department of Science and Technology Education
9. Department of Mathematics Education

4.4.2.2. Engineering

The UFS is working on the establishment of an undergraduate degree focusing on Agricultural and Biosystems Engineering. This process has been ongoing for some time but has been approved for intent of development in 2020 and the process to develop and establish the qualification commenced in 2021.

The application for endorsement by the Engineering Council of South Africa (ECSA) has been lodged and the position for the new infrastructure has been identified and allocated. The entire

curriculum with the module outcomes and assessment criteria has been developed and the application to DHET, HEQC, SAQA, and CHE is far advanced. Initial feedback from the industry has been positive.

4.4.3. Study guide project

At the end of 2019, the Academic Committee commissioned a study on UFS study guide procedures and quality. The first report (on UFS study guide procedures) was submitted in 2020 and in 2021 the second report was produced.

The aim of this (second) report was to provide an overall, current picture of study guides at the UFS in order to determine how learning-centred they are. A total of 377 study guides were analysed based on an adapted rubric by Palmer, Bach & Streifer (2014). A sample of 33% of all undergraduate and honours modules with 15 or more students enrolled were selected for this study using a random stratified sampling method. Groups were first stratified by faculty, followed by further stratification within faculty-groups into department and National Qualifications Framework (NQF) levels to ensure a representative sample.

The results show that in order to develop more learning-centred study guides at the UFS, each faculty will need to make different types of adaptations (see **Figure 75**) . The faculties of Law, Economic and Management Sciences, and Health Sciences, for example will need to focus mainly on including more information on module expectations, while the faculties of Theology and Religion, Economic and Management Sciences, and Education will need to include more information on the purpose of the module. The faculties of Economic and Management Sciences and Education will also need to focus on including clearer assessment information. Faculty workshops will be presented in 2022 to provide guidance on addressing these identified gaps and new study guide templates will be designed and distributed for implementation in 2023.
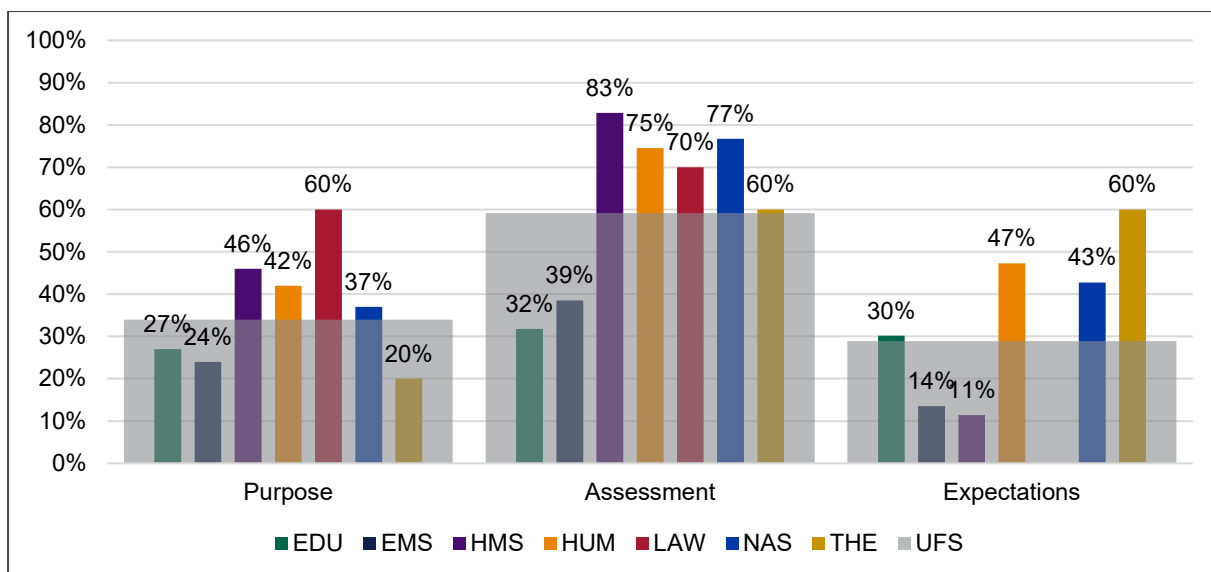
Figure 74: Overview of study guide composition per faculty

4.5. Qwaqwa initiatives

The CTL on the Qwaqwa campus has five focus areas, which implement initiatives similar and aligned to the ones provided on the Bloemfontein campus, albeit with tweaks and changes relevant for the rural Qwaqwa environment. These initiatives are discussed next.

4.5.1. The student decoloniality essay writing competition

Decolonisation is an important element included in the institutional aims and strategies (such as the Integrated Transformation Plan and the UFS Learning and Teaching Strategy). The essay writing competition on the Qwaqwa campus in 2021 consisted of students first attending workshops to understand the concept of decoloniality, as well as support to approach essay writing. They further received support from the Write Site. Students then voiced their perspectives on decolonisation through their essay submissions, which culminated in an electronic publication of the winning essays that was distributed campus-wide.

4.5.3. A_STEP tutorial lecturer training

A new initiative was launched in 2021 to train lecturers who form part of the A-STEP tutorial programme. This need was identified based on feedback from previous years' tutors, as well as students. The aim of the training is to guide lecturers in good tutorial design practices, which would engage students and optimally impact learning. Lecturers were then provided

with a hand-out guide, which they can also use in future. One pilot training session took place in August 2021, with 10 lecturers attending.

4.5.4. Qwaqwa student success task team

A task team was established in 2019 on the Qwaqwa campus to see how smaller, evidence-based teaching and learning projects could impact student success. In 2021, four projects were launched: The Classroom Survey of Student Engagement (CLASSE), creating multiple-choice questions banks for higher order thinking, data analytics infographics for academic staff, and a dashboard and data analytics workshop.

The CLASSE survey was administered in eight modules, with four lecturers participating: Hadio Motaung: TPRF1502, TPRI1502, TPRV1502 (year modules); Nkosinathi Mpalami: MTCF1604 (year module); Shingirayi Chamisa: EORG3715 (semester 1); and Lulama Mdodana-Zide: TPRF2502; TPRV2502; TPRI1202 (year modules). Dr Lulama Mdodana-Zide used this project to successfully apply for the Institutional SoTL Fellowship for 2022.

The Multiple Choice Question bank (MCQ) project was implemented within two modules (BIOL1504 and GEOG1514), and has become the foundation of the follow-up success team project related to creating quality online assessments. One infographic was also published and shared with Qwaqwa campus staff members, in order to provide an overview of how our students were progressing through the remote learning Blackboard teaching environment (see **Figure 76**).
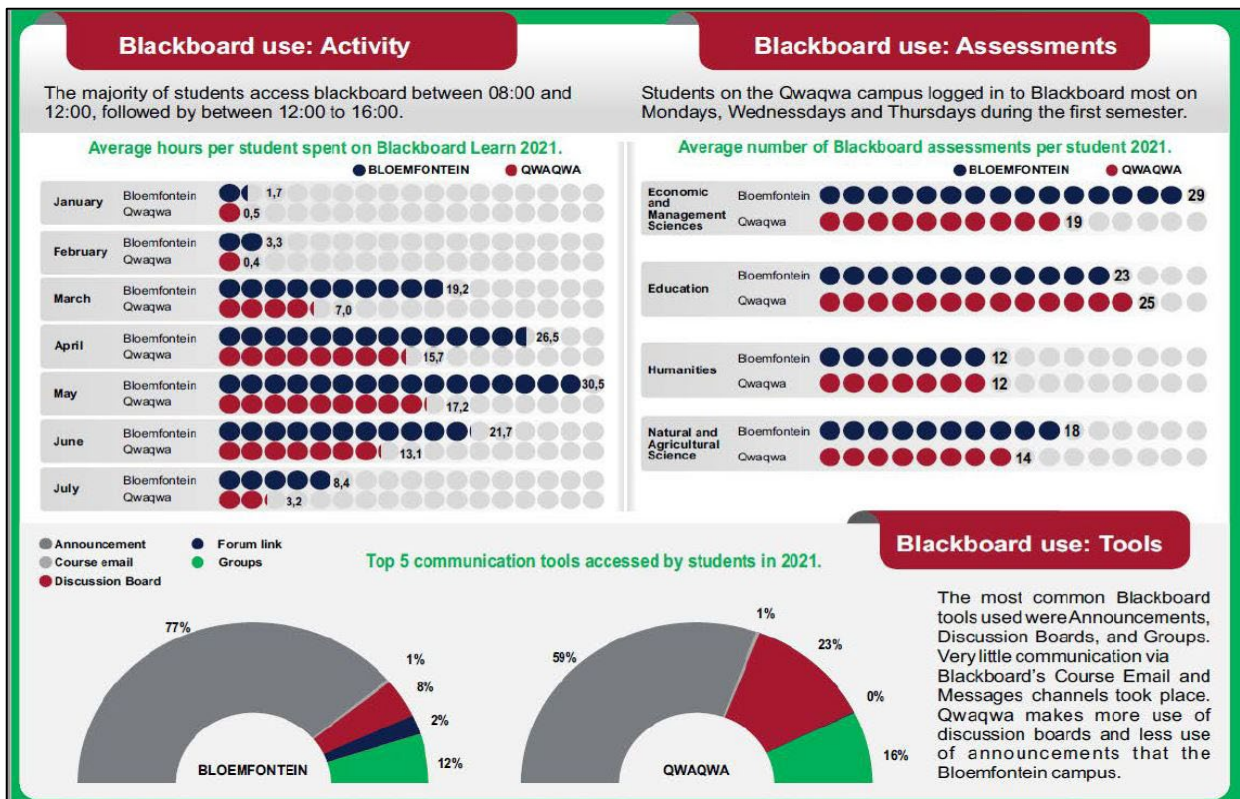
Figure 75: Overview of Blackboard use on the Qwaqwa campus in 2021

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

The Qwaqwa SoTL group continued its work on 2021, despite having to move to an online mode. It comprised 10 active members, with 10 scheduled online meetings, and four training opportunities embedded into the meetings.

From this group, two institutional learning and teaching awards were awarded, and three members were also selected for the UFS SoTL Fellowship. Two conference presentations were presented, plus a conference presentation by the coordinator on "*A case study in redesigning and implementing a blended SoTL Community of Practice for a rural South African campus*". Findings from this study indicate that face-to-face meetings are a much-needed component for a successful community of practice.

4.6. South campus initiatives

The South Campus Programme Qualification Mix (PQM) was initiated in December 2021 by the Deputy Vice-Chancellor- Academic. The project was handed over to the Directorate of Institutional Research and Academic Planning (DIRAP) to coordinate. The Project Managers

report to the Extended Task Team of the South Campus PQM. The task team comprises staff members of the South Campus and the Bloemfontein campus and is chaired by the Deputy Vice-Chancellor- Academic.

The primary aim of the South Campus PQM project is to realign the current state of the campus to be a fully-fledged delivery site with its PQM offered through all Faculties in contact and/or distance mode. To this end, DIRAP has produced an environmental scan of the South Campus. The purpose of the environmental scan report was to assess both the internal strengths and weaknesses and external opportunities and threats, as well as the current and future potential of the South Campus. The internal South Campus environment has been assessed regarding its current PQM, carrying capacity, climate and culture, and the employability and satisfaction of its students. The report identified potential possibilities of fully-fledged academic offerings that can be hosted on the South Campus. A final report will be presented to the Senate in 2022.

4.7 Multi-campus model

During 2021 the UFS embarked on an initiative to develop a multi-campus model through a consultative engagement process across all campuses. The aim was to develop an understanding of the purpose of each campus, the current management, and governance structures and then to formulate a proposed management model that will specify the processes and structures to ensure efficient administration and academic support to all campuses. Furthermore, the aim was to define the centralisation and decentralisation of functions and the reporting lines required to implement the model.

This consultative processes resulted in a deeper understanding of the UFS vision and specifically the purpose of each campus towards achieving the goals set out within the strategy. The sessions furthermore created an understanding of the realities faced by staff and students and helped to identify the challenges and issues affecting the University across the multiple campuses.

The implementation of the multi-campus management model is complicated by the relative dominance of the Bloemfontein campus in the overall structure. A multi-campus management model would be more easily implementable if the campuses were of more equal size, shared a common history, and where the loci of control for different functions and faculties were distributed between campuses. The reality of UFS is that the Bloemfontein campus currently

makes up 70% of the overall university and therefore requires a multi-campus management model that can be implemented in spite of the practical issues created by this dominance.

However, consensus was obtained to promote an agile system to ensure equity and efficiency in the operations of the institution, a better understanding of the way things work in the institution and ultimately a culture which strives to think and act as one university. This has been reached through a set of design principles namely:

- Governance and management should be independent of location
- Coherent structures
- Single reporting lines
- Spread the load
- Campus identity and the
- RACI Model

The application of the RACI model assisted the UFS to understand where responsibilities and accountability lie. This was combined with four management modes to address the complexity of the institution and the various functions and activities within the institution. These modes have been formulated based on functions and processes that can be categorised into management modes that determine the predominant execution mode each function or activity, aligned with the primary responsibility and accountability for the functions or activities. The four management modes are described as follows:

- Central - A Unit that performs processes that span across the University, and therefore across campuses or that delivers a single centralized service, typically from a single location.
- Distributed - A Unit that (typically) operates across multiple campuses, where key decisions would be made on a centralized basis (at the locus of control for the Unit), but resources and execution of processes would be distributed across multiple locations.
- Shared - A single integrated unit that services the entire university, where key decisions would be on a centralized basis (at the locus of control for the Unit), but execution of services would be delivered in multiple locations through Business Partners or Specialists.
- Campus - A Unit that is focused exclusively on a particular campus. Typically operates only on one campus and is only concerned with the relevant campus.

The alignment of the various functions with the design principles of the model can be summarized in **Table 60** and **Table 61**. Each function is identified by its primary management

mode together with comments regarding the alignment to the principles of the model and RAG (Red Amber Green) coding to highlight the extent of change that may still be required.

Table 61: Management modes of academic structures at the UFS

Entity	Mode	Comment
Faculty of Education	Distributed	Programmes outside the faculty at South
Faculty of NAS	Distributed	Already fully aligned
Faculty of EMS	Distributed	We think there is more to do
Faculty of Humanities	Distributed	Recent changes – fully aligned
V-R: Social Impact	Distributed	More distribution of resources
CTL	Shared	Integration of South Campus activities
DIRAP	Central	CoP in place. Resource constraints
Research Functions	Central	As is
International Office	Central	As is
Registrar - SAS	Distributed	QQ integrated, South to be integrated
Registrar - Other	Central	As is

In the academic structures, the main changes required include the integration of Education Programmes on the South campus into the Faculty of Education, and the integration of the Student Academic Services on the South campus into the SAS function for the whole university. CTL will consider integrating the related functions currently located on the South campus as part of their total service offering to the university.

Table 62: Management modes of support functions at the UFS

Entity	Mode	Comment
V-R: IC and SP	Central	As is
Rectorate Central Functions	Central	As is for Internal Audit, DCM, Ins Adv
Health	Distributed	Fully aligned
Security	Distributed	Fully aligned
Student Affairs	Distributed	New Management Structure in progress
Housing and Residence	Distributed	Fully aligned
Finance	Shared	Integration of South Campus finance
HR	Shared	Fully aligned
ICT Services	Central	As is, take care to remain service focused
University Estates – Maint	Distributed	Maintenance at QQ separate
Maintenance Qwaqwa	Campus	Maint at QQ report to Campus Principal
University Estates – Planning	Shared	As is
KovsieSport	Central	As is

The main change required in the support functions relate to the integration of maintenance, gardens, and cleaning functions on the Qwaqwa campus into the University Estates function while continuing to operate in a distributed mode.

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