UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

TEACHING & LEARNING REPORT 2019

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INTRODUCTION

The Teaching and Learning Committee (T&L Comm) of Senate has as one of its primary responsibilities the advancement of teaching and learning and to reflect on the performance of the University of Cape Town (UCT) in this core function. The production of the annual teaching and learning report is part of this committee's oversight role on behalf of the Senate. The report must engage the broader UCT community, that is, academics not in Senate; professional, administrative support and service (PASS) staff; and students, about the state of teaching and learning at the university. The chair of the T&L Comm will present the report to Council and, as such, it may be of interest to UCT alumni.

The *2018 Teaching and Learning Report* marked the start of a more systematic and institutionally driven conceptualisation of teaching and learning and an attempt to develop a more critical and self-reflective approach to reporting on teaching and learning at UCT. Owing to the COVID-19 pandemic and its impact on teaching and learning, the T&L Comm decided to reduce the size and coverage of the 2019 report as many of the contributors became consumed with the lockdown arrangements and the implementation of emergency remote teaching for UCT's students. Similarly, having systematic access to the student voice during this year was more difficult, given the students' own stresses. The pandemic is already having an impact on the conceptualisation and delivery of teaching and learning, on the understanding of academic identity and on students' experiences of the university. In many ways, it is difficult to write an introduction to the *2019 Teaching and Learning Report* as 2019 seems a very long time ago and we are so much more concerned with the future than with the past. However, only an analysis

"In many ways, it is difficult to write an introduction to the 2019 Teaching and Learning Report as 2019 seems a very long time ago and we are so much more concerned with the future than with the past."

of the university's performance can illuminate areas for improvement and help to map the future.

Looking at 2019 from the vantage point of the disruption caused by the COVID-19 pandemic, there is surprising continuity in the main themes that were flagged for reflection last year and what we will be looking at in the 2020 report.

Last year the spotlight fell on eight barriers to the achievement of excellence in teaching and learning at UCT:

- an undefined relationship between teaching and research at the undergraduate level
- siloed approach to curriculum and programme development
- understanding students
- the interface between the psychosocial and the academic worlds
- the achievement gap
- connecting access with success throughout the degree
- use of data to develop educational interventions
- curriculum.

With the exception of the undefined relationship between teaching and research at the undergraduate level, which is still to be tackled, UCT has made some progress in relation to all other barriers. The progress is not so much that the university has improved its performance against some indicators, although there have been improvements especially in success rates, which will be discussed in the relevant sections, but that certain themes are being progressively embedded in UCT's agenda

"With the exception of the undefined relationship between teaching and research at the undergraduate level, which is still to be tackled, UCT has made some progress in relation to all other barriers."

about teaching and learning. Prime examples of this are the connection of access and success and understanding students, both examined in Chapter 1 of this report. At the same time, UCT is putting in place the building blocks to develop the institutionalised technical, organisational and pedagogic capacity to use data to develop educational interventions (see especially section 1.2 in Chapter 1). The university has reached some basic consensus in terms of curriculum change, including a rudimentary understanding of curriculum development, and, while this will always be a contested space, the principles for curriculum review and the ongoing work on making those principles operational have been agreed upon (Chapter 2).

"UCT is putting in place the building blocks to develop the institutionalised technical, organisational and pedagogic capacity to use data to develop educational interventions."

Whatever progress UCT has made in the past few years in terms of conceptual understanding of the interface between the psychosocial and the academic worlds, this remains an area of concern, especially as it refers to the impact that structural social inequality has on student performance. Deeply linked to this is the most intransigent performance indicator at UCT: the achievement gap between White and Black students and, in particular, the achievement gap between White and African students (see Chapter 4).

At the postgraduate level there are two themes highlighted by the data (Chapter 4) that need to be examined in detail given UCT's identity as a research-intensive university: the postgraduate pipeline or the conversion of undergraduate students into postgraduates, and the time to completion of master's degrees and PhDs across all faculties.

The introduction to the 2018 report mentioned seven stretches that UCT needed to make in order to overcome the barriers to excellence that had

been identified. These remain valid and they relate predominantly to the main themes addressed in this 2019 report: student success, pedagogies sensitive to students' needs, developing a capacity for data analytics, and review of the curriculum. I would like to home in on one of these stretches: the need to professionalise teaching and learning. This year's report does not provide an account of the work done in this area at the institutional level. However, it shows the kind of work that reflective and committed academic teachers do with their students through the presentation of the four winners of the Distinguished Teacher Award 2019 (Chapter 3).

Writing in 2020, it seems more important than ever to acknowledge the dedication, knowledge, energy and sheer talent UCT academics put into teaching at both undergraduate and postgraduate levels.

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Unlike in the 2018 report, the T&L Comm did not engage directly with students or the faculties for their contributions to this report. Also, there was no time to conceptualise the report and write it together as a team as we did last year. We are thankful to the following contributors: Alan Cliff, Jane Hendry, Stephen Marquard, Suellen Shay and the Courses Impeding Graduation (CIG) Project team, Ermien van Pletzen and the Academic Advising and Multiliteracies Project teams, Amanda Petra-Barratt and, last but not least, Anthea Metcalfe for holding it all together.

This report is organised into four chapters besides this introduction and the conclusion. Chapter 1 reports on pathways and data analytics for student success. Chapter 2 reflects on curriculum change. Chapter 3 looks at improving the quality of teaching through a focus on lecture

recording and the recognition of teaching excellence. Chapter 4 focuses on student performance through the analysis of quantitative indicators of success. Finally, the conclusion draws attention to the themes that require further engagement and decision-making to achieve the teaching and learning objectives of Vision 2030.

A note on the use of racial categories: For monitoring purposes, it is necessary to keep on using apartheid racial designations. This report uses the following "classifications" to refer to South African students and staff: African, Coloured, Indian and White. "Black" encompasses African, Coloured and Indian people.

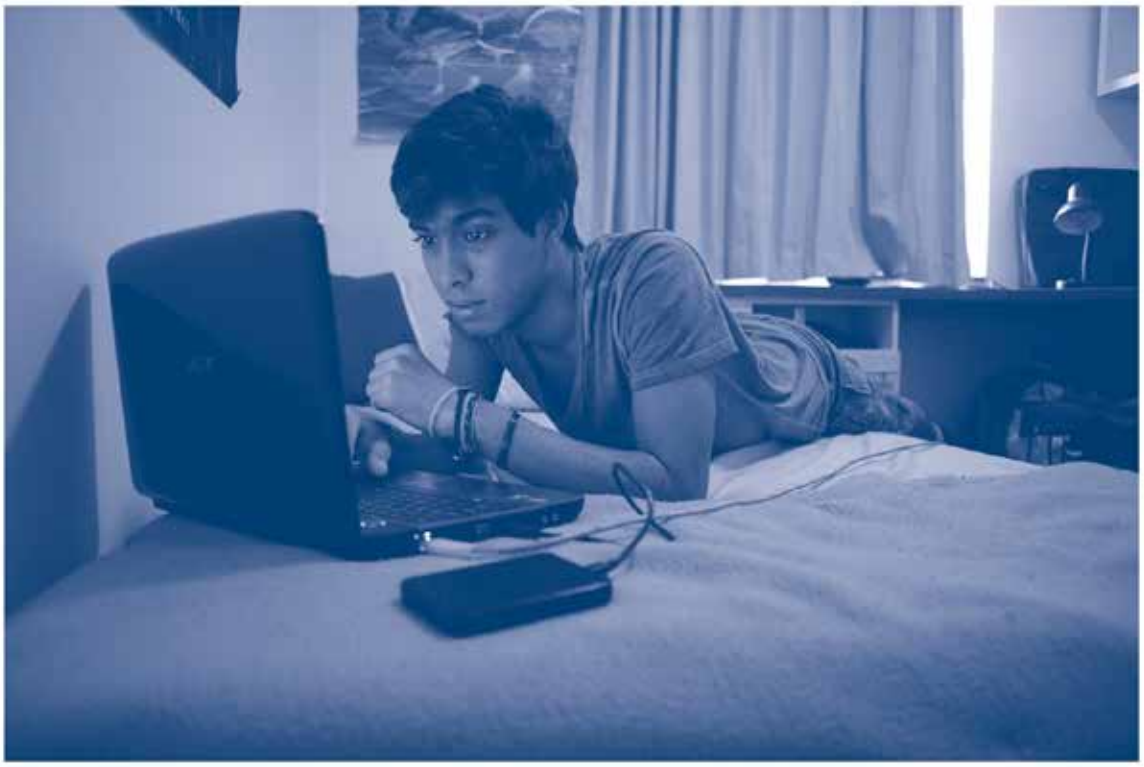
ASSOCIATE PROFESSOR LIS LANGE
Deputy Vice-Chancellor: Teaching and Learning
Chairperson: Teaching and Learning Committee
September 2020

CHAPTER 1

PATHWAYS FOR STUDENT SUCCESS

INTRODUCTION

This chapter focuses on student success through the lens of the use of data to identify problems and design interventions. Although UCT has a long tradition of using data in teaching and learning at a descriptive level, data analytics in relation to student performance is a new initiative. This section showcases two projects designed to understand the factors that hinder student progress and the identification of interventions to improve student success. These are the Academic Advising and the Courses Impeding Graduation (CIG) projects. National and institutional data have shown that early and continual advice impacts on students' successful management of their academic programmes. Section 1.1 reports on the progress of the institutional Academic Advising Project that started in 2018. Section 1.2 reports on the work of the cross-institutional CIG Project that interrogates patterns of student performance at the course



level to implement appropriate interventions. Section 1.3 reports on the development of a collaborative multiliteracies network to strengthen and enhance the curriculum, student learning, early professional development of postgraduate consultants and tutors, and staff capacity at UCT. Section 1.4 focuses on the underside of student success – student failure – by looking at the process and outcomes of academic exclusions during 2019.

1.1 ACADEMIC ADVISING FOR TEACHING AND LEARNING AT UCT

In 2019 the Academic Advising Project completed its second year of a three-year funding cycle. The project is an institution-led, national collaborative initiative funded by the Department of Higher Education and Training's (DHET) University Capacity Development Programme to develop academic advising capacity across a network of South African universities. As reported in 2018, academic advising at UCT is part of a multi-pronged teaching and learning strategy to support student success. It is expected to help students overcome obstacles at key transition points on their journey into and through higher education and to contribute to a transformative institutional culture by developing, implementing and disseminating advising practices that foster student engagement and a sense of belonging, and that support equity of access and outcomes. The project, which works in partnership with UCT's First Year Experience, is located in the Academic Development Programme (ADP) of the Centre for Higher Education Development (CHED).

"Academic advising at UCT is part of a multi-pronged teaching and learning strategy to support student success. It is expected to help students overcome obstacles at key transition points."

The previous report identified prescriptive and developmental advising as two facets of academic advising. Prescriptive advising refers to assisting students with academic rules and regulations in constructing valid curricula, selecting appropriate courses, calculating course credits and exploring alternative curriculum pathways to a qualification. Developmental advising focuses on assisting students in exploring their personal, academic and career goals and in developing skills and strategies that facilitate academic success and well-being, for instance, time and stress management.

The second annual Epic Job Expo, hosted by UCT's Careers Service, took place on 7 August 2019 at the Sports Centre.

The student voice

A vital principle of the project is to design and reinforce academic advising at UCT based on evidence of students' needs and experience at the institution. Student focus group data gathered in the faculties of Science and Health Sciences in 2019 revealed that UCT needs to expand and strengthen both faculty-specific and institution-wide advising services. We report on the most pertinent areas that emerged from the data and the initiatives that were designed in response.

Students in the Science faculty advocated for the inclusion of pre-enrolment information in the first communications they received from the university, such as letters of acceptance. They recommended the inclusion of a glossary of unfamiliar terms (such as "curriculum" and "credits") and information on curriculum structures and pathways. They argued that such information would have facilitated their first academic encounters. This was particularly important in Science, where there is a high level of choice in course selection, and undergraduate degrees are broadly formative and not linked to profession-specific qualifications as in the Health Sciences, Commerce, Law, and Engineering & the Built Environment (EBE) faculties. One student explained the frustration of having to make crucial decisions under pressure and without enough information and support during the first couple of days on campus:

"Student focus group data gathered in the faculties of Science and Health Sciences in 2019 revealed that UCT needs to expand and strengthen both faculty-specific and institution-wide advising services."

> "When they tell you about university, they don't tell you that you've got to choose electives when you get there. They don't tell you anything, just like you have got into university … So when I get here … they only give you … maybe an hour to see those course outlines. It's like you're under pressure, you're not really sure what you are doing … They tell you, you have to like have some number of credits, and you don't even know what credits are … and then, actually, you might end up doing something you're not intending to do. For instance, I came here hoping to major in X and Y. But in second year, the courses actually clashed … So, I had to change my other major … and then I went to Z and that is not what I was expecting to do."

VC Prof Mamokgethi Phakeng with the orientation leaders at the First-Years' Braai on 31 January 2019.

Students from both faculties criticised orientation. Some felt it was "misleading" to suggest that "this is going to be fun". They would have preferred a more realistic sense of what is expected of them at university, especially at an academic level, when compared to high school. Orientation was also criticised for not catering for "our age group", and for giving too much information without prioritising what was most important for coping with academic studies. Newcomers found that student orientation was too lecture-based instead of allowing students to voice their ideas or experiences or connect sufficiently with peers.

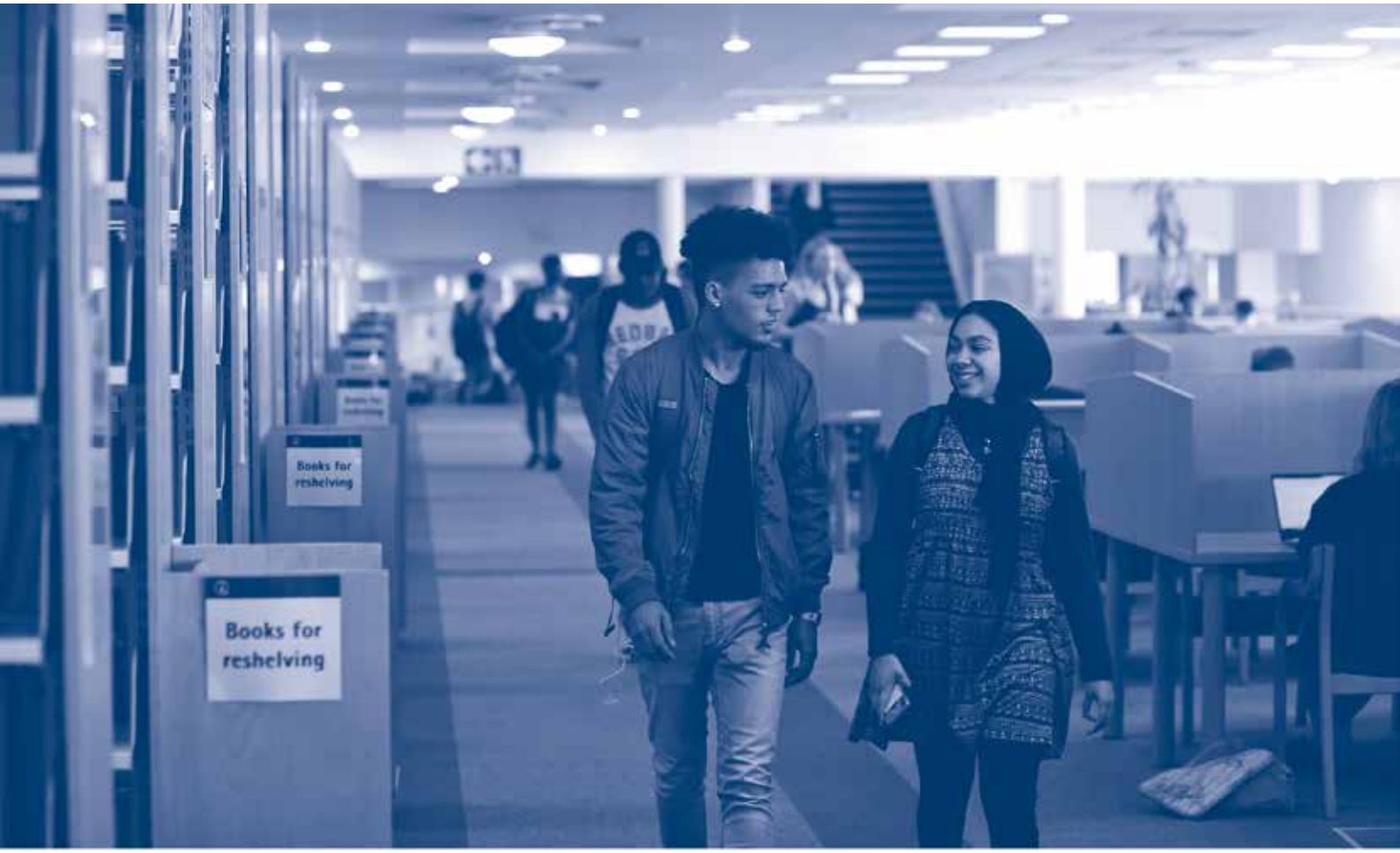
Several students found the first months of studying at university overwhelming. Many achieved good results at school, and the experience of doing less well or even failing at university deeply unsettled them. Frequently, they did not know how to adjust their plans, or where to turn for help:

> "When one thing goes wrong, it means like my whole plan is just … it's more like my foundation is cracked. The whole building's just going to come down. So, now I have to start afresh and make a whole new plan. So for me, it takes like a whole week trying to figure out things and like, no, actually, when I fail, it really crushes me."

And this from another student:

> "I understand that. I feel like most of your first year is made up of lying in bed, thinking about your failures, and trying to revise your plan. Okay, maybe I can't do this thing anymore. Maybe I should just resort to something else. But what is easier? I don't think anything's easier. And it's just, they don't tell you that you're going to fail this much. And maybe they don't call it failure, they tell you that, okay you might not do as well, but they don't tell you the extent to which you will not do as well."

Students felt that the possibility of transferring to an extended curriculum might relieve pressure and offer space and time to engage better with the transition to university. However, since a transfer was linked directly to assessment, it felt punitive. It was offered only to "those people [who] actually got less than 50", instead of as a beneficial pathway planned intentionally. In this context, students felt that the way they became aware of the extended curriculum made transferring stigmatising. A student said: "I wish they would make it less of a second choice … tell more people about it." Students reported that they would go to advisors with their minds made up to transfer, only to be told that their reason was not "valid". A suggestion from students was that peer advisors (not only faculty advisors) should communicate the advantages of transferring to an extended curriculum at the beginning of the year. One student described the



difference it made to get advice from a peer advisor instead of only from a faculty advisor:

> "You look at them [faculty advisors] ... and you're like, 'You don't even know what I'm going through!' I feel like with a group of students, you know, because they went through this, I can trust them."

Students said that lecturers or course convenors were not best placed to give developmental advice, since there could be a conflict of roles. Course convenors "can't be objective" as advisors as they assess students; and "it's very difficult also to approach someone [who is] giving you all this

hard work and expecting you to make it". An advisor not involved in their academic studies, for instance, someone based in the faculty office, was seen as capable of giving more objective, helpful and caring advice. Students also stressed the importance of getting advice from peers who had gone through similar experiences, although they cautioned against inappropriate reliance on peer advising:

> "It seems as though now we have to take on the roles of being a psychologist and we have to talk to our friends and support each other and it can get tough on us as well because we're not really experienced and it's hard to be objective and not take in all those emotions that are experienced by someone else. So, it's like, I wish they [the university] could just improve their system."

Students commented on how important advice and information about support services were communicated to them. They said that they felt overwhelmed by the high volumes of email and struggled to keep up. They said many students did not or could not check their emails regularly. Students often relied on word of mouth to find out about academic and other support services on campus, and many did not know about the available institutional support. Students based on the Health Sciences campus felt particularly isolated from institutional networks. They recommended fewer announcements and that critical information be sent out via WhatsApp groups or posted on social media sites. They valued interactive WhatsApp groups and sites.

Design of evidence-based academic advising initiatives and building capacity

In 2019 the Academic Advising Project supported several initiatives in response to the evidence gathered from students. Below we report on the project activities across the institution and initiatives undertaken with three faculties: Science, Commerce and Health Sciences. The Academic Development Programme (ADP) units located in these faculties served as important hubs for shaping advising practices.

Faculty of Science

Members of the Science ADP (SADP) analysed obstacles to student progression to desirable majors (like genetics and molecular biology), as well as postgraduate studies in the biological sciences. They participated in a project analysing the obstacles to progression that first-year mathematics courses pose for many science students. The aim in both cases was to design curriculum pathways supportive of student progression and success in these areas and to strengthen related advising practices.

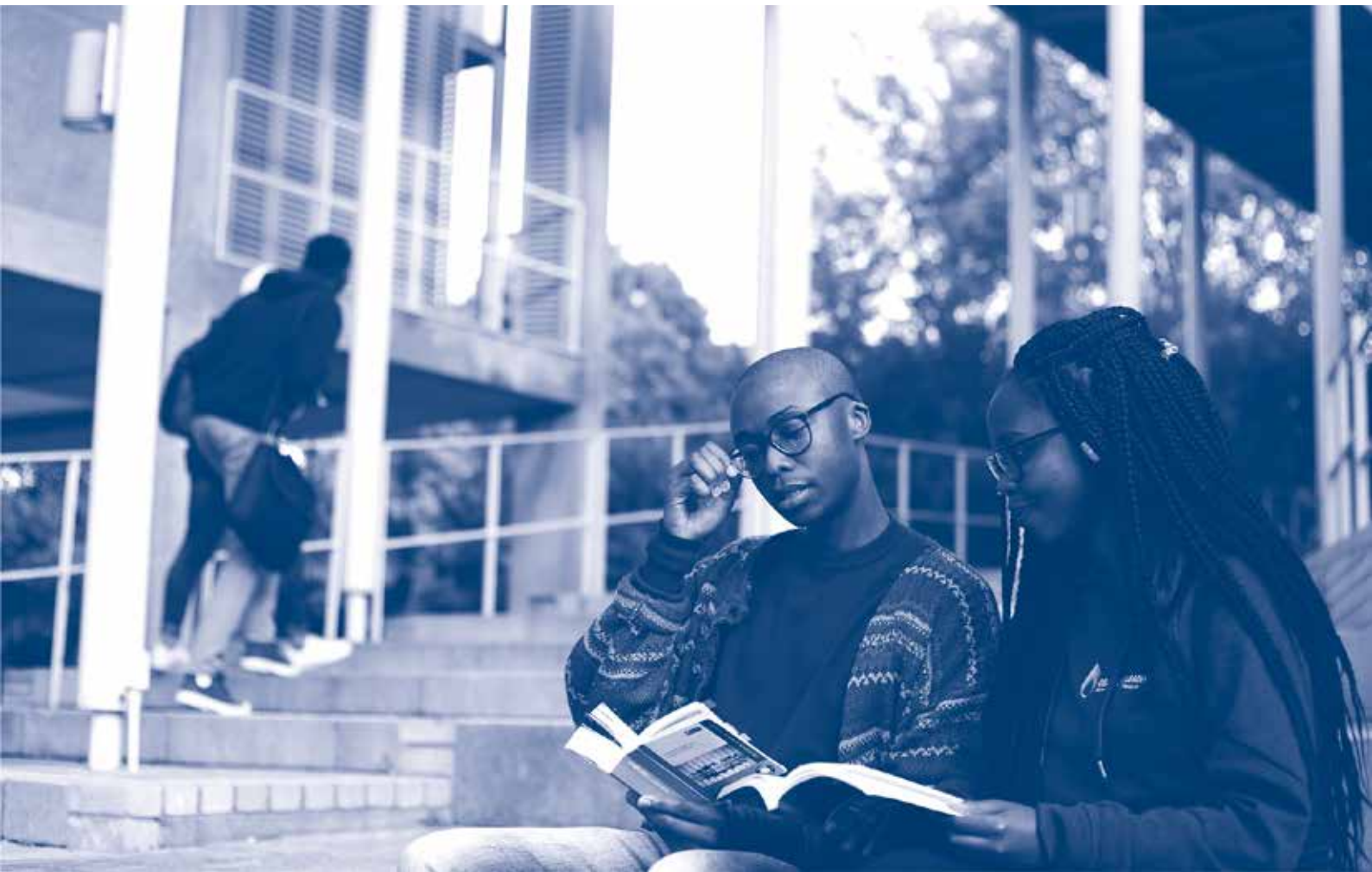
The work started with simplifying the curriculum information and rules and presenting these in a reader-friendly format that would benefit both faculty advisors and students. The timetable was also adjusted to facilitate a choice of curriculum pathways. The team drafted a glossary of unfamiliar terms and guidelines for giving curriculum advice, as well as a set of guiding questions that students could draw on when visiting a faculty advisor. Because of the wide range of course selections and broadly formative qualifications offered in the Faculty of Science, students are in particular need of exploring career objectives and possibilities (lack of direction in career goals and aspirations could lead to demotivation in their studies).

The Academic Advising Project and the SADP support a partnership between the Faculty of Science, the UCT Careers Service and the Centre for Innovation in Learning and Teaching (CILT) in CHED. It involves the

development of a set of interactive online science Careers Discovery modules to introduce first-year students to the world of work. It will explore the professional outcomes of particular disciplines and how skills gained in a science degree could be transferred to other contexts, show students the value of being involved in extramural activities, and assist them in building a CV that showcases their skills. The aim is to pilot these modules in 2020.

Faculty of Commerce

The Commerce Educational Development Unit (Commerce EDU), in partnership with the UCT Careers Service, has been a pioneer in putting together a model of holistic and integrated developmental advising over the past decade. This work has influenced other faculties. It comprises two semester-long courses, the first of which is Step Up. This focuses on students' transition into higher education, acknowledges their sociocultural contexts, taps into their agency, builds resilience, explores



their personal goals and develops a sense of community. The second course, Careers Discovery, focuses on developing an understanding of commerce disciplines and their relation to the world of work while exploring students' professional and career goals. The Faculty of Commerce mainstreamed the content of these courses as part of a credit-bearing course, the Commerce Case Study, which orientates all first-year students in Commerce to the personal and professional dimensions of their studies. The Academic Advising Project endorses these fully integrated developmental courses as a model of curriculated advising that should be extended to other faculties.

Faculty of Health Sciences

Health Sciences started the peer advising hub with funding from the Ikusasa Student Financial Aid Programme (ISFAP) and under the auspices of the Faculty of Health Sciences Educational Development Unit (FHS EDU). The hub, called the Student Resource Centre, became an initiative of the Academic Advising Project in 2019, in partnership with the ISFAP programme managers. Their professional advising experience added significant capacity to the project. The Academic Advising Project now assists with funding, guidelines, materials, training and a referral protocol. Based in the Groote Schuur Old Main Building, the Student Resource Centre is a walk-in centre where senior peer advisors interact informally with junior students. They facilitate first-year students' transition and integration into higher education and offer academic and other forms of support to first- and second-year students. The centre also runs a pop-up desk in the Anatomy Building to answer student queries and promote the centre. In recognition of

the importance of not over-burdening peer advisors with students' personal and academic problems that they are not equipped to deal with, the Academic Advising Project team and their partners have carefully defined the peer advisors' roles and responsibilities and provide training and debriefing opportunities. Peer advisors' primary roles are offering a first point of contact with the faculty, providing basic advice and support, and referring students on, connecting them to information about support structures and services across campus. The Academic Advising Project has developed a stakeholder map of student support services to facilitate referral work.

Challenges encountered in 2019 and the way forward

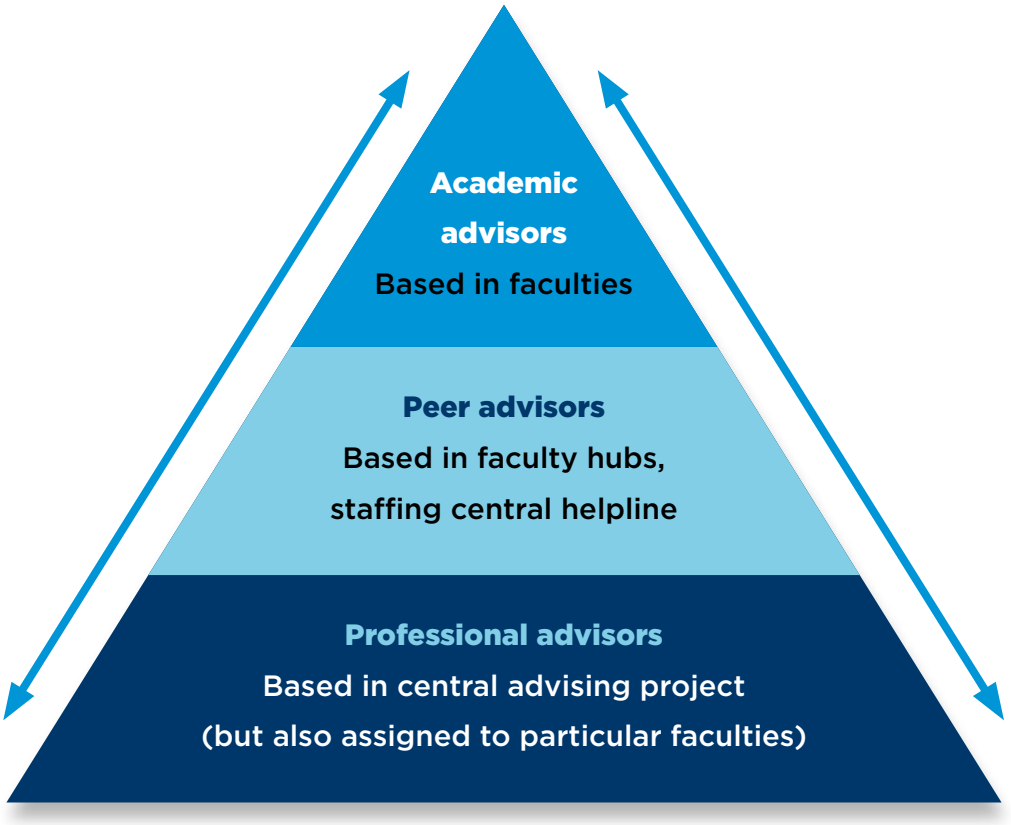
A key challenge during the year under review was to identify and allocate capacity and suitable expertise to the Academic Advising Project. UCT's two ISFAP programme managers joined the project in 2019, bringing with them valuable expertise in professional advising and experience of using a student tracking system. The project appointed a part-time research assistant and youth development practitioner to assist with gathering and analysing evidence provided by students and to develop materials for use in pilot initiatives. Two staff members participated in the national training workshop offered annually at the University of the Free State.

Another challenging area is developing appropriate technology to make advising more accessible and efficient across the institution. In 2020 the Academic Advising Project will investigate the possibility of developing a central advising portal, a digital helpline staffed by peer advisors, and a chatbot to communicate important institutional information to students and to connect them to institution-wide support services.

Finally, a significant challenge is getting access to streamlined systems and student performance data as they are currently housed and managed in different locations. In this respect, the project plans to participate actively in both the Data Analytics for Student Success (DASS) project and UCT's future partnership in the Siyaphumelela network to make reliable, user-friendly and up-to-date data systematically accessible to staff and students for advising purposes.

A proposed model for academic advising

The model of academic advising proposed for UCT based on evidence gathered so far, and the pilot initiatives described above, is a hybrid, integrated system of faculty-based and centralised advising services, as indicated in the diagram below.



Three tiers of advisors indicated in the diagram would provide integrated academic advising services:

1. Faculty-based curriculum advisors who advise students at key points of the academic year on constructing viable curriculum pathways (including the extended curricula in the faculties where they are available) following a set of systematic advising guidelines and the criteria of the faculty. (This tier of advisors already exists in the faculties, but their roles and practices vary and students from various faculties do not get the same level of service.)

2. Faculty and residence-based peer advisors, who facilitate face-to-face interactions or engage students via tools such as a helpline, work to build confidence in help-seeking behaviour, resilience and engagement, and promote engagement through a university-wide referral system.

3. A team of professional advisors based in the central Academic Advising Project (and also assigned to particular faculties) to update UCT's Academic Advising portal and referral network, develop materials and guidelines for faculty and peer advisors, track students' progress on a range of personal and performance indicators (as currently in use in ISFAP). They will also engage students in broader developmental and exploratory activities related to their personal growth, academic studies and career goals in partnership with CHED's Careers Service. These centrally located professional advisors would manage future advising tools like a helpline and chatbot, and train, supervise and support the peer advisors.

Advisors at all tiers would form part of an extensive referral network involving stakeholders like Recruitment, Financial Aid, the Student Wellness Service, Student Housing, Orientation, etc. Ideally, most of the

objectives and outcomes of academic advising would be embedded in the curriculum as credit-bearing core courses or modules in existing courses. Advisors at all tiers could contribute to the development and delivery of such courses or modules.

1.2 COURSES IMPEDING GRADUATION PROJECT

Introduction

The CIG Project is a research and development initiative of CHED. Its goal is to address the problem of high failure rates in courses that are obstacles to student retention and progression. This report lays out the background, aims, objectives and outcomes of 2019 and the implementation of a CIG-specific project in the Department of Mathematics and Applied Mathematics in the Faculty of Science.

Background and rationale

There is a significant body of scholarship on student retention[1] in higher education that points to key determinants that influence whether students successfully pass courses and ultimately graduate or not. They recognise, on the one hand, the influence of students' backgrounds measured through demographic variables such as socio-economic status, schooling, race and gender, and, on the other hand, there is a range of variables within the institution: academic, environmental and social. These models propose a complex interplay between students' "commitments" (including the resources they bring with them) and

1 Tinto (1975) is the seminal work in this area, but there have been many studies done in South African higher education, including most recently Case, Marshall and McKenna (2018) *Going to University*.

institutional conditions that influence the extent to which students successfully integrate and ultimately succeed in their degrees. CHED has a long-standing commitment to the quality of teaching and learning with particular responsibility for addressing the ongoing impact of educational inequality on student performance at the university. Students' access into university, placement onto and progression through appropriate curricula, as well as the quality of their overall learning experience, is central to CHED's mission.

Before we enter into the actual discussion of this project at UCT, it is important to remember that the issue of access and success has been a constant focus of South Africa's higher education policy since 1994. The point of departure informing the conceptualisation of the issue has always been the impact that colonialism and apartheid have had in the development of racialised inequality. The task of the university in relation to this is to understand how curriculum and pedagogy support or hinder

the possibility of undoing inequality. In thinking about CIGs it is important that we bring together educational, sociological and political frames that make clear that improving student success and reducing the achievement gap are not technical matters.

"During 2014 and 2015, CHED facilitated a process of faculty consultation that surfaced some of the contextual complexities of solving 'high-risk course' challenges."

For nearly 10 years, UCT's Institutional Planning Department (IPD) has been producing data on so-called "high-risk courses" offered by the university, ie courses with a failure rate of 25% or higher for three consecutive years. These courses are often also service courses, meaning that they are requirements for entrance into several different academic programmes, departments and faculties. As a result, they not only contribute to high failure rates but also have an overall high impact on programme progression. Hence the title Courses Impeding Graduation Project.

The analysis of these courses has become increasingly granular, but the use of the data for addressing the challenges has been slow and uneven across faculties. Over the years there have been several attempts to "flag" these courses as an institutional priority, requiring faculty buy-in, more support and improved resourcing. During 2014 and 2015, CHED facilitated a process of faculty consultation that surfaced some of the contextual complexities of solving "high-risk course" challenges. The high-risk course may not be the only problem or even the cause of the problem. The broader context of the degree, the pre- and co-requisites, and issues of workload need to be considered as well.

Recently, in an attempt to address some of these issues, there has been a shift at UCT to allocate these CIGs to typically younger, enthusiastic and pedagogically skilled lecturers. This move has resulted in not only more

dedicated teaching but a range of pedagogical innovations, eg learning laboratories with whiteboard problem-solving, Saturday workshops and innovative uses of educational technology, to name a few. However, the high failure rates have remained stubbornly in place, suggesting that some of these challenges cannot be addressed only through pedagogical interventions.

At the end of 2018, the T&L Comm commissioned a working group to consult each faculty to identify and prioritise its courses with the highest impact on and most risk to academic success and to put them forward for further investigation. Conversations took place with deputy deans.

Table 1: List of courses provisionally identified by the faculties

No.	Course	Course description	Already a CIG?
1	ECO1010F	Microeconomics	No
2	ECO1010S	Microeconomics	Yes
3	ECO1011F	Macroeconomics	No
4	ECO1011S	Macroeconomics	Yes
5	ECO1110F	Microeconomics	No
6	ECO1110S	Microeconomics	Yes
7	MAM1000W	Mathematics 1	Yes
8	MAM1005H	Mathematics 1005	Yes
9	MAM1006H	Mathematics 1006	Yes
10	MAM1020F	Mathematics 1A for Engineers	No
11	MAM1021S	Mathematics 1B for Engineers	Yes
12	PBL2000W	Constitutional Law	No
13	PBL2002W	Constitutional Law (Extended)	Yes
14	PHI1010S	Ethics	Yes
15	PSY1004F	Intro to Psychology Part 1	No
16	PSY1005S	Intro to Psychology Part 2	No

In 2019 the faculties of Science and Commerce gave firm commitments to address the challenges posed by these courses. Science selected courses from the Department of Mathematics and Applied Mathematics: MAM1000W, MAM1005H and MAM1006H. Commerce chose courses from the School of Economics: ECO1010F/S, ECO1011F/S and ECO1110F/S. Each suite included the mainstream course and the extended versions of the course. Consultations with the remaining faculties are ongoing and regarded as a priority in 2020.

The terms "mainstream" and "extended" refer to curriculum structures that have been in place at UCT for decades in all existing faculties. These were set up in the 1990s to address the performance gap between highly academically prepared students from historically well-resourced public and private schooling, and "disadvantaged" students from poorly resourced public schooling. The performance gap takes on a variety of forms, depending on the faculty, but essentially requires an extra year of credit-bearing, hence subsidy-generating curricula. Thus, in each cluster of CIGs per faculty, there is an analysis of the regular mainstream courses (eg MAM1000W) and the extended courses (eg MAM1005H and MAM1006H).

Aims and key questions

The CIG Project aims to address the challenges of high-risk courses that result in high failure rates, with a particular focus on the experience of Black students, and a view to reducing the achievement gap between Black and White students. This is all the more important considering that UCT attracts some of the top academic talent in the country.[2] Despite this, and the fact that the completion rate per cohort is high

2 In 2018 76% of UCT first-time entering undergraduates had an NSC aggregate of B or above (*2018 Teaching and Learning Report*, p. 136).

(the 2014 five-year-survival cohort completion rate is 73%[3]), some problems need attention. When the data is disaggregated, it is clear that some faculties have more significant challenges in retaining and progressing students[4], eg the faculties of Science and EBE, and that Black students are more at risk of failing or of passing with comparatively low marks.

"UCT attracts some of the top academic talent in the country. Despite this, and the fact that the completion rate per cohort is high (the 2014 five-year-survival cohort completion rate is 73%), some problems need attention."

The persistent gap between the completion rates of Black students, compared with those of White students[5], constitutes a particular concern. To compound these challenges, some of the long-standing interventions to address these performance gaps need to be reviewed regularly to ensure that they are responsive to the changing needs of students. Among them is the need to revisit the relationship between the mainstream and the extended curricula.

Despite many sources of existing institutional data, UCT has not used this data optimally to understand and address the challenges. Thus, an additional objective of the CIG Project is to bring different sources of data to bear on this crucial area of concern. The second aim of the project is, therefore, to contribute to a data-informed institutional strategy towards the academic success of students.

3 *2018 Teaching and Learning Report*, p. 152.
4 The 2013 cohort completion rates for Science, EBE and Law were 68%, 65% and 52% respectively (*2017 Teaching and Learning Report*, Table 20a).
5 The 2014 cohort completion rates for Black and White students were 61% and 85% respectively.

The central question is, "For whom is the curriculum working (or not) and why?" The notion of a curriculum "working" involves a number of variables that include how the course is contributing to the development of graduate attributes necessary for the student's chosen pathway into the world of work. This project aims to contribute to a richer conceptualisation of what is meant by "student success" and what its key indicators are at UCT. For the project in 2019, "working" simply refers to who is passing (or failing) the selected CIG-investigated course, and why.

The project uses various sources of data to reflect on the appropriateness and effectiveness of the curriculum and pedagogy. In other words, the interest is in who is "at risk", in order to gain an understanding of what part of the curriculum and/or the pedagogy is putting students at risk and what can be done about it.

The CIG Project sets out to address the following specific questions:

1. What are the variables that offer the strongest indicators of students who are most likely to be at risk in their performance on selected CIGs?
2. What complementary roles do the National Benchmark Tests (NBT)[6] scores have to offer?
3. What do the NBTs reveal about the relative importance of mathematics, academic literacy and quantitative literacy subdomains to students' performance on selected CIGs?
4. What is the diagnostic potential of this analysis for assisting academic staff in anticipating student engagement with course resources and aligning the curriculum and pedagogy accordingly?
5. What are the variables that offer the strongest indicators of students who are most likely to be at risk in completing their undergraduate degree, ie what is the impact of passing or failing the CIGs on progression towards their degree?
6. What are the students' perspectives on factors that contribute to their risk in these courses, ie what do students say about their experience of failing the CIGs?
7. In what ways does current student engagement on the CIGs strengthen or weaken the predictability of the "risk profiles" identified in 2 above? In particular, what does student engagement with resources of the course (eg textbooks and/or lecture recording) tell us about students' potential risk factors?
8. What are the implications of these risk profiles for curriculum review: decisions about appropriate curricula, mechanisms for placement, models of extended curriculum provision, and early assessment,

6 National Benchmark Tests are available to any university applicant. They are measures of university preparedness. They assess in three domains: academic literacy, quantitative literacy and mathematics.

ie what particular interventions are needed to reduce the at-risk students' experience in these CIGs?

Methodology

The project draws on four sources of data to understand the reasons for these high failures:

- quantitative analysis of historical course performance
- qualitative data of students' experiences in the courses
- data on student engagement in the course
- formal and informal engagements with academics who convene, teach or have taught these courses, and engagements with departmental leadership.

The focus of the project has been to develop a way of dealing with quantitative data, including statistical analysis, further data analysis and data visualisation. The first step of the analysis was to produce a list of high-risk courses for the period 2015 to 2017 and conduct a statistical analysis consisting of correlations using analysis of variance of the relationship between a range of variables and CIG performance. The variables include race, gender, home language, school achievement scores (as measured by the National Senior Certificate [NSC] overall aggregate, as well as aggregates for mathematics and English) and readiness for university (as measured by NBTs for mathematics, academic literacy and quantitative literacy). These two sets of tests provide data for tracking student performance retrospectively (how well learners achieved at school) and prospectively (how prepared learners are for university entry). For ease of reference, the NSC is referred to as "school achievement" and the NBTs as "university preparedness". The quantitative analysis was completed for all the CIG courses and will be discussed in each of the course-specific sections.

The 100UP programme is a three-year enrichment initiative that directly addresses the low numbers of disadvantaged learners from Western Cape townships entering the university. Pictured with some of the 100UP learners are Medeé Rall, the director of the Centre for Extra-Mural Studies (left), student assistant Knowledge Mahbena (second from left), 100UP manager Ferial Parker (third from right) and Shireen Gamieldien (second from right).

Overview of findings

In response to the question, "For whom is the curriculum working?", ie "Who is not at risk?", there is a consistent pattern across all the CIGs irrespective of disciplinary content. There is a significant difference between those who fail and those who pass on all the selected variables, namely school achievement, university preparedness and demographic data. The only exception is gender. Findings disclose that the CIG courses are working for White, English/Afrikaans home language students who are high performers on school-leaving and university-preparedness test scores. The CIGs are "not working" for students who are Black, other than English/Afrikaans home language speakers, and with lower school-leaving and university-preparedness test scores. The latter students registering for these courses are statistically at risk of failure. From this overall pattern, the project seeks to explore this uniform pattern

in more depth for each cluster of CIG courses. Further interpretations and preliminary explanations can be found in the CIG course-specific sections of this report.

General outcomes for 2019

The academic year saw a renewed project-driven approach to addressing high-risk courses at UCT. The strategy to work directly with each faculty has created a strong sense of ownership of the challenges associated with these courses, as well as a high degree of commitment to finding solutions. Through this undertaking, the CIG Project team, including the departmental academic staff, have participated in data-informed decision-making.

The experience and outcomes of the CIG Project have resulted in proposals for two different sources of additional funding to scale up this

data analytics work. On the data front, the project has developed and will continue to refine prototypes for course performance data to assist curriculum review at UCT. The emerging findings of the project have been disseminated through some internal presentations.

The way forward and strategies for 2020

The CIG Project will continue to consult with the remaining faculties. Data on the CIGs within the faculties of EBE and Law has been collected. Co-working with the deputy deans of teaching and learning and staff of these faculties will commence in 2020. There have been discussions with the Faculty of Humanities around the challenges associated with the CIGs in philosophy. The dialogue will continue in 2020. The Faculty of Health Sciences does not technically have any CIGs. However, a discussion has begun and will continue around courses that impede graduation for certain groups of students. The CIG Project will follow the curriculum review processes that are under way in the Department of Mathematics and Applied Mathematics and those in the School of Economics. How these courses address the challenges that comprise a significant proportion of their students' experience will be the decisive measure of the success of the CIG Project.

1.3 MULTILITERACIES

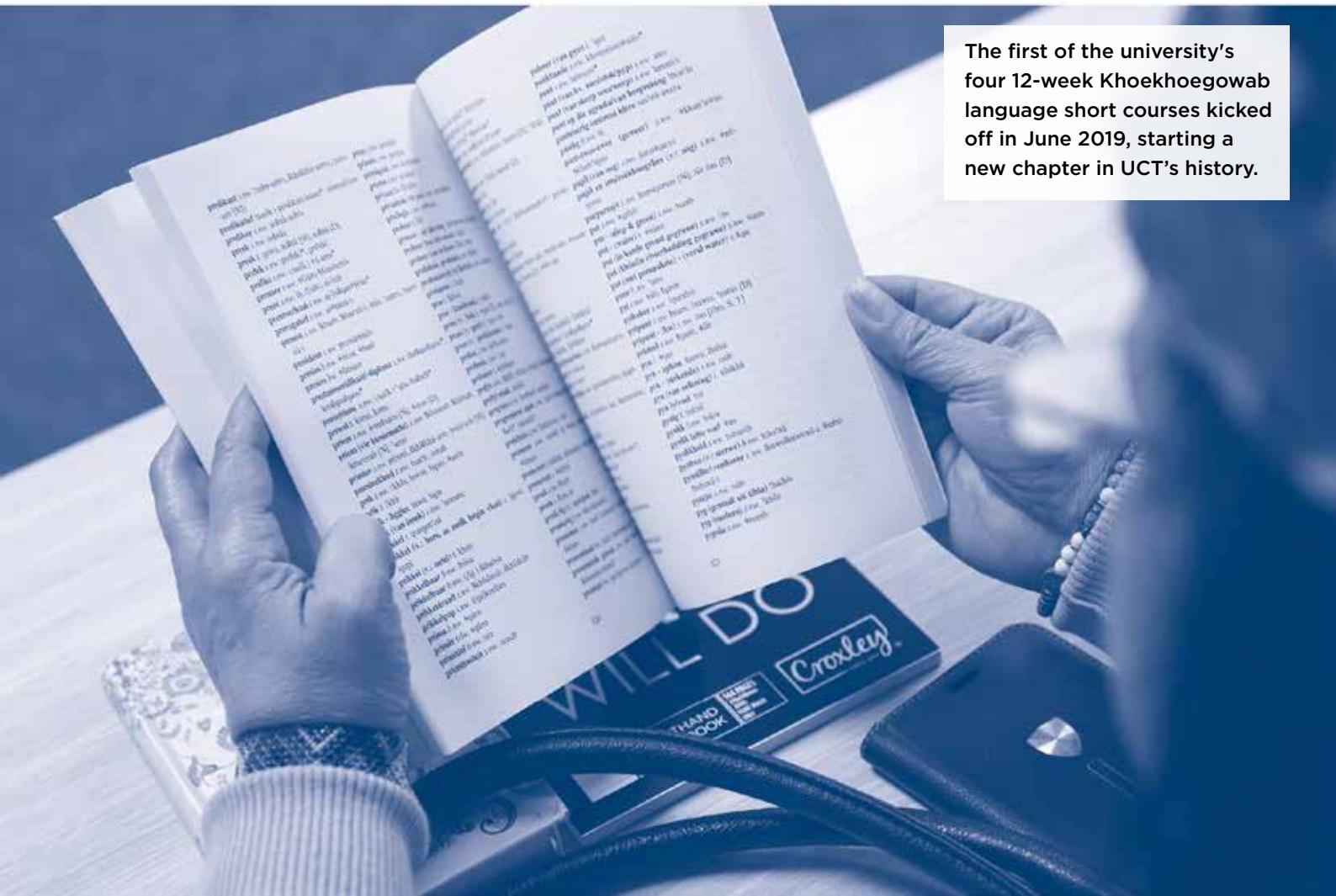
Developing a collaborative multiliteracies network in support of curriculum, student and staff development

The Academic Development Programme (ADP) consists of five faculty-based and two cross-faculty units. Last year's report showcased the work of two of the faculty-based units: the Humanities Education Development Unit (Hum EDU) and the Academic Support Programme for Engineering

in Cape Town (ASPECT), the ADP unit in EBE. This year's report focuses on the collaborative network of pathways that the Numeracy Centre and the Language Development Group offered in and alongside UCT's formal curricula to strengthen and enhance the curriculum, student learning, early professional development of postgraduate consultants and tutors, and staff capacity at UCT.

The concept of multiliteracies

Both units embrace the concept of literacies as multiple and socially embedded. Literacies are therefore not taught as decontextualised skills. Instead, opportunities are created in, and in conjunction with, the curriculum for staff and students to explore academic language and quantitative literacies as living practices integrated into social experiences and activities. Both units further acknowledge the multi-



The first of the university's four 12-week Khoekhoegowab language short courses kicked off in June 2019, starting a new chapter in UCT's history.

modality of literacies and the critical role that digital and information literacies play in university-level teaching and learning. In 2019 these two units together reached approximately 15 000 students through a network of accredited courses, workshops, online and blended-learning resources and consultations.

The Numeracy Centre

In 2019 the Numeracy Centre continued to provide alternative access routes to directions of study that require mathematics or a high level of quantitative literacy. Several of the Numeracy Centre's first-year courses formed part of the extended curricula run by the ADP in partnership with the faculties of Humanities and Health Sciences. The centre also offered other important access routes to first-year students who arrive at university and find that they are blocked from pursuing certain

desirable majors or are inhibited in their academic progress because of insufficient proficiency in mathematics or quantitative literacies. The Numeracy Centre offered two credit-bearing courses that successively scaffolded access for students who entered the Humanities faculty without the mathematics prerequisites needed to major in psychology. Likewise, a mathematics conversion course created access routes to economics and the biological sciences. The Numeracy Centre further supported students in Law and the Health Sciences, running courses and workshops that facilitated access to learning materials encountered in other parts of the curriculum.

The Numeracy Centre's materials and activities were firmly embedded in relevant socio-economic and disciplinary contexts, eg the financial and social situation of students during the Fees Must Fall period or the health situation of children and youth in South Africa. Much of the teaching and learning took place in computer laboratories, where many students for the first time learnt to use a computer and received a firm grounding in the affordances of Excel software. The Numeracy Centre also enhanced student performance in later years of study, mainly by embedding interactive computer-based tutorials in the disciplines (reaching 2 300 students), helping to enrich the curriculum significantly at all years of study. These tutorials covered a wide range of competencies, such as developing students' three-dimensional awareness in human biology, enhancing their understanding of statistical concepts in senior psychology and commerce courses, or building their data representation skills in psychology.

The Language Development Group

The Language Development Group (LDG) contributed to a network of pathways, focusing on key transition points in students' educational journeys: from school to first year and throughout their undergraduate studies, from undergraduate to honours, master's and PhD studies, or from any of these to the workplace, and in the opposite direction, from the workplace back into university-level studies. In establishing this network, the unit collaborated with disciplinary experts in the faculties, educational technology experts in CILT, data experts in the Centre for Educational Testing for Access and Placement (CETAP), UCT Libraries and UCT Careers Service.

At first-year level, the digitally mediated course Writing in the Humanities introduced students to the disciplinary discourses of the faculty, built digital literacies and formed part of the faculty's extended curricula. A further course supported the multiliteracies development of students in the performing arts. (These students often enter university with strong competency and interest in performance and frequently get tripped up by the requirements of their academic courses.) This year saw the launch of a blended first-year course housed in African Studies called Writing Across Borders. The course aims to facilitate students' transition into the higher levels of study in the Humanities curricula by allowing them to "practise" disciplinary discourses at an advanced level and conduct their own research, culminating in a research report.

Apart from credit-bearing courses, the LDG offered a wide range of academic literacies workshops reaching 1 224 undergraduate and postgraduate students across many different departments and in all of UCT's faculties. These workshops frequently involved close collaboration and continued partnerships with disciplinary experts and resulted in curriculum planning, materials development, collaborative teaching,

tutor support and writing circle facilitation. The LDG work extended into the Writing Centre based on upper campus (and a satellite at the Graduate School of Business) and the Health Sciences Writing Lab based in the Groote Schuur Old Main Building. Additionally, the unit supported the Law Writing Centre by providing consultant training. Together the Writing Centre and Writing Lab offered individual consultations to 1 215 undergraduate and postgraduate students and conducted 127 workshops attended by more than 10 000 students. Thirty-seven staff members availed themselves of these workshops, while another 31 staff members attended workshops arranged explicitly for staff.

Moving beyond UCT, the LDG's massive open online course (MOOC) *Writing Your World*, reached over 6 000 participants on the Coursera platform. Learning analytics revealed that participants used the MOOC

The Writing Centre team packs up ahead of their move to their new home in the main library's Vincent Kolbe Knowledge Commons.

in multiple and strategic ways: School or university students, for instance, selected areas in which they wanted to develop; educators used parts of the course as a set of resources in their own teaching; and professionals used the course as a professional development opportunity.

The LDG continued to expand its suite of postgraduate writing courses and resources, as existing offerings were refined and extended in partnership with other areas of the university and other institutions. Pathways design involved assembling a variety of writing courses and resources in ways that enabled students to develop their own writing routes as they negotiate postgraduate studies. These writing spaces were configured as a growing network of diverse writing courses and resources forming multiple writing pathways for postgraduate students, as captured in the image below:

Monitoring and evaluation of this network of resources revealed that these spaces and pathways enabled postgraduates to participate across multiple writing development opportunities and to determine their own developmental aims.

The LDG contributed to staff development by participating in the Emerging Researcher Programme and by mentoring CHED staff in their journey to developing strong researcher identities. The unit also participated in a group supervision project to foster a more collaborative approach to supervision and knowledge production.

The way forward for the cross-faculty units

In future, greater collaboration between the two cross-faculty units is envisaged. The units already share key aims, objectives, a conceptual framework and several practices that would facilitate the expansion of existing multiliteracies networks and the design of new pathways.

In conclusion, there are a few areas for the two units to develop together.

- Both units annually train a sizeable cohort of postgraduate tutors and writing centre consultants. The training and guided practice that tutors and consultants undertake help mould future academics who cultivate an educational ethos and disposition towards embedding academic literacies in the disciplines and authentic social contexts. While the units at the moment conduct all training separately, opportunities could be created to bring these two cohorts together, at least for some of the time, for joint early professional development and induction into the theory and practice of integrated multiliteracies education. Every year several of these postgraduates transition into the academic workplace. Such joint training would be an early investment in strengthening the multiliteracies capacity of future academics.

- Conducting a few training sessions together would allow for the expansion of the services of the writing centres to include trained consultants to advise students on improving their digital literacies skills, use of quantitative software, representation of visual data and incorporation of quantitative data into academic writing.
- Greater collaboration between the units and joint postgraduate training opportunities would also make it possible to adjust existing and co-design new online, blended and face-to-face courses, modules, workshops and learning materials aimed at enriching the curriculum and developing multiliteracies competency among students and teaching staff.

The image of a network of writing pathways currently used by the LDG to capture their multiple services to postgraduates could offer a useful tool for the two units to co-design a collaborative and comprehensive multiliteracies network extending throughout the undergraduate curriculum and into postgraduate and staff development opportunities.

1.4 ACADEMIC EXCLUSIONS: REFLECTIONS ON CHANGING PRACTICE

Last year we focused on the limitations of the policies that regulate deferred examinations and academic exclusions. The 2019 sittings of the faculty-based readmission appeal committees (RAC) in relation to student performance during 2018 were particularly difficult as they took place under considerable student pressure. The sittings of these committees and of the Senate Committee of RAC chairs in 2020 in relation to the 2019 academic year had their own problems but worked better than in previous years.

Over the past five years, academic exclusions and deferred examinations have become contested processes. Members of the committees who deal with these processes have been under enormous pressure from students, student activists and management.

Starting in 2018, the faculty-based RACs, as well as the Committee of RAC chairs, have been reflecting about the process of academic exclusions, its limitations and the improvements that could be introduced in the short- and medium-term. In parallel, during 2019 there was considerable work done with the Students' Representative Council (SRC) in discussing academic matters. This included an engagement with the new (2020) SRC on academic exclusions and deferred examinations as part of their

induction. This was one of the recommendations made by the chairperson of the Senate Committee of RAC chairs last year.

During the actual period of RAC sittings, the UCT executive met regularly with the SRC to deal with issues of academic and financial exclusions with a view to troubleshooting. The chairperson of the RAC chairs committee reported that engagement with the SRC this cycle was robust but constructive. Having an open and ongoing channel of communication with the SRC enabled this engagement. By and large, there was high commitment from the SRC to this process, and members understood their roles to be in the best interests of the students, but not at all costs. Ongoing engagement with SRC members as to their roles on RACs needs to be continued. Most faculties reported positive engagement by student representatives. There is still much work to be done in this area but considerable progress has been made in the past two years.

UCT's Students' Representative Council 2019/20 with VC Prof Mamokgethi Phakeng.

Regular meetings of RAC chairs helped the process and assisted in building a community of practice around RAC processes, challenges and deadlines. Conversation among chairs – as far as possible, given the differences across faculties – also assisted with RAC processes and shared practices.

At the end of 2019, the Faculty of Science put forward a proposal for faculty examinations committees not to exclude students in their first year of study and students who fail for the first time. Instead of being excluded, these students should be put in some form of probation with sufficient guidance and support. The proposal was presented to the Senate Executive Committee, which advised waiting until this year, 2020, to open this conversation. This notwithstanding all faculties having discussed the proposal to which they gave varying degrees of support.

Interestingly, the statistical information about the process of academic exclusions for the 2019 academic year shows that on average 23% fewer students were excluded in 2020 than in 2019. This meant that all faculty RACs had to deal with fewer appeals. At the same time, students allowed to continue under different codes were on average 79% of the appeals, with 20% remaining RENN (academically not eligible to continue) this year. In all faculties, there has been an increase in the number of RENN students and a decrease in the number of continuations.

Equally important is the fact that out of a total of 89 RAC reviews requested, around 90% were upheld by the vice-chancellor's appointee. Decisions were overturned in three cases. Tables 2 and 3 present the detailed outcomes of the RAC process.

Table 2: Total students with RENN status given option to appeal

	2019	2020	% CHANGE
COM	287	195	-32,1%
EBE	318	222	-30,2%
FHS	61	42	-31,1%
HUM	247	234	-5,3%
LAW	115	91	-20,9%
SCI	144	111	-22,9%
TOTAL	**1172**	**895**	**-23,6%**

Table 3: Summary and comparison of readmission appeal committee decisions: 2019–2020

	TOTAL APPEALS			RAC*			REMAIN RENN		
	2019	2020	% CHANGE	2019	2020	% CHANGE	2019	2020	% CHANGE
COM	225	101	-55%	205	94	-54%	20	7	-65%
	100%	100%		91.1%	93.1%		8.9%	6.9%	
EBE	222	133	-40%	209	96	-54%	13	37	185%
	100%	100%		94.1%	72.2%		5.9%	27.8%	
FHS	38	28	-26%	30	20	-33%	8	8	0%
	100%	100%		78.9%	71.4%		21.1%	28.6%	
HUM	137	94	-31%	125	72	-42%	12	22	83%
	100%	100%		91.2%	76.6%		8.8%	23.4%	
LAW	73	54	-26%	56	40	-29%	17	14	-18%
	100%	100%		76.7%	74.1%		23.3%	25.9%	
SCI	136	83	-39%	90	70	-22%	46	13	-72%
	100%	100%		66.2%	84.3%		33.8%	15.7%	
TOTAL	**831**	**493**	**-41%**	**715**	**392**	**-45%**	**116**	**101**	**-13%**
	100%	**100%**		**86.0%**	**79.5%**		**14.0%**	**20.5%**	

Notes on Table 3:

1. 2019 figures are final totals as reported by the Senate Readmisson Review Committee (SRRC).
2. 2020 figures show the status quo at 7 February 2020, as reported by individual RACs. Any decisions made subsequent to this date are not reflected.
3. Appeals submitted late and not condoned by the chair of the SRRC do not appear here and are presented in tables 3A and 3B, which follow.
4. *RAC includes the following: RACC (concession to continue), RACB (concession to continue after semester-one probation), RACF (concession to change programme within faculty), RACL (concession to return after leave of absence), RACO (concession to return after prescribed break), RACP (status pending RACP decision) and RACT (concession to transfer to another faculty).
5. Data for reviews of RAC decisions are shown in tables 5A and 5B which follow.

Table 4A: Overview of motivations for acceptance of late appeals: January 2020

SRRC condoned	65
SRRC declined	49
Pending decision (with SRRC)	28
TOTAL	**142**

Table 4B: Faculty detail of late appeals

	Condoned	Declined	Pending	Total
COM	12	8	24	44
EBE	15	13	2	30
FHS	4	3	1	8
HUM	12	8	0	20
LAW	14	4	0	18
SCI	8	13	1	22
TOTAL	65	49	28	142

Table 5A: RAC review requests: January 2020

RAC decision upheld	84
RAC decision overturned	3
Pending decision (with reviewer)	1
incorrect form submitted	1
TOTAL	**89**

Table 5B: Detail of RAC review requests by faculty: January 2020

COM	14
EBE	26
FHS	5
HUM	20
LAW	9
SCI	15
Total	89

Looking at the appeals, it is clear that there are still too many students who do not take responsibility for themselves in checking their examination results and, where necessary, applying to RACs in time. Submissions of late appeals were generally well handled, but there are still too many students who provide weak supporting evidence for why their late appeal should be accepted. The handling of late appeals becomes particularly challenging when students submit motivations to various institutional stakeholders, ie they circumvent due process.

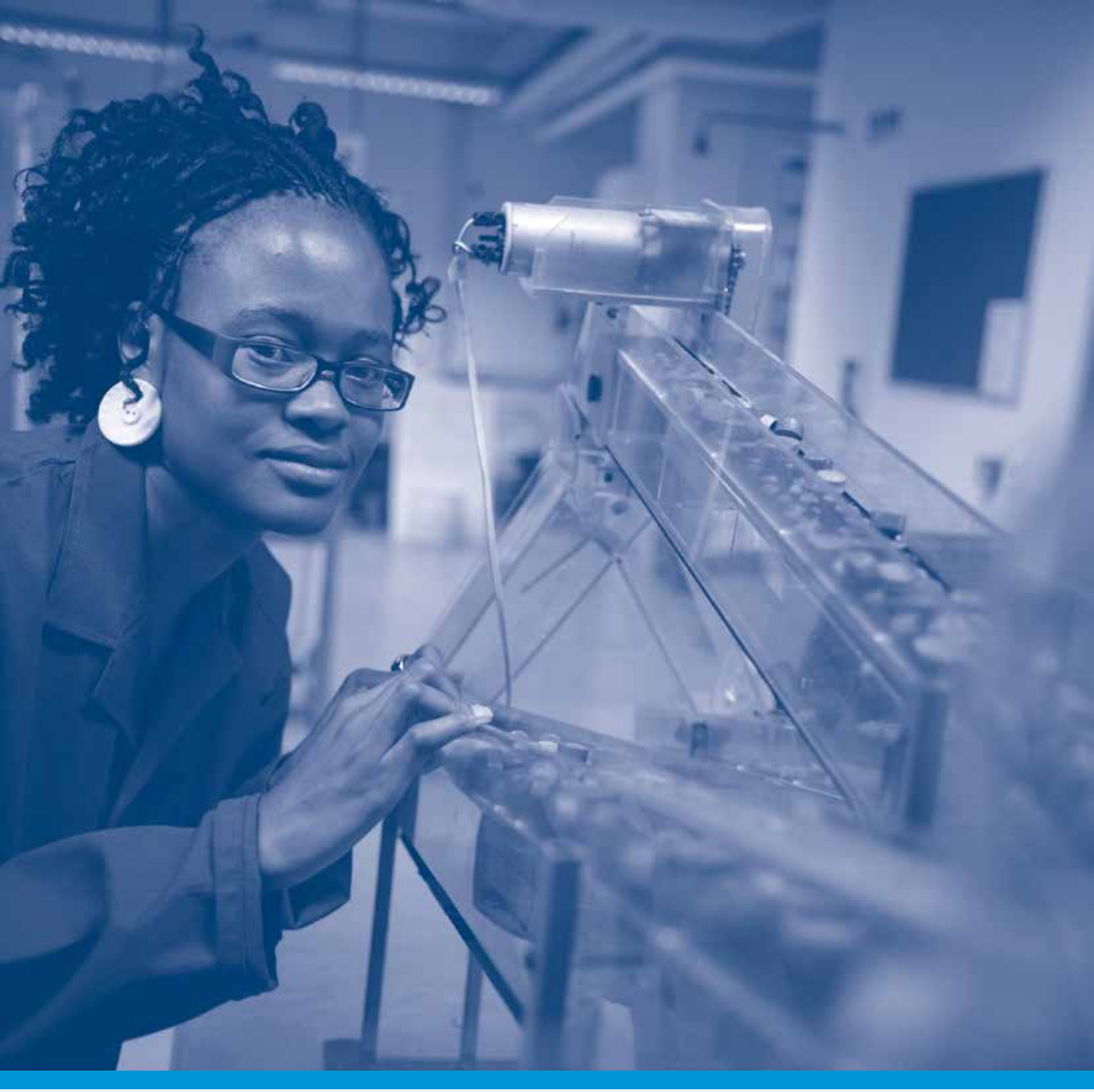
There has been considerable improvement in the processing and outcomes by academic exclusions committees. While there is growing consensus about the need to review UCT's approach to assessment and all the processes that derive from it, such as deferred examinations and academic exclusions, this will take a considerable amount of research, debate and consultation. In the meantime, there are several areas that can be improved in the short- to medium-term:

- In relation to the students themselves, greater information and education need to go into making students more responsible for their actions or lack thereof, for example in submitting late applications. In the medium- and long-term, the launch and implementation of processes tracking students' lack of engagement with their studies will go some way to identifying "at-risk" students earlier in the academic year and supporting them in taking greater responsibility for their own progress.
- Training of students' representatives in RACs, as well as a code of conduct for these representatives, developed jointly by students and UCT's management, will also contribute to improving further the work done in the RACs.
- In relation to the manner in which the process of appeals and reviews is handled, it is important that UCT finds ways of countering the confusion and disempowerment of faculties and committees that take place when the same case is submitted to several offices simultaneously.
- The proposal made by the Faculty of Science in 2019 will be resubmitted for further consideration by all faculties and eventually by Senate in 2020.

CONCLUSION

Student success is the result of the combination of support systems that guide students, such as advising, monitoring systems that look at student performance in order to provide timeous feedback, data analytics that support the understanding of student performance and the design of appropriate interventions, and the capacity to change the curriculum.

2019 has been a good year in making progress in all these areas. However, there is still work to be done for these projects to be embedded in the faculties as a normal part of the way UCT approaches teaching and learning.



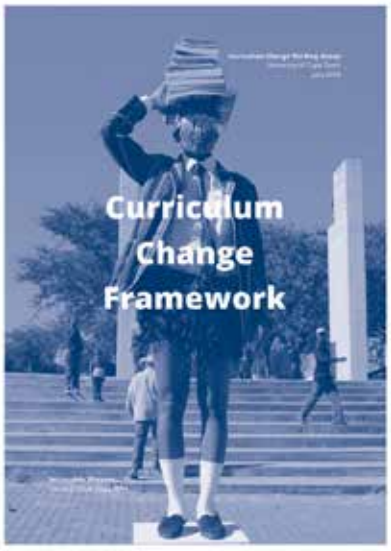
CHAPTER 2

IMPERATIVES FOR CURRICULUM CHANGE

INTRODUCTION

In 2019 the T&L Comm of Senate took the conversation about reviewing undergraduate curriculum change forward by bringing together the 2018 Curriculum Change Framework (CCF) recommendations and the comments to the framework provided by staff and students who participated in an open consultation on the document. This exercise helped develop a set of principles and guidelines to support curriculum review at the faculty level. *Taking Curriculum Change Forward* is the document submitted to Senate for approval during 2019. This section of the *2019 Teaching and Learning Report* is largely based on this document.

TAKING CURRICULUM CHANGE FORWARD



The CCF was released for comment in September 2018 with a view to collating all responses in a document to be discussed in Senate during 2019. Comments were directly requested from faculties, while academics, students and interested parties submitted individual comments to a dedicated website. Nineteen responses were submitted to the call for comments. The following faculties submitted responses to the request from the Deputy Vice-Chancellor for Teaching and Learning: CHED, EBE, Health Sciences, Law and Science. Eleven academics, including emeritus professors, submitted their views, as did three students. Faculty responses were developed through internal discussion and faculty-based consultative processes. Thus, the engagement with the CCF was greater than the number of unique responses might suggest.

The CCF represented the first attempt to systematically engage with the notion of decolonising the curriculum at UCT. In doing so, the CCF was productive in prompting discussion within the institution, reflected in the comments received, around notions of knowledge and power, knowledge and identity, disciplinarity of knowledge, knowledge experts, positionality of knowledge producers, student identities, curriculum change and curriculum design and structure. *Taking Curriculum Change Forward* attempts to take this broad framing for decolonising the curriculum and translate this into a set of principles for taking curriculum change forward and reimagining curricula at UCT that are socially just and inclusive.

Taking Curriculum Change Forward was focused on undergraduate programmes and understood the curriculum to include the selection and organisation of knowledge content, the pedagogic relationship between teacher and student, and teaching and learning activities. Below are the principles approved by the Senate for an institutional review of the curriculum, which is informed by a broad framing for decolonising the curriculum that will move us closer to reimagining curricula at UCT that are socially just and inclusive.

The curriculum is not only about knowledge in a single course

Curriculum is defined as the purposeful selection and organisation of knowledge in terms of sequencing, pacing and assessment at any given level in a specific field of study. In this sense, it is also about broader teaching and learning matters, such as structure, coordination, articulation, progression, duration, load, outcomes (what a graduate would be able to do, be, know and learn in future), modes of delivery, funding, space, regulatory environments and, most importantly, student

learning and engagement. All of the above implies that curriculum review and change cannot only happen at the level of one module/course for which a course convenor is responsible. Put differently, the curriculum is a collective matter in which academics are involved not only as disciplinary experts but also as part of a university-wide educational effort to produce graduates who are not only globally competitive but also distinctively African. Questions to reflect on include: To what extent do undergraduate students engage with challenges of social justice, inequality, poverty, social and economic exclusions? This highlights the need to focus on the role of programme coordination within and across faculties. What matters is that the curriculum that students are exposed to throughout their degree not only inducts them into specialised knowledge but engages them in both the epistemic and social relations of knowledge in their fields.

The curriculum takes as its point of departure the graduate outcomes UCT agrees upon

Curriculum review at the programme level has to reflect on the following questions: Who are UCT graduates? What do they know and do that make them both distinguishable from and comparable with graduates

from other universities in South Africa and abroad? What are the knowledge, competencies, values and skills that UCT students acquire through their UCT experience and how are these translated into the specific professional and formative degrees offered at the university? To what extent do we require graduates to have engaged with challenges of social justice, inequality, poverty, social and economic exclusions and historical marginalisation of people, through their programmes of study. What underpins the experience of a graduate from one of the premier universities in Africa? In this regard, it is essential to remind ourselves that a curriculum review should bear in mind all UCT students – local and international, Black and White – in all fields of study.

The curriculum has to engage with the research-intensive character of UCT

The review of the undergraduate curriculum needs to take into account the current definition, history and aspirations of the university, and the

higher education system(s) within which the university is located and operates. Whether in formative or professional degrees, curriculum review has to make explicit what it means to learn and teach at an undergraduate level at a research-intensive university. How are research and research skills introduced at the undergraduate level at UCT?

The curriculum has to be conversant with the historical relationship between knowledge and power in different fields of study

Throughout history, knowledge has advanced through contestation and critique and/or by additive evolution. Contestation and denunciation about the link between power and knowledge (and the potential of education to be reproductive or disruptive) have taken place in all civilisations, from Asia to Europe, throughout the ages. Universities (in

UCT has been changed forever as a direct result of student protests, starting with the Rhodes Must Fall movement and then with the Fees Must Fall and End Outsourcing movements.

whichever form they existed historically inside and outside the West) have been the predominant site of these controversies. Curricular reform and curriculum contestation have a long history in Europe, North America, Latin America and Africa, as has the debate about the purpose and organisation of the university and its disciplines. Curricula at UCT have been shaped by some of these debates, hence any review of the current curriculum has to be critically self-reflective about the historical relationship between knowledge and power in all fields of study.

This history of contestation between knowledge and power has two main implications for a review of the curriculum at the institutional level. First, a review of the curriculum has to acknowledge the critical tradition of both the institution and discipline that has informed the curriculum. Second, the questions asked – What knowledge? Whose knowledge? What/who gets privileged? Whose interests dominate? – should inform the exploration of the history and relationship between knowledge and power in different fields of study and inform critical engagement with

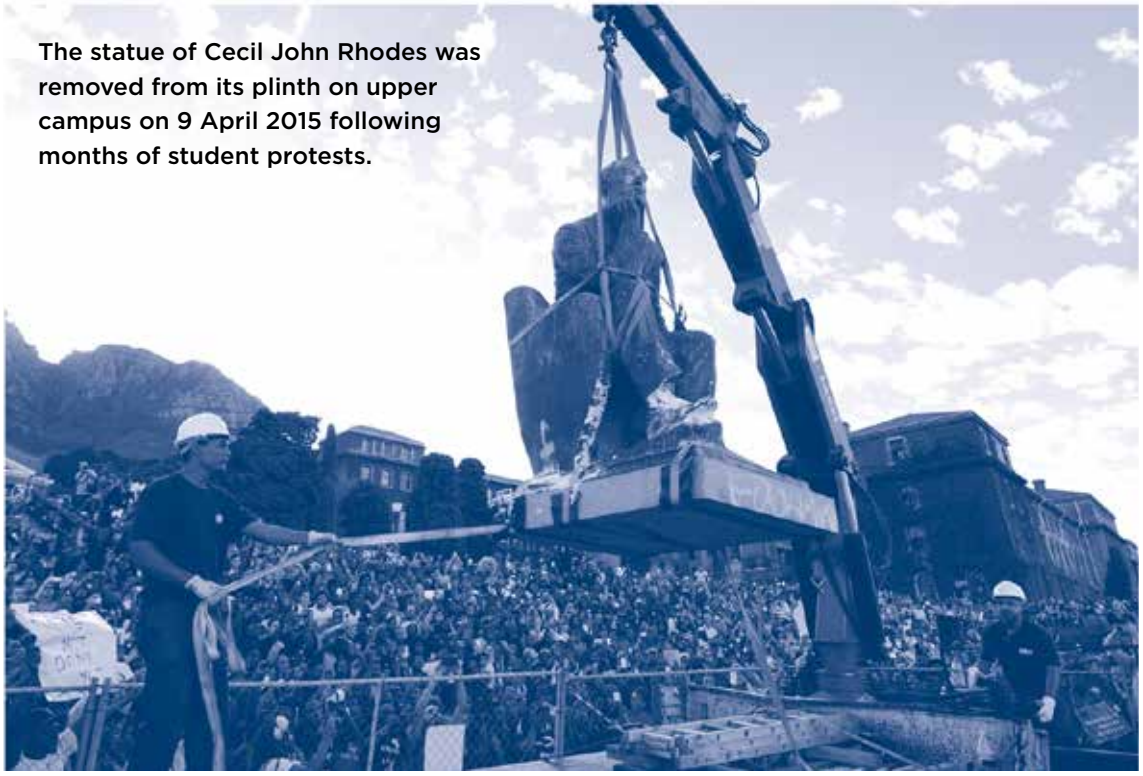
the current curriculum. Such a review should be critically self-reflective of which texts and voices are privileged and which are silenced or marginalised in the curriculum.

The curriculum implies a pedagogy and a theory of learning

In as much as the curriculum is directly designed with a view to learning, a review of the curriculum cannot happen without an equally deep review of how learning takes place, who the learner is, what it means to know, and what the outcomes of learning are expected to be. This has three main implications for a review of the curriculum. First, it is necessary to acknowledge that teaching cannot be a common-sense activity performed by those who know a discipline. Teaching requires the acquisition of specific knowledge as well as pedagogic skills to aid learning. Second, the curriculum cannot be reviewed without reviewing the relationship between teacher and student, ie reviewing how interactions take place in teaching and learning spaces. Third, curriculum review has to include an appraisal of activities and tasks designed for students to learn and a consideration of different modalities of assessing their learning.

The curriculum has to introduce students to the language and grammar of different fields of study

The university is a curator, producer and disseminator of specialised knowledge. This knowledge is organised in disciplines and fields of study which follow different logics or grammars in both their development and transmission. Students come to the university with a variety of experiences and acquired knowledge that needs to be harnessed towards their induction into specialised knowledge. It is through the



The statue of Cecil John Rhodes was removed from its plinth on upper campus on 9 April 2015 following months of student protests.

acquisition of specialised knowledge that it becomes possible to explore the opening up of boundaries between disciplines and different fields of study. A transparent, democratic, pedagogic relationship recognises the role of the academic in inducting the student into specialised knowledge, values academic expertise, acknowledges students' lived experiences and is open to interdisciplinary enquiry.

The curriculum has to acknowledge personal and institutional privilege

The 2015–2017 student protests amplified Black students' unfulfilled need to be recognised, valued and welcomed for who they are at UCT as opposed to being assimilated into an existing, often alienating, culture. In responding to this need, academics, especially White academics, had to

and did engage critically with their personal and institutional privilege. This is an ongoing process that needs to be reflected in all teaching and learning spaces.

CONCLUSION

Taking Curriculum Change Forward made clear that the unit of analysis for a comprehensive curricular review has to be the academic programme. Further discussions made clear that academics would like to see more explicit guidelines that help them give effect to the principles set out in this document in undertaking curricular reviews. As this work proceeded, UCT, together with the rest of the country, went into lockdown due to the COVID-19 pandemic. The changes in teaching and learning introduced by the pandemic, as well as further discussion in the T&L Comm, have been helpful in identifying blind spots in thinking about curricular review and reimagining curricula at UCT that are socially just and inclusive.

As has been mentioned in discussions at committee, faculty and Senate level, for a process of curricular review to be effective, it will also be necessary to balance curriculum reviews in the faculties with centralised initiatives, such as reviews of credit loads, accreditation changes, quality assurance, timetabling, classroom allocations, enrolment planning and general policy reviews. All of these efforts should be seen as necessary processes on a path towards renewal and decolonisation of the curriculum and institutional culture at UCT.

CHAPTER 3

QUALITY OF TEACHING AND LEARNING

INTRODUCTION

This chapter focuses on two aspects of the quality of teaching at UCT: technical support in lecture recording and teaching excellence through the showcasing of the Distinguished Teacher Awards adjudicated in 2019.

3.1 LECTURE RECORDING AND CLASS ATTENDANCE

Lecture recording supports student learning through the automatic recording and publishing of lectures to Vula course sites for participating courses. To enable this, medium and large centrally bookable venues have been equipped with recording equipment, and the Opencast system is used to schedule, process and distribute the recorded lectures. The lecture recording service is led by CILT, with significant implementation and operational support provided by Information and Communication Technology Services (ICTS).

Photo ICTS.

Equipped venues

By the end of 2019, 129 venues in total were equipped for lecture recording, including 25 new venues, an increase from the 94 venues in 2018.

Venue location	Venues
Centrally bookable – upper campus	76
Centrally bookable – middle campus	4
Centrally bookable – Health Sciences (Groote Schuur Hospital and other sites)	12
Department venues – upper campus	8
Department venues – Health Sciences	9
Faculty venues – Health Sciences	19
Department venues – UCT Graduate School of Business	1
TOTAL	**129**

Department venues on upper campus and Health Sciences

Department venues – upper campus	Department venues – Health Sciences
• RW James lecture rooms 330 and 311 (Physics) • Information Systems 3.12 Seminar Room • Astronomy Seminar Room • Centlivres 2.10.1 (Architecture) • UCT One Button Studio (CILT) • PD Hahn 7.63 (CILT) • Educational Technology Inquiry Lab (ETILAB) (School of Education)	• Clinical Skills labs 1–4 • Red Cross D3 (Paediatrics and Child Health) • Valkenberg Hospital Auditorium (Psychiatry) • VERT room and Eclipse Lab (Medical Physics) • Obstetrics & Gynaecology Seminar Room

New department- and faculty-owned venues continued to be equipped on request, funded by the venue owners. Several departments or faculties requested assessments of venues in 2019, and these are in varying stages of progress:

Venue	Department/Faculty	Status
Information Systems Seminar Room	Information Systems	Installed, complete
Eclipse Lab	Medical Physics	Installed, complete
Faculty of Health Sciences EDU Computer Lab	Faculty of Health Sciences EDU	Installed, complete
Duncan Elliot Seminar Room	Physics	Installed, complete
RW James Lecture Room 330	Physics	Installed, complete
Groote Schuur Hospital New J Block Lecture Theatre	Faculty of Health Sciences	In progress
GSB Lecture Theatre upgrades	GSB	LT3 (pilot) complete
Moot Court	Faculty of Law	In progress
Smit Pentow Marine Room	Faculty of Law	In progress
School of Education Building auditoriums (x3)	School of Education	In progress
Criminology Seminar Room	Faculty of Law	In progress
School of Economics Seminar Room	School of Economics	Department chose not to pursue

Application development and storage

In December 2019 Opencast was updated to version 8. There were also 21 minor updates and workflow improvements throughout the year.

Due to storage constraints and to reduce long-term storage volumes, a storage retention cycle was started. With a four-year retention cycle, the peak storage was projected to be 225 TB. An admin–user interface was designed to manage the process, which will be run each semester. Series owners could choose to retain their recordings for four years, eight years or in perpetuity; 216 series owners were notified and 194 chose the default four years and were subsequently cleaned up. Nine chose the longer-term option (eight years) and 13 chose the in-perpetuity option.

Opt-out policy

The opt-out model for lecture recording approved by Senate in 2017 continued into 2019 for undergraduate courses timetabled in equipped venues on upper or middle campus. Heads of departments were given an opportunity to opt out at the beginning of the year, and each course convenor was offered an opt-out option before the start of their course. There were some technical issues in the second semester, which resulted

Photo ICTS.

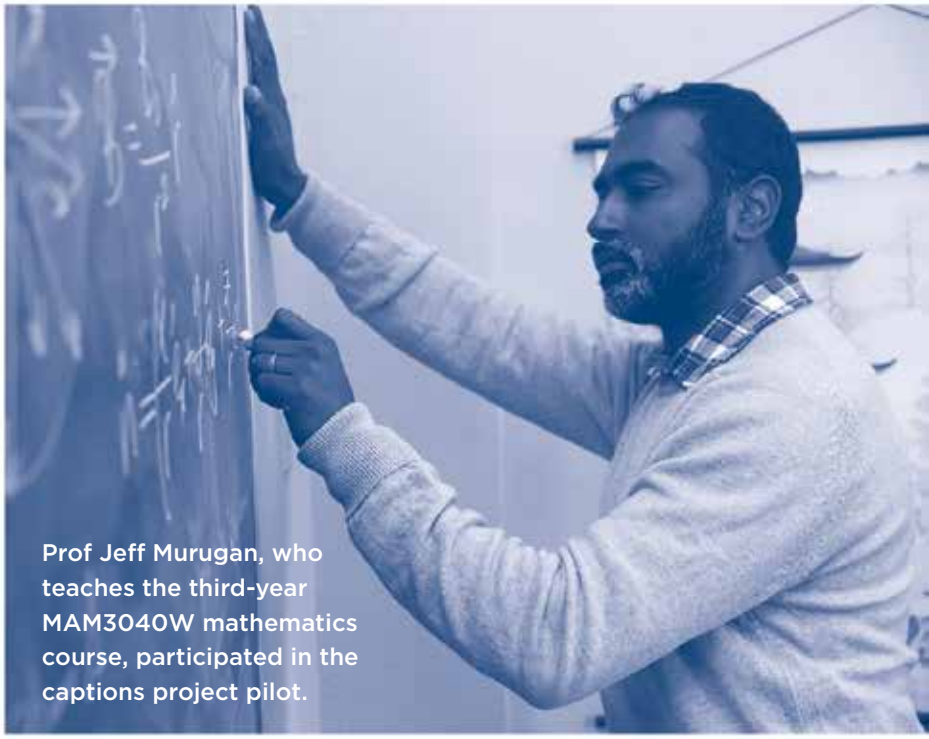
in some courses being scheduled late. The effective opt-out rate in mid-2019 was 40% (122 out of 310 courses chose not to be recorded). This was similar to the 2018 opt-out rate, which was 122 out of 299 courses.

Since 2018 scheduled recordings per week increased, with an overall 5% increase from Semester 1 to Semester 2 in 2019. There was an average of 876 recordings per week in Semester 1 (maximum of 720 recordings in 2018) and 919 recordings per week for Semester 2 (845 recordings in 2018).

Captions pilot

In 2019 there was further development of the captions project for lecture recording. Nibity, an application programming interface, was designed for importing human transcriptions from WayWithWords. This allowed for captions provided from a third-party vendor to be

Assoc Prof Kate le Roux, from CHED's ADP Language Development Group, speaking at the "Theories and research approaches on language and communication in multilingual mathematics classrooms" symposium in July 2019.



Prof Jeff Murugan, who teaches the third-year MAM3040W mathematics course, participated in the captions project pilot.

overlaid on the Opencast player. Captions are also made available as interactive transcripts as one of the options on the player, and caption files were provided as a download for offline viewing. In the second half of the year, the pilot involved a third-year mathematics course (MAM3040W taught by Professor Jeff Murugan) with captions for 21 lecture recordings. The research was done in collaboration with CHED ADP Language Development lecturer Associate Professor Kate le Roux. The research focused on how students used a range of resources in the course, including captions, and the teaching and learning value that video captions provided.

Recording volumes and success rates

2019 recording volumes remained similar to 2018 semester volumes. The number of published recordings increased from 16 356 in 2018 to 17 420 in 2019 (6.5% year-on-year growth), with a recording reliability rate of 97.6% in the first semester and 99.6% in the second semester.

Figure 1: Lecture recording volumes by semester: 2014–2019

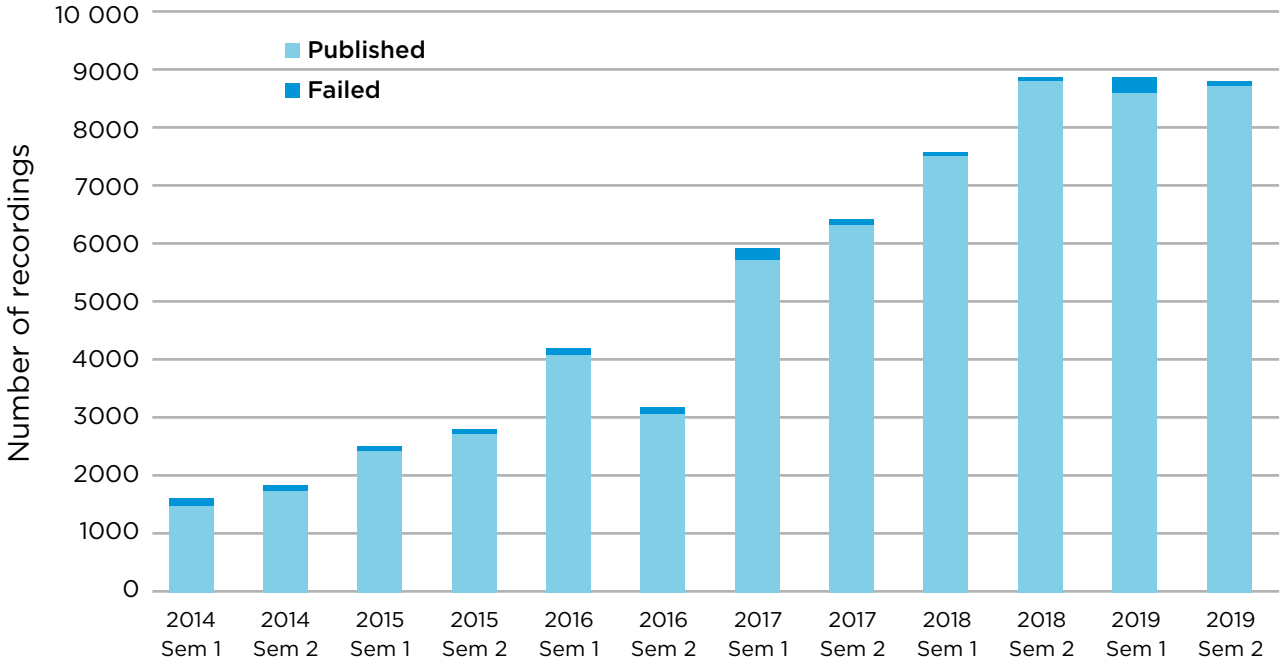


Table 1: Lecture recording statistics by semester: 2015–2019

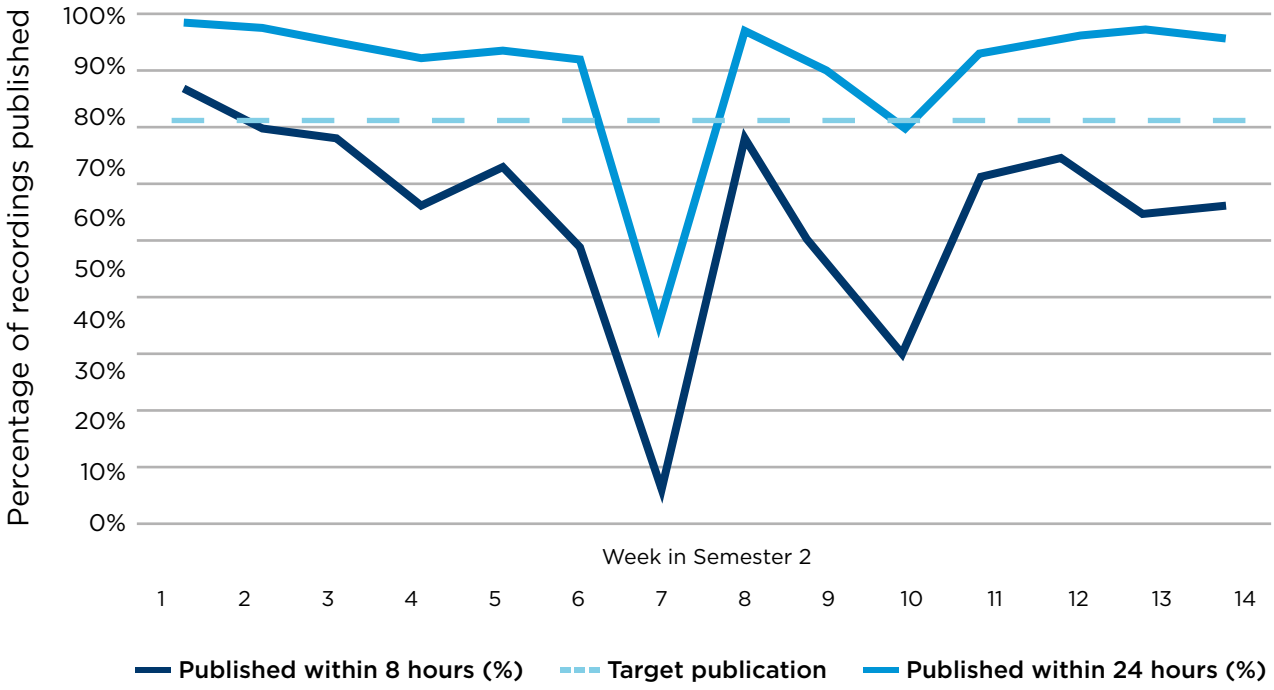
	2015		2016		2017		2018		2019	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Venues used	41	46	52	64	75	79	82	95	102	105
Lecture series	91	97	159	165	226	249	266	319	337	409
Total scheduled	2 936	3 172	4 854	3 565	6 954	7 930	8 633	10 997	10 511	11 032
Failed	56	47	62	67	181	55	40	61	248	41
Published	2 456	2 737	4 101	3 096	5 726	6 370	7 533	8 823	8 620	8 800
Success rate	**98.1%**	**98.5%**	**98.7%**	**98.1%**	**97.4%**	**99.3%**	**99.5%**	**99.4%**	**97.6%**	**99.6%**

Many recordings (175 issues, over 60%) were affected by load-shedding in the first semester of 2019. Of the 289 recording failures across the year, approximately 88% were from capture agent issues (including load-shedding), 6% from power or network issues, 3% from venue audio equipment issues (for example no microphone used, or microphone batteries flat), 2% from server issues, and 1% were camera issues.

Publication time

All recordings are reviewed before publication for consent and trimmed so that space at the start and end of recordings is removed. Most students want recordings to be available as soon as possible after the lecture, so publication time is a key metric. For the second semester of 2019, 88% of recordings were published within 24 hours (2018: 95%), and 64% within eight hours (2018: 70%).

Figure 2: Recording publication time by week, July–October 2019



Student usage

Student usage continues to increase gradually. The total number of users accessing lecture recordings over the year increased by 1.8% from 16 345 in 2018 to 16 632 in 2019.

The number of active users in a week increased to a peak of 7 352 (2018: 7 049), with a daily peak of 2 973 users (2018: 2 961). The peak number of different recordings accessed in a day during 2019 was 2 833 (2018: 2 900).

Staffing and sustainability

Lecture recording is supported by the following teams:

- CILT Learning Technologies: service owner (including budgeting and planning), new series creation and scheduling, end-user support, system design, software and hardware research and development
- ICTS Enterprise Infrastructure Services: back-end support for lecture recording production systems, capture agent software installation and updates, classroom information database design, and live-streaming infrastructure

The UCT ICTS Helpdesk

Photo ICTS.

- ICTS Classroom Support Services Helpdesk: processing recordings (verifying consent and trimming), incident management for equipment availability in venues
- ICTS Classroom Support Services Onsite: new venue installations, equipment maintenance in venues.

Although staffing levels are sufficient for the current recording volumes, there is work under way to automate some manual processes further.

Project communication

Team members presented UCT's experiences and open source development work at the Opencast Conference in Zürich, Switzerland (January 2019), and an introduction to Opencast workshop was presented for the Apereo Africa conference (April 2019). The CILT Digital Media Unit also provided a short introduction to the One Button Studio, and on-campus tours for the Apereo Africa conference guests.

CILT's One Button Studio is an automated digital media facility for creating educational videos.

Information regarding the use of lecture recording was provided for the annual teaching and learning reports in 2018 and 2019. UCT's 2019 Teaching and Learning Conference presented a few sessions on lecture recording usage, including: "How and why do students use lecture recordings?" by Vera Frith and Pam Lloyd. A highlight on the CILT events programme was the presentation from the University of Manchester titled: "Opting out to enhance student experience". There was also a well-attended CILT event titled "Lecture recording: The good, the bad and the unexpected" by Claire Blackman.

Innovations and additional uses of Opencast

Opencast is a flexible video management system which can be used for applications beyond classroom-based lecture recording. The Learning Technologies team continued with the following services:

- supporting the One Button Studio (run by the CILT Digital Media Unit), which enables self-service recording and editing of short instructional videos
- supporting four classrooms in the Clinical Skills Lab in Health Sciences to enable recording of student assessments as well as instructional videos in a simulated clinical setting.

Associate Professor James "Jimmy" Winfield, from the College of Accounting, presenting at the 2019 Teaching and Learning Conference.

The department continues to implement, develop and improve the following open-source projects:

- **LectureSight** is an open-source, real-time camera tracking system, further developed over the past four years by UCT and the University of Manchester.
- **Track4K** is a presenter-tracking system for post-processing 4K videos, developed as a computer science honours project, released as an open-source project and used in production by UCT and the University of Cologne.
- An **audio analysis system** using machine learning classification was developed as a UCT computer science master's project and implemented at UCT to automatically trim selected lecture videos, removing dead time at the start and end.

Goals for 2020

For 2020 some of the work already being done will go on, like continuing with the development of automated captions, while these new projects will be initiated:

- upgrading to the next version of Opencast between the middle and end of 2020
- expansion of automated video trimming to reduce manual workload
- automation of the lecture recording statistics report
- redesign of the lecture recording Learning Tools Interoperability interface in Vula
- implementation of the retention cycle each semester
- development of self-service workflows to optimise and reduce staff workload.

CILT's Associate Professor Janice McMillan facilitating a session at the 2019 Teaching and Learning Conference.

3.2 RECOGNISING EXCELLENCE IN TEACHING AND LEARNING: 2019 DISTINGUISHED TEACHER AWARDS

The Distinguished Teacher Award (DTA) is an institutional accolade that recognises outstanding teaching at UCT and acknowledges the recipient's contribution to the promotion of teaching and learning excellence at the institution.

Every year, the DTA Committee undertakes the task of choosing awardees from a large pool of eligible teachers whose portfolios, submitted in support of their nominations, attest to the distinctiveness of their teaching. The committee engages in a semester-long process of considering each teaching portfolio and examining the evidence for excellence in teaching over several years.

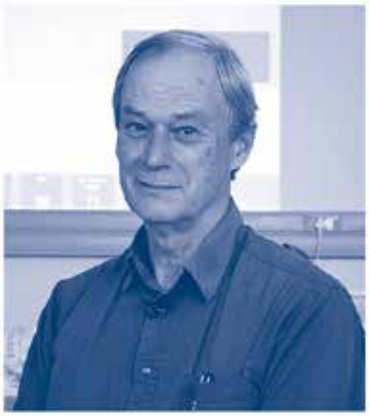
They focus on the nominees':

- teaching philosophy and pedagogical approach in the context of the teaching and learning challenges in South African higher education
- contribution to curriculum renewal and transformation in teaching and learning
- innovation in teaching and learning
- impact on students beyond formal teaching time
- impact on the teaching and learning approaches of their colleagues
- understanding and practice of inclusivity in their teaching
- reflective teaching practices.

In addition, nominees may also provide evidence of:

- their scholarship of teaching and learning – including any relevant publications, conference attendance and research projects
- how they design their learning materials to be accessible to differently abled students.

2019 DTA recipients



Professor Andrew Argent, Paediatrics and Child Health

The committee noted that Professor Argent, medical director of the Paediatric Intensive Care Unit at the Red Cross War Memorial Children's Hospital, has demonstrated a long-lasting impact on students and colleagues over a lengthy career. He has been instrumental in establishing paediatric critical care as a recognised subspecialty in South Africa.

Professor Argent is regarded as a world expert in paediatric critical care. His presence is felt through practice, research, teaching and training. He is renowned as a clinician for reaching both undergraduate and postgraduate students and a range of health professions, has an impressive publication record, is a sought-after supervisor and has invested in training his students to become trainers themselves. His curriculum innovations include introducing advanced courses in critical care and life support to South Africa and developing the Simulation Laboratory based at the Red Cross War Memorial Children's Hospital.

He is described as making every interaction a learning experience and challenging the boundaries and hierarchies of the health professions by adopting a multidisciplinary approach to training in including nurses and the allied health professionals with his teaching of registrars. He never misses an opportunity to broaden the minds of colleagues, both junior and senior, and past students describe his audience as hungry participants. He considers ward rounds as an opportunity for teaching, and his passion for sharing knowledge knows no bounds. At the same time, he shows his students that he is also learning from them.

The committee was impressed by his care, humility, respect and generosity, as well as his ability to transform the way his students perceive the paediatric patient beyond the health conditions they present.

Read the article and watch the video on UCT News.

Dr Tessa Dowling, African Languages and Literature

Dr Tessa Dowling is consistently described as an exceptional teacher who takes a student-centred approach and demonstrates an awareness of the why and how of her teaching. She articulates clear teaching goals regarding first- and second-language speakers of isiXhosa – of which one is to learn a language and communicate. The other is for students to read, write, publish and edit in the language. Dr Dowling positions herself as a language researcher who eagerly welcomes student contributions and participation and empowers students to deepen their mastery of the language.

Students describe her as a person who creates a learning space that is compassionate and collaborative. A consistent thread in the testimony to her teaching is her humility and humanity. She demonstrates openness and a desire for students to succeed, which has translated into a range of teaching methodologies and activities inside and outside of the classroom, including field trips where students are immersed in the Xhosa community.

Underpinning her teaching philosophy is her desire to cultivate in students a recognition of the humanity of the language. She has incorporated a

range of linguistic styles into her course materials, including social media posts, pop songs and memes. Her senior students engage with recordings of isiXhosa radio interviews, news reports and phone-in programmes – all of which have contributed to student success in, and their use of, isiXhosa as well as feelings of awe, curiosity and respect for the language.

Dr Dowling's teaching demonstrates an impact on colleagues and both undergraduate and postgraduate students. The committee commended her for transforming the way that students experience the language and the collaborative manner in which she engages students in academic activity, including co-authoring with students, empowering them to develop into successful postgraduates and scholars in the language, and having an impact on students beyond teaching, especially where students continue to practice isiXhosa once they have left her classroom.

Read the article and watch the video on UCT News.

Associate Professor Amrita Pande, Sociology

Associate Professor Amrita Pande is a sought-after supervisor in sociology. She demonstrates excellence in undergraduate, postgraduate and large-class teaching, often exceeding teaching load requirements. Her unyielding pursuit of providing access and resources to all students speaks to her practices of inclusivity and the importance and value with which she treats all students. She manages to balance this pastoral role while still rigorously engaging students in their studies and supporting them in their autonomy while conscientising them to the political and social context of their work.

Her going above and beyond to support students to meet their academic goals, and even mentoring them beyond graduation, is a common thread of her portfolio, as is her humanity and openness, with students highlighting her genuine concern for their welfare and developmental trajectories.

"Associate Professor Pande is described as a highly skilled teacher who combines theory and practice in ways that bridge the gap between academia, activism and lived reality."

Associate Professor Pande is described as a highly skilled teacher who combines theory and practice in ways that bridge the gap between academia, activism and lived reality. While she strives for excellence in teaching, she is also an active researcher in the broad area of gender, race and reproduction. She provides leadership on administrative matters in the faculty. Her impact has been felt as the co-head of the Department of Sociology – she has initiated a departmental review of curriculum and pedagogy and is leading an undergraduate advisory committee and tutor support committee.

She has redesigned curricula in the department to be more relevant to the South African and global-south context and is renowned for imparting complex material in accessible ways. The committee was impressed by the range of pedagogical strategies that she uses to make content come alive, including theatre of the oppressed and participatory workshops in large classes to foster critical thinking and analytical skills. The testimony to how she is received by students is clear – students attest that her lecturing has been some of the best experienced at UCT.

Read the article and watch the video on UCT News.

Associate Professor Romy Parker, Anaesthesia and Perioperative Medicine

A common thread in the testimony of Associate Professor Romy Parker's teaching is that of empowerment, which is what underpins her teaching philosophy. She believes that as an educator she facilitates the process of students becoming their future selves, and that education should be transformative for the learner, the teacher and society, while in the health sciences it should be transformative for the patient receiving care.

Associate Professor Parker is renowned for having bridged the gap between the allied health professions and medicine through her approaches to teaching students about pain management, aligning her teaching to the burden of disease to prepare students effectively for the local context. Her curriculum work has strengthened the reputation of the Bachelor of Science in Physiotherapy at UCT and impacted on the Bachelor of Medicine and Bachelor of Surgery. She has driven the development of the Postgraduate Diploma in Interdisciplinary Pain Management, which makes use of information and communication technology to train a range of health professionals. She has worked to challenge traditional roles and hierarchies in the pursuit of improving healthcare services, transcending biomedical approaches to pain and transforming the way a crucial part of medicine is perceived.

Testimony to her teaching commends her for acknowledging the different learning styles of students. She is a person-centred clinician who cultivates an inclusive teaching environment by providing her students with a variety of teaching and learning styles and a variety of learning materials to make her lessons more interesting, entertaining and

thought-provoking. She structures lessons as interactive discussions, encouraging critical thinking and reflection, which is well received by students. While she has moved to anaesthesia and perioperative medicine, she is still actively sought out by physiotherapy students for mentoring and guidance.

Her colleagues attest to her unique achievements. She establishes harmonious relationships with patients, students, teachers and other health professionals. She is also responsible for UCT's first experimental pain laboratory, has established a broad base of local and international collaborations, and has enhanced patient care and the development of research skills of a wide range of healthcare practitioners.

Read the article and watch the video on UCT News.

CONCLUSION

UCT has been making important progress in developing technical infrastructure and expertise to support teaching and learning. The work of lecture recording, transcription and captioning plays an important role in providing access for students with different learning needs. Contrary to the notion that class attendance decreases when there are recordings of the lectures, lecture recording supports rather than replaces class attendance. Nobody could predict in 2019 that the expertise gathered over the years in this area was going to serve UCT especially well in the context of the introduction of emergency remote learning during 2020. This will be one of the focus areas in next year's teaching and learning report.

The allocation of the Distinguished Teacher Awards was done under lockdown. In a context of uncertainty, the analysis of the portfolios submitted to the committee was reassuring in more ways than one. In

The New Lecture Theatre, situated next to the Jammie Shuttle South Stop, has the university's largest capacity at 400 seats.

all cases UCT's distinguished teachers are recognised in their disciplines and are conscious, reflective teachers who engage with their classroom practices. Each with their own style and area of expertise, they raise the bar of what is possible in terms of teaching excellence.

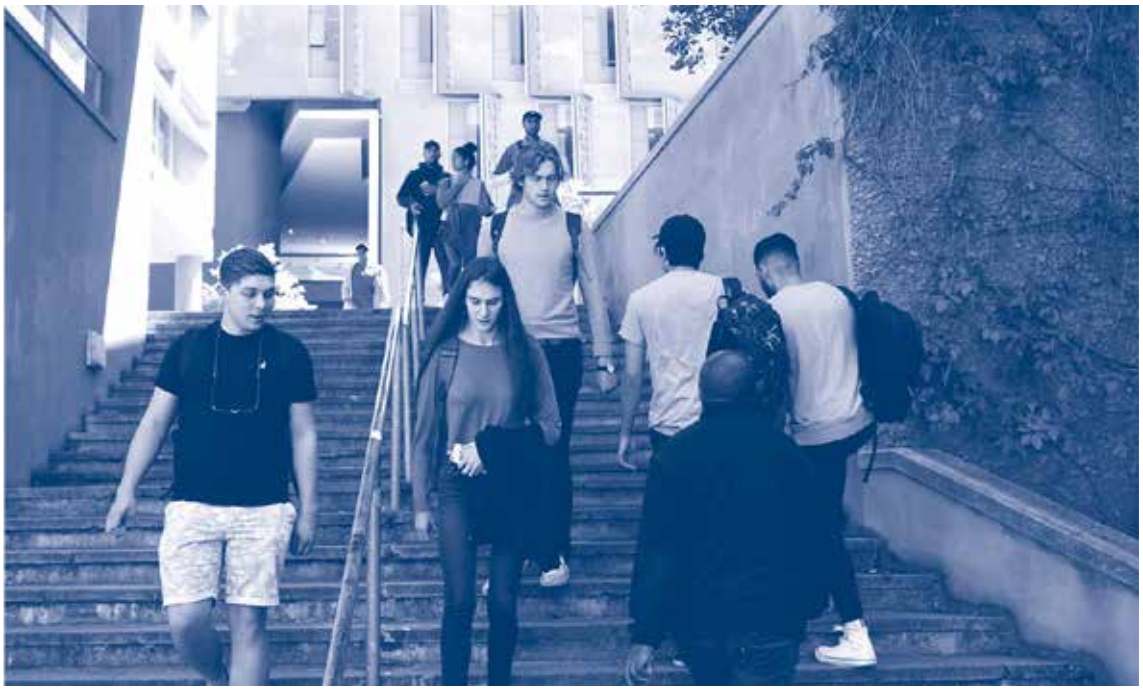
Bringing together technological and pedagogic innovation seems to be the mark of excellence in teaching at a 21st-century university. This constitutes an area for further reflection on and development in UCT's approach to teaching and learning, which will require systematic engagement.

CHAPTER 4

ASSESSING STUDENT PERFORMANCE BY KEY INDICATORS

INTRODUCTION

This chapter examines student and staff headcounts and profiles as well as student academic performance from 2015 to 2019. In the report, each section begins with a note identifying the relevant table contained in the appendix. Unless otherwise stated, comparisons are year-on-year, referring to 2019 in comparison with 2018. Exceptions are the sections dealing with undergraduate course performance (specifically performance on level 1000 courses) and first-time entering cohort analyses. Both sections have comparisons with the 2009 year, the first intake following the first writing of the NSC, a year in which admissions decisions were premised on inflated mathematics scores, which led to high levels of failure at the course level and low cohort completion, especially in the faculties of Science and EBE. The report tracks the recovery of undergraduate student course performance from 2010 onwards and also the improved cohort completion in the 2011–2014 first-time entering undergraduate (FU) cohorts.



This chapter has three sections. The first section focuses on enrolments and enrolment profiles of students within the 2019 year and how this compares with the growth experienced since 2015. The second section analyses academic staff composition and changing staff:student ratios. The third section speaks to teaching and learning in terms of graduate success, and undergraduate and postgraduate student performance.

4.1 STUDENT ENROLMENTS AND ENROLMENT PROFILES

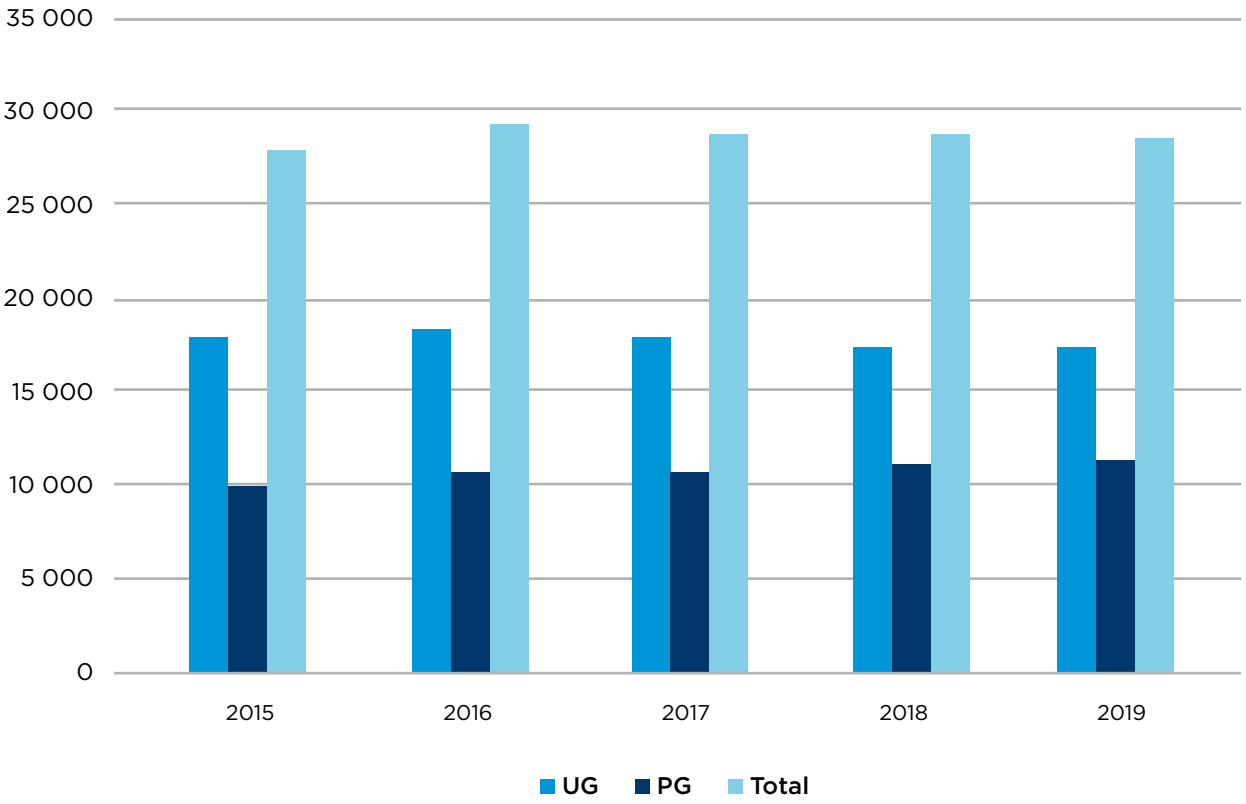
(Tables 1 to 7 and 12 in the appendix)

In 2019 a total of 28 641 students (17 320 undergraduates and 11 321 postgraduates) enrolled at UCT. This represented an almost negligible 0.4% decrease on the 2018 figure. At the undergraduate level, the enrolment dropped from 17 494 in 2018 to 17 320 in 2019, with decreased enrolments in three faculties (Commerce, EBE and Health Sciences). As indicated in Figure 1, at the undergraduate level the average annual growth rate between 2015 and 2019 was -0.6%. This decrease in undergraduate enrolments was partly due to the drop in the numbers of international students in the Semester Study Abroad (SSA) programme (possibly as a consequence of the student protests between 2015 and 2017, the water crisis of 2018 and generally bad publicity about the state of the country) but is also the result of the discontinuation of several programmes on the university's Programme and Qualification Mix and an under-enrolment at the new undergraduate level in EBE in particular. In 2016 the Commerce faculty introduced two advanced diplomas and one online postgraduate diploma programme, which created a positive spike in enrolment. It was decided to discontinue these programmes in 2017 as it was felt that they were unsustainable. Also, the Advanced Certificate in Education programmes offered by the Humanities faculty

are in the final stages of being phased out, giving rise to a steady drop in enrolments at the undergraduate diploma/certificate level.

Between 2018 and 2019, postgraduate enrolments (including postgraduate diploma and honours levels) increased in three of the six faculties and the Graduate School of Business, with decreases in enrolments in Commerce, EBE and Health Sciences. Overall, between 2015 and 2019, the postgraduate enrolment grew at a rate of 2.9% per annum, peaking at 11 321 in 2019. The postgraduate fraction of the total enrolment increased from 36.3% in 2015 to 39.5% in 2019. This is bringing UCT closer to its target of 40% postgraduate enrolments.

Figure 1: Changes in headcount enrolments: 2015–2019



As shown in figures 2, 3 and 4 below, enrolment growth was uneven across the faculties, with Commerce, Law and the GSB experiencing net decreases between 2015 and 2019, mainly as a result of programme discontinuation in the case of Commerce. There were, however, marked increases in the enrolments in the faculties of Health Sciences, EBE and Science. The Faculty of Commerce shed 1 197 enrolments between 2016 and 2019 (1 135 of these at the undergraduate level), due to the phasing out of the two advanced diploma programmes and online offerings, as well as under-enrolment at the FU level in 2017 and 2018, and to a lesser extent in 2019. Humanities remained the largest faculty in 2019 with 7 327 students (26% of the institutional total) enrolled in their programmes, 5 197 at the undergraduate level and 2 130 at the postgraduate level.

Table 2 in the appendix reflects an undergraduate enrolment of 0 for the GSB across the 2015–2019 period, and this is in comparison with a figure of 148 for 2014. This change reflects the GSB's decision to phase out the Associate in Management programmes.

"The Faculty of Commerce shed 1 191 enrolments between 2016 and 2019 (1 137 of these at the undergraduate level), due to the phasing out of the two advanced diploma programmes and online offerings, as well as under-enrolment at the FU level in 2017 and 2018, and to a lesser extent in 2019."

Law was the only other faculty to show a small decrease in its overall enrolment between 2015 and 2019 (83 fewer students in 2019, most of whom were postgraduate diploma enrolments).

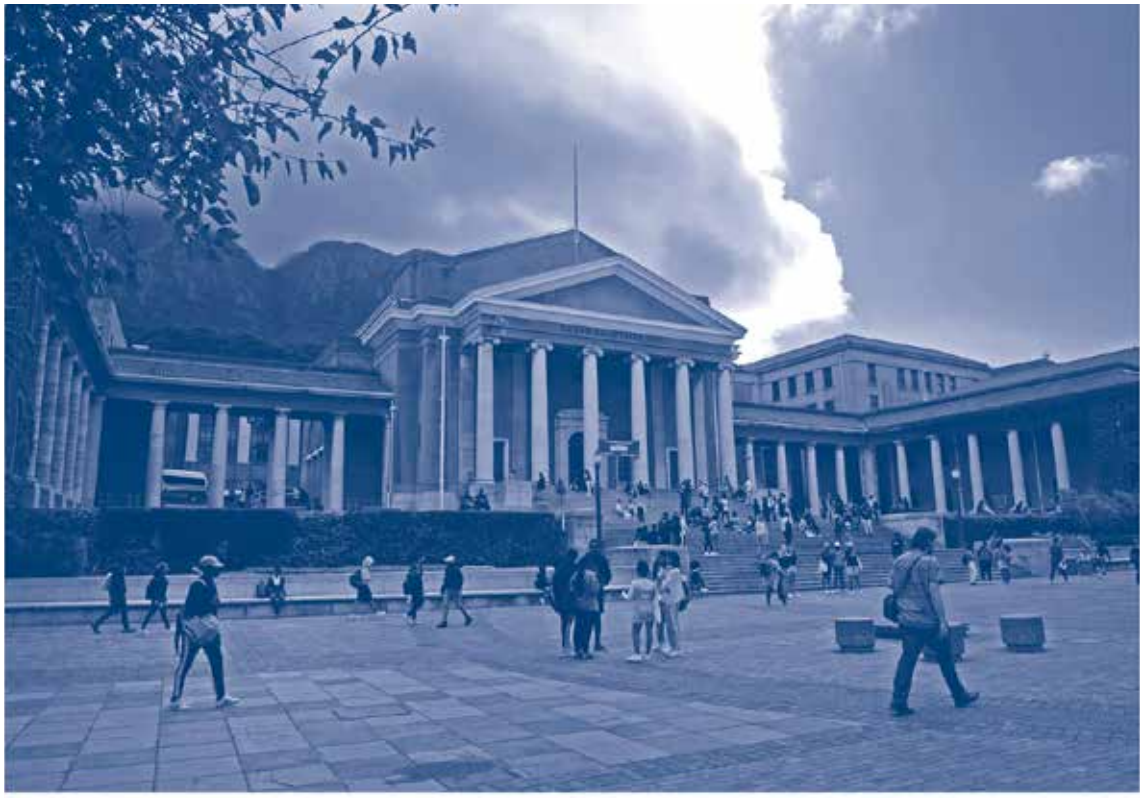


Figure 2: Undergraduate enrolments by faculty: 2015–2019

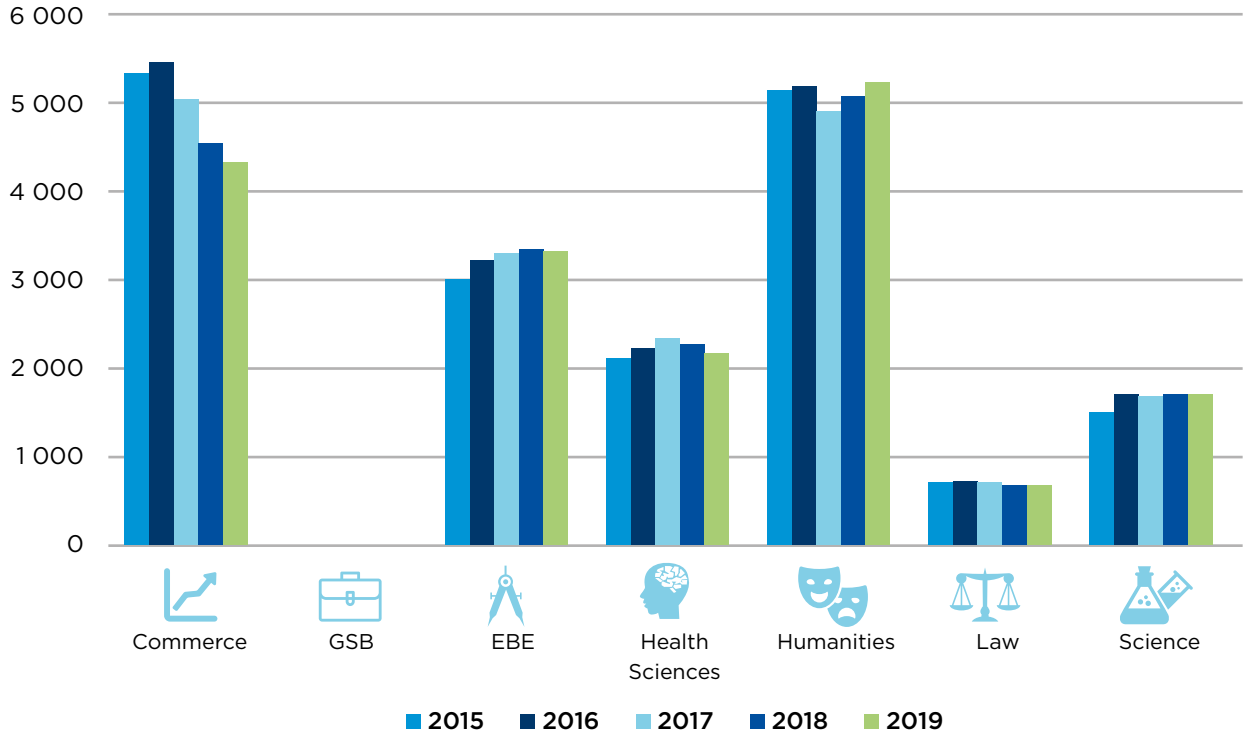


Figure 3: Postgraduate enrolments by faculty: 2015–2019

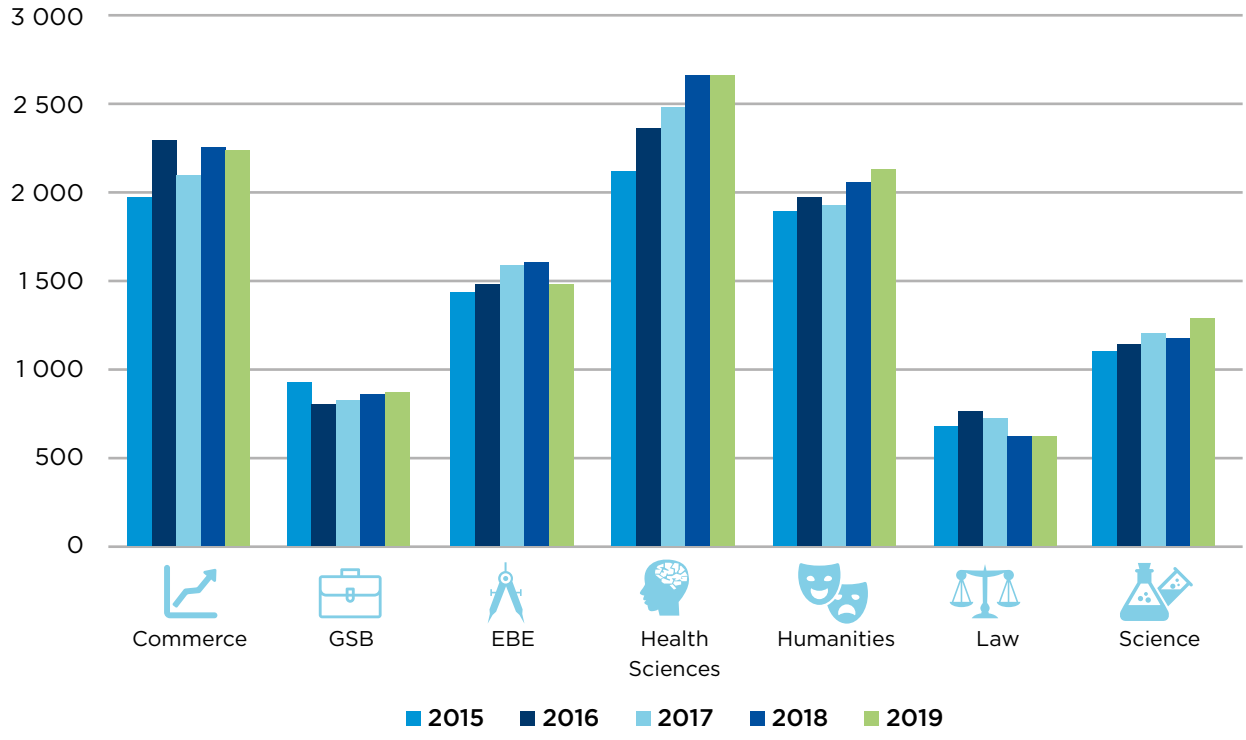
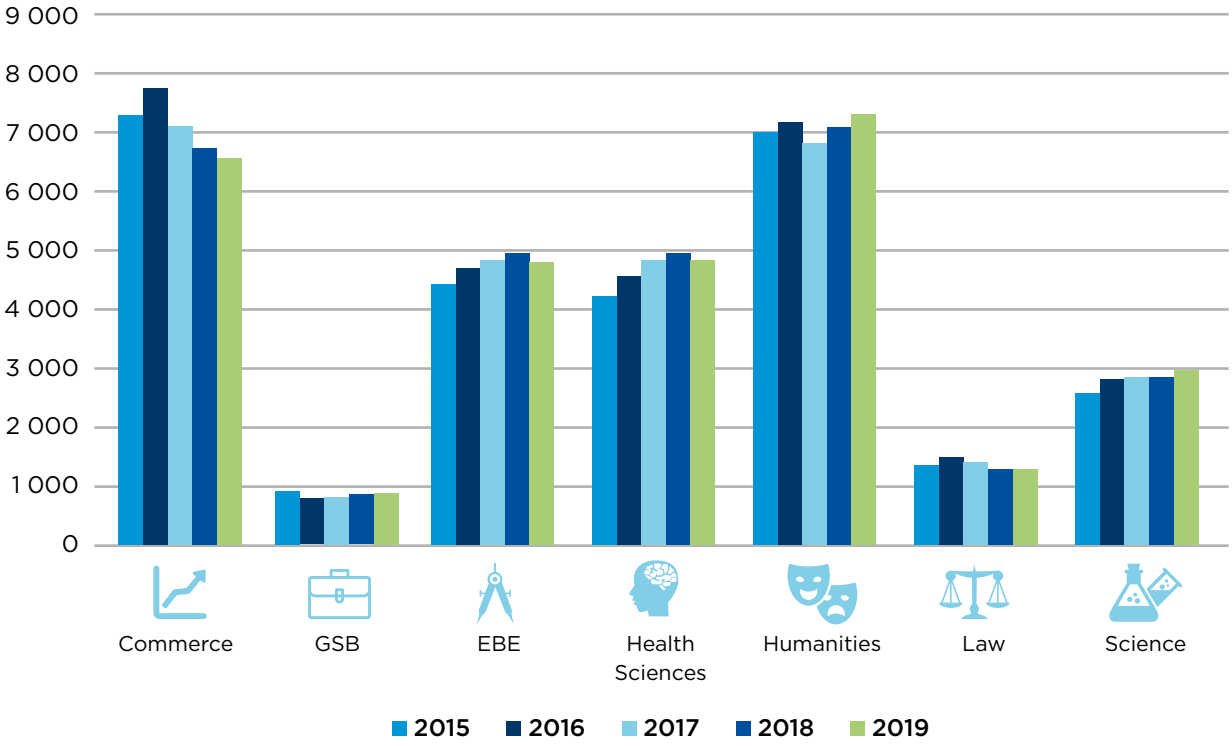


Figure 4: Total enrolments by faculty: 2015–2019



The proportional headcount enrolment in UCT's science, engineering and technology (SET) faculties (EBE, Health Sciences and Science) reached a level of 44.1% of the total enrolment in 2019. At the same time, the proportional enrolment within the business/management area dropped to 25.9% in 2019 (from a peak of 29.2% in 2016) while the proportional enrolment in the broad humanities faculties (including Law) increased slightly to 30% of the total enrolment in 2019.

Looking at the demographic profile of UCT's students, it is essential to note the new and growing sociocultural phenomenon taking place at UCT, reflecting some students' refusal to declare their race on their registration forms. The non-declaration of race, as shown in Figure 5, has had an increasingly adverse impact on UCT's ability to assess its progress towards its demographic enrolment targets in recent years. Self-declared

South African (SA) African, Coloured and Indian students together made up 43.8% (44.4% in 2014) of the total 2018 enrolment. During the 2014 to 2019 period, the proportional enrolment of self-declared White SA students dropped from 29% to 20% of the total enrolment. In 2019, 5 665 SA students (20% of the total enrolment) chose not to self-declare their race: Specifically, 23.1% of all SA undergraduates and 19.8% of all SA postgraduates registered in 2019 chose not to declare their race. While this practice has a substantial impact on the university's ability to report accurately and to access the government subsidy that supports increasing numbers of African and Coloured students, it is believed that this choice to not declare points to a much broader societal discussion about identity and self-declaration that needs to be addressed.

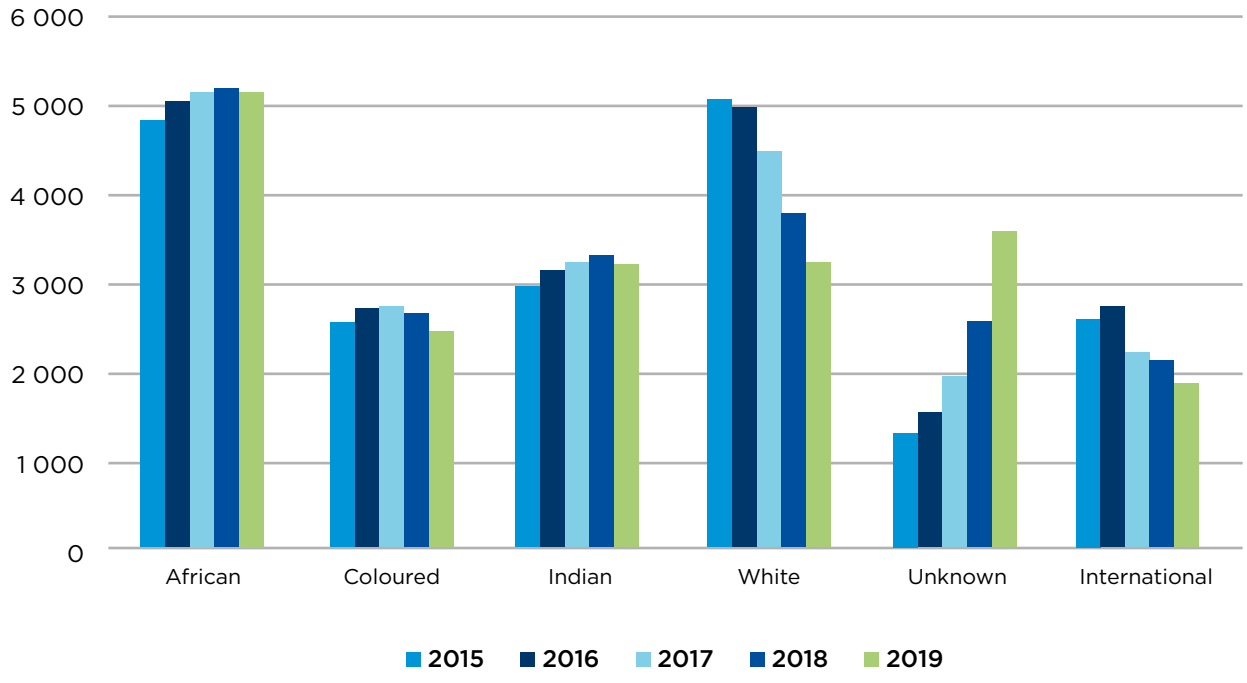
The Fees Must Fall and End Outsourcing protests marked a new era in higher education, particularly in terms of addressing access to education.

Table 5 in the appendix shows that in 2015 White undergraduate enrolments exceeded African undergraduate enrolments by 231 and that by 2019 the situation had reversed with African undergraduates outnumbering Whites by 1 934. Between 2017 and 2019 African students

made up the largest proportions of the undergraduate enrolment (29% in 2017, increasing to 30% of the 2019 total). Coloured and Indian undergraduate enrolments together decreased very slightly from 3 868 in 2015 to 3 462 in 2019, having peaked at 4 117 in 2016. Self-declared African, Coloured and Indian enrolments made up 50% of the total undergraduate enrolment in 2019, dropping slightly from a peak of 51.6% in 2017. The proportion of international undergraduates dropped markedly between 2015 and 2019 from 15% to 9% of the undergraduate total. Data gathered as part of the annual "no show" survey has shown that the social action of 2015–2017 played a substantial role in applicants deciding not to enrol at UCT in 2018.

The 2019 FU intake (4 080) was somewhat larger than that in 2018 (3 761) and was somewhat in excess of the Council approved FU target of 3 945. Of the 2019 FUs, 34% were found to have achieved an NSC

Figure 5: Undergraduate enrolments by race: 2015–2019



aggregate of 80% or more (down from 38% in 2017 and 2018, see Table 7 in the appendix). A further 38% (also 38% in 2018) had achieved an NSC aggregate of 70–79% while 20% (15% in 2018) had achieved an NSC aggregate below 70%. The proportion of the intake with NSC aggregates below 70% has increased steadily from 13% in 2015 to the current level. We will come back to this point when we deal with student performance. FUs with unknown matric aggregates (8% of the 2018 total) are mostly those who completed their schooling outside South Africa.

Looking at the qualification profile of undergraduate enrolments over the past five years (see Table 12 in the appendix), it is clear that enrolments in undergraduate diplomas and certificates dropped markedly to 325 in 2019, down from 770 in 2015 and 819 in 2016. As mentioned above, this was mainly due to the decreased intake in the two advanced diplomas in Commerce: enrolments at this level in Commerce dropped from 429 in 2015 to just eight in 2019. Enrolments in three-year bachelor's degrees and professional first bachelor's degrees each made up 29% of the total 2019 enrolment. Enrolments in bachelor's degrees grew at an annual rate of 0.8% per annum between 2015 and 2019, with 16 350 (16 394 in 2018) students enrolled at this level in 2019.

At the postgraduate level, as seen in Figure 6, the proportion of White enrolments dropped from 30.6% of the total in 2015 to 21.5% in 2019. Over the same period, the proportion of African, Coloured and Indian postgraduates increased by just less than four percentage points to 34.8% of the total, while the proportion of international postgraduates increased from 22.7% in 2015 to 23.8% in 2019, with the majority of

"Enrolments in bachelor's degrees grew at an annual rate of 0.8% per annum between 2015 and 2019, with 16 350 (16 394 in 2018) students enrolled at this level in 2019."

these students (17% of the total postgraduate enrolment) being from the rest of Africa. The proportion of SA postgraduates with undeclared race increased from 15.8% in 2015 to 24.8% of the 2019 postgraduate enrolment. This is almost a quarter of the postgraduate enrolments, which suggests that further investigation might be necessary to understand both students' reasons not to declare their race and the implications that this trend has for UCT's ability to track its progress or the transformation of its postgraduate cohorts.

Figure 6: Postgraduate enrolments by race: 2015–2019

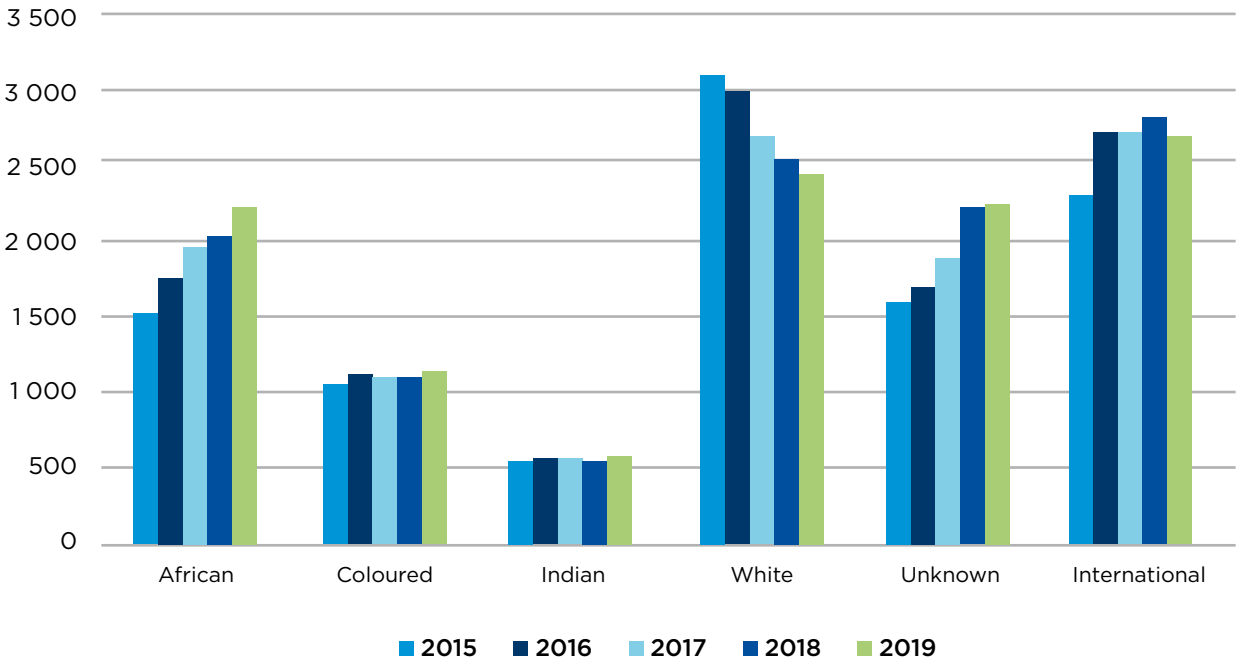
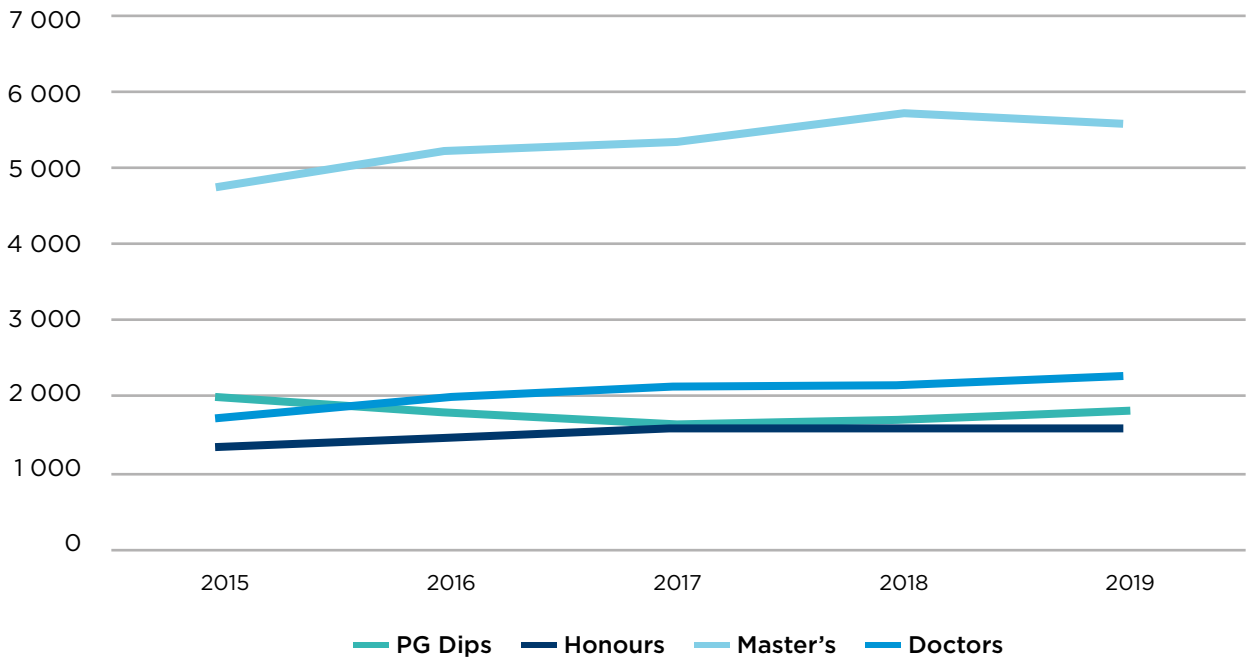


Table 12 in the appendix shows a marked decrease in occasional enrolments between 2016 and 2017, down by 518 enrolments to 975 in 2017, with a further decrease to 945 occasional enrolments in 2018. In 2019 the occasional enrolment dropped further to 804 (3% of the total

enrolment). This trend was due to a dramatic decrease in enrolments in the SSA programme in 2017, persisting into 2018 and 2019; the Faculty of Humanities was most affected by this decrease. Over the 2015–2019 period, however, postgraduate enrolments grew at a rate of 5% per annum, while undergraduate enrolments decreased progressively from a peak of 18 413 in 2016 to 17 320 in 2019. As a result of waning interest, enrolments at the postgraduate diploma level dropped back to 1 592 in 2017 (from 1 896 in 2015 and 1 808 in 2016), increasing somewhat to 1 665 in 2018 and 1 726 in 2019 due to a marked increase in enrolments in the GSB (see Figure 7).

Honours enrolments increased at a rate of 3.5% per annum between 2015 and 2019 and made up a stable 5% of the total enrolment across the period. Master's enrolments increased at a rate of 4.4% per annum over the five years, with the master's fraction of the total enrolment thus increasing from 17% in 2015 to 20% in 2018 and 2019. However, the master's enrolment decreased slightly between 2018 and 2019 (from 5 721 to 5 641). Doctoral enrolments increased by 6.5% per annum between 2015 and 2019 to 2 245 or 8% of the total 2019 enrolment. In 2019 master's plus doctoral enrolments totalled 7 886 or 27.5% of the total enrolment as compared with 6 487 (23% of the total) in 2015. The overall postgraduate fraction of the enrolment grew from 35% in 2015 to 39% in 2019. The growth in master's and especially doctoral enrolments raises the issue of supervisor overload. It is hoped that the National Review of Doctoral Degrees conducted by the Council on Higher Education will illuminate some of these issues once the panel site visit has taken place in 2020.

Figure 7: Growth in postgraduate enrolments by qualification type: 2015–2019



4.2 ACADEMIC STAFFING AND STUDENT:STAFF RATIOS

(Tables 8 to 11 in the appendix)
(Permanent and T3 staff in the teaching ranks only, including joint medical staff on the UCT payroll)

In 2019 there were 1 063 (997 in 2018) permanent, full-time teaching staff spread across the six faculties, the GSB and CHED.

As seen in Figure 8, differential growth in student enrolments and academic staffing across the faculties gave rise to dissimilar weighted full-time equivalent (FTE) enrolments per academic staff member across the institution. In 2019 there were 1 063 (997 in 2018) permanent, full-time teaching staff spread across the six faculties, the GSB and CHED. UCT's permanent (and formerly T3) academic staffing complement grew by 1.6% per annum between 2015 and 2019. The rate of growth in academic staffing slightly exceeded that of student headcounts (0.7% per annum over the same period).

Because growth in headcounts took place mainly at the postgraduate level, weighted FTE enrolments increased by 1.8% per annum between 2015 and 2019, and the ratio of weighted FTE enrolled students to academic staff remained relatively level at 31.3 in 2015 and 31.5 in 2019.

Between 2015 and 2018, there were significant increases in the ratios of weighted FTE students to full-time academic staff in the GSB (up from 55.3 to 71.3), the Faculty of Health Sciences (up from 27.8 to 32.5) and the Faculty of Humanities (up from 29.3 to 32.9). In the case of the GSB, this was as a result of rapidly increasing weighted FTE enrolments in the period from 2014 to 2018, while the academic staffing complement declined somewhat. In the case of Health Sciences, although there was a

small academic staff increase (0.7% per annum between 2015 and 2018), weighted FTE enrolled student numbers increased much more rapidly (at a rate of 6.1% per annum), hence the increased student:staff ratio. Marked increases in academic staffing in both the GSB and the Faculty of Health Sciences in 2019 resulted in substantial decreases in the student:staff ratios (down to 49.0 and 25.8 respectively). Weighted FTE enrolments in Humanities increased at a rate of 1.9% per annum between 2015 and 2018, while the academic staffing total dropped slightly, giving rise to an increase in the student:staff ratio (up from 29.3 in 2015 to 32.9 in 2018); in 2019 this ratio dropped slightly to 31.6 due to a substantial net increase in academic staff (up from 225 to 244). In the Faculty of Commerce, academic staff numbers increased at a more rapid rate (4.2% per annum) than weighted FTE enrolments (0.9% per annum) between 2015 and 2019, resulting in a marked decrease in the faculty's student: staff ratio (down from 56.9 in 2015 to 49.9 in 2019).

Figure 8: Weighted FTE enrolments per academic staff member: 2015 and 2019

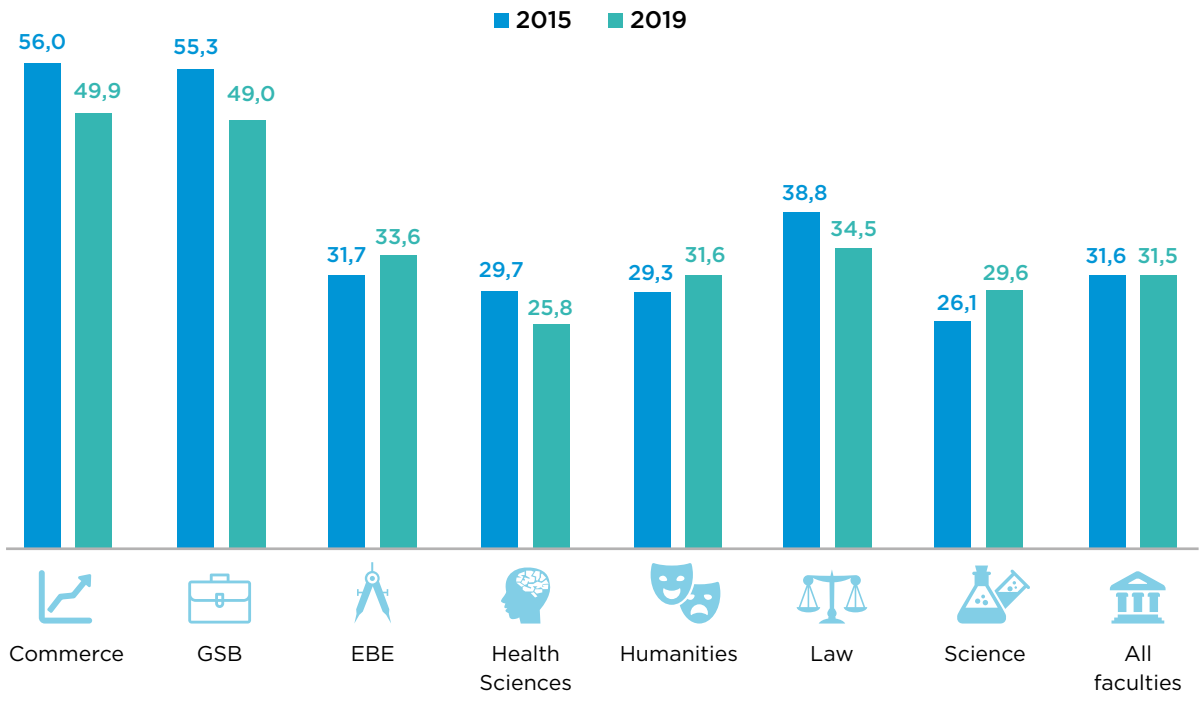


Table 9 in the appendix shows the highest formal qualifications held by academic staff in the teaching ranks, by year and by faculty. A critical indicator is the proportion of academic staff holding a doctoral degree, and it is therefore concerning to note that this proportion has dropped, from 71% in 2015 down to 63% in 2019. At the same time, the proportion holding master's degrees increased from 24% in 2015 and 2016 to 28% in 2019, while the proportion with a highest qualification below the master's level increased from 5% in 2015 to 8% of all academic staff in 2019. The proportions of staff holding doctoral degrees varied widely by faculty: In 2019, at the lower end, 46% of Commerce and 44% of Law academic staff held doctoral degrees, while at the upper end 89% of academics in the Faculty of Science and 78% of those in the GSB were doctoral graduates. A particularly large proportion of the academic staff in the Faculty of Law (51%) held a master's degree as their highest formal qualification while a substantial proportion of Commerce academic staff (16%) held a qualification below the honours level.

Senior lecturers made up the largest proportion of the academic staff in 2019 (29%), followed by lecturers (28%, up from 23% in 2018). While there was a net gain of 59 staff ranked at the lecturer level between 2014 and 2016, this was largely reversed by a decrease of 57 lecturers between 2016 and 2018. In 2019, however, there was a net increase of 69 staff at the lecturer level; this provides a probable explanation for the substantial increase noted in staff with qualifications below the doctoral level. There also was a drop in the number of professors between 2017 and 2018 (down from 234 to 221), and a further decrease down to 206 professors in 2019. While increases in the number of academic staff at senior lecturer level and below speaks

"Senior lecturers made up the largest proportion of the academic staff in 2019 (29%), followed by lecturers (28%, up from 23% in 2018)."

of the development of a pipeline for academic succession, the loss of a high number of professors without replacement sends warning signals about a possible juniorisation of the academic staff, which in turn might have implications for postgraduate supervision and contributions to the broader research enterprise. This is further compounded by the decrease in the number of staff holding doctoral qualifications. This is an area that requires closer monitoring, especially in light of the analysis provided below about the age of UCT's academic staff.

Table 11B in the appendix shows the distribution of academic staff by age group in five-year bands up to age 55+. In 2019 the 55+ group was the largest (28% of all staff), followed by the 45–49 year age group (17%) and the 50–54 and 40–44 year groups at 15% and 14% of the total respectively. Only 25% of the 2019 academic staff were younger than 40 years old.

Figure 9 summarises the race and gender composition of academic staff in four age-group bands (<45 years, 45–49 years, 50–54 years and 55+ years) in 2019, distinguishing between South African staff and international staff. The staff in the 55+ years group represent the so-called "ageing professoriate", who will be retiring in the next 10 years.

Of the 298 staff in this age group in 2019, more than half (161 total, 76 males and 85 females) were White. White staff (40 female and 31 male) also made up just over half of the 163 staff in the 50 to 54 years age group, and 48% of the 186 staff in the 45 to 49 years age group in 2019. As the staff in the <45 years age group are those who will be advancing through the ranks, essentially replacing those retiring in the next 10 to 20 years, it is concerning to note that in 2019 28% of the 416 staff younger than 45 years were White and that less than a third of the staff in this age group (22%) were African.

UCT still has fundamental work to do to change the profile of its academic staff to give credence to the declared institutional commitment to transformation. Nevertheless, as can be seen in Figure 10, there has been important progress made in the employment of African academics in the past five years. At the same time, there has been a drop in the participation of White people in the UCT academic workforce since 2014.

Broadly speaking, White staff made up 42% of the 2019 academic staff complement, in comparison with only 13% African, 15% Coloured and 8% Indian academic staff members. The proportion of international academic staff is 20% of the total in 2019.

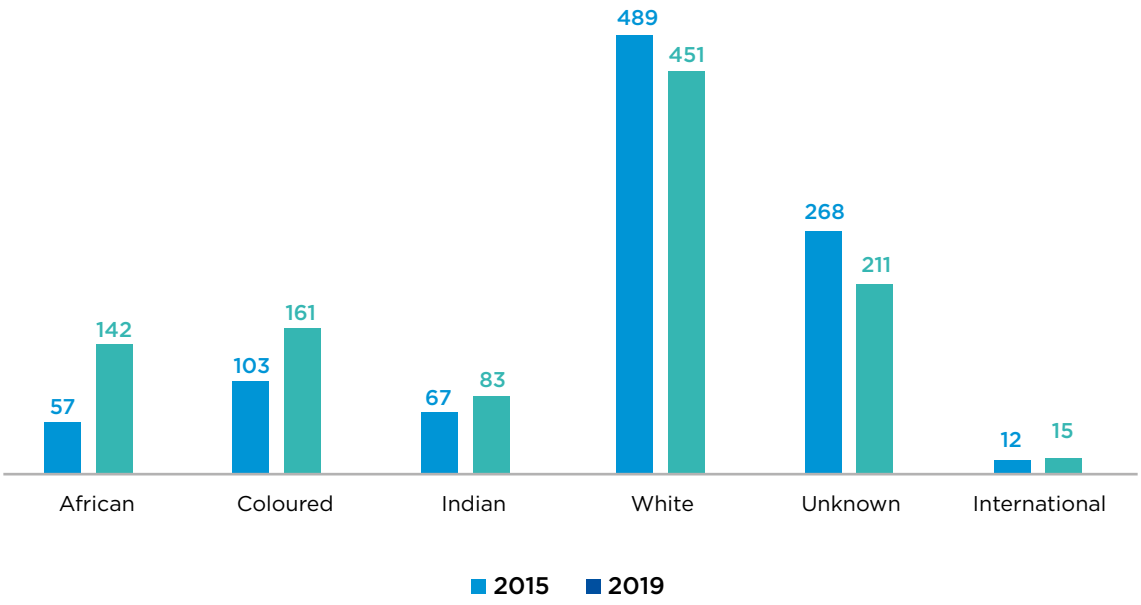
Figure 10 (Table 11B in the appendix), which depicts the distribution of academic staff by race (extracted from the Higher Education Management Information System [HEMIS], separating South Africans by race and

Figure 9: Academic staff by race, age and gender

	African		Coloured		Indian		White		International		Unknown		Total
Age	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
<45	42	50	43	32	26	16	73	45	35	50	1	3	416
	10.1%	*12.0%*	*10.3%*	*7.7%*	*6.3%*	*3.8%*	*17.5%*	*10.8%*	*8.4%*	*12.0%*	*0.2%*	*0.7%*	*100.0%*
45–49	5	13	16	13	3	9	42	47	14	20	2	2	186
	2.7%	*7.0%*	*8.6%*	*7.0%*	*1.6%*	*4.8%*	*22.6%*	*25.3%*	*7.5%*	*10.8%*	*1.1%*	*1.1%*	*100.0%*
50–54	4	11	12	11	5	2	49	35	15	18		1	163
	2.5%	*6.7%*	*7.4%*	*6.7%*	*3.1%*	*1.2%*	*30.1%*	*21.5%*	*9.2%*	*11.0%*	*0.0%*	*0.6%*	*100.0%*
55+	4	13	16	18	8	14	85	76	12	47	2	4	299
	1.3%	*4.3%*	*5.4%*	*6.0%*	*2.7%*	*4.7%*	*28.4%*	*25.4%*	*4.0%*	*15.7%*	*0.7%*	*1.3%*	*100.0%*
Total	**55**	**87**	**87**	**74**	**42**	**41**	**249**	**203**	**76**	**135**	**5**	**9**	**1063**
	5.2%	***8.2%***	***8.2%***	***7.0%***	***4.0%***	***3.9%***	***23.4%***	***19.1%***	***7.1%***	***12.7%***	***0.5%***	***0.8%***	***100.0%***

including all internationals within a single category), shows a considerable increase (85 staff) in African staff between 2015 and 2019. Over the same period, UCT gained 58 Coloured staff and 16 Indian staff but shed some 57 international staff. An examination of the countries of origin of the 211 international staff in 2019 shows that 47 (23% of all international academics) were from countries in Africa and 162 (77%) were from countries outside Africa (two staff members did not declare their country of origin). The number of White academics dropped from 489 in 2015 to 451 in 2019, or by 8%. As a result, the proportion of White academic staff dropped from 49% of all academics in 2014 to 42% in 2019.

Figure 10: Full-time academic staff by race: 2015 and 2019



In terms of gender, Table 11C in the appendix shows that the proportion of female academic staff increased to 48% of the total by the end of 2019 (from 43% in 2015). The proportions of female academics were higher than those of male academics in the following faculties: Health Sciences

(65% female), Law (64% female) and CHED (61% female). Conversely, male academics dominated in Commerce (59%), the GSB (67%), EBE (67%) and Science (68%).

4.3 **TEACHING AND LEARNING**

(Tables 13 to 26 in the appendix)

Graduates and success rates

The 2019 HEMIS return to the DHET indicates that 7 495 (7 379 in 2018) students completed a degree or diploma in 2019 (see Figure 11). The 2019 graduates included 1 302 master's graduates (down from 1 381 in 2018) and 261 doctoral graduates (up from 195 in 2018); an increase in doctoral graduates was apparent in all faculties other than Science and Law. The largest numbers of 2019 doctoral graduates were from the faculties of Health Sciences and Science (69 and 52 respectively). At the master's level, the largest numbers of graduates were Health Sciences, EBE and Commerce students (265, 202 and 194 respectively).

Three-year bachelor's graduates made up the largest group in 2019 (1 936 graduates, 26% of all graduates). The proportion of professional first bachelor's graduates dropped slightly from 22% of the total to 20% of the total in 2019. The numbers of graduates at the undergraduate diploma level decreased in 2019, reflecting the relatively smaller enrolments in this qualification type. Graduations at the postgraduate diploma level had dropped from a peak of just under 1 135 in 2016 to 944 in 2017 as enrolments at this level waned; however, some recovery in both enrolments and graduations (up to 1 726 enrolments and 1 175 graduates respectively) continued in 2019.

Figure 11: Changes in graduates by qualification type: 2015–2019

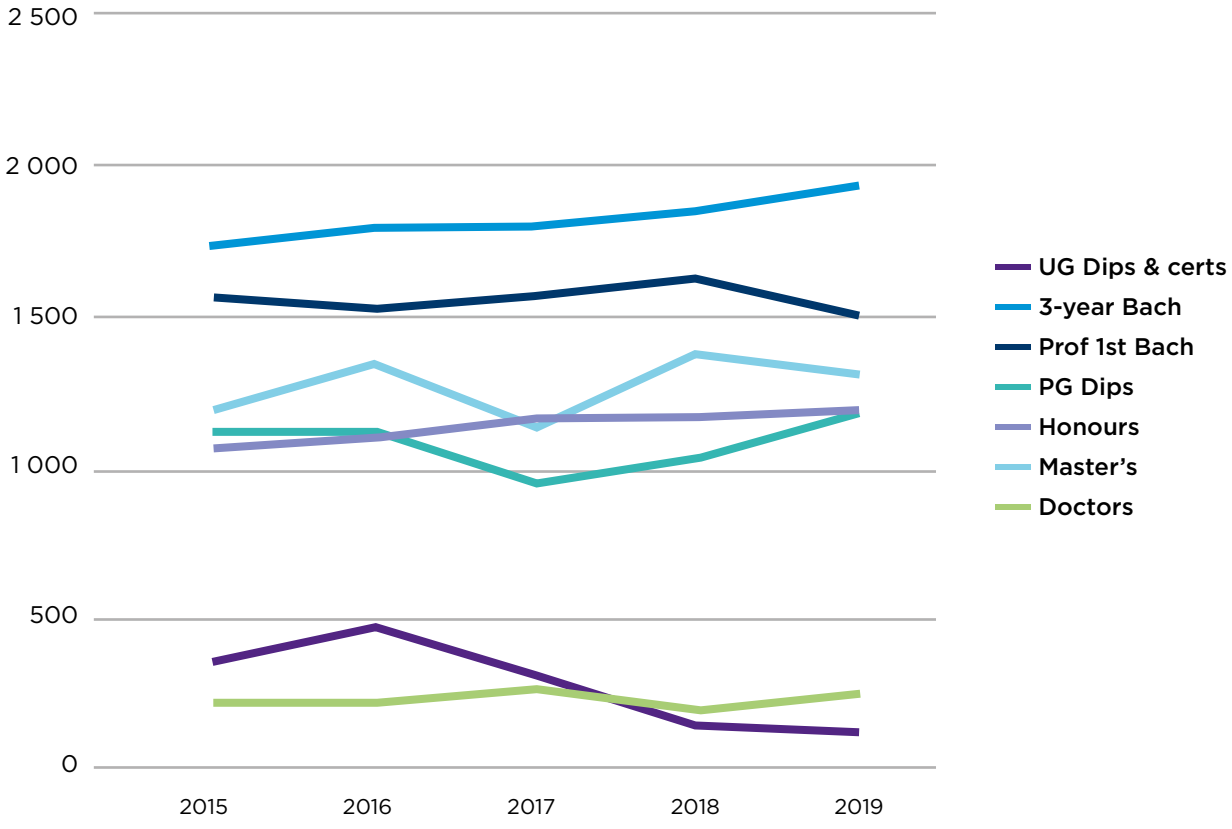


Table 14 in the appendix shows a concerning decrease in the so-called graduation rate (calculated as graduates as a fraction of enrolments) in certain qualification types across the 2015 to 2019 period. For example, the graduation rate at the three-year bachelor's level dropped to 23.7% in 2019 from 24% in 2015; the master's level graduation rate dropped from 25.4% in 2015 to 23.1% in 2019; and the doctoral level graduation rate dropped from 12.8% in 2015 to 11.6% in 2019. While growth in enrolments may be a causal factor in the apparent decline (inflating the denominator in the calculation), the graduation rates at the master's and doctoral levels in particular are markedly lower than the National Plan for Higher Education benchmark graduation rates reflected in Table 14, and this may indicate a need for further investigation.

The Table 15 series in the appendix shows the class of pass (measured as the cumulative career grade point average [GPA]) among all bachelor's graduates by faculty, race and gender for the period 2015 to 2019. Although there was some variation across the five years reported on here, it appears that the proportions of graduates achieving in the first-class and upper-second-class bands (10% and 16% of all bachelor's graduates respectively) did not change between 2015 and 2019. While there was an overall slight decrease in the proportion graduating in the lower-second-class band (down from 47% in 2015 to 45% in 2019), this was balanced by slight (one percentage point) increases in those achieving third-class passes (up to 25%) and those whose GPA was less than 50% (up to 4% of all bachelor's graduates).

The class of pass differed quite markedly between faculties, with 47% of Health Sciences students achieving first- or upper-second-class passes, while 27% of Science and EBE students, 23% of Humanities students and 21% of Commerce graduates achieved GPAs in this band. By contrast, only 13% of Law graduates have GPAs of 70% and higher. GPAs in the lower-second-class range made up the largest proportion of the graduates in all faculties other than Health Sciences. Around 30% of Commerce, Science and Law graduates had GPAs in the third-class band; in Health Sciences the equivalent proportion was 11% in 2019, in comparison with 7% in 2015.

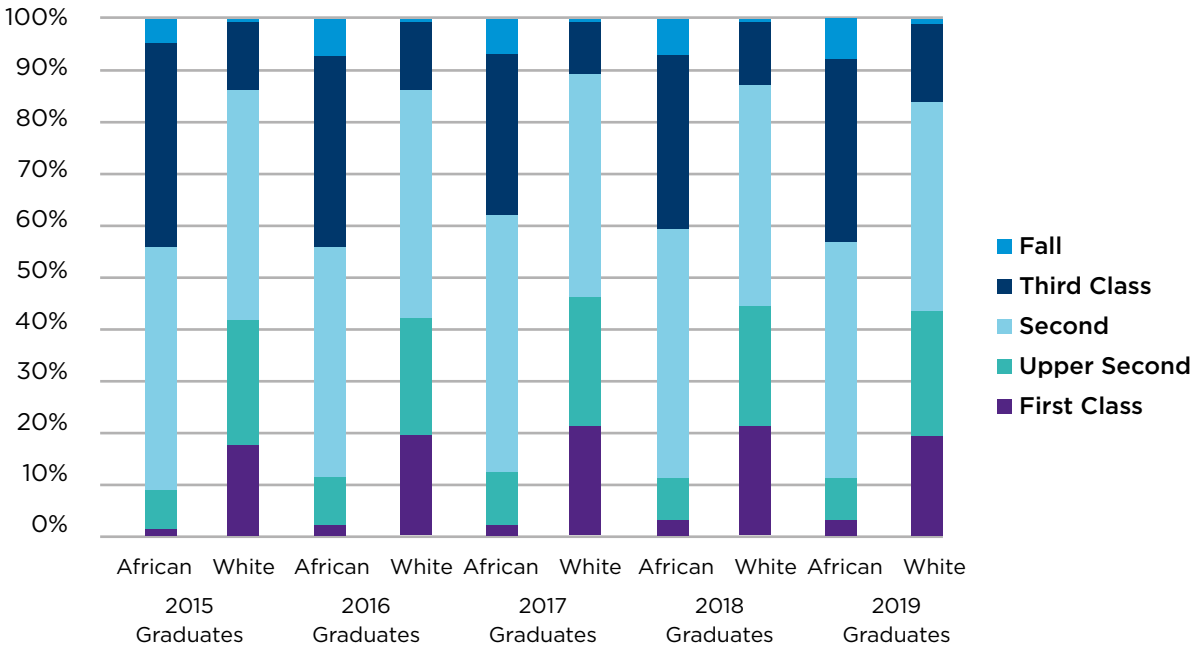
Table 15 in the appendix shows that there were also marked differences in performance profiles of bachelor's graduates in the different population groups: By 2019 11% of African graduates, 19% of Coloured graduates, 29% of Indian graduates and 43% of White graduates had achieved upper-second or first-class passes. Conversely, 35% of African graduates, 30% of Coloured graduates, 28% of Indian graduates and 15% of White graduates had GPAs in the third-class band. The largest proportions of graduates across all race groups were located in the lower-second-class band: In 2019 40% of all White and Indian bachelor's graduates, 49% of Coloured graduates and 45% of African graduates had passed their degrees in the 60–69% GPA band.

Despite the changes seen in the class of pass among African graduates between the 2015 and 2019 graduation years, the profiles of the 2019 African and White graduates differed markedly with:

- 3% of African graduates in comparison with 19% of White graduates achieving first-class passes
- 8% of African graduates and 24% of White graduates achieving upper-second-class passes
- 45% of African graduates and 40% of White graduates achieving second-class passes
- 35% of African graduates and 15% of White graduates achieving third-class passes
- 8% of African graduates and 1% of White graduates completing with cumulative GPAs of less than 50%.

These differentials have a substantial possible impact on the conversion of graduates to postgraduate study (discussed below) but also suggest that there is still work to be done to close the performance gap between African and White students. It should be noted that a fraction of all bachelor's graduates with undeclared race increased from 5.1% of the total in 2015 to 7.9% of the total in 2019.

Figure 12: Comparison of class of pass among African and White graduates: 2015–2019



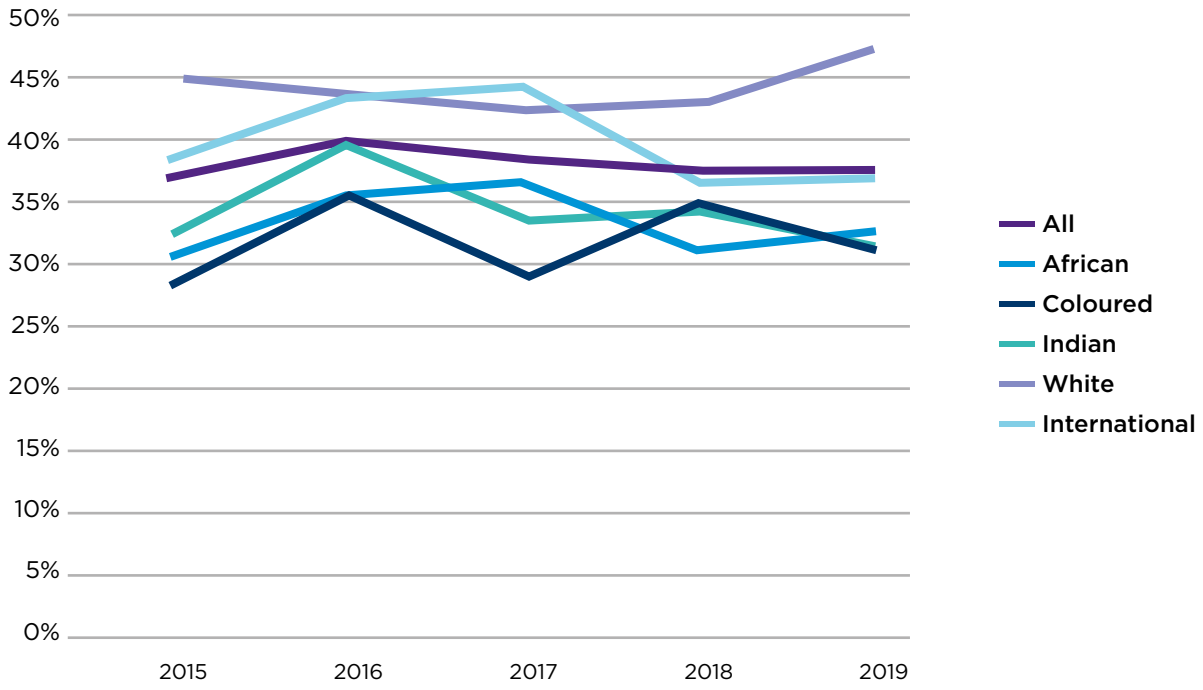
The Table 16 series in the appendix shows the rates of conversion of bachelor's graduates into postgraduate study. Three-year bachelor's graduates who entered at least an honours degree in the year following graduation, and professional first bachelor's graduates who similarly entered at least a master's programme, have been considered to have converted to postgraduate study. In general terms, the rate of conversion among three-year bachelor's graduates was seen to increase progressively between 2013 and 2016 (although there were pronounced differences across the faculties and the various population groups). However, the 2017 conversion rate slipped back by two percentage points (from 40% in 2016 to 38% in 2017) and the 2018 and 2019 conversion rates dropped by a further percentage point to 37%. Conversely, the conversion rate for professional first bachelor's graduates increased from 10% in 2015 to 14% in 2019. It should be noted that professional first bachelor's graduates in the Health Sciences overwhelmingly transition

into community service following graduation (this must be completed before these graduates are able to practice their professions), hence the negligible rate of conversion into postgraduate studies. There were however marked increases in the conversion rates among professional first bachelor's graduates in Commerce (up from 7% to 15%), Humanities (up from 6% to 25%) and Law (up from 16% to 29%) between 2015 and 2019.

The highest rates of conversion among three-year bachelor's graduates took place among Science (peaking at 68% in 2015) and EBE graduates (peaking at 57% in 2016). It is of interest to note the steady increase in conversion rates among three-year Commerce and Humanities graduates between 2015 and 2017, while the conversion rates in EBE and Science fluctuated quite markedly from year to year. The conversion rates among three-year bachelor's graduates in all faculties other than Commerce improved by one to two percentage points between 2018 and 2019; in the case of Commerce, the conversion rate dropped by four percentage points to 24% in 2019.

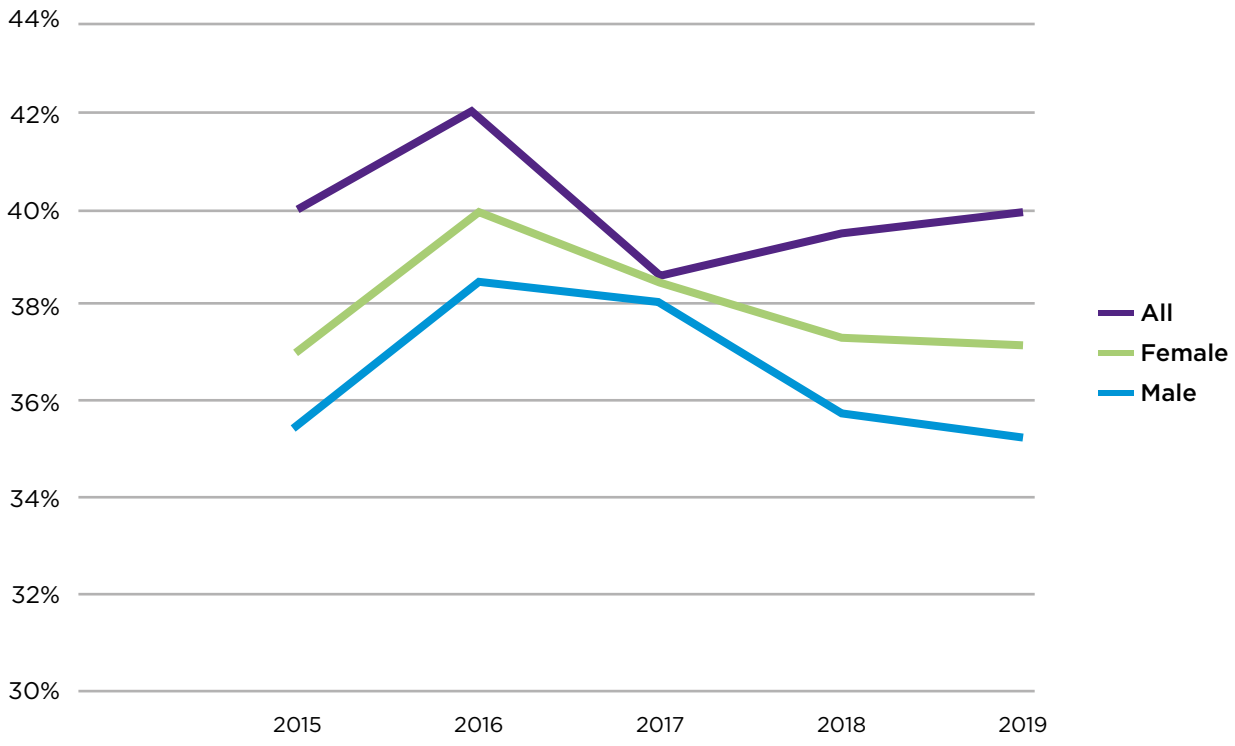
The table set also shows a steady increase in the conversion rate among African three-year bachelor's graduates between 2015 and 2017 (up from 30% in 2015 to 37% in 2017), followed by a marked decline to 31% and 32% in 2018 and 2019. The conversion rates among Coloured and Indian graduates dropped from 35% in 2018 to 31% in 2019, while the conversion rate among White three-year bachelor's graduates peaked at 47% in 2019. Given the support provided, especially for Black students wanting to pursue honours degrees, these results are disappointing and require further investigation to identify the obstacles preventing students from continuing to study at postgraduate level. The conversion rate among international three-year bachelor's graduates also dropped markedly between 2017 and 2018 (by eight percentage points to 36%), increasing by one percentage point to 37% in 2019.

Figure 13: Conversion of three-year bachelor's graduates to postgraduate study by race: 2015–2019



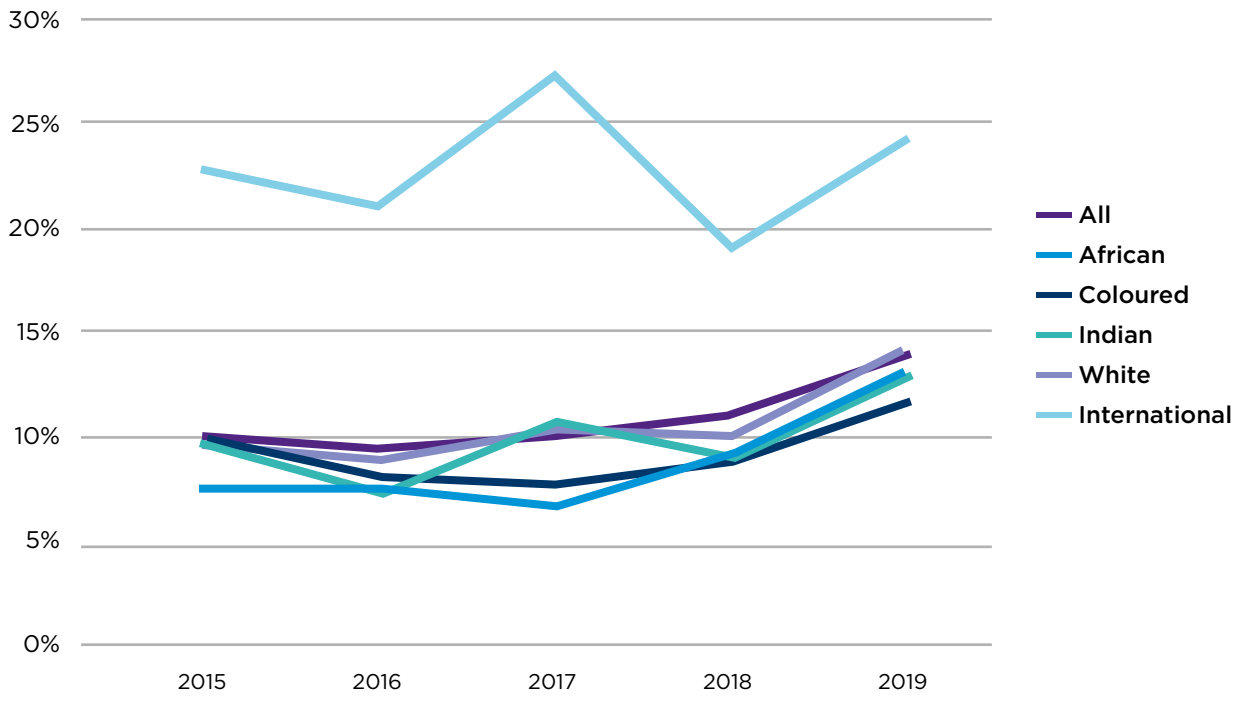
The conversion rate among female graduates increased steadily to a level of 38% in 2016 and in 2017, dropping to 36% in 2018 and 35% in 2019. However, the 2019 conversion rates among female Commerce and EBE graduates dropped to 22% in both cases (from 31% and 30% respectively in 2017). Among male three-year bachelor's graduates, the conversion rate peaked at 42% in 2016, dropping to 39% in 2017 and 2018, and increasing slightly to 40% in 2019. Particularly large proportions of the male three-year bachelor's graduates in Science (60%) and EBE (59%) converted to honours studies in 2019. The rate of conversion to honours studies in the EBE three-year bachelor's programmes is particularly important as the completion of relevant honours programmes is essential for professional practice in architecture, construction studies and property studies.

Figure 14: Conversion of three-year bachelor's graduates to postgraduate study by gender: 2015–2019



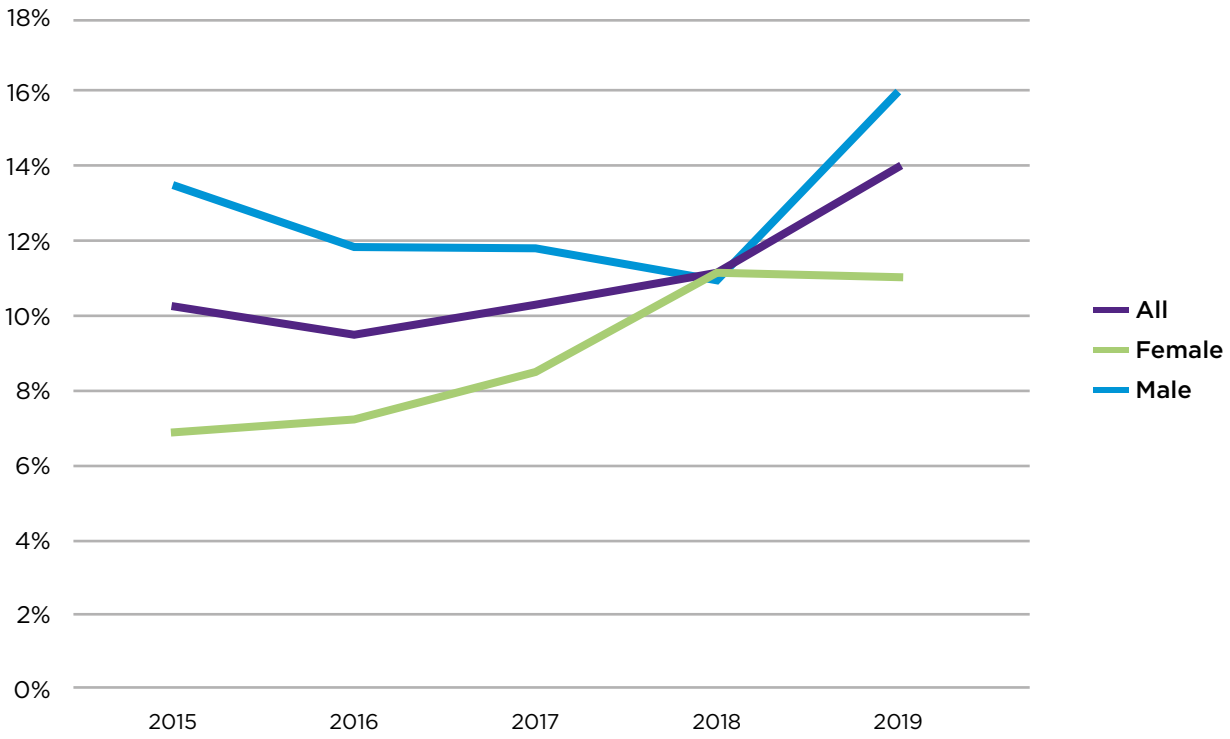
In terms of the conversion of professional first bachelor's graduates into postgraduate study, the rate is far lower than that among three-year bachelor's graduates, fluctuating at around 9–10% between 2015 and 2018, but increasing to 14% in 2019. The conversion rate among White graduates also fluctuated between 9% and 10% over the 2015 to 2018 period, increasing to 14% in 2019. The conversion of African professional first bachelor's graduates into postgraduate study increased from 8% in 2015 to 13% in 2019. Similarly, the conversion rates among Coloured and Indian professional first bachelor's graduates increased to 12% and 13% respectively in 2019. The conversion rate among international professional bachelor's graduates was much higher than among local students, peaking at 27% in 2017, but dropping by three percentage points to 24% in 2019.

Figure 15: Conversion of professional first bachelor's graduates to postgraduate study by race: 2015–2019



It is also noteworthy that until 2017 the conversion rate among female graduates was consistently lower than that among male professional first bachelor's graduates. In 2018, however, the female conversion rate increased by three percentage points to 11%, while the male conversion rate dropped by one percentage point, also to 11%. The conversion rate among male graduates increased to 16% in 2019, while that among female graduates remained level at 11%.

Figure 16: Conversion of professional first bachelor's graduates to postgraduate study by gender: 2015–2019

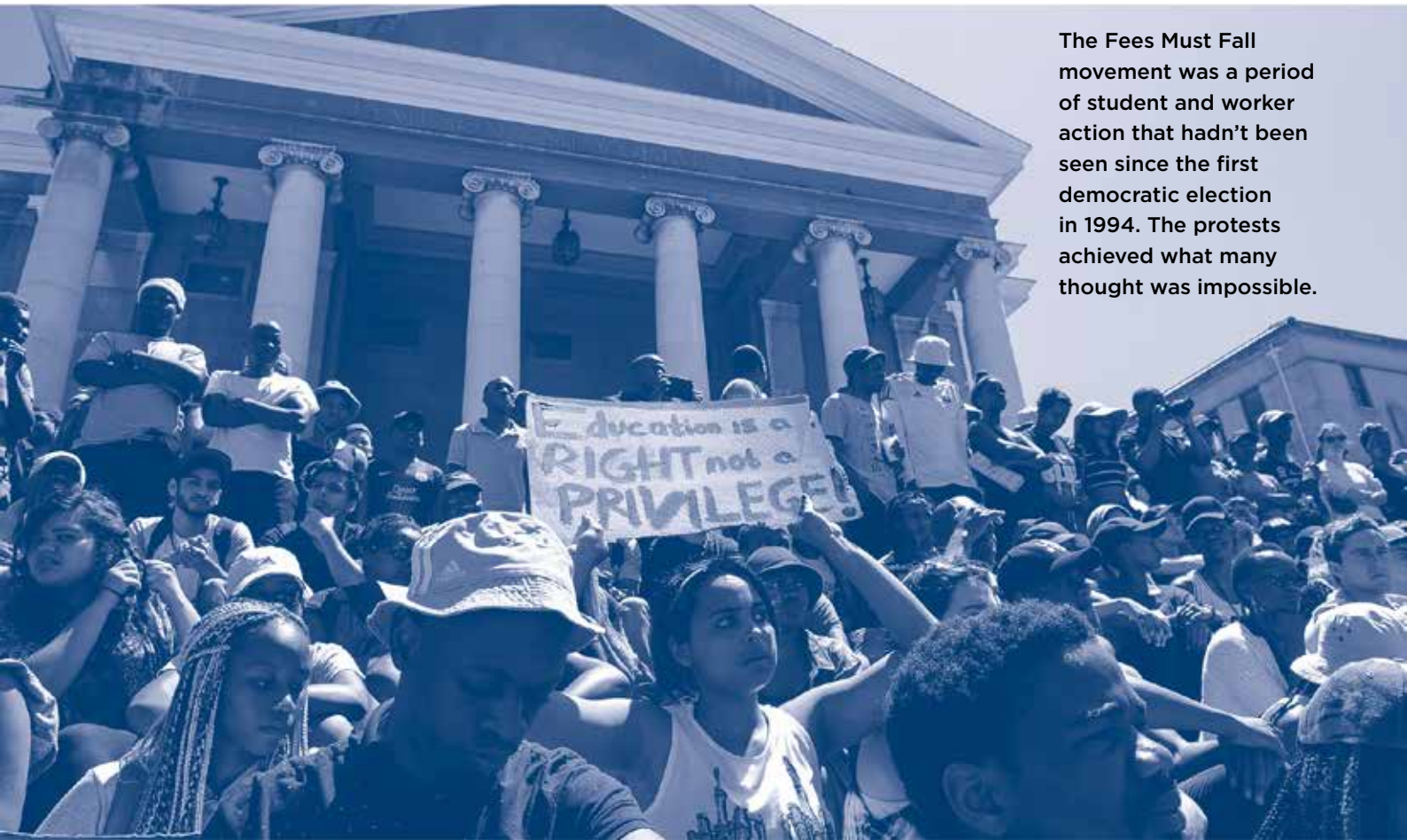


Success rates

Looking at course performance at the undergraduate level, the overall success rate in 2019 increased somewhat to 85.1%, from 84% in 2018 (85% in 2017, 87.8% in 2016 and 88.4% in 2015).

The Table 17 series in the appendix shows that the overall 1000-level course success rate dropped from 86% in 2015 to 83% in 2016 and 2017, 81% in 2018, and rising again to 83% in 2019. Table 17A shows that there were marked improvements in 1000-level course success rates in EBE (up by eight percentage points to 87%) and Law (up by four percentage points to 85%) and smaller increases in Commerce and Science (up by two percentage each to 88% and 77% respectively). The 1000-level success rates remained unchanged at 95% in Health Sciences and 84% in Humanities.

Table 17B shows an improvement in 1000-level course success within the Business/Commerce Classification of Education Subject Matter (CESM) group (up from 85% in 2018 to 87% in 2019) and the Science/Technology

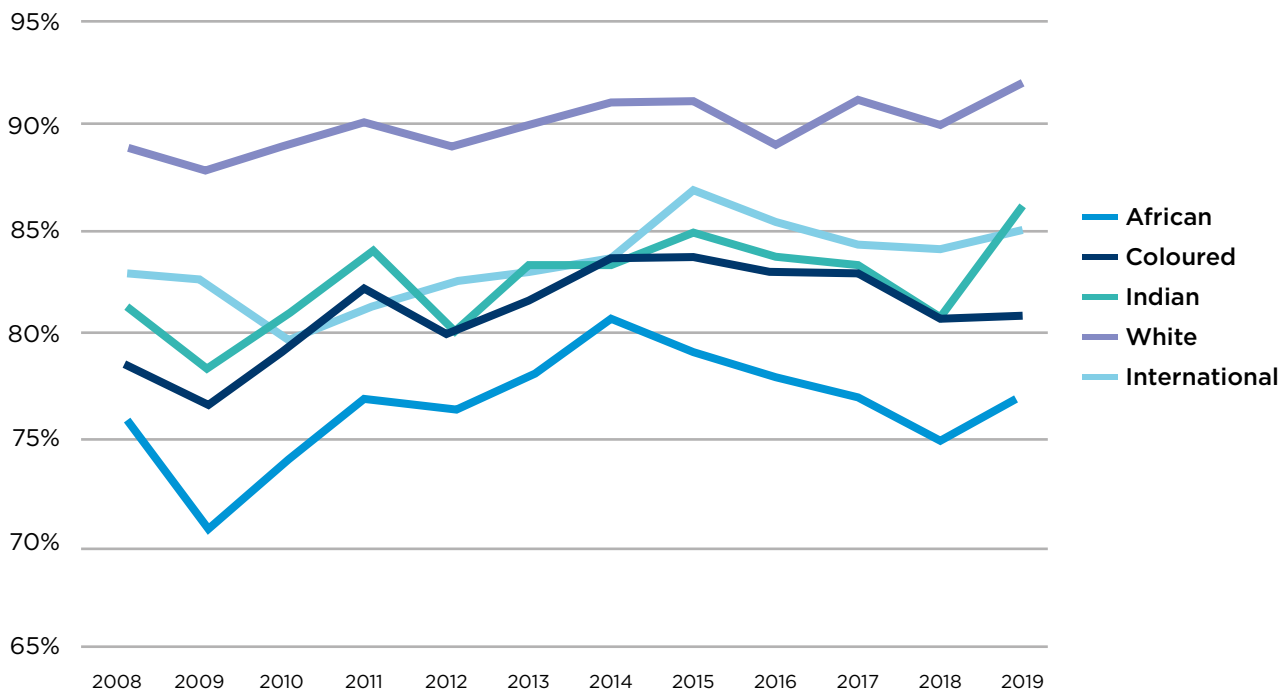


The Fees Must Fall movement was a period of student and worker action that hadn't been seen since the first democratic election in 1994. The protests achieved what many thought was impossible.

CESM group (up from 78% in 2018 to 81% in 2019). The success rate within courses in the Broad Humanities, however, remained level at 84%.

Table 17C shows that almost all groups reflected small (one to two percentage point) increases in 1000-level success rates between 2018 and 2019. In the case of Indian students, there was a larger, five percentage point improvement. The difference in success rates at the 1000-level between White (at the upper extreme) and African students (at the lower extreme) widened from 12 percentage points in 2015 to 15 percentage points in 2019. It is entirely possible that the overall lower performance during 2016 to 2018 reflected the challenging environment arising from the 2015–2017 student protests, including the closing of the university for sustained periods and the interruption of lectures during the protests.

Figure 17: 1000-Level course success rates by race: 2008–2019



The analysis of the 1000-level course success rates after 2009, as well as the academic standing code analysis described below, suggest that the performance of the 2009 FU cohort was an aberration following the first writing of the first NSC exams, and that performance within subsequent cohorts is likely to be more in line with that among cohorts entering prior to 2009.

The overall success rate in 2000-level courses dropped by three percentage points between 2016 and 2017 (to 84%) and remained level at 84% in 2018 and 2019. While in most cases 2000-level success rates in 2019 were either the same as in 2018 or changed by one percentage point, in EBE the success rate at this level increased by four percentage points to 86%. The changes in 2000-level success rates by CESM group between 2018 and 2019 were negligible, with only the SET group reflecting a one percentage point improvement (see Table 17b). Table 17C shows that the 2000-level success rates among African students remained level at 76% in 2019 but increased by two percentage points among White students (up to 94%) and three percentage points among Indian students (up to 87%). All of the other SA population groups and international students reflected a one percentage point decrease in 2000-level success rates between 2018 and 2019. Because of differential shifts in 2000-level success rates by race, the White:African 2000-level performance differential increased from 14 percentage points in 2015 to 18 percentage points in 2019.

The Table 17 series in the appendix shows that the success rate at the 3000-level remained level, overall, between 2018 and 2019. There was, however, a three percentage point improvement in relation to SET courses (up to 92%) and a one percentage point decrease in the success rate in Business/Management courses (down to 86%). In terms of performance by race, at the lower end the 2019 3000-level success rate among Black

students improved by two percentage points to 83% in 2019, while at the upper end the success rate among White students increased by two percentage points to 95%. The Faculty of Law experienced a large decrease in the success rates at the 3000-level between 2017 and 2018 (down by nine percentage points to 77%) and a further decrease to 76% in 2019. At the upper end, looking at 3000-level performance by faculty, the success rate in Health Sciences courses remained level at 96%. All groups showed small increases in 3000-level course performance between 2018 and 2019, while the success rate among international students remained level at 90%. Differential fluctuations in the success rates in 3000-level courses resulted in the African:White performance gap increasing from 10 percentage points in 2015 to 14 percentage points in 2016 but dropping again to 12 percentage points in 2019.

Foundation students

Tables 18A and B in the appendix show trends in the success rates among foundation students by UCT course level, faculty and CESM group. Of critical concern is the performance of these students in 2000- and 3000-level courses which form part of the mainstream curriculum, following the structured support offered in the first year. It is therefore of interest to note that in all of the years shown here the performance of foundation students in 1000- and 2000-level courses was very similar. In 2017, however, there was an overall four percentage point differential between performance in 1000-level courses (77% pass rate on average) and 2000-level courses (pass rate of 73% on average). The difference between 1000- and 2000-level success rates in 2019 was visible across all faculties and was particularly pronounced in Law (where the 2000-level success rate was 12 percentage points lower than the 1000-level success rate) and in Health Sciences where this differential was 11 percentage points. Looking at the data in terms of CESM group (see Table 18B), the

2000-level course success rates among foundation students were three percentage points lower (at 73%) in the Business/Commerce group; five percentage points lower in the broad Humanities (at 77% in 2019), but two percentage points higher in the Science/Technology group (at 71%). It is, however, of concern that the 1000-level course success rate among foundation students has decreased progressively over the past five years, from 79% in 2015 down to 75% in 2018 and 2019. At the 2000-level, the success rate among foundation students also dropped from 79% in 2015 to 74% in 2018 and 2019.

Undergraduate academic progress code analysis

(Table 19 in the appendix)

Between 2015 and 2019 the fraction of "successful" undergraduates (ie those who had completed a degree/diploma or at least met minimum readmission requirements – in which case a CONT academic standing code is awarded) dropped from 89% to 86% (87–89% of all undergraduates were "successful" where the measure of success is the achievement of a QUAL/INQF or CONT academic standing code). In 2019 14% of all undergraduates failed to meet minimum readmission requirements for readmission, ie they required faculty or Senate permission to re-register, or were refused readmission on academic grounds. Of these students, most (9% of all undergraduates) were granted concessions to continue with their studies. Students who receive concessions to continue with their studies effectively repeat the year, which prolongs the time to degree among those who ultimately graduate. The final proportion excluded on academic grounds remained level at 3% of all undergraduates between 2017 and 2019.

Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 10% of their undergraduate students at the end of 2019. The Faculty of Science awarded concessions to continue studying to 6% of its undergraduates in 2019 (up from 4% in 2015). In the Faculty of Health Sciences, the proportion of undergraduates receiving concessions to continue increased to 3% in 2019, having remained level at 1% between 2015 and 2017.

"Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 10% of their undergraduate students at the end of 2019."

While 12% of all undergraduate students failed to meet minimum readmission requirements in 2019, the proportion failing to do so of:

- African undergraduates was 19% (17% in 2015)
- Coloured undergraduates was 14% (12% in 2015)
- Indian undergraduates was 11% (12% in 2015)
- White undergraduates was 6% (5% in 2015)
- international undergraduates was 14% (10% in 2015).

It is of interest to note that among Indian and White undergraduates there was a progressive increase in the proportion of students qualifying over the 2015–2019 period: In the case of Indian students, this proportion rose from 17% in 2015 to 27% in 2019, while in the case of White students the proportion increased from 27% in 2015 to 32% in 2019. This change may be the result of decreasing numbers of Indian and White students entering the university, giving rise to relatively more senior cohorts of Indian and White students and thus larger proportions of graduates.

Five-year first-time entering undergraduate cohort analysis

(Tables 20 and 21 in the appendix)

The Table 20 series in the appendix tracks the progress of the 2011 to 2015 FU cohorts. These overall entry cohorts showed a marked consistency in relation to completion rates among the 2011 to 2014 cohorts (72–73%), but the completion rate among the 2015 cohort dropped to 70%. The proportion of each cohort still busy with their studies increased by one percentage point to 9% of the 2015 FU cohort, while the proportion

dropping out in good academic standing remained level at 10%. Ten percent of the 2015 FU cohort (in comparison with 9% of the equivalent 2014 FU cohort) were excluded on academic grounds.

Analyses of the five-year longitudinal progress of FUs within the 2015 entry cohorts showed that 70% had completed a degree/diploma by the end of 2019, while 9% of the 2015 entrants were still busy with their undergraduate studies after five years. The potential completion rate within the 2015 cohort was therefore 79% in comparison with 80% among both the 2011 and 2012 cohorts and 81% of the 2013 and 2014 cohorts. By the end of 2019, 10% of the 2015 FU entrants shown here had dropped out in good academic standing, and a further 10% had been excluded on academic grounds, bringing the total attrition rate (academic exclusion plus drop-out in good academic standing) to 20% of the cohort. This represents a marked improvement in comparison with the 2009 FU cohort (not shown in the Table 20 series) among whom 20% had been academically excluded, and a further 9% had dropped out without completing a degree/diploma within five years of beginning their studies; the total attrition within the 2009 cohort was therefore 29% of all entrants.

The relatively lower completion rate within the 2009 FU cohort resulted mainly from an increase in the proportion of students excluded on academic grounds (up by three percentage points to 20% in comparison with the 2008 cohort). It should also be noted that the 2009 intake included large numbers of writers of the first NSC in 2008, where unexpectedly strong performances in subjects such as mathematics may have adversely

"Analyses of the five-year longitudinal progress of FUs within the 2015 entry cohorts showed that 70% had completed a degree/diploma by the end of 2019, while 9% of the 2015 entrants were still busy with their undergraduate studies after five years."

impacted on admissions decisions in the Science and EBE faculties in particular. Particularly high rates of cumulative academic exclusion were apparent within the 2009 EBE and Science FU cohorts: 30% and 33% respectively. The academic exclusion rates in these two faculties have dropped markedly, with 13% of the 2015 Science FU cohort and only 10% of the equivalent EBE cohort being excluded on academic grounds. In the case of EBE, a large proportion of the 2015 FU intake (18%) were still busy with their undergraduate studies after five years of study. In the case of the Faculty of Law, there was a marked decrease in the completion

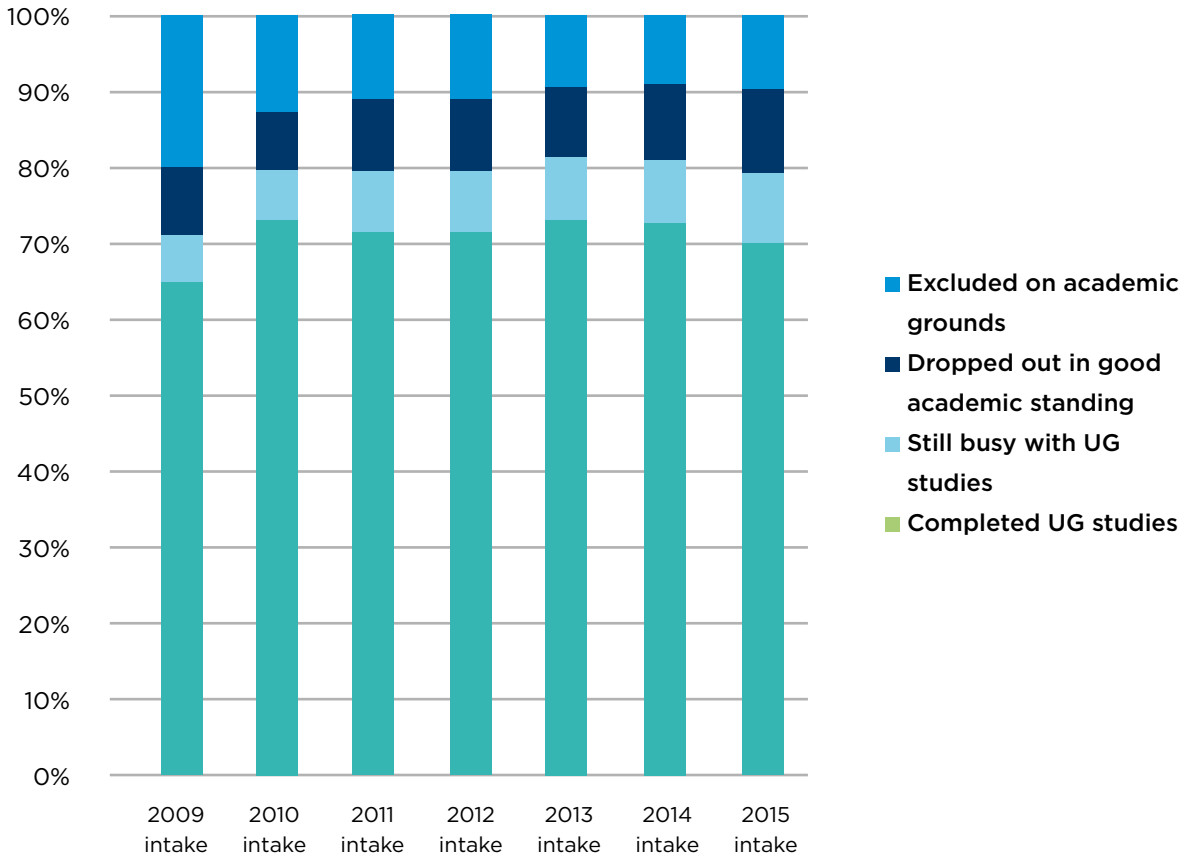
rate within the 2015 FU cohort (down to 49%, in comparison with 52% of the 2013 cohort and 69% of the 2014 cohort); 17% of the 2015 Law FU cohort were still busy with their studies at the end of 2019, but 10% had dropped out in good academic standing and a further 25% had been academically excluded; the overall attrition rate within the 2015 Law FU cohort was 35% by the end of 2019.

Of particular interest is the impact of the new approach to the Extended Degree Programme (EDP) in Science (introduced in 2013) on cohort performance in that faculty. Prior to 2013 these students were admitted directly into the General Entry Programme for Science, but as from 2013 all students have been admitted into the mainstream (SB001). All students are then required to write a set of formal class tests at midterm of the first semester (mid-March). Based on the marks achieved in these tests, assessed together with the results of the school-leaving examinations and the NBTs, selected students are then advised to convert to the four-year EDP – the SB016. The EDP is structured such that students entering the programme receive additional academic and general support in order to improve their chances of graduating in minimum time. Table 20A shows that the completion rate for Science FUs had dropped to 63% and 65% of the 2011 and 2012 FU cohorts respectively, with 24% and 20% of these cohorts being refused readmission on academic grounds. Encouragingly, 68% of the first cohort of the new EDP (the 2013 cohort) had completed their studies after five years of study, while 70% of the second EDP cohort and 72% of the 2015 cohort had graduated within five years. It is noteworthy that the rates of academic exclusion among these three cohorts (14% in both 2013 and 2014 and 13% in 2015) were markedly

"The EDP is structured such that students entering the programme receive additional academic and general support in order to improve their chances of graduating in minimum time."

lower than those during the GEPS approach. However, it appears that although there was no marked change in the incidence of drop-out in good academic standing, there has been an increase in the proportion of students still busy with their studies after five years (10% of the 2013 cohort, 8% of the 2014 cohort and 7% of the 2015 cohort in comparison with 4–5% of the 2011 and 2012 cohorts). The potential completion rate among the 2015 FU cohort, after five years of study, was 79%, in comparison with only 68% within the 2011 FU cohort and 69% among the equivalent 2012 cohort.

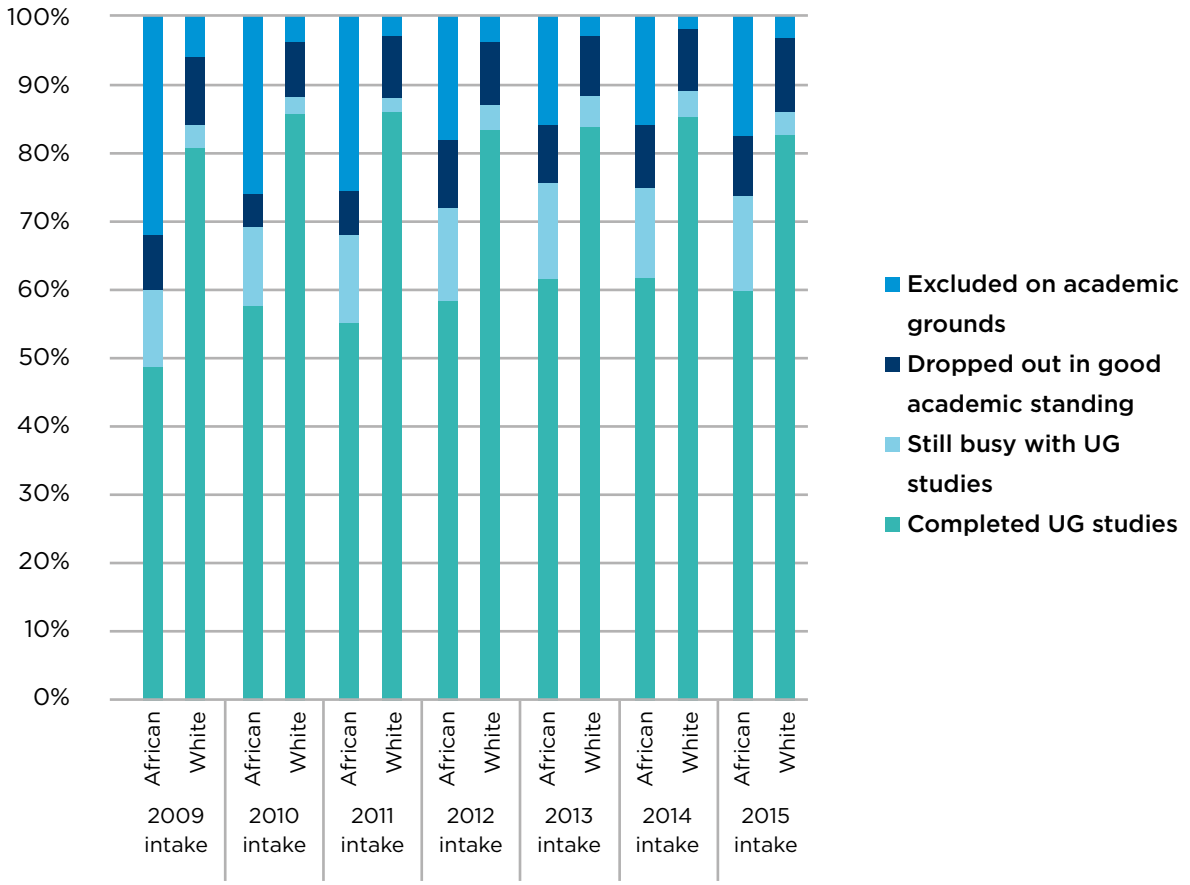
Figure 18: Academic progress of FU cohorts: 2009–2015



Cohort completion rates across the 2009 to 2015 FU intakes varied widely in relation to entry faculty and race. The gap between completion rates among White and African students was markedly larger within the 2009 cohort than in prior years: 79% of the White FU cohort, in comparison with 48% of the African FU intake, had completed a qualification by the end of 2013. Looking at the 2015 cohort, the completion rate among White students dropped by three percentage points to 82% and by two percentage points to 59% among African students (up from 57% within the 2010 to 2012 entry cohorts). A particularly large proportion of the 2015 African cohort (14%) was, however, still busy with undergraduate studies at the end of 2019, bringing the potential completion rate within the cohort up to 73% (in comparison with 60% within the equivalent 2009 FU cohort). The relatively large proportion of African students still busy with undergraduate studies after five years (which has been consistent at

13–14% of each recent entry cohort) relates to a large extent to the frequency of enrolment on extended programmes, where the minimum time to degree is a year longer than in the mainstream. The potential completion rates among Coloured, Indian and White 2015 entrants were 81%, 82% and 86% respectively. It is of concern that the completion rates among the Indian and White 2015 cohorts both dropped, by three percentage points in the case of White students to 82%, and by 10 percentage points of the Indian cohort to 65% (largely due to a seven percentage point increase in Indian students still busy with their studies).

Figure 19: Comparison of academic progress of successive African and White FU cohorts: 2009–2015



While 70% of all 2015 first-time undergraduate students in this analysis had completed their studies within five years of initial registration, the proportion doing so of:

- African undergraduates was 59% (in comparison with 48% of the 2009 cohort)
- Coloured undergraduates was 71% (in comparison with 58% of the 2009 cohort)
- Indian undergraduates was 65% (in comparison with 60% of the 2009 cohort)
- White undergraduates was 82% (in comparison with 79% of the 2009 cohort).

Looking at the 2009–2015 FU cohorts, attrition rates have decreased across all race groups, but the most marked improvement (18 percentage points) is apparent among African entrants. Attrition rates within the 2015 FU cohort were as follows:

- 20% of all entrants (in comparison with 29% of the 2009 cohort)
- 27% among African entrants (in comparison with 41% of the 2009 cohort)
- 18% among Coloured entrants (in comparison with 33% of the 2009 cohort)
- 17% among Indian entrants (in comparison with 29% of the 2009 cohort)
- 15% among White entrants (in comparison with 17% of the 2009 cohort).

Table 21 in the appendix shows that in addition to the high attrition rate among African students in the mainstream, the rate of attrition in the extended degree programmes remained problematic – particularly in the faculties of EBE and Science (31% and 29% of the 2015 entering cohorts respectively). There has, however, been some improvement in recent intakes within the Faculty of Science, where the academic exclusion rates dropped from 49% among the 2010 and 2011 cohorts to 27% of

the 2014 and 2015 cohorts. Similarly, within the EBE faculty, the rate of academic exclusion dropped from a peak of 34% among the 2011 cohort, to 24% among the 2015 cohort. In the Faculty of Humanities, however, the academic exclusion rate increased from 19% among the 2011 cohort to 22% of the 2015 cohort, peaking at 24% in respect of the 2012 FU cohort. Within the Faculty of Law, the intake into the Extended Curriculum Programme (ECP) increased numerically from just five students in 2011 to 19 students in 2015. The completion rate within the 2015 Law cohort (16%) was the lowest of the five entry cohorts summarised here, with an attrition rate of 48% (37% exclusions plus 11% drop-outs in good academic standing) by the end of 2019. With 37% of the entrants still busy after five years of study, the potential completion rate within the 2015 Law ECP cohort was just 53%.

It is concerning that the overall completion rate within the 2015 EDPs (54%) was three percentage points lower than that within the equivalent 2014 cohort. Overall potential completion within the extended programmes (73%) was equal to that within the African mainstream, although the proportion of students still busy with their studies (19%) was markedly higher than that within the Black mainstream (14%). The completion rates within the extended programmes tended to vary quite markedly from year to year, and also by programme. However, the completion rates among the 2015 EDP cohorts were as follows:

- 60% within the BCom (66% in 2014)
- 68% within the BBusSc (64% in 2014)
- 39% within the BSc(Eng) (59% in 2014)
- 16% within the LLB (33% in 2014)
- 52% within the BSc (49% in 2014)
- 53% within the BA and BSocSc (the same as in 2014).

Overall attrition in the EDPs dropped slightly to 28% among the 2015 cohort, from a peak of 31% among the 2011 and 2012 cohorts. By way of comparison, the level of attrition within the 2009 foundation cohort was 43%.

The Table 22 series in the appendix summarises the years to completion among graduates of the 2011 to 2015 entry cohorts in five large faculties (excluding Health Sciences). Table 22A shows that a relatively steady proportion of the five entry cohorts examined here (32–36%) completed their studies in three years. The proportion of graduates completing in four years increased by five percentage points between 2011 and 2015 (up from 41% of the 2011 cohort to 46% of the equivalent 2015 cohort). Looking at graduates within the three-year programmes (BA, BCom, BSc and BSocSc), there were marked variations by programme: 74% of the 2015 BA graduates, 51% of the BCom graduates, 57% of the BSc graduates and 51% of the BSocSc graduates had completed their studies within the minimum three-year period. The proportions of graduates completing four-year programmes within the minimum time were, however, very similar: 69% of the 2015 BBusSc graduates, 70% of the LLB graduates and 70% of the BSc(Eng) graduates had completed in four years.

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

- 26% of all 2015 African graduates had completed in three years (up from 19% of the 2011 cohort graduates) and a further 43% (up from 41% of the 2009 graduates) had completed in four years.
- 30% of all 2015 Coloured graduates had completed in three years (up from 15% of the 2011 cohort graduates) and a further 47% (up from 38% of the 2011 cohort graduates) had completed in four years.
- 24% of all 2015 Indian graduates had completed in three years (the same as within the 2011 cohort graduates) and a further 47% (up from 45% of the 2011 cohort) had completed in four years.

- 43% of all 2015 White graduates had completed in three years and a further 46% had completed in four years. The proportions of graduates within the three- and four-year periods among White students fluctuated to a far lesser extent than those among the other population groups.

Figure 20 compares time to degree among African and White FU entrants into three-year bachelor's programmes in 2011 and 2015, with a view to looking at possible differential completion rates by race. There are indeed marked differentials in the proportions of African and White students completing their studies in three years in all four programmes and within both entry cohorts. The differential was most pronounced in the Bachelor of Social Science (BSocSc) where 31% of Africans students in comparison with 80% of White graduates in the 2015 cohort had completed within three years, and the Bachelor of Science where 28% of Africans entrants in comparison with 70% of White 2015 entrants graduated within three years. Although the differentials relate to some extent to the substantial numbers of African students who enter extended programmes, the substantial proportions of African students who take five years or more to complete a three-year programme suggest that there are other factors at play: Looking at the 2011 African entrants, 21% of BA graduates, 28% of BSocSc graduates, 30% of BCom graduates and 36% of BSc graduates took at least five years to complete their studies. Looking at the graduates of the 2015 FU cohort, some improvement was apparent with 10% of African BA graduates, 22% of African BCom graduates, 26% of African BSocSc graduates and 32% of African BSc graduates taking at least five years to complete.

Figure 20

Humanities: BA				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	41%	73%	52%	86%
4 years	36%	19%	38%	10%
5 years	15%	7%	10%	4%
6 years	6%	1%	0%	0%

Commerce: BCom				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	32%	43%	39%	66%
4 years	38%	48%	38%	25%
5 years	21%	8%	22%	9%
6 years	9%	0%	0%	0%

Science: BSc				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	21%	63%	28%	70%
4 years	44%	31%	40%	25%
5 years	27%	6%	32%	5%
6 years	9%	0%	0%	0%

Humanities: BSocSc				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	44%	69%	31%	80%
4 years	28%	21%	44%	16%
5 years	23%	10%	26%	4%
6 years	5%	1%	0%	0%

Similar differentials are apparent in Figure 21 below, which compares time to degree among African and White 2011 and 2015 FU entrants into four-year programmes. Here too, the proportions of African students completing their BBusSc and BSc(Eng) studies within four years are markedly lower than the equivalent proportions of White students. While the 2015 cohort has only been tracked for five years, the 2011 cohorts showed that substantial proportions of Black students (38% of the BBusSc intake, 40% of the LLB graduates and 56% of the BSc (Eng) intake) took five or six years to complete their four-year degrees.

Figure 21

Commerce: BBusSc				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	0%	3%	11%	8%
4 years	55%	78%	51%	78%
5 years	37%	18%	38%	14%
6 years	9%	1%	0%	0%

Engineering: BSc(Eng)				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	1%	2%	0%	1%
4 years	32%	75%	43%	75%
5 years	39%	19%	56%	24%
6 years	28%	5%	0%	0%

Law: LLB				
Graduated in	2011 FU African	2011 FU White	2015 FU African	2015 FU White
3 years	0%	13%	0%	0%
4 years	67%	75%	60%	100%
5 years	33%	13%	40%	0%
6 years	0%	0%	0%	0%

Postgraduate (master's and doctoral) cohort analysis

(*Tables 23 and 24 in the appendix*)

Table 23 in the appendix shows the cohort retention of the 2011 to 2015 new intakes of master's students, each tracked for four years. The overall completion rate among these master's cohorts ranged between 64% (of the 2011 and 2014 intakes) and 75% (of the 2012 intake) at the upper end. Of the 2015 intake, 9% was still registered at the master's level after four years, and the potential completion rate within this cohort was thus 74%, which is five percentage points higher than that within the 2011 cohort (69%). Around 3% of each cohort had upgraded to doctoral study during the four-year tracking period; upgrades were most common in the faculties of Health Sciences (where up to 9% of an entry cohort upgraded) and Science (where up to 15% of a cohort upgraded to doctoral study). The proportion of the intake still registered after four years of study increased within more cohorts: 5% of the 2011 intake in comparison with 9% of the 2013, 2014 and 2015 cohorts were still busy with their master's studies after four years. The proportion dropping out in good academic standing ranged between 19% and 21% of each cohort.

Master's level cohort completion rates varied widely by faculty as well as by intake year. Completion rates were consistently highest among GSB students where between 87% and 81% (of the 2011 and 2013 cohorts respectively) had graduated within four years of commencing their studies. Completion rates among the 2015 entering cohorts were as follows:

- 61% of the Commerce cohort (the same as within the 2014 intake) had graduated within four years.
- 54% of the EBE cohort (in comparison with 55% of the 2014 intake) had graduated within four years.
- 52% of the Health Sciences intake (in comparison with 44% of the 2014 intake) had graduated within four years.

- 66% of the Humanities cohort (in comparison with 63% of the 2014 intake) had graduated within four years.
- 66% of the Science cohort (in comparison with 67% of the 2014 intake) had graduated within four years.

The 2011 to 2015 new intakes of doctoral students were each tracked for five years. Table 24 in the appendix shows the status of the intake of each cohort, per faculty, as at the end of five years of study. The table shows that the overall completion rate among new doctoral intakes peaked at 51% (of the 2013 intake), but then dropped markedly to only 36% with respect to the 2014 cohort and 31% of the 2015 cohort. Between 28% and 38% of each cohort was still registered at the end of five years, bringing

the potential cohort completion rates to between 69% (within the 2015 cohort) and 80% (within the 2011 cohort). Attrition rates within the doctoral cohorts (including those who dropped out in good academic standing as well as the small number excluded academically) varied between 19% (of the 2011 cohort) and 30% (of the 2015 entry cohort). Retention and completion patterns at the doctoral level varied widely across the faculties and entry years, but the decrease in the completion rate and increased attrition rate within the overall 2014 doctoral cohort, and the further increase within the 2015 cohort, is of concern. Table 24 shows that there was a substantial decrease in the 2014 cohort completion rate, and a further decrease in the 2015 cohort completion rate, in comparison with that within the 2013 intake, across all faculties, while the attrition rate had increased across the board.

Looking at the 2015 cohort, the following patterns are apparent:

- 24% of the Commerce intake had graduated and a further 35% were still registered after four years, bringing the potential completion rate to 59%.
- 29% of the EBE intake had graduated and a further 40% were still registered, bringing the potential completion rate to 69%.
- 29% of the Health Sciences intake had graduated and a further 42% were still registered, bringing the potential completion rate to 71%.
- 27% of the Humanities intake had graduated and 36% were still registered, bringing the potential completion rate to 63%.
- 30% of the Law intake had graduated and a further 43% were still registered, bringing the potential completion rate to 73%.
- 47% of the Science intake had graduated and a further 31% were still registered, bringing the potential completion rate to 78%.

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

Time to degree

Table 25 in the appendix shows the numbers of postgraduate diploma and honours graduates by faculty for the years 2015 to 2019, and the average time to degree for these qualifications in each of the faculties and overall. The average time to completion for postgraduate diplomas fluctuated between from 1.3 years and 1.4 years over the period. In 2019 the average time to completion for postgraduate diplomas ranged from 1.1 years in Law (where these qualifications are largely full-time and done over one year) to 1.6 years in the GSB and Health Sciences, where part-time study over two years is common.

The overall average time to completion for honours graduates remained level at 1.2 years across the 2015 to 2019 period. The markedly higher time to degree among Commerce honours graduates (1.3 to 1.4 years)

results from the part-time honours offerings in Financial Analysis and Portfolio Management, which has both January and June intakes, and in Information Systems.

Table 26 in the appendix shows a marked decrease in the number of doctoral graduates between 2017 and 2018 (down from 277 in 2017 by 30% to 195 in 2018). Decreases in the numbers of doctoral graduates were apparent in all faculties, but the most marked drops were in EBE (down 52% to 16 graduates), Commerce (down 33% to 29 graduates) and Humanities (down 26% to 35 graduates). The situation improved in 2019 with the doctoral graduate total rising to 261; increases in doctoral graduate numbers were evident in all faculties other than Science and Law.

It is clear, however, that the time to degree among doctoral graduates increased for the third consecutive year: up from 4.8 years in 2016, to 5.0 years in 2017, 5.3 years in 2018 and to 5.7 years in 2019. In two of the faculties, EBE and Humanities, the average time to degree among 2019 doctoral graduates was greater than six years (6.1 years).

Table 26 also reflects a marked decrease in master's graduates between 2018 and 2019 (down from 1 381, which represented a peak in master's graduate numbers, to 1 302). Decreases in master's graduate numbers were apparent in all faculties other than Commerce and Science, which experienced proportional increases of 26% and 46% respectively between 2018 and 2019. The GSB master's graduate total dropped by 36 percentage points to 151 in 2019. However, the average time to completion among master's graduates remained level at 3.0 in 2019.

CONCLUSION

The *2019 Teaching and Learning Report* focused on three themes: student success and the role of advising and data analytics in supporting this; curriculum change; and teaching and learning practices through the use of technology and the showcasing of good practices. When we look at these themes from the harsher perspective of UCT's actual performance in relation to key indicators, there are some important reflections to make.

"In relation to undergraduate degrees, it is important to note that the overall success rate in 2019 increased to 85.1%, from 84% in 2018, and that UCT continues to be among the top performers nationally on this score."

In relation to undergraduate degrees, it is important to note that the overall success rate in 2019 increased to 85.1%, from 84% in 2018, and that UCT continues to be among the top performers nationally on this score. The success rate in 1000-level courses rose to 83% from 81% in 2018, while the performances at 2000- and 3000-level courses remained stable at 84% and 89% respectively. As indicated in the report, some faculties have done exceptionally well in both the overall success rate and the success rate per course level. This is good news, even if we are still not at our best performance (88.4% overall success rate in 2015).

Despite the improvement in the overall success rate, we continue to be concerned about the metrics that indicate an achievement gap between White and Black students, especially between White and African students. The persistence of these gaps suggests that we have not yet understood sufficiently what drives these differences and what can be done to tackle them effectively. The Academic Advising Project and the CIG Project seem to have come to similar conclusions: We need to look at the organisation of the curriculum and the curriculum itself. This includes teaching and learning practices, academic support and

monitoring systems, academic policies, as well as a range of student support services, such as the Student Wellness Service.

In the past five years, the proportion of students admitted to UCT with below 70% aggregate in the NSC examination has increased to 20% of the FU. It will be necessary to determine whether there is a relationship between the achievement gap and these figures, and, even more importantly, to understand how these students are supported once admitted at UCT and what their trajectory is in relation to graduation. The recent creation of the Data Analytics for Student Success project, together with the successful bidding for UCT's participation in the Kresge Foundation Siyaphumelela Programme on student success, are important steps on the way to tackling these issues effectively.

"In the area of postgraduate education, it is worth noting that UCT has almost reached its target of 40% postgraduate enrolments. This is a positive trend that needs to be sustained, while giving due consideration to the staff:student ratio in the different degrees."

In the area of postgraduate education, it is worth noting that UCT has almost reached its target of 40% postgraduate enrolments. This is a positive trend that needs to be sustained, while giving due consideration to the staff:student ratio in the different degrees.

In general terms, the rate of conversion among three-year bachelor's graduates was seen to increase progressively between 2013 and 2016 (although there were pronounced differences across the faculties and the various population groups), but the 2017 conversion rate slipped back by two percentage points (from 40% in 2016 to 38% in 2017) and the 2018 and 2019 conversion rates dropped by a further percentage point

to 37%. Conversely, the conversion rate for professional first bachelor's graduates increased from 10% in 2015 to 14% in 2019.

"Interventions, when put in place, take time to yield fruit, but in order to decide on interventions it is necessary to understand the problems we are dealing with."

We have also seen a steady increase in the conversion rate among African three-year bachelor's graduates between 2015 and 2017 (up from 30% in 2015 to 37% in 2017), followed by a marked decline to 31–32% in 2018 and 2019. The conversion rates among Coloured and Indian graduates dropped from 35% in 2018 to 31% in 2019, while the conversion rate among White three-year bachelor's graduates peaked at 47% in 2019. Given the support provided, especially for Black students wanting to pursue honours degrees, these results are disappointing and require further investigation to identify the obstacles preventing students from continuing to study at postgraduate level.

One persistent problem in the area of postgraduate education is the time to completion at master's and especially at the doctoral level. The average time to completion among master's graduates remained level at 3.0 years in 2019. The time to degree among doctoral graduates increased for the third consecutive year: up from 4.8 years in 2016 to 5.0 years in 2017, 5.3 years in 2018 and 5.7 years in 2019. In two of the faculties, EBE and Humanities, the average time to degree among 2019 doctoral graduates was greater than six years (6.1 years). While these figures are not outside what happens at other comparable South African universities, it is necessary to understand the obstacles impeding students graduating in a maximum of four years, since this has important implications for supervisory capacity and state subsidy.

As can be seen, the problems we face do not change from year to year. Interventions, when put in place, take time to yield fruit, but in order to decide on interventions it is necessary to understand the problems we are dealing with. During 2019 we have made progress in sourcing skills and funds, and putting in place organisational arrangements to help us tackle these problems systematically. The next three years will show whether and to what extent we have been successful.

APPENDIX

TOTAL, UNDUPLICATED STUDENT ENROLMENTS: 2015–2019

Table 1
Total undergraduate plus postgraduate headcount student enrolments: 2015–2019

Faculty	2015	2016	2017	2018	2019	Average annual change
Commerce	7295	7751	7144	6777	6554	-2,6%
	26%	27%	25%	24%	23%	
GSB	915	790	812	850	867	-1,3%
	3%	3%	3%	3%	3%	
EBE	4413	4673	4866	4939	4801	2,1%
	16%	16%	17%	17%	17%	
Health Sciences	4236	4572	4815	4940	4820	3,3%
	15%	16%	17%	17%	17%	
Humanities	7021	7158	6829	7110	7327	1,1%
	25%	24%	24%	25%	26%	
Law	1359	1462	1405	1265	1276	-1,6%
	5%	5%	5%	4%	4%	
Science	2570	2826	2853	2863	2996	3,9%
	9%	10%	10%	10%	10%	
TOTAL	**27809**	**29232**	**28724**	**28744**	**28641**	**0,7%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column.

Notes:
1. In a headcount total, students are counted as units even if they are part-time students taking less than a full-time curriculum.
2. The 2015–2019 headcount totals shown were extracted from the HEMIS Sub 3 student tables for each year. Unique, unduplicated headcounts were extracted using the derived headcount enrolment data element 589.
3. A faculty's headcount total is the total of students enrolled for the various degrees, diplomas and certificates.

Table 2
Undergraduate student enrolments: 2015–2019

Faculty	2015	2016	2017	2018	2019	Average annual change
Commerce	5308	5438	5037	4516	4303	-5,1%
	30%	30%	28%	26%	25%	
GSB	0	0	0	0	0	
	0%	0%	0%	0%	0%	
EBE	2997	3191	3275	3321	3293	2,4%
	17%	17%	18%	19%	19%	
Health Sciences	2110	2208	2318	2259	2149	0,5%
	12%	12%	13%	13%	12%	
Humanities	5134	5171	4898	5048	5197	0,3%
	29%	28%	27%	29%	30%	
Law	696	717	688	660	669	-1,0%
	4%	4%	4%	4%	4%	
Science	1478	1688	1656	1690	1709	3,7%
	8%	9%	9%	10%	10%	
TOTAL	**17723**	**18413**	**17872**	**17494**	**17 320**	**-0,6%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column.

Table 3
Postgraduate student enrolments: 2015–2019

Faculty	2015	2016	2017	2018	2019	Average annual change
Commerce	1987	2313	2107	2261	2251	3,2%
	20%	21%	19%	20%	20%	
GSB	915	790	812	850	867	-1,3%
	9%	7%	7%	8%	8%	
EBE	1416	1482	1591	1618	1508	1,6%
	14%	14%	15%	14%	13%	
Health Sciences	2126	2364	2497	2681	2671	5,9%
	21%	22%	23%	24%	24%	
Humanities	1887	1987	1931	2062	2130	3,1%
	19%	18%	18%	18%	19%	
Law	663	745	717	605	607	-2,2%
	7%	7%	7%	5%	5%	
Science	1092	1138	1197	1173	1287	4,2%
	11%	11%	11%	10%	11%	
TOTAL	**10086**	**10819**	**10852**	**11250**	**11321**	**2,9%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column.

Table 4
Headcount student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
Commerce	1868	1961	1976	1900	1811	832	866	821	706	586	666	692	663	575	425	2069	2142	1792	1379	1014	728	756	713	622	607	233	267	172	208	139	7295	7751	7144	6777	6554
	26%	25%	28%	28%	28%	11%	11%	11%	10%	9%	9%	9%	9%	8%	6%	28%	28%	25%	20%	15%	10%	10%	10%	9%	9%	3%	3%	2%	3%	2%	100%	100%	100%	100%	100%
GSB	160	124	125	116	183	97	63	49	54	84	55	30	29	30	42	162	79	82	63	83	156	182	179	177	140	69	40	42	31	47	915	790	812	850	867
	17%	16%	15%	14%	21%	11%	8%	6%	6%	10%	6%	4%	4%	4%	5%	18%	10%	10%	7%	10%	17%	23%	22%	21%	16%	8%	5%	5%	4%	5%	100%	100%	100%	100%	100%
EBE	980	1115	1294	1424	1498	486	531	562	590	556	366	392	406	379	348	1314	1351	1338	1289	1175	797	848	867	809	769	152	144	122	119	87	4413	4673	4866	4939	4801
	22%	24%	27%	29%	31%	11%	11%	12%	12%	12%	8%	8%	8%	8%	7%	30%	29%	27%	26%	24%	18%	18%	18%	16%	16%	3%	3%	3%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	1051	1120	1196	1191	1185	664	698	713	718	697	338	365	351	345	362	1237	1175	1130	1086	1013	454	504	522	559	559	75	94	89	88	76	4236	4572	4815	4940	4820
	25%	24%	25%	24%	25%	16%	15%	15%	15%	14%	8%	8%	7%	7%	8%	29%	26%	23%	22%	21%	11%	11%	11%	11%	12%	2%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Humanities	1479	1513	1458	1427	1466	1093	1154	1121	1191	1134	242	228	204	170	172	1984	1827	1541	1301	1147	506	547	528	518	456	965	944	592	671	503	7021	7158	6829	7110	7327
	21%	21%	21%	20%	20%	16%	16%	16%	17%	15%	3%	3%	3%	2%	2%	28%	26%	23%	18%	16%	7%	8%	8%	7%	6%	14%	13%	9%	9%	7%	100%	100%	100%	100%	100%
Law	249	265	272	288	334	206	229	245	210	202	73	82	88	78	86	440	423	341	285	277	154	182	192	178	188	85	108	87	104	73	1359	1462	1405	1265	1276
	18%	18%	19%	23%	26%	15%	16%	17%	17%	16%	5%	6%	6%	6%	7%	32%	29%	24%	23%	22%	11%	12%	14%	14%	15%	6%	7%	6%	8%	6%	100%	100%	100%	100%	100%
Science	566	679	793	851	907	244	291	306	292	340	108	146	142	131	141	949	986	952	920	946	363	339	322	286	293	157	211	148	171	131	2570	2826	2853	2863	2996
	22%	24%	28%	30%	30%	9%	10%	11%	10%	11%	4%	5%	5%	5%	5%	37%	35%	33%	32%	32%	14%	12%	11%	10%	10%	6%	7%	5%	6%	4%	100%	100%	100%	100%	100%
TOTAL	**6353**	**6777**	**7114**	**7197**	**7384**	**3622**	**3832**	**3817**	**3761**	**3599**	**1848**	**1935**	**1883**	**1708**	**1576**	**8155**	**7983**	**7176**	**6323**	**5655**	**3158**	**3358**	**3323**	**3149**	**3012**	**1736**	**1808**	**1252**	**1392**	**1056**	**27809**	**29232**	**28724**	**28744**	**28641**
	23%	**23%**	**25%**	**25%**	**26%**	**13%**	**13%**	**13%**	**13%**	**13%**	**7%**	**7%**	**7%**	**6%**	**6%**	**29%**	**27%**	**25%**	**22%**	**20%**	**11%**	**11%**	**12%**	**11%**	**11%**	**6%**	**6%**	**4%**	**5%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Notes:
1. International students are those who are neither South African citizens nor permanent residents.
2. Students with unknown nationality and/or race are not included in the population group columns but do appear in the total column.

Table 5
Undergraduate student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**	**2015**	**2016**	**2017**	**2018**	**2019**
Commerce	1468	1449	1456	1346	1256	622	634	603	479	354	539	558	524	425	293	1490	1533	1312	903	573	415	438	396	307	285	184	165	116	123	94	5308	5438	5037	4516	4303
	28%	27%	29%	30%	29%	12%	12%	12%	11%	8%	10%	10%	10%	9%	7%	28%	28%	26%	20%	13%	8%	8%	8%	7%	7%	3%	3%	2%	3%	2%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
EBE	755	822	900	1010	1102	332	363	398	422	407	290	316	334	299	265	895	905	879	855	818	486	528	521	472	443	91	78	69	64	42	2997	3191	3275	3321	3293
	25%	26%	27%	30%	33%	11%	11%	12%	13%	12%	10%	10%	10%	9%	8%	30%	28%	27%	26%	25%	16%	17%	16%	14%	13%	3%	2%	2%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	812	850	896	883	835	466	498	508	497	463	189	206	193	196	199	550	528	537	514	458	30	25	19	18	13	1	1	0	0		2110	2208	2318	2259	2149
	38%	38%	39%	39%	39%	22%	23%	22%	22%	22%	9%	9%	8%	9%	9%	26%	24%	23%	23%	21%	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	1233	1228	1154	1097	1084	873	903	867	924	879	168	157	132	104	107	1328	1177	1019	820	704	299	310	298	270	206	809	773	429	500	351	5134	5171	4898	5048	5197
	24%	24%	24%	22%	21%	17%	17%	18%	18%	17%	3%	3%	3%	2%	2%	26%	23%	21%	16%	14%	6%	6%	6%	5%	4%	16%	15%	9%	10%	7%	100%	100%	100%	100%	100%
Law	161	174	178	193	209	112	135	151	147	130	53	52	52	57	62	270	247	212	177	163	46	48	46	41	53	30	21	16	15	11	696	717	688	660	669
	23%	24%	26%	29%	31%	16%	19%	22%	22%	19%	8%	7%	8%	9%	9%	39%	34%	31%	27%	24%	7%	7%	7%	6%	8%	4%	3%	2%	2%	2%	100%	100%	100%	100%	100%
Science	411	502	570	642	670	163	200	214	200	227	61	95	96	84	76	538	584	537	513	506	139	104	85	73	77	75	119	63	93	56	1478	1688	1656	1690	1709
	28%	30%	34%	38%	39%	11%	12%	13%	12%	13%	4%	6%	6%	5%	4%	36%	35%	32%	30%	30%	9%	6%	5%	4%	5%	5%	7%	4%	6%	3%	100%	100%	100%	100%	100%
TOTAL	**4840**	**5025**	**5154**	**5171**	**5156**	**2568**	**2733**	**2741**	**2669**	**2460**	**1300**	**1384**	**1331**	**1165**	**1002**	**5071**	**4974**	**4496**	**3782**	**3222**	**1415**	**1453**	**1365**	**1181**	**1077**	**1190**	**1157**	**693**	**795**	**554**	**17723**	**18413**	**17872**	**17494**	**17320**
	27%	**27%**	**29%**	**30%**	**30%**	**14%**	**15%**	**15%**	**15%**	**14%**	**7%**	**8%**	**7%**	**7%**	**6%**	**29%**	**27%**	**25%**	**22%**	**19%**	**8%**	**8%**	**8%**	**7%**	**6%**	**7%**	**6%**	**4%**	**5%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

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

Table 6
Postgraduate student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	400	512	520	554	555	210	232	218	227	232	127	134	139	150	132	579	609	480	476	441	313	318	317	315	322	49	102	56	85	43	1987	2313	2107	2261	2251
	20%	22%	25%	25%	25%	11%	10%	10%	10%	10%	6%	6%	7%	7%	6%	29%	26%	23%	21%	20%	16%	14%	15%	14%	14%	2%	4%	3%	4%	2%	100%	100%	100%	100%	100%
GSB	160	124	125	116	183	97	63	49	54	84	55	30	29	30	42	162	79	82	63	83	156	182	179	177	140	69	40	42	31	47	915	790	812	850	867
	17%	16%	15%	14%	21%	11%	8%	6%	6%	10%	6%	4%	4%	4%	5%	18%	10%	10%	7%	10%	17%	23%	22%	21%	16%	8%	5%	5%	4%	5%	100%	100%	100%	100%	100%
EBE	225	293	394	414	396	154	168	164	168	149	76	76	72	80	83	419	446	459	434	357	311	320	346	337	326	61	66	53	55	43	1416	1482	1591	1618	1508
	16%	20%	25%	26%	26%	11%	11%	10%	10%	10%	5%	5%	5%	5%	6%	30%	30%	29%	27%	24%	22%	22%	22%	21%	22%	4%	4%	3%	3%	3%	100%	100%	100%	100%	100%
Health Sciences	239	270	300	308	350	198	200	205	221	234	149	159	158	149	163	687	647	593	572	555	424	479	503	541	546	74	93	89	88	76	2126	2364	2497	2681	2671
	11%	11%	12%	11%	13%	9%	8%	8%	8%	9%	7%	7%	6%	6%	6%	32%	27%	24%	21%	21%	20%	20%	20%	20%	20%	3%	4%	4%	3%	3%	100%	100%	100%	100%	100%
Humanities	246	285	304	330	382	220	251	254	267	255	74	71	72	66	65	656	650	522	481	443	207	237	230	248	250	156	171	163	171	148	1887	1987	1931	2062	2130
	13%	14%	16%	16%	18%	12%	13%	13%	13%	12%	4%	4%	4%	3%	3%	35%	33%	27%	23%	21%	11%	12%	12%	12%	12%	8%	9%	8%	8%	7%	100%	100%	100%	100%	100%
Law	88	91	94	95	125	94	94	94	63	72	20	30	36	21	24	170	176	129	108	114	108	134	146	137	135	55	87	71	89	63	663	745	717	605	607
	13%	12%	13%	16%	21%	14%	13%	13%	10%	12%	3%	4%	5%	3%	4%	26%	24%	18%	18%	19%	16%	18%	20%	23%	22%	8%	12%	10%	15%	10%	100%	100%	100%	100%	100%
Science	155	177	223	209	237	81	91	92	92	113	47	51	46	47	65	411	402	415	407	440	224	235	237	213	216	82	92	85	78	75	1092	1138	1197	1173	1287
	14%	16%	19%	18%	18%	7%	8%	8%	8%	9%	4%	4%	4%	4%	5%	38%	35%	35%	35%	34%	21%	21%	20%	18%	17%	8%	8%	7%	7%	6%	100%	100%	100%	100%	100%
TOTAL	**1513**	**1752**	**1960**	**2026**	**2228**	**1054**	**1099**	**1076**	**1092**	**1139**	**548**	**551**	**552**	**543**	**574**	**3084**	**3009**	**2680**	**2541**	**2433**	**1743**	**1905**	**1958**	**1968**	**1935**	**546**	**651**	**559**	**597**	**495**	**10086**	**10819**	**10852**	**11250**	**11321**
	15%	**16%**	**18%**	**18%**	**20%**	**10%**	**10%**	**10%**	**10%**	**10%**	**5%**	**5%**	**5%**	**5%**	**5%**	**31%**	**28%**	**25%**	**23%**	**21%**	**17%**	**18%**	**18%**	**17%**	**17%**	**5%**	**6%**	**5%**	**5%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

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

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

	"A" AGGREGATE					"B" AGGREGATE					"C" AGGREGATE					"D" AGGREGATE				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	45%	47%	47%	46%	41%	40%	42%	42%	44%	49%	4%	0%	0%	0%	4%	0%	0%	0%	0%	0%
EBE	45%	41%	47%	44%	45%	28%	32%	31%	35%	33%	4%	8%	6%	6%	8%	1%	0%	0%	1%	2%
Health Sciences	55%	57%	56%	70%	64%	27%	30%	29%	21%	27%	15%	8%	12%	5%	8%	0%	0%	0%	0%	0%
Humanities	17%	15%	16%	15%	12%	33%	36%	36%	36%	36%	27%	33%	33%	37%	39%	1%	0%	2%	2%	3%
Law	31%	34%	29%	16%	52%	53%	58%	58%	63%	24%	0%	0%	0%	2%	6%	0%	0%	0%	0%	0%
Science	50%	46%	43%	46%	52%	39%	42%	44%	42%	37%	1%	6%	5%	3%	2%	0%	0%	0%	0%	0%
TOTAL	**1570**	**1588**	**1513**	**1414**	**1395**	**1451**	**1592**	**1510**	**1429**	**1555**	**485**	**536**	**529**	**512**	**717**	**29**	**5**	**24**	**31**	**64**
	38%	**37%**	**38%**	**38%**	**34%**	**35%**	**37%**	**37%**	**38%**	**38%**	**12%**	**13%**	**13%**	**14%**	**18%**	**1%**	**0%**	**1%**	**1%**	**2%**

	"E" AGGREGATE					NOT KNOWN					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	0%	0%	0%	0%	0%	11%	11%	11%	9%	6%	1320	1068	1068	1007	1045
EBE	0%	0%	0%	0%	0%	22%	19%	16%	14%	12%	676	734	734	736	597
Health Sciences	0%	1%	0%	0%	0%	3%	5%	3%	4%	1%	427	434	434	333	358
Humanities	1%	2%	1%	1%	1%	21%	13%	13%	9%	9%	1237	1239	1239	1193	1514
Law	0%	0%	0%	0%	0%	16%	8%	13%	19%	19%	74	79	79	63	54
Science	0%	0%	0%	0%	0%	10%	6%	7%	8%	9%	427	479	479	429	512
TOTAL	**14**	**35**	**13**	**9**	**18**	**612**	**508**	**444**	**366**	**331**	**4161**	**4264**	**4033**	**3761**	**4080**
	0%	**1%**	**0%**	**0%**	**0%**	**15%**	**12%**	**11%**	**10%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Notes:
1. The calculation of aggregate equivalents of NSC writers is as follows:

NSC Raw points	Aggregate equivalent
>=480	A
420 - 479	B
360 - 419	C
300 - 359	D
299 and <	E

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

Table 8A
Full-time academic staff in each faculty: 2015–2019

	FULL-TIME ACADEMIC STAFF					% OF TOTAL FULL-TIME ACADEMIC STAFF				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	64	63	61	59	57	6%	6%	6%	6%	5%
Commerce	123	122	127	139	140	12%	12%	13%	14%	13%
GSB	22	24	23	20	27	2%	2%	2%	2%	3%
EBE	126	132	133	128	123	13%	13%	13%	13%	12%
Health Sciences	188	194	189	192	237	19%	19%	19%	19%	22%
Humanities	239	234	228	225	244	24%	23%	23%	23%	23%
Law	54	56	57	55	59	5%	6%	6%	6%	6%
Science	182	180	186	179	176	18%	18%	19%	18%	17%
TOTAL	**998**	**1005**	**1004**	**997**	**1063**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column.

Notes:
1. The different academic staff rankings have not been graded in these calculations: all full-time posts have been given a unit value of 1.
2. Vacant posts have not been included in these calculations.
3. All permanent staff and T3 staff in the teaching ranks have been included in these figures.
4. Both GOB- and non-GOB-funded staff have been included.
5. Joint medical staff on provincial conditions of service have not been included in these tables.
6. The data is based on full-time instruction/research staff reflected in the annual HEMIS submissions.

Table 8B
Full-time equivalent student to full-time academic staff ratios: 2015–2019

	WT. FTE ENROLLED STUDENTS					FULL-TIME ACADEMIC STAFF					RATIO FTE ENR STUDENTS TO FT ACADEMIC STAFF				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	7001	7510	7410	7193	6981	123	122	127	139	140	56,9	61,6	58,3	51,8	49,9
GSB	1216	1372	1289	1427	1323	22	24	23	20	27	55,3	57,2	56,0	71,3	49,0
EBE	4022	3862	3921	4235	4133	126	132	133	128	123	31,9	29,3	29,5	33,1	33,6
Health Sciences	5222	5616	6035	6232	6113	188	194	189	192	237	27,8	28,9	31,9	32,5	25,8
Humanities	7001	7278	7167	7408	7717	239	234	228	225	244	29,3	31,1	31,4	32,9	31,6
Law	2054	2277	2214	2015	2037	54	56	57	55	59	38,0	40,7	38,8	36,6	34,5
Science	4724	5397	5408	5147	5215	182	180	186	179	176	26,0	30,0	29,1	28,8	29,6
TOTAL	**31240**	**33311**	**33443**	**33657**	**33521**	**998**	**1005**	**1004**	**997**	**1063**	**31,3**	**33,1**	**33,3**	**33,8**	**31,5**

Note: CHED has been excluded from the detail of this table because it does not enrol students. The full-time academic staff are nevertheless included in the total line.

Table 9
Academic staff by highest formal qualification

	DOCTORS					MASTER'S					HONOURS				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	55%	56%	56%	56%	51%	38%	38%	38%	37%	42%	6%	5%	5%	5%	5%
Commerce	52%	48%	47%	45%	46%	33%	33%	34%	33%	33%	7%	8%	7%	6%	5%
GSB	86%	83%	87%	90%	78%	9%	13%	9%	5%	19%	5%	4%	4%	5%	4%
EBE	68%	66%	65%	67%	63%	27%	30%	29%	27%	29%	2%	2%	2%	2%	2%
Health Sciences	68%	69%	70%	66%	56%	26%	25%	24%	25%	31%	0%	1%	1%	2%	5%
Humanities	76%	76%	74%	72%	66%	21%	21%	22%	24%	27%	1%	1%	2%	2%	3%
Law	52%	50%	51%	47%	44%	44%	46%	47%	51%	51%	2%	2%	2%	2%	2%
Science	93%	92%	90%	90%	89%	6%	7%	9%	9%	9%	1%	1%	1%	1%	1%
TOTAL	**710**	**705**	**698**	**674**	**669**	**235**	**244**	**247**	**250**	**297**	**20**	**21**	**23**	**26**	**37**
	71%	**70%**	**70%**	**68%**	**63%**	**24%**	**24%**	**25%**	**25%**	**28%**	**2%**	**3%**	**2%**	**3%**	**3%**

	BELOW HONOURS					UNKNOWN					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	2%	2%	2%	2%	2%	0%	0%	0%	0%	0%	64	63	61	59	57
Commerce	8%	11%	12%	16%	16%	0%	0%	0%	0%	0%	123	119	127	139	140
GSB	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	22	24	23	20	27
EBE	3%	3%	3%	3%	5%	0%	0%	0%	0%	0%	126	145	133	128	123
Health Sciences	6%	4%	4%	5%	6%	0%	2%	2%	2%	2%	188	188	189	192	237
Humanities	2%	1%	1%	2%	3%	0%	1%	1%	1%	0%	239	239	228	225	244
Law	2%	2%	0%	0%	3%	0%	0%	0%	0%	0%	54	55	57	55	59
Science	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%	182	182	186	179	176
TOTAL	**33**	**30**	**31**	**41**	**55**	**0**	**5**	**5**	**6**	**5**	**998**	**1005**	**1004**	**997**	**1063**
	3%	**3%**	**3%**	**4%**	**5%**	**0%**	**0%**	**0%**	**1%**	**0%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 10
Academic staff by rank

	PROFESSOR					ASSOCIATE PROFESSOR					SENIOR LECTURER				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	0%	0%	0%	2%	2%	17%	16%	18%	17%	14%	36%	35%	48%	47%	44%
Commerce	14%	12%	19%	14%	16%	27%	25%	26%	24%	22%	33%	33%	26%	26%	24%
GSB	27%	21%	17%	15%	19%	23%	21%	30%	40%	37%	45%	38%	30%	20%	26%
EBE	21%	22%	25%	24%	21%	25%	23%	24%	27%	25%	37%	36%	34%	36%	36%
Health Sciences	29%	27%	37%	37%	27%	20%	20%	18%	18%	16%	29%	28%	31%	29%	33%
Humanities	16%	18%	17%	16%	14%	24%	24%	29%	32%	28%	30%	29%	31%	29%	26%
Law	33%	32%	39%	31%	24%	13%	13%	19%	25%	25%	24%	25%	25%	18%	24%
Science	23%	20%	24%	23%	22%	24%	23%	25%	26%	23%	25%	24%	28%	27%	27%
TOTAL	**202**	**197**	**234**	**221**	**206**	**226**	**218**	**239**	**254**	**241**	**306**	**301**	**309**	**294**	**312**
	20%	**20%**	**23%**	**22%**	**19%**	**23%**	**22%**	**24%**	**25%**	**23%**	**31%**	**30%**	**31%**	**29%**	**29%**

	LECTURER					ASSISTANT/JUNIOR LECTURER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	47%	49%	34%	34%	40%	0%	0%	0%	0%	0%	64	63	61	59	57
Commerce	25%	29%	29%	35%	37%	1%	2%	0%	0%	1%	123	122	127	139	140
GSB	5%	21%	22%	25%	19%	0%	0%	0%	0%	0%	22	24	23	20	27
EBE	17%	19%	17%	13%	16%	0%	0%	0%	0%	2%	126	132	133	128	123
Health Sciences	22%	24%	14%	15%	23%	0%	1%	1%	1%	1%	188	194	189	192	237
Humanities	29%	29%	24%	22%	31%	0%	0%	0%	0%	1%	239	234	228	225	244
Law	30%	30%	18%	25%	27%	0%	0%	0%	0%	0%	54	56	57	55	59
Science	27%	31%	24%	23%	27%	1%	2%	0%	0%	1%	182	180	186	179	176
TOTAL	**261**	**283**	**221**	**226**	**295**	**3**	**6**	**1**	**2**	**9**	**998**	**1005**	**1004**	**997**	**1063**
	26%	**28%**	**22%**	**23%**	**28%**	**1%**	**1%**	**0%**	**0%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 11A
Academic staff by age group

	<35 YEARS					35–39 YEARS					40–44 YEARS					45–49 YEARS				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	11%	8%	8%	10%	2%	8%	10%	15%	10%	19%	17%	19%	10%	14%	16%	19%	16%	18%	17%	11%
Commerce	20%	24%	24%	27%	26%	19%	14%	19%	21%	18%	19%	17%	12%	10%	14%	15%	15%	16%	16%	16%
GSB	5%	17%	13%	10%	7%	14%	4%	4%	15%	15%	27%	29%	13%	10%	7%	14%	17%	30%	25%	33%
EBE	9%	9%	8%	8%	9%	12%	13%	12%	15%	15%	17%	15%	16%	13%	11%	25%	26%	26%	20%	18%
Health Sciences	4%	5%	6%	7%	9%	9%	11%	11%	11%	10%	18%	15%	13%	11%	15%	14%	16%	15%	19%	19%
Humanities	8%	7%	7%	9%	8%	8%	9%	11%	9%	13%	15%	12%	13%	14%	12%	18%	20%	19%	20%	17%
Law	26%	25%	21%	27%	22%	17%	14%	14%	15%	20%	13%	13%	11%	9%	10%	17%	20%	19%	18%	19%
Science	11%	9%	11%	8%	10%	16%	17%	15%	14%	11%	18%	15%	14%	16%	19%	13%	17%	16%	20%	18%
TOTAL	**104**	**106**	**110**	**119**	**122**	**119**	**123**	**130**	**131**	**146**	**172**	**151**	**130**	**126**	**148**	**169**	**185**	**185**	**188**	**186**
	10%	**11%**	**11%**	**12%**	**11%**	**12%**	**12%**	**13%**	**13%**	**14%**	**17%**	**15%**	**13%**	**13%**	**14%**	**17%**	**18%**	**18%**	**19%**	**17%**

	50–54 YEARS					55+ YEARS					UNKNOWN					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	16%	13%	11%	14%	18%	31%	35%	38%	36%	35%	0%	0%	0%	0%	0%	64	63	61	59	57
Commerce	8%	11%	11%	11%	11%	20%	20%	19%	15%	16%	1%	0%	0%	0%	0%	123	122	127	139	140
GSB	18%	17%	22%	20%	11%	23%	17%	17%	20%	26%	0%	0%	0%	0%	0%	22	24	23	20	27
EBE	13%	17%	14%	20%	22%	23%	20%	25%	26%	25%	1%	0%	0%	0%	0%	126	132	133	128	123
Health Sciences	23%	20%	19%	14%	16%	32%	33%	37%	38%	31%	2%	0%	0%	0%	0%	188	194	189	192	237
Humanities	14%	14%	17%	16%	18%	37%	38%	34%	32%	33%	2%	0%	0%	0%	0%	239	234	228	225	244
Law	9%	9%	12%	9%	10%	19%	20%	23%	22%	19%	0%	0%	0%	0%	0%	54	56	57	55	59
Science	13%	13%	11%	9%	12%	30%	29%	33%	33%	30%	1%	0%	0%	0%	0%	182	180	186	179	176
TOTAL	**147**	**147**	**144**	**137**	**163**	**287**	**293**	**305**	**296**	**298**	**13**	**0**	**0**	**0**	**0**	**998**	**1005**	**1004**	**997**	**1063**
	15%	**15%**	**14%**	**14%**	**15%**	**29%**	**29%**	**30%**	**30%**	**28%**	**1%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 11B
Academic staff by race

	AFRICAN					COLOURED					INDIAN					WHITE				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	6%	6%	7%	12%	12%	13%	13%	11%	14%	14%	6%	6%	8%	10%	12%	58%	56%	57%	54%	49%
Commerce	3%	6%	7%	14%	14%	8%	9%	11%	14%	15%	7%	7%	6%	9%	11%	56%	53%	50%	45%	43%
GSB	14%	17%	22%	35%	33%	14%	13%	13%	15%	11%	9%	8%	9%	10%	7%	32%	29%	22%	15%	30%
EBE	3%	5%	5%	10%	11%	7%	7%	8%	7%	9%	3%	5%	4%	4%	3%	48%	46%	47%	46%	46%
Health Sciences	7%	8%	10%	11%	10%	15%	18%	17%	18%	23%	11%	11%	9%	10%	7%	51%	47%	47%	48%	47%
Humanities	10%	11%	14%	18%	20%	10%	12%	13%	14%	15%	5%	5%	7%	7%	7%	43%	42%	38%	35%	35%
Law	4%	7%	7%	13%	14%	13%	13%	12%	15%	15%	13%	13%	12%	13%	14%	61%	59%	58%	51%	51%
Science	3%	4%	5%	8%	7%	7%	7%	7%	8%	10%	5%	6%	8%	8%	8%	46%	44%	44%	42%	41%
TOTAL	**57**	**74**	**87**	**131**	**142**	**103**	**111**	**115**	**128**	**161**	**67**	**72**	**73**	**80**	**83**	**489**	**471**	**455**	**431**	**451**
	6%	**7%**	**9%**	**13%**	**13%**	**10%**	**11%**	**11%**	**13%**	**15%**	**7%**	**7%**	**7%**	**8%**	**8%**	**49%**	**47%**	**45%**	**43%**	**42%**

	INTERNATIONAL					UNKNOWN					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	17%	19%	16%	10%	12%	17%	0%	0%	0%	0%	64	63	61	59	57
Commerce	25%	24%	24%	15%	16%	25%	2%	2%	2%	1%	123	122	127	139	140
GSB	32%	33%	35%	25%	19%	32%	0%	0%	0%	0%	22	24	23	20	27
EBE	37%	36%	36%	32%	29%	37%	1%	1%	1%	2%	126	132	133	128	123
Health Sciences	14%	14%	14%	11%	11%	14%	2%	3%	2%	1%	188	194	189	192	237
Humanities	30%	28%	27%	24%	22%	30%	2%	2%	3%	2%	239	234	228	225	244
Law	9%	9%	11%	9%	7%	9%	0%	0%	0%	0%	54	56	57	55	59
Science	38%	37%	35%	33%	32%	38%	2%	2%	1%	1%	182	180	186	179	176
TOTAL	**268**	**262**	**256**	**212**	**211**	**12**	**15**	**18**	**15**	**15**	**998**	**1005**	**1004**	**997**	**1063**
	27%	**26%**	**26%**	**21%**	**20%**	**1%**	**1%**	**2%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 11C
Academic staff by gender

	MALE					FEMALE					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
CHED	41%	37%	36%	37%	39%	59%	63%	64%	63%	61%	64	63	61	59	57
Commerce	67%	68%	66%	61%	59%	33%	32%	34%	39%	41%	123	122	127	139	140
GSB	70%	68%	70%	70%	67%	30%	32%	30%	30%	33%	22	24	23	20	27
EBE	72%	73%	68%	68%	67%	28%	27%	32%	32%	33%	126	132	133	128	123
Health Sciences	41%	42%	42%	40%	35%	59%	58%	58%	60%	65%	188	194	189	192	237
Humanities	56%	55%	53%	52%	50%	44%	45%	47%	48%	50%	239	234	228	225	244
Law	32%	36%	39%	42%	36%	68%	64%	61%	58%	64%	54	56	57	55	59
Science	71%	71%	71%	71%	68%	29%	29%	29%	29%	32%	182	180	186	179	176
TOTAL	**549**	**570**	**566**	**553**	**550**	**406**	**418**	**438**	**444**	**513**	**998**	**1005**	**1004**	**997**	**1063**
	57%	**58%**	**56%**	**55%**	**52%**	**43%**	**42%**	**44%**	**45%**	**48%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 12
Headcount student enrolments by formal qualification

	OCCASIONAL STUDENTS					UNDERGRADUATE DIPLOMAS AND CERTIFICATES					THREE-YEAR BACHELOR'S DEGREES					PROFESSIONAL BACHELOR'S DEGREES					POSTGRADUATE DIPLOMAS				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	193	224	134	163	130	429	539	306	40	8	2097	2108	2114	2067	2044	2608	2643	2506	2303	2148	947	938	785	763	742
	3%	3%	2%	2%	2%	6%	7%	4%	1%	0%	29%	27%	30%	31%	31%	36%	34%	35%	34%	33%	13%	12%	11%	11%	11%
GSB	46	0	16	0	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	276	229	187	260	246
	5%	0%	2%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	30%	29%	23%	31%	29%
EBE	96	81	65	65	33	0	0	0			526	594	603	611	635	2409	2552	2636	2673	2634	40	38	16	17	13
	2%	2%	1%	1%	1%	0%	0%	0%	0%	0%	12%	13%	12%	12%	13%	55%	55%	54%	54%	55%	1%	1%	0%	0%	0%
Health Sciences	61	77	76	77	79		23	45	53	39	5	0	4	4	2	2093	2166	2245	2183	2072	275	310	351	389	406
	1%	2%	2%	2%	2%	0%	1%	1%	1%	1%	0%	0%	0%	0%	0%	49%	47%	47%	44%	43%	6%	7%	7%	8%	8%
Humanities	810	800	431	520	437	341	257	227	263	278	3172	3445	3578	3620	3845	844	704	693	681	660	309	250	212	210	289
	12%	11%	6%	7%	6%	5%	4%	3%	4%	4%	45%	48%	52%	51%	52%	12%	10%	10%	10%	9%	4%	3%	3%	3%	4%
Law	190	170	163	15	16	0	0	0	0	0	0	0	0			666	697	669	647	660	49	43	41	26	30
	14%	12%	12%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	49%	48%	48%	51%	52%	4%	3%	3%	2%	2%
Science	87	141	90	105	69	0	0	0	0	0	1403	1566	1592	1605	1650	0	0	0			0	0	0		
	3%	5%	3%	4%	2%	0%	0%	0%	0%	0%	55%	55%	56%	56%	55%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	**1483**	**1493**	**975**	**945**	**804**	**770**	**819**	**578**	**356**	**325**	**7203**	**7713**	**7891**	**7907**	**8176**	**8620**	**8762**	**8749**	**8487**	**8174**	**1896**	**1808**	**1592**	**1665**	**1726**
	5%	**5%**	**3%**	**3%**	**3%**	**3%**	**3%**	**2%**	**1%**	**1%**	**26%**	**26%**	**27%**	**28%**	**29%**	**31%**	**30%**	**30%**	**30%**	**29%**	**7%**	**6%**	**6%**	**6%**	**6%**

Percentages should be read across each row.

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

Table 12
Head-count student enrolments by formal qualification

	HONOURS					MASTER'S					DOCTORS					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	409	479	460	514	540	416	546	543	623	628	241	274	296	304	314	7295	7751	7144	6777	6554
	6%	6%	6%	8%	8%	6%	7%	8%	9%	10%	3%	4%	4%	4%	5%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	548	561	609	590	581	0	0	0	0	0	915	790	812	850	867
	0%	0%	0%	0%	0%	60%	71%	75%	69%	67%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	137	164	216	177	180	956	967	1039	1103	990	249	277	291	293	316	4413	4673	4866	4939	4801
	3%	4%	4%	4%	4%	22%	21%	21%	22%	21%	6%	6%	6%	6%	7%	100%	100%	100%	100%	100%
Health Sciences	109	120	115	114	106	1270	1378	1423	1526	1482	423	498	556	594	634	4236	4572	4815	4940	4820
	3%	3%	2%	2%	2%	30%	30%	30%	31%	31%	10%	11%	12%	12%	13%	100%	100%	100%	100%	100%
Humanities	503	499	512	539	511	697	812	795	879	902	345	391	381	398	405	7021	7158	6829	7110	7327
	7%	7%	7%	8%	7%	10%	11%	12%	12%	12%	5%	5%	6%	6%	6%	100%	100%	100%	100%	100%
Law	0	0	0	0		360	434	393	422	403	94	118	139	155	167	1359	1462	1405	1265	1276
	0%	0%	0%	0%	0%	26%	30%	28%	33%	32%	7%	8%	10%	12%	13%	100%	100%	100%	100%	100%
Science	192	212	216	185	213	494	492	536	578	655	394	415	419	390	409	2570	2826	2853	2863	2996
	7%	8%	8%	6%	7%	19%	17%	19%	20%	22%	15%	15%	15%	14%	14%	100%	100%	100%	100%	100%
TOTAL	**1350**	**1474**	**1519**	**1529**	**1550**	**4741**	**5190**	**5338**	**5721**	**5641**	**1746**	**1973**	**2082**	**2134**	**2245**	**27809**	**29232**	**28724**	**28744**	**28641**
	5%	**5%**	**5%**	**5%**	**5%**	**17%**	**18%**	**19%**	**20%**	**20%**	**6%**	**7%**	**7%**	**7%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 13
Total degrees and diplomas awarded

	UNDERGRADUATE DIPLOMAS					THREE-YEAR BACHELOR'S DEGREES					PROFESSIONAL BACHELOR'S DEGREES					POSTGRADUATE DIPLOMAS				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	269	335	256	17	4	503	574	551	543	584	416	417	478	495	371	549	572	447	486	518
	13%	14%	12%	1%	0%	24%	25%	25%	27%	29%	20%	18%	22%	24%	19%	26%	25%	20%	24%	26%
GSB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	141	148	109	138	166
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	37%	40%	29%	37%	53%
EBE	0	0	0	0		138	134	127	149	175	436	446	417	410	431	6	6	5	4	14
	0%	0%	0%	0%	0%	15%	15%	14%	16%	18%	46%	49%	45%	43%	43%	1%	1%	1%	0%	0%
Health Sciences	0	20		48	31	2		2	3	1	335	330	364	409	402	168	194	188	224	229
	0%	2%	0%	4%	3%	0%	0%	0%	0%	0%	39%	35%	42%	37%	37%	20%	21%	21%	20%	21%
Humanities	96	129	61	86	92	764	747	794	798	820	204	140	148	162	132	239	195	182	162	236
	5%	7%	3%	5%	5%	40%	40%	45%	43%	43%	11%	8%	8%	9%	7%	12%	11%	10%	9%	12%
Law	0	0	0	0	0	0	0	0	0	0	169	196	174	151	171	8	20	13	12	12
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	54%	43%	48%	42%	49%	3%	4%	4%	3%	3%
Science	0	0	0	0	0	322	335	328	349	356	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	45%	45%	44%	50%	46%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	**365**	**484**	**317**	**151**	**127**	**1729**	**1790**	**1802**	**1842**	**1936**	**1560**	**1529**	**1581**	**1627**	**1507**	**1111**	**1135**	**944**	**1026**	**1175**
	5%	**6%**	**4%**	**2%**	**2%**	**24%**	**24%**	**25%**	**25%**	**26%**	**22%**	**20%**	**22%**	**22%**	**20%**	**15%**	**15%**	**13%**	**14%**	**16%**

	HONOURS					MASTER'S					DOCTORS					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	248	270	292	325	311	96	142	120	144	182	26	18	43	29	35	2102	2328	2187	2039	2005
	12%	12%	13%	16%	0%	5%	6%	5%	7%	9%	1%	1%	2%	1%	2%	100%	100%	100%	100%	100%
GSB	0	0	0	0		236	224	267	239	151	0	0	0	0	0	382	372	376	377	317
	0%	0%	0%	0%	0%	62%	60%	71%	63%	47%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	104	127	155	123	145	231	170	190	245	202	25	35	33	16	50	940	918	927	947	1017
	11%	14%	17%	13%	14%	25%	19%	20%	26%	20%	3%	4%	4%	2%	5%	100%	100%	100%	100%	100%
Health Sciences	93	98	94	101	101	203	239	166	267	265	59	63	61	47	69	860	944	875	1099	1098
	11%	10%	11%	9%	9%	24%	25%	19%	24%	23%	7%	7%	7%	4%	6%	100%	100%	100%	100%	100%
Humanities	426	412	416	438	434	163	190	104	185	173	38	36	47	35	47	1930	1849	1752	1866	1934
	22%	22%	24%	23%	23%	8%	10%	6%	10%	8%	2%	2%	3%	2%	2%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	120	224	155	184	158	17	12	20	11	8	314	452	362	358	349
	0%	0%	0%	0%	0%	38%	50%	43%	51%	45%	5%	3%	6%	3%	2%	100%	100%	100%	100%	100%
Science	181	201	206	170	196	153	143	137	117	171	58	69	73	57	52	714	748	744	693	775
	25%	27%	28%	25%	25%	21%	19%	18%	17%	22%	8%	9%	10%	8%	7%	100%	100%	100%	100%	100%
TOTAL	**1052**	**1108**	**1163**	**1157**	**1187**	**1202**	**1332**	**1139**	**1381**	**1302**	**223**	**233**	**277**	**195**	**261**	**7242**	**7611**	**7223**	**7379**	**7495**
	15%	**15%**	**16%**	**16%**	**16%**	**17%**	**18%**	**16%**	**19%**	**17%**	**3%**	**3%**	**4%**	**3%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 14
Graduation rates by formal qualification type

	UNDERGRADUATE DIPLOMAS					THREE-YEAR BACHELOR'S DEGREES NPHE BENCHMARK GRAD RATE: 25%					PROFESSIONAL BACHELOR'S DEGREES NPHE BENCHMARK GRAD RATE: 20%					POSTGRADUATE DIPLOMAS NPHE BENCHMARK GRAD RATE: 60%				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	62,7%	62,2%	83,7%	42,5%	50,0%	24,0%	27,2%	26,1%	26,3%	28,6%	16,0%	15,8%	19,1%	21,5%	17,3%	58,0%	61,0%	56,9%	63,7%	69,8%
GSB																51,1%	64,6%	58,3%	53,1%	67,5%
EBE						26,2%	22,6%	21,1%	24,4%	27,6%	18,1%	17,5%	15,8%	15,3%	16,4%	15,0%	15,8%	31,3%	23,5%	107,7%
Health Sciences		87,0%	0,0%	90,6%	79,5%	40,0%		50,0%	75,0%	50,0%	16,0%	15,2%	16,2%	18,7%	19,4%	61,1%	62,6%	53,6%	57,6%	56,4%
Humanities	28,2%	50,2%	26,9%	32,7%	33,1%	24,1%	21,7%	22,2%	22,0%	21,3%	24,2%	19,9%	21,4%	23,8%	20,0%	77,3%	78,0%	85,8%	77,1%	81,7%
Law											25,4%	28,1%	26,0%	23,3%	25,9%	16,3%	46,5%	31,7%	46,2%	40,0%
Science						23,0%	21,4%	20,6%	21,7%	21,6%										
TOTAL	**47,4%**	**59,1%**	**54,8%**	**42,4%**	**39,1%**	**24,0%**	**23,2%**	**22,8%**	**23,3%**	**23,7%**	**18,1%**	**17,5%**	**18,1%**	**19,2%**	**18,4%**	**58,6%**	**62,8%**	**59,3%**	**61,6%**	**68,1%**

	HONOURS NPHE BENCHMARK GRAD RATE: 60%					MASTER'S NPHE BENCHMARK GRAD RATE: 33%					DOCTORS NPHE BENCHMARK GRAD RATE: 20%					TOTAL DHET BENCHMARK FOR UCT: 26%				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	60,6%	56,4%	63,5%	63,2%	57,6%	23,1%	26,0%	22,1%	23,1%	29,0%	10,8%	6,6%	14,5%	9,5%	11,1%	28,8%	30,0%	30,6%	30,1%	30,6%
GSB						43,1%	39,9%	43,8%	40,5%	26,0%						41,7%	47,1%	46,3%	44,4%	36,6%
EBE	75,9%	77,4%	71,8%	69,5%	80,6%	24,2%	17,6%	18,3%	22,2%	20,4%	10,0%	12,6%	11,3%	5,5%	15,8%	21,3%	19,6%	19,1%	19,2%	21,2%
Health Sciences	85,3%	81,7%	81,7%	88,6%	95,3%	16,0%	17,3%	11,7%	17,5%	17,9%	13,9%	12,7%	11,0%	7,9%	10,9%	20,3%	20,6%	18,2%	22,2%	22,8%
Humanities	84,7%	82,6%	81,3%	81,3%	84,9%	23,4%	23,4%	13,1%	21,0%	19,2%	11,0%	9,2%	12,3%	8,8%	11,6%	27,5%	25,8%	25,7%	26,2%	26,4%
Law						33,3%	51,6%	39,4%	43,6%	39,2%	18,1%	10,2%	14,4%	7,1%	4,8%	23,1%	30,9%	25,8%	28,3%	27,4%
Science	94,3%	94,8%	95,4%	91,9%	92,0%	31,0%	29,1%	25,6%	20,2%	26,1%	14,7%	16,6%	17,4%	14,6%	12,7%	27,8%	26,5%	26,1%	24,2%	25,9%
TOTAL	**77,9%**	**75,2%**	**76,6%**	**75,7%**	**76,6%**	**25,4%**	**25,7%**	**21,3%**	**24,1%**	**23,1%**	**12,8%**	**11,8%**	**13,3%**	**9,1%**	**11,6%**	**26,0%**	**26,0%**	**25,1%**	**25,7%**	**26,2%**

Note: NPHE = National Plan for Higher Education

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	69	85	131	100	67	119	133	137	157	129	447	423	485	472	412	254	296	242	274	279	31	55	35	40	41	920	992	1030	1043	928
	8%	9%	13%	10%	7%	13%	13%	13%	15%	14%	49%	43%	47%	45%	44%	28%	30%	23%	26%	30%	3%	6%	3%	4%	4%	100%	100%	100%	100%	100%
EBE	85	65	67	73	71	77	84	82	87	90	255	297	265	245	278	149	127	122	145	143	7	7	6	9	12	573	580	542	559	594
	15%	11%	12%	13%	12%	13%	14%	15%	16%	15%	45%	51%	49%	44%	47%	26%	22%	23%	26%	24%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	39	42	60	72	77	100	78	102	104	114	175	189	177	215	165	24	32	27	18	45				2	2	338	341	366	411	403
	12%	12%	16%	18%	19%	30%	23%	28%	25%	28%	52%	55%	48%	52%	41%	7%	9%	7%	4%	11%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	63	70	94	69	66	151	157	167	143	153	446	429	433	477	445	260	209	201	219	235	45	27	45	50	46	965	892	940	958	945
	7%	8%	10%	7%	7%	16%	18%	18%	15%	16%	46%	48%	46%	50%	47%	27%	23%	21%	23%	25%	5%	3%	5%	5%	5%	100%	100%	100%	100%	100%
Law	1			1	1	1	3	5	5	6	23	22	20	20	33	7	18	14	20	16			1	1		32	43	40	47	56
	3%	0%	0%	2%	2%	3%	7%	13%	11%	11%	72%	51%	50%	43%	59%	22%	42%	35%	43%	29%	0%	0%	3%	2%	0%	100%	100%	100%	100%	100%
Science	46	62	46	55	52	56	41	65	41	43	131	125	139	134	132	76	95	67	105	114	11	12	11	14	14	320	335	328	349	355
	14%	19%	14%	16%	15%	18%	12%	20%	12%	12%	41%	37%	42%	38%	37%	24%	28%	20%	30%	32%	3%	4%	3%	4%	4%	100%	100%	100%	100%	100%
TOTAL NO.	**303**	**324**	**398**	**370**	**334**	**504**	**496**	**558**	**537**	**535**	**1477**	**1485**	**1519**	**1563**	**1465**	**770**	**777**	**673**	**781**	**832**	**94**	**101**	**98**	**116**	**115**	**3148**	**3183**	**3246**	**3367**	**3281**
TOTAL ROW %	**10%**	**10%**	**12%**	**11%**	**10%**	**16%**	**16%**	**17%**	**16%**	**16%**	**47%**	**47%**	**47%**	**46%**	**45%**	**24%**	**24%**	**21%**	**23%**	**25%**	**3%**	**3%**	**3%**	**3%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Note: The data for these tables reflects cumulative grade point averages for first bachelor's graduates and was derived from PeopleSoft at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 13, which are HEMIS derived.

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	4	8	12	11	6	22	14	24	27	24	123	99	125	114	127	116	137	102	87	100	16	32	20	18	21	281	290	283	257	278
	1%	3%	4%	4%	2%	8%	5%	8%	11%	9%	44%	34%	44%	44%	46%	41%	47%	36%	34%	36%	6%	11%	7%	7%	8%	100%	100%	100%	100%	100%
EBE	2	4	5	3	7	7	14	17	3	9	54	77	55	56	79	58	47	40	52	44	3	3	4	4	8	124	145	121	118	147
	2%	3%	4%	3%	5%	6%	10%	14%	3%	6%	44%	53%	45%	47%	54%	47%	32%	33%	44%	30%	2%	2%	3%	3%	5%	100%	100%	100%	100%	100%
Health Sciences	2	2	1	5	7	14	22	19	23	21	87	89	102	112	82	14	20	19	9	27				2	2	117	133	141	151	139
	2%	2%	1%	3%	5%	12%	17%	13%	15%	15%	74%	67%	72%	74%	59%	12%	15%	13%	6%	19%	0%	0%	0%	1%	1%	100%	100%	100%	100%	100%
Humanities		2	1	2	6	12	14	18	11	17	91	87	107	86	97	94	76	76	87	92	14	15	26	28	30	211	194	228	214	242
	0%	1%	0%	1%	2%	6%	7%	8%	5%	7%	43%	45%	47%	40%	40%	45%	39%	33%	41%	38%	7%	8%	11%	13%	12%	100%	100%	100%	100%	100%
Law									1		5	11	5	4	10	5	6	8	11	4						10	17	13	16	14
	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	50%	65%	38%	25%	71%	50%	35%	62%	69%	29%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science		2	1	1	3	8	10	6	4	7	15	23	27	26	23	30	33	22	41	59	6	7	6	8	10	59	75	62	80	102
	0%	3%	2%	1%	3%	14%	13%	10%	5%	7%	25%	31%	44%	33%	23%	51%	44%	35%	51%	58%	10%	9%	10%	10%	10%	100%	100%	100%	100%	100%
TOTAL NO.	**8**	**18**	**20**	**22**	**29**	**63**	**74**	**84**	**69**	**78**	**375**	**386**	**421**	**398**	**418**	**317**	**319**	**267**	**287**	**326**	**39**	**57**	**56**	**60**	**71**	**802**	**854**	**848**	**836**	**922**
TOTAL ROW %	**1%**	**2%**	**2%**	**3%**	**3%**	**8%**	**9%**	**10%**	**8%**	**8%**	**47%**	**45%**	**50%**	**48%**	**45%**	**40%**	**37%**	**31%**	**34%**	**35%**	**5%**	**7%**	**7%**	**7%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	4	8	7	8	4	10	16	14	20	13	50	56	60	54	45	28	50	42	52	43	7	9	5	5	2	99	139	128	139	107
	4%	6%	5%	6%	4%	10%	12%	11%	14%	12%	51%	40%	47%	39%	42%	28%	36%	33%	37%	40%	7%	6%	4%	4%	2%	100%	100%	100%	100%	100%
EBE	8	3	3	6	6	5	5	8	3	12	35	33	31	27	35	13	16	19	20	21	1	1			2	62	58	61	56	76
	13%	5%	5%	11%	8%	8%	9%	13%	5%	16%	56%	57%	51%	48%	46%	21%	28%	31%	36%	28%	2%	2%	0%	0%	3%	100%	100%	100%	100%	100%
Health Sciences	2	3	8	9	6	9	11	19	18	32	41	54	40	54	50	6	8	7	5	13						58	76	74	86	101
	3%	4%	11%	10%	6%	16%	14%	26%	21%	32%	71%	71%	54%	63%	50%	10%	11%	9%	6%	13%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	4	4	3	4	10	12	18	17	16	19	82	98	90	98	113	58	46	53	58	75	13	5	6	12	4	169	171	169	188	221
	2%	2%	2%	2%	5%	7%	11%	10%	9%	9%	49%	57%	53%	52%	51%	34%	27%	31%	31%	34%	8%	3%	4%	6%	2%	100%	100%	100%	100%	100%
Law					1			1	2		1	3	6	5	11	1	6	3	4	1				1		2	9	10	12	13
	0%	0%	0%	0%	8%	0%	0%	10%	17%	0%	50%	33%	60%	42%	85%	50%	67%	30%	33%	8%	0%	0%	0%	8%	0%	100%	100%	100%	100%	100%
Science	3	2	2	6	4	4	2	5	4	6	18	18	18	16	22	11	17	12	10	17	3	1	1	4		39	40	38	40	49
	8%	5%	5%	15%	8%	10%	5%	13%	10%	12%	46%	45%	47%	40%	45%	28%	43%	32%	25%	35%	8%	3%	3%	10%	0%	100%	100%	100%	100%	100%
TOTAL NO.	**21**	**20**	**23**	**33**	**31**	**40**	**52**	**64**	**63**	**82**	**227**	**262**	**245**	**254**	**276**	**117**	**143**	**136**	**149**	**170**	**24**	**16**	**12**	**22**	**8**	**429**	**493**	**480**	**521**	**567**
TOTAL ROW %	**5%**	**4%**	**5%**	**6%**	**5%**	**9%**	**11%**	**13%**	**12%**	**14%**	**53%**	**53%**	**51%**	**49%**	**49%**	**27%**	**29%**	**28%**	**29%**	**30%**	**6%**	**3%**	**3%**	**4%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	7	9	16	8	10	11	13	9	16	18	42	48	49	62	41	25	23	31	46	33	4	5	5	6	7	89	98	110	138	109
	8%	9%	15%	6%	9%	12%	13%	8%	12%	17%	47%	49%	45%	45%	38%	28%	23%	28%	33%	30%	4%	5%	5%	4%	6%	100%	100%	100%	100%	100%
EBE	4	5	5	5	7	4	9	10	6	6	14	26	33	24	25	13	6	17	19	17			1	2		35	46	66	56	55
	11%	11%	8%	9%	13%	11%	20%	15%	11%	11%	40%	57%	50%	43%	45%	37%	13%	26%	34%	31%	0%	0%	2%	4%	0%	100%	100%	100%	100%	100%
Health Sciences	3	6	9	9	14	9	10	13	12	8	14	20	8	17	9	1	2		1							27	38	30	39	31
	11%	16%	30%	23%	45%	33%	26%	43%	31%	26%	52%	53%	27%	44%	29%	4%	5%	0%	3%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities		1	2	1	2	1	3	3	4	5	18	28	25	15	17	13	16	9	6	10	2	2	2	1	1	34	50	41	27	35
	0%	2%	5%	4%	6%	3%	6%	7%	15%	14%	53%	56%	61%	56%	49%	38%	32%	22%	22%	29%	6%	4%	5%	4%	3%	100%	100%	100%	100%	100%
Law						1	1		1		2	3	1	3	1		2	1	2	7						3	6	2	6	8
	0%	0%	0%	0%	0%	33%	17%	0%	17%	0%	67%	50%	50%	50%	13%	0%	33%	50%	33%	88%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	1	5	4	3	4	4	2	2	3	1	2	8	7	12	10	3	8	2	8	6		1	1			10	24	16	26	21
	10%	21%	25%	12%	19%	40%	8%	13%	12%	5%	20%	33%	44%	46%	48%	30%	33%	13%	31%	29%	0%	4%	6%	0%	0%	100%	100%	100%	100%	100%
TOTAL NO.	**15**	**26**	**36**	**26**	**37**	**30**	**38**	**37**	**42**	**38**	**92**	**133**	**123**	**133**	**103**	**55**	**57**	**60**	**82**	**73**	**6**	**8**	**9**	**9**	**8**	**198**	**262**	**265**	**292**	**259**
TOTAL ROW %	**8%**	**10%**	**14%**	**9%**	**14%**	**15%**	**15%**	**14%**	**14%**	**15%**	**46%**	**51%**	**46%**	**46%**	**40%**	**28%**	**22%**	**23%**	**28%**	**28%**	**3%**	**3%**	**3%**	**3%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	43	50	77	60	34	61	70	70	66	57	180	159	173	150	135	52	52	36	48	61	2	5	2	4	5	338	336	358	328	292
	13%	15%	22%	18%	12%	18%	21%	20%	20%	20%	53%	47%	48%	46%	46%	15%	15%	10%	15%	21%	1%	1%	1%	1%	2%	100%	100%	100%	100%	100%
EBE	55	42	32	36	40	40	31	33	42	37	88	99	101	82	77	41	28	22	20	35		2	1	2		224	202	189	182	189
	25%	21%	17%	20%	21%	18%	15%	17%	23%	20%	39%	49%	53%	45%	41%	18%	14%	12%	11%	19%	0%	1%	1%	1%	0%	100%	100%	100%	100%	100%
Health Sciences	30	24	40	45	43	61	31	41	48	42	25	23	22	26	16	1	1		2	3						117	79	103	121	104
	26%	30%	39%	37%	41%	52%	39%	40%	40%	40%	21%	29%	21%	21%	15%	1%	1%	0%	2%	3%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	53	50	72	52	38	106	97	99	76	67	168	150	139	152	99	54	40	30	32	23	10	3	4	3	5	391	340	344	315	232
	14%	15%	21%	17%	16%	27%	29%	29%	24%	29%	43%	44%	40%	48%	43%	14%	12%	9%	10%	10%	3%	1%	1%	1%	2%	100%	100%	100%	100%	100%
Law				1			2	3	1	6	12	2	6	5	4	1	2		1	2			1			13	6	10	8	12
	0%	0%	0%	13%	0%	0%	33%	30%	13%	50%	92%	33%	60%	63%	33%	8%	33%	0%	13%	17%	0%	0%	10%	0%	0%	100%	100%	100%	100%	100%
Science	33	44	30	37	31	27	20	45	25	21	68	55	66	64	59	16	19	24	32	24	2	2		1	1	146	140	165	159	136
	23%	31%	18%	23%	23%	18%	14%	27%	16%	15%	47%	39%	40%	40%	43%	11%	14%	15%	20%	18%	1%	1%	0%	1%	1%	100%	100%	100%	100%	100%
TOTAL NO.	**214**	**210**	**251**	**231**	**186**	**295**	**251**	**291**	**258**	**230**	**541**	**488**	**507**	**479**	**390**	**165**	**142**	**112**	**135**	**148**	**14**	**12**	**8**	**10**	**11**	**1229**	**1103**	**1169**	**1113**	**965**
TOTAL ROW %	**17%**	**19%**	**21%**	**21%**	**19%**	**24%**	**23%**	**25%**	**23%**	**24%**	**44%**	**44%**	**43%**	**43%**	**40%**	**13%**	**13%**	**10%**	**12%**	**15%**	**1%**	**1%**	**1%**	**1%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	4	5	12	8	6	10	11	15	15	8	34	37	43	50	36	28	24	24	26	24	2	3	2	3	4	78	80	96	102	78
	5%	6%	13%	8%	8%	13%	14%	16%	15%	10%	44%	46%	45%	49%	46%	36%	30%	25%	25%	31%	3%	4%	2%	3%	5%	100%	100%	100%	100%	100%
EBE	9	7	15	17	10	18	18	12	30	21	52	50	37	46	54	24	24	19	30	19	1	1		1	2	104	100	83	124	106
	9%	7%	18%	14%	9%	17%	18%	14%	24%	20%	50%	50%	45%	37%	51%	23%	24%	23%	24%	18%	1%	1%	0%	1%	2%	100%	100%	100%	100%	100%
Health Sciences		6			1	4	1	3		5	7	2	2	2	2	1	1		1							12	10	5	3	8
	0%	60%	0%	0%	13%	33%	10%	60%	0%	63%	58%	20%	40%	67%	25%	8%	10%	0%	33%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	3	5	8	4	4	5	18	15	14	11	48	36	48	75	44	28	24	20	21	14	6	1	5	6	5	90	84	96	120	78
	3%	6%	8%	3%	5%	6%	21%	16%	12%	14%	53%	43%	51%	63%	56%	31%	29%	21%	18%	18%	7%	1%	4%	5%	6%	100%	100%	100%	100%	100%
Law	1							1			3	2	2	2	6		2	2	1	2						4	4	5	3	8
	25%	0%	0%	0%	0%	0%	0%	20%	0%	0%	75%	50%	40%	67%	75%	0%	50%	40%	33%	25%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	6	5	5	2	5	7	5	4	4	5	18	18	12	8	11	12	14	6	10	6		1	3	1	3	43	43	30	25	30
	14%	12%	17%	8%	17%	16%	12%	13%	16%	17%	42%	42%	40%	32%	37%	28%	33%	20%	40%	20%	0%	2%	10%	4%	10%	100%	100%	100%	100%	100%
TOTAL NO.	**23**	**28**	**40**	**31**	**26**	**44**	**53**	**50**	**63**	**50**	**162**	**145**	**144**	**183**	**153**	**93**	**89**	**71**	**89**	**65**	**9**	**6**	**10**	**11**	**14**	**331**	**321**	**315**	**377**	**308**
TOTAL ROW %	**7%**	**9%**	**13%**	**8%**	**8%**	**13%**	**17%**	**16%**	**17%**	**16%**	**49%**	**45%**	**46%**	**49%**	**50%**	**28%**	**28%**	**23%**	**24%**	**21%**	**3%**	**2%**	**3%**	**3%**	**5%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16A
Conversion of all bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	130	165	170	152	135	30	45	43	51	55	505	574	552	548	557	415	418	478	495	371
	26%	29%	31%	28%	24%	7%	11%	9%	10%	15%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	58	77	48	60	72	92	71	74	67	80	137	134	126	148	171	436	446	416	411	423
	42%	57%	38%	41%	42%	21%	16%	18%	16%	19%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	1	2	0	2		3	1	7	1	6	2	3	0	3	1	336	338	366	408	402
				67%	0%	1%	0%	2%	0%	1%				100%	100%	100%	100%	100%	100%	100%
Humanities	254	256	280	263	283	9	6	9	25	33	818	753	792	796	813	147	139	148	162	132
	31%	34%	35%	33%	35%	6%	4%	6%	15%	25%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						5	8	14	17	16						32	43	40	47	56
						16%	19%	35%	36%	29%						100%	100%	100%	100%	100%
Science	217	218	191	211	215						320	335	328	349	355					
	68%	65%	58%	60%	61%						100%	100%	100%	100%	100%					
TOTAL	**660**	**718**	**689**	**688**	**705**	**139**	**131**	**147**	**161**	**190**	**1782**	**1799**	**1798**	**1844**	**1897**	**1366**	**1384**	**1448**	**1523**	**1384**
TOTAL ROW %	**37%**	**40%**	**38%**	**37%**	**37%**	**10%**	**9%**	**10%**	**11%**	**14%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Notes:
1. "Converted" three-year bachelor's graduates are those who enrolled for a UCT honours degree in the year following their bachelor's graduation.
2. "Converted" professional first bachelor's graduates are those who enrolled for a UCT master's degree in the year following their bachelor's graduation.

Table 16B
Conversion of African bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	51	70	71	44	52	6	5	6	6	5	209	226	209	193	230	72	64	74	64	48
	24%	31%	34%	23%	23%	8%	8%	8%	9%	10%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	6	7	1	6	16	16	15	13	12	22	19	21	10	25	34	105	124	111	93	113
	32%	33%	10%	24%	47%	15%	12%	12%	13%	19%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	116	133	141	150	138
	100%			100%	0%	1%	1%	0%	1%	1%	100%			100%	100%	100%	100%	100%	100%	100%
Humanities	53	56	72	69	78	3	3	1	4	12	179	173	211	192	210	32	21	17	22	32
	30%	32%	34%	36%	37%	9%	14%	6%	18%	38%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						0	3	4	7	5						10	17	13	16	14
						0%	18%	31%	44%	36%						100%	100%	100%	100%	100%
Science	31	42	36	33	41						59	75	62	80	102					
	53%	56%	58%	41%	40%						100%	100%	100%	100%	100%					
TOTAL	**142**	**175**	**180**	**153**	**187**	**26**	**27**	**24**	**30**	**45**	**467**	**495**	**492**	**491**	**577**	**335**	**359**	**356**	**345**	**345**
TOTAL ROW %	**30%**	**35%**	**37%**	**31%**	**32%**	**8%**	**8%**	**7%**	**9%**	**13%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16C
Conversion of Coloured bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	10	24	19	29	16	1	4	5	6	5	71	90	80	81	83	28	49	48	58	24
	14%	27%	24%	36%	19%	4%	8%	10%	10%	21%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	3	7	4	3	8	13	10	7	5	8	14	18	17	13	26	48	40	44	43	50
	21%	39%	24%	23%	31%	27%	25%	16%	12%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	0	0	0	0	0	1	0		0	0	0			58	76	74	86	101
						0%	0%	1%	0%	0%				100%		100%	100%	100%	100%	100%
Humanities	33	48	39	45	55	1	1	1	3	10	143	150	138	165	194	26	21	31	23	27
	23%	32%	28%	27%	28%	4%	5%	3%	13%	37%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						1	1	2	5	3						2	9	10	12	13
						50%	11%	20%	42%	23%						100%	100%	100%	100%	100%
Science	30	27	17	27	31						39	40	38	40	49					
	77%	68%	45%	68%	63%						100%	100%	100%	100%	100%					
TOTAL	**76**	**106**	**79**	**104**	**110**	**16**	**16**	**16**	**19**	**26**	**267**	**298**	**273**	**299**	**352**	**162**	**195**	**207**	**222**	**215**
TOTAL ROW %	**28%**	**36%**	**29%**	**35%**	**31%**	**10%**	**8%**	**8%**	**9%**	**12%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16D
Conversion of Indian bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	9	10	13	13	13	7	7	3	6	10	31	41	54	67	57	58	57	56	71	52
	29%	24%	24%	19%	23%	12%	12%	5%	8%	19%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	0	1	4	4	4	5	4	10	6	6	3	4	9	9	10	32	42	57	47	45
	0%	25%	44%	44%	40%	16%	10%	18%	13%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	1	0	0	0	0	0	1	0		0	2	0	1		27	36	30	38	31
						0%	0%	3%	0%	0%				100%		100%	100%	100%	100%	100%
Humanities	8	18	12	9	11	0	0	0	0	1	33	45	38	24	33	1	5	3	3	2
	24%	40%	32%	38%	33%	0%	0%	0%	0%	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						0	0	2	3	1						3	6	2	6	8
						0%	0%	100%	50%	13%						100%	100%	100%	100%	100%
Science	8	16	10	18	10						10	24	16	26	21					
	80%	67%	63%	69%	48%						100%	100%	100%	100%	100%					
TOTAL	**25**	**46**	**39**	**44**	**38**	**12**	**11**	**16**	**15**	**18**	**77**	**116**	**117**	**127**	**121**	**121**	**146**	**148**	**165**	**138**
TOTAL ROW %	**32%**	**40%**	**33%**	**35%**	**31%**	**10%**	**8%**	**11%**	**9%**	**13%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16E
Conversion of White bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	38	34	32	28	25	13	21	22	24	29	124	135	117	105	96	214	201	241	223	196
	31%	25%	27%	27%	26%	6%	10%	9%	11%	15%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	34	41	24	24	30	36	21	23	23	24	68	59	60	51	69	156	143	129	131	120
	50%	69%	40%	47%	43%	23%	15%	18%	18%	20%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	1	0	1	0	0	0	5	0	2						116	78	103	120	104
						0%	0%	5%	0%	2%						100%	100%	100%	100%	100%
Humanities	125	94	109	84	87	4	0	3	10	5	331	278	281	244	207	60	62	63	71	25
	38%	34%	39%	34%	42%	7%	0%	5%	14%	20%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						1	2	4	1	5						13	6	10	8	12
						8%	33%	40%	13%	42%						100%	100%	100%	100%	100%
Science	103	98	100	105	99						146	140	165	159	136					
	71%	70%	61%	66%	73%						100%	100%	100%	100%	100%					
TOTAL	**300**	**268**	**265**	**242**	**241**	**54**	**44**	**57**	**58**	**65**	**670**	**613**	**623**	**560**	**508**	**559**	**490**	**546**	**553**	**457**
TOTAL ROW %	**45%**	**44%**	**43%**	**43%**	**47%**	**10%**	**9%**	**10%**	**10%**	**14%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16F
Conversion of international bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	14	20	25	20	19	3	3	6	4	5	52	65	66	65	58	26	15	30	37	20
	27%	31%	38%	31%	33%	12%	20%	20%	11%	25%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	14	17	15	21	12	20	19	20	18	19	26	25	23	42	27	78	75	60	82	79
	54%	68%	65%	50%	44%	26%	25%	33%	22%	24%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						2	0	0	0	3						12	10	5	3	8
						17%	0%	0%	0%	38%						100%	100%	100%	100%	100%
Humanities	20	27	32	29	15	1	0	4	7	2	82	74	79	93	65	8	10	17	27	13
	24%	36%	41%	31%	23%	13%	0%	24%	26%	15%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						3	2	2	0	2						4	4	5	3	8
						75%	50%	40%	0%	25%						100%	100%	100%	100%	100%
Science	30	26	16	12	20						43	43	30	25	30					
	70%	60%	53%	48%	67%						100%	100%	100%	100%	100%					
TOTAL	**78**	**90**	**88**	**82**	**66**	**29**	**24**	**32**	**29**	**31**	**203**	**207**	**198**	**225**	**180**	**128**	**114**	**117**	**152**	**128**
TOTAL ROW %	**38%**	**43%**	**44%**	**36%**	**37%**	**23%**	**21%**	**27%**	**19%**	**24%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16G
Conversion of female bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	74	75	87	71	65	8	12	15	26	19	301	276	278	278	295	182	172	193	193	149
	25%	27%	31%	26%	22%	4%	7%	8%	13%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	19	16	16	14	17	26	26	18	20	20	58	41	54	54	78	103	138	99	99	102
	33%	39%	30%	26%	22%	25%	19%	18%	20%	20%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	1	2	0	2		1	1	7	1	5	1	2	0	0	1	252	257	278	278	302
					0%	0%	0%	3%	0%	2%	100%	100%			100%	100%	100%	100%	100%	100%
Humanities	187	193	205	193	216	7	5	7	18	23	582	543	569	569	599	112	97	111	111	94
	32%	36%	36%	34%	36%	6%	5%	6%	16%	24%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						3	5	13	12	9						23	29	34	34	40
						13%	17%	38%	35%	23%						100%	100%	100%	100%	100%
Science	113	110	99	100	103						172	171	166	166	168					
	66%	64%	60%	60%	61%						100%	100%	100%	100%	100%					
TOTAL	**394**	**396**	**407**	**380**	**401**	**45**	**49**	**60**	**77**	**76**	**1114**	**1033**	**1067**	**1067**	**1141**	**672**	**693**	**715**	**715**	**687**
TOTAL ROW %	**35%**	**38%**	**38%**	**36%**	**35%**	**7%**	**7%**	**8%**	**11%**	**11%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 16H
Conversion of male bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF THREE-YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL THREE-YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	56	90	83	81	70	22	33	28	24	36	204	298	274	279	262	233	245	285	294	222
	27%	30%	30%	29%	27%	9%	13%	10%	8%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	39	61	32	46	55	66	45	56	47	60	79	93	72	86	93	333	308	317	285	321
	49%	66%	44%	53%	59%	20%	15%	18%	16%	19%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	0	0	0	2	0	0	0	1	1	1	0	1		84	81	88	101	100
						2%	0%	0%	0%	1%	100%	100%		100%		100%	100%	100%	100%	100%
Humanities	67	63	75	70	64	2	1	2	6	10	234	209	223	225	211	35	41	37	38	38
	29%	30%	34%	31%	30%	6%	2%	5%	16%	26%	100%	100%	100%	86%	100%	100%	100%	100%	100%	100%
Law						2	3	1	5	7						9	14	6	14	16
						22%	21%	17%	36%	44%						100%	100%	100%	100%	100%
Science	104	108	92	111	112						148	164	162	189	187					
	70%	66%	57%	59%	60%						100%	100%	100%	100%	100%					
TOTAL	**266**	**322**	**282**	**308**	**301**	**94**	**82**	**87**	**82**	**114**	**666**	**765**	**731**	**780**	**753**	**694**	**689**	**733**	**732**	**697**
TOTAL ROW %	**40%**	**42%**	**39%**	**39%**	**40%**	**14%**	**12%**	**12%**	**11%**	**16%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Table 17A
Summary of undergraduate success rates by faculty and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Registration year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	85%	83%	82%	86%	88%	88%	90%	84%	86%	85%	89%	91%	89%	87%	86%
EBE	90%	89%	89%	79%	87%	83%	84%	86%	82%	86%	89%	90%	86%	87%	90%
Health Sciences	96%	99%	95%	95%	95%	94%	93%	89%	91%	92%	98%	98%	96%	96%	96%
Humanities	87%	85%	86%	84%	84%	89%	88%	84%	85%	85%	93%	93%	92%	92%	91%
Law	87%	85%	86%	81%	85%	87%	84%	84%	81%	81%	95%	90%	86%	77%	76%
Science	81%	77%	77%	75%	77%	83%	82%	77%	79%	78%	89%	90%	89%	89%	89%
ALL FACULTIES	**86%**	**83%**	**83%**	**81%**	**83%**	**87%**	**87%**	**84%**	**84%**	**84%**	**91%**	**92%**	**90%**	**89%**	**89%**

Notes:
1. These success rates are the weighted averages for the undergraduate courses offered by the departments in each faculty, extracted from successive HEMIS submissions.
2. Courses taken within the GSB have not been included in these calculations.

Table 17B
Summary of undergraduate success rates by Classification of Education Subject Matter (CESM) group and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Registration year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Business/ Commerce	84%	81%	80%	85%	87%	87%	90%	83%	85%	85%	89%	91%	89%	87%	86%
Science/ Technology	84%	81%	80%	85%	87%	87%	90%	83%	85%	85%	89%	91%	89%	87%	86%
Education	87%		84%	83%	87%	90%	90%	82%	95%	88%	88%		72%	97%	96%
Broad Humanities	87%	85%	86%	84%	84%	89%	87%	85%	85%	84%	93%	92%	91%	88%	88%
GRAND TOTAL	**86%**	**83%**	**83%**	**81%**	**83%**	**87%**	**87%**	**84%**	**84%**	**84%**	**91%**	**92%**	**90%**	**89%**	**89%**

Notes:
1. The Business/Commerce CESM group includes CESM 04 courses only.
2. The Education CESM group includes CESM 07 courses only.
3. The Science/Technology group includes CESMs 02, 06, 08, 09, 13, 14 and 15.
4. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 12 (Law).

TABLE 17C
Summary of undergraduate success rates by population group and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Registration year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
African	79%	78%	77%	75%	77%	80%	79%	76%	76%	76%	86%	86%	82%	81%	83%
Coloured	84%	83%	83%	81%	81%	85%	86%	83%	84%	83%	91%	92%	90%	89%	90%
Indian	85%	84%	83%	81%	86%	88%	87%	83%	84%	87%	91%	94%	90%	88%	91%
White	91%	89%	91%	90%	92%	94%	94%	92%	92%	94%	96%	97%	96%	94%	95%
International	87%	85%	84%	84%	85%	89%	89%	86%	87%	86%	91%	91%	89%	90%	90%
ALL STUDENTS	**86%**	**83%**	**83%**	**81%**	**83%**	**87%**	**87%**	**84%**	**84%**	**84%**	**91%**	**92%**	**90%**	**89%**	**89%**

Table 18A
Summary of course success rates among foundation students by faculty and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Registration year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	85%	81%	76%	72%	77%	81%	82%	71%	73%	75%	78%	85%	78%	78%	72%
EBE	86%	87%	82%	71%	82%	71%	84%	76%	75%	78%	86%	82%	81%	81%	87%
Health Sciences	76%	91%	79%	82%	80%	81%	74%	73%	66%	69%		96%	88%	93%	94%
Humanities	73%	76%	82%	83%	82%	81%	75%	76%	78%	78%	82%	84%	84%	84%	85%
Law	80%	78%	76%	70%	79%	80%	69%	74%	67%	67%	96%	69%	81%	64%	60%
Science	78%	69%	71%	66%	66%	73%	75%	68%	68%	65%	80%	85%	80%	76%	82%
ALL FACULTIES	**79%**	**76%**	**77%**	**75%**	**75%**	**79%**	**78%**	**73%**	**74%**	**74%**	**80%**	**84%**	**80%**	**80%**	**82%**

Table 18B
Summary of course success rates among foundation students by Classification of Education Subject Matter (CESM) group and by course level

	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Registration year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Business/ Commerce	84%	80%	75%	70%	76%	80%	82%	69%	70%	73%	78%	85%	78%	78%	72%
Science/ Technology	80%	75%	73%	68%	69%	75%	77%	72%	71%	71%	82%	86%	81%	80%	85%
Broad Humanities	74%	76%	82%	82%	82%	81%	75%	77%	77%	77%	85%	82%	84%	82%	84%
GRAND TOTAL	**79%**	**76%**	**77%**	**75%**	**75%**	**79%**	**78%**	**73%**	**74%**	**74%**	**80%**	**84%**	**80%**	**80%**	**82%**

Notes:
1. The Business/Commerce CESM group includes CESM 04 courses only.
2. The Science/Technology group includes CESMs 02, 06, 08, 09, 13, 14 and 15.
3. The Broad Humanities CESM group includes courses in all other CESM categories, including CESM 12 (Law).

Table 19A
Academic progress codes of all undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	1189	1327	1286	1061	930	3311	3317	2953	2678	2672	445	482	480	469	434	114	85	111	129	117	78	93	103	76	58	5137	5304	4933	4413	4211
	23%	25%	26%	24%	22%	64%	63%	60%	61%	63%	9%	9%	10%	11%	10%	2%	2%	2%	3%	3%	2%	2%	2%	2%	1%	100%	100%	100%	100%	100%
EBE	574	580	542	560	594	1995	2099	2113	2142	2184	246	328	365	401	312	62	77	88	101	122	64	68	137	87	58	2941	3152	3245	3291	3270
	20%	18%	17%	17%	18%	68%	67%	65%	65%	67%	8%	10%	11%	12%	10%	2%	2%	3%	3%	4%	2%	2%	4%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	338	361	366	460	434	1695	1774	1840	1693	1587	20	18	28	37	58	21	12	21	16	17	26	25	39	37	21	2100	2190	2294	2243	2117
	16%	16%	16%	21%	21%	81%	81%	80%	75%	75%	1%	1%	1%	2%	3%	1%	1%	1%	1%	1%	1%	1%	2%	2%	1%	100%	100%	100%	100%	100%
Humanities	1062	1021	1000	1044	1037	2699	2683	2737	2775	2921	400	479	476	444	552	123	145	142	147	150	81	92	147	157	125	4365	4420	4502	4567	4785
	24%	23%	22%	23%	22%	62%	61%	61%	61%	61%	9%	11%	11%	10%	12%	3%	3%	3%	3%	3%	2%	2%	3%	3%	3%	100%	100%	100%	100%	100%
Law	170	197	174	152	173	453	410	401	362	367	22	67	68	90	68	16	24	12	34	42	4	8	13	14	12	665	706	668	652	662
	26%	28%	26%	23%	26%	68%	58%	60%	56%	55%	3%	9%	10%	14%	10%	2%	3%	2%	5%	6%	1%	1%	2%	2%	2%	100%	100%	100%	100%	100%
Science	320	335	328	349	355	956	1055	1068	1016	1104	51	80	103	117	91	56	72	73	101	76	17	23	23	24	26	1400	1565	1595	1607	1652
	23%	21%	21%	22%	21%	68%	67%	67%	63%	67%	4%	5%	6%	7%	6%	4%	5%	5%	6%	5%	1%	1%	1%	1%	2%	100%	100%	100%	100%	100%
TOTAL NO.	**3653**	**3821**	**3696**	**3626**	**3523**	**11109**	**11338**	**11112**	**10666**	**10835**	**1184**	**1454**	**1520**	**1558**	**1515**	**392**	**415**	**447**	**528**	**524**	**270**	**309**	**462**	**395**	**300**	**16608**	**17337**	**17237**	**16773**	**16697**
TOTAL ROW %	**22%**	**22%**	**21%**	**22%**	**21%**	**67%**	**65%**	**64%**	**64%**	**65%**	**7%**	**8%**	**9%**	**9%**	**9%**	**2%**	**2%**	**3%**	**3%**	**3%**	**2%**	**2%**	**3%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Notes:
1. The data for these tables was derived from PeopleSoft at the end of each academic year. It does not include students who cancelled during the year. The totals should not be expected to tally with those in Table 2, which are HEMIS derived.
2. “Other” academic standing codes include cancellations and disciplinary codes.

Table 19B
Academic progress codes of all African undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	312	315	320	264	280	879	888	818	767	703	206	196	229	224	186	47	36	62	57	63	18	17	27	25	17	1462	1452	1456	1337	1248
	21%	22%	22%	20%	22%	60%	61%	56%	57%	56%	14%	13%	16%	17%	15%	3%	2%	4%	4%	5%	1%	1%	2%	2%	1%	100%	100%	100%	100%	100%
EBE	124	145	121	118	147	482	500	544	628	725	105	132	156	186	146	22	28	40	51	68	24	17	43	30	24	757	822	904	1013	1103
	16%	18%	13%	12%	13%	64%	61%	60%	62%	66%	14%	16%	17%	18%	13%	3%	3%	4%	5%	6%	3%	2%	5%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	117	142	141	160	141	653	673	697	671	625	13	11	21	21	35	15	7	9	9	10	11	15	16	14	13	809	848	884	875	819
	14%	17%	16%	18%	17%	81%	79%	79%	77%	76%	2%	1%	2%	2%	4%	2%	1%	1%	1%	1%	1%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Humanities	241	221	253	238	265	710	684	594	592	562	189	217	211	180	177	62	78	57	49	48	27	32	38	33	32	1229	1232	1153	1092	1075
	20%	18%	22%	22%	25%	58%	56%	52%	54%	52%	15%	18%	18%	16%	16%	5%	6%	5%	4%	4%	2%	3%	3%	3%	3%	100%	100%	100%	100%	100%
Law	31	34	27	29	40	107	92	103	105	112	10	37	39	42	28	10	13	5	12	25	4	2	4	5	9	162	178	178	193	209
	19%	19%	15%	15%	19%	66%	52%	58%	54%	54%	6%	21%	22%	22%	13%	6%	7%	3%	6%	12%	2%	1%	2%	3%	4%	100%	100%	100%	100%	100%
Science	59	75	62	80	102	278	333	394	385	437	32	44	66	93	66	34	43	44	75	56	6	4	4	9	16	409	499	570	642	669
	14%	15%	11%	12%	15%	68%	67%	69%	60%	65%	8%	9%	12%	14%	10%	8%	9%	8%	12%	8%	1%	1%	1%	1%	2%	100%	100%	100%	100%	100%
TOTAL NO.	**884**	**932**	**924**	**889**	**975**	**3109**	**3170**	**3150**	**3148**	**3164**	**555**	**637**	**722**	**746**	**638**	**190**	**205**	**217**	**253**	**270**	**90**	**87**	**132**	**116**	**111**	**4828**	**5031**	**5145**	**5152**	**5123**
TOTAL ROW %	**18%**	**19%**	**18%**	**17%**	**19%**	**64%**	**63%**	**61%**	**61%**	**62%**	**11%**	**13%**	**14%**	**14%**	**12%**	**4%**	**4%**	**4%**	**5%**	**5%**	**2%**	**2%**	**3%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Note: "Other" academic standing codes include cancellations and disciplinary codes.

Table 19C
Academic progress codes of all Coloured undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	110	150	143	139	107	405	397	379	267	181	71	62	56	46	50	20	8	13	23	11	10	16	8	7		616	633	599	482	349
	18%	24%	24%	29%	31%	66%	63%	63%	55%	52%	12%	10%	9%	10%	14%	3%	1%	2%	5%	3%	2%	3%	1%	1%	0%	100%	100%	100%	100%	100%
EBE	62	58	61	56	76	220	243	261	282	271	35	45	49	63	42	8	11	8	12	14	7	7	21	10	5	332	364	400	423	408
	19%	16%	15%	13%	19%	66%	67%	65%	67%	66%	11%	12%	12%	15%	10%	2%	3%	2%	3%	3%	2%	2%	5%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	58	77	74	86	101	392	409	411	385	339	6	5	4	14	15	4	4	11	5	5	5	3	8	7	4	465	498	508	497	464
	12%	15%	15%	17%	22%	84%	82%	81%	77%	73%	1%	1%	1%	3%	3%	1%	1%	2%	1%	1%	1%	1%	2%	1%	1%	100%	100%	100%	100%	100%
Humanities	210	195	179	195	246	535	550	535	580	458	82	113	99	91	126	29	28	29	27	21	13	13	23	25	15	869	899	865	918	866
	24%	22%	21%	21%	28%	62%	61%	62%	63%	53%	9%	13%	11%	10%	15%	3%	3%	3%	3%	2%	1%	1%	3%	3%	2%	100%	100%	100%	100%	100%
Law	19	29	28	29	26	83	92	106	83	77	9	11	7	20	16	1	4	5	13	9		2	4	4	3	112	138	150	149	131
	17%	21%	19%	19%	20%	74%	67%	71%	56%	59%	8%	8%	5%	13%	12%	1%	3%	3%	9%	7%	0%	1%	3%	3%	2%	100%	100%	100%	100%	100%
Science	39	40	38	40	49	111	130	146	135	157	5	13	14	12	7	5	13	13	10	10	1	3	3	3	3	161	199	214	200	226
	24%	20%	18%	20%	22%	69%	65%	68%	68%	69%	3%	7%	7%	6%	3%	3%	7%	6%	5%	4%	1%	2%	1%	2%	1%	100%	100%	100%	100%	100%
TOTAL NO.	**498**	**549**	**523**	**545**	**605**	**1746**	**1821**	**1838**	**1732**	**1483**	**208**	**249**	**229**	**246**	**256**	**67**	**68**	**79**	**90**	**70**	**36**	**44**	**67**	**56**	**30**	**2555**	**2731**	**2736**	**2669**	**2444**
TOTAL ROW %	**19%**	**20%**	**19%**	**20%**	**25%**	**68%**	**67%**	**67%**	**65%**	**61%**	**8%**	**9%**	**8%**	**9%**	**10%**	**3%**	**2%**	**3%**	**3%**	**3%**	**1%**	**2%**	**2%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Note: "Other" academic standing codes include cancellations and disciplinary codes.

Table 19D
Academic progress codes of all Indian undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	95	103	120	139	109	370	381	326	230	147	57	60	58	46	33	4	9	9	8	3	9	5	9	5	2	294	558	522	428	294
	18%	18%	23%	32%	37%	69%	68%	62%	54%	50%	11%	11%	11%	11%	11%	1%	2%	2%	2%	1%	2%	1%	2%	1%	1%	100%	100%	100%	100%	100%
EBE	35	46	66	57	55	218	215	210	187	171	29	42	45	37	24	3	11	7	11	8	6	3	7	10	7	265	317	335	302	265
	12%	15%	20%	19%	21%	75%	68%	63%	62%	65%	10%	13%	13%	12%	9%	1%	3%	2%	4%	3%	2%	1%	2%	3%	3%	100%	100%	100%	100%	100%
Health Sciences	27	38	30	40	32	157	167	159	157	160	1	1	1	1	4					1	3		2	2	2	199	206	192	200	199
	14%	18%	16%	20%	16%	84%	81%	83%	79%	80%	1%	0%	1%	1%	2%	0%	0%	0%	0%	1%	2%	0%	1%	1%	1%	100%	100%	100%	100%	100%
Humanities	35	50	41	28	35	103	88	76	65	55	18	12	11	11	10	5	2	2	6	3	6	5	3	4	3	106	157	133	114	106
	21%	32%	31%	25%	33%	62%	56%	57%	57%	52%	11%	8%	8%	10%	9%	3%	1%	2%	5%	3%	4%	3%	2%	4%	3%	100%	100%	100%	100%	100%
Law	12	16	10	10	16	39	30	34	35	40	1	5	7	12	5	1	1		2				2	2		61	52	53	61	61
	23%	31%	19%	16%	26%	74%	58%	64%	57%	66%	2%	10%	13%	20%	8%	2%	2%	0%	3%	0%	0%	0%	4%	3%	0%	100%	100%	100%	100%	100%
Science	10	24	16	26	21	45	63	70	55	51	5	3	5	2	1	1	2	4	2	1		3	1			74	95	96	85	74
	16%	25%	17%	31%	28%	74%	66%	73%	65%	69%	8%	3%	5%	2%	1%	2%	2%	4%	2%	1%	0%	3%	1%	0%	0%	100%	100%	100%	100%	100%
TOTAL NO.	**214**	**277**	**283**	**300**	**268**	**932**	**944**	**875**	**729**	**624**	**111**	**123**	**127**	**109**	**77**	**14**	**25**	**22**	**29**	**16**	**24**	**16**	**24**	**23**	**14**	**999**	**1385**	**1331**	**1190**	**999**
TOTAL ROW %	**17%**	**20%**	**21%**	**25%**	**27%**	**72%**	**68%**	**66%**	**61%**	**62%**	**9%**	**9%**	**10%**	**9%**	**8%**	**1%**	**2%**	**2%**	**2%**	**2%**	**2%**	**1%**	**2%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Note: "Other" academic standing codes include cancellations and disciplinary codes.

Table 19E
Academic progress codes of all White undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	367	365	396	330	292	1028	1062	827	509	243	45	54	42	45	26	16	15	10	7	6	26	32	30	9	2	1482	1528	1305	900	569
	25%	24%	30%	37%	51%	69%	70%	63%	57%	43%	3%	4%	3%	5%	5%	1%	1%	1%	1%	1%	2%	2%	2%	1%	0%	100%	100%	100%	100%	100%
EBE	225	202	189	182	189	610	624	610	601	575	34	51	38	44	36	14	6	14	11	4	13	22	28	18	13	896	905	879	856	817
	25%	22%	22%	21%	23%	68%	69%	69%	70%	70%	4%	6%	4%	5%	4%	2%	1%	2%	1%	0%	1%	2%	3%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	117	79	103	122	104	427	444	428	383	352		1	2		2	2	1		1		7	4	8	11	4	553	529	541	517	462
	21%	15%	19%	24%	23%	77%	84%	79%	74%	76%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	2%	1%	100%	100%	100%	100%	100%
Humanities	396	342	347	316	232	821	737	587	442	403	54	50	41	29	33	12	10	7	8	2	24	18	22	22	13	1307	1157	1004	817	683
	30%	30%	35%	39%	34%	63%	64%	58%	54%	59%	4%	4%	4%	4%	5%	1%	1%	1%	1%	0%	2%	2%	2%	3%	2%	100%	100%	100%	100%	100%
Law	86	98	89	69	67	177	140	110	97	82		5	7	9	7	2	3	2	2	4		1	2	2	3	265	247	210	179	163
	32%	40%	42%	39%	41%	67%	57%	52%	54%	50%	0%	2%	3%	5%	4%	1%	1%	1%	1%	2%	0%	0%	1%	1%	2%	100%	100%	100%	100%	100%
Science	146	140	165	159	136	369	405	346	328	345	5	14	5	6	8	8	11	7	5	4	4	9	12	9	9	532	579	535	507	502
	27%	24%	31%	31%	27%	69%	70%	65%	65%	69%	1%	2%	1%	1%	2%	2%	2%	1%	1%	1%	1%	2%	2%	2%	2%	100%	100%	100%	100%	100%
TOTAL NO.	**1337**	**1226**	**1289**	**1178**	**1020**	**3432**	**3412**	**2908**	**2360**	**2000**	**138**	**175**	**135**	**133**	**112**	**54**	**46**	**40**	**34**	**20**	**74**	**86**	**102**	**71**	**44**	**5035**	**4945**	**4474**	**3776**	**3196**
TOTAL ROW %	**27%**	**25%**	**29%**	**31%**	**32%**	**68%**	**69%**	**65%**	**63%**	**63%**	**3%**	**4%**	**3%**	**4%**	**4%**	**1%**	**1%**	**1%**	**1%**	**1%**	**1%**	**2%**	**2%**	**2%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Note: "Other" academic standing codes include cancellations and disciplinary codes.

Table 19F
Academic progress codes of all International undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Commerce	103	132	137	105	78	315	314	270	239	236	36	47	50	30	36	16	5	12	12	10	6	10	12	6	11	476	508	481	392	371
	22%	26%	28%	27%	21%	66%	62%	56%	61%	64%	8%	9%	10%	8%	10%	3%	1%	2%	3%	3%	1%	2%	2%	2%	3%	100%	100%	100%	100%	100%
EBE	104	100	83	124	106	371	413	401	357	359	35	48	65	52	48	10	13	18	12	18	12	13	32	9	7	532	587	599	554	538
	20%	17%	14%	22%	20%	70%	70%	67%	64%	67%	7%	8%	11%	9%	9%	2%	2%	3%	2%	3%	2%	2%	5%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	95	10	5	5	8	250	17	15	14	6	30					5					6					386	27	20	19	14
	25%	37%	25%	26%	57%	65%	63%	75%	74%	43%	8%	0%	0%	0%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	13	92	97	122	79	33	257	257	190	162	2	34	29	24	25	1	7	8	11	3		6	9	15	7	49	396	400	362	276
	27%	23%	24%	34%	29%	67%	65%	64%	52%	59%	4%	9%	7%	7%	9%	2%	2%	2%	3%	1%	0%	2%	2%	4%	3%	100%	100%	100%	100%	100%
Law	12	14	13	10	18	20	34	33	30	33		4	4	4	8		1		4	3		1	1	1	1	32	54	51	49	63
	38%	26%	25%	20%	29%	63%	63%	65%	61%	52%	0%	7%	8%	8%	13%	0%	2%	0%	8%	5%	0%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Science	43	43	30	25	30	100	73	61	68	64	2	3	8	2	4	6	1	3	4	3	4	3	1	2	2	155	123	103	101	103
	28%	35%	29%	25%	29%	65%	59%	59%	67%	62%	1%	2%	8%	2%	4%	4%	1%	3%	4%	3%	3%	2%	1%	2%	2%	100%	100%	100%	100%	100%
TOTAL NO.	**370**	**391**	**365**	**391**	**319**	**1089**	**1108**	**1037**	**898**	**860**	**105**	**136**	**156**	**112**	**121**	**38**	**27**	**41**	**43**	**37**	**28**	**33**	**55**	**33**	**28**	**1630**	**1695**	**1654**	**1477**	**1365**
TOTAL ROW %	**23%**	**23%**	**22%**	**26%**	**23%**	**67%**	**65%**	**63%**	**61%**	**63%**	**6%**	**8%**	**9%**	**8%**	**9%**	**2%**	**2%**	**2%**	**3%**	**3%**	**2%**	**2%**	**3%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row.

Note: "Other" academic standing codes include cancellations and disciplinary codes.

Table 20A
Five-year cohort survival analysis of the 2011, 2012, 2013, 2014 and 2015 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: All students (SA and International)

	ARTS – BA					COMMERCE					ENGINEERING – BSC(ENG)					LAW				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	407	365	243	305	286	795	873	928	921	938	330	383	346	361	345	25	27	35	42	35
	76%	76%	75%	75%	74%	77%	76%	77%	78%	73%	66%	72%	72%	75%	64%	71%	56%	52%	69%	49%
Continuing undergraduate studies	20	16	4	17	18	72	97	88	78	114	46	42	36	36	99	6	6	16	8	12
	4%	3%	1%	4%	5%	7%	8%	7%	7%	9%	9%	8%	8%	7%	18%	17%	13%	24%	13%	17%
Dropped out in good academic standing	68	57	49	60	65	68	89	87	100	135	27	45	42	39	43	3	3	10	5	7
	13%	12%	15%	15%	17%	7%	8%	7%	8%	10%	5%	8%	9%	8%	8%	9%	6%	15%	8%	10%
Refused readmission on academic grounds	39	43	30	27	19	88	94	95	85	99	100	65	54	45	56	1	12	6	6	18
	7%	9%	9%	7%	5%	9%	8%	8%	7%	8%	20%	12%	11%	9%	10%	3%	25%	9%	10%	25%
TOTAL	**535**	**481**	**326**	**409**	**388**	**1029**	**1153**	**1198**	**1184**	**1286**	**503**	**535**	**478**	**481**	**543**	**35**	**48**	**67**	**61**	**72**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	269	321	285	290	305	308	365	419	388	378	2282	2282	2219	2233	2287
	63%	65%	68%	70%	72%	74%	76%	75%	72%	70%	72%	72%	73%	73%	70%
Continuing undergraduate studies	21	21	44	34	31	13	17	24	27	32	254	254	259	250	306
	5%	4%	10%	8%	7%	3%	4%	4%	5%	6%	8%	8%	8%	8%	9%
Dropped out in good academic standing	33	49	34	31	31	50	55	64	68	60	291	291	276	299	341
	8%	10%	8%	8%	7%	12%	11%	11%	13%	11%	9%	9%	9%	10%	10%
Refused readmission on academic grounds	103	100	58	58	56	43	46	53	53	68	360	360	296	266	316
	24%	20%	14%	14%	13%	10%	10%	9%	10%	13%	11%	11%	10%	9%	10%
TOTAL	**427**	**491**	**421**	**413**	**423**	**416**	**483**	**560**	**536**	**538**	**3187**	**3187**	**3050**	**3048**	**3250**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Notes:
1. This table is an analysis of the academic progress of the 2011, 2012, 2013, 2014 and 2015 FU cohorts carried out five years after their initial enrolment at UCT.
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.
3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.
4. Students dropping out in good academic standing are students who left the university without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.
5. The Commerce intakes include students enrolling for the three-year BCom and for the four-year BBusSc.
6. The Engineering total is for four-year degrees only. Engineering figures are updated after six years because of the large numbers of students taking six years to complete their studies.
7. Percentages are to be read down each column.
8. "Other" academic codes not shown individually but included in the total include long leave, expulsions, rustication and disciplinary codes.

Table 20B
Five-year cohort survival analysis of the 2011, 2012, 2013, 2014 and 2015 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: African students

	ARTS – BA					COMMERCE					ENGINEERING – BSC(ENG)					LAW				
Status after five years	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake
Completed undergraduate bachelor's degree (graduated)	64	43	31	65	48	204	258	249	233	193	81	83	80	81	63	4	9	11	12	10
	63%	60%	53%	64%	70%	67%	68%	69%	69%	65%	43%	50%	50%	65%	53%	50%	43%	39%	57%	33%
Continuing undergraduate studies	9	4	4	6	9	30	51	41	37	42	25	16	17	10	29	2	4	9	5	4
	9%	6%	7%	6%	13%	10%	13%	11%	11%	14%	13%	50%	30%	8%	25%	25%	19%	32%	24%	13%
Dropped out in good academic standing	10	10	13	17	8	23	32	18	27	29	8	13	14	11	4	1	0	4	1	5
	10%	14%	22%	17%	12%	8%	8%	5%	8%	10%	4%	50%	7%	9%	3%	13%	0%	14%	5%	17%
Refused readmission on academic grounds	18	15	11	13	4	47	41	51	42	33	74	32	18	22	22	1	8	4	3	11
	18%	21%	19%	13%	6%	15%	11%	14%	12%	11%	39%	50%	13%	18%	19%	13%	38%	14%	14%	37%
TOTAL	**102**	**72**	**59**	**101**	**69**	**305**	**382**	**359**	**339**	**297**	**188**	**144**	**129**	**124**	**118**	**8**	**21**	**28**	**21**	**30**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**50%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Status after five years	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake	2011 intake	2012 intake	2013 intake	2014 inake	2015 intake
Completed undergraduate bachelor's degree (graduated)	71	54	44	64	65	41	73	135	121	112	502	502	533	554	491
	47%	42%	44%	46%	52%	56%	62%	66%	63%	57%	57%	57%	61%	61%	59%
Continuing undergraduate studies	12	7	20	19	20	6	8	14	16	15	119	119	126	121	119
	8%	5%	20%	14%	16%	8%	7%	7%	8%	8%	14%	14%	14%	13%	14%
Dropped out in good academic standing	7	20	10	13	3	7	14	21	22	25	89	89	75	87	74
	5%	16%	10%	9%	2%	10%	12%	10%	12%	13%	10%	10%	9%	10%	9%
Refused readmission on academic grounds	60	48	27	42	36	18	22	35	32	45	165	165	144	150	151
	40%	37%	27%	30%	29%	25%	19%	17%	17%	23%	19%	19%	16%	16%	18%
TOTAL	**151**	**129**	**101**	**138**	**124**	**73**	**117**	**205**	**191**	**197**	**875**	**875**	**877**	**912**	**835**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20C
Five-year cohort survival analysis of the 2011, 2012, 2013, 2014 and 2015 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: Coloured students

	ARTS – BA					COMMERCE					ENGINEERING – BSC(ENG)					LAW				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	66	50	37	68	51	84	72	123	115	115	30	37	33	43	35	7	4	7	10	10
	73%	71%	62%	74%	69%	76%	67%	76%	75%	74%	63%	70%	70%	68%	58%	78%	50%	50%	67%	63%
Continuing undergraduate studies	4	4	0	3	4	17	14	13	8	14	8	8	5	10	14	2	2	4	0	4
	4%	6%	0%	3%	5%	15%	13%	8%	5%	9%	17%	15%	11%	16%	23%	22%	25%	29%	0%	25%
Dropped out in good academic standing	11	5	9	12	11	5	5	11	14	11	3	2	2	3	3	0	1	2	2	0
	12%	7%	15%	13%	15%	3%	3%	7%	9%	7%	6%	4%	4%	5%	5%	0%	13%	14%	13%	0%
Refused readmission on academic grounds	10	11	14	9	8	3	16	14	16	15	6	6	7	7	8	0	1	1	3	2
	11%	16%	23%	10%	11%	3%	15%	9%	10%	10%	13%	11%	15%	11%	13%	0%	13%	7%	20%	13%
TOTAL	**91**	**70**	**60**	**92**	**74**	**111**	**107**	**161**	**153**	**155**	**48**	**53**	**47**	**63**	**60**	**9**	**8**	**14**	**15**	**16**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	28	35	30	37	25	51	52	78	84	75	236	236	302	344	311
	62%	59%	70%	82%	74%	64%	70%	74%	67%	77%	65%	65%	70%	71%	71%
Continuing undergraduate studies	3	6	5	2	1	3	3	4	7	7	43	43	35	36	44
	7%	10%	12%	4%	3%	4%	4%	4%	6%	7%	12%	12%	8%	7%	10%
Dropped out in good academic standing	2	3	3	2	2	14	9	15	19	8	24	24	43	52	35
	4%	5%	7%	4%	6%	18%	12%	14%	15%	8%	7%	7%	10%	11%	8%
Refused readmission on academic grounds	12	15	5	4	5	12	10	8	15	7	60	60	49	53	45
	27%	25%	12%	9%	15%	15%	14%	8%	12%	7%	17%	17%	11%	11%	10%
TOTAL	**45**	**59**	**43**	**45**	**34**	**80**	**74**	**105**	**125**	**97**	**363**	**363**	**429**	**485**	**436**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20D
Five-year cohort survival analysis of the 2011, 2012, 2013, 2014 and 2015 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: Indian students

	ARTS – BA					COMMERCE					ENGINEERING – BSC(ENG)					LAW				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	13	11	10	6	9	82	82	101	130	91	31	29	40	63	42	3	3	5	4	4
	65%	73%	100%	50%	69%	71%	72%	75%	76%	71%	69%	73%	68%	79%	54%	100%	75%	83%	57%	44%
Continuing undergraduate studies	2	0	0	2	2	12	11	12	15	16	5	3	2	4	22	0	0	1	2	2
	10%	0%	0%	17%	15%	13%	10%	9%	9%	13%	11%	8%	3%	5%	28%	0%	0%	17%	29%	22%
Dropped out in good academic standing	4	1	0	4	1	11	9	16	21	12	3	3	6	6	8	0	0	0	1	1
	20%	7%	0%	33%	8%	9%	8%	12%	12%	9%	7%	8%	10%	8%	10%	0%	0%	0%	14%	11%
Refused readmission on academic grounds	1	3	0	0	1	11	12	6	6	9	6	5	11	7	6	0	1	0	0	2
	5%	20%	0%	0%	8%	9%	11%	4%	3%	7%	13%	13%	19%	9%	8%	0%	25%	0%	0%	22%
TOTAL	**20**	**15**	**10**	**12**	**13**	**116**	**114**	**135**	**172**	**128**	**45**	**40**	**59**	**80**	**78**	**3**	**4**	**6**	**7**	**9**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	16	11	12	20	10	10	14	24	20	11	147	147	189	236	167
	64%	55%	75%	91%	83%	77%	88%	75%	77%	73%	70%	70%	73%	75%	65%
Continuing undergraduate studies	1	1	2	0	0	2	0	0	2	1	17	17	21	30	43
	4%	5%	13%	0%	0%	15%	0%	0%	8%	7%	8%	8%	8%	10%	17%
Dropped out in good academic standing	4	2	0	1	1	0	2	3	1	2	16	16	25	32	25
	16%	10%	0%	5%	8%	0%	13%	9%	4%	13%	8%	8%	10%	10%	10%
Refused readmission on academic grounds	4	6	2	1	1	1	0	5	3	0	29	29	24	17	19
	16%	30%	13%	5%	8%	8%	0%	16%	12%	0%	14%	14%	9%	5%	7%
TOTAL	**25**	**20**	**16**	**22**	**12**	**13**	**16**	**32**	**26**	**15**	**209**	**209**	**259**	**315**	**255**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20E
Five-year cohort survival analysis of the 2011, 2012, 2013, 2014 and 2015 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: White students

	ARTS – BA					COMMERCE					ENGINEERING – BSC(ENG)					LAW				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	203	189	133	119	123	292	331	331	311	328	111	155	124	114	120	8	8	6	10	6
	81%	79%	83%	82%	85%	90%	87%	87%	87%	83%	89%	82%	88%	84%	75%	80%	100%	67%	83%	86%
Continuing undergraduate studies	3	5	0	6	0	7	12	10	9	15	3	9	5	8	12	1	0	1	1	0
	1%	2%	0%	4%	0%	2%	3%	3%	3%	4%	2%	5%	4%	6%	8%	10%	0%	11%	8%	0%
Dropped out in good academic standing	37	34	24	17	21	14	27	28	27	39	6	16	5	10	20	1	0	2	1	0
	15%	14%	15%	12%	14%	4%	7%	7%	8%	10%	5%	9%	4%	7%	13%	10%	0%	22%	8%	0%
Refused readmission on academic grounds	8	10	3	3	1	11	11	10	9	13	5	8	7	3	8	0	0	0		1
	3%	4%	2%	2%	1%	3%	3%	3%	3%	3%	4%	4%	5%	2%	5%	0%	0%	0%	0%	14%
TOTAL	**251**	**238**	**160**	**145**	**145**	**324**	**381**	**379**	**356**	**395**	**125**	**188**	**141**	**135**	**160**	**10**	**8**	**9**	**12**	**7**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	110	150	121	114	140	142	167	106	102	79	941	981	813	753	796
	84%	82%	78%	83%	81%	84%	86%	83%	86%	83%	83%	83%	83%	85%	82%
Continuing undergraduate studies	4	6	12	7	7	0	2	3	2	1	44	46	41	37	35
	3%	3%	8%	5%	4%	0%	1%	2%	2%	1%	4%	4%	4%	4%	4%
Dropped out in good academic standing	12	15	13	11	15	22	19	17	15	12	106	109	89	80	107
	9%	8%	8%	8%	9%	13%	10%	13%	13%	13%	9%	9%	9%	9%	11%
Refused readmission on academic grounds	5	13	9	5	10	5	7	1	0	3	39	47	31	20	36
	4%	7%	6%	4%	6%	3%	4%	1%	0%	3%	3%	4%	3%	2%	4%
TOTAL	**131**	**184**	**155**	**137**	**172**	**170**	**195**	**127**	**119**	**95**	**1130**	**1183**	**974**	**890**	**974**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

TABLE 21
Five-year cohort survival analysis of the 2011, 2012, 2013, 2014 and 2015 intakes of first-time entering undergraduates five years after initial enrolment in five large faculties: All students in extended programmes

	COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)					LAW				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	92	74	102	83	80	52	74	93	87	93	13	39	20	49	46	2	6	4	4	3
	65%	62%	68%	66%	60%	60%	62%	68%	64%	68%	25%	48%	37%	59%	39%	40%	55%	22%	33%	16%
Continuing undergraduate studies	21	18	21	11	24	12	24	17	23	22	9	9	12	7	36	3	4	8	4	7
	15%	15%	14%	9%	18%	14%	20%	12%	17%	16%	17%	11%	22%	8%	31%	60%	36%	44%	33%	37%
Dropped out in good academic standing	14	11	5	14	11	6	9	12	10	5	2	7	7	9	8	0	0	1	2	2
	10%	9%	3%	11%	8%	7%	8%	9%	7%	4%	4%	9%	13%	11%	7%	0%	0%	6%	17%	11%
Refused readmission on academic grounds	14	16	21	17	18	16	12	15	15	17	18	27	15	18	28	0	1	5	2	7
	10%	13%	14%	13%	14%	18%	10%	11%	11%	12%	34%	33%	28%	22%	24%	0%	9%	28%	17%	37%
TOTAL	**141**	**119**	**149**	**126**	**133**	**87**	**119**	**137**	**135**	**137**	**53**	**82**	**54**	**83**	**118**	**5**	**11**	**18**	**12**	**19**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	SCIENCE					BA + BSOCSC					TOTAL				
Status after five years	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Completed undergraduate bachelor's degree (graduated)	23	30	27	54	31	91	58	105	122	115	267	267	351	399	368
	32%	40%	38%	49%	52%	61%	52%	54%	53%	53%	52%	52%	56%	57%	54%
Continuing undergraduate studies	10	7	20	21	12	14	10	18	21	27	90	90	96	87	128
	14%	9%	28%	19%	20%	9%	9%	9%	9%	12%	17%	17%	15%	13%	19%
Dropped out in good academic standing	3	7	6	5	1	14	17	31	38	28	51	51	62	78	55
	4%	9%	8%	5%	2%	9%	15%	16%	17%	13%	10%	10%	10%	11%	8%
Refused readmission on academic grounds	36	31	18	30	16	29	27	42	49	49	110	110	116	131	135
	49%	41%	25%	27%	27%	19%	24%	21%	21%	22%	21%	21%	19%	19%	20%
TOTAL	**73**	**75**	**71**	**110**	**60**	**150**	**112**	**196**	**230**	**219**	**518**	**518**	**625**	**696**	**686**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22A
Years to completion among graduates within the 2011, 2012, 2013, 2014 and 2015 first-time entering undergraduate cohorts after initial enrolment in five large faculties: All students (SA and International)

	ARTS – BA					COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	267	230	231	208	211	146	146	157	164	175	19	20	31	25	47	3	2	3	2	4
	64%	70%	69%	65%	74%	39%	36%	43%	48%	51%	4%	4%	5%	4%	8%	1%	1%	1%	1%	1%
4 years	99	76	76	75	58	150	156	150	113	113	307	329	352	404	413	187	207	218	204	218
	24%	23%	23%	23%	20%	40%	39%	41%	33%	33%	67%	62%	61%	65%	69%	56%	55%	60%	59%	70%
5 years	41	17	22	25	17	56	79	45	57	55	117	149	162	160	135	98	123	105	97	123
	10%	5%	7%	8%	6%	15%	20%	12%	17%	16%	25%	28%	28%	26%	23%	30%	32%	29%	28%	39%
6 years	9	6	7	12	0	23	21	14	9	0	18	32	35	36	0	43	47	35	44	0
	2%	2%	2%	4%	0%	6%	5%	4%	3%	0%	4%	6%	6%	6%	0%	13%	12%	10%	13%	0%
ALL GRADUATES	**416**	**329**	**335**	**320**	**286**	**375**	**402**	**366**	**343**	**343**	**461**	**530**	**580**	**625**	**595**	**331**	**379**	**361**	**347**	**313**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	LAW					SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	1	0	5	2	0	133	184	166	155	174	190	227	193	206	209	809	785	785	762	820
	3%	0%	12%	4%	0%	48%	55%	54%	51%	57%	60%	61%	55%	53%	51%	34%	35%	33%	32%	36%
4 years	14	15	22	30	23	91	90	92	81	86	78	103	108	124	143	976	1016	1018	1031	1054
	48%	50%	51%	63%	70%	33%	27%	30%	27%	28%	25%	28%	31%	32%	35%	41%	46%	43%	43%	46%
5 years	10	12	7	10	13	45	48	27	54	45	40	35	48	46	56	463	412	416	449	444
	34%	40%	16%	21%	39%	16%	14%	9%	18%	15%	13%	9%	14%	12%	14%	20%	19%	18%	19%	19%
6 years	4	3	9	6	0	9	10	24	15	0	7	5	11	11	0	124	0	135	133	0
	14%	10%	21%	13%	0%	3%	3%	8%	5%	0%	2%	1%	3%	3%	0%	5%	0%	6%	6%	0%
ALL GRADUATES	**29**	**30**	**43**	**48**	**33**	**278**	**332**	**309**	**305**	**305**	**315**	**370**	**348**	**387**	**408**	**2372**	**2213**	**2354**	**2375**	**2283**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Notes:

1. This table is an analysis of the academic progress of the 2011, 2012, 2013, 2014 and 2015 FU cohorts carried out five years after their initial enrolment at UCT.
2. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students.
3. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students.
4. Students dropping out in good academic standing are students who left the university without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT.
5. The Commerce intakes include students enrolling for the three-year BCom and for the four-year BBusSc.
6. The Engineering total is for four-year degrees only.
7. Percentages are to be read down each column.
8. "Other" academic codes not shown individually but included in the total include long leave, expulsions, rustication and disciplinary codes.

Table 22B
Years to completion among graduates within the 2011, 2012, 2013, 2014 and 2015 first-time entering undergraduate cohorts after initial enrolment in five large faculties: African students

	ARTS – BA					COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	28	19	30	26	25	38	41	45	39	41	0	4	6	3	10	1	0	0	1	0
	41%	48%	56%	40%	52%	32%	26%	33%	34%	39%	0%	3%	5%	3%	11%	1%	0%	0%	1%	0%
4 years	26	15	14	28	18	46	66	62	48	40	57	61	62	71	45	26	25	40	36	27
	38%	38%	26%	43%	38%	38%	41%	45%	42%	38%	55%	49%	48%	60%	51%	32%	28%	48%	44%	43%
5 years	10	5	8	11	5	25	40	24	28	23	38	49	48	44	34	32	40	30	25	35
	15%	13%	15%	17%	10%	21%	25%	17%	24%	22%	37%	39%	38%	37%	38%	39%	45%	36%	31%	56%
6 years	4	1	2	0	0	11	13	7	0	0	9	11	12	0	0	23	24	13	19	0
	6%	3%	4%	0%	0%	9%	8%	5%	0%	0%	9%	9%	9%	0%	0%	28%	27%	16%	23%	0%
ALL GRADUATES	**68**	**40**	**54**	**65**	**48**	**120**	**160**	**138**	**115**	**104**	**104**	**125**	**128**	**118**	**89**	**82**	**89**	**83**	**81**	**63**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	LAW					SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	0	0	0	1	0	16	11	14	14	18	19	30	37	42	35	105	132	132	126	129
	0%	0%	0%	8%	0%	21%	19%	25%	22%	28%	44%	39%	31%	35%	31%	19%	25%	22%	23%	26%
4 years	4	3	9	8	6	34	25	22	23	26	12	29	52	55	49	224	261	261	269	211
	67%	27%	56%	67%	60%	44%	42%	40%	36%	40%	28%	38%	43%	45%	44%	40%	49%	44%	49%	43%
5 years	2	6	2	3	4	21	18	9	27	21	10	14	24	24	29	172	141	145	159	151
	33%	55%	13%	25%	40%	27%	31%	16%	42%	32%	23%	18%	20%	20%	26%	31%	26%	24%	29%	31%
6 years	0	2	5	0	0	7	5	10	0	0	2	4	7	0	0	60	56	56	0	0
	0%	18%	31%	0%	0%	9%	8%	18%	0%	0%	5%	5%	6%	0%	0%	11%	10%	9%	0%	0%
ALL GRADUATES	**6**	**11**	**16**	**12**	**10**	**78**	**59**	**55**	**64**	**65**	**43**	**77**	**120**	**121**	**112**	**561**	**534**	**594**	**554**	**491**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22C
Years to completion among graduates within the 2011, 2012, 2013, 2014 and 2015 first-time entering undergraduate cohorts after initial enrolment in five large faculties: Coloured students

	ARTS – BA					COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	36	18	30	41	29	23	17	30	27	25	3	1	2	2	2	0	0	0	0	1
	52%	35%	48%	60%	57%	35%	44%	46%	47%	51%	8%	2%	3%	4%	3%	0%	0%	0%	0%	3%
4 years	21	24	25	22	18	22	8	23	20	14	19	23	37	33	47	19	17	18	20	19
	30%	46%	40%	32%	35%	34%	21%	35%	34%	29%	48%	47%	53%	58%	71%	61%	46%	49%	47%	54%
5 years	11	8	6	5	4	13	11	9	11	10	14	19	25	22	17	16	14	14	18	15
	16%	15%	10%	7%	8%	20%	28%	14%	19%	20%	35%	39%	36%	39%	26%	52%	38%	38%	42%	43%
6 years	1	2	2	0	0	7	3	3	0	0	4	6	6	0	0	3	6	5	5	0
	1%	4%	3%	0%	0%	11%	8%	5%	0%	0%	10%	12%	9%	0%	0%	10%	16%	14%	12%	0%
ALL GRADUATES	**69**	**52**	**63**	**68**	**51**	**65**	**39**	**65**	**58**	**49**	**40**	**49**	**70**	**57**	**66**	**31**	**37**	**37**	**43**	**35**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	LAW					SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	0	0	1	0	0	14	18	12	15	11	25	27	30	41	26	81	106	105	126	94
	0%	0%	10%	0%	0%	42%	42%	33%	41%	44%	45%	52%	43%	49%	34%	15%	20%	30%	36%	30%
4 years	5	0	2	6	7	9	12	17	15	6	21	22	22	33	35	106	144	144	148	146
	56%	0%	20%	60%	78%	27%	28%	47%	41%	24%	38%	42%	32%	39%	46%	38%	44%	41%	42%	47%
5 years	2	4	4	4	2	9	10	3	7	8	8	3	14	10	15	69	75	75	75	71
	22%	80%	40%	40%	22%	27%	23%	8%	19%	32%	14%	6%	20%	12%	20%	25%	23%	21%	21%	23%
6 years	2	1	3	0	0	1	3	4	0	0	2	0	3	0	0	21	21	26	0	0
	22%	20%	30%	0%	0%	3%	7%	11%	0%	0%	4%	0%	4%	0%	0%	8%	6%	7%	0%	0%
ALL GRADUATES	**9**	**5**	**10**	**10**	**9**	**33**	**43**	**36**	**37**	**25**	**56**	**52**	**69**	**84**	**76**	**277**	**325**	**350**	**349**	**311**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22D
Years to completion among graduates within the 2011, 2012, 2013, 2014 and 2015 first-time entering undergraduate cohorts after initial enrolment in five large faculties: Indian students

	ARTS – BA					COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	8	8	6	4	6	11	12	5	12	16	3	2	2	2	4	0	0	0	0	0
	57%	80%	50%	67%	67%	41%	48%	33%	43%	47%	5%	3%	2%	2%	7%	0%	0%	0%	0%	0%
4 years	4	2	6	2	2	9	7	8	11	12	37	38	46	44	32	16	13	23	36	25
	29%	20%	50%	33%	22%	33%	28%	53%	39%	35%	62%	61%	55%	43%	56%	52%	45%	58%	57%	60%
5 years	1	0	0	0	1	4	5	2	5	6	17	19	29	56	21	12	13	14	21	17
	7%	0%	0%	0%	11%	15%	20%	13%	18%	18%	28%	31%	35%	55%	37%	39%	45%	35%	33%	40%
6 years	1	0	0	0	0	3	1	0	0	0	2	3	7	0	0	3	3	3	6	O
	7%	0%	0%	0%	0%	11%	4%	0%	0%	0%	3%	5%	8%	0%	0%	10%	10%	8%	10%	0%
ALL GRADUATES	**14**	**10**	**12**	**6**	**9**	**27**	**25**	**15**	**28**	**34**	**60**	**62**	**84**	**102**	**57**	**31**	**29**	**40**	**63**	**42**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	LAW					SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	0	0	1	2	0	9	6	7	12	6	5	9	12	15	9	37	33	33	45	41
	0%	0%	25%	50%	0%	56%	55%	54%	60%	60%	45%	60%	50%	75%	69%	24%	18%	17%	19%	24%
4 years	1	1	3	2	2	4	3	4	4	3	5	5	9	5	4	69	99	99	103	80
	33%	33%	75%	50%	40%	25%	27%	31%	20%	30%	45%	33%	38%	25%	31%	45%	55%	52%	43%	47%
5 years	2	2	0	0	3	3	2	1	4	1	0	1	3	0	0	42	49	49	89	49
	67%	67%	0%	0%	60%	19%	18%	8%	20%	10%	0%	7%	13%	0%	0%	27%	27%	26%	38%	29%
6 years	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	7	0	11	0	0
	0%	0%	0%	0%	0%	0%	0%	8%	0%	0%	9%	0%	0%	0%	0%	5%	0%	6%	0%	0%
ALL GRADUATES	**3**	**3**	**4**	**4**	**5**	**16**	**11**	**13**	**20**	**10**	**11**	**15**	**24**	**20**	**13**	**155**	**181**	**192**	**237**	**170**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22E
Years to completion among graduates within the 2011, 2012, 2013, 2014 and 2015 first-time entering undergraduate cohorts after initial enrolment in five large faculties: White students

	ARTS – BA					COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	150	134	126	98	106	46	48	53	50	50	6	10	12	15	19	2	2	2	1	1
	73%	83%	80%	82%	86%	43%	41%	51%	65%	66%	3%	4%	5%	6%	8%	2%	1%	2%	1%	1%
4 years	38	24	23	16	12	51	54	42	19	19	146	163	166	199	197	83	99	84	83	90
	19%	15%	15%	13%	10%	48%	47%	41%	25%	25%	78%	72%	72%	85%	78%	75%	68%	64%	73%	75%
5 years	15	2	6	5	5	9	12	6	8	7	33	45	44	20	36	21	36	36	26	29
	7%	1%	4%	4%	4%	8%	10%	6%	10%	9%	18%	20%	19%	9%	14%	19%	25%	27%	23%	24%
6 years	2	2	3	0	0	0	2	2	0	0	2	7	7	0	0	5	9	9	4	0
	1%	1%	2%	0%	0%	0%	2%	2%	0%	0%	1%	3%	3%	0%	0%	5%	6%	7%	4%	0%
ALL GRADUATES	**205**	**162**	**158**	**119**	**123**	**106**	**116**	**103**	**77**	**76**	**188**	**225**	**229**	**234**	**252**	**111**	**146**	**131**	**114**	**120**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	LAW					SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	1	0	2	1	0	69	111	88	76	98	98	124	74	74	78	429	356	357	315	352
	13%	0%	29%	10%	0%	63%	73%	70%	67%	70%	69%	74%	77%	73%	80%	44%	43%	42%	42%	43%
4 years	6	8	4	8	5	34	31	27	28	35	30	31	19	21	16	410	363	365	364	374
	75%	100%	57%	80%	100%	31%	20%	21%	25%	25%	21%	19%	20%	21%	16%	42%	44%	43%	48%	46%
5 years	1	0	0	1	0	7	9	6	10	7	14	12	2	7	4	116	100	100	74	88
	13%	0%	0%	10%	0%	6%	6%	5%	9%	5%	10%	7%	2%	7%	4%	12%	12%	12%	10%	11%
6 years	0	0	1	0	0	0	2	5	0	0	1	0	1	0	0	22	0	28	0	0
	0%	0%	14%	0%	0%	0%	1%	4%	0%	0%	1%	0%	1%	0%	0%	2%	0%	3%	0%	0%
ALL GRADUATES	**8**	**8**	**7**	**10**	**5**	**110**	**153**	**126**	**114**	**140**	**143**	**167**	**96**	**102**	**98**	**977**	**819**	**850**	**753**	**814**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22F
Years to completion among graduates within the 2011, 2012, 2013, 2014 and 2015 first-time entering undergraduate cohorts after initial enrolment in five large faculties: International students

	ARTS – BA					COMMERCE – BCOM					COMMERCE – BBUSSC					ENGINEERING – BSC(ENG)				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	36	27	17	16	12	26	22	17	30	24	4	2	4	1	7	0	0	0	0	0
	77%	82%	89%	80%	80%	53%	45%	52%	67%	57%	7%	5%	11%	3%	13%	0%	0%	0%	0%	0%
4 years	10	5	2	2	3	16	18	11	11	16	42	27	21	28	35	38	42	35	31	49
	21%	15%	11%	10%	20%	33%	37%	33%	24%	38%	70%	66%	57%	76%	67%	63%	68%	70%	67%	74%
5 years	1	0	0	2	0	5	7	3	4	2	13	8	10	8	10	15	17	10	9	17
	2%	0%	0%	10%	0%	10%	14%	9%	9%	5%	22%	20%	27%	22%		25%	27%	20%	20%	26%
6 years	0	1	0	0	0	2	2	2	0	0	1	4	2	0	0	7	3	5	6	0
	0%	3%	0%	0%	0%	4%	4%	6%	0%	0%	2%	10%	5%	0%	0%	12%	5%	10%	13%	0%
ALL GRADUATES	**47**	**33**	**19**	**20**	**15**	**49**	**49**	**33**	**45**	**42**	**60**	**41**	**37**	**37**	**52**	**60**	**62**	**50**	**46**	**66**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	LAW					SCIENCE					SOCIAL SCIENCE – BSOCSC					TOTAL				
Years to graduation	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
3 years	0	0	1	0	0	20	29	29	25	17	40	27	32	27	35	107	100	100	99	95
	0%	0%	20%	0%	0%	59%	66%	53%	68%	71%	70%	63%	74%	66%	60%	39%	44%	41%	44%	36%
4 years	2	3	3	4	2	9	9	15	8	4	9	12	6	12	20	116	93	93	96	129
	67%	100%	60%	100%	50%	26%	20%	27%	22%	17%	16%	28%	14%	29%	34%	42%	41%	38%	43%	49%
5 years	1	0	1	0	2	4	6	7	4	3	7	3	5	2	3	41	36	36	28	37
	33%	0%	20%	0%	50%	12%	14%	13%	11%	13%	12%	7%	12%	5%	5%	15%	16%	15%	13%	14%
6 years	0	0	0	0	0	1	0	4	0	0	1	1	0	0	0	11	0	13	0	0
	0%	0%	0%	0%	0%	3%	0%	7%	0%	0%	2%	2%	0%	0%	0%	4%	0%	5%	0%	0%
ALL GRADUATES	**3**	**3**	**5**	**4**	**4**	**34**	**44**	**55**	**37**	**24**	**57**	**43**	**43**	**41**	**58**	**275**	**229**	**242**	**223**	**261**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 23
Four-year survival rate of cohorts 2011, 2012, 2013, 2014 and 2015 intakes of master's students

	COMMERCE					GSB					EBE					HEALTH SCIENCES				
	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Graduated no.	104	84	124	132	139	232	214	209	234	222	205	192	204	212	211	106	116	109	95	129
%	65%	68%	76%	61%	61%	87%	83%	81%	84%	84%	60%	65%	60%	55%	54%	55%	53%	50%	44%	52%
Upgraded no.		1		1	0						6	3	7	10	10	14	12	15	19	17
%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	2%	3%	3%	7%	6%	7%	9%	7%
Still busy no.	9	7	4	9	17		7	8	9	4	34	21	51	51	49	26	29	30	37	29
%	6%	6%	2%	4%	7%	0%	3%	3%	3%	2%	10%	7%	15%	13%	13%	14%	13%	14%	17%	12%
Transferred to other programme no.			1	17	17						1		3	3	2	1	2	2	5	5
%	0%	0%	1%	8%	7%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	2%	2%
Dropped out no.	43	27	28	48	49	33	35	38	33	38	90	71	72	95	105	40	55	62	48	61
%	27%	22%	17%	22%	21%	12%	14%	15%	12%	14%	26%	24%	21%	25%	27%	21%	25%	28%	22%	25%
Excluded no.	3	4	6	8	6	3	1	2	1	1	6	7	4	14	11	5	4	1	10	7
%	2%	3%	4%	4%	3%	1%	0%	1%	0%	0%	2%	2%	1%	4%	3%	3%	2%	0%	5%	3%
TOTAL NO.	**159**	**123**	**163**	**215**	**228**	**268**	**257**	**257**	**277**	**265**	**342**	**294**	**341**	**385**	**388**	**192**	**218**	**219**	**214**	**248**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	HUMANITIES					LAW					SCIENCE					TOTAL				
	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Graduated no.	229	167	221	164	221	116	102	102	133	182	116	134	152	128	177	1034	1099	1099	1098	1281
%	75%	67%	72%	63%	66%	71%	72%	67%	72%	80%	61%	70%	72%	67%	66%	64%	75%	67%	64%	65%
Upgraded no.		2	1	6	2	1	1		1		28	19	9	16	19	49	38	32	53	48
%	0%	1%	0%	2%	1%	1%	1%	0%	1%	0%	15%	10%	4%	8%	7%	3%	3%	2%	3%	2%
Still busy no.	10	20	25	26	42	2	6	12	14	10	7	12	16	9	16	88	102	146	155	167
%	3%	8%	8%	10%	12%	1%	4%	8%	8%	4%	4%	6%	8%	5%	6%	5%	7%	9%	9%	9%
Transferred to other programme no.				1						2		1	1		3	2	3	7	26	29
%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	1%	0%	0%	0%	2%	1%
Dropped out no.	63	54	57	61	68	40	32	35	35	30	35	22	25	32	48	344	296	317	352	399
%	21%	22%	18%	23%	20%	24%	23%	23%	19%	13%	19%	11%	12%	17%	18%	21%	20%	19%	20%	20%
Excluded no.	3	5	5	3	4	5	1	4	2	3	3	4	7	6	5	28	26	29	44	37
%	1%	2%	2%	1%	1%	3%	1%	3%	1%	1%	2%	2%	3%	3%	2%	2%	2%	2%	3%	2%
TOTAL NO.	**305**	**248**	**309**	**261**	**337**	**164**	**142**	**153**	**185**	**227**	**189**	**192**	**210**	**191**	**268**	**1619**	**1474**	**1652**	**1728**	**1961**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Note: MMeds are excluded from the Health Sciences figures. Master's cohorts include coursework, dissertation and professional.

Table 24
Five-year survival of cohorts 2011, 2012, 2013, 2014 and 2015 intakes of doctoral students

	COMMERCE					GSB					EBE					HEALTH SCIENCES				
	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Graduated no.	18	11	21	16	17						11	18	32	9	14	48	38	46	36	37
%	40%	26%	39%	22%	24%						23%	35%	52%	18%	29%	53%	48%	48%	43%	29%
Still busy no.	16	18	18	22	25						20	16	17	29	19	32	26	33	26	54
%	36%	42%	33%	30%	35%						43%	31%	28%	58%	40%	36%	33%	34%	31%	42%
Transferred to other programme no.				1	1							1	2	2		1	2	1		3
%	0%	0%	0%	1%	1%						0%	2%	3%	4%		1%	3%	1%	0%	2%
Dropped out no.	8	12	14	34	28						15	16	10	10	15	9	13	15	21	32
%	18%	28%	26%	47%	39%						32%	31%	16%	20%	31%	10%	16%	16%	25%	25%
Excluded no.	3	2	1		1						1						1	1		2
%	7%	5%	2%	0%	1%						2%	0%	0%	0%		0%	1%	1%	0%	2%
TOTAL NO.	**45**	**43**	**54**	**73**	**72**						**47**	**51**	**61**	**50**	**48**	**90**	**80**	**96**	**83**	**128**
%	**100%**	**100%**	**100%**	**100%**	**100%**						**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	HUMANITIES					LAW					SCIENCE					TOTAL				
	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake	2011 intake	2012 intake	2013 intake	2014 intake	2015 intake
Graduated no.	20	29	33	16	27	10	4	12	8	11	52	49	61	45	38	159	149	205	130	144
%	39%	35%	45%	30%	27%	63%	50%	55%	50%	30%	59%	53%	66%	46%	47%	47%	42%	51%	36%	31%
Still busy no.	19	28	19	28	36	1	2	5	3	16	24	24	20	30	25	112	114	112	138	175
%	37%	33%	26%	52%	36%	6%	25%	23%	19%	43%	27%	26%	22%	24%	31%	33%	32%	28%	38%	38%
Transferred to other programme no.		3			3	1					1	1				3	7	3	3	7
%	0%	4%	0%	0%	3%	6%	0%	0%	0%	0%	1%	1%	0%	0%	0%	1%	2%	1%	1%	2%
Dropped out no.	12	23	22	10	33	4	2	5	5	10	8	18	11	8	16	56	84	77	88	134
%	24%	27%	30%	19%	33%	25%	25%	23%	31%	27%	9%	20%	12%	30%	20%	17%	23%	19%	25%	29%
Excluded no.		1			1						3				2	7	4	2	0	6
%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	3%	0%	0%	0%	2%	2%	1%	1%	0%	1%
TOTAL NO.	**51**	**84**	**74**	**54**	**100**	**16**	**8**	**22**	**16**	**37**	**88**	**92**	**92**	**83**	**81**	**337**	**358**	**399**	**359**	**466**
%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

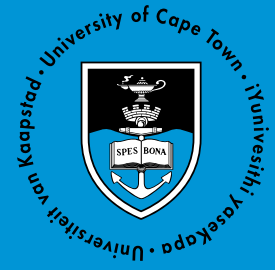
Note: The 2014 cohort drop outs are as at June 2019.

Table 25
Average time to completion (years) among postgraduate diploma and honours graduates

YEAR	2015				2016				2017				2018				2019			
Level	Postgraduate diploma		Honours		Postgraduate diploma		Honours		Postgraduate diploma		Honours		Postgraduate diploma		Honours		Postgraduate diploma		Honours	
Faculty	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates
Commerce	1,1	549	1,3	248	1,2	572	1,4	270	1,3	447	1,4	292	1,3	486	1,3	325	1,2	518	1,4	311
GSB	2,1	141			1,8	148			1,5	109			1,4	138			1,6	166		
EBE	3,2	6	1,2	104	2,2	6	1,1	127	2,8	5	1,1	155	2,8	4	1,3	123	1,7	14	1,3	145
Health Sciences	1,2	168	1,2	93	1,4	194	1,2	98	1,3	188	1,1	94	1,5	224	1,2	101	1,6	229	1,2	101
Humanities	1,2	239	1,2	426	1,2	195	1,1	412	1,1	182	1,1	416	1,1	162	1,1	438	1,2	236	1,1	434
Law	1,8	8			2,6	20			1,4	13			1,3	12			1,1	12		
Science			1,0	181			1,0	201			1,0	206			1,0	170			1,0	196
TOTAL	**1,3**	**1111**	**1,2**	**1052**	**1,4**	**1135**	**1,2**	**1108**	**1,3**	**944**	**1,2**	**1163**	**1,3**	**1026**	**1,2**	**1157**	**1,4**	**1175**	**1,2**	**1187**

TABLE 26
Average time to completion among master's and doctoral graduates

YEAR	2015				2016				2017				2018				2019			
Level	Master's		Doctorates		Master's		Doctorates		Master's		Doctorates		Master's		Doctorates		Master's		Doctorates	
Faculty	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates	Ave time to degree	No. of graduates
Commerce	1,8	96	5,5	26	2,2	142	5,3	18	2,0	120	5,4	43	2,7	144	5,0	29	2,5	182	5,7	35
GSB	2,0	236			2,0	224			2,3	267			2,3	239			2,2	151		
EBE	2,3	231	5,2	25	2,6	170	5,3	35	2,8	190	4,7	33	3,1	245	5,9	16	3,2	202	6,1	50
Health Sciences	3,4	203	4,8	59	3,3	239	4,7	63	4,5	166	4,6	61	4,4	267	5,4	47	3,9	265	5,4	69
Humanities	2,1	163	5,6	38	2,8	190	4,9	36	2,7	104	5,5	47	3,4	185	6,0	35	3,6	173	6,1	47
Law	1,6	120	6,5	17	1,6	224	4,7	12	1,5	155	4,7	20	2,0	184	3,6	11	2,1	158	5,0	8
Science	2,2	153	4,9	58	2,3	143	4,5	69	2,6	137	4,9	73	2,7	117	5,1	57	2,8	171	5,4	52
TOTAL	**2,3**	**1202**	**5,2**	**223**	**2,4**	**1332**	**4,8**	**233**	**2,6**	**1139**	**5,0**	**277**	**3,0**	**1381**	**5,3**	**195**	**3,0**	**1302**	**5,7**	**261**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