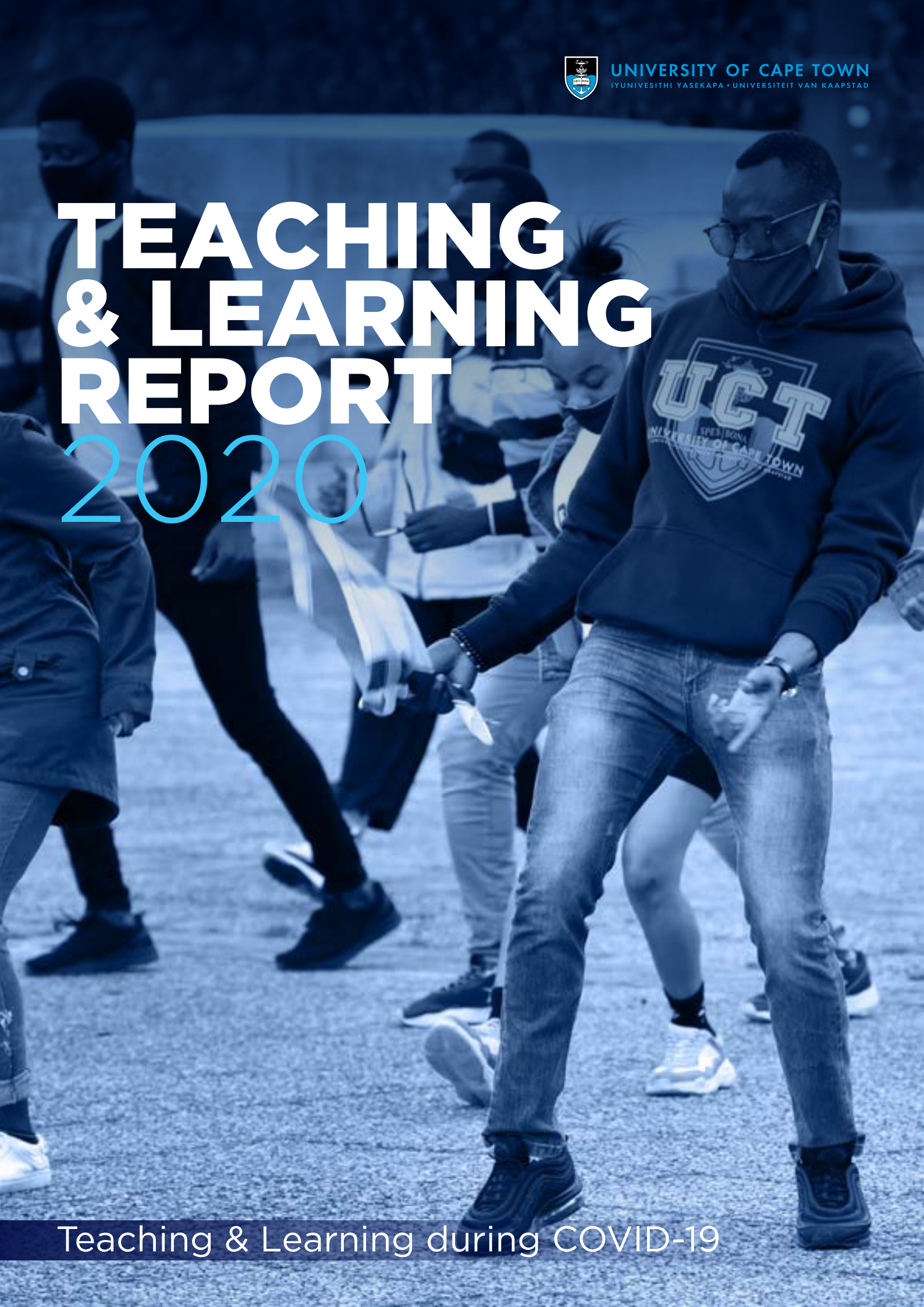
UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

TEACHING & LEARNING REPORT 2020



Teaching & Learning during COVID-19

CONTENTS

MESSAGE FROM THE VICE-CHANCELLOR

The COVID-19 pandemic both interrupted and accelerated our engagements on UCT's Vision 2030. At the time of the declaration of the first hard lockdown, UCT had identified digitally- enabled education as one of the features of its teaching and learning core function. As part of our response to the lockdown, we redirected human and financial resources to pivot into emergency remote learning for the most part of 2020.

Since the lockdown started in 2020, the level of commitment of academic and professional staff as well as students has been remarkable. This report documents UCT's effort to deliver the 2020 academic year in the

undergraduate programmes. It analyses the manner in which UCT responded to the crisis in terms of governance and management; teaching organisation and pedagogic approach; monitoring capability and the creation of new services in order to respond to new student needs. In all these areas, UCT has identified areas for further development and gaps that need to be addressed.

As devastating as it has been, COVID-19 has provided new opportunities in the area of teaching and learning, documented in this report, to collaborate across departments, as well as to familiarise staff with the use of technology in teaching and learning. All of which will serve as important building blocks in the realisation of Vision 2030.

UCT was successful in switching into emergency remote teaching and completed the academic year online. In the process, we acquired greater knowledge of our students and many of our staff showed an incredible willingness to innovate. These achievements need to be harnessed to ensure that UCT is able to offer the type of education we lay out in Vision 2030. Thank you very much to the DVC, Associate Professor Lange, the Teaching Online Task Team, the Senate Teaching and Learning Committee, the authors for a detailed and reflective report, and academics across faculties who did the work that is described in this report.

PROFESSOR MAMOKGETHI PHAKENG
Vice-Chancellor: UCT

INTRODUCTION

Globally, 2020 was a watershed year in every area of human activity. Higher education systems worldwide were tested to the limit in their attempts to continue providing education under the conditions imposed by the COVID-19 pandemic. It has been said repeatedly that COVID-19 brought existing problems into sharper relief. From social issues, such as inequality and mental health, to the actual organisation of teaching and learning, and the funding of higher education, COVID-19 constituted a perfect storm. It forced all universities to reassess their approach to core functions, their decision-making mechanisms and the suitability of the available data and data management systems to deal with crises.

This report, prepared by the Teaching and Learning Committee of Senate, reflects on undergraduate teaching and learning at the University of Cape Town (UCT) between March and December 2020. Its purpose is to provide an account of what UCT did to continue offering undergraduate education under pandemic conditions. It reflects on the difficulties encountered in doing this, the manner in which they were circumvented (or not) and the results.

In March 2020, neither UCT nor any other organisation knew we were planning for the long haul. The short-term fast changes that characterised the pandemic scenario in 2020 made planning all the more difficult for those at the coalface. This report reflects on those circumstances.

"The short-term fast changes that characterized the pandemic scenario in 2020 made planning all the more difficult for those at the coalface."

As devastating as the pandemic has been for the world and South Africa in terms of mortality, economic and social impact, and socio-political instability, it has also been an accelerator of change of extraordinary proportions. The COVID-19 pandemic brought to the fore problems and gaps in the infrastructure, organisation and conceptualisation of teaching

and learning, and simultaneously provided the opportunity to test possible solutions to most of them. In a deeply devolved and siloed system, it brought support and collaboration to academic units. Attempts at integrated work across academic departments and between support departments and faculties, which have been weak in the past, flourished in a new context of need. Chapter 1 deals with the forms of governance and management that originated with COVID-19, its successes and its limitations.

This year also represented an institution-wide shift towards better understanding our students' lived experiences and an intention to be more responsive to their emergent needs. Through a combination of surveys, the introduction of new communication channels and a greater focus on personalised care, we were able to gain an unprecedented amount of information about what students were dealing with and how we could assist them. While there were many positive outcomes of this, there were many unmet challenges, partly due to the scale of the issues we were dealing with, their often structural nature and, significantly, the constantly changing nature of the pandemic-related conditions. An additional challenge to this responsiveness was the shifting nature of student needs over time, which required a degree of flexibility not inherent in our institution. Chapters 2 and 3 focus, respectively, on students' identity, experiences and performance.

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Chapter 2 presents student data in a slightly different way from previous reports, with the aim of providing the readers of this report, with as accurate a sense as possible of who the university's students are, how their profile has changed since 2016 and the implications of these changes for the delivery

of quality teaching and learning at the undergraduate level.

Chapter 3 looks at UCT students' experience of COVID-19 based on the results of a survey conducted under the auspices of the Teaching Online Task Team (TOTT). While the response to the survey was comparatively low, it provides important insights into the highs and lows of the Emergency Remote Teaching (ERT) experience after the first semester under lockdown. The chapter takes a detailed look at student performance during 2020, highlighting both teaching and learning issues that need attention and the importance of data analytics in supporting effective teaching.

"While the response to the survey was comparitively low, it provides important insights into the highs and lows of the Emergency Remote Teaching (ERT) experience after the first semester under lockdown."

Chapter 4 focuses on academic staff and the work done by tutors and teaching assistants (TAs) to support the ERT effort. Through staff perspectives, it reflects on the changes that ERT has brought to academic work and its implications in the short- and medium-term. The fact that the UCT 2020 Teaching and Learning Conference, also reported on in this chapter, focused on changing academic identities highlights the extent to which academics' work was a focus of attention in 2020, even if we could not make the situation better. This chapter considers assessment from a staff perspective and reports on the work done during the year.

Appendix 1 continues with UCT's important tradition of bringing to the fore an analysis of our teaching and learning data across different variables for a full view of how the institution has responded to its commitments with the Department of Higher Education and Training (DHET). It provides both a narrative and the source tables for the analysis.

A note on the use of racial categories in this report: for monitoring purposes, it is necessary to keep on using apartheid racial designations. In this report, we use the following 'classifications' to refer to students and staff: African, coloured, Indian, white and international. 'Black' encompasses African, coloured and Indian people.

While every single academic and professional and support staff member supported the pandemic effort, it is fair to acknowledge the role played by the members of the TOTT during 2020, including the student representatives. The role of the deputy deans as the nexus between TOTT and the faculties is acknowledged with gratitude. Equally, the role of student representatives and their contribution to our understanding of the student perspective is deeply appreciated.

This report is a result of the combined effort of colleagues within and outside the Teaching and Learning Committee of Senate. We thank them for their contribution, in alphabetical order: Alan Cliff, Andrew Deacon, Danny Fontaine-Rainen, Jaamia Galant, Jane Hendry, Stephen Marquard, Anthea Metcalfe, Lisa Seymour, Riashna Sithaldeen, Sukaina Walji and the Deputy Deans of the faculties: Ulrike Rivett (Commerce) Kathy Michell (Engineering & the Built Environment), Kerrin Begg (Health Sciences), Lance van Sittert (Humanities), Kathy Idensohn (Law) and Adam West (Science).

The year 2020 was also a year of losses for many families. In the UCT teaching and learning community, amongst others, we had to mourn the loss of Professor Suellen Shay, whose

"While every single academic and professional and support service staff member supported the pandemic effort, it is fair to acknowledge the role played by members of the TOTT during 2020, including the student representatives."

thirty-year contribution to UCT's teaching and learning was extraordinary. Suellen was deeply involved in the work we present in Chapter 3, and she deeply regretted having to stop her involvement when she became ill. We dedicate this teaching and learning report to her memory.

ASSOCIATE PROFESSOR LIS LANGE
Deputy Vice-Chancellor: Teaching & Learning
Chairperson of the Teaching and Learning Committee of Senate
27 September 2021

CHAPTER 1

MANAGEMENT AND GOVERNANCE OF TEACHING AND LEARNING DURING COVID-19

INTRODUCTION

UCT was the first university in South Africa to send students home as a response to the declaration of a national health emergency and before lockdown Level 5 was instituted on 20 March 2020. The aim of all decisions made from then onwards was to preserve the academic project and, specifically in the case of undergraduate programmes, to save the academic year.

The only way to do this was to teach students remotely. While the technology was available and UCT had the required expertise, the movement from contact teaching on campus to teaching online had important curricular and pedagogic implications. At the same time, there was concern about the extent to which such a move could hinder learning for students living in unconducive environments and lacking the technical infrastructure to take part in remote teaching.

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The need to make quick decisions in a sufficiently consultative way led to the creation of ad hoc structures that simultaneously set strategic direction, created policy, monitored the operationalisation of teaching and learning plans, and acted as a troubleshooting space. Under lockdown and facing a new mode of learning, the number and nature of students' needs multiplied. Communication with students thus became a focal point of UCT's efforts to manage the crisis.

At the time of the national lockdown declaration, the understanding of the pandemic was that it had to follow its course and that, although it was not possible to predict its evolution, we might be looking at a six-month planning horizon. The evolution of the pandemic changed the initial

predictions and UCT, like all other higher education institutions, had to adapt its planning to changing circumstances. In terms of the management of the crisis, uncertainty and rapid changes were the most difficult aspects to respond to organisationally, politically and emotionally.

The decision to move teaching and learning to an emergency remote mode was challenged nationally and institutionally by academics who were rightly concerned about the negative impact of this decision on a large number of students and were proposing a different approach to the crisis. While the evolution of the pandemic made it impossible to follow most of the proposed suggestions, it was essential to ensure that critical voices were included in thinking and planning the different stages of the response to the COVID-19 pandemic.

This chapter examines UCT's response to the first wave of the pandemic from the point of view of both management and governance, and how this affected the 'normal' functioning of this core function of management and governance and the learnings that emerged during this period.

The Teaching Online Task Team (TOTT)

TOTT was constituted immediately after the decision was made to send students home so as to guide and help prepare to deliver teaching online. The purpose of TOTT was to provide leadership to UCT in relation to the roll-out of undergraduate online teaching under COVID-19 conditions. Given its purpose, TOTT's membership had to cover affected stakeholders (staff and students), teaching and learning expertise in the classroom and with online pedagogies, IT technical expertise, academic and support services that make teaching and learning possible, and – last but not least – the academic units at the delivery face: the faculties. Thus, TOTT was made up of faculty deans, who were later replaced by Deputy Deans: Teaching and Learning, as well as colleagues in the Centre for Innovation in Learning and Teaching (CILT) and other units in the Centre for Higher Education

Development (CHED), such as the Academic Development Programme (ADP), Student Wellness Service (SWS), the Disability Service, the Libraries, and Information and Communication Technology Services (ICTS). Soon after its constitution, it also included a representative from the Academics Union (AU) and a representative from the Black Academic Caucus (BAC).

TOTT initially met weekly, which later moved to every two weeks. TOTT's work and functioning changed over time but it included the formulation of policy and strategy (TOTT discussed all components of the ERT framework), identifying and gathering of evidence to make decisions (surveys of the needs and experiences both staff and students), identifying of needs and

devising ways of responding to them, and monitoring the implementation ERT (including students' participation in Vula and student performance). The agenda was developed by the participants. A report of TOTT's work was presented throughout 2020 to the Teaching and Learning Committee of Senate as a permanent agenda item in order to strengthen the connection between the management of the crisis and the governance of teaching and learning.

TOTT operated through the creation of working groups to deal with specific tasks. Once the task was completed, the working group was dissolved. Examples of this during 2020 are the Students Communication Working Group that was responsible for designing the orientation needed to help students learn online; the Vulnerable Students Working Group, which had a longer life; and the Distance Learning Project Working Group, which was constituted around the needs of students without internet access.

An important aspect of the work of TOTT was the integration of existing UCT projects into the support of the ERT effort. There are three noteworthy examples of this: The Academic Advising Project, Data Analytics for Students Success (DASS) and the ADP Advisory Group. The work done on these projects was essential to the implementation of ERT in 2020. The work of CILT in CHED will be dealt with separately.

UCT Call Centre and Referral System (UCT_Cares)

UCT_Cares was set up by the Academic Advising Project located in CHED. It created a helpdesk to provide a rapid response student query line as a central point of contact. The project trained peer advisors to handle queries. A system of data collection and reporting was set up to understand the problems reported by students. As part of this work, UCT_Cares developed tools for monitoring the service, including compiling referral lists, query-handling processes, confidentiality agreements and training protocols. An analysis of the work done by UCT_Cares is presented in Chapter 3.

Data Analytics for Student Success (DASS)

The DASS project predates COVID-19 and is focused on making better use of available data on student performance to design appropriate interventions to support student learning and success. DASS is a multisectoral project that brings together academics and support departments such as ICTS and the Institutional Planning Department (IPD) with CHED and the academic faculties.

During Term 2, the DASS team offered course analytics to course convenors. The information allowed convenors, departments and faculties to identify the extent to which students were participating in online learning, students who were not logging in at all or students whose participation had declined and might have needed additional support. Analytics were made available through Vula course sites and a custom interactive dashboard.

Faculty-specific analytics webinars helped support the uptake and understanding of the ERT analytics and the use of the Vula Site Stats tool.

The ADP Advisory Group

This group was formed with the primary objective of considering how new proposals would impact students in the extended curriculum or academic development programmes, and to make recommendations for mitigation where necessary. During this period, the group met once a week and undertook several pieces of work. It presented to TOTT a multidimensional approach to vulnerability, a viable curriculum pathways framework that could be used as a tool for academic/curriculum advising and a proposal to reduce fees for repeating courses failed in 2020, which did not prosper at the executive level. Most members played a key role in teaching and learning structures in faculties designed to address the challenges presented by the pandemic through disseminating and further adapting recommendations emanating from TOTT and other structures

within and outside the faculties. The work done on the multiple dimensions of vulnerability was fundamental to help the Return to Campus Task Team – under the leadership of the Deputy Vice-Chancellor (DVC): Transformation, Professor Loretta Feris – to make decisions about returning students to residences in the second half of the year. See Chapter 3.

Framework for Emergency Remote Teaching

In April 2020, Senate approved a framework for teaching and learning during COVID-19 that was formulated through the TOTT. The concept of ERT differentiated UCT's offerings from online education developed from the ground up. In shaping ERT, a fundamental concern was maintaining the academic integrity and reputation of UCT's courses for the students, parents and fee payers, the public and all professional bodies. It was also essential to ensure that from a technical perspective, ERT was accessible and doable by the majority of UCT students. The first step to ensure access was to provide all students with laptops and data. The next step was an appropriate specification of the mode of delivery. ERT was to be asynchronous and designed for low bandwidth and restricted access to the internet. Faculties would take responsibility for the organisation of their tutorial support and modes of communication with their students. The framework recognised that activities like laboratory work, fieldwork, public service and so forth could not take place through remote teaching and encouraged departments to make contingency plans to deal with outstanding components of the curriculum later. A new academic calendar was developed for this purpose.

It was acknowledged that the Faculty of Health Sciences constituted a special case due to the demands of clinical training and the importance of all health professionals in the fight against the pandemic. Similarly, the framework acknowledged that certain courses could not be taught remotely (eg dance, fine art, theatre and languages). Special plans were made for these courses.

Assessment was a major preoccupation. With the overarching principle that UCT could not change degree rules as a point of departure, the ERT framework provided as much flexibility and accommodation as possible with the understanding that the crisis needed to be managed. UCT's Senate approved the use of pass and fail marks in specific semester courses for recording students' results. This was done in the understanding that it was important to mitigate the impact that the new mode of delivery might have on students' usual performance levels. Students' actual grades were kept in the system as underlying information to allow for the monitoring of performance. In the same vein, UCT's Senate approved the suspension of academic exclusions for 2020 and the flexible management of students' Duly Performed (DPs).

The success of the implementation of ERT depended on extensive support and communication with students. While some of this support took place centrally, and there was a concerted effort to centralised advising and responding to students' queries, the bulk of the effort fell on course convenors and lecturers at the academic coalface. In order to alleviate this, the executive made use of the COVID-19 fund set up by Council to help UCT deal with the financial costs of the pandemic. The DHET also redirected some of the already allocated funds to universities to support the teaching and learning effort during 2020.

UCT funded extra tutors in the faculties based on requests. In total, UCT disbursed close to R10.5 million in tutorial support in 2020 (the role of tutors and TAs is analysed in Chapter 4). Approximately R13.3 million was devoted to data for students. R10.4 million was directed to online support and R1.3 million to the Distance Learning Project. These amounts exclude the funding allocated to staff data, students' transport to and from home and, of course, the funds dedicated to the purchase and distribution of laptops across the country.

Preparing for and Supporting the ERT Effort

CILT in CHED played a crucial role in getting the university ready to implement ERT. CILT developed guidelines and a suite of associated resources and materials published on the CILT Remote Teaching webpage to help academics plan and redesign their courses. Since the start of ERT, CILT hosted 99 webinar sessions between March and September 2020. A total of 63 webinar sessions were hosted during March and May to orientate academics to the ERT environment, with 1 795 unique participant sign-ups. From June to August, CILT hosted 36 webinar sessions that received a total of 889 sign-ups, with 720 participants attending (81% attendance). During this period, CILT also updated existing guidelines for remote teaching and created new ones that comprise 63 unique guides and resources. Over six months, CILT staff created 43 new resources that

cover a wide range of topics in multiple formats, including how-to videos, instructional documents, infographics and slides to ensure that teaching staff were equipped as best as possible to start teaching online. All guidelines have been released under Creative Commons licences to enable their re-use and many are being used by other South African and African universities as well as by universities in other parts of the world.

"The lockdown caused the loss of teaching days while the adjustment of the workload to a 30-hour week required the extension of the academic term to cover already recalibrated content."

The shift to ERT also involved several technical and infrastructure upgrades, including a transcription and captions service available for academics to provide students with alternatives to video that were particularly suitable for low-bandwidth environments and study preferences. Within Vula, the Opencast Studio was introduced to create and manage recordings while Zoom video conferencing integration was made available. Most video material made available for online learning had manual transcripts and captions provided through a third-party service. Transcripts and captions helped students with lower bandwidth connections but was valuable for all students made the material more accessible. By the end of semester one of 2020, more than 2 600 videos had been captioned for students, totalling more than 1 000 hours of video material; during semester two, 1 200 videos had been captioned. In July 2020, CILT implemented and launched automated captioning using Google Speech, which allows for speedier captions and transcripts to be made available to a medium level of accuracy. Staff were, and are, still able to request manual transcriptions.

The set-up of Term 2 exams required considerable support to guide lecturers. Around 250 exams were conducted online in June/July on Vula. The largest exam was delivered to 1 013 students for a first-year Accounting course.

There was a projected peak of more than 4 000 concurrent student exam sessions during the exam period. The Vula Helpdesk was on standby throughout the exam period and quality-checked settings for large exams.

Consequences of Decision-Making: Management During the Pandemic

One of the main challenges UCT, like all other universities in both South Africa and abroad, had to deal with was the uncertainty and near impossibility of planning with a sufficiently long timeframe. The academic calendar was one area where this appeared to be most problematic. The lockdown caused the loss of teaching days while the adjustment of the workload to a 30-hour week required the extension of the academic term to cover already recalibrated content. The duration of the terms was changed, and although this was done in consultation with faculties, it created anxiety about academic responsibilities to deliver the prescribed curriculum. The extension of the academic year to compensate for all of this resulted in a reduction of vacation time for both staff and students which, in turn, took its toll on the wellness and mental health of all. As is shown in Chapter 4, this extension took place in a context in which the time invested by academic staff in preparing classes online and supporting students was much more than the time required when teaching and learning took place on campus.

As will be analysed in Chapter 3, student performance was a major concern and efforts were made across all faculties to keep the integrity of assessments while supporting students at the same time. While marks during 2020 were more or less in line with existing trends in performance, there were doubts as to the extent of students' readiness to move into next-level courses in 2021. At every step of the way, when evidence showed that it was necessary to change the approach and conditions allowed us to do so, UCT made the decision to change and put in place the necessary mechanisms and frameworks to act. A case in point was the need to return the most vulnerable students to campus in the second semester when interprovincial travel was authorised and lockdown restrictions had eased.

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On Reflection

TOTT started this work with no template as there was no template available for teaching under pandemic conditions in the most unequal society in the world. The very name of this task team was in a sense misleading when compared with the actual conceptualisation of ERT that was chosen. Most of the decisions made by TOTT, which were later confirmed with modification by Senate or the Executive, came about through debate, contestation and compromise to find, if not the best solution, then the doable one.

One of the consequences of the lack of a template is that needs arise as we go and they become gaps in the conceptualisation or the planning as it exists. Thus, managing teaching and learning during COVID-19 in 2020 meant a fairly constant addition of pieces to the plan. UCT was fortunate to be able to count on the commitment, inventiveness and knowledge of staff to develop processes and products with very short timelines.

CHAPTER 2

KNOWING OUR STUDENTS

INTRODUCTION

As we indicated in the introduction to this report, planning for and delivering teaching and learning during the COVID-19 pandemic required access to new information about our students. For example, in order to implement ERT, we needed to know what kind of connectivity students had and for how many hours they would be able to study per day. In trying to assess the student experience of ERT, we requested information about students' social circumstances, mental and physical well-being, and their own sense of their performance. By the end of 2020, we had collected new student data that, combined with routinely collected data for reporting purposes, such as the annual Higher Education Management Information System (HEMIS) submissions to the DHET, allowed us to build a richer and more complete picture of our students.

This chapter aims to provide a profile of UCT's undergraduate students and as close an account as possible of their actual circumstances in order to better understand the different learning settings of our students during the first wave of the COVID-19 pandemic. We created a profile of the undergraduate full-degree cohort, drawing on data primarily from the annual HEMIS submissions and drilling down into the composition of the incoming undergraduate class (2021 new first-year students) using data gathered during the application process.

In addition, the narrative incorporates key findings from the two student surveys that were carried out in response to ERT and from the South African Survey of Student Engagement (SASSE), which was administered during the 2018 academic year. Particularly useful in providing a system perspective to UCT student data has been the Higher Health 'Social impact of the COVID-19 pandemic on youth in the Post School Education and Training (PSET) Sector in South Africa', released in June 2021, to which we will refer in the rest of this chapter and the next one.

A PROFILE OF ALL UNDERGRADUATE STUDENTS

Demographics

In 2020, UCT had 16 722 undergraduate full-degree students; this population constituted 59% of the total student enrolment. The largest single group was black students, who made up 53% of the undergraduate enrolment (32.6% African, 14.6% coloured and 6% Indian). The white proportion of the 2020 undergraduate enrolment was 18.1%. In 2020, 3 575 students (21.4%) did not declare their race at the time of registration[1]. As much as this non-declaration creates problems in UCT's HEMIS reporting, we have sufficiently rich data from the applications/admission process to produce a reasonably accurate profile of our students. We will come back to this in the sections below.

UCT has a high proportion of international undergraduate students (7.5% of all full-degree students). Those from the Southern African Development Community (SADC) region and the rest of Africa faced specific challenges, while the national Level 5 lockdown and the switch to ERT posed unique problems for all international students.

In terms of gender, more than half (54%) of UCT undergraduate students are female, which is consistent with system-level data and confirmed by the Higher Health Survey, for which 50.8% of the respondents were female. Very few UCT students do not identify as either male or female. An examination of the age distribution within the undergraduate enrolment shows that around 40% of the students are aged 19-20 years, while a slightly smaller fraction (36%) are aged 21-22 years and almost 15% fall

1 Indications are that the students with undeclared race are in fact spread across all groups, rather than concentrated in any particular group. With such a large proportion of undeclared students, tracking progress against UCT's demographic transformation goals becomes increasingly difficult.

2 Looking across the 2016-2020 period, the youngest undergraduate students registered were 16 years old (one each entering UCT in 2016 and in 2019) while the eldest registered undergraduate student turned 72 in 2017, during the first year of study for a Higher Certificate in Adult Education.

into the 23-25 years band. Relatively small numbers of students (4% on average of all undergraduates) are 18 years old or younger, and around 5% of undergraduates are aged 26 years or more.[2]

Where do our students come from?

In 2020, 90.2% of the UCT undergraduate student body were South African citizens, with South African permanent residents making up 2.2% of all undergraduates. Among our international students, those coming from SADC countries constituted the largest group (69.9%), while a further 7.5% were from other African countries and 8.7% were from countries elsewhere. In 2020, UCT registered full-degree students from 61 countries.

The Table 1 below shows South African undergraduates by race, from Africa and the small numbers of students from countries outside Africa. Combining the black South African students with those from the rest of Africa equals 58.9% of the total undergraduate enrolment; this is a decline from the 61.1% for the same students in 2016 and is the result of progressive decreases in coloured and Indian enrolments, coupled with a marked drop

Table 1. Undergraduate students by population group and nationality: 2016-2020

Race/Nationality		2016	2017	2018	2019	2020
SA African	No.	5012	5137	5148	5131	5446
	Col%	29.0%	29.8%	30.7%	30.8%	32.6%
SA Coloured	No.	2724	2732	2659	2445	2437
	Col%	15.8%	15.9%	15.9%	14.7%	14.6%
SA Indian	No.	1383	1328	1161	1000	996
	Col%	8.0%	7.7%	6.9%	6.0%	6.0%
SA White	No.	4939	4469	3766	3192	3022
	Col%	28.6%	26.0%	2.5%	19.1%	18.1%
All Africa	No.	1448	1361	1178	1069	965
	Col%	8.4%	7.9%	7.0%	6.4%	5.8%
Other Int	No.	239	294	299	291	281
	Col%	1.4%	1.7%	1.8%	1.7%	1.7%
SA Unknown	No.	1549	1897	2539	3547	3575
	Col%	9.0%	11.0%	15.2%	21.3%	21.4%
Total No.		**17294**	**17218**	**16750**	**16675**	**16722**
Total Col%		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

in enrolments from the rest of Africa. Despite this decrease, UCT is clearly on the path to being an African global university at the undergraduate level.

Where do our students live?

Around half of all South African undergraduate students report home addresses in the Western Cape. In 2020, 18.5% of the students hailed from Gauteng, 13.8% from KwaZulu-Natal and 7.1% from the Eastern Cape. Relatively small proportions of undergraduates came from the other provinces. Nevertheless, the fact that just less than half of all undergraduates reside outside of the Western Cape is a crucial factor in the provision of accommodation during term time and was a vital consideration for the measures taken to reach students under hard lockdown conditions.

It is, therefore, of interest that less than 40% of the undergraduate enrolment is housed in UCT residences. However, it should be noted that the proportion of undergraduate students housed in UCT residences increased from 35.5% in 2016 to 38.7% in 2020.

Table 2 shows the demographic profile of undergraduate students housed in UCT residences between 2016 and 2020. The proportion of African students in residence increased to 63.1% in 2020 while coloured students showed a slight decrease (8.3% in 2020). In 2020, there were marked decreases in the proportions of white (3.2%) and Indian (3.1%) students in UCT residences. Student housing is an area in which our earlier observation, the growing size of the 'unknown' reporting category, becomes particularly unhelpful to understand the demand for housing. By using other forms of describing students, for example, the redress categories of the UCT Admissions Policy, we should be able to develop a more complex understanding of UCT's student population and their needs. Of interest is that in 2020, 31.5% of all white undergraduates were not from the Western Cape, which raises the question of where these students lived in Cape Town during the academic year. It is assumed that they live in private accommodation. The

Table 2. Undergraduate students in UCT Residences: 2016-2020

Race		2016	2017	2018	2019	2020
African	No.	3593	3320	3793	3806	4122
	Col%	58.5%	61.7%	62.7%	60.2%	63.1%
Coloured	No.	538	474	539	515	540
	Col%	8.8%	8.8%	8.9%	8.1%	8.3%
Indian	No.	383	309	283	209	202
	Col%	6.2%	5.7%	4.7%	3.3%	3.1%
White	No.	740	384	268	216	208
	Col%	12.0%	7.1%	4.4%	3.4%	3.2%
International	No.	587	502	480	467	424
	Col%	9.6%	9.3%	7.9%	7.4%	6.5%
SA Unknown	No.	304	395	688	1107	1033
	Col%	4.9%	7.3%	11.4%	17.5%	15.8%
Total	**No.**	**6145**	**5384**	**6051**	**6320**	**6529**
Total	**Col%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

decrease in the international fraction of students in residence (6.5% in 2020) correlates with the overall decrease in international undergraduate enrolments between 2016 and 2020. Of course, it is essential to note that UCT was among the first universities to close its campuses and send most students home to manage the first wave of the COVID-19 pandemic. As will be seen later in this report, UCT organised a progressive return to residences that carefully considered students' circumstances.

What languages do our students speak?

Figure 1 shows the distribution of declared home languages among undergraduate students in 2020:

English speakers made up the largest proportion (59.3%), followed by isiXhosa speakers (12.3%) and isiZulu speakers (7.9%). The proportion of Afrikaans speakers was tiny (2.6%) and a combined fraction of 14% of all undergraduates were speakers of other South African languages. The home language profile among undergraduates has changed in recent years as a result of demographic shifts in the student body: for example, English speakers dropped from 64% in 2016 to the current 59.3%, isiXhosa

Figure 1. **Declared home languages among undergraduate students in 2020**

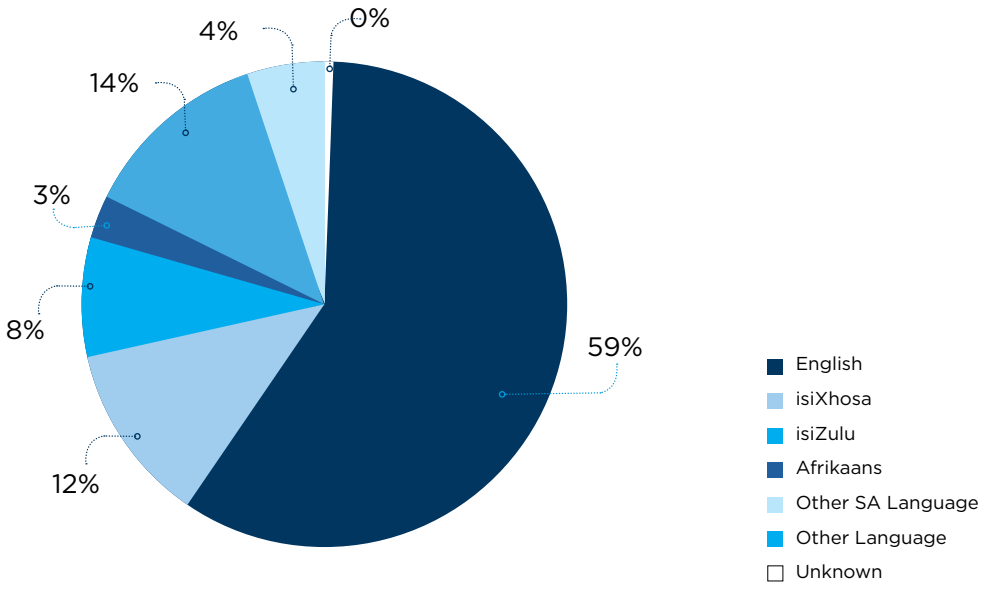
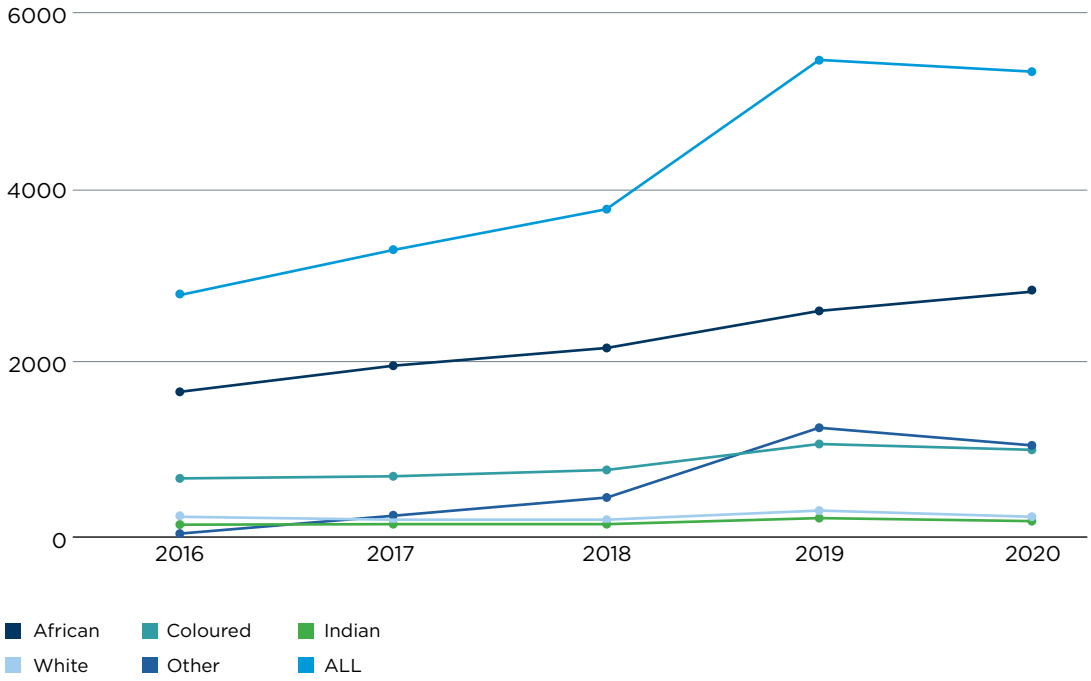


Figure 2. **Undergraduate students on financial aid**



speakers increased by 2.4 percentage points to 12.3% and the fraction of isiZulu speakers increased by 1.7 percentage points to the current 7.9%. At the same time, the fraction of speakers of other South African languages increased by 1.9 percentage points to 13.3% of the total.

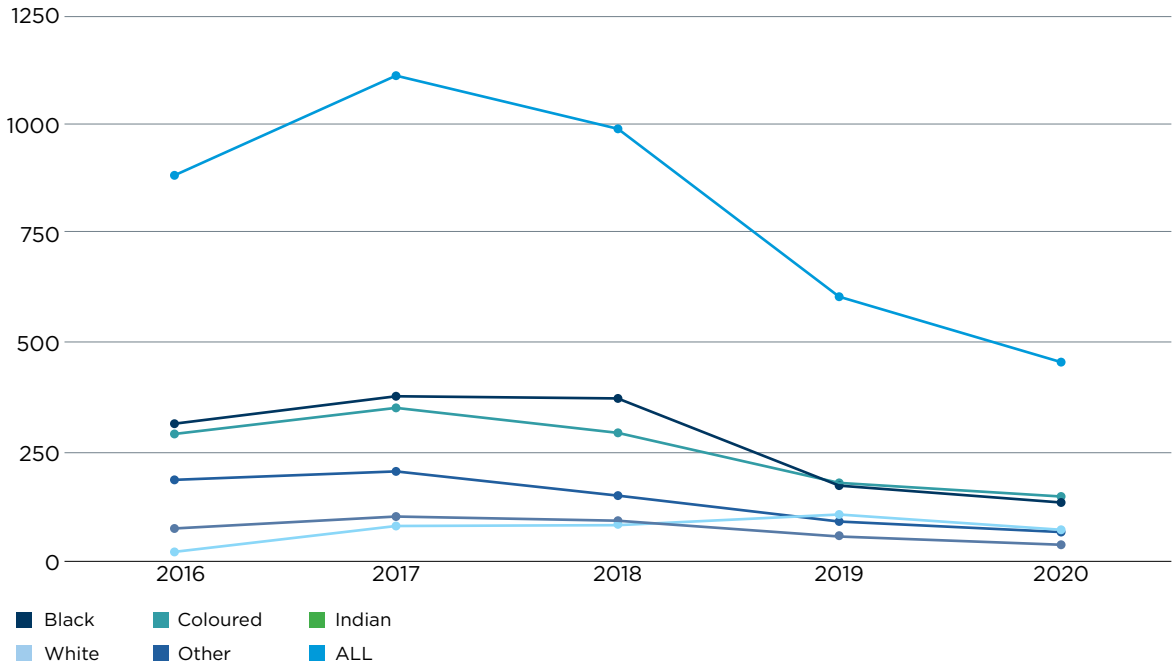
How are our students funded?

In 2020, 5 337 or 35.3% of UCT's full-degree undergraduate students were supported by financial aid. The growth in funded student numbers was particularly pronounced among African and coloured students, where the numbers increased by 14.2% and 10.4% per annum, respectively, between 2016 and 2020. These changes are shown in Figure 2.

In 2020, the distribution of the 5 337 undergraduate students on financial aid by race group was 53.1% African, 19% coloured, 4.3% white, 3.6% Indian and 15% 'unknown'.

UCT offers a GAP funding programme for South African students from families with a gross annual income of between R350 000 (the upper limit for National Student Financial Aid Scheme (NSFAS) funding) and R600 000 who are registered on approved, funded programmes. In contrast with the marked increase in financial aid students, the numbers supported by GAP funding dropped quite markedly (by 15.3% per annum) between 2016 and 2020, possibly due to these students being increasingly supported by the Ikusasa Student Financial Aid Programme (ISFAP). Changes in the national student funding policy, specifically the raising of the maximum family income for NSFAS eligibility, may have also led to a shift from GAP to NSFAS funding. By 2020, 455 students (883 in 2016) were assisted by GAP funding while 3% of all South African full-degree students were on GAP funding. Additionally, slightly less than 40% of all South African undergraduates (38.4%) received either financial aid or GAP funding in 2020; the equivalent proportion in 2016 was 24.2%. The changes in GAP-funded students over the 2016-2020 period, by race, are shown in Figure 3.

Figure 3. Undergraduate students on GAP funding: 2016-2020



The 2020 profile of GAP-funded students was 32.3% African, 29.5% Coloured, 14.7% white, 8.1% Indian and 15.4% with an unknown race. Reports from different student support services and the Financial Aid Office suggest that students on financial aid felt the socio-economic impact of the pandemic lockdown measures particularly acutely.

A PROFILE OF ALL NEW UNDERGRADUATE STUDENTS

In this section, we look at data drawn from the Applicant Status Reports and the associated applicant questions (supporting the undergraduate Admissions Policy) to gain a clearer picture of the socio-economic circumstances of UCT's first-year students. The change in UCT's Admissions Policy, implemented in 2016, to transform the student body prioritised (during the admissions process) the socio-economic status in the context of pre-determined academic admissions points per programme of study.

A key element of UCT's current Admissions Policy is to provide for redress for South African citizens and permanent residents based on historical disadvantage. This is achieved by looking at the school attended and the family background of each applicant. Up to 10 points are awarded to the applicant's family background, derived from specific questions on the application form. These include:

- one (1) point each for each parent and any grandparent without a university/university of technology degree
- six (6) points where the mother's home language is/was a South African anguage other than English or Afrikaans, and
- one (1) point where the applicant's family receives either a child-support grant or a social pension from the state.

Together these scores yield a disadvantage factor of up to 10 points for each applicant, expressed as a percentage between 0% and 10%, except for applicants to programmes in the Faculty of Health Sciences where the disadvantage factor ranges between 0% and 20%. This percentage is added to the Faculty Point Score (FPS) to derive the Weighted Faculty Point Score (WPS) for each applicant. A disadvantage factor of zero points (0%) indicates that no family background disadvantage was reported on the application form while a disadvantage factor of 10 points (10%) shows that the student comes from a family background

where all elements of historical disadvantage (as per the current policy) are present. Given the strong overlap between demographics and social class in South Africa, this analysis provides a different and more nuanced way of understanding how UCT's student population has changed over time.

Redress categories and the profile of UCT new (first-year) undergraduate students

As indicated above, the UCT Admissions Policy (2016) uses redress categories (derived from the apartheid race classification of students' parents, as stated on the application form) together with a combination of disadvantage factors to select students for admissions once they have met UCT's academic admission points.

This representation suggests that the declared race group proportions are underestimates of the actual enrolments across all redress categories. The redress category analysis indicates that by 2020, 43.3% of the South African new undergraduate intake was African, 29.7% was white, 19% was coloured and 7.4% was Indian. It must be noted that where parental race classification was not provided upon application, applicants were included in the Open group so that the white proportion of the intake is somewhat overstated.

Descriptors of disadvantage

The data presented below reflect the home disadvantage data derived from the application forms of new undergraduate students registered between 2017 and 2020. As can be seen, the data shows a progressive increase in disadvantaged students among UCT's first-year students and therefore, the transformation of UCT's student body. This is supported by the fact that the mean disadvantage score among the new undergraduate intake increased from 4.28 in 2018 to 4.57 in 2020, while the mean score excluding the six points for language increased from 2.06 in 2018 to 2.16 in 2020 (omitting the score for 2017, which appear anomalous due to poor collection of data).

On average, and excluding 2017 where the data may be less reliable, around 13.5% of each year's new undergraduate intake reported no family disadvantage upon application. The most significant proportion of the new undergraduate intake students (47.7% on average) reported up to three disadvantage points, which indicates that the home language (six points) did not apply as they came from families where the mother's home language was English or Afrikaans. A small proportion of the students (2.6% on average) scored six points, indicating that maternal home language alone contributed to the disadvantage score. On average, 36% of new undergraduate students have a disadvantage factor between seven and 10 points, suggesting that parental/grandparental education and/or reliance on social grants were also factors in the family background, in addition to the six points for maternal home language.

Table 3. Redress category of new South African undergraduates: 2017-2020

Redress Category		Admit Year 2017	2018	2019	2020
Redress 1/African	No. Col%	1631 41.3%	1445 40.6%	1664 43.1%	1684 43.3%
Redress 2/Coloured	No. Col%	849 21.5%	739 20.8%	727 18.8%	738 19.0%
Redress 3/Indian	No. Col%	283 7.2%	240 6.7%	261 6.8%	287 7.4%
Redress 4/Chinese	No. Col%	35 0.9%	30 0.8%	25 0.6%	23 0.6%
Open/White	No. Col%	1152 29.2%	1106 31.1%	1186 30.7%	1156 29.7%
Total No. **Total Col%**		**3950** **100.0%**	**3560** **100.0%**	**3863** **100.0%**	**3888** **100.0%**

If the points scored for maternal home language are excluded from the disadvantage factor calculation (ie the maximum possible points scored becomes four), the distribution for new undergraduate students across the 2017 to 2020 period is shown in Table 5 on page 28.

Table 4. Family/home disadvantage factor among new South African undergraduates: 2017-2020

Disadvantage Factor		Admit Year 2017	2018	2019	2020
0	No. Col%	 0.0%	515 14.5%	525 13.6%	515 13.2%
1	No. Col%	452 11.4%	506 14.2%	501 13.0%	519 13.3%
2	No. Col%	735 18.6%	480 13.5%	528 13.7%	489 12.6%
3	No. Col%	1129 28.6%	626 17.6%	659 17.1%	655 16.8%
4	No. Col%	156 3.9%	119 3.3%	111 2.9%	148 3.8%
5	No. Col%	 0.0%	119 3.3%	142 3.7%	133 3.4%
6	No. Col%	64 1.6%	159 4.5%	175 4.5%	184 4.7%
7	No. Col%	354 9.0%	189 5.3%	217 5.6%	197 5.1%
8	No. Col%	567 14.4%	409 11.5%	455 11.8%	438 11.3%
9	No. Col%	493 12.5%	438 12.3%	550 14.2%	610 15.7%
Total No. **Total Col%**		**3950** **100.0%**	**3560** **100.0%**	**3863** **100.0%**	**3888** **100.0%**

Of importance in this table is the proportion of all new undergraduate students scoring four disadvantage points, which increased from 16.4% to 19.5% between 2017 and 2020. Students scoring four disadvantage points are 'first in family' in terms of degree studies and whose families also relied on a social grant or pension. It could therefore be construed that by 2020, 19.5% of the new undergraduate intake came from families within which educational and social disadvantage was severe.

By 2020, 903 new undergraduates expressly declared family reliance on a social grant or pension. This number equates to 23.2% of all new undergraduates, up from 18.1% in 2017. A profile, by redress category/race of these students, is shown in Table 6 on page 28.

Table 5. Family/home disadvantage factor, excluding maternal home language for new South African undergraduates: 2017-2020

Home Disadvantage Less Home Language		Admit Year 2017	2018	2019	2020
0	No. Col%	 0.0%	634 17.8%	667 17.3%	648 16.7%
1	No. Col%	516 13.1%	665 18.7%	676 17.5%	703 18.1%
2	No. Col%	1089 27.6%	669 18.8%	745 19.3%	686 17.6%
3	No. Col%	1696 42.9%	1035 29.1%	1114 28.8%	1093 28.1%
4	No. Col%	649 16.4%	557 15.6%	661 17.1%	758 19.5%
Total No. Total Col%		**3950 100.0%**	**3560 100.0%**	**3863 100.0%**	**3888 100.0%**

Table 6. Profile of new South African undergraduates declaring reliance on a social grant by redress category: 2017-2020

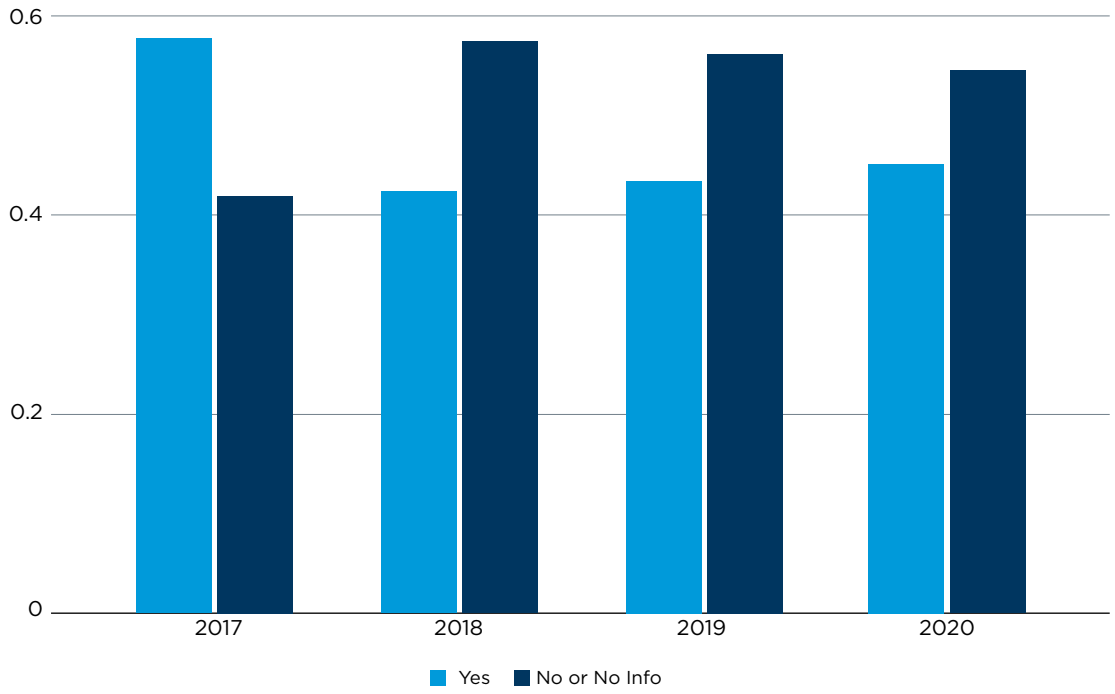
Redress Category/Race		Admit Year 2017	2018	2019	2020
Redress 1/African	No. Col%	565 78.9%	540 79.8%	672 84.0%	737 81.6%
Redress 2/Coloured	No. Col%	120 16.8%	106 15.7%	98 12.3%	134 14.8%
Redress 3/Indian	No. Col%	9 1.3%	12 1.8%	13 1.6%	12 1.3%
Redress 4/Chinese	No. Col%	1 0.1%	1 0.1%	 0.0%	 0.0%
Open/White	No. Col%	21 2.9%	18 2.7%	17 2.1%	20 2.2%
Total No. Total Col%		**716 100.0%**	**677 100.0%**	**800 100.0%**	**903 100.0%**

By 2020, 81.6% of students from families relying on a social grant were Redress 1/African (up from 78.9% in 2017) while 14.8% (down by two percentage points since 2017) were Redress 2/coloured students. Tiny proportions of these students were within the Open/white (2.2%, down

from 2.9% in 2017) or Redress 3/Indian (1.3% in 2017 and 2020) categories. Examination of students' responses to the application form questions around parental/grandparental education reveals that by 2020, 45% of all new undergraduates (up from 42.2% in 2018, with the 2017 data appearing anomalous) were 'first in family' in terms of degree studies (Figure 4 above).

A redress category/race profile of the 'first in family' students is shown in Table 7 on page 30, which indicates an increase in the proportion of Redress 1/African students among the 'first in family' cohorts, up from 55.5% in 2018 to 59.2% in 2020. There were slight decreases in the proportions of Redress 2/coloured (down by 2.8 percentage points to 24.2% in 2020) and Redress 3/Indian students (down by 1.3 percentage points to 5.5% of the total in 2020). There was very little change in the Open/white fraction of the 'first in family' for degree studies cohort, which dropped by 0.2 percentage points to 10.3% in 2020.

Figure 4. Proportion of new South African 'first in family' undergraduates for degree studies



What type of school did these students attend?

The majority of the new undergraduate intake – 57.6% in 2020 – had attended public schools while the proportion attending independent schools was 33.2%; the school sector was not known among 9.3% of students. The fractional distribution of schools attended by sector among the 2020 intake is shown in Figure 5 on page 30.

Table 8 on page 31 shows the type of school attended by the school-poverty quintile, where the 'least poor' schools are located in Quintile 5 and the poorest in Quintile 1), and indicates where the school fell within the independent sector where no quintile is applied.

This illustrates that UCT draws its new undergraduate students predominantly from Quintile 5 schools in the public sector (38.4% of the 2020 intake) and schools in the independent sector (33.2% of the 2020 intake), which make up more than 70% of the SA new undergraduate intake in 2020. A total of 12.6% came from schools in Quintiles 1 to 3 (no-fee schools) while 6.6% were from Quintile 4 schools in 2020.

Another marker of the type of school attended is the National Senior Certificate (NSC) performance decile, a component of the disadvantage score calculated within the current admission policy. The NSC performance decile is effectively an aggregate of the overall NSC score by school, computed over the previous five years.

The distribution of new SA undergraduate students across the school NSC performance deciles confirm that UCT primarily draws its undergraduate students from the better-resourced and better-performing schools. By 2020, 56.5% of the new undergraduate intake was drawn from the top-performing schools in terms of the NSC aggregate performance decile. A further 13% was drawn from schools in the decile 2 performance band.

Table 7. **New South African 'first in family' undergraduates for degree studies by redress category/race: 2017-2020**

Redress Category/Race		Admit Year 2017	2018	2019	2020
Redress 1/African	No.	1111	838	979	1043
	Col%	48.6%	55.5%	58.1%	59.2%
Redress 2/Coloured	No.	624	409	402	427
	Col%	27.3%	27.1%	23.9%	24.2%
Redress 3/Indian	No.	155	90	98	96
	Col%	6.8%	6.0%	5.8%	5.5%
Redress 4/Chinese	No.	19	15	12	13
	Col%	0.8%	1.0%	0.7%	0.7%
Open/White	No.	379	159	194	182
	Col%	16.6%	10.5%	11.5%	10.3%
Total No.		**2288**	**1511**	**1685**	**1761**
Total Col%		**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 5. **New undergraduate schools by sector: 2020**

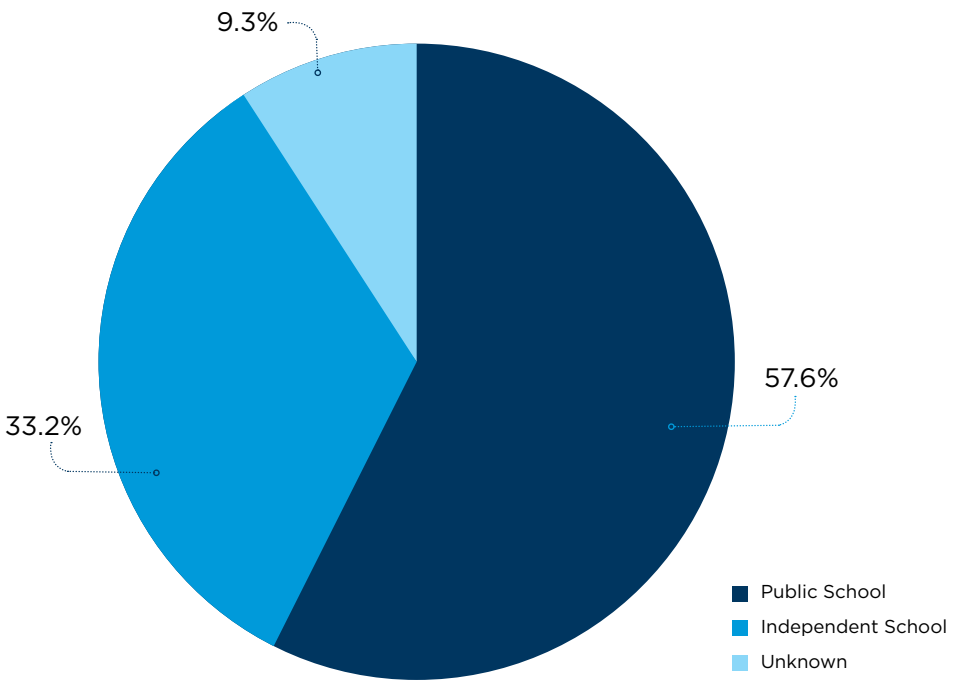


Table 8. School-poverty quintile among new South African undergraduates: 2017-2020

Quintile/ Sector		Admit Year 2017	2018	2019	2020
1	No. Col%	82 2.1%	72 2.0%	73 1.9%	80 2.1%
2	No. Col%	142 3.6%	140 3.9%	144 3.7%	134 3.4%
3	No. Col%	251 6.4%	238 6.7%	283 7.3%	277 7.1%
4	No. Col%	256 6.5%	238 6.7%	274 7.1%	256 6.6%
5	No. Col%	1699 43.0%	1440 40.4%	1483 38.4%	1493 38.4%
Independent	No. Col%	1215 30.8%	1153 32.4%	1277 33.1%	1289 33.2%
Unknown	No. Col%	305 7.7%	279 7.8%	329 8.5%	359 9.2%

Therefore, almost 70% of the 2020 new undergraduate intake came from schools in the two top deciles in terms of aggregate NSC performance.

How did these students perform at school?

A key indicator of student school performance in the admissions process is the performance of applicants on the NSC exams. This is to be understood in a context where the various academic programmes at UCT set additional admissions requirements that relate to, for example, performance on crucial NSC subjects such as Mathematics, English and Physics, as well as in terms of performance on the National Benchmark Tests (NBTs).

Looking at overall NSC performance, UCT's new undergraduates have predominantly achieved either A or B aggregates on the NSC. In 2020, 35.4% of the SA new undergraduate intake had achieved an A aggregate, while a further 39.6% had achieved a B aggregate. A much smaller proportion (18.6% of the 2020 intake) had achieved a C aggregate or lower (2.5% of the intake). The NSC symbol distribution among new undergraduates across the 2017 to 2020 period is shown in Table 10 above.

Table 9. NSC performance decile among new South African undergraduates: 2017-2020

Decile		Admit Year 2017	2018	2019	2020
1	No. Col%	2164 54.8%	2041 57.3%	2162 56.0%	2195 56.5%
2	No. Col%	596 15.1%	465 13.1%	490 12.7%	505 13.0%
3	No. Col%	242 6.1%	239 6.7%	267 6.9%	242 6.2%
4	No. Col%	187 4.7%	136 3.8%	192 5.0%	163 4.2%
5	No. Col%	144 3.6%	110 3.1%	114 3.0%	146 3.8%
6	No. Col%	104 2.6%	111 3.1%	132 3.4%	131 3.4%
7	No. Col%	71 1.8%	86 2.4%	81 2.1%	76 2.0%
8	No. Col%	95 2.4%	75 2.1%	74 1.9%	69 1.8%
9	No. Col%	69 1.7%	54 1.5%	53 1.4%	52 1.3%
10	No. Col%	32 0.8%	15 0.4%	26 0.7%	18 0.5%
Unknown	No. Col%	246 6.2%	228 6.4%	272 7.0%	291 7.5%
Total No. **Total Col%**		**3950** **100.0%**	**3560** **100.0%**	**3863** **100.0%**	**3888** **100.0%**

Table 10. NSC symbol distribution among new South African undergraduates: 2017-2020

NSC Symbol		Admit Year 2017	2018	2019	2020
A	No. Col%	1150 29.1%	1082 30.4%	1394 36.1%	1375 35.4%
B	No. Col%	1418 35.9%	313 36.9%	1498 38.8%	1540 39.6%
C	No. Col%	747 18.9%	825 23.2%	621 16.1%	722 18.6%
D	No. Col%	152 3.8%	121 3.4%	57 1.5%	41 1.1%
E and below	No. Col%	49 0.2%	54 0.4%	63 0.2%	58 0.2%
Unknown	No. Col%	434 11.0%	165 4.6%	230 6.0%	152 3.9%
Total No. **Total Col%**		**3950** **100.0%**	**3560** **100.0%**	**3863** **100.0%**	**3888** **100.0%**

Who are the new (first-year) undergraduate students?

Table 11 on the next page (page 34) shows the demographic profile of the South African new undergraduate intake, based on registration data.

Having seen the analysis presented above, it is hopefully more apparent now that the increase in the 'other' or 'unknown' categories is not a consequence of one particular group 'refusing to declare race' but is a more complex matter that requires further attention in our data analysis.

This profile of UCT undergraduate students based on applicant data confirms the findings of both the UCT Student Access Survey (28 April 2020) and the UCT ERT Student Experience Survey (25 September 2020), and the results of the Higher Health Survey (HHS), which looked at how socio-economic context constituted a fundamental variable in students' abilities and capacities to use ERT as well as their academic performance.

The Access Survey was completed by 95.6% of undergraduate students. Through this survey, we established that 84% of undergraduate students

Table 11. Race and gender of new South African undergraduates: 2017-2020

Race/Gender		Admit Year 2017	2018	2019	2020
Black	No. Col%	1279 32.4%	1046 29.4%	946 24.5%	1307 33.6%
Chinese	No. Col%	38 1.0%	14 0.4%	14 0.4%	14 0.4%
Coloured	No. Col%	599 15.2%	412 11.6%	306 7.9%	483 12.4%
Indian	No. Col%	244 6.2%	156 4.4%	128 3.3%	201 5.2%
White	No. Col%	819 20.7%	528 14.8%	429 11.1%	664 17.1%
Other/?	No. Col%	971 24.6%	1404 39.4%	2040 52.8%	1219 31.4%
Total No. Total Col%		**3950 100.0%**	**3560 100.0%**	**3863 100.0%**	**3888 100.0%**
Female	No. Col%	2107 53.3%	1947 54.7%	2127 55.1%	2187 56.3%
Male	No. Col%	1841 46.6%	1611 45.3%	1735 44.9%	1698 43.7%
Other/?	No. Col%	2 01.%	2 0.1%	1 0.0%	3 0.1%

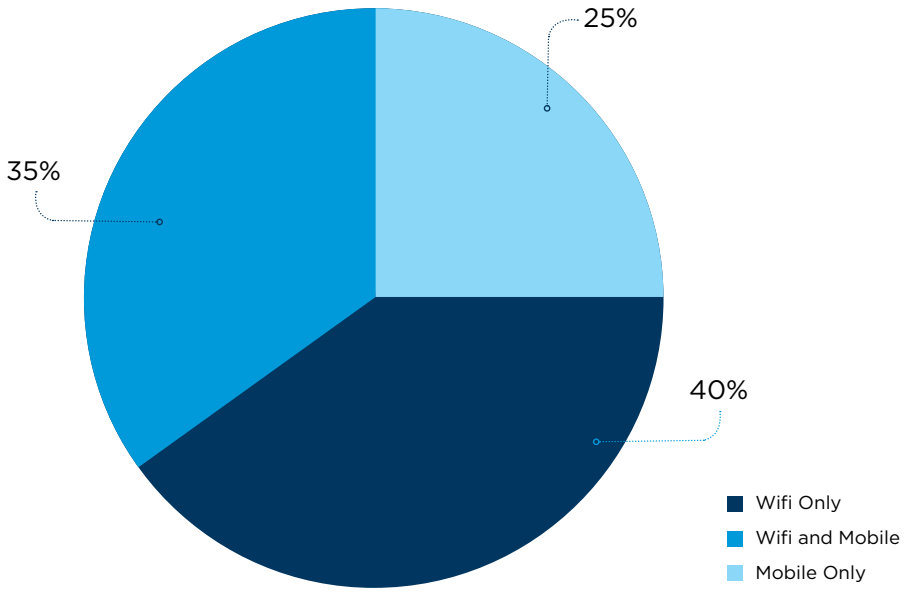
had access to their own laptops, 7.2% of students had no access while the remaining 8.8% had shared access to a computer. From the perspective of the ERT roll-out, this meant that 16% of UCT students did not have access to a computer of their own. In terms of access to the internet, 91.6% of the respondents had access to the internet through Wi-Fi or a mobile device or both. There were variations in access to both laptops and connectivity in each faculty. This is in contrast to the national picture reflected in the HHS that indicates 48.7% of all Post School Education and Training (PSET) respondents had access to the internet on their own.

Regarding the planning for access provision to learning, the number of students with internet access only via mobile phone or tablet was a crucial datapoint. While access to devices was an important variable in establishing

students' ability to work under ERT conditions, more important was the time, according to students, that they were able to dedicate to their studies. UCT's pre-COVID-19 assumption was that students worked 40 hours per week, eight hours per five days a week, either at home when they live in the greater Cape Town area or UCT student residences. In other words, there is an assumption that students can study. However, only a few students were in residence for just two terms of the 2020 academic year, and this had to be considered in delivering teaching and learning and providing support.

The Access Survey asked students how many hours they could dedicate to their studies per day at home, with 23.6% of respondents indicating less than four hours, 36.8% indicating between four and five hours per day, and 38.7% stating they could dedicate more than six hours per day to their studies. The majority of UCT undergraduate students lived in circumstances that, while under hard lockdown (no students in residences), prevented

Figure 6. Medium of internet access among UCT students



them from carrying their usual workloads. The correlation between hours for studying and disadvantage was confirmed later in the ERT Student Experience Survey. This data from April 2020 shaped the university's parameters to implement ERT: asynchronous teaching, adjusted content or content stretched over a more extended period, short video inputs and preference for captioned PowerPoint presentations.

At the same time, the university provided loan laptops for every South African student who requested one (2 013 laptops were distributed) as well as data for all students residing in South Africa within the agreements

negotiated by the higher education sector with the four telecom companies. More than half (1 482) of the laptops went to undergraduate students at all levels, with the great majority (94%) going to Bachelor's students. African students made up the most significant proportion of those receiving loan laptops (63.2%) while 13% went to coloured students; the largest proportion of the balance of the students (15.9% of the total) was of unknown race. Just over half of all students (53.6%) who received laptops were on financial aid in 2020. Among the university students surveyed by Higher Health, just more than 20% received laptops from their institutions.

Where students were unable to use laptops for their studies (for example, where they lived in areas with no electricity or, more often, lack of transmission towers), printed materials were prepared and distributed as an Emergency Distance Learning (EDL) initiative. A total of 1 016 undergraduate students benefited from this service (and a few postgraduate students), 49% of whom were on financial aid in 2020. Of those undergraduates who were assisted, 52% were African, 11.4% were coloured while 11.3% were white and 13.6% were of unknown race. Indian students made up 4.2% while 7.2% were international undergraduates.

After the end of the hard lockdowns (Levels 4 and 5), CHED, in collaboration with the Department of Student Affairs (DSA), undertook to identify undergraduate students who had primarily been in UCT residences before the lockdowns and whose academic progress was severely compromised as a result of their (then) current living conditions. A four-point binary (yes or no) rating scale was applied, namely 'household in receipt of a social grant', 'first-generation student', 'living in a low socio-economic status (SES) community', and 'first language disadvantage' (as identified in the application form questions). This analysis identified 2 568 'at-risk' undergraduate students (around 15% of the total enrolment at this level) who the university identified as potentially requiring to be invited back to residence for better engagement with their studies. By far, the majority of

these students (71.3%) were African while 10.3% were coloured, 16.6% were of unknown race and very small proportions (around 1% of the group or less) were either Chinese, Indian or white. Not surprisingly, the great majority of these 'at-risk' students (76.9%) were financial aid students in 2020.

UCT participated in the SASSE for the first time in 2018, although it has been used in SA for more than a decade. The purpose of the survey is to understand the obstacles to student engagement in learning and the experience that students have of their studies at a given university. UCT achieved a 10% response rate, which – although small – was nevertheless representative across an array of student demographic indicators.

The SASSE provided crucial information on the reasons for the limitations on students' time available for study. For example, 20% of respondents reported

spending up to 15 hours per week caring for children or dependents. The survey was administered during pre-pandemic contact mode delivery, ie when a substantial proportion of students were not living at home (in residence or other accommodation). The time devoted to caring for dependents would likely have increased markedly when most students were at home during the hard lockdowns. On a positive note, the hours usually spent travelling to and from campus would have been eliminated from the weekly schedule during ERT: 82% of the SASSE respondents spent up to 10 hours per week commuting.

Significant proportions of students reported working for pay either on or off-campus (16% and 32%, respectively), with the majority working between one and 10 hours per week). Most of this paid work would have ceased during the lockdown, freeing up time for study but possibly contributing to financial hardship or insecurity.

"In the survey, mental health emerged as a critical concern."

The SASSE survey probed issues relating to food security as well as elements of financial security, which could have impacted students' academic performance. For example, 9% of the respondents reported that they ran out of food (and were unable to buy more) 'every day' or 'most days' while 34% reported that they 'sometimes' faced this difficulty. Moreover, 29% of the respondents reported that they worried about paying for their studies 'most days' or 'every day' while 28% were anxious about not having enough money to pay for daily necessities 'most days' or 'every day'.

Three-quarters of the respondents reported that they had, on occasion, not bought academic materials because they were too expensive and 58% said that they had sometimes not participated in academic or other campus activities because of a lack of money. These findings of the SASSE survey suggest that before the COVID-19 pandemic, substantial

proportions of students faced significant difficulties owing to their dire financial situations. Indeed, 41% of the respondents believed that financial concerns had negatively impacted their academic performance. It is highly likely that the additional hardships arising from the COVID-19 situation would have exacerbated the financial and related difficulties of many of our students. At the national level, the HHS indicates that the majority of students surveyed would be provided with food by their families. However, only 30% of the respondents could buy their own food.

The 2020 UCT Student Experience Survey report (September 2020) provided further insights into additional hardship for students during the pandemic, where the earlier SASSE survey had pointed to difficulties commonly experienced by undergraduate students. The survey was administered during the first two weeks of July 2020 and received 3 144 responses, equating to 18.5% of all undergraduates. The respondents were reasonably representative of enrolments across the six faculties. Notably, just over half of these students reported that they had been living in UCT residences in the first term, ie before the hard lockdown. When responding to items relating tothe suitability of their home environments for online learning and the time available to them for remote learning, one-third of the students indicated that their living circumstances were not suitable. At the same time, 34% felt that they did not have adequate time for their studies. The most common challenges identified by the students with emergency remote learning included mental health challenges (2 082 students or 66.2%), family/caring responsibilities (1 915 students or 60.9%), lack of quiet study space (1 602 students or 50%), and slow or unreliable internet access (1 534 students or 48.8%). A relatively small number (263 students or 8.4%) indicated that they had work/job commitments over

"Alarmingly, 1 027 students (32.7%) reported financial stresses, 310 students reported food security issues and 170 experienced housing security concerns."

and above their academic responsibilities. Alarmingly, 1 027 students (32.7%) reported financial stresses, 310 students reported food security issues and 170 experienced housing security concerns. Students flagged many of these challenges to remote learning again in a section dealing with their difficulties with assessments.

The challenges experienced by many undergraduate students are likely to have been magnified by their relative isolation compared to their contact learning situations. It is a massive concern that more than half of the students did not feel connected to their classmates in the remote learning spaces while more than a third (34.1%) appeared not to have been able to have productive online engagements with fellow students. Both of these experiences may have contributed to the mental health issues that many students were experiencing during the pandemic. Later in the report, we will highlight the different interventions put in place by the university to help with some of these difficulties.

This chapter has shown how the profile of full-time undergraduate students at UCT has changed since 2016. Having more students who are 'first in family' creates a new set of needs in terms of academic and psycho-social support. During the academic year, when students were on campus in UCT residence or other accommodation, some of these needs could be addressed and were, in a sense, less visible. However, the COVID-19 pandemic and the accompanying hard lockdowns foregrounded the impact of structural social disadvantage on students' performance. The university had to respond to issues that only would have come to the fore in exceptional cases pre-COVID-19.

In terms of the transformation of the student body, UCT's new Admissions Policy has been highly successful. The point that the pandemic has driven home more strongly is that a changed student body requires an educational and psycho-social support infrastructure that is both comprehensive and nimble to be able to respond to the needs of all UCT students.

CHAPTER 3

UNDERSTANDING THE STUDENT EXPERIENCE AND PERFORMANCE UNDER ERT

INTRODUCTION

The shift to ERT and the subsequent opportunities and challenges that emerged made 2020 a watershed moment in teaching and learning at UCT. From the outset, there was a concerted effort to take students' needs and circumstances into account to plan for teaching and learning at both undergraduate and postgraduate levels. This resulted in the running of two student surveys, one before commencing ERT and another after the experience of the first semester. The first survey helped UCT plan the deployment of ERT: it focused on students' resources and ability to learn remotely and had 22 687 respondents across undergraduate and postgraduate students, with a 96% response rate for undergraduate students. We have referred to the results of this survey in the analysis of the student profile in the previous chapter. The second survey (3 818 respondents with a 17% response rate) took place at the end of the first semester and its purpose was to inform and improve the design of courses taught online during the second semester. This chapter will make extensive use of that survey and the data collected through the services provided by Student Wellness and UCT_Cares.

This chapter focuses on two main issues: the undergraduate student experience of learning and teaching during the first year of the pandemic and student academic performance during the same period. For many years now, theories of teaching and learning have incorporated the social and the emotional as elements that shape the process of teaching and learning. What teaching under pandemic conditions highlighted was the need for an institutional response to the full complexity of the intellectual, social and emotional process that constitutes teaching and learning. Therefore, this chapter looks into student performance and institutional understanding of that performance and the learnings derived from these.

THE STUDENT EXPERIENCE SURVEY 2020

To fully understand students' responses, the educational context in which this survey was conducted matters. In April 2020, UCT had approved a framework for teaching and learning centred on supporting students – a recalibrated curriculum based on 30 hours of study a week and the decision not to exclude students academically for this year were two crucial elements in this approach. Added to this was the shared determination not to leave anyone behind and the (incorrect) assumption that the pandemic would be over fairly soon, so the extraordinary effort of staff and students would be doable.

Although it had a much lower response rate than the first survey, the student experience survey provided valuable information on how students were coping with ERT. This included insights into how they were managing both their academic load and their mental health. The survey also asked students to give their perspectives on online course design, including assessments, and reflect on shortcomings in their current home set-ups and how this related to what was expected of them academically. A particular concern that emerged from the outcome of this survey is that students did not report feeling any more prepared for remote learning in the second semester, despite the orientation process and a full term of a remote learning experience. It was encouraging that most students reported that course convenors communicated well with them about what to expect, that they could access academic support when needed and that they got appropriate support when they ran into issues with remote assessments. CILT used this data to develop course design workshops directed at academics.

"In 2020 UCT recognised the need for more student-friendly channels of communication that would allow students to access help more quickly and be guided to relevant support."

The survey was available from 2 to 15 July 2020. In terms of the response it elicited, it is vital to note that at the undergraduate level, students who had been in residence in Term 1 were overrepresented in the survey responses. Similarly, students enrolled in any of five extended curriculum programmes (ECPs) were overrepresented, as were students in their fifth year of study. Put differently, the population that responded to the survey represents the more vulnerable group of UCT's undergraduate student body. This is important for two reasons. First, because the experience that emerges from the responses to the survey does not include a large part of the student population and we cannot generalise this to the entire student body. Second, as we saw in the previous chapter, the number of UCT students facing

complex socio-psychological challenges compounding their academic performance is growing. As the goal of the university is not just to widen participation but also to ensure that students are sufficiently supported to complete their degrees in a conducive environment, the lessons learnt during this period are essential to map the curricular, pedagogic, extracurricular and administrative elements needed to develop an inclusive approach to teaching and learning at UCT.

As both the circumstances of the COVID-19 transition to ERT and the survey itself are unique, there is no baseline or comparative data to establish changes over time in response to particular items. Therefore, the survey findings need to be interpreted in absolute rather than relative terms, and not all findings are attributable solely to the circumstances brought about by COVID-19.

As much as there is no baseline data to compare our data to, it is possible to use the HHS, introduced in Chapter 2, as a contextualising tool to reflect on UCT's student experience. In terms of the population survey, the HHS focuses on the PSET that includes Technical Vocational Education and Training (TVET) colleges, private colleges, universities and universities of technology. A total of 13 119 youth responded to the survey questions. The majority were aged 18 to 24 years while 11.4% were 25 to 29 years and 4.6% were 30 to 35 years old. Approximately 44% were at a bachelors/ undergraduate level of study, 22.5% at diploma level and 15.3% were at a higher certificate level. About two-fifths of the students (40.1%) reported returning to their homes because of the COVID-19 outbreak. Around 37.5% reported staying at home as usual during the lockdown and less than 1% reported that they had no place to stay.

The majority of the respondents lived either in townships (34.8%) or in the suburbs (20.4%), with another 26.6% living in traditional rural areas. When looking at geographical distribution, the majority of the respondents

were in Gauteng, KwaZulu-Natal and the Eastern Cape, with only 9% of the respondents hailing from the Western Cape. With this background in mind, we will come back to specific aspects of this survey to contextualise our data.

WHAT THE SURVEY TELLS US ABOUT THE STUDENT EXPERIENCE OF ERT

Mental health and academic performance

The survey was designed to obtain information about academic and contextual issues. As we have mentioned in previous Teaching and Learning Reports, there is a reasonably strong correlation between academic problems and mental health presentations. Under COVID-19 conditions, isolation from other students and campus life was another element adding to students' stress.

Figure 7. Student counselling visits: 2017–2020

Counselling Visits

In the last 3 years:
Total visits in 2020 – 10877
Total visits 2019 – 8200
Total visits in 2018 – 5200

Contributing factors

- acceptability of virtual and telephonic counselling
- real need
- remote learning situation
- pandemic situation

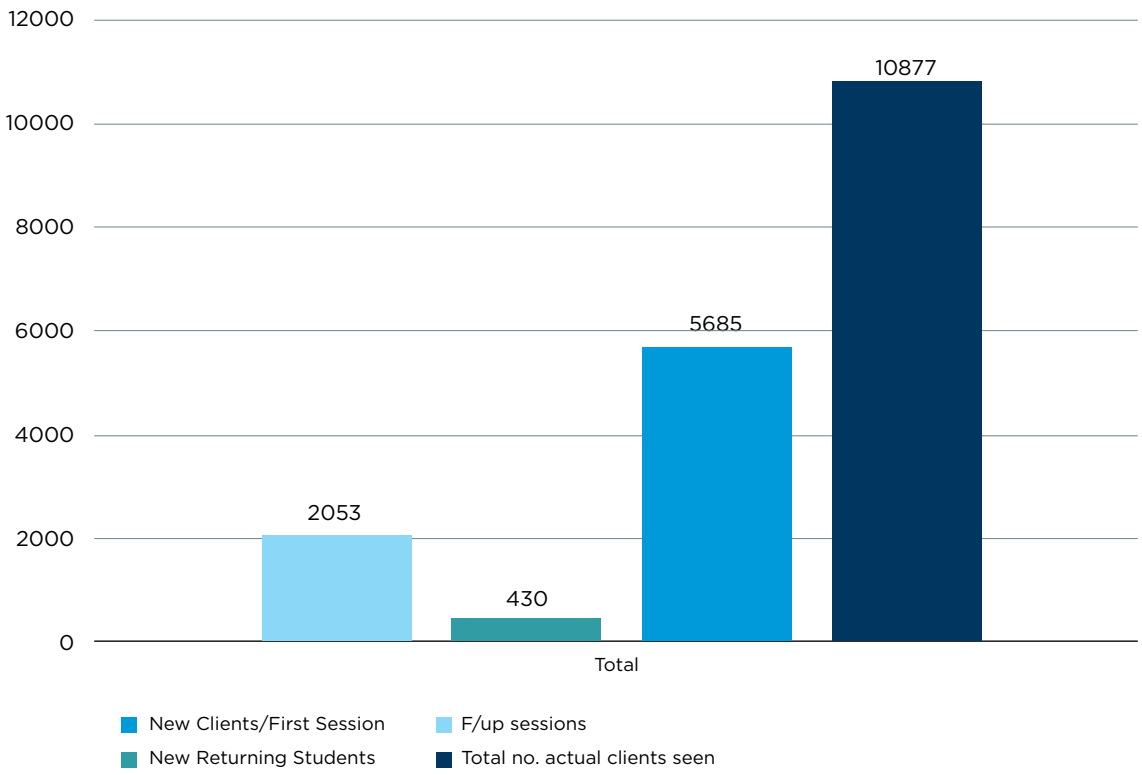
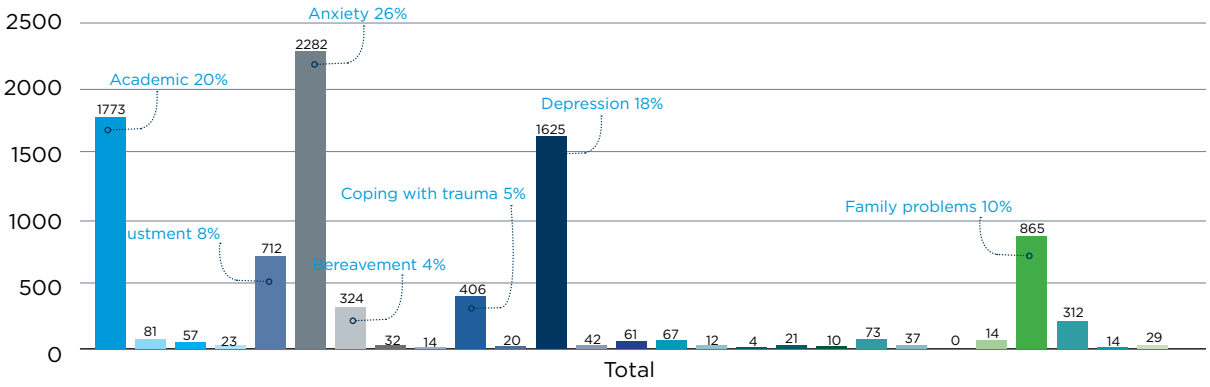


Figure 8. Top five clinical presentations at Student Wellness Service: 2020

Top 5 Clinical Presentations 2020 (SWS Clients)

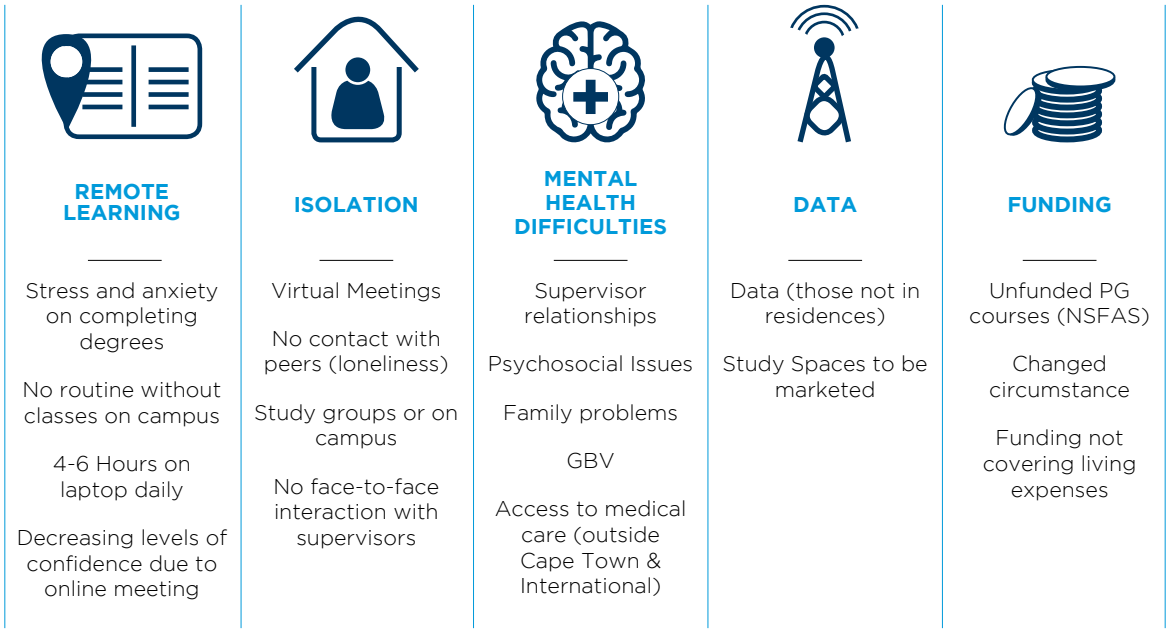
1. Anxiety
2. Academic issues
3. Depression
4 .Family issues
5. Adjustment issues
6. Coping with stress/trauma
7. Bereavement

Top 5 presentations 2019
1. Anxiety
2. Depression
3. Mixed anxiety and depressive disorders
4. Post-traumatic Stress Disoders
5. Cannabinoid related psychosis



In the survey, mental health emerged as a critical concern, with 2 518 students selecting 'Mental health challenges (eg anxiety, stress, depression)' for the statement: 'I face the following challenges studying remotely'. This is 66% of all surveyed respondents and 71% of the respondents who answered the question. By contrast, the UCT Science Faculty Student Experience Survey of returning students conducted in February 2019 asked students, 'If you didn't do as well as you hoped in any courses last year (...) Why do you think you did not do well?' Of the 368 respondents, 39% selected 'I experienced poor mental health' as a reason (and 38% for a similar 2018 survey). There is no doubt that COVID-19 triggered or augmented existing mental health issues across the world population. The HHS indicated that the majority (78.9%) of the respondents felt that students should get routine counselling support during the pandemic, with more females than males reporting this.

Figure 9. Challenges reported by students to Student Wellness Service



UCT's SWS maintains comparative year-on-year data and the director reported that for Semester 1 of 2020:

- The proportion of students honouring appointments with SWS was much higher than usual,
- Academic issues were ranked second highest in the list of clinical presentations, appearing in the top five issues for the first time and closely related to anxiety and depression (ranked 1 and 3, respectively), and
- There was an increase in psychosocial and family issues arising from studying at home compared to pre-pandemic statistics.

As shown in Figure 7 above, there was a marked increase in the number of visits in 2020 compared with 2019, with 18% of students seeking support comprising first-year students while 26% were postgraduates.

The majority (56%) was second-and final-year students who struggled with increasing workloads while receiving less support compared to first-years, and reported the combination of the following factors as challenges:

- increased workload even with remote learning
- greater academic independence expected
- students 'forget' or do not know how to get help from faculties
- issues directly with the faculty staff, for example, staff not being accessible (reported to be worse during lockdown), unapproachable, non-empathetic or unhelpful.

Students with existing mental health conditions and those who developed mental health conditions due to the current COVID-19 pandemic may not have been able to access online mental health support as they might not have been aware of the support available. Accessing mental health services online may also be a challenge due to limited connectivity or privacy.

UCT students' top clinical presentations seem broadly in line with the HHS results which indicate that 37.5% of those respondents aged 18 to 19 years and 28.7% of those aged 25 to 29 years reported serious psychological distress. This was more prevalent among female than male students and those with high self-perceived risks of becoming infected with COVID-19.

These results are corroborated by personal inputs from students for this survey or in their approaches to UCT_Cares. While we cannot use the direct testimony of the students in this report, it is clear that when there were underlying mental health issues prior to COVID-19, these were aggravated by the lockdown.

Adapting to ERT

At its broadest, one could argue that all students, both undergraduate and postgraduate, signed up for a very different educational experience and could be made vulnerable by the move to ERT. For students who enter higher education from educational and cultural backgrounds that differ markedly from the dominant cultures of UCT, it may be more difficult for such students to manage and negotiate the new culture through ERT. Concerning academic matters, most students felt there was too much course content for the available time and only 3.6% of students who responded felt that they had grasped all of the learning material in their courses adequately. Unfortunately, the HHS survey did not ask questions about students' educational experience; instead, it questioned their view on their ability to cope with academic work post-lockdown, so we have no sense of how other students in South Africa dealt with their educational experiences.

This data needs to be read against students' responses about how much time and when they dedicated this time to their studies as well as the circumstances under which they worked. Most students seemed to have dedicated more or less an average of five hours per day to their courses.

However, students in university residences before the lockdown had more difficulties using those hours productively. Of the respondents, 33% indicated that their living conditions were not conducive at all. Put differently, for suitability of living circumstances, the average score for students who were in residence during Term 1 (and thus mostly not in residence for Term 2) is 2.6, compared to an average of 4.1 for students who were never in residences and thus remained in the same accommodation. Students also spoke of food and financial insecurity as obstacles to their performance, as well as the undermining effect of unannounced and prolonged load shedding in their neighbourhoods. We know, because of the need to establish the Distance Learning Project, that for some students the lack of internet access was the determinant factor.

Regarding the concrete mechanics of ERT, the asynchronous, low-tech approach was the right choice, especially for students who did not have English as their first language. The survey indicates that students appreciated Vula sites that are well designed and easy to navigate. While many course lecturers used longer lecture videos (+30 minutes), students strongly preferred shorter lecture videos.

"Staff reported time constraints as a significant challenge in managing their work-life balance."

When transcripts were provided, students found these helpful for various purposes, including creating notes or summaries and revising. Students found captions helpful when the lecturer's voice was unclear, both to understand the content and to recognise unusual terms. Student testimony reinforced academics' views that students struggle with the discipline required to learn remotely. Away from the campus and the enforced discipline of the timetable, many students struggle to manage their time. Several often contradictory views have been raised concerning the usefulness of video as learning material. Some colleagues maintain that the mediation of learning in English as a second or third language is vastly reduced in ERT, the reception being compounded by technical access problems. Yet, the view of the value of a recorded lecture that can be listened to as needed for precisely the same group of students may also play a supportive role. Problems seem to arise much more about the combined lack of academic and digital literacies, which made ERT a more difficult mode of teaching and learning to master. Related to this is that disciplinary language proficiency is more difficult to acquire online; thus, students taking courses that heavily require text-based material may struggle more in ERT. Finally, and particularly important given all the other conditions, students' experience online learning as an escalation of workload. It is almost certain that first-year students experienced these difficulties more acutely given the lack of familiarity with disciplinary

discourses. However, the challenges of the switch to an online environment are not exclusive to first-years.

What students value

The majority of students reported that course convenors communicated well with them about what to expect, that they could access academic support when needed and that they got appropriate support when they ran into issues with remote assessments. Some students also valued the flexibility provided by asynchronous learning, enabling them to learn at their own pace and in their way, support from lecturers and tutors, communication from lecturers and tutors, study resources (eg lecture recordings and narrated slides), and a better understanding of and engagement with the course content. Some students indicated that ERT helped with wasting less time, that there was no need to commute, and there were no distractions in class in the form of social interaction with peers. Some students reported being less tired than when attending lectures on campus as well as being able to plan their time and develop their work ethic. Some students also appreciated the new approach to assessment (ie online), which they found less stressful than on-campus examinations.

The negatives of ERT

Students' experiences cluster around four main themes:

1. course-related factors
2. studying environment
3. personal factors, and
4. internet/power.

Course-related factors seemed to be referred to the most. For example, students mentioned the lack of communication or support from lecturers and tutors and feeling isolated/disconnected, especially from other students in their learning experience. Others pointed to the difficulties to adapt to

a new way of learning as well as feeling that they were not learning as much as they were adapting to how they learn or feeling that they did not comprehend the content sufficiently. Workload, despite the adjustments made, remained a problem for the students who responded to the survey.

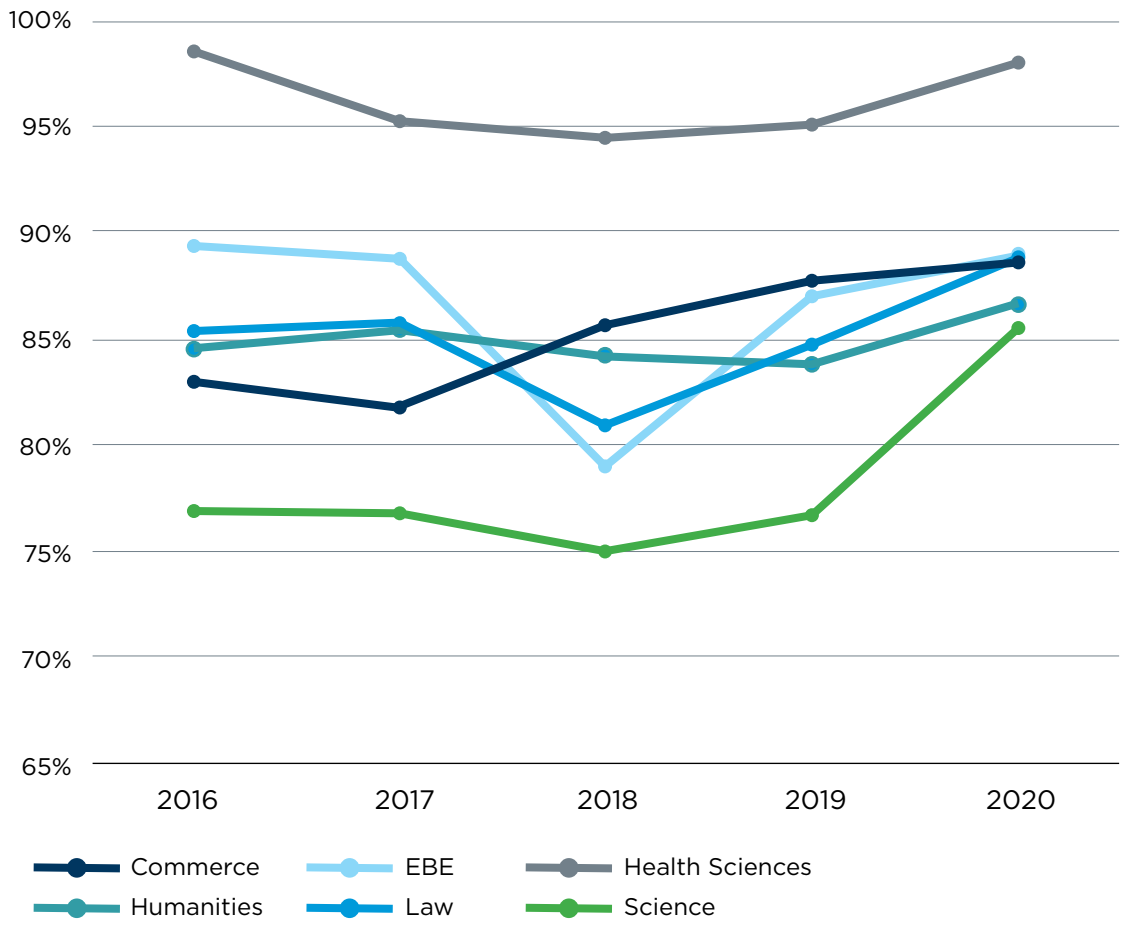
Regarding their studying environment, students often mentioned noise and distractions, responsibilities outside of studying, limited space for studying and conflict within the family. These personal factors were often mentioned by students in relation to their mental health (eg stress and anxiety), physical health and struggling with the motivation/discipline to work. A smaller proportion of students mentioned struggling with power outages and poor internet connections / sufficient internet.

UNDERGRADUATE STUDENT PERFORMANCE UNDER ERT

Assessment was one area of concern for most faculties at UCT as summative assessment and invigilated examinations are still the predominant mode of assessment. Online assessments, as opposed to classroom tests, and examinations both required considerable preparation to avoid collusion. Faculties such as Humanities that have replaced exams with continuous assessment and capstone essays experienced fewer problems than Science, Commerce, Engineering & the Built Environment (EBE) and Law, which all rely on invigilated exams to ensure the integrity of the assessment. Moreover, given the difficulties posed by ERT for at least a third of UCT undergraduate students, we were concerned about student performance during the first semester of 2020.

For management and decision-making, it was necessary to understand students' performance in the mid-year exams. The TOTT, to which we referred in Chapter 1, commissioned the Data Analytics for Student Success Project (DASS) to analyse the available data. DASS is a cross-institutional collaboration of CHED (CILT, ADP and the Centre for Educational Testing for Access and Placement or CETAP), ICTS and the Institutional Planning Department (IPD). DASS examined 204 courses with more than 20 enrolments and compared student marks with those obtained in the period 2017 to 2019. From an institutional perspective, the approach adopted for teaching and learning during COVID-19 increased the use of Vula data analytics by course convenors that allowed them to monitor student engagement much more closely and reach out to students who appeared to be struggling. We will refer to the implications of this for academics and the organisation of teaching and learning in the concluding chapter. The findings showed an overall strong trend on higher median and lower standard deviation in all courses. In other words, there was an increase in the marks of students in these courses.

Figure 10. 1000-level course success rates by faculty: 2016–2020



This analysis suggested the following, not exclusive, hypotheses for further research:

- Grade inflation or 'sympathy marking': Where students and staff were all working under less than ideal conditions, it would not be surprising if staff compensated in many different ways, such as setting less taxing assessments, less material for testing and marking less stringently. The university encouraged staff to be compassionate without compromising the quality of teaching.
- Quality of teaching/learning: This was enhanced and reflected in higher

marks. Anecdotal accounts exist of improved quality of engagement from both students and staff, better responsiveness to students' needs and an improved quality of assessment, given the move from 'traditional' three-hour sit-down exams.

- Collusion: Students had access to other resources, which could have led to collusion. They could share material inappropriately and use internet searches for answers and other resources.

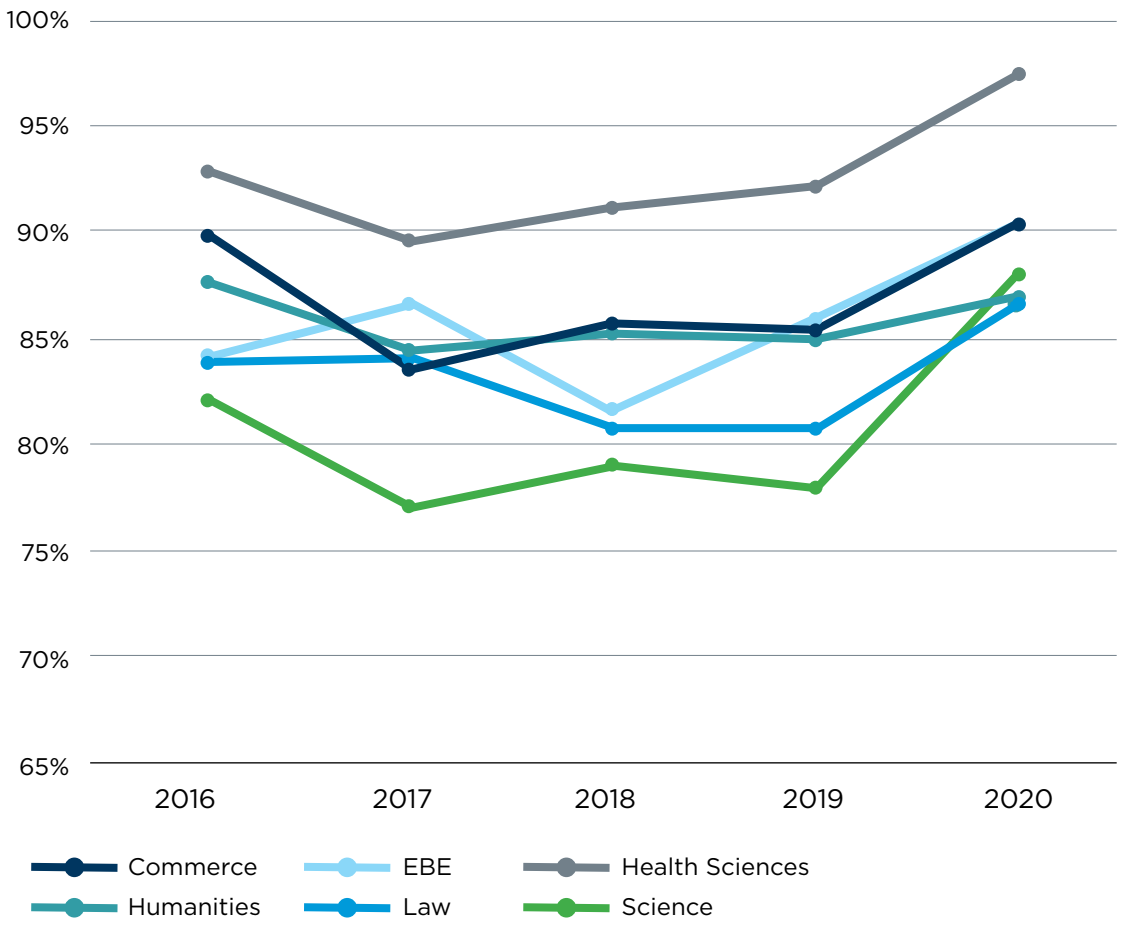
More recently, a new analysis of the complete data set of students' marks for the period 2016 to 2020 was done that sheds some light on trends in student performance at different levels and proposes different hypotheses for investigation. The analysis looked at undergraduate marks across course levels, the achievement gap between African and white students and the performance of students in extended degree programmes.

Undergraduate course success rates by faculty and by level

Figures 10, 11 and 12 below show the increase in course success rates from 2019 to 2020 at all three-course levels and across all faculties. It is apparent that in some faculties, the increases in course success rates in 2020 were much more significant than experienced in previous years while in other faculties, the increases were either similar to previous years or followed an increasing trajectory of course success rates over the past five years.

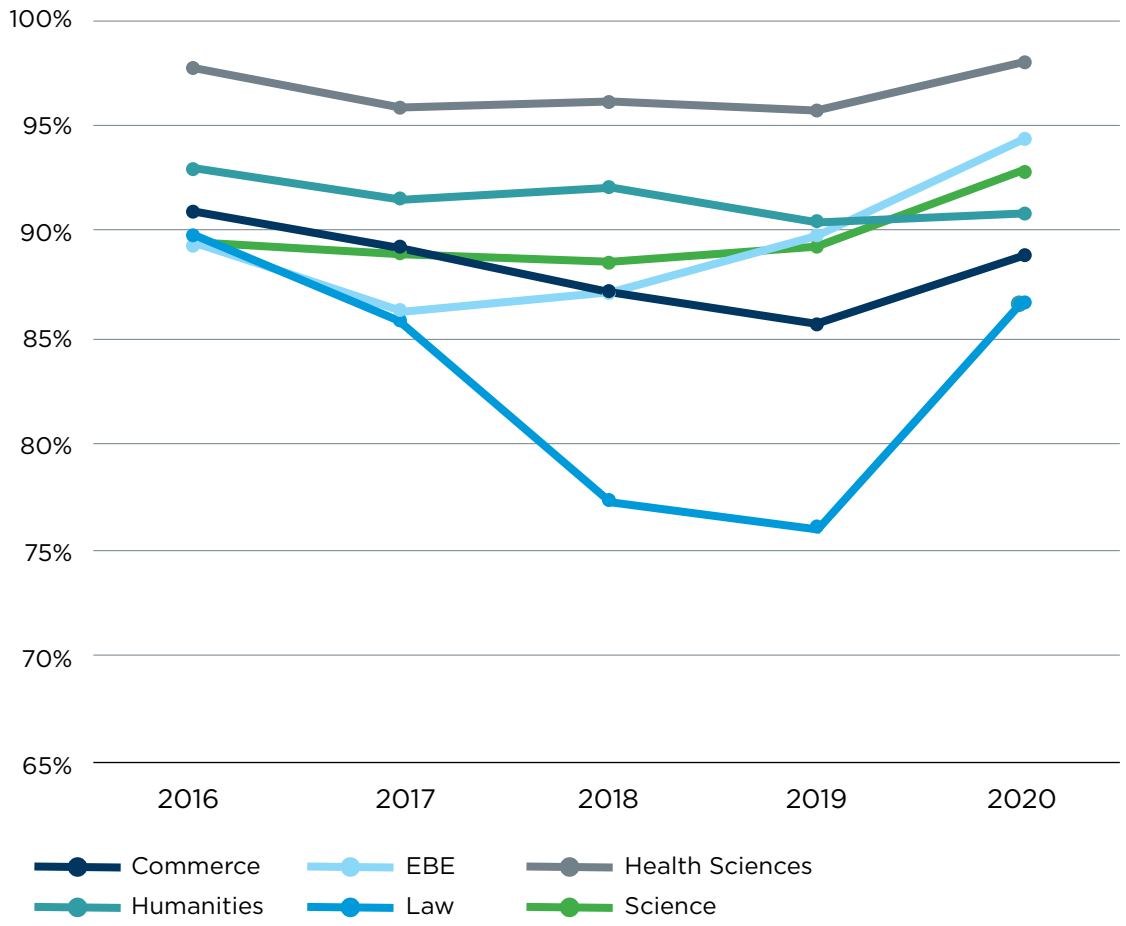
Given these variations, it is difficult to account for all the increases in 2020. On the one hand, the considerable increase in 1000-level and 2000-level course success rates in Science, for example, raises suspicions of test and exam collusion or cheating amongst students in the online environment. In Humanities, course success rates in 2020 increased by 3% at 1000-level, 2% at 2000-level and 1% at 3000-level. This pattern suggests that improved course success rates in Humanities could, for example, also be attributed to reducing course loads and more compassionate marking, which particularly benefitted first-year students.

Figure 11. 2000-level course success rates by faculty: 2016–2020



One element in the ERT regime during 2020 that might have had a beneficial impact on course success rates, especially for struggling students, was the cancelling of Duly Performed (DP) requirements (the Faculty of Humanities had already decided not to use DP). DPs filter students before they even get to write exams or the final assessment. In 2020, without DP requirements, all students had an equal chance to succeed by the end of the course. If they struggled at the beginning of a course or missed assessment submissions, they could still succeed in the course through continuous assessments or

Figure 12. 3000-level course success rates by faculty: 2016–2020



simply by passing a final assessment. If DPs had been implemented, some of these struggling students would not have had an opportunity to succeed in the course. It remains to be seen how these passes reflect actual learning and students meeting expected learning outcomes at the next level.

Undergraduate course success rates by student demographic and course level

An analysis of course success rates by student demographic across course levels show improved course success rates for all groups of students in

2020. They also show that the achievement gap between African and white students decreased from 2019 to 2020. What explanation can be provided for this? Is it possible that despite the survey results concerning the most disadvantaged students, asynchronous teaching mainly supported African students by allowing a different pace of learning in which proficiency in English was less of an issue than in class?

The overall achievement gap between white and African students at the 1000-level decreased from 15% in 2019 to 13% in 2020. At the 2000-level, the overall achievement gap between white and African students decreased

Figure 13. 1000-level course success rates by student demographic: 2016–2020

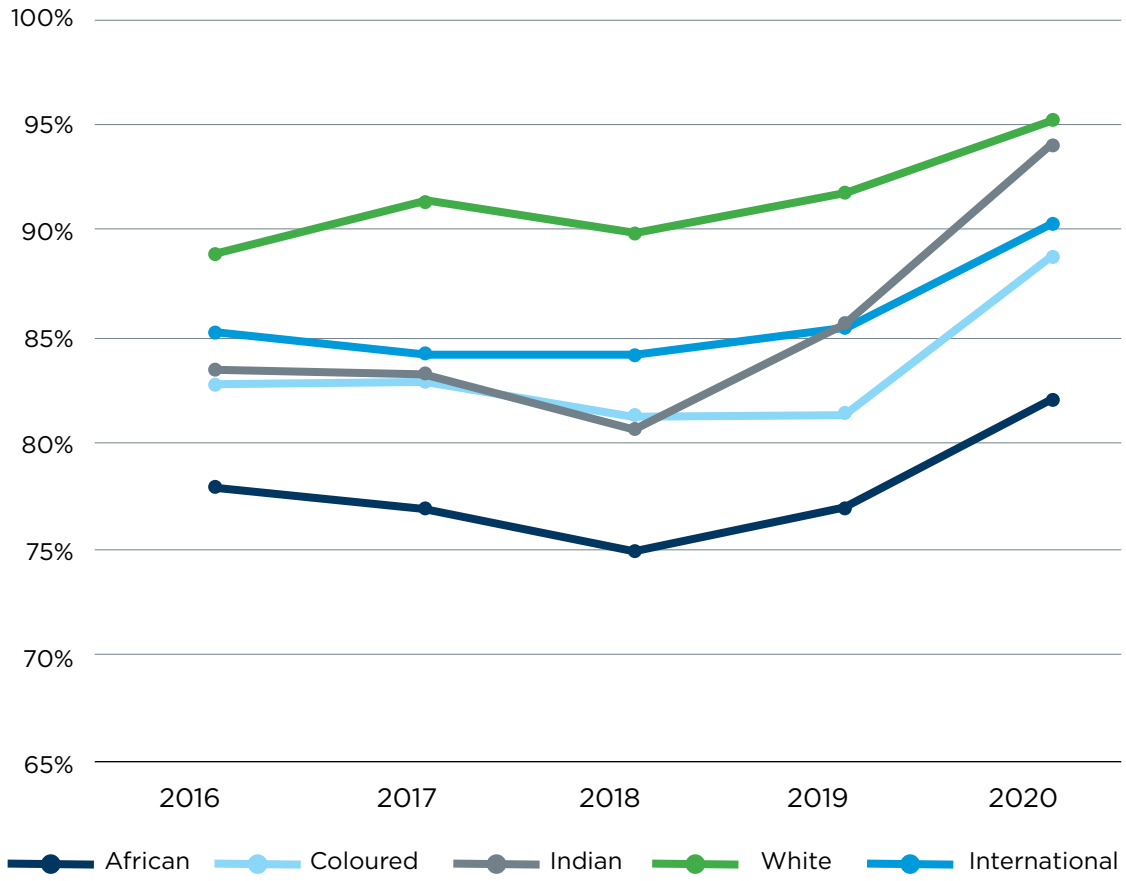
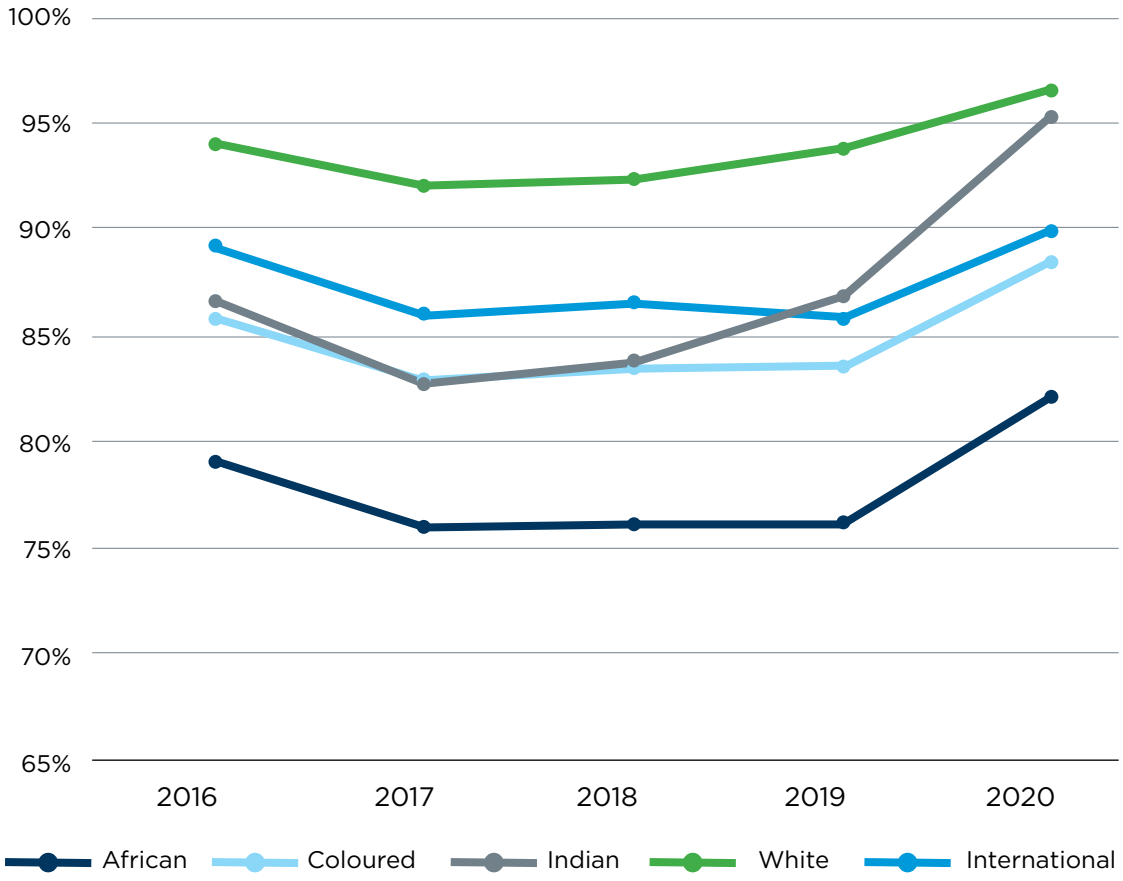


Figure 14. 2000-level course success rates by student demographic: 2016–2020

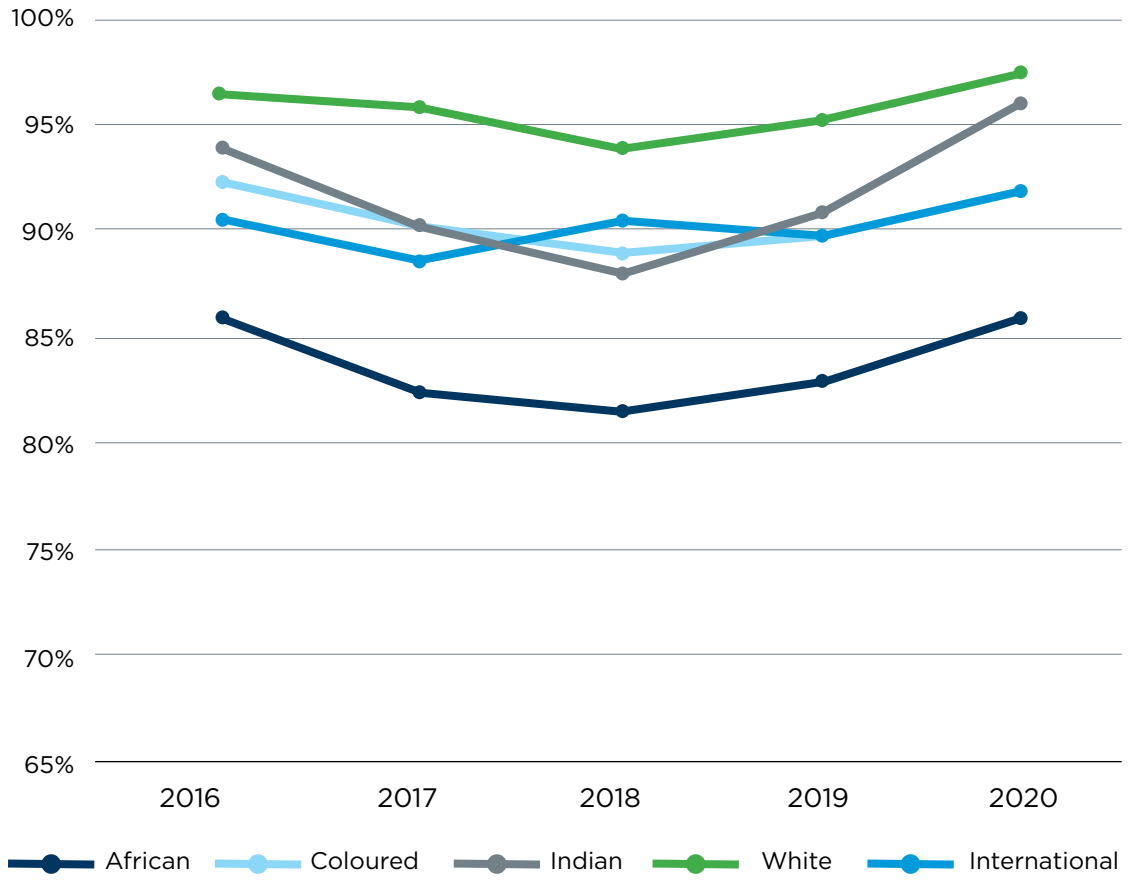


from 18% in 2019 to 14% in 2020. At the 3000-level, the overall achievement gap between white and African students decreased slightly from 12.42% in 2019 to 11.58% in 2020.

Undergraduate course success rates of ECP students by faculty and by course level

Interestingly, analysis of the course success rates for students enrolled in ECPs also shows an increase in 2020. In some faculties, the course success rates of ECP students increased between 15 to 20% from 2019 (see Health Sciences, Law and Science). In interpreting this data, it is important to

Figure 15. 3000-level course success rates by student demographic: 2016–2020



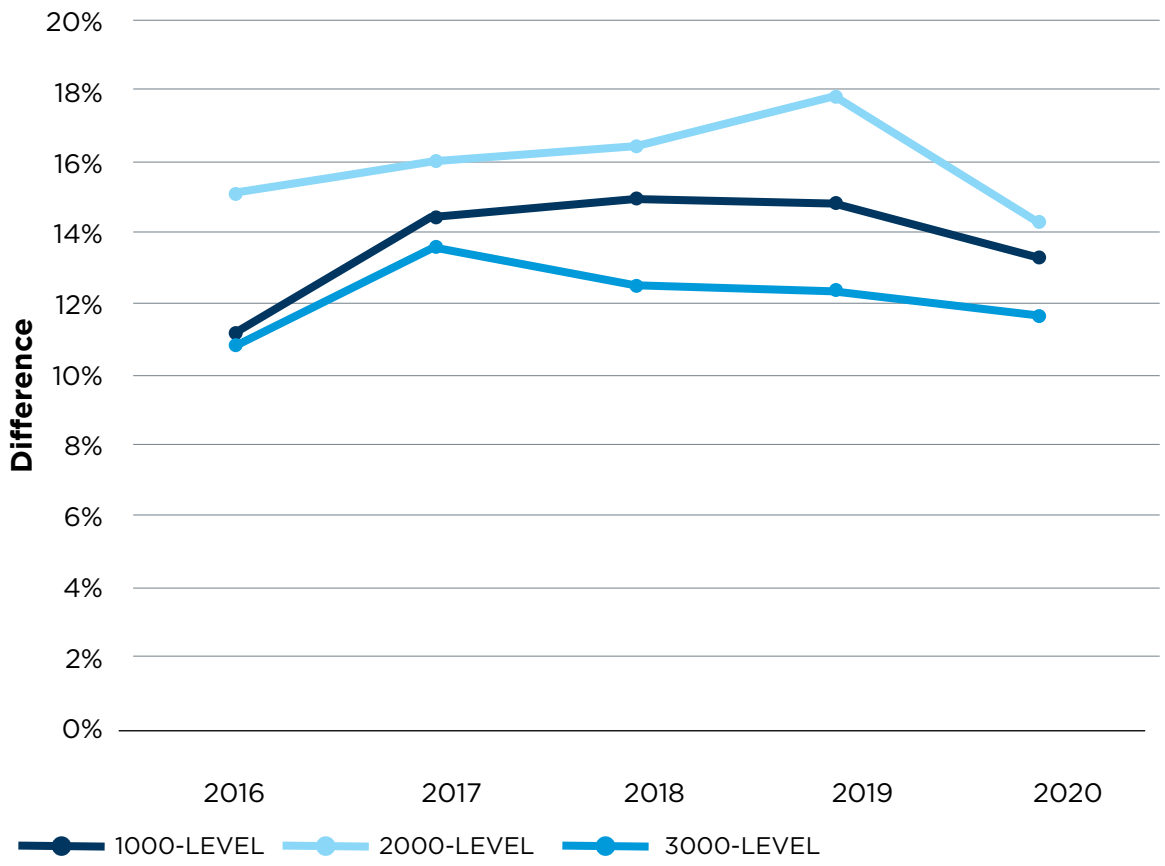
note that fewer students than usual transferred to extended programmes during this year. Finally, it must be noted that Law phased out and stopped admitting students to the extended LB003 undergraduate LLB programme in 2019. There were only 54 students still registered for it in 2020. In terms of the phase-out provisions, all students had joined the mainstream courses and were not receiving any dedicated extended programme.

The overall achievement gap between all students and ECP students at the 1000-level went down by 2%, having steadily increased for two years

before 2020. At the 2000-level, the overall achievement gap between all students and ECP students decreased by 4%, having remained the same for the two years prior to 2020. At the 3000-level, the overall achievement gap between all students and ECP students decreased by 2%, similar to decreases for the two years before 2020.

It has been suggested that a significant change introduced during 2020 was students' access to laptops and that having a laptop makes students less dependent on finding space in laboratories. This, in turn, makes them more autonomous with their learning. Given some of the other issues raised

Figure 16. Difference in success rates between African and white students at all course levels: 2016–2020

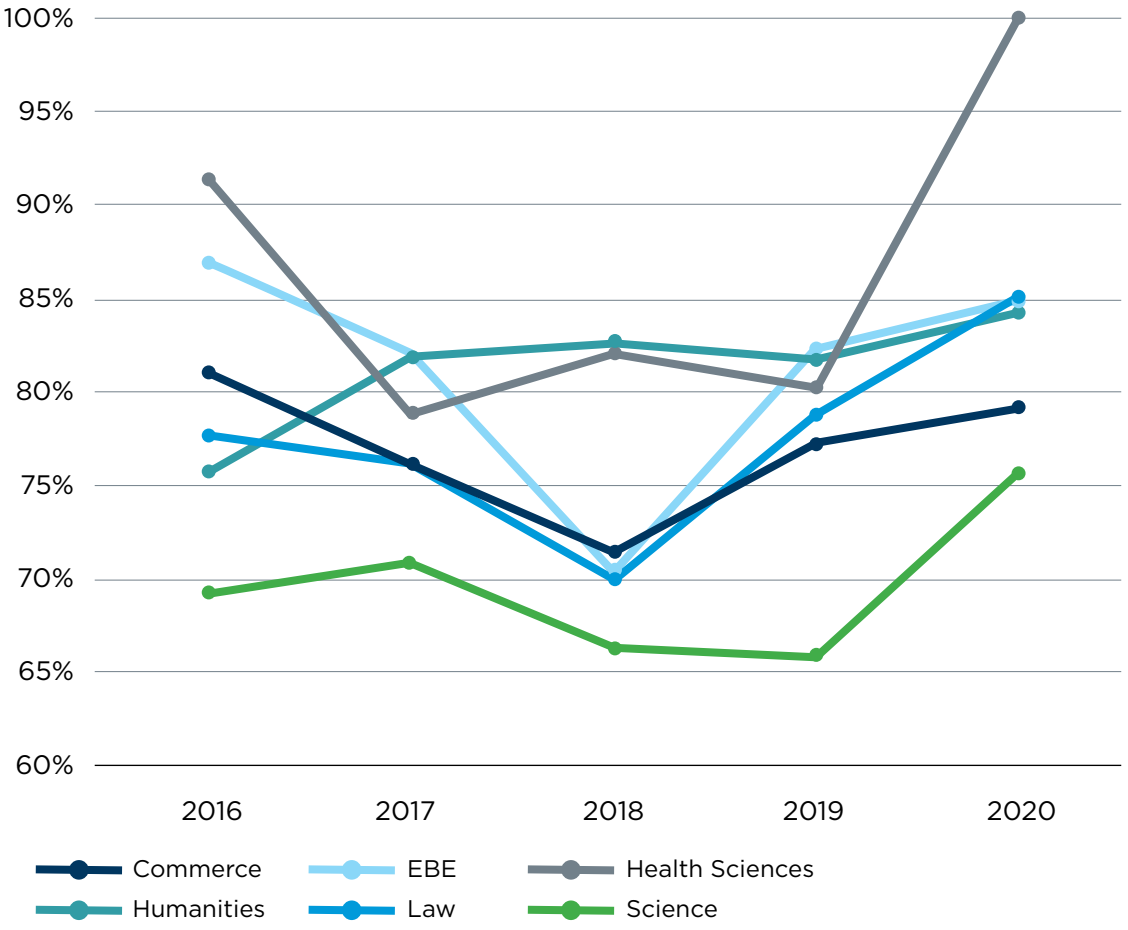


as obstacles to performance, such as home conditions and lack of digital literacy, we might need to think further about the conditions under which the distribution of laptops to students might constitute a determining factor in improved student performance. Moreover, looking at the ERT effort in hindsight, we are clear that access to technology is a necessary but not a sufficient condition for learning.

RESPONSES TO STUDENTS' NEEDS

Change, instability and uncertainty were the overwhelming characteristics of this period. With regard to the student experience, UCT put in place the tools to know more about those experiences and used the knowledge gathered to respond accordingly. Sometimes this meant creating new services or offering existing services differently by adapting or enhancing them to better accommodate students and the overall academic project.

Figure 17. 1000-level course success rates of ECP students by faculty: 2016–2020

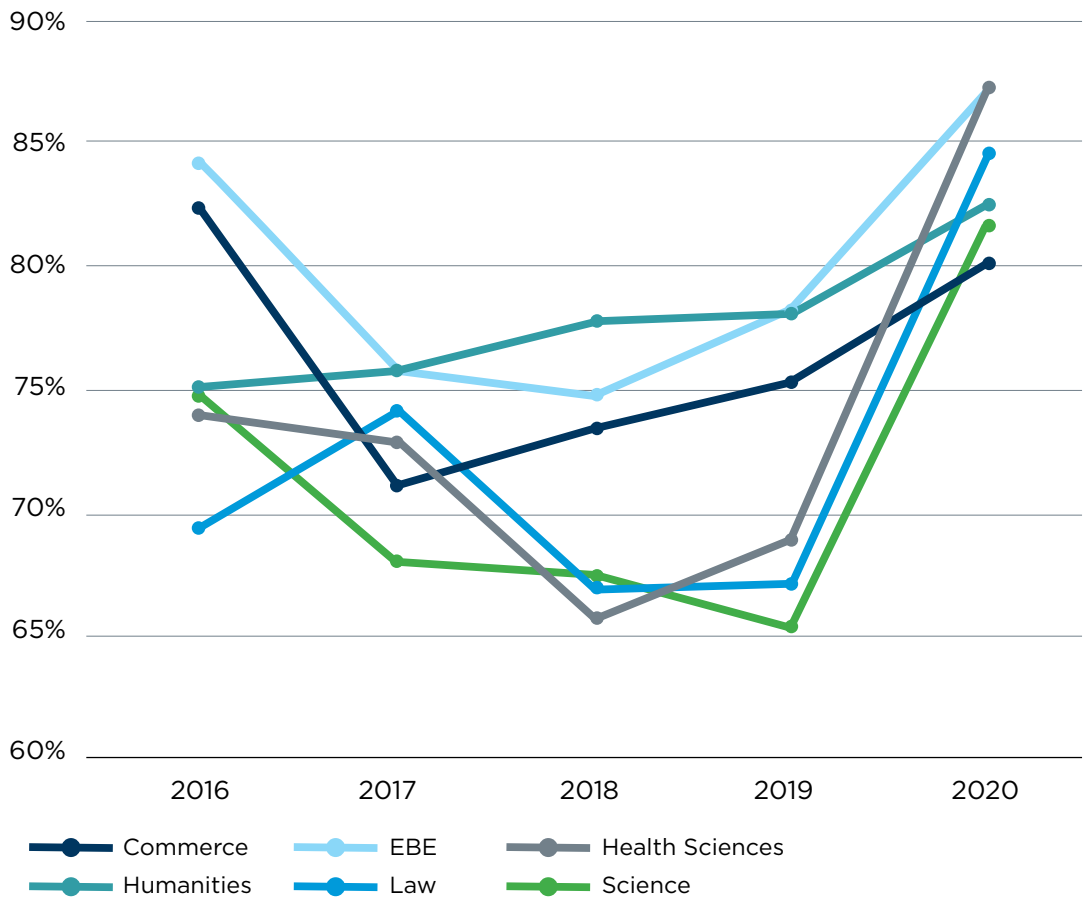


This section focuses on some examples of responsiveness to students needs across the university.

Changing strategy: Students' return to campus

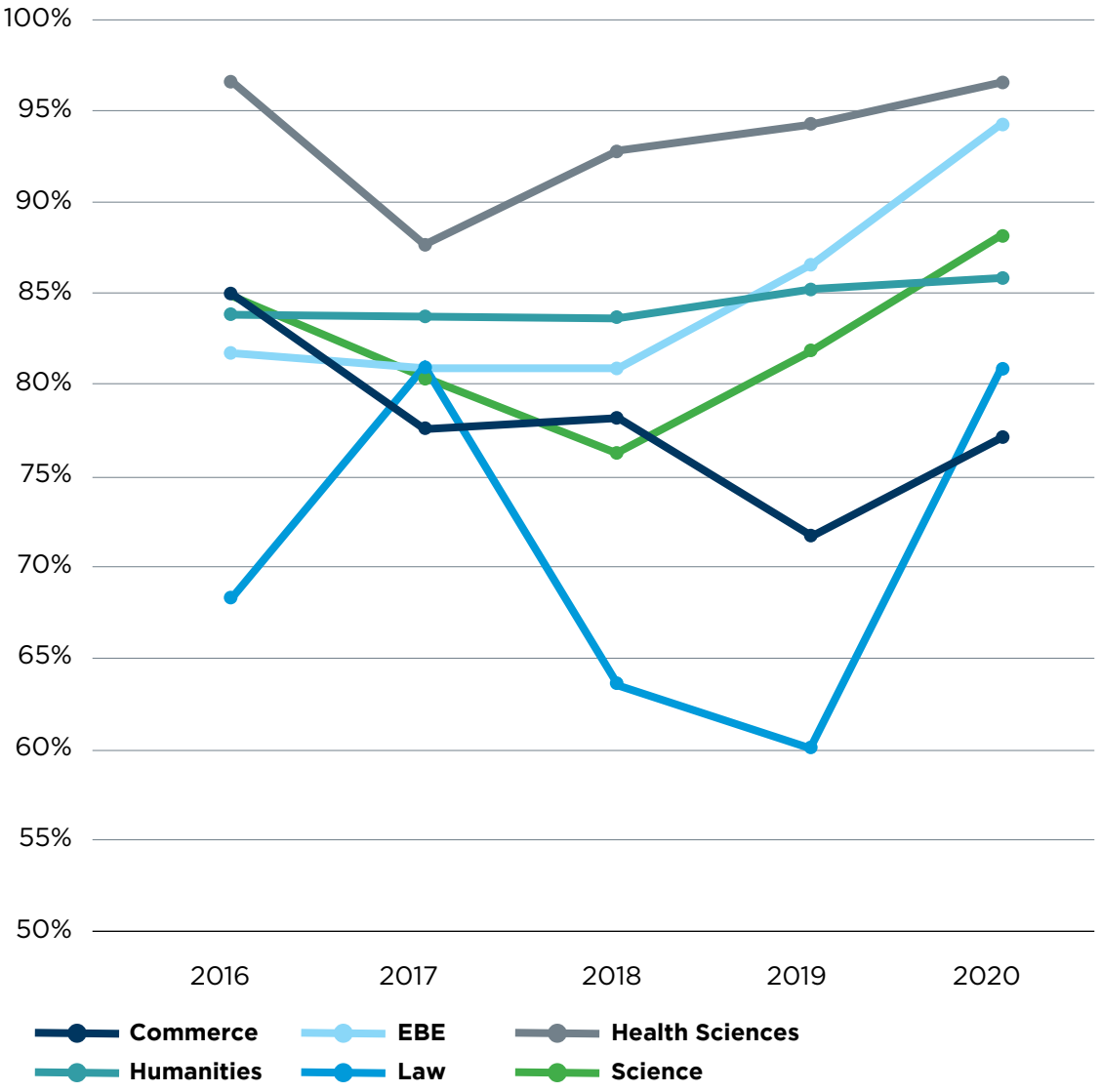
All data gathered since the beginning of the lockdown suggested that the most effective measure that UCT could take to support struggling students was a return to campus. Under the hard lockdown, ie up to Level 4, this was difficult in terms of logistics of accommodation and care but also in terms of the selection of the students who should be invited back.

Figure 18. 2000-level course success rates of ECP students by faculty: 2016–2020



This prompted the Return to Campus initiative. A task team led by the DVC: Transformation, Professor Loretta Feris, worked together with the Vulnerable Students Working Group of TOTT and the Academic Advisory Group to develop an indicator that would allow the university to identify the most vulnerable students. Using this information, the DSA was able to identify and make offers to students for a place in residence. Although the institution went to great lengths to accommodate as many students as possible, the high demand could not be met, which led to student frustration with the system and highlighting the systemic inequalities that shape our students' lives.

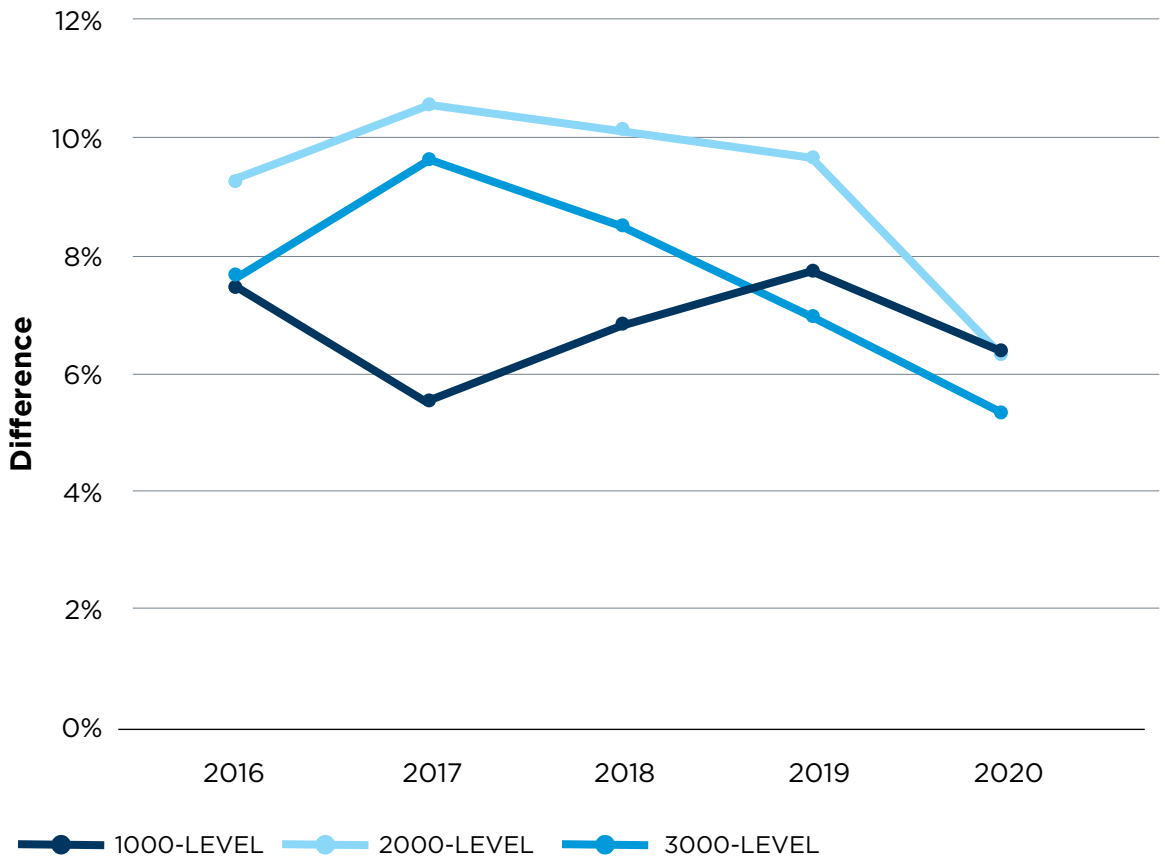
Figure 19. **3000-level course success rates of ECP students by faculty: 2016–2020**



Creating new services: UCT_Cares

In 2020, UCT recognised the need for more student-friendly channels of communication that would allow students to access help more quickly and be guided to relevant support. While departments and faculties found various ways to improve in this area, an additional service was also launched

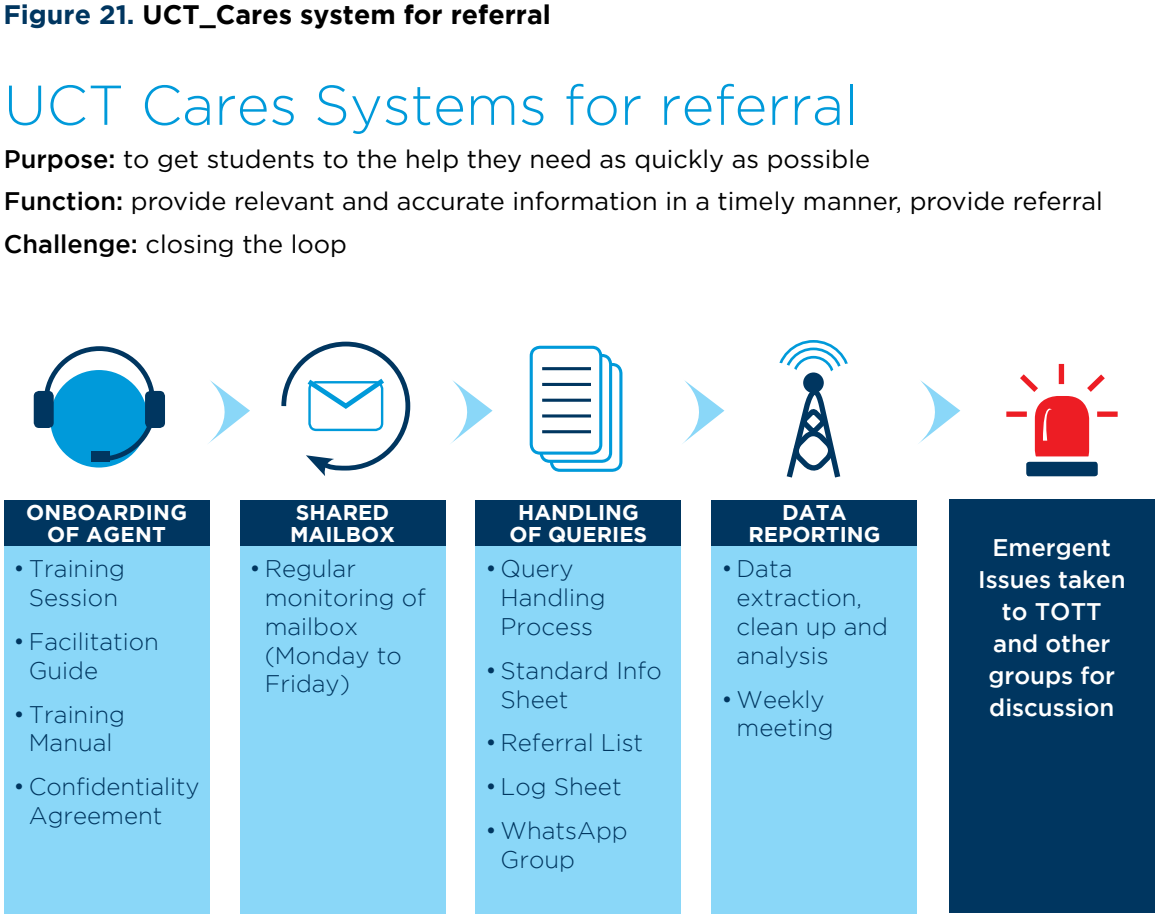
Figure 20. Difference in success rates between all students and ECP students at all course levels: 2016–2020



on 27 April 2020 that fits into the broader strategy for expanding academic advising. The UCT Central Advising and Referral Services (UCT_Cares) acted as a central point of contact for students from any faculty with any problem that could be redirected. UCT_Cares was designed as a system that would allow students to log queries easily and query handlers to analyse the query effectively before referring it appropriately. The technology used is simple: UCT_Cares is an email helpdesk with multiple agents/peer advisors who handle queries on a rotational basis. It aims to get students the help they need as quickly as possible. The system has four major components that work together to make this happen:

1. The peer advisors
2. A central repository for queries
3. A set of resources that allow for the efficiency of query handling, and
4. A data set extracted from queries (see figure 21 below).

Figure 21. UCT_Cares system for referral



The service has proven to be quite flexible and responsive, assisting with student communication as needed. It has also allowed for the student's voice to be fed back regularly into the system. From its launch in April until the end of 2020, UCT_Cares handled 437 queries with 25% of queries handled at the first point of contact and 75% referred to the UCT support network. The largest category of queries (over 30%) dealt with appeals for

Figure 22. Major concerns of students

a return to residence. The major concerns of students, as extracted from emails, are summarised in Figure 16 on page 55.

- Domestic violence (physical/To test the adaptability and scalability of this model, UCT_Cares piloted a faculty-based hub COMCARES in November 2020 to deal with queries from applicants to the Faculty of Commerce. A further five peer advisors were trained in the system and managed 1 368 queries before the start of the 2021 academic year.

Academic Advising at UCT (AA@UCT) also supported a peer-advising hub in the Faculty of Health Sciences. This student resource centre consisted of a group of senior student advisors who provided a walk-in help space for quick and urgent support, such as assistance with exam preparation, study skills, media support and other technological assistance. However, due to the COVID-19 pandemic, this walk-in service switched to an online consultation. UCT_Cares provided the hub with a data capture system. A total of 224 queries were logged between April and December 2020.

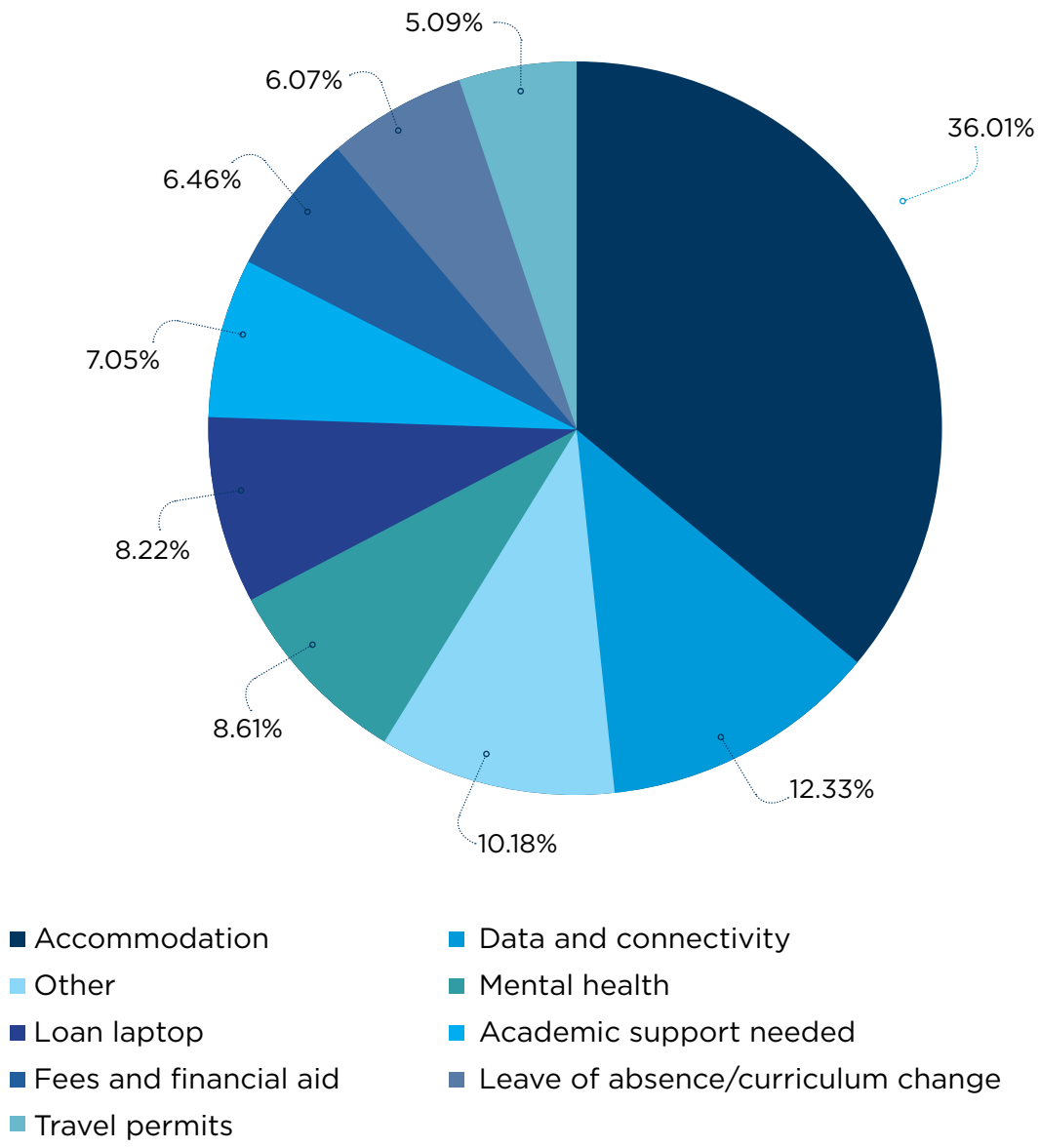
UCT_Cares applied the systems-thinking approach to working within existing UCT support structures to extend student support. This allowed for the design of a sustainable and cost-effective solution to a long-term problem at our highly devolved institution. Significantly, it has also developed a data collection system that allows the service not only to respond to immediate student needs but to identify/anticipate patterns in student support needs. In 2020, UCT_Cares student queries were dominated by students from the Humanities and Commerce faculties, perhaps reflecting the relative size of these faculties. UCT_Cares was able to disaggregate the major issues that students were dealing with at any time (see Figure 17 on page 56) and collect unique query data that it fed back into relevant structures such as TOTT. The system also allowed UCT_Cares to quickly see where queries were in the system then refer it by department and unit.

> "COVID-19 was a spur in creating new services such as UCT_Cares that have been singled out to become embedded in the 'normal' service provision of the university."

In 2020, AA@UCT was awarded a University Capacity Development Grant (UCDG) in Academic Advising in conjunction with the Commerce Faculty, which will fund a further three years of UCT_Cares to expand the system. In

2021, UCT_Cares will develop faculty-based nodes of trained peer advisors, a UCT_Cares counsellor for interrogation and referral of possible mental health queries, UCT_Cares Reach (a protocol for locating and contacting students on request from the faculties) and the UCT_Cares bot, a pilot chatbot testing the application of automated advising tools at UCT.

Figure 23. **UCT_Cares disaggregation of major needs of students**



Adapting and innovating existing services

Disability service

The focus of the Disability Service during the pandemic was to ensure an accessible physical learning environment for students. The service worked closely with students to find practical solutions using different household items to create an accessible and comfortable study space. In addition, the Disability Service shifted sensitisation training online and moved student consultations, including psychological screenings, to the Microsoft Teams platform. Blind students received emailed electronic document text conversions. Usually, the central Disability Service would have taken care of all student support arrangements. However, during the lockdowns, the responsibility for managing tests and exams for students with disabilities was moved to academic departments.

Under ERT conditions, the service experienced new challenges:

- poor internet connection in certain areas meant interrupted sign language interpreting services that caused students to miss information
- resistance by some students to online engagement due to connectivity problems
- diagnostic considerations and challenges, eg students with autism had difficulties with eye contact and virtual communication
- the Dragon NaturallySpeaking voice-to-text software is only available as a single-user license at the Disability Service's office. While reliable Open-Source software equivalents were tested, human scribing using WhatsApp was the alternative.

While the Disability Service experienced difficulties as listed above, the pandemic had an unforeseen consequence: the new prominence of universal design in teaching and learning. While there is still much to be done for UCT to take into account universal access in course design fully, COVID-19 provided an important starting point.

Fees Office and Financial Aid

The Fees Office introduced flexibility of working hours for staff. This meant that some staff did not have to work within formal office hours. This change allowed availability to students to be extended throughout the day.

The Fees Office also had more engagements via video call to ensure that they could keep connected with each other and their clients. They also moved away from paper-based operations to make some processes quicker and less cumbersome.

UCT Libraries

The move to ERT and lockdown forced the UCT Libraries (UCTL) to offer a virtual service to support the academic project under COVID-19. Specifically with regard to teaching and learning, Library staff and CILT staff worked closely together to support academic staff through the process of switching to remote teaching and in the development of dedicated LibGuides (web-based subject guides) to assist and promote the virtual learning endeavour. In addition, the principal librarians joined the online learning faculty teams. Their roles included:

- advising on open-access alternatives to print-only material
- facilitating the electronic purchasing of material to support teaching and learning
- embedding electronic information resources in LibGuides
- embedding electronic information resources in Vula, and
- supporting the publication of open educational resources (OERs) and the depositing of those into OpenUCT for wider dissemination and accessibility.

The adjustments made to the UCT Libraries Services to be able to work virtually was recognised by students in the ERT Student Experience Survey, where UCT Libraries was recognised as the leading support service at the university.

Click here to read the full UCT Libraries Annual Report 2019-2020.

This chapter provides a good example of what we argued in Chapter 1: that managing teaching and learning and all its support functions during the first wave of COVID-19 was a matter of identifying and responding to needs as they emerged. This was equally the case for the faculties and for support services across the university.

CHAPTER 4

STAFF AND FACULTY PERSPECTIVES OF TEACHING DURING COVID-19

INTRODUCTION

This chapter turns the spotlight to how staff and faculties responded to the demands of the pandemic, the rapid transition to an online teaching environment and to supporting students during the hard lockdown. The first obvious point to highlight is that the pandemic happened to everybody, and staff had to find work-life balance in their homes while at the same time upskilling to new technologies, managing a growing workload and facilitating online student engagement and assessment across a range of platforms. This chapter is based on three sources of data: the staff survey on Emergency Remote Teaching (ERT) (September 2020), feedback from members of the Academic Union (AU) (July 2020) shared with the DVC: Teaching and Learning, and reflections from the Deputy Deans in the faculties (September 2021).

The chapter is intended as both a reflection on the impact of COVID-19 on academic identity and the definition of the academic profession, as well as on how faculties and individual academics responded to the new challenges, including managing assessment in ERT.

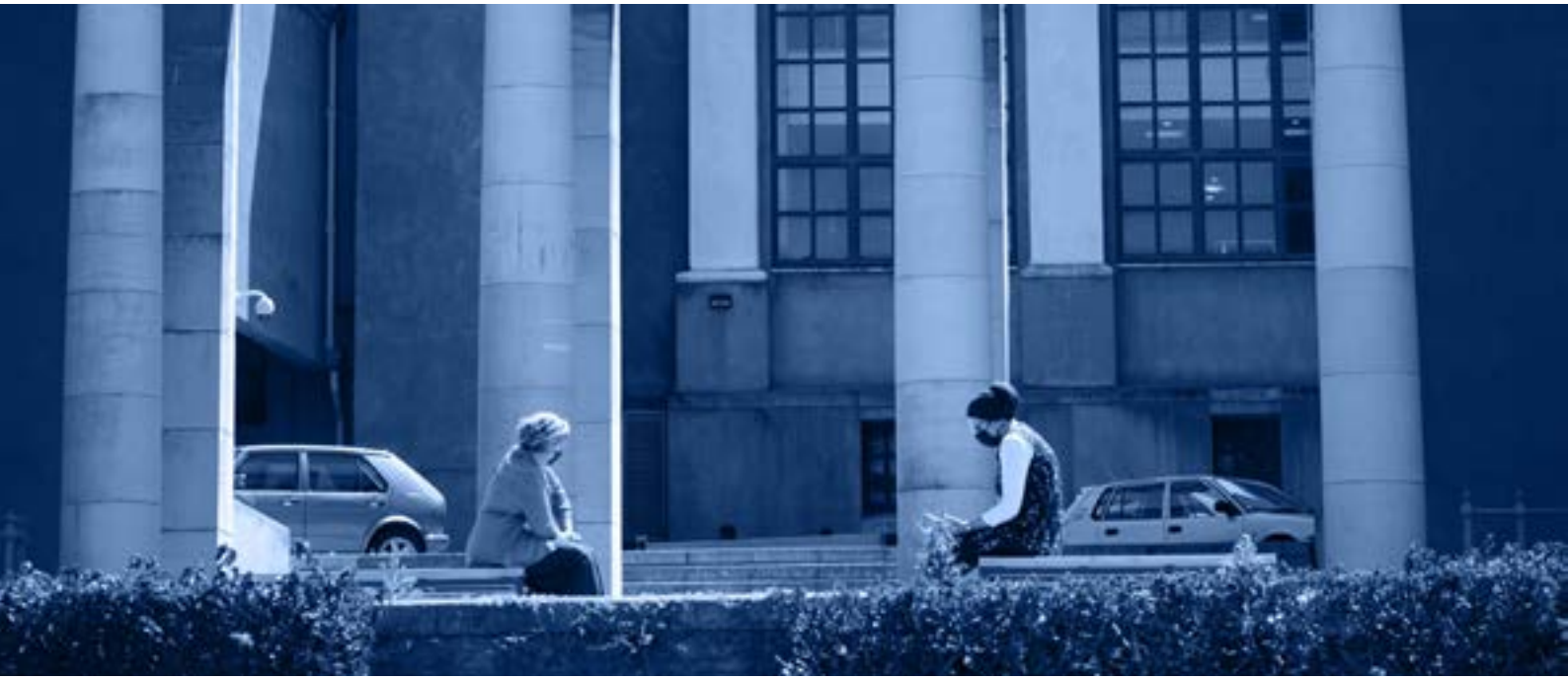
WHAT STAFF SAY

The Staff Experience Survey of Teaching in Term 2 was an institutional survey designed to assess staff experiences of the implementation of ERT. The staff survey was announced in a DVC: Teaching and Learning Desk on 19 August 2020 and ran until 8 September 2020, with 519 staff returning the survey – a response rate of 43% of staff involved in teaching at UCT during Term 2. Tutors and staff external to UCT were not surveyed.

Almost half of the respondents (48%) reported no prior experience of blended or online teaching. A further 31% indicated they had limited experience while 21% had taught a blended or online course before. Only 29% of respondents reported that they felt ready to teach in ERT mode at the start of Term 2. In contrast, by the end of Term 2, 65% indicated

that they understood better how to design their teaching in emergency remote mode to support student learning. Only 35% disagreed or were neutral about their readiness to teach in ERT mode at the end of Term 2.

As we explained in Chapters 1 and 3, the teaching framework for ERT included a reduction in the weekly workload to a notional 30 hours designed to accommodate many students' non-optimal home study conditions. For some course convenors, this meant making decisions on how to accommodate a reduced workload while meeting core learning outcomes. In practice, this was often difficult to achieve within the current course structure and lecturers' expectations of what would be required. While many lecturers recalibrated content and pared down activities, others found it challenging and students reported varying experiences about workload. The low participation in online activities was demoralising for staff, owing to the limited interaction from students and resulting in a repetition of questions and the loss of immediate teaching feedback and peer-to-peer engagement.



The major challenge for staff who responded to the survey was providing support and care to their students – and they spent most of their time doing this. At the same time, rapid upskilling to new technologies demanded academics to spend inordinate amounts of time on the preparation of narrated lecture videos: writing scripts, recording, editing and uploading to Vula. Faculties reported that many staff recorded their videos late at night to ensure a quiet environment at home and many relied heavily on the training and support provided by CILT.

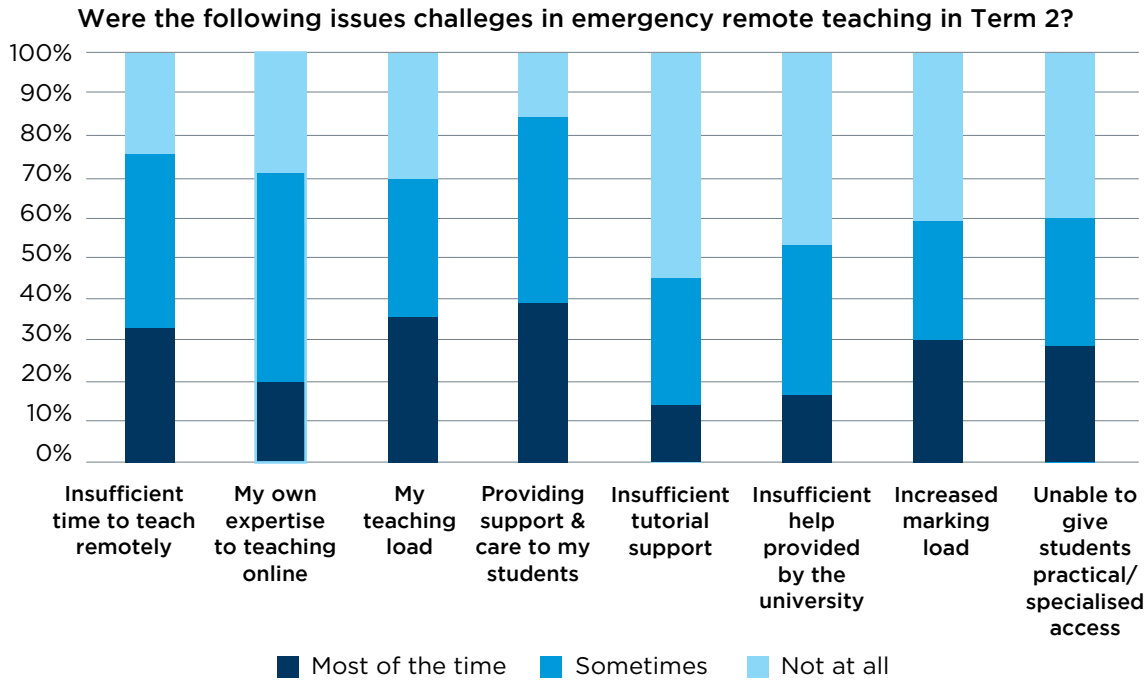
Feedback from the AU confirmed that their members spent the majority of their time supporting their students to resolve problems of delivery of materials, data and connectivity, outdated devices, and extension requests. Most tasks took much longer in an online environment with additional regular check-ins with students, calling students that were struggling or not engaging, and dealing with panicked students. This emotional work is time-consuming and left many staff feeling drained and exhausted after Term 2. Academics were concerned that, given their own mental health, wellness and work-life balance, they would not be able to sustain that pace in 2021.

Staff reported time constraints as a significant challenge in managing their work-life balance. This was followed closely by changes in family responsibilities and a workspace that was not conducive to working at home.

Academics reported being worried about themselves and their colleagues and that staff were stretched, on edge, anxious and depressed. The AU said that members were feeling increasingly vulnerable and morbid with the daily reports of staff succumbing to the COVID-19 virus. Faculties confirmed that the additional time and psycho-social demands made by the low-tech asynchronous mode of ERT collapsed the home/work divide, making de facto staff available to students 24/7 with deleterious effects on health, motivation and research output.

One of the many effects of the need to teach remotely during COVID-19 was a change to what it meant to teach and be a teacher. Preparing a lecture and developing curricula was a relatively solitary exercise before the pandemic, one where academics used their expertise in the subject and their pedagogic knowledge to construct something they knew and mastered. To take this same content online, academics needed help from staff with other skills and different knowledge. The unprecedented participation of academic staff in support activities and training shows how many academics understood they needed help to transition to remote teaching. This, as we will see later in this report, created an opportunity to rethink teaching as the work of a collective.

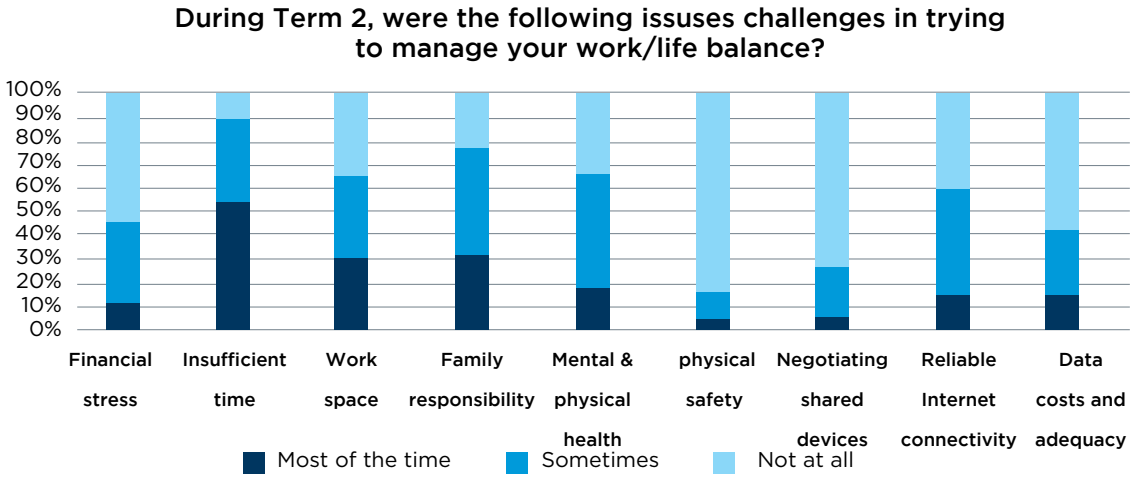
Figure 24. Challenges in ERT in Term 2



The delivery of content also changed because of ERT. Instead of 50-minute traditional lectures, academics were asked to cut lectures to 15- or 30-minute chunks to fit technological constraints. In this mode, moreover, it is often not academics who are being seen but captioned PowerPoint presentations. The asynchronous nature of the lecture also meant that both staff and students lost their interaction and the possibility to develop a sense of community with one another. All of this was, at one point or another, mentioned by academics as losses they lamented.

While before COVID-19, there were many examples at the university of the level of interest and care academics showed for their students, under ERT, this increased exponentially. Academics took seriously the request not to leave anyone behind, providing individual extensions for submitting work that meant their job was never done. However, they also became involved in helping with students' social and emotional problems.

Figure 25. Challenges to maintaining work-life balance in Term 2



Despite all the services put in place to deal with students' problems, it was often the case that academics themselves were very much at the coalface of student support. Thus, ERT also meant a marked increase in the relatively new and pastoral role of the higher-education teacher.

TUTORS' CONTRIBUTIONS TO ERT

If tutors had always been an important element in the organisation of teaching at UCT, ERT in some faculties would have been impossible without the tutors. The level of funding allocated to the payment and resourcing of tutors is evidence of this. Staff acknowledged they would not have been able to offer their courses at the level of quality they did were it not for the additional support tutorial staff offered to students on the course.

At the same time, the large-scale use of tutors to support undergraduate teaching showed some of the weaknesses of UCT's management of tutors. The majority of UCT's tutors and TAs are postgraduate students who often struggle with their work and circumstances. Under ERT, they experienced the same problems that students did with connectivity and devices. And,

like academic staff, they experienced increased workload and, possibly unique to them, insufficient feedback on their work. Some staff in the survey advocated for the need to increase tutor capacity in courses and to remunerate them adequately for their time and effort. This is not a new issue but an old one that COVID-19 brought into sharp relief. Some staff reported that they struggled with supporting and managing the tutors and that students did not always engage with their tutors. The AU reported that tutors were a considerable concern for academics because they were burnt out and were reluctant to return as tutors in the second semester, saying that they could not cope with the emotional labour and the time they needed to devote to their students.

Below is a contribution from the Faculty of Humanities on the training and management of tutors that makes several recommendations that have been taken up by a working group in the Teaching and Learning Committee of Senate.

Humanities: Changing roles of TAs and tutors

After the Level 5 lockdown in March 2020, it soon became apparent that many students (an estimated 800) in Humanities were unable to participate in online learning. The Humanities Education Development Unit (HUM EDU), supported by the Dean and Faculty Office, undertook to set up a call centre to try contacting all students who were not responding to their courses online. This list was compiled from CILT's Vula site data and names submitted by departments. The HUM EDU trained and employed about 20 callers to contact these students. A system was set up to record 'vulnerable' students' situations and refer them to appropriate UCT services, such as Departmental TAs, the SWS and curriculum advisors. Five hundred students were reached in this way, of which around 380 accepted the offer of Education Distance Learning (EDL) materials to be sent to them via courier.

The faculty decided that the following categories would be eligible for EDL materials:

- those without adequate connectivity
- those in difficult living conditions, and
- those who were battling academically.

The centrally established COVID-19 fund paid for materials to be copied and couriered to these students. Materials were made and delivered for about 70 undergraduate courses in Semester 1. Two rounds of deliveries were made that included assignments that were collected for marking.

"In general terms, the rate of conversion among three-year bachelor's graduates was seen to decrease progressively between 2016 and 2020."

To ensure that all EDL students received some tutoring support (usually via WhatsApp), the HUM EDU used soft funding to employ and pay for data bundles for just over 100 EDL tutors for a maximum of five hours a week. Although the number of students who benefited from EDL dwindled over time and only about 50% managed to pass the courses studied by EDL, the unit believed that the effort made to contact this group of students and send them materials had an important morale-boosting and affective dimension. In addition, the faculty was also able to use the EDL list later to identify 'vulnerable' students for early return to campus. One long-term effect of this project was that it heightened the importance of tutors and TAs in the faculty and the need to professionalise their roles and employment conditions. Faculties were promised additional funding to improve and extend the employment of tutors.

The experience with the employment of a large number of tutors elicited some observations about how to do this better for staff, tutors and students. The Faculty of Humanities suggested the following:

- the need for transparent selection processes, standardised written contracts, conditions of employment, better rates and training
- attendance at training to be a condition of employment and involve both generic training to build skills for digitally-enabled pedagogy and assessment using the Vula platform as well as discipline- and course-specific training run in departments
- the requirement of course convenors to set regular meeting times with TAs and tutors, ideally once per week, to prepare and support them in their teaching roles.

As in other areas of UCT's teaching practice, teaching under pandemic conditions has highlighted an unaddressed issue: the status, remuneration, training and support of tutors and TAs. It is hoped that the work initiated in this regard finds expression in an appropriate and consistent set of practices in the management of postgraduate students as teachers.

Research was the other major concern of academics in the survey. Most respondents said that they had no time for research. This was followed in terms of importance by mental exhaustion and an inability to access labs and fieldwork sites in Term 2. Inputs from faculties said that the hybrid teaching model is only sustainable if it balances teaching and research through block teaching and time away from teaching for research.

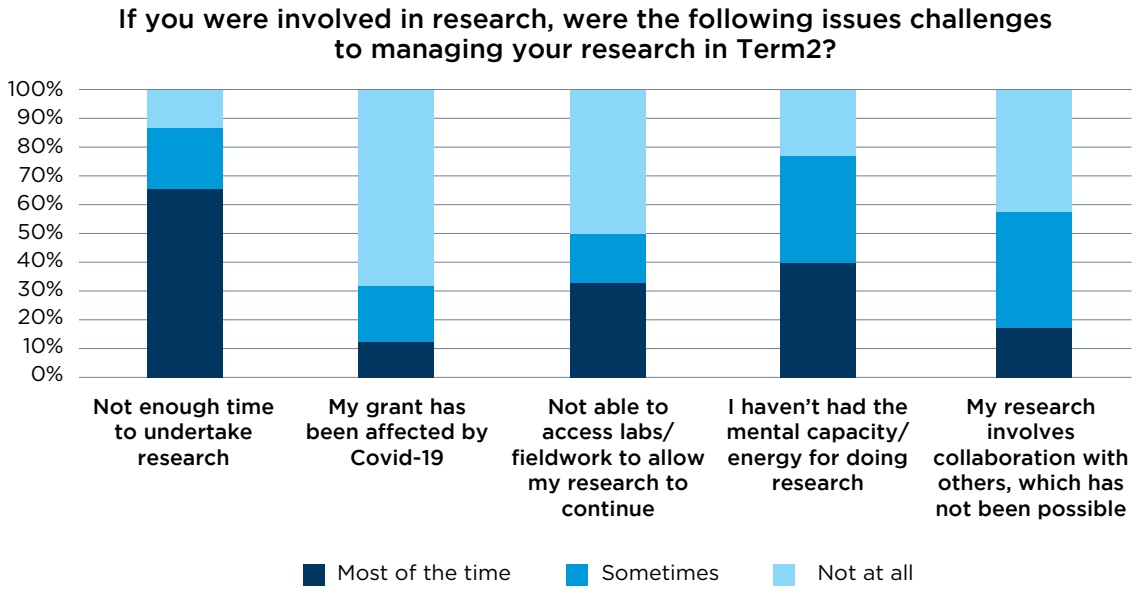
STAFF SUPPORT AND DEVELOPMENT DURING ERT

The rapid transition to ERT came with increased requests for support by teaching staff and more information about their needs for planning purposes. As we have already mentioned in Chapter 1, CILT, with inputs from ICTS, other units and colleagues at other universities, created guidelines for online teaching and delivered more than 100 interactive webinar sessions for staff on a wide range of topics to support the teaching community. CILT also offered individual consultations on aspects of course design and development. Before we enter into the detail of the ERT-specific training and support for staff, it must be recorded that academic staff development as an area of responsibility of the CHED continued online during 2020.

New Academic Practitioners' Programme (NAPP)

The New Academic Practitioners' Programme (NAPP) pivoted to an online offering after the national lockdown was announced in March 2020. The first cohort in 2020 experienced a hybrid iteration of NAPP, having completed the contact residential stay in January and two online gatherings in April and June under ERT. In an urgent attempt to be responsive, the NAPP

Figure 26. Challenges in managing research in Term 2



curriculum expanded to include specific input on online pedagogies and facilitation strategies that foregrounded the importance of social connection amidst social distancing protocols. NAPP participants valued the social engagement and modelling of approaches that focused on 'humanising pedagogy' together with technology-enabled possibilities. Despite a challenging first semester, most NAPP participants completed the required NAPP teaching project, many of which were focused on online interaction and presence to explore different teaching modalities. NAPP was able to provide a supportive space for new academics who experienced a double hermeneutic: inducting themselves into ERT while they were being inducted into higher education and UCT through NAPP.

The second NAPP cohort joined the programme in July in fully online mode and completed it in October 2020. This was an interesting challenge for NAPP facilitators as the relational aspects had to be foregrounded and scaffolded well enough to enable meaningful sharing and to establish trust, collegiality and support in this mode. Having experienced the affordances

and impact of ERT themselves, the second cohort was more eager for a 'tips and tricks' approach. However, after the engagement on the weighty issue of the importance of social inclusion, social justice and social responsibility, this cohort engaged meaningfully with pedagogic, curricula and assessment innovation as a way to combat the adverse effects of the pandemic on students' and their mental well-being. NAPP once again provided an enabling space for these pedagogic- and research-related matters to be explored in a community of practice. Similar to the first cohort, many participants completed their teaching projects with excellent examples of innovative and creative teaching and learning strategies that were shared among all.

CILT workshops and webinars

Before the COVID-19 pandemic, CILT offered a series of staff development workshops for lecturers that provided a unique space to encourage them to take on different forms of teaching in the classroom using flexible teaching methods to meet student needs. Three face-to-face workshops (on course design, pedagogical strategies and teaching, and learning and assessing in blended and online contexts) were run in February 2020.

Starting in March 2020, in response to the COVID-19 pandemic and lockdown, CILT reconceived these workshops and began offering online webinars to staff. Initially, the main focus was to develop a collective understanding of ERT in a UCT context. Staff were invited to join webinars that addressed how course content, structure, activity design, student engagement and assessment would have to change in the remote teaching environment. While the webinars were intended for staff, there were also some tutors, students and people from other institutions who enrolled to learn more about the ERT plans. In the first two months especially, people enrolled but did not always attend or only attended for a short time so the high initial enrolments are slightly inflated. Nevertheless, there were far more participants at the start of the lockdowns than later in the year, by which

time CILT had improved webinar sign-up processes and staff were able to plan their time better.

The initial focus in March and April was to help develop plans for ERT that followed the evolving guidelines and to support creating new digital content (eg Vula Lessons and Screencasting videos).

Table 12. CILT webinars and enrolments

Month	Webinar Topics	Enrolments
March	Remote Teaching Vula Lessons	924
April	Remote Teaching Vula Lessons Screencast & Transcripts Facilitating Online	871
June	Remote Teaching Vula Assessment Tools Vula Lessons Content Opencast Studio Analytics	377
July	Vula Assessment Tools Vula Lessons Content Opencast Studio Screencasting Online Facilitation Course Design	235
August	Vula Assessment Tools Online Marking Tools Vula Lessons Content Screencasting Online Facilitation Postgraduate Courses	172
September	Remote Teaching Supporting Tutors Vula Assessment Tools	231
October	Vula Assessment Tools Online Marking Tools	149
November	Vula Assessment Tools Course Design	47
December	Course Design	36
Total		**3042**

There was a high uptake with these webinars, with many sharing their initial experiences. Online assessments became a focus during the examination period in July. In preparation for the second semester, remote teaching and creating online content were critical, with some additional focus on postgraduate courses, tutors and other more specialised online tools, such as those for marking and engagement. New webinars were also included on designing courses in preparation for 2021 that are discussed in greater detail in the Design Studio section.

In response to individuals' requests for support in the remote-teaching context, a system for booking consultations with CILT staff was established and advertised. These consultations were intended to help staff, from those unsure where to start to those with very unusual requests. Using an online booking system, staff would book, add details about their requests and create an MS Teams meeting with a learning designer the next day or at a time that would suit them. In total, 158 consultations were booked in the second semester of 2020, which included requests to facilitate discussions, provide guidance, run mini-workshops and direct faculty members to relevant resources.

CILT Design Studio

Created in response to the urgent need to redesign courses for ERT, the Design Studio ran three cohorts between June and August 2020. In preparing for second-semester course development and drawing from experiences in Term 2, CILT initiated a design-led approach to preparing online courses that collaborated with teaching staff. The four-week online short course, Design Studio, provided a rapid design programme for converting or developing a course for remote teaching. The course was built on Vula so staff

"Nine percent of the FU cohort (compared with 10% of the equivalent 2015 FU cohort) were excluded on academic grounds."

would also get the experience of studying in an environment similar to their students and was supplemented by weekly live Zoom sessions for discussion, review and feedback.

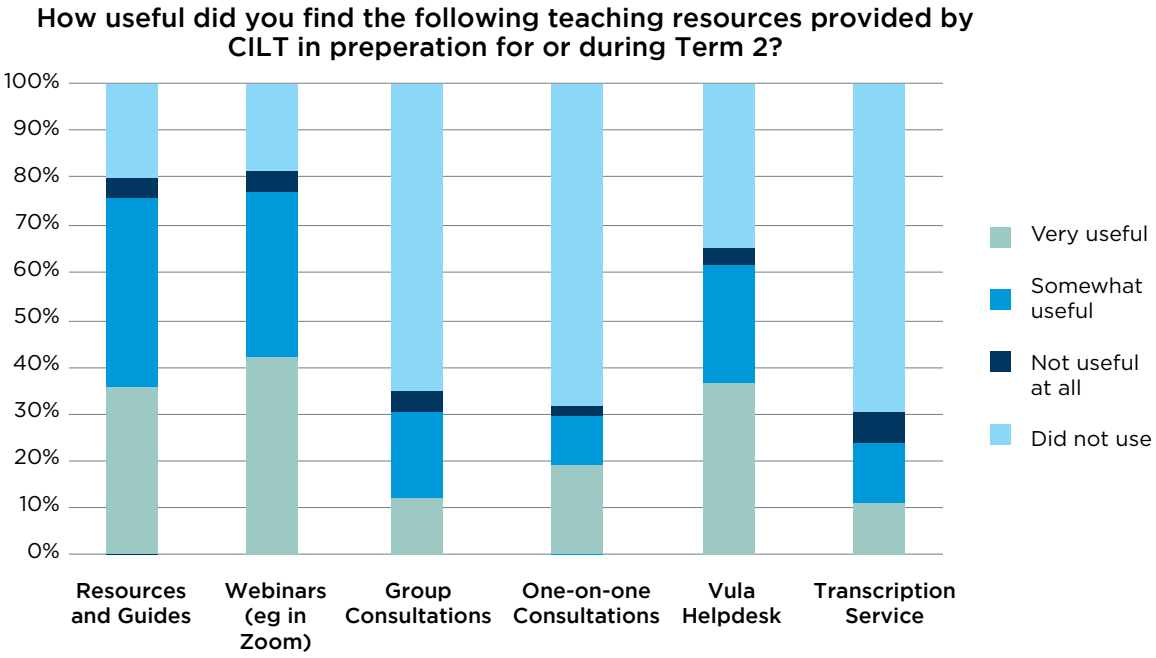
Over 240 academics signed up and participated in one of three cohorts. While the specific needs and participation levels varied, the course evaluation showed that staff found it was time well spent. Of those who responded, 91% indicated that the course had provided them with insight into using Vula as a student, 92% felt they had been exposed to new Vula tools for teaching and 86% left with the confidence to apply what they learnt to their courses.

Course design checklist

For the start of the second semester and in response to concerns about how to signal good course design, CILT developed a course design checklist. This was designed to assist lecturers and teaching staff when preparing courses offered in an online or blended mode. The checklist was developed based on feedback from students with data provided by the Faculties of Law and Health Sciences. Lecturers could use the checklist to review and reflect on their courses and have access to assistance for specific topics. Asked about six CILT resources and support services offered, 92% of the 495 responses indicated that they found at least one of these somewhat or very useful as indicated in figure 27.

Besides CILT, the support staff most often relied upon by academics was departmental colleagues (64%), colleagues outside of UCT (37%) and the UCT library (35%). Staff also described needing to adapt to how they engage with their students remotely, many using WhatsApp, Zoom or MS Teams to communicate directly. Additionally, 84% of staff reported spending much more time on their teaching in the ERT environment than previously.

Figure 27. Teaching resources used from CILT



What staff said they needed from UCT going forward

Respondents to the staff survey identified several areas for improvement that clearly show the difficulties they faced and the pandemic's impact on their well-being. The emerging themes include:

- the need to increase administrative support to manage workload together with the provision of laptops and data
- the need for more and better psychological support
- improvement of Vula and the usability of its tools
- changing the institutional culture to value the teaching effort and provide concessions in the adhom process for reduced research outputs
- the need for longer-term planning to be communicated by the Executive and faculty leadership
- better consultation and faster decision-making
- placing equal importance on the concerns of students and staff.

ASSESSMENT CONUNDRUM FOR STAFF

One significant teaching and learning preoccupation among staff was assessment. Except for the Faculty of Humanities, most faculties at UCT use summative assessment in the form of invigilated final exams. As tests and exams could not be written on campus during Term 2, most courses moved assessments online, with a few courses choosing to defer final summative assessments until later in the year.

Some faculties raised concerns about assessment integrity during the first semester, suggesting that the higher median results for first semester courses in 2020 compared to historical course performance during the period 2017 to 2019 may have resulted from collusion or other forms of academic misconduct. Deputy Deans: Teaching and Learning confirmed that changing from closed book to open-book type of assessments demanded

extensive preparation to ensure that the assessment reflected students' knowledge and abilities. They said it was challenging to ensure the integrity of these assessments and to plan for potential dishonest student behaviour.

Following discussions at the Exams Assessment Committee (EAC), a small task team made up of TOTT and the Assessment Framework Working Group (AFWG) examined approaches to support assessment integrity. This led to a discussion document titled "Remote Teaching Assessment: Quality and Integrity", which focused on the range of possible strategies for improving assessment integrity and analytical techniques that could be applied to characterise assessment performance in a course that may flag unusual patterns indicative of cheating. Responses have mainly focused on improving assessment design as the primary strategy to mitigate cheating rather than preventive measures such as online proctoring, which may be intrusive and impractical for bandwidth and other reasons during ERT.

"In some faculties, like EBE, where there was a move to continuous assessment in most courses, students seemed not to have received this well."

In some faculties, like EBE, where there was a move to continuous assessment in most courses, students seemed not to have received this well. Anecdotally, the feedback from students was that although this removed the stress around a single exam affecting their course performance, the pressures of workload increased.

Building collaborative community work: Sharing Online Assessment Practices (SOAP)

The Sharing Online Assessment Practices (SOAP), an initiative of the AFWG, collected examples of assessment practices adopted in Term 2 of the ERT period in 2020. The goal was to inform assessment needs going forward by:

- collecting examples of practices that were considered to reflect sound practice (or even better than practice under 'normal' circumstances) to inspire enhanced assessment practice for future assessment guidance at UCT
- sharing and reflecting on examples where assessment did not work as planned or resulted in questions about the soundness of results to stimulate reflection to enhance future practice
- developing an understanding of the ecosystem of (online) assessment practices at UCT and
- deepening the analysis of student performance in Term 2 through qualitative insights.

The project collected 23 case studies across six faculties. The collection method involved a survey via AFWG representations, with follow-up interviews with those who agreed to participate. CILT staff conducted the interviews between September 2020 and January 2021. The case studies were analysed and categorised into four assessment purposes or intentions:

- **Mitigation Strategies** These case studies focus on maintaining integrity. The strategies employed involved expanding question pools, modes and types of assessment to reduce opportunities for collusion.
- **Transforming Assessment** These case studies focus on redesign. The strategies employed involved redesigning and fundamentally changing the assessments. The new assessments may be kept as better practice.
- **Expanding/Enhancing/Adapting** These case studies focus on enhancing. The strategies employed involved making minor changes to existing practices.
- **Holding Pattern/Difficulties** These case studies focus on surviving in the ERT period. The case studies highlighted struggles with online assessment.

This analysis was presented at various faculty and assessment meetings to inform discussion about forms of assessments in use and practices. The interview summaries were shared on the SOAP website.

A MOMENT TO REFLECT: THE ANNUAL UCT TEACHING & LEARNING CONFERENCE

The UCT Teaching and Learning conference was offered online for the first time in 2020, with the theme of "Shifting Academic Identities". It was oriented to provide an opportunity for staff to reflect, share and engage with the challenges and opportunities for teaching remotely and how their sense of professional identity might have shifted during ERT conditions.

The conference was organised by a committee comprising 13 staff members from CILT and CHED and took place between 17 and 23 September 2020. There were more than 500 UCT staff registrations with some 70 external participants covering 46 different topics.

The DVC: Teaching and Learning, Lis Lange, presented the keynote address, "De-centering the academic. Preliminary reflections on academic identity and the university in the 21st century": She argued that in the context of contact universities, the management of the COVID-19 pandemic through remote teaching has touched on the identity of academics through changes in their roles: they had to prioritise teaching over research, perform new roles and learn new skills. Additionally, they had to redefine their sense of self and their relationship with students in a new set of space and time coordinates. The last five years have seen a progressive displacement of academics from centre stage at the University. Away from their epistemological space, away from the physical space of the classroom and away from the linear time of the pedagogic relationship. How do we understand this? She invited the UCT community to think creatively and critically about these changes and their pedagogic and political implications.

"What have we been overlooking in our universities that we need to start prioritising?"

Maha Bali, Associate Professor of Practice at the Centre for Learning and Teaching, American University in Cairo, presented a workshop titled "Shifts in Academic Practices As We Rethink the Purpose of Education". She argued that the COVID-19 pandemic had forced many academics to question what is most valuable about the education offered by our universities and what the purpose of university education is. What is gained and lost when we can no longer meet in the same physical space, and what have we been overlooking in our universities that we need to start prioritising? How have our roles as academics changed? Bali focused participants' attention on how questions about the changing roles and

identity of academics result in changed perceptions and beliefs about the purpose of university education and the implications the answers to both these questions had for values and behaviours. She engaged participants in small group collaborative problem-posing and -solving to explore this and the key principles it should embody or promote, followed by steps towards sharing and creating practices that will assist academics in meeting that rethought purpose.

The conference sessions foregrounded individual responses and agency during trying times, from a workshop on academics' well-being to various presentations by UCT staff on ERT responses about community building, pedagogic strategies, curriculum change and assessment. Several student presentations, including a panel of tutors from the Humanities, contributed a direct student experience of learning under remote conditions into the conference conversations.

The student experience survey often mentioned how accommodating and supportive staff were during 2020 and indicated the length to which academics went in this regard while becoming familiar with a largely unknown way of teaching, dealing with the collapse of home and workspaces, and their personal circumstances. The experience of switching to and maintaining ERT with minor modifications between March and December 2020 has highlighted the commitment and ability to adapt and change by staff.

At the same time, 2020 has shown a range of areas for improvement at faculty and central levels that we will discuss in the concluding chapter.

CONCLUSION: THE WAY FORWARD

While it is true that 2020 was a watershed year, it was also yet another year in which new undergraduate students entered UCT, lectures were delivered, students were assessed and a myriad of academic administrative processes took place.

In 2020, UCT enrolled 17 063 undergraduate students and graduated 7 330. Two academics in the Faculty of Humanities received the Vice-Chancellor's Distinguished Teacher Award for their contribution to teaching excellence at UCT. They are Dr Bodhisattva Kar in Historical Studies and Dr Marlon Swai in Social Anthropology.

UCT closed off the implementation of the 2016–2020 institutional strategy with some critical achievement in the area of inclusivity and transformation of the student body. As we saw in Chapter 2, in the five years since the implementation of the 2016 Admissions Policy, 41% of UCT undergraduate students are 'first in family' and 19.6% come from seriously disadvantaged environments.

"Two academics in the Faculty of Humanities received the Vice-Chancellor's Distinguished Teacher Award"

Achievements in access must be supported by the gearing of the University as a whole to respond to the needs of these new students. In 2018 and 2019, we had identified some of the systems that needed to be in place to provide a more responsive teaching and learning experience. They included the professionalisation of student advice and the embedding of data analytics capabilities in the monitoring of student performance. The period 2015 to 2017 also showed us the impact the vicious cycle of poor academic performance, lack of funding and mental health problems had on students coming from disadvantaged homes. University resources, as well as donor funding, have been invested in all these areas since 2018.

Yet, as has been often mentioned, COVID-19 put a spotlight on problem areas and service gaps.

Chapters 2 and 3 of this report unambiguously confirmed that socio-economic context constituted a fundamental variable in students' abilities and capacities to use ERT and in their academic performance. Good-quality education in this context has to disturb social inequality. This is yet another area for development as we understand the more lasting effects of the pandemic on South Africa's entire education system and its economy.

The emergence of the COVID-19 pandemic in March 2020 catapulted UCT into a new mode of delivery of teaching and learning within the space of three weeks. It leapfrogged the institution into pedagogic and organisational changes it would ordinarily have taken years to make.

Important areas of change were:

The use of technology in teaching
While Vula had been in existence for 15 years, there was still a large proportion of academics who only used it as a document repository. As of April 2020, almost everybody had to learn how to use Vula to teach. The number of staff attending CILT courses and webinars shows the magnitude of the change taking place.

Data analytics
Data analytics work had been circumscribed to a handful of courses that impeded graduation. During COVID-19, DASS extended its work to all courses with more than 20 student enrolments, showing the possibilities appropriate visualisation of data can offer to monitor, understand and manage student performance.

New modes of assessment
In the area of assessment, academics in most faculties had to replace invigilated examinations with other forms of assessment. As the work done by the AFWG shows, there are several new and interesting practices of online assessment across faculties that are better than those used in the past. The concern with the rise of academic dishonesty in the online space was another reason to improve assessment, and in some cases, to go back to invigilated options. While we cannot yet talk with sufficient evidence about the quality of learning outcomes during COVID-19, we can say that many academics changed assessment for the better and do not want to go back to prior practices.

Curriculum changes
In the area of curriculum, we are probably less sanguine about the depth and extent of change. Academics just managed to work with what they had. However, academics also observed that ERT had forced them to

think consciously about their teaching in ways they had not done before. CILT's guidelines took academics through the sequencing and structuring of lecturers in different, and some agree, better ways, thus bringing the quality of teaching to the forefront.

Departmental integration
The integration between professional and academic departments and the constitution of working groups and task teams across areas of expertise provided opportunities for sections like the CHED ADP to use its skills and knowledge to shape teaching and learning beyond the extended curriculum programmes.

The creation of new service offerings
As mentioned in Chapter 1, COVID-19 was a spur in creating new services such as UCT_Cares that have been singled out to become embedded in the 'normal' service provision of the university.

A different perspective of TAs and tutors
The importance of the role of tutors and TAs (Chapter 4) in the delivery of ERT brought to the fore the need to revise the terms of their employment, payment and training as well as their actual insertion in academic departments. This is a work in progress that emerged during the COVID-19 pandemic.

Rethinking support for students and academics
The pandemic imposed a shutdown of the space and time of the university as staff and students understood it before. Overall, students whose home environments were not conducive to studying under lockdown had this additional problem to overcome. For academics with younger families or those who cared for older people, the collapse of the work and home space was a source of added stress given their multiple responsibilities and added roles (Chapter 4). In losing the campus space and time, students lost the

timetable with its imposed discipline. This freedom to self-manage worked differently for different groups of students. At the end of 2020, we had learnt that the best way of supporting student performance in ERT was to reopen residences and create space on campus for students to study.

Following international trends and local discussions, the TOTT debated and signed off for approval by the appropriate governance structures a Framework for Physically Distanced Learning in 2021, which Senate approved in November 2020.

UCT had started developing a new strategic vision in 2019. Council endorsed the first draft of Vision 2030 in October 2019. This was followed by a period of consultation and presentation to the university community in 2020, primarily done in virtual meetings. In the area of teaching and learning,

Vision 2030 commits UCT to the provision of holistic, innovative, future-oriented education at undergraduate and postgraduate levels. One feature of this education is that it will be digitally enabled.

As the final version of Vision 2030 indicates:

> *"(...) in the context of our response to COVID-19, we have seen that this can also accentuate social inequality and exclusion. UCT will ensure increased network connectivity and access to mobile devices for students and staff in order to offer democratically appropriate digitally enabled education at undergraduate, postgraduate and continuous education levels. This will allow us to expose our students to the latest learning technologies in an appropriate environment without sacrificing equity or student engagement with their teachers and peers".*

What we had to do under COVID-19 conditions is far removed from both a pedagogy of digitally enabled education and the traditional UCT approach to teaching. We have realised during this period that the contact between academics and students in a common space and time cannot be fully replaced by online teaching. We have also realised that students need each other to learn and that online spaces, under the current conditions in South Africa, do not obtain the outcomes of learning we are known to provide nor the educational experiences beyond the classroom that make our graduates internationally sought-after. What we have learnt during this period needs to translate into deep reflection about our traditional modes of teaching; the nature of the spaces in which we teach; our use of technology in the classroom; the structure, sequencing and content of our curricula; our understanding of how students learn; and our assessment practices. We need to be able to keep, adapt, change and discard as needed.

"What we have learnt during this period needs to translate into deep reflection about our traditional modes of teaching

UCT is a contact residential university. Our status as the top university in Africa and among the best in the world places us in a good space to lead in the provision of education that offers an innovative synthesis of the possibilities of online and contact education.

We are looking forward to working together with staff and students to develop a framework for digitally enabled education as UCT's way of shaping teaching and learning in the 21st century.

APPENDIX

INTRODUCTION

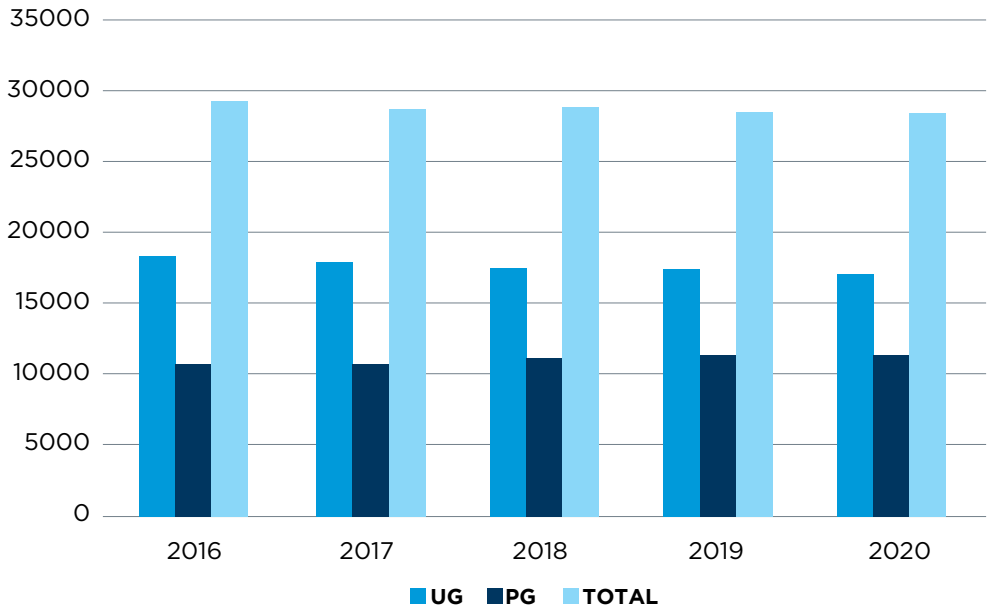
This appendix examines student and staff head counts and profiles as well as student academic performance from 2016 to 2020. Each section begins with a note identifying the relevant supporting table(s) contained in this appendix. Unless otherwise stated, comparisons are year-on-year, referring to 2020 in comparison with 2019. Exceptions are the sections dealing with undergraduate course performance (specifically, performance on 1000-level courses) and first-time entering cohort analyses.

This appendix has three parts. The first part refers specifically to enrolments and enrolment profiles of students within the 2020 academic year and how this compares to the growth experienced since 2016. The second part relates to academic staff composition and changing staff-student ratios. The third part speaks to teaching and learning in terms of graduate success and undergraduate and postgraduate student performance.

STUDENT ENROLMENTS AND ENROLMENT PROFILES (FIGURES 1-7 AND 12)

In 2020, a total of 28 447 students (17 063 undergraduates and 11 384 postgraduates) enrolled at UCT. This represented an almost negligible 0.7% decrease compared to the 2019 enrolment figure. At the undergraduate level, the enrolment dropped from 17 320 in 2019 to 17 063 in 2020, with decreased enrolments in four faculties (Commerce, EBE, Health Sciences and Law). At the undergraduate level, the average annual growth rate between 2016 and 2020 was -0.7%. This decrease in undergraduate enrolments was due, in part, 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, and the subsequent severe drought in the Western Cape); the discontinuation of two Advanced Diplomas and one online Postgraduate Diploma programme in the Faculty of Commerce, and a decrease in enrolments in professional

Figure 1. Changes in headcount enrolments: 2016-2020



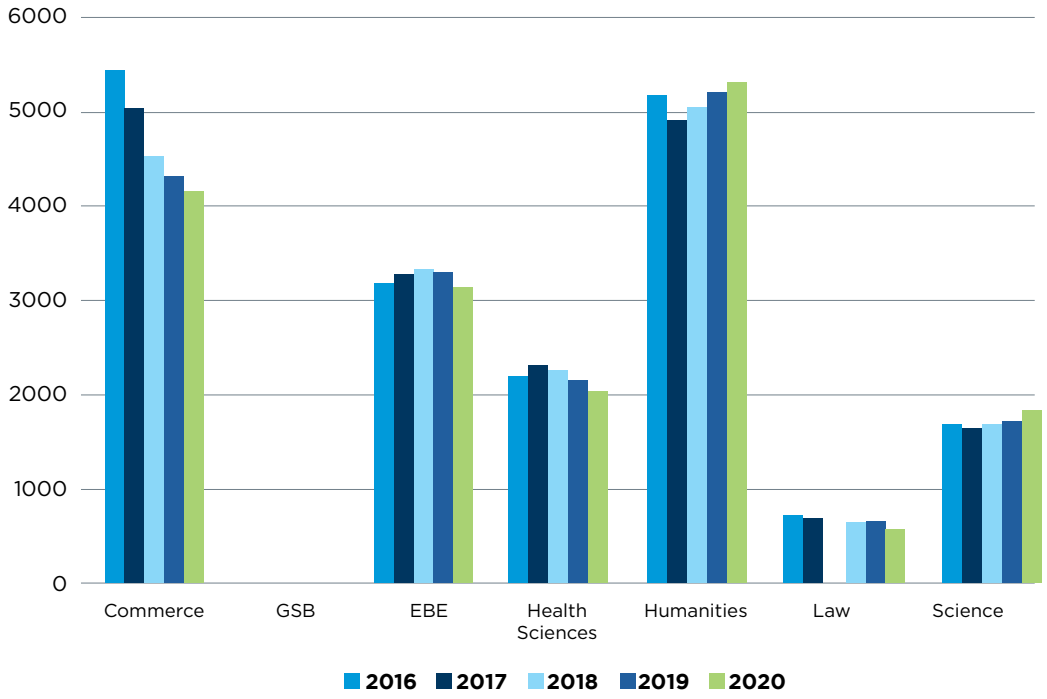
first bachelor's degrees, mainly in Commerce. Table 12 of the Appendix reflects decreased enrolments among occasional students, undergraduate diplomas and certificates and professional first bachelor's degrees between 2016 and 2020.

Between 2019 and 2020, postgraduate enrolments (including postgraduate diploma and honours levels) increased in five of the six faculties. The Graduate School of Business (GSB) and the EBE faculty had decreased enrolments of postgraduates. Overall, between 2016 and 2020, the postgraduate enrolment grew at a rate of 3.1% per annum, peaking at 11 384 in 2020. The postgraduate fraction of the total student enrolment increased from 34.5% in 2016 to 40% in 2020. Figure 1 shows the changes in enrolment.

As shown in figures 2, 3 and 4, enrolment growth was uneven across the faculties, with Commerce, EBE, Law and the GSB experiencing nett decreases between 2016 and 2020, primarily due to programme discontinuations in the case of Commerce. There were, however, marked increases in the enrolments in the faculties of Health Sciences, Humanities and Science. The Faculty of Commerce shed 1 266 enrolments between 2016 and 2020 (mainly at the undergraduate level) due to the phasing out of the two Advanced Diploma programmes and online offerings, as well as a marked decrease in enrolments in professional first bachelor's degrees (the Bachelor of Business Science or BBusSc offerings). Humanities remained the largest faculty in 2020 with 7 490 students (26% of the institutional total) enrolled in their programmes, 5 301 at the undergraduate level and 2 189 at the postgraduate level.

Table 2 reflects an undergraduate enrolment of 0 for the GSB across the period 2016 to 2020; 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 (AIM) programmes. The current tables thus show a 12%

Figure 2. Undergraduate enrolments by faculty: 2016-2020



decrease in enrolments for the GSB over the five years as enrolments decreased at the postgraduate diploma and master's levels.

EBE reflected a 2.5% decrease in enrolments between 2016 and 2020 as enrolments dropped at the professional first bachelor's, postgraduate diploma and master's levels. Law was the only other faculty to show a decrease in its overall enrolment between 2016 and 2020 (195 fewer students in 2020, primarily because of a strategic shape and size decision to reduce the undergraduate cohort and the faculty reducing its enrolment targets accordingly).

The proportional headcount enrolment in UCT's Science, Engineering, and Technology (SET) faculties (EBE, Health Sciences and Science) reached a level of 43.8% of the total enrolment in 2020. At the same time, the

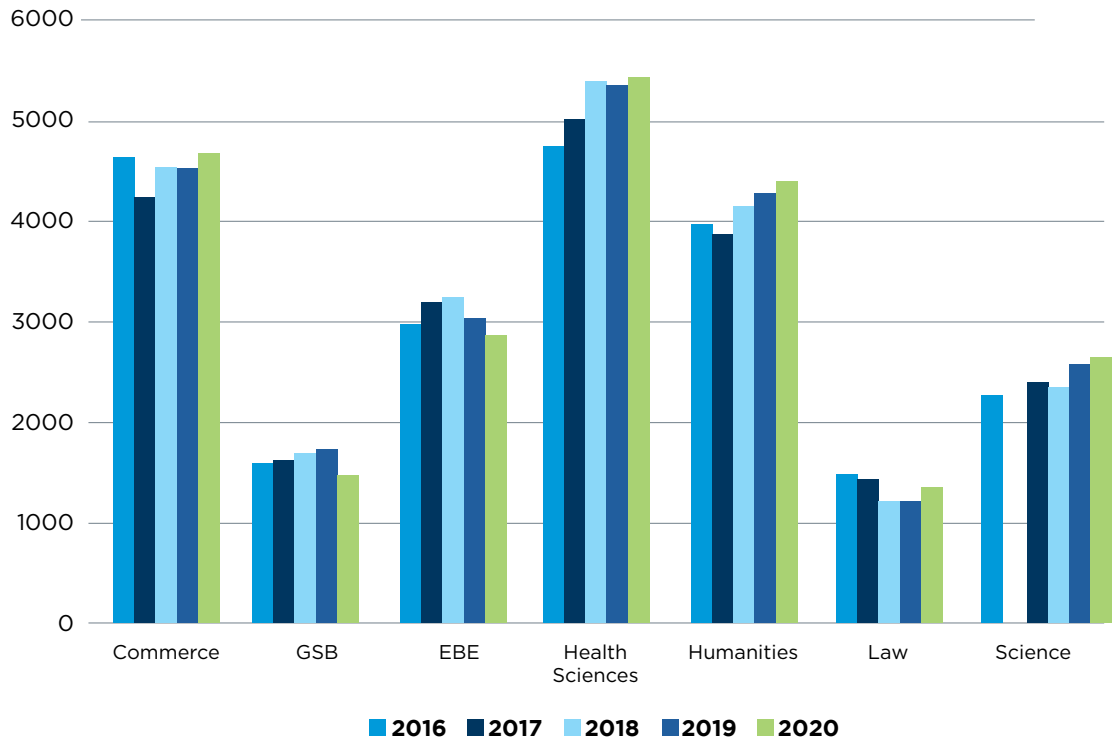
proportional enrolment within the Business/Management area dropped to 25.4% in 2020 (from a peak of 29.2% in 2016) while the proportional enrolment in the broad Humanities faculties (including Law) increased slightly to 30.1% of the total enrolment in 2020.

Looking at UCT's students' demographic profile, it is essential to note the persistent and growing socio-cultural phenomenon at UCT in some students' refusal to declare their race in 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 African, coloured and Indian students together made up 46.8% (42.9% in 2016) of the total 2020 enrolment. During the period 2016 to 2020, the proportional enrolment of self-declared white South African students dropped from 27.3% to 19% of the total enrolment. In 2020, 5 598 South African students (20.4% of the total enrolment) chose not to self-declare their race; specifically, 21% of all South African undergraduates and 19.9% of all South African postgraduates registered in 2020 chose not to declare their race. While this practice has a substantial impact on the university's ability to report accurately and to access government subsidy that supports increasing numbers of South African African and coloured students, it is believed that this choice not to declare race points to a much broader societal discussion about identity and self-declaration that needs to be addressed.

"21% of all South African undergraduates and 19.9% of all South African postgraduates registered in 2020 chose not to declare their race."

Table 5 shows that in 2016, South African African undergraduate enrolments exceeded South African white undergraduate enrolments by just 51 and that by 2020, South African African undergraduates outnumbered white students by 2 425. From 2018 onwards, South African African students made

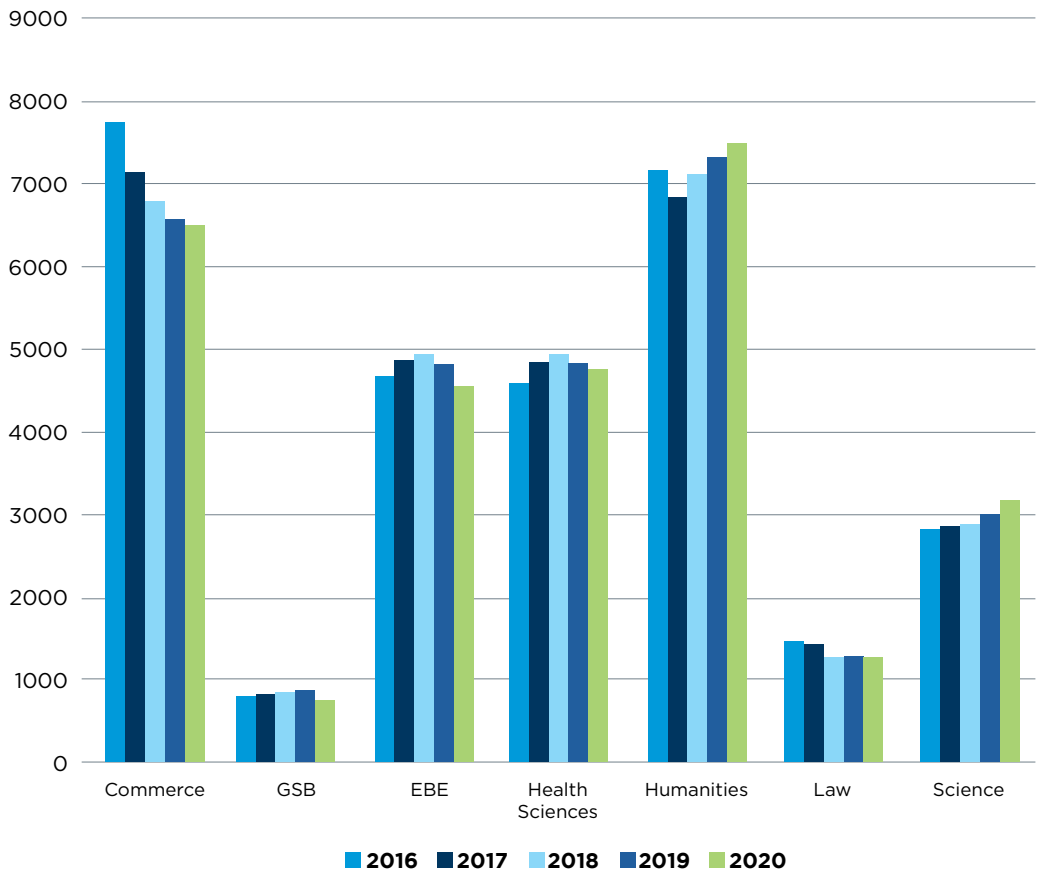
Figure 3. Postgraduate enrolments by faculty: 2016-2020



up the most significant proportion of the undergraduate enrolment (32.1% in 2020) while the numbers and proportions of both South African coloured and Indian undergraduate enrolments dropped somewhat, comprising 20.2% of the undergraduate enrolment (22.4% in 2016) when combined. The proportion of international undergraduates dropped markedly between 2016 and 2020, from 14.9% to 8.9%. Data gathered as part of the annual 'No Show' survey has shown that the social protest action during the period 2015 to 2017 played a substantial role in applicants deciding not to enrol at UCT in 2018; international enrolments may take several years to recover.

The 2020 first-time entering undergraduate (FU) intake (4 099) was slightly higher (3.5% higher) than the FU target (3 955). Thirty-four percent of the 2020 FUs were found to have achieved an NSC aggregate of 80% or more

Figure 4. Total enrolments by faculty: 2016-2020



(the same as in 2019) – see Table 7 for more detail. A further 38% (also the same as in 2019) achieved an NSC aggregate of 70-79% while 20% achieved an NSC aggregate below 70%. The proportion of the intake with NSC aggregates below 70% has increased markedly from 14% in 2016 to the current level. FUs with unknown matric aggregates (8% of the 2020 total, down from 12% in 2016) predominantly completed their schooling outside of South Africa.

Table 12 shows a marked decrease in occasional enrolments between 2016 and 2020, down by 983 enrolments to 510 in 2020. This trend was due to a

dramatic decrease in enrolments in the SSA programme in 2017, persisting into 2020; the Faculty of Humanities was most affected by this decrease.

Looking at the qualification profile of undergraduate enrolments over the last five years (see Table 12), it is clear that enrolments in undergraduate diplomas and certificates dropped markedly to 305 in 2020, down from 819 in 2016 and 578 in 2017. As mentioned above, this was mainly due to the decreased intake in the two Advanced Diplomas in Commerce. Enrolments in three-year bachelor's degrees and professional first bachelor's degrees made up 30% and 28%, respectively, of the total 2020 enrolment. It is interesting to note the overall decrease in professional first bachelor's enrolments over the period 2016 to 2020, much of which was located in the Commerce faculty. Overall enrolments in bachelor's degrees, however,

Figure 5. Undergraduate enrolments by race: 2016-2020

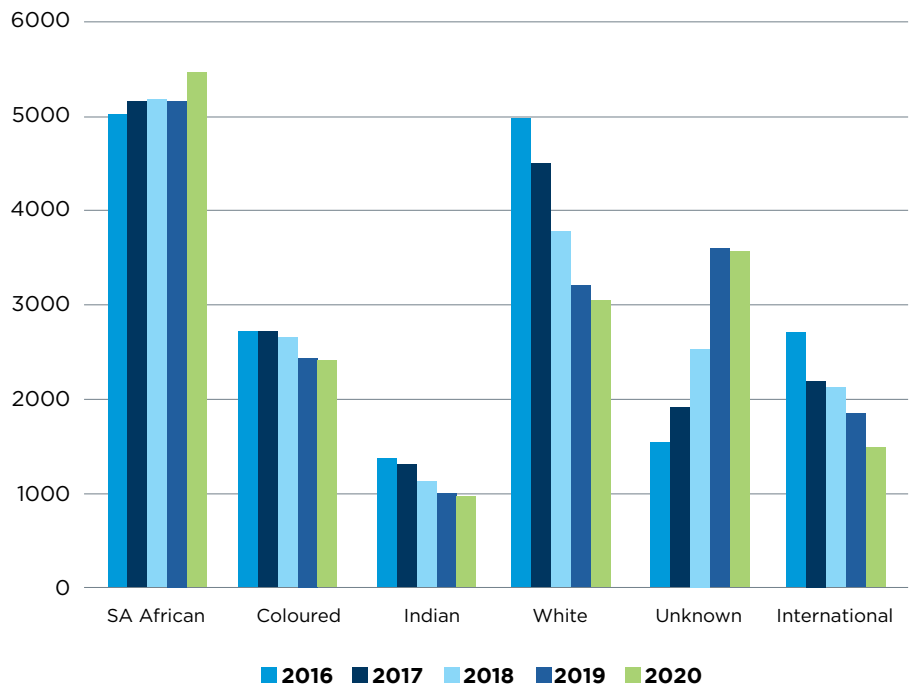
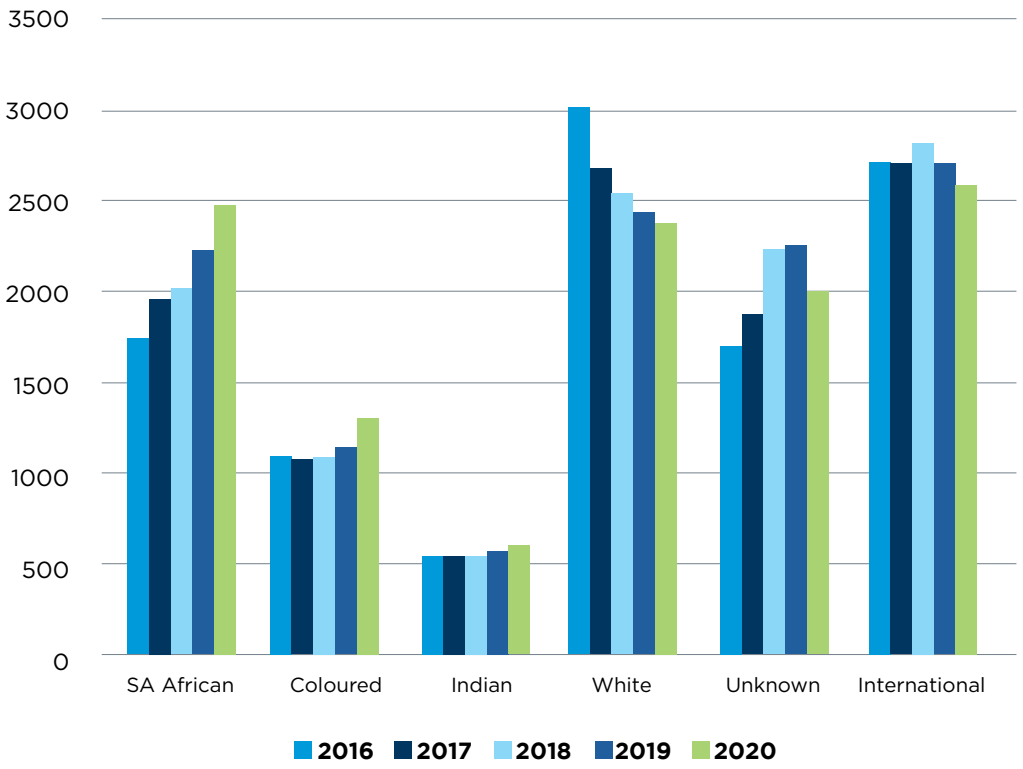


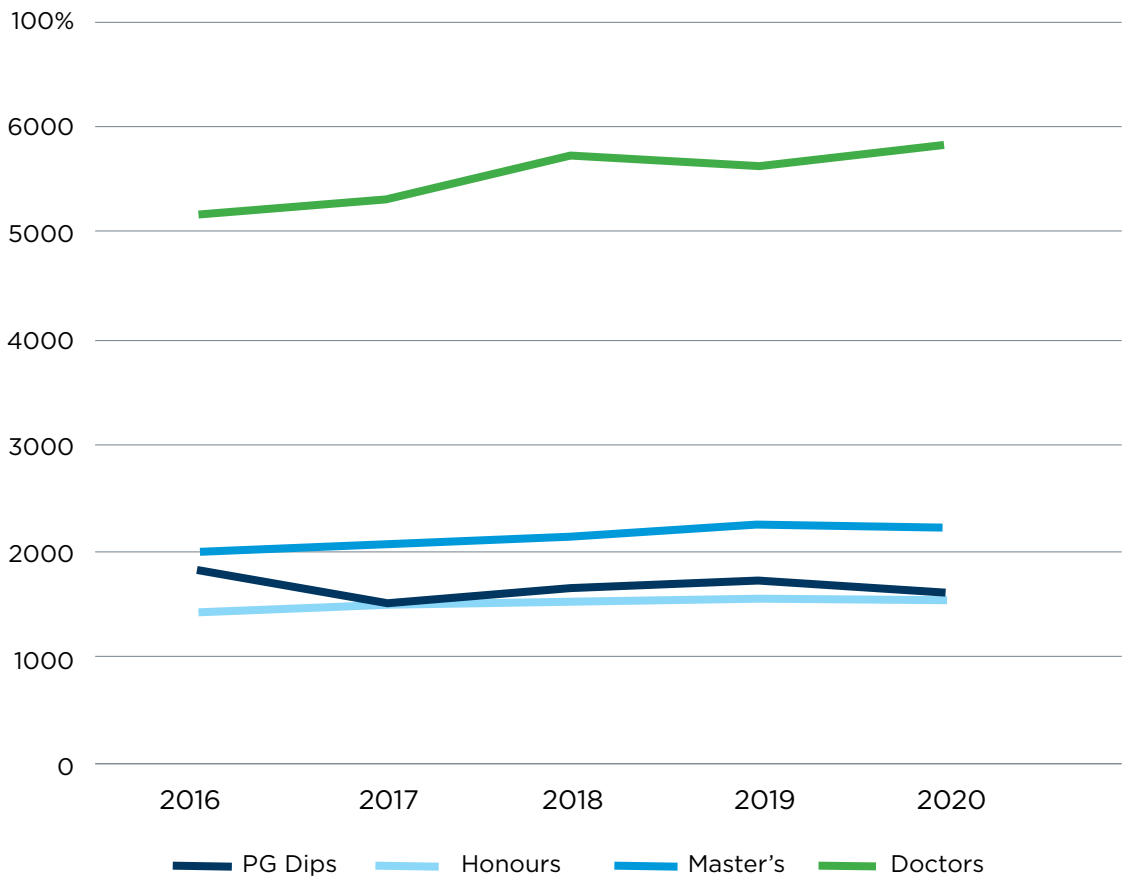
Figure 6. Postgraduate enrolments by race: 2016-2020



dropped slightly between 2016 and 2020, with 16 417 students enrolled at this level in 2020 (compared to 16 475 in 2016).

At the postgraduate level, as seen in figure 6, the proportion of white enrolments dropped from 27.8% of the total in 2016 to 20.9% in 2020. Over the same period, the proportion of African, coloured and Indian postgraduates increased by 7.2 percentage points to 38.7%. The proportion of international postgraduates dropped from 25.11% in 2016 to 22.8% in 2020, with the majority of these students hailing from the rest of Africa. The proportion of South African postgraduates with undeclared race dropped from 25.2% in 2016 to 21.8% of the postgraduate enrolment in 2020, having peaked at 25% of the enrolment in 2019.

Figure 7. Growth in postgraduate enrolments by qualification type: 2016-2020



Over the 2016–2020 period, postgraduate enrolments grew at a rate of 3.1% per annum. Enrolments in postgraduate diplomas dropped to 1 624 in 2020 (down from 1 808 in 2016), again mainly due to decreases in the Faculty of Commerce. There has been a slight yet steady increase in honours enrolments (up to 1 540 in 2020). Master's enrolments increased steadily between 2016 and 2020 by 2.9% per annum to 5 829 in 2020, while doctoral enrolments grew by 3.0% per annum over the period, peaking at 2 245 in 2019. By 2020, master's and doctoral enrolments combined made up 28.3% (24.5% in 2016) of the total enrolment.

ACADEMIC STAFFING AND STUDENT–STAFF RATIOS (FIGURES 8–11)

As seen in figure 8, differential growth in student enrolments and academic staffing across the faculties gave rise to the shifts in weighted full-time equivalent (FTE) enrolments per academic staff member across the institution. In 2020,there were 1 048 (1 063 in 2019) permanent, full-time academic staff spread across the six faculties, the GSB and the CHED. UCT's permanent (and formerly T3) academic staffing complement grew by 1.1% per annum between 2016 and 2020. By contrast, student headcounts decreased by 0.7% per annum over this period, while weighted full-time equivalent enrolment decreased by 0.6% per annum despite the enrolment growth over the period being located at the postgraduate level.

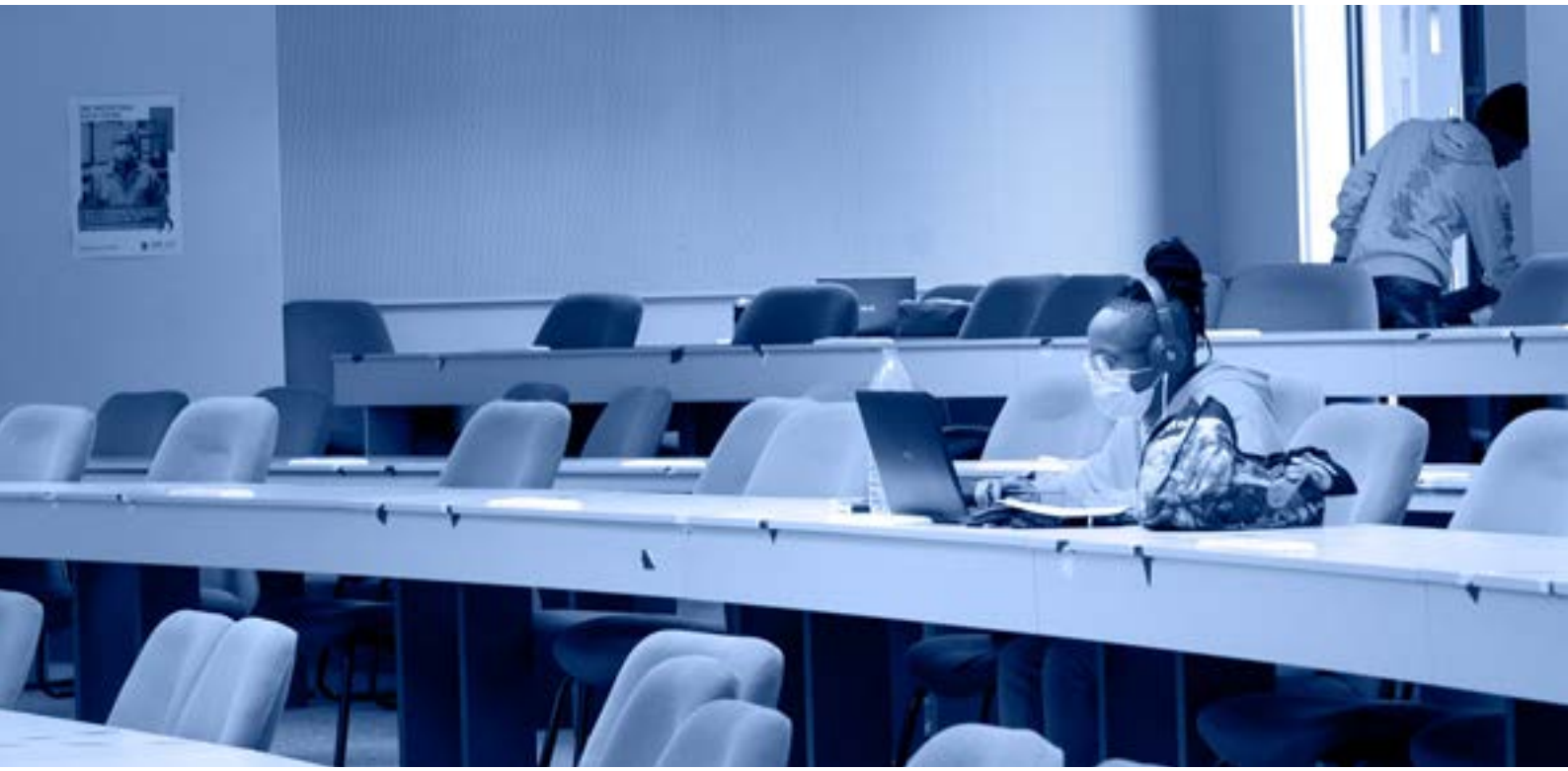
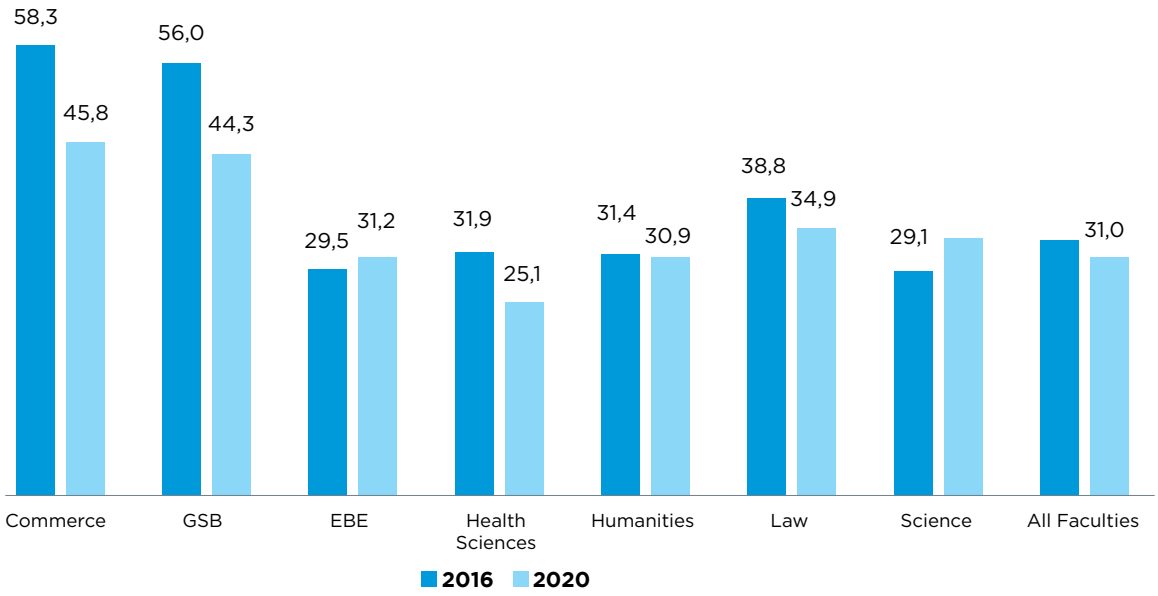


Figure 8. Weighted FTE enrolments per academic staff member: 2016-2020



The overall ratio of weighted student full-time equivalent enrolments to full-time academic staff, therefore, dropped from 33.3 in 2016 to 31 in 2020. The decreased student-staff ratios were not consistent across all faculties. In the Faculties of Commerce, Health Sciences, Humanities and Law, as well as the GSB, the student-staff ratios as measured in this report declined over the period 2016 to 2020; by 2020, the weighted FTE to full-time academic staff ratio in these faculties were as follows:

- Commerce 45.8,
- Health Sciences 25.1,
- Humanities 30.9,
- Law 34.9, and
- the GSB 44.3.

In the Faculties of EBE and Science, however, the ratios of weighted FTE enrolments per full-time academic staff member increased over the period 2016 to 2020, to 31.2 and 33.6, respectively.

There were apparent progressive decreases in full-time academic staff numbers; in the Faculty of Science, this was coupled with a 0.5% per annum increase in weighted FTE enrolments.

Table 9 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 doctoral degrees and it is concerning to note that this proportion had dropped from 70% in 2016 to 61% in 2020. Conversely, the proportion holding master's degrees increased by five percentage points to 29% in 2020 while the proportion of staff qualified at the honours level and below increased from 6% in 2015 to 9% in 2020. The proportions of staff holding doctoral degrees varied widely by faculty: in 2020, at the lower end, 42% of Commerce and 45% of Law academic staff held doctoral degrees while at the upper end, 88% of academics in the Faculty of Science and 76% of those in the GSB were doctoral graduates. A substantial proportion of the academic staff in the Faculty of Law (47% in 2020) held a master's degree as their highest formal qualification while a substantial proportion of academic staff in the Faculty of Commerce (18%) held an honours level or lower qualification.

"A critical indicator is the proportion of academic staff holding doctoral degrees and it is concerning to note that this proportion had dropped from 70% in 2016 to 61% in 2020."

Lecturers made up the largest proportion of the academic staff in 2020 (31%), followed by Senior Lecturers (29%) and Associate Professors (21% of all full-time academic staff). There was a nett gain of 44 staff ranked at the Lecturer level between 2016 and 2020 while the number of Junior/

Figure 9. **Academic staff by race and gender: 2020**

	AFRICAN		COLOURED		INDIAN		WHITE		INTERNATIONAL		UNKNOWN		
Age	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Total
<45	48	45	44	36	25	15	67	44	37	60	1	2	424
	11.3%	*10.6%*	*10.4%*	*8.5%*	*5.9%*	*3.5%*	*15.8%*	*10.4%*	*8.7%*	*14.2%*	*0.2%*	*0.5%*	*100.0%*
45-49	4	10	18	12	4	7	33	36	15	27	1	2	169
	2.4%	*5.9%*	*10.7%*	*7.1%*	*2.4%*	*4.1%*	*19.5%*	*21.3%*	*8.9%*	*16.0%*	*0.6%*	*1.2%*	*100.0%*
50-54	5	6	12	8	4	3	52	32	18	21	0	1	162
	3.1%	*3.7%*	*7.4%*	*4.9%*	*2.5%*	*1.9%*	*32.1%*	*19.8%*	*11.1%*	*13.0%*	*0.0%*	*0.6%*	*100.0%*
55+	3	8	16	17	10	14	81	76	13	50	2	3	293
	1.0%	*2.7%*	*5.5%*	*5.8%*	*3.4%*	*4.8%*	*27.6%*	*25.9%*	*4.4%*	*17.1%*	*0.7%*	*1.0%*	*100.0%*
All Staff	**60**	**69**	**90**	**73**	**43**	**39**	**233**	**188**	**83**	**158**	**4**	**8**	**1048**
	5.7%	***6.6%***	***8.6%***	***7.0%***	***4.1%***	***3.7%***	***22.2%***	***17.9%***	***7.9%***	***15.1%***	***0.4%***	***0.8%***	***100.0%***

Assistant Lecturers increased to 16 in 2020 (from 6 in 2016). Conversely, there were small nett decreases in the numbers of Associate Professors and Professors: Professors dropped from 197 in 2016 to 189 in 2020. These shifts, along with those in the qualification profile among academic staff, suggest that there has been a degree of juniorisation of UCT's academic staffing complement over the period reviewed here.

Table 11a shows the distribution of academic staff by age group in five-year bands up to age 55+. In 2020, the 55+ group was the largest (28% of all staff), followed by the 45 to 49-year age group (16%) and the 50 to 54 and 40 to 44-year age groups at 15% of the total in both cases. Only 26% of the 2020 academic staff were younger than 40 years old, but there was a three percentage point increase in staff aged between 35 and 39 (to 15% of the total) between 2016 and 2020.

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 2020. Those in the 55+ years group represent the so-called 'ageing professoriate', who will be retiring in the next ten years. Of the 293 staff in this age group in 2020, more than half (157 in total, 81 males and 76 females) were white. white staff (52 female and 32 male) also made up just over half of the 162 staff in the 50 to 54-year age group and 41% of the 169 staff in the 45 to 49-year age group in 2018. 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 that in 2020, 26% of the 424 staff younger than 45 years (111 total, 67 female and 44 male) were white and that just 50% of staff in this age group (213 total, 117 female and 96 male) were black South Africans. A substantial proportion of the staff in this age group (97 staff, or 23% of the total) was international. 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.

While UCT has a great deal to do about the transformation of the academic staffing cohort (see figure 10 below), there has been significant progress made in the employment of black academics in the last five years. At the same time, there has been a drop in the participation of white academics since 2016. In 2020, white staff made up 40.2% of the academic staff complement, compared to only 12% African academic staff members. The number of white academics dropped from 471 in 2016 to 421 in 2020, or by 10.6%. As a result, the proportion of white academic staff dropped from 47% of all academics in 2016 to 40.2% of all academics in 2020. Overall, black academic staff increased from 25% in 2016 to 36.5% of all academics in 2020. Figure 10 (Table 11b), which depicts the distribution of academic staff by race (extracted from the Higher Education Management Information System, or HEMIS), separating South Africans by race and including all internationals within a single category), shows a considerable increase (55) in African staff between 2016 and 2020. In comparing 2016 and 2019, there

was a nett increase of 68 African staff but between 2019 and 2020, there was a nett loss of 13 African academics. Over the period 2016 to 2020, UCT gained 52 coloured staff and 10 Indian staff but shed some 21 international staff (noting a nett increase of 30 international staff between 2019 and 2020). An examination of the countries of origin of the 241 international staff in 2020 shows that 84 (34.9% of all international academics) were from countries in Africa and 157 (65.1%) were from countries outside Africa.

In terms of gender, Table 11c shows that the proportion of female academic staff increased to 49% of the total by the end of 2020 (from 42% in 2016). The proportions of female academics were, however, higher than those of male academics in the following faculties: CHED (61% female), Health Sciences and Law (66% female), and Humanities (51% female) in 2020. Conversely, male academics dominated in the Faculty of Commerce (60%), the GSB (66%), EBE (64%) and the Faculty of Science (68%).

"The 2020 HEMIS return to the DHET indicates that 7 330 (7 495 in 2019) students completed a degree or diploma in 2020."

TEACHING AND LEARNING (FIGURES 13-26)

Graduates and success rates

The 2020 HEMIS return to the DHET indicates that 7 330 (7 495 in 2019) students completed a degree or diploma in 2020 (see Figure 11). The 2020 graduates included 1 333 master's graduates (up from 1 302 in 2019) and 276 doctoral graduates (up from 261 in 2019). The largest numbers of 2020 doctoral graduates were from the Faculties of Health Sciences and Science (90 and 67, respectively). At the master's level, the largest number of graduates were Health Sciences, EBE and Law students (260, 228 and 195, respectively).

Three-year bachelor's graduates made up the largest group in 2020 (1 910, 26% of all graduates). Professional first bachelor's graduates peaked in 2018 at 1 627, dropping to 1 547 in 2020. The number of graduates at the undergraduate diploma level declined progressively (down to just 85 in 2020), reflecting the relatively smaller enrolments in this qualification type. Graduations at the postgraduate diploma level fluctuated widely over the period 2016 to 2020, reflecting the variations in enrolments in this qualification type over that period. Honours graduations increased slightly to 1 191 in 2020 (1 187 in 2019).

Table 14 shows that graduation rates in relation to three qualification types remain markedly lower than those specified in the National Plan for Higher Education (NPHE). These are three-year bachelor's degrees (with

Figure 10. Full-time academic staff by race: 2016 and 2020

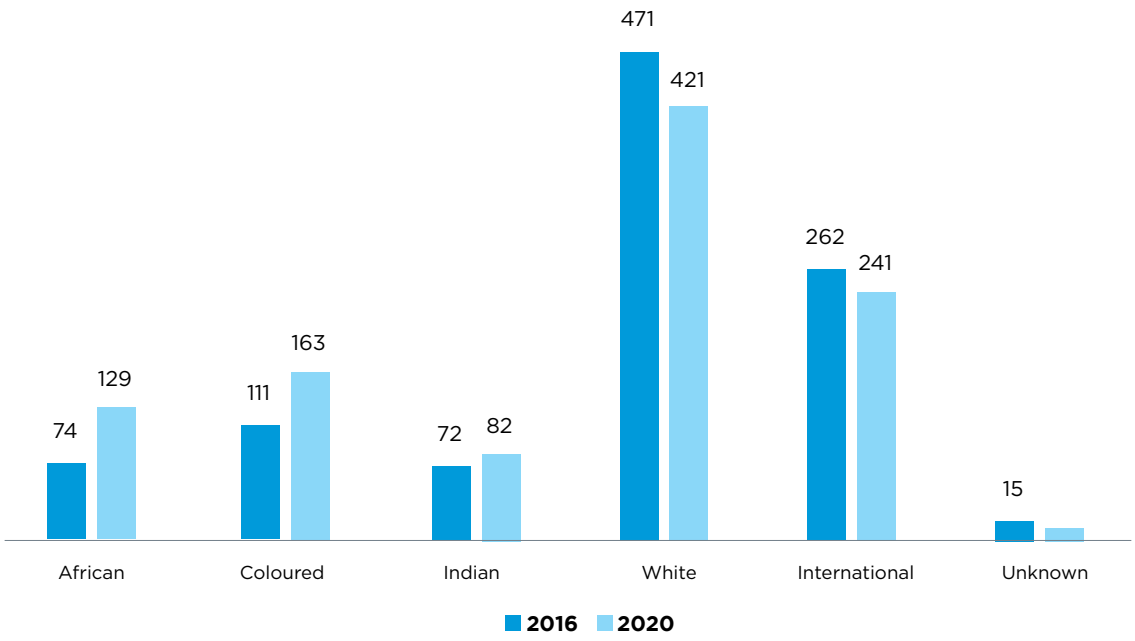
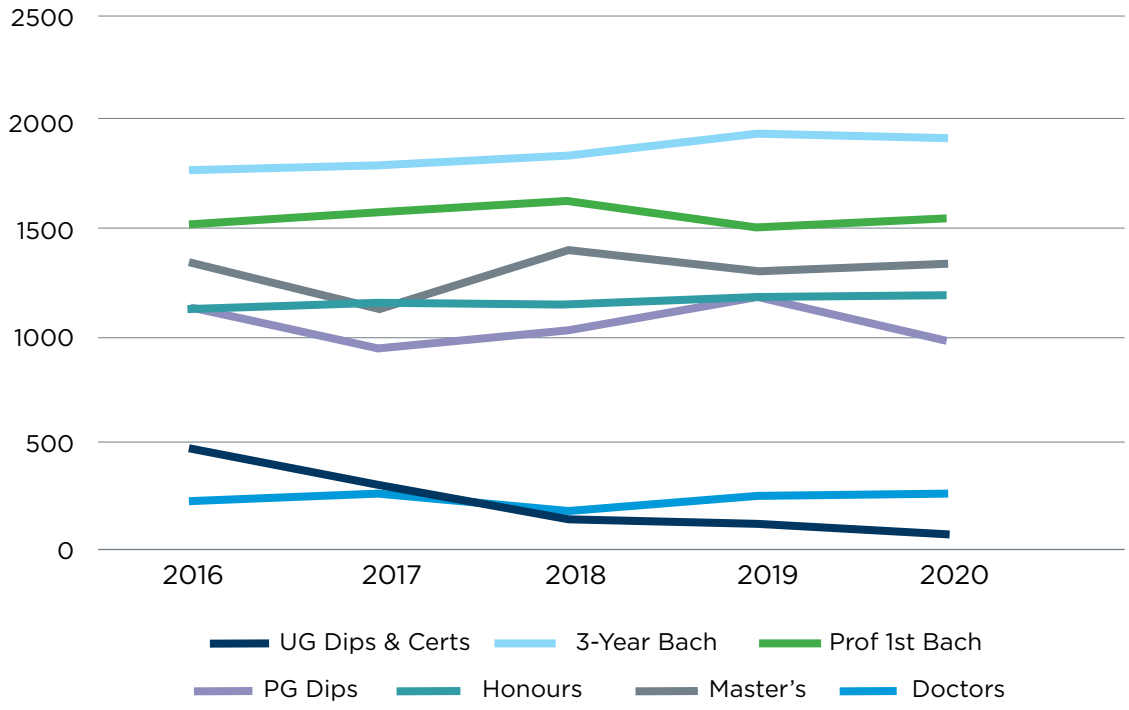


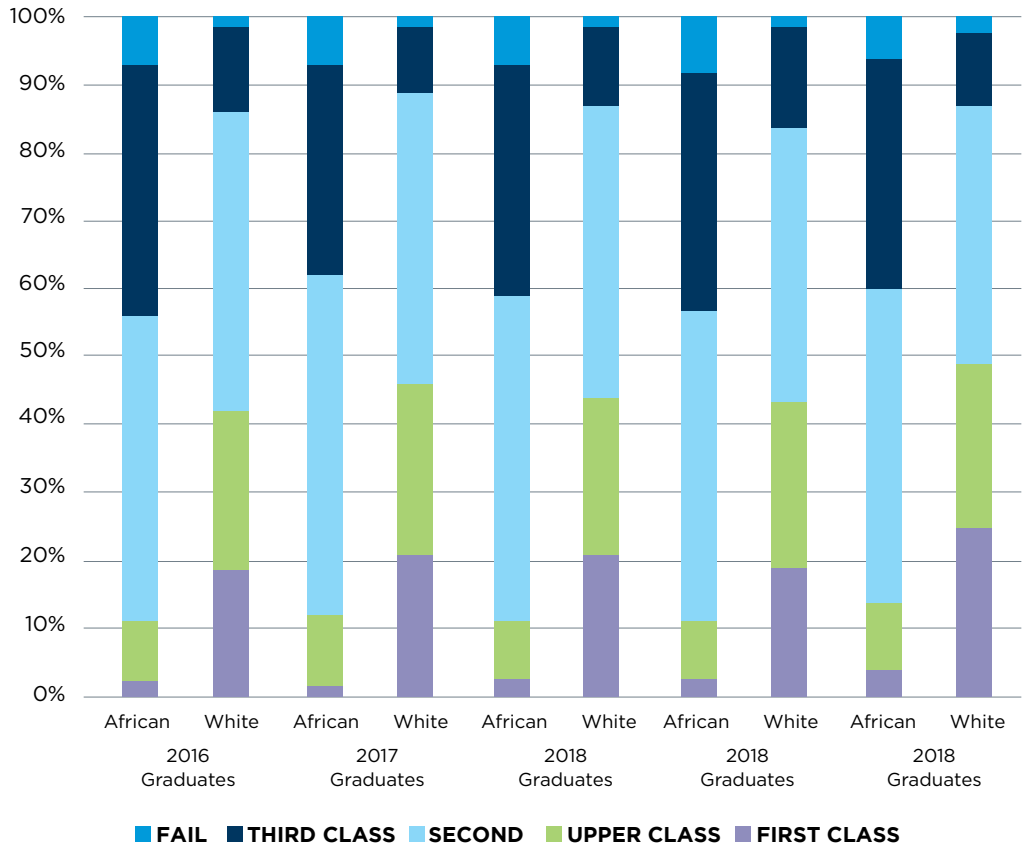
Figure 11. Changes in graduates by qualification type: 2016-2020



a 2020 graduation rate of 22.6%, against the NPHE benchmark of 25%), master's degrees (where the 2020 graduation rate had dropped to 22.6% in comparison with the NPHE benchmark of 33%), and the doctoral level (where the 2020 graduation rate was 12.4%,against the NPHE benchmark of 20%). The graduation rate at the professional first bachelor's level, at 19.4% in 2020, has tended towards the benchmark as enrolments have declined. The honours level graduation rate (77.3% in 2020) has been consistently higher than the NPHE benchmark (60%) while at the postgraduate diploma level, the graduation rate (60.8%) was almost equal to the NPHE benchmark.

The Table 15 series shows the class of pass (measured as the cumulative career grade point average, or GPA) among all bachelor's graduates, by faculty and race and gender, for 2016 to 2020. Although there was some variation across the five years reported on here, it appears that the

Figure 12. Comparison of class of pass among 2016-2020 African and white graduates



proportions of graduates achieving in the first class and upper-second class bands (13% and 16% of all bachelor's graduates, respectively) did not change markedly between 2016 and 2020. While there was an overall slight decrease in the proportion graduating in the lower-second class band (down from 47% in 2016 to 45% in both 2019 and 2020), which was balanced by slight (one percentage point) increases in those achieving third-class passes (up to 25% in 2019 and 2020).

The proportion graduating with GPAs below 50% has fluctuated at around 3% of all bachelor's graduates.

The class of pass differed quite markedly among faculties, with 50% of Health Sciences students in 2020 achieving first or upper-second class passes, while 39% of Science graduates, 31% of EBE graduates, 26% of Humanities graduates and 20% of Commerce graduates achieved GPAs in this band. By contrast, only 12% of Law graduates had GPAs of 70% and higher. GPAs in the lower-second class range made up the largest proportion of the graduates in all faculties. Between 21% and 27% of Commerce, EBE and Science graduates had GPAs in the third class band; in Health Sciences, the equivalent proportion was 5% in 2020 while in Law, 42% of all bachelor's graduates had GPAs in the third class band.

"By contrast, only 12% of Law graduates had GPAs of 70% and higher."

Table 12 shows that in 2020, there were marked improvements in the GPAs achieved by white graduates, with the proportion achieving first-class passes increasing by six percentage points to 25% in 2020, and the proportion graduating with GPAs in the third class band dropping by four percentage points to 11%. Although there was some improvement in the class of pass achieved by African graduates between the 2016 and 2020 graduation years (with the proportion of third class passes dropping to 34% of the total, and those with GPAs below 50% making up 6% of all graduates in 2020), the profiles of the 2020 African and white graduates differed markedly with:

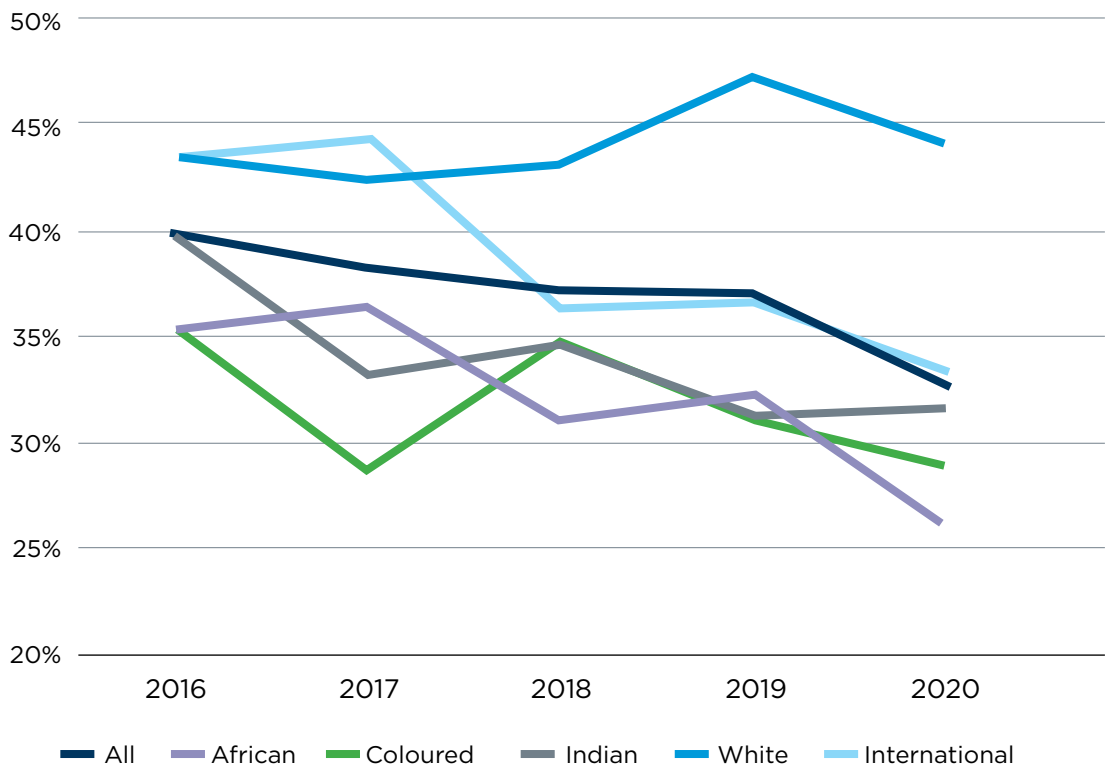
- 4% of African graduates in comparison with 25% of white graduates achieving first-class passes,
- 10% of African graduates in comparison with 24% of white graduates achieving upper-second class passes,
- 14% of African graduates in comparison with 49% of white graduates with at least an upper-second class pass,
- 46% of African graduates in comparison with 38% of white graduates achieving second class passes,

- 34% of African graduates in comparison with 11% of white graduates achieving third-class passes, and
- 6% of African graduates and 2% of white graduates with cumulative GPAs of less than 50%.

These differentials have a substantial possible impact on the conversion of graduates to postgraduate study, discussed below, and suggest that there is still work to be done to close the performance gap between black and white students regarding this particular indicator.

The Table 16 series shows the rates of conversion of bachelor's graduates into postgraduate study. Three-year bachelor's graduates who entered

Figure 13. Conversion rates among three-year bachelor's graduates to postgraduate study by race: 2016-2020



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, are considered to have converted to postgraduate study.

In general terms, the rate of conversion among three-year bachelor's graduates was seen to decrease progressively between 2016 and 2020 (although there were pronounced differences across the faculties and the various race groups), from 40% in 2016 down to 33% in 2020, with a four percentage point drop between 2019 and 2020. Conversely, the conversion rate for professional first bachelor's graduates increased steadily between 2016 and 2019, dropping back by two percentage points to 12% in 2020, but with significant numbers of conversions in only the EBE, Commerce and Law faculties. 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 can practice their professions), hence the negligible rate conversion into postgraduate studies among professional first bachelor's graduates in this faculty.

"Conversely, the conversion rate for professional first bachelor's graduates increased steadily between 2016 and 2019, dropping back by two percentage points to 12% in 2020, but with significant numbers of conversions in only the EBE, Commerce and Law faculties."

The highest rates of conversion among three-year bachelor's graduates took place among Science (peaking at 65% in 2016) and EBE graduates (peaking at 57% in 2016). Looking specifically at the shifts between 2019 and 2020, it is of interest to note that the conversion rate among Commerce and EBE graduates remained relatively stable while there were marked decreases in the Faculties of Humanities (down eight percentage points to 27%) and Science (down nine percentage points to 50% of all three-year bachelor's graduates.

The table series also shows marked decreases in the conversion rates among African, coloured, Indian and International graduates between 2016 and 2020 while the conversion rate among white graduates remained relatively stable at around 43 to 44% (with an exceptional peak of 47% in 2019). The decreased conversion rates noted by race group between 2016 and 2020 were as follows:

- African was down nine percentage points to 26%,
- coloured was down seven percentage points to 29%,
- Indian was down eight percentage points to 32%, and
- International was down 10 percentage points to 33%.

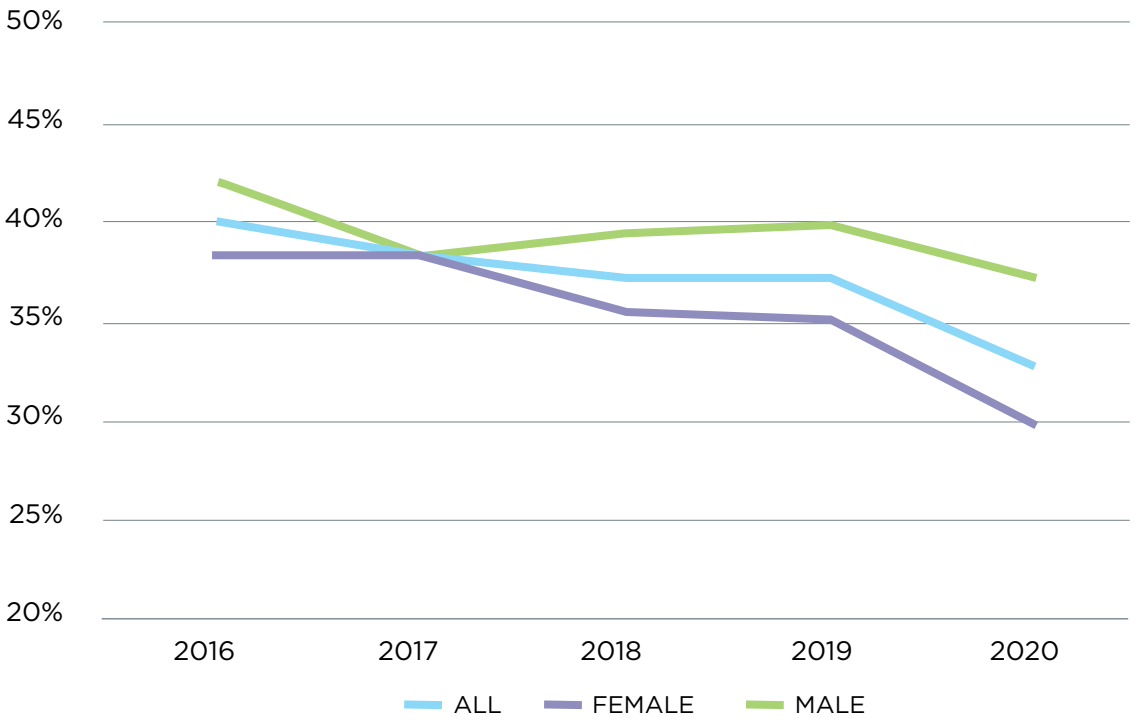
The rate of conversion to honours studies in EBE three-year bachelor's programmes is significant as completion of related honours programmes is essential for professional practice in Architecture, Construction Studies and Property Studies.

The conversion rate among female graduates was highest at 38% in 2016 and 2017, dropping to 36% in 2018 and down to 30% in 2020. The conversion rates were not consistent across the faculties, with a stable 22% conversion rate in the Commerce Faculty and a seven percentage point increase in the EBE Faculty between 2019 and 2020. However, the 2020 conversion rates of Science and Humanities graduates dropped to 48% and 27%, respectively (from 61% and 36%, respectively, in 2019).

"The conversion rate among female graduates was highest at 38% in 2016 and 2017, dropping to 36% in 2018 and down to 30% in 2020."

Amongst male three-year bachelor's graduates, the conversion rate was highest at 42% in 2016, dropping to 39% in 2017 and 2018 and down to 37% in 2020. Here too, the conversion rates were not consistent across

Figure 14. Conversion of three-year bachelor's graduates to ostgraduate study by gender: 2016-2020



the faculties, with relatively small (two percentage points, down to 28%) decreases in both the Faculties of Commerce and Humanities between 2016 and 2020 while conversion rates among male EBE and Science graduates over the same period dropped by 18 percentage points to 47% in the case of EBE, and by 14 percentage points to 51% in the case of Science.

In terms of the conversion of professional first bachelor's graduates into postgraduate study, the rate tends to be far lower than that among three-year bachelor's graduates, peaking at 14% in 2019 but dropping back to 12% in 2020. In 2020, the conversion rate was highest among Law and EBE graduates (31% and 16%, respectively) while in the case of the Faculties of Commerce and Humanities, there were marked declines – down six percentage points to 9% in the case of the Faculty of Commerce and down 17 percentage points to just 8% in the Faculty of Humanities.

There were small nett increases between 2016 and 2020 in the conversion rates among Africans (up four percentage points to 12%) and whites (up three percentage points to 12%) between 2016 and 2020. There was a nett two percentage point decrease (down to 6% in the case of coloured graduates) and no nett change among Indian graduates (where the conversion rate was 8% of graduates in 2016 and 2020). The conversion rate among International professional first bachelor's graduates was consistently higher than that among South African graduates, peaking at 27% in 2017 and dropping slightly to 25% in 2020.

It is also noteworthy that until 2018, 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%. Subsequently, the conversion rate among female graduates remained level at 11%, while among male graduates, the rate increased to 16% in 2019 but dropped to 14% in 2020.

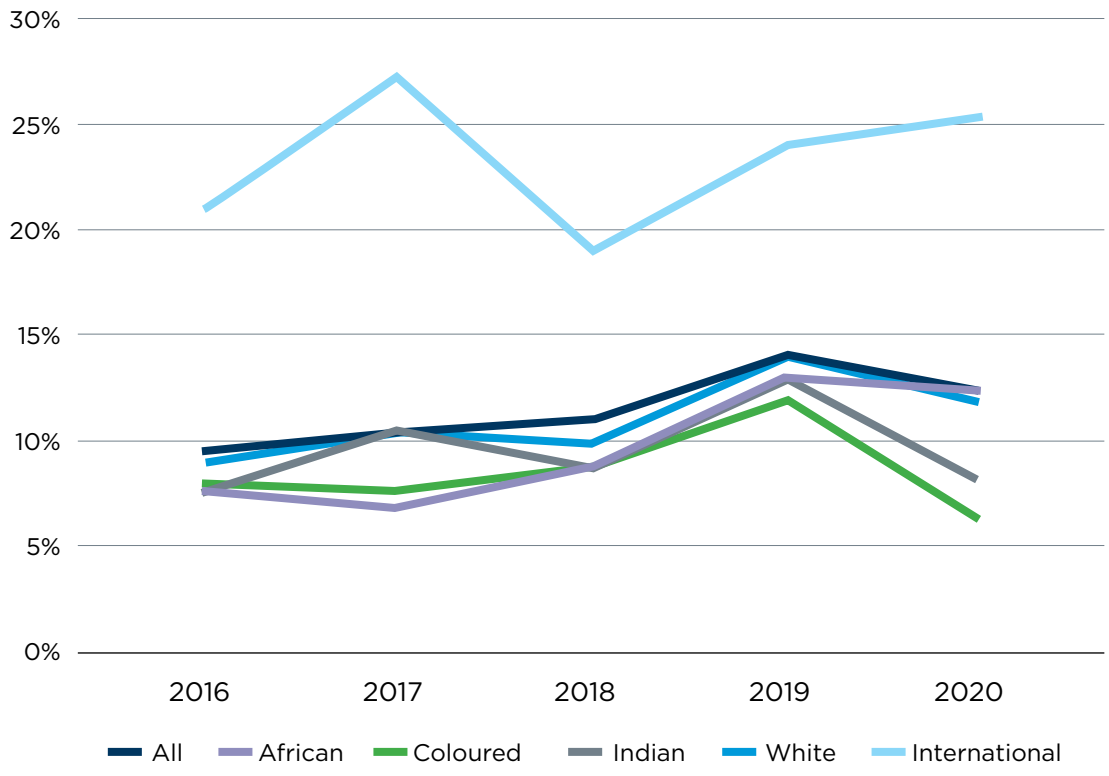
The overall undergraduate course success rate in 2019 was 85.1%, which was a slight increase from the 2018 figure of 84%. In 2020, the undergraduate course success rate increased markedlyto 89.2%. Note that the course success rates depicted here are FTE success rates, i.e. FTE course completions as a fraction of FTE course enrolments, extracted from HEMIS Sub 3.

The Table 17 series shows that the overall 1000-level course success rate dropped from 83% in 2016 and 2017 to 81% in 2018, increasing back to 83% in 2019 and then to 88% in 2020. Between 2019 and 2020, there were slight increases in the undergraduate success rates in Commerce (up one percentage point to 89% in 2020) and EBE (up two percentage points to 89% in 2020). In the Health Sciences, Law and Humanities

"In 2020, the undergraduate course success rate increased markedly to 89.2%."

faculties, the increases between 2019 and 2020 were moderate (three, three and four percentage points, respectively to 98%, 87% and 89%) while in the Faculty of Science, the 1000-level success rate increased by nine percentage points to 86% in 2020. Table 17b shows a small improvement in 1000-level course success within the Business/Commerce Classification of Education Subject Matter (CESM) group (up from 87% in 2019 to 88% in 2020), a three percentage point increase in the broad Humanities group (up to 87% in 2020) and a substantial six percentage point improvement in the Science, Engineering and Technology (SET) group (up to 88% in 2020). The enrolments in 1000-level Education are very small and decreasing, and thus success rates in this CESM group are not discussed further. Table 17c shows that all SA race groups showed increased course success at the 1000- level: in the case of coloured and Indian students, there were eight percentage point improvements between 2019 and 2020 (to 89% and 94%, respectively), while among African and International students, the success rates increased by five percentage points in each case (to 82% and 90%, respectively). Among white students at the 1000-level, the

Figure 15. Conversion of professional first bachelor's graduates to postgraduate study by race: 2016-2020



course success rate increased by three percentage points to 95% in 2020. As a result of the differential changes in success rates at the 1000-level between white (at the upper extreme) and African students (at the lower extreme), the performance gap between these two groups decreased by two percentage points to 13 between 2019 and 2020. A general comment is that the 2020 success rates appear markedly (and disproportionately) better than in prior years, which is counterintuitive given the COVID-19 teaching delivery challenges that prevailed during 2020.

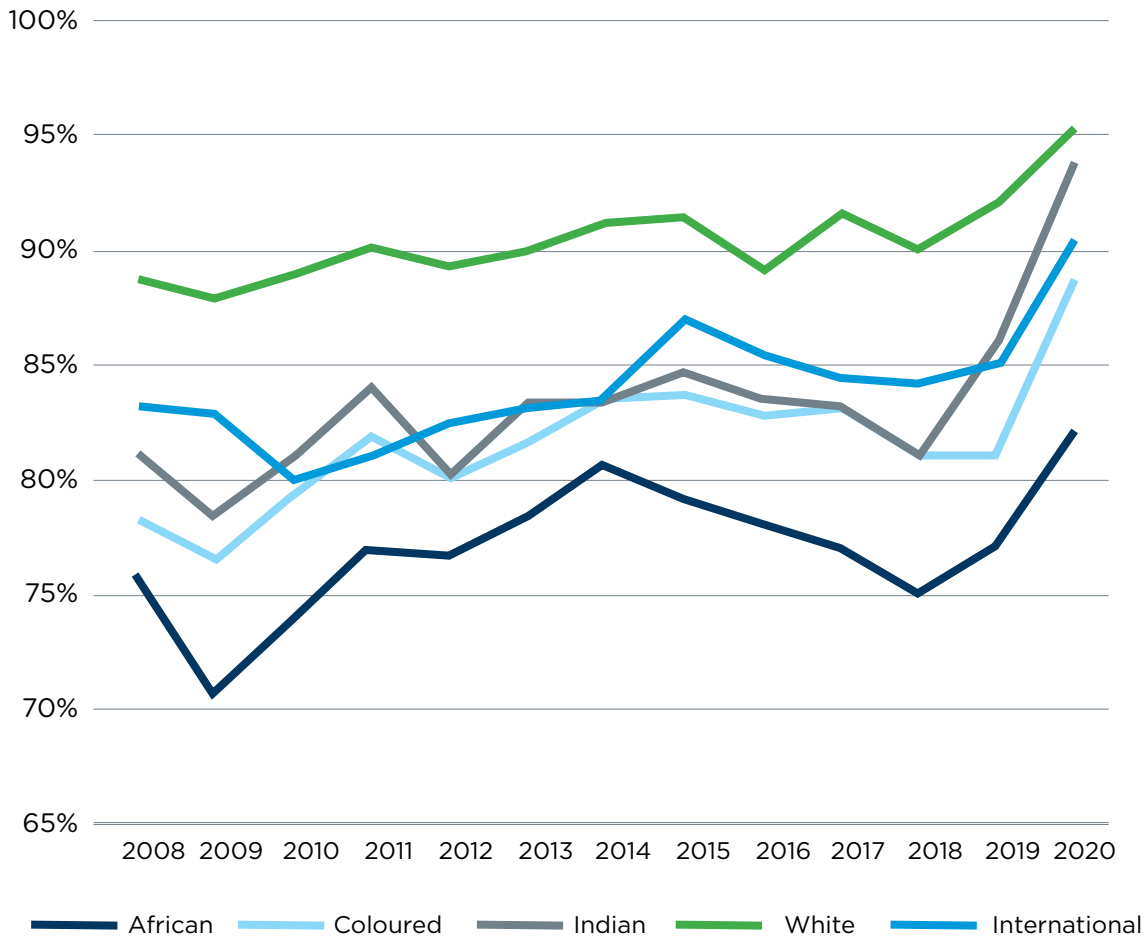
The analysis of the 1000-level course success rates after 2009, as well as the academic standing code analysis described below, suggest that the performance of the 2009 FU cohort was an aberration following the

Figure 16. Conversion of professional first bachelor's graduates to postgraduate study by gender: 2016-2020

first writing of the first National Senior Certificate (NSC) exams and that performance within subsequent cohorts is likely to be more in line with that amongst cohorts entering before 2009.

The overall success rate in 2000-level courses increased by five percentage points between 2019 and 2020 to 89%. Increased success rates at the 2000-level were apparent across all faculties: in all faculties other than Humanities, the increase was at least four percentage points while in the Faculty of Science, a 10 percentage point increase was apparent.
Table 17b shows a three percentage point increase in the success rate in Humanities courses at this level; in the case of Business/Management courses, there was a five percentage point increase while with the SET

Figure 17. 1000-level courses success rates by race: 2007-2020



courses, the increase was much larger at seven percentage points. Table 17c shows the following increases in course success rates by race:

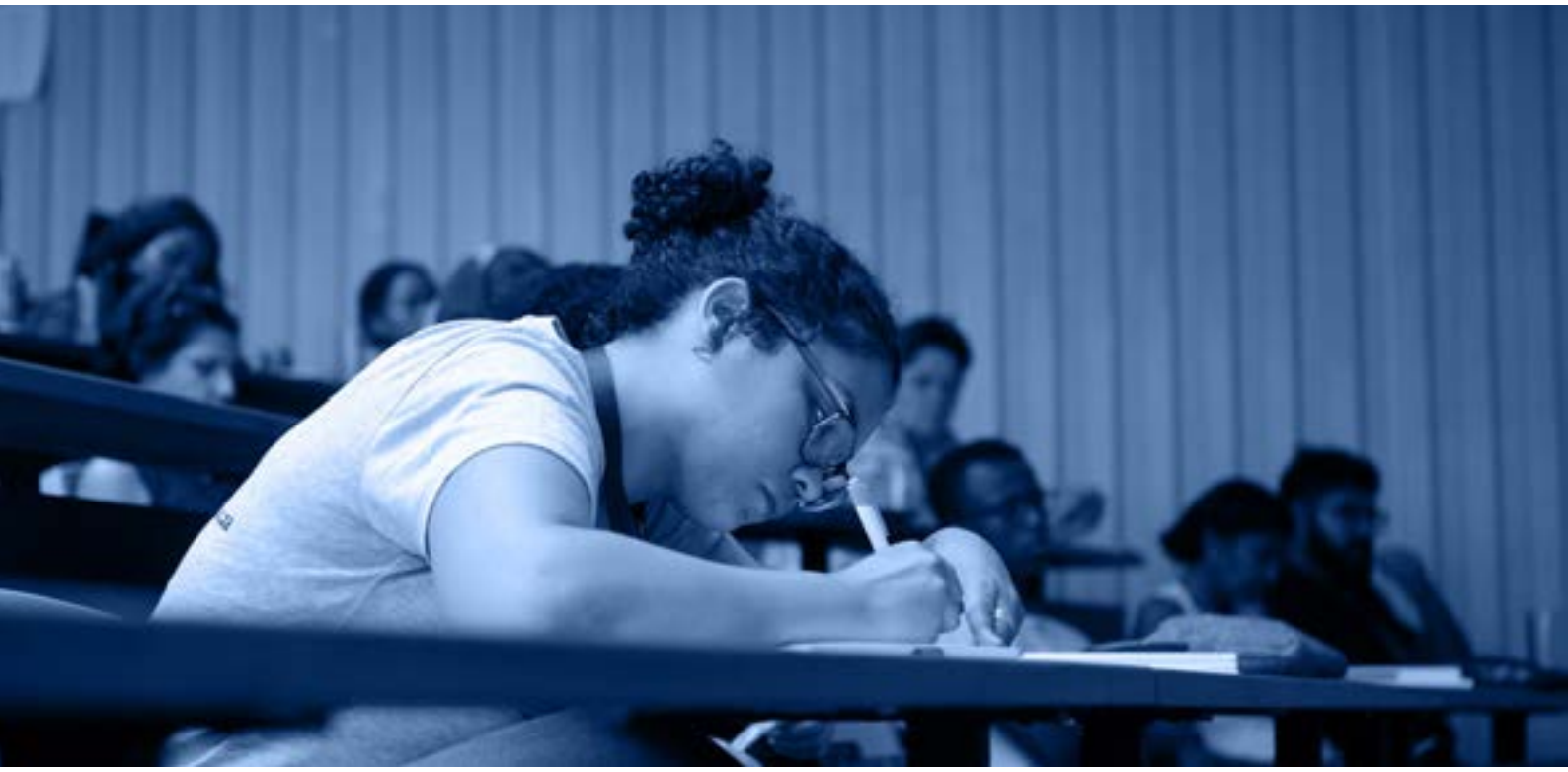
- white students were up three percentage points to 97%,
- International students were up four percentage points to 90%,
- coloured students were up five percentage points to 88%,
- African students were up six percentage points to 82%, and
- Indian students were up nine percentage points to 95%.

Due to differential shifts in 2000-level success rates by race, the white-African 2000-level performance differential decreased from 18 percentage points in 2019 to 14 percentage points in 2020.

The Table 17 series also shows an overall three percentage point increase in the success rate in 3000-level courses between 2019 and 2020. The Faculty of Law experienced a particularly large increase in the success rates at the 3000-level between 2019 and 2020 (up by nine percentage points to 87%). All CESM groups (other than Education) showed increased 3000-level success rates of two to three percentage points. Similarly, all South African race groups showed at least two to three percentage point increases in course success rates between 2019 and 2020; the increase at this level among Indian students was substantial at five percentage points. The SA African–white performance gap remained level at 12 percentage points in 2020, having decreased slightly from 14 percentage points in 2017 and 13 percentage points in 2018.

"Similarly, all South African race groups showed at least two to three percentage point increases in course success rates between 2019 and 2020."

Tables 18a and b show 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 between 2016 and 2020, the performance of foundation students in 1000- and 2000-level courses were largely 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). This difference in rates was visible across all faculties and was particularly pronounced in Business/Commerce and broad Humanities



courses. Interestingly, the differential was markedly reduced in 2018, where the overall 1000-level success rate was 75%, compared to 74% at the 2000-level. In 2020, the differential between performance on 1000- and 2000- level foundation courses increased to two percentage points, although there were marked improvements in success rates at both levels. Looking at the data in terms of CESM group (see Table 18b), 1000- and 2000-level course success rates among foundation students in 2020 were equal (at 78%) in the Business/Commerce group; in the Science/technology group, the 2000-level success rate (85%) was markedly higher than that at the 1000-level (79%); while in the broad Humanities, the 1000-level success rate (84%) was one percentage point higher than that at the 2000-level (83%). It was concerning that the 1000-level course success rate among foundation students had decreased progressively over the period 2016 to

2019. However, this trend was reversed in 2020, where the success rate was the highest over the five years.

Undergraduate academic progress code analysis (Table 19)

Between 2016 and 2020, 87% to 89% of all undergraduates were 'successful' where the measure of success is the completion of a degree or diploma or meeting standard readmission requirements (in which case a CONT academic standing code is awarded). In 2020, 89% of all undergraduates were 'successful; while 9% failed to meet minimum readmission requirements for readmission, i.e. they required faculty or Senate permission to re-register. Given the COVID-19 situation and the required shift to ERT, there was a moratorium on academic exclusions at the end of 2020. Thus, no academic exclusions are reflected in the tables for the 2020 year.

Four of the faculties (Commerce, EBE, Humanities and Law) awarded concessions to continue to at least 9% of their undergraduate students at the end of 2020. The Faculty of Science awarded concessions to continue studying to 6% of its undergraduates in 2020 (up from 5% in 2016).

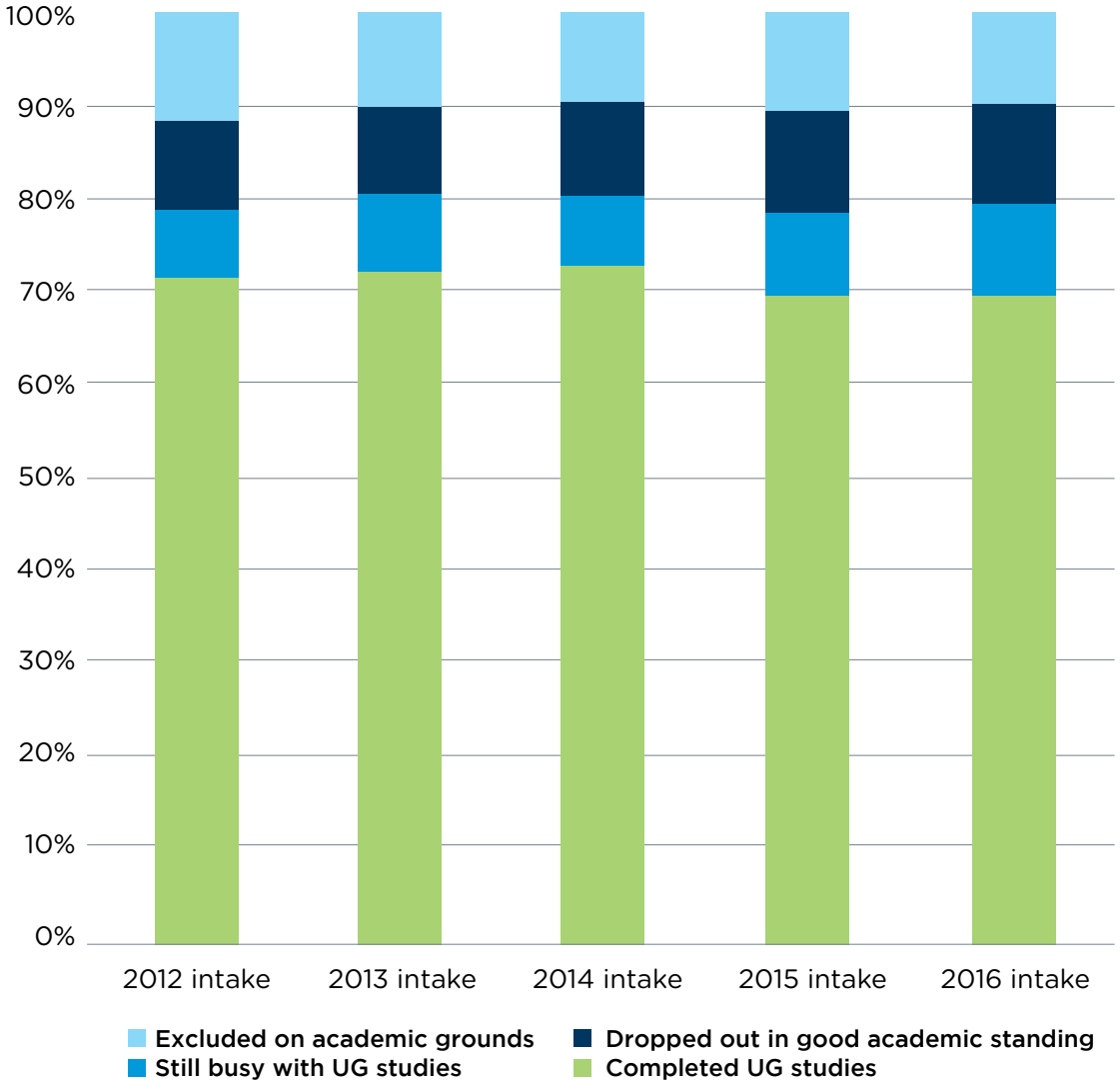
"In 2020, 89% of all undergraduates were 'successful'; while 9% failed to meet minimum readmission requirements for readmission."

Students who receive concessions to continue their studies effectively repeat the year, which prolongs the time to achieve their degree among those who ultimately graduate. In the Faculty of Health Sciences, the proportion of undergraduates receiving concessions to continue dropped to 1% in 2020, from 3% of the total in 2019.

While 9% of all undergraduate students failed to meet minimum readmission requirements in 2020, the proportion failing to do so of:

- African undergraduates was 15% (17% in 2019),

Figure 18. Academic progress of the 2012 to 2016 FU cohorts



- coloured undergraduates was 10% (13% in 2019),
- Indian undergraduates was 5% (10% in 2019),
- white undergraduates was 2% (5% in 2019), and of
- International undergraduates was 8% (down from 12% in 2019).

The decreased proportions of students failing to meet standard readmissions requirements in 2020 arose as a result of both the moratorium on academic

exclusions as well as an increase in the proportion of undergraduates meeting standard readmission requirements.

"It is of interest to note that among Indian and white undergraduates, there was a marked increase in the proportion of students qualifying over the period 2016 to 2020."

It is of interest to note that among Indian and white undergraduates, there was a marked increase in the proportion of students qualifying over the period 2016 to 2020: in the case of Indian students, this proportion rose from 20% in 2016 to 28% in 2020 while in the case of white students the proportion increased from 25% in 2016 to 34% in 2020. This change may result from 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.

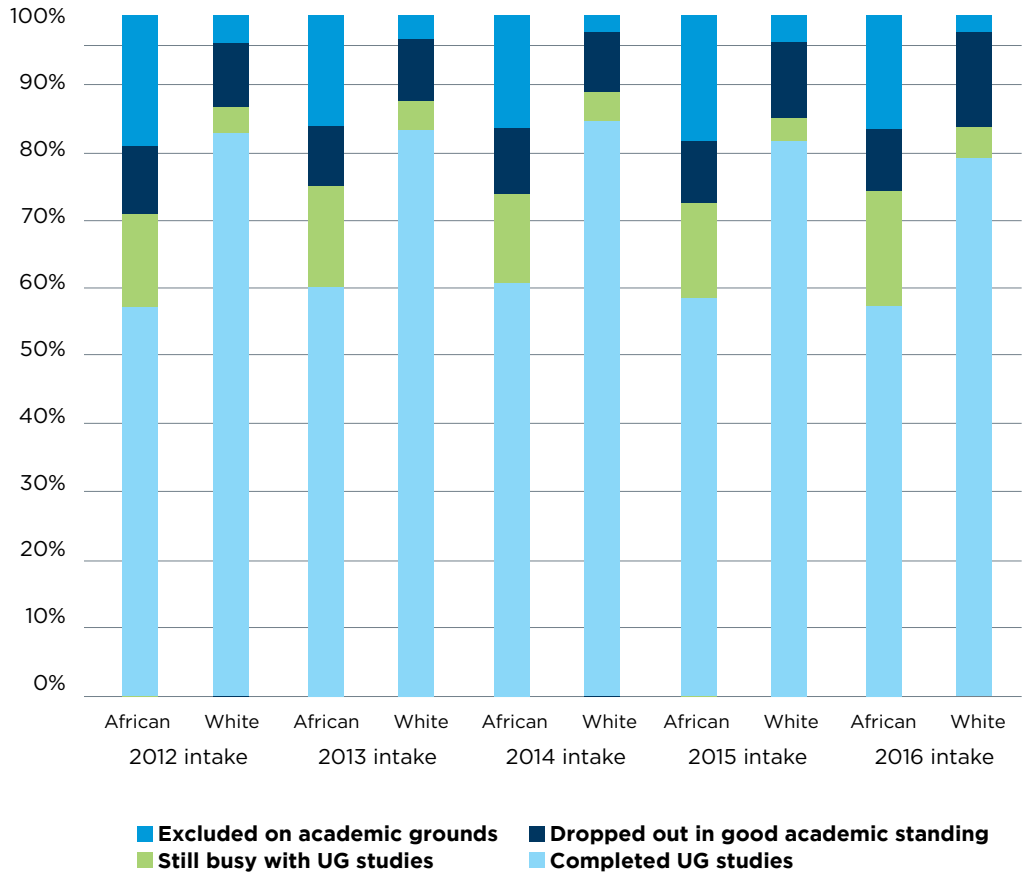
Five-year first-time entering undergraduate cohort analysis (Tables 20 and 21)

The Table 20 series tracks the progress of the 2012 to 2016 FU cohorts. These overall entry cohorts showed a marked consistency in relation to completion rates among the 2012 to 2014 cohorts (72-73%). However, the cohort completion rate among the 2015 cohort dropped back to 70% while that amongst the 2016 cohort dropped further to 69%. The proportion of each cohort still busy with their studies increased by one percentage point to 10% of the 2016 FU cohort, while the proportion dropping out in good academic standing increased to 11%. Nine percent of the 2016 FU cohort (compared with 10% of the equivalent 2015 FU cohort) were excluded on academic grounds. Analyses of the five-year longitudinal progress of FUs within the 2016 entry cohorts showed that 69% had completed a degree or diploma by the end of 2020 while 10% of the 2016 entrants were still busy with their undergraduate studies after five years.

The potential completion rate within the 2016 cohort was, therefore, 79%, in comparison with 80% amongst the 2010 cohort and 81% amongst both the 2013 and 2014 cohorts and 79% of the 2015 cohort. The total attrition within the 2016 cohort after five years was 20% of all entrants, which was very similar to the attrition rates among the prior cohorts shown here.

The academic exclusion rates in two faculties have dropped markedly, comparing the 2012 and 2016 FU cohorts. In the case of EBE, the academic exclusion rate was 12% among the 2012 cohort, dropping to 8% among the 2016 cohort. In the case of Science, 20% of the 2012 FU cohort were excluded on academic grounds; this proportion dropped to 15% among

Figure 19. Comparison of academic progress of successive African and white FU cohort



the 2016 cohort (which was, however, two percentage points higher than the equivalent proportion of the 2015 cohort), following the introduction of a new approach to the EDPs in 2013. Looking at the Faculty of Science, however, it should be noted that the 2016 cohort completion rate (65%) was seven percentage points lower than the completion rate among the 2015 FU cohort; this was mainly due to a substantial increase in the proportion of 2016 Science FUs dropping out in good academic standing by the end of 2020 (13%, in comparison with 7% among the equivalent 2015 cohort). In the case of the Faculty of Law, the cohort completion rate across the intakes shown in the table set fluctuated markedly, with 69% of the 2014 cohort but only 49% of the 2015 FU cohort graduating after five years.

The completion rate among the 2016 cohort increased back to 61% due to marked reductions in the fraction of the incoming cohort either still busy with their studies (down by six percentage points to 11%) or excluded on academic grounds (down to 19% of the 2016 FU cohort).

Cohort completion rates across the 2012 to 2016 FU cohorts varied widely in relation to entry faculty and race. Looking at the 2016 cohort, the completion rate among white students dropped by three percentage points to 79%, mainly due to an equivalent increase in the proportion of students dropping out in good academic standing. The completion rate among the 2016 African cohort also dropped slightly to 58% due to an increase in the proportion of students still busy with their studies after five years (17%). The potential completion rates among the 2016 white and African cohorts were thus 84% and 74%, respectively. The large number of African students still busy with undergraduate studies after five years relates significantly to the frequency of enrolment on extended programmes, where the minimum time to degree is a year longer than in the mainstream.

"Looking at the 2016 cohort, the completion rate among white students dropped by three percentage points to 79%."

While 69% of all 2016 FU students in this analysis had completed their studies within five years of initial registration, the proportion doing so of:

- African undergraduates was 58% (in comparison with 57% of the 2012 FU cohort),
- coloured undergraduates was 71% (in comparison with 65% of the 2012 cohort),
- Indian undergraduates was 72% (in comparison with 70% of the 2012 cohort), and
- white undergraduates was 79% (in comparison with 83% of the 2012 FU cohort).

Looking at the 2012 to 2016 FU cohorts, attrition rates have decreased across all race groups, other than white students, amongst whom the rate of drop-out in good academic standing increased considerably. Attrition (academic exclusion plus drop-out in good academic standing) rates within the 2016 FU cohort were as follows:

- 20% of all entrants (the same as within the 2012 FU cohort),
- 26% among South African black entrants (in comparison with 29% of the 2012 cohort),
- 17% among coloured entrants (in comparison with 24% of the 2012 cohort),
- 16% among Indian entrants (in comparison with 22% of the 2012 cohort), and
- 16% among white entrants (in comparison with 13% of the 2012 cohort).

"Looking at the 2012 to 2016 FU cohorts, attrition rates have decreased across all race groups, other than white students, amongst whom the rate of drop-out in good academic standing increased considerably."

Of particular interest is the impact of the new approach to the EDP in Science, which was introduced in 2013. Before 2013, students were admitted directly into the General Entry Programme for Science (GEPS) but as of 2013, all students have been admitted into the mainstream (the SB001). All students are then required to write a set of formal class tests at the mid-term of the first semester (mid-March). Using the marks achieved in these tests, together with the results of the school-leaving examinations and the National Benchmark Tests (NBTs), selected students are then counselled 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 to improve their chances of graduating in minimum time. Table 20a shows that the

completion rate for Science FUs was 65% in 2012, compared with 72% of the whole 2012 cohort. Note that 20% of the 2012 Science FU cohort had been excluded on academic grounds, and a further 10% had dropped out in good academic standing.

In comparison, 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 and 72% of the third EDP cohort had graduated within five years. It is noteworthy that the rates of academic exclusion among these 2013 to 2015 cohorts (13-14% in each case) were markedly lower than those of the GEPS approach. Unfortunately, the analysis shows a marked decrease in the completion rate within the 2016 cohort (down to 65%), resulting from a six percentage point increase in the rate of drop-out in good academic standing (up to 13%) and a two percentage point increase in the academic exclusion rate (up to 15%).

Table 21 shows that in addition to the high exclusion rate of African students in mainstream, the exclusion rate in the extended degree programmes

remained problematic, particularly in the Faculties of Science and Law (30% and 26% on average across the 2012 to 2016 FU cohorts). There has been some improvement in recent intakes within the Faculty of Science, where the academic exclusion rates dropped from 41% among the 2012 cohort to 30% of the 2014 cohort. Similarly, within the EBE Faculty, the rate of academic exclusion dropped from a peak of 33% among the 2012 cohort to 15% among the 2016 cohort (although 45% of this cohort were still busy with their studies at the time of this analysis). In the Faculty of Humanities, however, the academic exclusion rate dropped from 24% among the 2012 cohort to 16% of the 2016 cohort.

"There has been some improvement in recent intakes within the Faculty of Science, where the academic exclusion rates dropped from 41% among the 2012 cohort to 30% of the 2014 cohort."

The overall completion rates within the 2014 to 2016 EDPs appeared to have stabilised at 54%. The proportions of successive EDP cohorts still busy with their studies, however, increased markedly, from 17% in relation to the 2012 cohort, up to 22% of the 2016 cohort. Potential completion within the 2016 extended programmes (76%) was slightly higher than within the African mainstream (74%). The completion rates within the extended programmes tended to vary quite markedly by programme and from year to year within the different programmes. However, the completion rates amongst the 2016 EDP cohorts were as follows:

- 69% within BCom (60% in 2015),
- 67% within BBusSc (68% in 2015),
- 33% within BSc(Eng) (58% in 2015),
- 27% within LLB (16% in 2015),
- 46% within BSc (52% in 2015), and
- 61% within the BA+BSocSc (53% in 2015).

Overall, attrition in the EDPs dropped slightly to 25% among the 2016 cohort, from a peak of 31% among the 2012 cohort.

The Table 22 series summarises the years to completion amongst graduates of the 2012 to 2016 entry cohorts in five large faculties (excluding Health Sciences). Table 22a shows that a relatively steady proportion of the five entry cohorts examined here (33-34%) completed their studies in three years. The proportion of graduates completing in four years increased by four percentage points between 2012 and 2016 (up from 41% of the 2012 cohort to 45% of the equivalent 2016 cohort). Looking at graduates within the three-year programmes (BA, BCom, BSc and BSocSc), there were marked variations by programme: 63% of the 2016 BA graduates, 50% of the BSocSc graduates, 47% of the BSc graduates and 46% of the BCom graduates had completed their studies within the minimum three-year period. The proportions of graduates completing four-year programmes within the minimum time also varied markedly, with 76% of the BBusSc graduates, 65% of the LLB graduates and 52% of the BSc(Eng) graduates completing within four years.

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

- 24% of all 2016 African graduates had completed in three years (up from 19% of the 2012 cohort graduates) and a further 48% (up from 40% of the 2012 graduates) had completed in four years,
- 28% of all 2016 coloured graduates had completed in three years (down slightly from 29% of the 2012 cohort graduates) and a further 46% (up from 38% of the 2012 cohort graduates) had completed in four years,
- 21% of all 2016 Indian graduates had completed in three years (down from 24% of the 2012 cohort graduates) and a further 52% (up from 45% of the 2012 cohort graduates) had completed in four years, and
- 41% of all 2016 white graduates had completed in three years (down

from 43% of the 2012 cohort graduates) and a further 44% (the same as among the 2012 cohort graduates) had completed in four years.

Figure 20 compares time to degree amongst African and white FU entrants into three-year bachelor's programmes in 2012 and 2016, with a view to look 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 Science (the BSc), where 12% of African students in comparison with 70% of white students in the 2016 cohort completed within three years, and the BSocSc where 30% of African entrants in comparison with 67% of white 2016 entrants graduated

Figure 20. Time to degree among African and white entrants into three-year bachelor's programmes

	Humanities: BA				Commerce: BCom				Science: BSc				Humanities: BSocSc			
Graduated in...	2012 FU African	2012 FU White	2016 FU African	2016 FU White	2012 FU African	2012 FU White	2016 FU African	2016 FU White	2012 FU African	2012 FU White	2016 FU African	2016 FU White	2012 FU African	2012 FU White	2016 FU African	2016 FU White
3 years	48%	83%	68%	82%	26%	41%	39%	61%	19%	73%	12%	70%	39%	74%	30%	67%
4 years	8%	15%	26%	16%	41%	47%	42%	32%	42%	20%	47%	25%	38%	19%	53%	25%
5 years	13%	1%	6%	2%	25%	10%	18%	7%	31%	6%	41%	5%	18%	7%	18%	8%
6 years	3%	1%	0%	0%	8%	2%	0%	0%	8%	1%	0%	0%	5%	0%	0%	0%

Figure 21. Time to degree among African and white entrants into four-year bachelor's programmes

	Commerce: BBusSc				Engineering: BSc(Eng)				Law: LLB			
Graduated in...	2012 FU African	2012 FU White	2016 FU African	2016 FU White	2012 FU African	2012 FU White	2016 FU African	2016 FU White	2012 FU African	2012 FU White	2016 FU African	2016 FU White
3 years	3%	4%	6%	10%	0%	1%	0%	0%	0%	0%	0%	0%
4 years	49%	72%	56%	72%	28%	68%	52%	57%	27%	100%	53%	89%
5 years	39%	20%	38%	17%	45%	25%	48%	43%	55%	0%	47%	11%
6 years	9%	3%	0%	0%	27%	5%	0%	0%	18%	0%	0%	0%

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 these students taking five years or more to complete a three-year programme suggest that there are other factors at play: looking at the 2016 African entrants, 6% of BA graduates, 18% of BSocSc graduates, 18% of BCom graduates and 41% of BSc graduates took at least five years to complete their studies.

"17% of the 2016 intake were still registered at the master's level after four years."

Similar differentials are apparent in Figure 21 below, which compares time to degree among African and white 2012 and 2016 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 2016 cohort has only been tracked for five years, the 2012 cohorts showed that substantial proportions of African (48% of the BBusSc intake, 73% of the LLB graduates and 72% of the BSc(Eng) intake took five or six years to complete their four-year degrees.

Postgraduate (master and doctoral) cohort analysis (Tables 23 and 24)

Table 23 shows the cohort retention of the 2012 to 2016 new intakes of master's students, each tracked for four years. The overall completion rate amongst these master's cohorts ranged between 58% (of the 2016 intake) and 70% (of the 2012 intake) at the upper end. Seventeen percent of the 2016 intake were still registered at the master's level after four years, and the potential completion rate within this cohort was thus 76%, which is one percentage point lower than that within the 2012 cohort (77%). Around 3% of the 2012 to 2015 intakes had upgraded to doctoral study during the four-year tracking period; upgrades were most common in the Faculties of Science (where up to 10% of an entry cohort upgraded)

and Health Sciences (where up to 9% of a cohort upgraded to doctoral study). Unusually, the analysis of the 2016 cohort showed no upgrades to doctoral study. The proportion of the intake still registered after four years of study increased with successive cohorts: 7% of the 2012 intake in comparison with 9% of the 2013, 2014 and 2015 cohorts were still busy with their master's studies after four years while 17% of the 2016 cohort were still registered after four years. The proportion dropping out in good academic standing ranged between 19% and 23% of each cohort, peaking at 23% within the 2016 intake.

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 81% and 87% (of the 2013 and 2016 cohorts, respectively) had graduated within four years of commencing their studies.

Except for the Commerce and GSB intakes, completion within the 2016 cohorts was markedly lower than that within the 2015 master's intakes:

- 41% of the 2016 EBE cohort (in comparison with 54% of the 2015 intake) had graduated within four years,
- 40% of the 2016 Health Sciences cohort (in comparison with 52% of the 2015 intake) had graduated within four years,
- 58% of the 2016 Humanities intake (in comparison with 66% of the 2015 intake) had graduated within four years,
- 73% of the 2016 Law cohort (in comparison with 80% of the 2015 intake) had graduated within four years, and
- 62% of the 2016 Science cohort (compared to 66% of the 2015 intake) had graduated within four years.

This analysis suggests increasing times to degree at the master's level, which is substantiated in Table 26 (which shows numbers of master's graduates per faculty and times to degree for the years 2016 to 2020).

The 2010 to 2014 new intakes of doctoral students were tracked for five years. Table 24 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 ranged between 51% (of the 2013 intake) but then dropped markedly to only 29% for the 2014 cohort. Between 28% and 34% of each cohort was still registered at the end of five years, bringing the potential cohort completion rates to between 62% (within the 2014 cohort) and 80% (within the 2011 cohort).

"The 2010 to 2014 new intakes of doctoral students were tracked for five years."

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 29% (of the 2011 cohort) and 35% (of the 2014 entry cohorts).

Retention and completion patterns at the doctoral level varied widely across the faculties and entry years but the decrease in the completion rate (36%) and increased attrition rate (25%) within the overall 2014 doctoral cohort is of concern. Table 24 shows a substantial decrease in the 2014 cohort completion rates, in comparison with that within the 2013 intake, across all faculties other than Science while the attrition rate had also increased in all faculties other than Science.

Looking at the 2016 cohort, the performance of the Commerce, Humanities and Law doctoral intakes were of particular concern:

- 22% of the Commerce intake had graduated and a further 39% were still registered after four years, bringing the potential completion rate to 61%;
- 40% of the EBE intake had graduated and a further 34% were still registered, bringing the potential cohort completion rate to 74%;
- 41% of the Health Sciences intake had graduated and a further 39% were still registered, bringing the potential completion rate to 71%;
- 21% of the Humanities intake had graduated and 50% were still registered, bringing the potential completion rate to 58%;
- 29% of the Law intake had graduated and a further 29% were still registered, bringing the potential completion rate to 57%; and
- 41% of the Science intake had graduated and a further 42% were still registered, bringing the potential completion rate to 83%.

The rates of academic exclusion and transfer to other programmes were low to negligible amongst the doctoral cohorts.

Table 25 shows the numbers of postgraduate diploma and honours graduates by faculty for 2016 to 2020, and the average times to degree

for these qualifications in each of the faculties and overall. The average time to completion for postgraduate diplomas increased from 1.4 years in 2016 to 1.5 years in 2020. In 2020, the average time to completion for postgraduate diplomas ranged from 1.2 years in Commerce (where these qualifications are primarily full-time and done over one year) to 1.5 years in the GSB and 1.7 years in Health Sciences, where part-time study over two years is more common. There were only tiny numbers of graduates at the postgraduate diploma level in both EBE and Law (4 and 14, respectively). Thus the times to degree reflected in Table 25 for these two faculties may be misleading. The overall average time to completion for honours graduates remained level at 1.2 years across the period 2016 to 2020. The markedly higher time to degree among Commerce honours graduates in 2020 (1.5 years) results from the two part-time offerings (Economic Analysis of Financial Markets, and Information Systems); the former programme also has both January and June intakes.

Table 26 shows that the doctoral graduate total has improved markedly (to 261 in 2019 and 276 in 2020) following a dip to 195 graduates in 2018. Doctoral graduate numbers increased in all faculties (other than Commerce) between 2018 and 2020 but most markedly in the Faculty of Health Sciences, where the total peaked at 90 in 2020. The average time to degree among doctoral graduates increased steadily from 4.8 years in 2016 to 5.7 years in 2019, remaining at the same level in 2020.

Table 26 also reflects a substantial increase in master's graduates between 2017 and 2018 (up from 1 139 to 1 381, which is an increase on the previous peak graduate total of 1 332 in 2015). Increases in master's graduate numbers were apparent in all faculties other than the GSB and Science, which experienced proportional decreases

"The average time to completion for postgraduate diplomas increased from 1.4 years in 2016 to 1.5 years in 2020."

of 10% and 15%, respectively. In 2019, master's graduates dropped somewhat to 1 302, picking up to 1 333 in 2020. The average time to degree among master's graduates has increased steadily from 2.4 in 2016 to 3.3 in 2020. In three of the six faculties, the 2020 average time to degree among master's graduates was higher than the institutional average: 3.5 years in EBE, 3.6 years in Humanities and 4.5 years in Health Sciences.

SECTION 1 : TOTAL, UNDUPLICATED STUDENT ENROLMENTS : 2016 - 2020

Table 1
Total undergraduate plus postgraduate head count student enrolments: 2016 - 2020

Faculty	2016	2017	2018	2019	2020	Average annual change
Commerce	7751	7144	6777	6554	6485	-4,4%
	27%	25%	24%	23%	23%	
GSB	790	812	850	867	739	-1,7%
	3%	3%	3%	3%	3%	
EBE	4673	4866	4939	4801	4555	-0,6%
	16%	17%	17%	17%	16%	
Health Sciences	4572	4815	4940	4820	4742	0,9%
	16%	17%	17%	17%	17%	
Humanities	7158	6829	7110	7327	7490	1,1%
	24%	24%	25%	26%	26%	
Law	1462	1405	1265	1276	1267	-3,5%
	5%	5%	4%	4%	4%	
Science	2826	2853	2863	2996	3169	2,9%
	10%	10%	10%	10%	11%	
TOTAL	**29232**	**28724**	**28744**	**28641**	**28447**	**-0,7%**
	100%	**100%**	**100%**	**100%**	**100%**	

Percentages should be read down each column

Notes:

1. In a head-count total, students are counted as units even if they are part-time students taking less a full-time curriculum.
2. The 2016- 2020 head count totals shown were extracted from the HEMIS Sub 3 student tables for each year. Unique, unduplicated head counts were extracted using the derived head count enrolment data element 589.
3. A faculty's head count total is the total of students enrolled for the various degrees, diplomas and certificates

Table 2
Undergraduate student enrolments: 2016 - 2020

Faculty	2016	2017	2018	2019	2020	Average annual change
Commerce	5438	5037	4516	4303	4161	-6,5%
	30%	28%	26%	25%	24%	
GSB	0	0	0	0	0	
	0%	0%	0%	0%	0%	
EBE	3191	3275	3321	3293	3129	-0,5%
	17%	18%	19%	19%	18%	
Health Sciences	2208	2318	2259	2149	2039	-2,0%
	12%	13%	13%	12%	12%	
Humanities	5171	4898	5048	5197	5301	0,6%
	28%	27%	29%	30%	31%	
Law	717	688	660	669	587	-4,9%
	4%	4%	4%	4%	3%	
Science	1688	1656	1690	1709	1846	2,3%
	9%	9%	10%	10%	11%	
TOTAL	**18413**	**17872**	**17494**	**17320**	**17063**	**-1,9%**
	100%	**100%**	**100%**	**100%**	**100%**	

Table 3
Postgraduate student enrolments: 2016 - 2020

Faculty	2016	2017	2018	2019	2020	Average annual change
Commerce	1987	2313	2107	2261	2324	4,0%
	20%	21%	19%	20%	20%	
GSB	915	790	812	850	739	-5,2%
	9%	7%	7%	8%	6%	
EBE	1416	1482	1591	1618	1426	0,2%
	14%	14%	15%	14%	13%	
Health Sciences	2126	2364	2497	2681	2703	6,2%
	21%	22%	23%	24%	24%	
Humanities	1887	1987	1931	2062	2189	3,8%
	19%	18%	18%	18%	19%	
Law	663	745	717	605	680	0,6%
	7%	7%	7%	5%	6%	
Science	1092	1138	1197	1173	1323	4,9%
	11%	11%	11%	10%	12%	
TOTAL	**10086**	**10819**	**10852**	**11250**	**11384**	**3,1%**
	100%	**100%**	**100%**	**100%**	**100%**	

Table4

Headcount student enrolments by population group

Note: International students are those who are neither SA citizens nor permanent residents

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	1961	1976	1900	1811	1958	866	821	706	586	634	692	663	575	425	439	2142	1792	1379	1014	867	756	713	622	607	562	267	172	208	139	129	7751	7144	6777	6554	6485
	25%	28%	28%	28%	30%	11%	11%	10%	9%	10%	9%	9%	8%	6%	7%	28%	25%	20%	15%	13%	10%	10%	9%	9%	9%	3%	2%	3%	2%	2%	100%	100%	100%	100%	100%
GSB	124	125	116	183	213	63	49	54	84	113	30	29	30	42	45	79	82	63	83	95	182	179	177	140	131	40	42	31	47	12	790	812	850	867	739
	16%	15%	14%	21%	29%	8%	6%	6%	10%	15%	4%	4%	4%	5%	6%	10%	10%	7%	10%	13%	23%	22%	21%	16%	18%	5%	5%	4%	5%	2%	100%	100%	100%	100%	100%
EBE	1115	1294	1424	1498	1483	531	562	590	556	506	392	406	379	348	330	1351	1338	1289	1175	1081	848	867	809	769	654	144	122	119	87	70	4673	4866	4939	4801	4555
	24%	27%	29%	31%	33%	11%	12%	12%	12%	11%	8%	8%	8%	7%	7%	29%	27%	26%	24%	24%	18%	18%	16%	16%	14%	3%	3%	2%	2%	2%	100%	100%	100%	100%	100%
Health Sciences	1120	1196	1191	1185	1229	698	713	718	697	681	365	351	345	362	387	1175	1130	1086	1013	987	504	522	559	559	547	94	89	88	76	70	4572	4815	4940	4820	4742
	24%	25%	24%	25%	26%	15%	15%	15%	14%	14%	8%	7%	7%	8%	8%	26%	23%	22%	21%	21%	11%	11%	11%	12%	12%	2%	2%	2%	2%	1%	100%	100%	100%	100%	100%
Humanities	1513	1458	1427	1466	1734	1154	1121	1191	1134	1279	228	204	170	172	193	1827	1541	1301	1147	1158	547	528	518	456	434	944	592	671	503	325	7158	6829	7110	7327	7490
	21%	21%	20%	20%	23%	16%	16%	17%	15%	17%	3%	3%	2%	2%	3%	26%	23%	18%	16%	15%	8%	8%	7%	6%	6%	13%	9%	9%	7%	4%	100%	100%	100%	100%	100%
Law	265	272	288	334	330	229	245	210	202	179	82	88	78	86	70	423	341	285	277	249	182	192	178	188	204	108	87	104	73	72	1462	1405	1265	1276	1267
	18%	19%	23%	26%	26%	16%	17%	17%	16%	14%	6%	6%	6%	7%	6%	29%	24%	23%	22%	20%	12%	14%	14%	15%	16%	7%	6%	8%	6%	6%	100%	100%	100%	100%	100%
Science	679	793	851	907	1009	291	306	292	340	361	146	142	131	141	144	986	952	920	946	982	339	322	286	293	281	211	148	171	131	125	2826	2853	2863	2996	3169
	24%	28%	30%	30%	32%	10%	11%	10%	11%	11%	5%	5%	5%	5%	5%	35%	33%	32%	32%	31%	12%	11%	10%	10%	9%	7%	5%	6%	4%	4%	100%	100%	100%	100%	100%
TOTAL	**6777**	**7114**	**7197**	**7384**	**7956**	**3832**	**3817**	**3761**	**3599**	**3753**	**1935**	**1883**	**1708**	**1576**	**1608**	**7983**	**7176**	**6323**	**5655**	**5419**	**3358**	**3323**	**3149**	**3012**	**2813**	**1808**	**1252**	**1392**	**1056**	**803**	**29232**	**28724**	**28744**	**28641**	**28447**
	23%	**25%**	**25%**	**26%**	**28%**	**13%**	**13%**	**13%**	**13%**	**13%**	**7%**	**7%**	**6%**	**6%**	**6%**	**27%**	**25%**	**22%**	**20%**	**19%**	**11%**	**12%**	**11%**	**11%**	**10%**	**6%**	**4%**	**5%**	**4%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 5

Undergraduate student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	1449	1456	1346	1256	1372	634	603	479	354	371	558	524	425	293	298	1533	1312	903	573	458	438	396	307	285	264	165	116	123	94	55	5438	5037	4516	4303	4161
	27%	29%	30%	29%	33%	12%	12%	11%	8%	9%	10%	10%	9%	7%	7%	28%	26%	20%	13%	11%	8%	8%	7%	7%	6%	3%	2%	3%	2%	1%	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	822	900	1010	1102	1091	363	398	422	407	359	316	334	299	265	249	905	879	855	818	757	528	521	472	443	375	78	69	64	42	38	3191	3275	3321	3293	3129
	26%	27%	30%	33%	35%	11%	12%	13%	12%	11%	10%	10%	9%	8%	8%	28%	27%	26%	25%	24%	17%	16%	14%	13%	12%	2%	2%	2%	1%	1%	100%	100%	100%	100%	100%
Health Sciences	850	896	883	835	815	498	508	497	463	419	206	193	196	199	202	528	537	514	458	428	25	19	18	13	8	1	0	0	0	0	2208	2318	2259	2149	2039
	38%	39%	39%	39%	40%	23%	22%	22%	22%	21%	9%	8%	9%	9%	10%	24%	23%	23%	21%	21%	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	1228	1154	1097	1084	1245	903	867	924	879	958	157	132	104	107	117	1177	1019	820	704	733	310	298	270	206	197	773	429	500	351	195	5171	4898	5048	5197	5301
	24%	24%	22%	21%	23%	17%	18%	18%	17%	18%	3%	3%	2%	2%	2%	23%	21%	16%	14%	14%	6%	6%	5%	4%	4%	15%	9%	10%	7%	4%	100%	100%	100%	100%	100%
Law	174	178	193	209	191	135	151	147	130	105	52	52	57	62	55	247	212	177	163	142	48	46	41	53	43	21	16	15	11	4	717	688	660	669	587
	24%	26%	29%	31%	33%	19%	22%	22%	19%	18%	7%	8%	9%	9%	9%	34%	31%	27%	24%	24%	7%	7%	6%	8%	7%	3%	2%	2%	2%	1%	100%	100%	100%	100%	100%
Science	502	570	642	670	755	200	214	200	227	234	95	96	84	76	77	584	537	513	506	526	104	85	73	77	84	119	63	93	56	42	1688	1656	1690	1709	1709
	30%	34%	38%	39%	44%	12%	13%	12%	13%	14%	6%	6%	5%	4%	5%	35%	32%	30%	30%	31%	6%	5%	4%	5%	5%	7%	4%	6%	3%	2%	100%	100%	100%	100%	100%
TOTAL	**5025**	**5154**	**5171**	**5156**	**5469**	**2733**	**2741**	**2669**	**2460**	**2446**	**1384**	**1331**	**1165**	**1002**	**998**	**4974**	**4496**	**3782**	**3222**	**3044**	**1453**	**1365**	**1181**	**1077**	**971**	**1157**	**693**	**795**	**554**	**334**	**18413**	**17872**	**17494**	**17320**	**17063**
	27%	**29%**	**30%**	**30%**	**32%**	**15%**	**15%**	**15%**	**14%**	**14%**	**8%**	**7%**	**7%**	**6%**	**6%**	**27%**	**25%**	**22%**	**19%**	**18%**	**8%**	**8%**	**7%**	**6%**	**6%**	**6%**	**4%**	**5%**	**3%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:

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

Table6
Postgraduate student enrolments by population group

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	512	520	554	555	586	232	218	227	232	263	134	139	150	132	141	609	480	476	441	409	318	317	315	322	298	102	56	85	43	74	2313	2107	2261	2251	2324
	22%	25%	25%	25%	25%	10%	10%	10%	10%	11%	6%	7%	7%	6%	6%	26%	23%	21%	20%	18%	14%	15%	14%	14%	13%	4%	3%	4%	2%	3%	100%	100%	100%	100%	100%
GSB	124	125	116	183	213	63	49	54	84	113	30	29	30	42	45	79	82	63	83	95	182	179	177	140	131	40	42	31	47	12	790	812	850	867	739
	16%	15%	14%	21%	29%	8%	6%	6%	10%	15%	4%	4%	4%	5%	6%	10%	10%	7%	10%	13%	23%	22%	21%	16%	18%	5%	5%	4%	5%	2%	100%	100%	100%	100%	100%
EBE	293	394	414	396	392	168	164	168	149	147	76	72	80	83	81	446	459	434	357	324	320	346	337	326	279	66	53	55	43	32	1482	1591	1618	1508	1426
	20%	25%	26%	26%	27%	11%	10%	10%	10%	10%	5%	5%	5%	6%	6%	30%	29%	27%	24%	23%	22%	22%	21%	22%	20%	4%	3%	3%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	270	300	308	350	414	200	205	221	234	262	159	158	149	163	185	647	593	572	555	559	479	503	541	546	539	93	89	88	76	70	2364	2497	2681	2671	2703
	11%	12%	11%	13%	15%	8%	8%	8%	9%	10%	7%	6%	6%	6%	7%	27%	24%	21%	21%	21%	20%	20%	20%	20%	20%	4%	4%	3%	3%	3%	100%	100%	100%	100%	100%
Humanities	285	304	330	382	489	251	254	267	255	321	71	72	66	65	76	650	522	481	443	425	237	230	248	250	237	171	163	171	148	130	1987	1931	2062	2130	2189
	14%	16%	16%	18%	22%	13%	13%	13%	12%	15%	4%	4%	3%	3%	3%	33%	27%	23%	21%	19%	12%	12%	12%	12%	11%	9%	8%	8%	7%	6%	100%	100%	100%	100%	100%
Law	91	94	95	125	139	94	94	63	72	74	30	36	21	24	15	176	129	108	114	107	134	146	137	135	161	87	71	89	63	68	745	717	605	607	680
	12%	13%	16%	21%	20%	13%	13%	10%	12%	11%	4%	5%	3%	4%	2%	24%	18%	18%	19%	16%	18%	20%	23%	22%	24%	12%	10%	15%	10%	10%	100%	100%	100%	100%	100%
Science	177	223	209	237	254	91	92	92	113	127	51	46	47	65	67	402	415	407	440	456	235	237	213	216	197	92	85	78	75	83	1138	1197	1173	1287	1323
	16%	19%	18%	18%	19%	8%	8%	8%	9%	10%	4%	4%	4%	5%	5%	35%	35%	35%	34%	34%	21%	20%	18%	17%	15%	8%	7%	7%	6%	6%	100%	100%	100%	100%	100%
TOTAL	**1752**	**1960**	**2026**	**2228**	**2487**	**1099**	**1076**	**1092**	**1139**	**1307**	**551**	**552**	**543**	**574**	**610**	**3009**	**2680**	**2541**	**2433**	**2375**	**1905**	**1958**	**1968**	**1935**	**1842**	**651**	**559**	**597**	**495**	**469**	**10819**	**10852**	**11250**	**11321**	**11384**
	16%	**18%**	**18%**	**20%**	**22%**	**10%**	**10%**	**10%**	**10%**	**11%**	**5%**	**5%**	**5%**	**5%**	**5%**	**28%**	**25%**	**23%**	**21%**	**21%**	**18%**	**18%**	**17%**	**17%**	**16%**	**6%**	**5%**	**5%**	**4%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

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

	"A" AGGREGATE					"B" AGGREGATE					"C" AGGREGATE					"D" AGGREGATE				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	47%	47%	46%	41%	41%	42%	42%	44%	49%	50%	0%	0%	0%	4%	4%	0%	0%	0%	0%	0%
EBE	41%	47%	44%	45%	45%	32%	31%	35%	33%	33%	8%	6%	6%	8%	8%	0%	0%	1%	2%	2%
Health Sciences	57%	56%	70%	64%	63%	30%	29%	21%	27%	27%	8%	12%	5%	8%	8%	0%	0%	0%	0%	0%
Humanities	15%	16%	15%	12%	12%	36%	36%	36%	36%	36%	33%	33%	37%	39%	39%	0%	2%	2%	3%	3%
Law	34%	29%	16%	52%	52%	58%	58%	63%	24%	24%	0%	0%	2%	6%	6%	0%	0%	0%	0%	0%
Science	46%	43%	46%	52%	51%	42%	44%	42%	37%	37%	6%	5%	3%	2%	2%	0%	0%	0%	0%	0%
TOTAL	**1588**	**1513**	**1414**	**1395**	**1405**	**1592**	**1510**	**1429**	**1555**	**1565**	**536**	**529**	**512**	**717**	**721**	**5**	**24**	**31**	**64**	**64**
	37%	**38%**	**38%**	**34%**	**34%**	**37%**	**37%**	**38%**	**38%**	**38%**	**13%**	**13%**	**14%**	**18%**	**18%**	**0%**	**1%**	**1%**	**2%**	**2%**

	"E" AGGREGATE					NOT KNOWN					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	0%	0%	0%	0%	0%	11%	11%	9%	6%	6%	1068	1068	1007	1045	1042
EBE	0%	0%	0%	0%	0%	19%	16%	14%	12%	12%	734	734	736	597	598
Health Sciences	1%	0%	0%	0%	0%	5%	3%	4%	1%	1%	434	434	333	358	1527
Humanities	2%	1%	1%	1%	1%	13%	13%	9%	9%	9%	1239	1239	1193	1514	54
Law	0%	0%	0%	0%	0%	8%	13%	19%	19%	19%	79	79	63	54	364
Science	0%	0%	0%	0%	0%	6%	7%	8%	9%	10%	479	479	429	512	514
TOTAL	**35**	**13**	**9**	**18**	**18**	**508**	**444**	**366**	**331**	**328**	**4264**	**4033**	**3761**	**4080**	**4099**
	1%	**0%**	**0%**	**0%**	**0%**	**12%**	**11%**	**10%**	**8%**	**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: 2016 - 2020

	FULL-TIME ACADEMIC STAFF					% OF TOTAL FULL-TIME ACADEMIC STAFF				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	63	61	59	57	57	6%	6%	6%	5%	5%
Commerce	122	127	139	140	144	12%	13%	14%	13%	14%
GSB	24	23	20	27	29	2%	2%	2%	3%	3%
EBE	132	133	128	123	121	13%	13%	13%	12%	12%
Health Sciences	194	189	192	237	236	19%	19%	19%	22%	23%
Humanities	234	228	225	244	239	23%	23%	23%	23%	23%
Law	56	57	55	59	58	6%	6%	6%	6%	6%
Science	180	186	179	176	164	18%	19%	18%	17%	16%
TOTAL	**1005**	**1004**	**997**	**1063**	**1048**	**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 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 are 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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	7510	7410	7193	6981	6595	122	127	139	140	144	58,3	51,8	49,9	49,9	45,8
GSB	1372	1289	1427	1323	1285	24	23	20	27	29	56,0	71,3	49,0	49,0	44,3
EBE	3862	3921	4235	4133	3772	132	133	128	123	121	29,5	33,1	33,6	33,6	31,2
Health Sciences	5616	6035	6232	6113	5917	194	189	192	237	236	31,9	32,5	25,8	25,8	25,1
Humanities	7278	7167	7408	7717	7395	234	228	225	244	239	31,4	32,9	31,6	31,6	30,9
Law	2277	2214	2015	2037	2022	56	57	55	59	58	38,8	36,6	34,5	34,5	34,9
Science	5397	5408	5147	5215	5509	180	186	179	176	164	29,1	28,8	29,6	29,6	33,6
TOTAL	**33311**	**33443**	**33657**	**33521**	**32494**	**1005**	**1004**	**997**	**1063**	**1048**	**33,3**	**33,8**	**31,5**	**31,5**	**31,0**

Notes 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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	56%	56%	56%	51%	49%	38%	38%	37%	42%	42%	5%	5%	5%	5%	7%
Commerce	48%	47%	45%	46%	42%	33%	34%	33%	33%	39%	8%	7%	6%	5%	4%
GSB	83%	87%	90%	78%	76%	13%	9%	5%	19%	21%	4%	4%	5%	4%	3%
EBE	66%	65%	67%	63%	62%	30%	29%	27%	29%	28%	2%	2%	2%	2%	3%
Health Sciences	69%	70%	66%	56%	53%	25%	24%	25%	31%	33%	1%	1%	2%	5%	4%
Humanities	76%	74%	72%	66%	64%	21%	22%	24%	27%	28%	1%	2%	2%	3%	3%
Law	50%	51%	47%	44%	45%	46%	47%	51%	51%	47%	2%	2%	2%	2%	2%
Science	92%	90%	90%	89%	88%	7%	9%	9%	9%	10%	1%	1%	1%	1%	0%
TOTAL	**705**	**698**	**674**	**669**	**637**	**244**	**247**	**250**	**297**	**309**	**21**	**23**	**26**	**37**	**33**
	70%	**70%**	**68%**	**63%**	**61%**	**24%**	**25%**	**25%**	**28%**	**29%**	**3%**	**2%**	**3%**	**3%**	**3%**

	BELOW HONOURS					UNKNOWN					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	2%	2%	2%	2%	2%	0%	0%	0%	0%	0%	63	61	59	57	57
Commerce	11%	12%	16%	16%	14%	0%	0%	0%	0%	1%	119	127	139	140	140
GSB	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24	23	20	27	27
EBE	3%	3%	3%	5%	6%	0%	0%	0%	0%	1%	145	133	128	123	123
Health Sciences	4%	4%	5%	6%	8%	2%	2%	2%	2%	1%	188	189	192	237	237
Humanities	1%	1%	2%	3%	4%	1%	1%	1%	0%	0%	239	228	225	244	244
Law	2%	0%	0%	3%	7%	0%	0%	0%	0%	0%	55	57	55	59	59
Science	1%	1%	1%	1%	1%	0%	0%	0%	0%	1%	182	186	179	176	176
TOTAL	**30**	**31**	**41**	**55**	**62**	**5**	**5**	**6**	**5**	**7**	**1005**	**1004**	**997**	**1063**	**1048**
	3%	**3%**	**4%**	**5%**	**6%**	**0%**	**0%**	**1%**	**0%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 10
Academic staff by rank

	PROFESSOR					ASSOCIATE PROFESSOR					SENIOR LECTURER				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	0%	0%	2%	2%	2%	16%	18%	17%	14%	11%	35%	48%	47%	44%	44%
Commerce	12%	19%	14%	16%	15%	25%	26%	24%	22%	20%	33%	26%	26%	24%	24%
GSB	21%	17%	15%	19%	14%	21%	30%	40%	37%	34%	38%	30%	20%	26%	34%
EBE	22%	25%	24%	21%	19%	23%	24%	27%	25%	23%	36%	34%	36%	36%	34%
Health Sciences	27%	37%	37%	27%	26%	20%	18%	18%	16%	14%	28%	31%	29%	33%	31%
Humanities	18%	17%	16%	14%	11%	24%	29%	32%	28%	27%	29%	31%	29%	26%	25%
Law	32%	39%	31%	24%	22%	13%	19%	25%	25%	24%	25%	25%	18%	24%	24%
Science	20%	24%	23%	22%	23%	23%	25%	26%	23%	20%	24%	28%	27%	27%	26%
TOTAL	**197**	**234**	**221**	**206**	**189**	**218**	**239**	**254**	**241**	**217**	**301**	**309**	**294**	**312**	**299**
	20%	**23%**	**22%**	**19%**	**18%**	**22%**	**24%**	**25%**	**23%**	**21%**	**30%**	**31%**	**29%**	**29%**	**29%**

	BELOW HONOURS					UNKNOWN					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	49%	34%	34%	40%	44%	0%	0%	0%	0%	0%	63	61	59	57	57
Commerce	29%	29%	35%	37%	38%	2%	0%	0%	1%	3%	119	127	139	140	140
GSB	21%	22%	25%	19%	17%	0%	0%	0%	0%	0%	24	23	20	27	27
EBE	19%	17%	13%	16%	20%	0%	0%	0%	2%	4%	145	133	128	123	123
Health Sciences	24%	14%	15%	23%	28%	1%	1%	1%	1%	1%	188	189	192	237	237
Humanities	29%	24%	22%	31%	36%	0%	0%	0%	1%	1%	239	228	225	244	244
Law	30%	18%	25%	27%	28%	0%	0%	0%	0%	2%	55	57	55	59	59
Science	31%	24%	23%	27%	31%	2%	0%	0%	1%	0%	182	186	179	176	176
TOTAL	**283**	**221**	**226**	**295**	**327**	**6**	**1**	**2**	**9**	**16**	**1005**	**1004**	**997**	**1063**	**1048**
	28%	**22%**	**23%**	**28%**	**31%**	**1%**	**0%**	**0%**	**1%**	**2%**	**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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	8%	8%	10%	2%	0%	10%	15%	10%	19%	23%	19%	10%	14%	16%	12%	16%	18%	17%	11%	11%
Commerce	24%	24%	27%	26%	26%	14%	19%	21%	18%	21%	17%	12%	10%	14%	13%	15%	16%	16%	16%	14%
GSB	17%	13%	10%	7%	7%	4%	4%	15%	15%	17%	29%	13%	10%	7%	10%	17%	30%	25%	33%	24%
EBE	9%	8%	8%	9%	12%	13%	12%	15%	15%	11%	15%	16%	13%	11%	18%	26%	26%	20%	18%	15%
Health Sciences	5%	6%	7%	9%	9%	11%	11%	11%	10%	12%	15%	13%	11%	15%	15%	16%	15%	19%	19%	17%
Humanities	7%	7%	9%	8%	7%	9%	11%	9%	13%	13%	12%	13%	14%	12%	13%	20%	19%	20%	17%	18%
Law	25%	21%	27%	22%	21%	14%	14%	15%	20%	22%	13%	11%	9%	10%	9%	20%	19%	18%	19%	14%
Science	9%	11%	8%	10%	9%	17%	15%	14%	11%	13%	15%	14%	16%	19%	19%	17%	16%	20%	18%	16%
TOTAL	**106**	**110**	**119**	**122**	**117**	**123**	**130**	**131**	**146**	**155**	**151**	**130**	**126**	**148**	**152**	**185**	**185**	**188**	**186**	**169**
	11%	**11%**	**12%**	**11%**	**11%**	**12%**	**13%**	**13%**	**14%**	**15%**	**15%**	**13%**	**13%**	**14%**	**15%**	**18%**	**18%**	**19%**	**17%**	**16%**

	50-54 YEARS					55+ YEARS					UNKNOWN					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	13%	11%	14%	18%	19%	35%	38%	36%	35%	35%	0%	0%	0%	0%	0%	63	61	59	57	57
Commerce	11%	11%	11%	11%	10%	20%	19%	15%	16%	17%	0%	0%	0%	0%	0%	122	127	139	140	144
GSB	17%	22%	20%	11%	17%	17%	17%	20%	26%	24%	0%	0%	0%	0%	0%	24	23	20	27	29
EBE	17%	14%	20%	22%	23%	20%	25%	26%	25%	21%	0%	0%	0%	0%	0%	132	133	128	123	121
Health Sciences	20%	19%	14%	16%	14%	33%	37%	38%	31%	33%	0%	0%	0%	0%	0%	194	189	192	237	236
Humanities	14%	17%	16%	18%	18%	38%	34%	32%	33%	31%	0%	0%	0%	0%	0%	234	228	225	244	239
Law	9%	12%	9%	10%	14%	20%	23%	22%	19%	21%	0%	0%	0%	0%	0%	56	57	55	59	58
Science	13%	11%	9%	12%	13%	29%	33%	33%	30%	31%	0%	0%	0%	0%	0%	180	186	179	176	164
TOTAL	**147**	**144**	**137**	**163**	**162**	**293**	**305**	**296**	**298**	**293**	**0**	**0**	**0**	**0**	**0**	**1005**	**1004**	**997**	**1063**	**1048**
	15%	**14%**	**14%**	**15%**	**15%**	**29%**	**30%**	**30%**	**28%**	**28%**	**0%**	**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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	6%	7%	12%	12%	11%	13%	11%	14%	14%	14%	6%	8%	10%	12%	11%	56%	57%	54%	49%	46%
Commerce	6%	7%	14%	14%	15%	9%	11%	14%	15%	15%	7%	6%	9%	11%	12%	53%	50%	45%	43%	40%
GSB	17%	22%	35%	33%	21%	13%	13%	15%	11%	10%	8%	9%	10%	7%	7%	29%	22%	15%	30%	28%
EBE	5%	5%	10%	11%	9%	7%	8%	7%	9%	11%	5%	4%	4%	3%	3%	46%	47%	46%	46%	43%
Health Sciences	8%	10%	11%	10%	9%	18%	17%	18%	23%	25%	11%	9%	10%	7%	8%	47%	47%	48%	47%	43%
Humanities	11%	14%	18%	20%	19%	12%	13%	14%	15%	15%	5%	7%	7%	7%	7%	42%	38%	35%	35%	33%
Law	7%	7%	13%	14%	12%	13%	12%	15%	15%	16%	13%	12%	13%	14%	12%	59%	58%	51%	51%	52%
Science	4%	5%	8%	7%	6%	7%	7%	8%	10%	10%	6%	8%	8%	8%	7%	44%	44%	42%	41%	40%
TOTAL	**74**	**87**	**131**	**142**	**129**	**111**	**115**	**128**	**161**	**163**	**72**	**73**	**80**	**83**	**82**	**471**	**455**	**431**	**451**	**421**
	7%	**9%**	**13%**	**13%**	**12%**	**11%**	**11%**	**13%**	**15%**	**16%**	**7%**	**7%**	**8%**	**8%**	**8%**	**47,0%**	**45,0%**	**43,2%**	**42,0%**	**40,2%**

	INTERNATIONAL					UNKNOWN					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	19%	16%	10%	12%	19%	0%	0%	0%	0%	0%	63	61	59	57	57
Commerce	24%	24%	15%	16%	19%	2%	2%	2%	1%	1%	122	127	139	140	144
GSB	33%	35%	25%	19%	34%	0%	0%	0%	0%	0%	24	23	20	27	29
EBE	36%	36%	32%	29%	33%	1%	1%	1%	2%	1%	132	133	128	123	121
Health Sciences	14%	14%	11%	11%	14%	2%	3%	2%	1%	1%	194	189	192	237	236
Humanities	28%	27%	24%	22%	24%	2%	2%	3%	2%	2%	234	228	225	244	239
Law	9%	11%	9%	7%	9%	0%	0%	0%	0%	0%	56	57	55	59	58
Science	37%	35%	33%	32%	35%	2%	2%	1%	1%	1%	180	186	179	176	164
TOTAL	**262**	**256**	**212**	**211**	**241**	**15**	**18**	**15**	**15**	**12**	**1005**	**1004**	**997**	**1063**	**1048**
	26%	**26%**	**21%**	**20%**	**23%**	**1%**	**2%**	**2%**	**1%**	**1%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

	MALE					FEMALE					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
CHED	37%	36%	37%	39%	39%	63%	64%	63%	61%	61%	63	61	59	57	57
Commerce	68%	66%	61%	59%	60%	32%	34%	39%	41%	40%	122	127	139	140	140
GSB	68%	70%	70%	67%	66%	32%	30%	30%	33%	34%	24	23	20	27	27
EBE	73%	68%	68%	67%	64%	27%	32%	32%	33%	36%	132	133	128	123	123
Health Sciences	42%	42%	40%	35%	34%	58%	58%	60%	65%	66%	194	189	192	237	237
Humanities	55%	53%	52%	50%	49%	45%	47%	48%	50%	51%	234	228	225	244	244
Law	36%	39%	42%	36%	34%	64%	61%	58%	64%	66%	56	57	55	59	59
Science	71%	71%	71%	68%	68%	29%	29%	29%	32%	32%	180	186	179	176	176
TOTAL	**570**	**566**	**553**	**550**	**550**	**418**	**438**	**444**	**513**	**513**	**1005**	**1004**	**997**	**1063**	**1063**
	58%	**56%**	**55%**	**52%**	**51%**	**42%**	**44%**	**45%**	**48%**	**49%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 12
Headcount student enrolments by formal qualification

	AFRICAN					COLOURED					INDIAN					WHITE					INTERNATIONAL: REST OF AFRICA					INTERNATIONAL: NOT FROM AFRICA					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	200	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	224	134	163	130	112	539	306	40	8	8	2108	2114	2067	2044	1889	2643	2506	2303	2148	2223	938	785	763	742	713	102	56	85	43	74	2313	2107	2261	2251	2324
	3%	2%	2%	2%	2%	7%	4%	1%	0%	0%	27%	30%	31%	31%	29%	34%	35%	34%	33%	34%	12%	11%	11%	11%	11%	4%	3%	4%	2%	3%	100%	100%	100%	100%	100%
GSB	0	16	0	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	229	187	260	246	200	40	42	31	47	12	790	812	850	867	739
	0%	2%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	23%	31%	29%	27%	5%	5%	4%	5%	2%	100%	100%	100%	100%	100%
EBE	81	65	65	33	29	0	0	0	0	0	594	603	611	635	641	2552	2636	2673	2634	2472	38	16	17	13	11	66	53	55	43	32	1482	1591	1618	1508	1426
	2%	1%	1%	1%	1%	0%	0%	0%	0%	0%	13%	12%	12%	13%	14%	55%	54%	54%	55%	54%	1%	0%	0%	0%	0%	4%	3%	3%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	77	76	77	79	76	23	45	53	39	11	0	4	4	2	4	2166	2245	2183	2072	1996	310	351	389	406	372	93	89	88	76	70	2364	2497	2681	2671	2703
	2%	2%	2%	2%	2%	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	47%	47%	44%	43%	42%	7%	7%	8%	8%	8%	4%	4%	3%	3%	3%	100%	100%	100%	100%	100%
Humanities	800	431	520	437	243	257	227	263	278	286	3445	3578	3620	3845	4115	704	693	681	660	683	250	212	210	289	303	171	163	171	148	130	1987	1931	2062	2130	2189
	11%	6%	7%	6%	3%	4%	3%	4%	4%	4%	48%	52%	51%	52%	55%	10%	10%	10%	9%	9%	3%	3%	3%	4%	4%	9%	8%	8%	7%	6%	100%	100%	100%	100%	100%
Law	170	163	15	16	4	0	0	0	0	0	0	0	0	0	0	697	669	647	660	585	43	41	26	30	25	87	71	89	63	68	745	717	605	607	680
	12%	12%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	48%	48%	51%	52%	46%	3%	3%	2%	2%	2%	12%	10%	15%	10%	10%	100%	100%	100%	100%	100%
Science	141	90	105	69	46	0	0	0	0	0	1566	1592	1605	1650	1809	0	0	0	0	0	0	0	0	0	0	92	85	78	75	83	1138	1197	1173	1287	1323
	5%	3%	4%	2%	1%	0%	0%	0%	0%	0%	55%	56%	56%	55%	57%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	8%	7%	7%	6%	6%	100%	100%	100%	100%	100%
TOTAL	**1493**	**975**	**945**	**804**	**510**	**819**	**578**	**356**	**325**	**305**	**7713**	**7891**	**7907**	**8176**	**8458**	**8762**	**8749**	**8487**	**8174**	**7959**	**1808**	**1592**	**1665**	**1726**	**1624**	**651**	**559**	**597**	**495**	**469**	**10819**	**10852**	**11250**	**11321**	**11384**
	5%	**3%**	**3%**	**3%**	**2%**	**3%**	**2%**	**1%**	**1%**	**1%**	**26%**	**27%**	**28%**	**29%**	**30%**	**30%**	**30%**	**30%**	**29%**	**28%**	**6%**	**6%**	**6%**	**6%**	**6%**	**6%**	**5%**	**5%**	**4%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

	HONOURS					MASTER'S					DOCTORS					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	479	460	514	540	471	546	543	623	628	780	274	296	304	314	289	7751	7144	6777	6554	6485
	6%	6%	8%	8%	7%	7%	8%	9%	10%	12%	4%	4%	4%	5%	4%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	561	609	590	581	539	0	0	0	0	0	790	812	850	867	739
	0%	0%	0%	0%	0%	71%	75%	69%	67%	73%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	164	216	177	180	215	967	1039	1103	990	900	277	291	293	316	287	4673	4866	4939	4801	4555
	4%	4%	4%	4%	5%	21%	21%	22%	21%	20%	6%	6%	6%	7%	6%	100%	100%	100%	100%	100%
Health Sciences	120	115	114	106	85	1378	1423	1526	1482	1529	498	556	594	634	669	4572	4815	4940	4820	4742
	3%	2%	2%	2%	2%	30%	30%	31%	31%	32%	11%	12%	12%	13%	14%	100%	100%	100%	100%	100%
Humanities	499	512	539	511	540	812	795	879	902	941	391	381	398	405	379	7158	6829	7110	7327	7490
	7%	7%	8%	7%	7%	11%	12%	12%	12%	13%	5%	6%	6%	6%	5%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	434	393	422	403	467	118	139	155	167	186	1462	1405	1265	1276	1267
	0%	0%	0%	0%	0%	30%	28%	33%	32%	37%	8%	10%	12%	13%	15%	100%	100%	100%	100%	100%
Science	212	216	185	213	229	492	536	578	655	673	415	419	390	409	412	2826	2853	2863	2996	3169
	8%	8%	6%	7%	7%	17%	19%	20%	22%	21%	15%	15%	14%	14%	13%	100%	100%	100%	100%	100%
TOTAL	**1474**	**1519**	**1529**	**1550**	**1540**	**5190**	**5338**	**5721**	**5641**	**5829**	**1973**	**2082**	**2134**	**2245**	**2222**	**29232**	**28724**	**28744**	**28641**	**28447**
	5%	**5%**	**5%**	**5%**	**5%**	**18%**	**19%**	**20%**	**20%**	**20%**	**7%**	**7%**	**7%**	**8%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 13
Total degrees and diplomas awarded

	U/GRAD DIPLOMAS					3YR BACHELOR'S DEGREES					PROF BACHELOR'S DEGREES					POSTGRADUATE DIPLOMAS				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	335	256	17	4	4	574	551	543	584	483	417	478	495	371	360	572	447	486	518	404
	14%	12%	1%	0%	0%	25%	25%	27%	29%	27%	18%	22%	24%	19%	20%	25%	20%	24%	26%	23%
GSB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	148	109	138	166	128
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	40%	29%	37%	53%	50%
EBE	0	0	0	0	0	134	127	149	175	168	446	417	410	431	554	6	5	4	14	4
	0%	0%	0%	0%	0%	15%	14%	16%	18%	14%	49%	45%	43%	43%	47%	1%	1%	0%	0%	0%
Health Sciences	20	0	48	31	11	0	2	3	1	4	330	364	409	402	362	194	188	224	229	216
	2%	0%	4%	3%	1%	0%	0%	0%	0%	0%	35%	42%	37%	37%	35%	21%	21%	20%	21%	21%
Humanities	129	61	86	92	74	747	794	798	820	863	140	148	162	132	122	195	182	162	236	222
	7%	3%	5%	5%	4%	40%	45%	43%	43%	45%	8%	8%	9%	7%	6%	11%	10%	9%	12%	12%
Law	0	0	0	0	0	0	0	0	0	0	196	174	151	171	149	20	13	12	12	14
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	43%	48%	42%	49%	39%	4%	4%	3%	3%	4%
Science	0	0	0	0	0	335	328	349	356	392	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	45%	44%	50%	46%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	**484**	**317**	**151**	**127**	**85**	**1790**	**1802**	**1842**	**1936**	**1910**	**1529**	**1581**	**1627**	**1507**	**1547**	**1135**	**944**	**1026**	**1175**	**988**
	6%	**4%**	**2%**	**2%**	**1%**	**24%**	**25%**	**25%**	**26%**	**26%**	**20%**	**22%**	**22%**	**20%**	**21%**	**15%**	**13%**	**14%**	**16%**	**13%**

	HONOURS					MASTER'S					DOCTORS					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	270	292	325	311	315	142	120	144	182	183	18	43	29	35	28	2328	2187	2039	2005	1773
	12%	13%	16%	0%	18%	6%	5%	7%	9%	10%	1%	2%	1%	2%	2%	100%	100%	100%	100%	100%
GSB	0	0	0	0	0	224	267	239	151	126	0	0	0	0	0	372	376	377	317	254
	0%	0%	0%	0%	0%	60%	71%	63%	47%	50%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
EBE	127	155	123	145	182	170	190	245	202	228	35	33	16	50	31	918	927	947	1017	1167
	14%	17%	13%	14%	16%	19%	20%	26%	20%	20%	4%	4%	2%	5%	3%	100%	100%	100%	100%	100%
Health Sciences	98	94	101	101	85	239	166	267	265	260	63	61	47	69	90	944	875	1099	1098	1028
	10%	11%	9%	9%	8%	25%	19%	24%	23%	25%	7%	7%	4%	6%	9%	100%	100%	100%	100%	100%
Humanities	412	416	438	434	406	190	104	185	173	189	36	47	35	47	40	1849	1752	1866	1934	1916
	22%	24%	23%	23%	21%	10%	6%	10%	8%	10%	2%	3%	2%	2%	2%	100%	100%	100%	100%	100%
Law	0	0	0	0	0	224	155	184	158	195	12	20	11	8	20	452	362	358	349	378
	0%	0%	0%	0%	0%	50%	43%	51%	45%	52%	3%	6%	3%	2%	5%	100%	100%	100%	100%	100%
Science	201	206	170	196	203	143	137	117	171	152	69	73	57	52	67	748	744	693	775	814
	27%	28%	25%	25%	25%	19%	18%	17%	22%	19%	9%	10%	8%	7%	8%	100%	100%	100%	100%	100%
TOTAL	**1108**	**1163**	**1157**	**1187**	**1191**	**1332**	**1139**	**1381**	**1302**	**1333**	**233**	**277**	**195**	**261**	**276**	**7611**	**7223**	**7379**	**7495**	**7330**
	15%	**16%**	**16%**	**16%**	**16%**	**18%**	**16%**	**19%**	**17%**	**18%**	**3%**	**4%**	**3%**	**4%**	**4%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Table 14
"Graduation Rates" by formal qualification type

	U/grad Diplomas					3yr bachelor's degrees					Prof bachelor's degrees					Postgrad diplomas				
						NPHE BENCHMARK GRAD. RATE: 25%					NPHE BENCHMARK GRAD. RATE: 20%					NPHE BENCHMARK GRAD. RATE: 60%				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	62,2%	83,7%	42,5%	50,0%	50,0%	27,2%	26,1%	26,3%	28,6%	25,6%	15,8%	19,1%	21,5%	17,3%	16,2%	61,0%	56,9%	63,7%	69,8%	56,7%
GSB																64,6%	58,3%	53,1%	67,5%	64,0%
EBE						22,6%	21,1%	24,4%	27,6%	26,2%	17,5%	15,8%	15,3%	16,4%	22,4%	15,8%	31,3%	23,5%	107,7%	36,4%
Health Sciences	87,0%	0,0%	90,6%	79,5%	100,0%		50,0%	75,0%	50,0%	100,0%	15,2%	16,2%	18,7%	19,4%	18,1%	62,6%	53,6%	57,6%	56,4%	58,1%
Humanities	50,2%	26,9%	32,7%	33,1%	25,9%	21,7%	22,2%	22,0%	21,3%	21,0%	19,9%	21,4%	23,8%	20,0%	17,9%	78,0%	85,8%	77,1%	81,7%	73,3%
Law											28,1%	26,0%	23,3%	25,9%	25,5%	46,5%	31,7%	46,2%	40,0%	56,0%
Science						21,4%	20,6%	21,7%	21,6%	21,7%										
TOTAL	**59,1%**	**54,8%**	**42,4%**	**39,1%**	**27,9%**	**23,2%**	**22,8%**	**23,3%**	**23,7%**	**22,6%**	**17,5%**	**18,1%**	**19,2%**	**18,4%**	**19,4%**	**62,8%**	**59,3%**	**61,6%**	**68,1%**	**60,8%**

	Honours					Master's					Doctors					Total				
	NPHE BENCHMARK GRAD. RATE: 60%					NPHE BENCHMARK GRAD. RATE: 33%					NPHE BENCHMARK GRAD. RATE: 20%					DHET BENCHMARK FOR UCT: 26%				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	56,4%	63,5%	63,2%	57,6%	66,9%	26,0%	22,1%	23,1%	29,0%	23,5%	6,6%	14,5%	9,5%	11,1%	9,7%	30,0%	30,6%	30,1%	30,6%	27,3%
GSB						39,9%	43,8%	40,5%	26,0%	23,4%						47,1%	46,3%	44,4%	36,6%	34,4%
EBE	77,4%	71,8%	69,5%	80,6%	84,7%	17,6%	18,3%	22,2%	20,4%	25,3%	12,6%	11,3%	5,5%	15,8%	10,8%	19,6%	19,1%	19,2%	21,2%	25,6%
Health Sciences	81,7%	81,7%	88,6%	95,3%	100,0%	17,3%	11,7%	17,5%	17,9%	17,0%	12,7%	11,0%	7,9%	10,9%	13,5%	20,6%	18,2%	22,2%	22,8%	21,7%
Humanities	82,6%	81,3%	81,3%	84,9%	75,2%	23,4%	13,1%	21,0%	19,2%	20,1%	9,2%	12,3%	8,8%	11,6%	10,6%	25,8%	25,7%	26,2%	26,4%	25,6%
Law						51,6%	39,4%	43,6%	39,2%	41,8%	10,2%	14,4%	7,1%	4,8%	10,8%	30,9%	25,8%	28,3%	27,4%	29,8%
Science	94,8%	95,4%	91,9%	92,0%	88,6%	29,1%	25,6%	20,2%	26,1%	22,6%	16,6%	17,4%	14,6%	12,7%	16,3%	26,5%	26,1%	24,2%	25,9%	25,7%
TOTAL	**75,2%**	**76,6%**	**75,7%**	**76,6%**	**77,3%**	**25,7%**	**21,3%**	**24,1%**	**23,1%**	**22,9%**	**11,8%**	**13,3%**	**9,1%**	**11,6%**	**12,4%**	**26,0%**	**25,1%**	**25,7%**	**26,2%**	**25,8%**

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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	85	131	100	67	71	133	137	157	129	92	423	485	472	412	384	296	242	274	279	223	55	35	40	41	45	992	1030	1043	928	815
	9%	13%	10%	7%	9%	13%	13%	15%	14%	11%	43%	47%	45%	44%	47%	30%	23%	26%	30%	27%	6%	3%	4%	4%	6%	100%	100%	100%	100%	100%
EBE	65	67	73	71	106	84	82	87	90	110	297	265	245	278	332	127	122	145	143	151	7	6	9	12	8	580	542	559	594	707
	11%	12%	13%	12%	15%	14%	15%	16%	15%	16%	51%	49%	44%	47%	47%	22%	23%	26%	24%	21%	1%	1%	2%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	42	60	72	77	93	78	102	104	114	86	189	177	215	165	163	32	27	18	45	20			2	2	2	341	366	411	403	364
	12%	16%	18%	19%	26%	23%	28%	25%	28%	24%	55%	48%	52%	41%	45%	9%	7%	4%	11%	5%	0%	0%	0%	0%	1%	100%	100%	100%	100%	100%
Humanities	70	94	69	66	79	157	167	143	153	170	429	433	477	445	457	209	201	219	235	214	27	45	50	46	43	892	940	958	945	963
	8%	10%	7%	7%	8%	18%	18%	15%	16%	18%	48%	46%	50%	47%	47%	23%	21%	23%	25%	22%	3%	5%	5%	5%	4%	100%	100%	100%	100%	100%
Law			1	1	3	3	5	5	6	4	22	20	20	33	26	18	14	20	16	25		1	1		1	43	40	47	56	59
	0%	0%	2%	2%	5%	7%	13%	11%	11%	7%	51%	50%	43%	59%	44%	42%	35%	43%	29%	42%	0%	3%	2%	0%	2%	100%	100%	100%	100%	100%
Science	62	46	55	52	80	41	65	41	43	69	125	139	134	132	122	95	67	105	114	102	12	11	14	14	14	335	328	349	355	387
	19%	14%	16%	15%	21%	12%	20%	12%	12%	18%	37%	42%	38%	37%	32%	28%	20%	30%	32%	26%	4%	3%	4%	4%	4%	100%	100%	100%	100%	100%
Total no.	**324**	**398**	**370**	**334**	**432**	**496**	**558**	**537**	**535**	**531**	**1485**	**1519**	**1563**	**1465**	**1484**	**777**	**673**	**781**	**832**	**735**	**101**	**98**	**116**	**115**	**113**	**3183**	**3246**	**3367**	**3281**	**3295**
Total row%	**10%**	**12%**	**11%**	**10%**	**13%**	**16%**	**17%**	**16%**	**16%**	**16%**	**47%**	**47%**	**46%**	**45%**	**45%**	**24%**	**21%**	**23%**	**25%**	**25%**	**3%**	**3%**	**3%**	**4%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

Notes:

1. The data for these tables reflect 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

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	8	12	11	6	6	14	24	27	24	19	99	125	114	127	91	137	102	87	100	84	32	20	18	21	17	290	283	257	278	217
	3%	4%	4%	2%	3%	5%	8%	11%	9%	9%	34%	44%	44%	46%	42%	47%	36%	34%	36%	39%	11%	7%	7%	8%	8%	100%	100%	100%	100%	100%
EBE	4	5	3	7	11	14	17	3	9	13	77	55	56	79	72	47	40	52	44	51	3	4	4	8	5	145	121	118	147	152
	3%	4%	3%	5%	7%	10%	14%	3%	6%	9%	53%	45%	47%	54%	47%	32%	33%	44%	30%	34%	2%	3%	3%	5%	3%	100%	100%	100%	100%	100%
Health Sciences	2	1	5	7	7	22	19	23	21	18	89	102	112	82	93	20	19	9	27	12			2	2	1	133	141	151	139	131
	2%	1%	3%	5%	5%	17%	13%	15%	15%	14%	67%	72%	74%	59%	71%	15%	13%	6%	19%	9%	0%	0%	1%	1%	1%	100%	100%	100%	100%	100%
Humanities	2	1	2	6	4	14	18	11	17	19	87	107	86	97	87	76	76	87	92	74	15	26	28	30	22	194	228	214	242	206
	1%	0%	1%	2%	2%	7%	8%	5%	7%	9%	45%	47%	40%	40%	42%	39%	33%	41%	38%	36%	8%	11%	13%	12%	11%	100%	100%	100%	100%	100%
Law								1		2	11	5	4	10	15	6	8	11	4	8						17	13	16	14	25
	0%	0%	0%	0%	0%	0%	0%	6%	0%	8%	65%	38%	25%	71%	60%	35%	62%	69%	29%	32%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	2	1	1	3	3	10	6	4	7	13	23	27	26	23	31	33	22	41	59	57	7	6	8	10	7	75	62	80	102	111
	3%	2%	1%	3%	3%	13%	10%	5%	7%	12%	31%	44%	33%	23%	28%	44%	35%	51%	58%	51%	9%	10%	10%	10%	6%	100%	100%	100%	100%	100%
Total no.	**18**	**20**	**22**	**29**	**31**	**74**	**84**	**69**	**78**	**84**	**386**	**421**	**398**	**418**	**389**	**319**	**267**	**287**	**326**	**286**	**57**	**56**	**60**	**71**	**52**	**854**	**848**	**836**	**922**	**842**
Total row%	**2%**	**2%**	**3%**	**3%**	**4%**	**9%**	**10%**	**8%**	**8%**	**10%**	**45%**	**50%**	**48%**	**45%**	**46%**	**37%**	**31%**	**34%**	**35%**	**34%**	**7%**	**7%**	**7%**	**8%**	**6%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

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

	FIRST					UPPER SECOND					LOWER SECOND					THIRD					<50					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	8	7	8	4	7	16	14	20	13	4	56	60	54	45	44	50	42	52	43	29	9	5	5	2	7	139	128	139	107	91
	6%	5%	6%	4%	8%	12%	11%	14%	12%	4%	40%	47%	39%	42%	48%	36%	33%	37%	40%	32%	6%	4%	4%	2%	8%	100%	100%	100%	100%	100%
EBE	3	3	6	6	12	5	8	3	12	18	33	31	27	35	49	16	19	20	21	26	1			2		58	61	56	76	105
	5%	5%	11%	8%	11%	9%	13%	5%	16%	17%	57%	51%	48%	46%	47%	28%	31%	36%	28%	25%	2%	0%	0%	3%	0%	100%	100%	100%	100%	100%
Health Sciences	3	8	9	6	8	11	19	18	32	19	54	40	54	50	34	8	7	5	13	7					1	76	74	86	101	69
	4%	11%	10%	6%	12%	14%	26%	21%	32%	28%	71%	54%	63%	50%	49%	11%	9%	6%	13%	10%	0%	0%	0%	0%	1%	100%	100%	100%	100%	100%
Humanities	4	3	4	10	3	18	17	16	19	22	98	90	98	113	106	46	53	58	75	54	5	6	12	4	7	171	169	188	221	192
	2%	2%	2%	5%	2%	11%	10%	9%	9%	11%	57%	53%	52%	51%	55%	27%	31%	31%	34%	28%	3%	4%	6%	2%	4%	100%	100%	100%	100%	100%
Law				1			1	2		1	3	6	5	11	5	6	3	4	1	10			1		1	9	10	12	13	17
	0%	0%	0%	8%	0%	0%	10%	17%	0%	6%	33%	60%	42%	85%	29%	67%	30%	33%	8%	59%	0%	0%	8%	0%	6%	100%	100%	100%	100%	100%
Science	2	2	6	4	5	2	5	4	6	4	18	18	16	22	30	17	12	10	17	17	1	1	4		1	40	38	40	49	57
	5%	5%	15%	8%	9%	5%	13%	10%	12%	7%	45%	47%	40%	45%	53%	43%	32%	25%	35%	30%	3%	3%	10%	0%	2%	100%	100%	100%	100%	100%
Total no.	**20**	**23**	**33**	**31**	**35**	**52**	**64**	**63**	**82**	**68**	**262**	**245**	**254**	**276**	**268**	**143**	**136**	**149**	**170**	**143**	**16**	**12**	**22**	**8**	**17**	**493**	**480**	**521**	**567**	**531**
Total row%	**4%**	**5%**	**6%**	**5%**	**7%**	**11%**	**13%**	**12%**	**14%**	**13%**	**53%**	**51%**	**49%**	**49%**	**50%**	**29%**	**28%**	**29%**	**30%**	**27%**	**3%**	**3%**	**4%**	**1%**	**3%**	**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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	9	16	8	10	3	13	9	16	18	7	48	49	62	41	38	23	31	46	33	29	5	5	6	7	5	98	110	138	109	82
	9%	15%	6%	9%	4%	13%	8%	12%	17%	9%	49%	45%	45%	38%	46%	23%	28%	33%	30%	35%	5%	5%	4%	6%	6%	100%	100%	100%	100%	100%
EBE	5	5	5	7	11	9	10	6	6	7	26	33	24	25	29	6	17	19	17	19		1	2			46	66	56	55	66
	11%	8%	9%	13%	17%	20%	15%	11%	11%	11%	57%	50%	43%	45%	44%	13%	26%	34%	31%	29%	0%	2%	4%	0%	0%	100%	100%	100%	100%	100%
Health Sciences	6	9	9	14	6	10	13	12	8	10	20	8	17	9	13	2		1								38	30	39	31	29
	16%	30%	23%	45%	21%	26%	43%	31%	26%	34%	53%	27%	44%	29%	45%	5%	0%	3%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	1	2	1	2	1	3	3	4	5	5	28	25	15	17	15	16	9	6	10	6	2	2	1	1	1	50	41	27	35	28
	2%	5%	4%	6%	4%	6%	7%	15%	14%	18%	56%	61%	56%	49%	54%	32%	22%	22%	29%	21%	4%	5%	4%	3%	4%	100%	100%	100%	100%	100%
Law						1		1			3	1	3	1	3	2	1	2	7	4						6	2	6	8	7
	0%	0%	0%	0%	0%	17%	0%	17%	0%	0%	50%	50%	50%	13%	43%	33%	50%	33%	88%	57%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	5	4	3	4	8	2	2	3	1	3	8	7	12	10	8	8	2	8	6	3	1	1			1	24	16	26	21	23
	21%	25%	12%	19%	35%	8%	13%	12%	5%	13%	33%	44%	46%	48%	35%	33%	13%	31%	29%	13%	4%	6%	0%	0%	4%	100%	100%	100%	100%	100%
Total no.	**26**	**36**	**26**	**37**	**29**	**38**	**37**	**42**	**38**	**32**	**133**	**123**	**133**	**103**	**106**	**57**	**60**	**82**	**73**	**61**	**8**	**9**	**9**	**8**	**7**	**262**	**265**	**292**	**259**	**235**

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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	50	77	60	34	23	70	70	66	57	31	159	173	150	135	92	52	36	48	61	27	5	2	4	5	7	336	358	328	292	180
	15%	22%	18%	12%	13%	21%	20%	20%	20%	17%	47%	48%	46%	46%	51%	15%	10%	15%	21%	15%	1%	1%	1%	2%	4%	100%	100%	100%	100%	100%
EBE	42	32	36	40	55	31	33	42	37	49	99	101	82	77	114	28	22	20	35	26	2	1	2		2	202	189	182	189	246
	21%	17%	20%	21%	22%	15%	17%	23%	20%	20%	49%	53%	45%	41%	46%	14%	12%	11%	19%	11%	1%	1%	1%	0%	1%	100%	100%	100%	100%	100%
Health Sciences	24	40	45	43	63	31	41	48	42	36	23	22	26	16	16	1		2	3	1						79	103	121	104	116
	30%	39%	37%	41%	54%	39%	40%	40%	40%	31%	29%	21%	21%	15%	14%	1%	0%	2%	3%	1%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	50	72	52	38	32	97	99	76	67	56	150	139	152	99	77	40	30	32	23	21	3	4	3	5	3	340	344	315	232	189
	15%	21%	17%	16%	17%	29%	29%	24%	29%	30%	44%	40%	48%	43%	41%	12%	9%	10%	10%	11%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Law			1		2	2	3	1	6		2	6	5	4	2	2		1	2	1		1				6	10	8	12	5
	0%	0%	13%	0%	40%	33%	30%	13%	50%	0%	33%	60%	63%	33%	40%	33%	0%	13%	17%	20%	0%	10%	0%	0%	0%	100%	100%	100%	100%	100%
Science	44	30	37	31	49	20	45	25	21	41	55	66	64	59	37	19	24	32	24	18	2		1	1	2	140	165	159	136	147
	31%	18%	23%	23%	33%	14%	27%	16%	15%	28%	39%	40%	40%	43%	25%	14%	15%	20%	18%	12%	1%	0%	1%	1%	1%	100%	100%	100%	100%	100%
Total no.	**210**	**251**	**231**	**186**	**224**	**251**	**291**	**258**	**230**	**213**	**488**	**507**	**479**	**390**	**338**	**142**	**112**	**135**	**148**	**94**	**12**	**8**	**10**	**11**	**14**	**1103**	**1169**	**1113**	**965**	**883**

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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	5	12	8	6	8	11	15	15	8	8	37	43	50	36	31	24	24	26	24	19	3	2	3	4	3	80	96	102	78	69
	6%	13%	8%	8%	12%	14%	16%	15%	10%	12%	46%	45%	49%	46%	45%	30%	25%	25%	31%	28%	4%	2%	3%	5%	4%	100%	100%	100%	100%	100%
EBE	7	15	17	10	17	18	12	30	21	22	50	37	46	54	61	24	19	30	19	24	1		1	2	1	100	83	124	106	125
	7%	18%	14%	9%	14%	18%	14%	24%	20%	18%	50%	45%	37%	51%	49%	24%	23%	24%	18%	19%	1%	0%	1%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	6			1	1	1	3		5		2	2	2	2		1		1								10	5	3	8	1
	60%	0%	0%	13%	100%	10%	60%	0%	63%	0%	20%	40%	67%	25%	0%	10%	0%	33%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	5	8	4	4	5	18	15	14	11	16	36	48	75	44	38	24	20	21	14	11	1	5	6	5	5	84	96	120	78	75
	6%	8%	3%	5%	7%	21%	16%	12%	14%	21%	43%	51%	63%	56%	51%	29%	21%	18%	18%	15%	1%	4%	5%	6%	7%	100%	100%	100%	100%	100%
Law					1		1				2	2	2	6	1	2	2	1	2	1						4	5	3	8	3
	0%	0%	0%	0%	33%	0%	20%	0%	0%	0%	50%	40%	67%	75%	33%	50%	40%	33%	25%	33%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Science	5	5	2	5	10	5	4	4	5	6	18	12	8	11	8	14	6	10	6	4	1	3	1	3	2	43	30	25	30	30
	12%	17%	8%	17%	33%	12%	13%	16%	17%	20%	42%	40%	32%	37%	27%	33%	20%	40%	20%	13%	2%	10%	4%	10%	7%	100%	100%	100%	100%	100%
Total no.	**28**	**40**	**31**	**26**	**42**	**53**	**50**	**63**	**50**	**52**	**145**	**144**	**183**	**153**	**139**	**89**	**71**	**89**	**65**	**59**	**6**	**10**	**11**	**14**	**11**	**321**	**315**	**377**	**308**	**303**
Total row%	**9%**	**13%**	**8%**	**8%**	**14%**	**17%**	**16%**	**17%**	**16%**	**17%**	**45%**	**46%**	**49%**	**50%**	**46%**	**28%**	**23%**	**24%**	**21%**	**19%**	**2%**	**3%**	**3%**	**5%**	**4%**	**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 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	165	170	152	135	112	45	43	51	55	35	574	552	548	557	441	418	478	495	371	374
	29%	31%	28%	24%	25%	11%	9%	10%	15%	9%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	77	48	60	72	69	71	74	67	80	89	134	126	148	171	164	446	416	411	423	543
	57%	38%	41%	42%	42%	16%	18%	16%	19%	16%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	2		2		1	1	7	1	6	4	3	0	3	1	4	338	366	408	402	162
	67%		67%		25%	0%	2%	0%	1%	2%			100%	100%	100%	100%	100%	100%	100%	100%
Humanities	256	280	263	283	227	6	9	25	33	10	753	792	796	813	837	139	148	162	132	126
	34%	35%	33%	35%	27%	4%	6%	15%	25%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						8	14	17	16	18						43	40	47	56	59
						19%	35%	36%	29%	31%						100%	100%	100%	100%	100%
Science	218	191	211	215	192						335	328	349	355	387					
	65%	58%	60%	61%	50%						100%	100%	100%	100%	100%					
Total no.	**718**	**689**	**688**	**705**	**601**	**131**	**147**	**161**	**190**	**156**	**1799**	**1798**	**1844**	**1897**	**1833**	**1384**	**1448**	**1523**	**1384**	**1264**
Total row%	**40%**	**38%**	**37%**	**37%**	**33%**	**9%**	**10%**	**11%**	**14%**	**12%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Notes

1. "Converted" 3 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

Table 16B

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

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	70	71	44	52	29	5	6	6	5	5	226	209	193	230	167	64	74	64	48	50
	31%	34%	23%	23%	17%	8%	8%	9%	10%	10%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	7	1	6	16	13	15	13	12	22	17	21	10	25	34	30	124	111	93	113	122
	33%	10%	24%	47%	43%	12%	12%	13%	19%	14%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences			1			1	0	1	1		0	0	1	1	3	133	141	150	138	55
			100%			1%	0%	1%	1%				100%	100%	100%	100%	100%	100%	100%	100%
Humanities	56	72	69	78	47	3	1	4	12	0	173	211	192	210	193	21	17	22	32	13
	32%	34%	36%	37%	24%	14%	6%	18%	38%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						3	4	7	5	11						17	13	16	14	25
						18%	31%	44%	36%	44%					0%	100%	100%	100%	100%	100%
Science	42	36	33	41	43						75	62	80	102	111					
	56%	58%	41%	40%	39%						100%	100%	100%	100%	100%					0
Total no.	**175**	**180**	**153**	**187**	**132**	**27**	**24**	**30**	**45**	**33**	**495**	**492**	**491**	**577**	**504**	**359**	**356**	**345**	**345**	**265**
Total row%	**35%**	**37%**	**31%**	**32%**	**26%**	**8%**	**7%**	**9%**	**13%**	**12%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**34%**

Percentages should be read down each column

Table 16C

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

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	24	19	29	16	17	4	5	6	5	1	90	80	81	83	53	49	48	58	24	38
	27%	24%	36%	19%	32%	8%	10%	10%	21%	3%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	7	4	3	8	5	10	7	5	8	5	18	17	13	26	26	40	44	43	50	79
	39%	24%	23%	31%	19%	25%	16%	12%	16%	6%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0	0	0	0	1	0	1	0			0	0			1	76	74	86	101	37
					100%	0%	1%	0%	0%	0%			100%		100%	100%	100%	100%	100%	100%
Humanities	48	39	45	55	38	1	1	3	10	1	150	138	165	194	174	21	31	23	27	18
	32%	28%	27%	28%	22%	5%	3%	13%	37%	6%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						1	2	5	3	5						9	10	12	13	17
						11%	20%	42%	23%	29%						100%	100%	100%	100%	100%
Science	27	17	27	31	29						40	38	40	49	57					
	68%	45%	68%	63%	51%						100%	100%	100%	100%	100%					0
Total no.	**106**	**79**	**104**	**110**	**90**	**16**	**16**	**19**	**26**	**12**	**298**	**273**	**299**	**352**	**311**	**195**	**207**	**222**	**215**	**189**
Total row%	**36%**	**29%**	**35%**	**31%**	**29%**	**8%**	**8%**	**9%**	**12%**	**6%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16D

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

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	10	13	13	13	9	7	3	6	10	3	41	54	67	57	43	57	56	71	52	39
	24%	24%	19%	23%	21%	12%	5%	8%	19%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	1	4	4	4	1	4	10	6	6	5	4	9	9	10	5	42	57	47	45	61
	25%	44%	44%	40%	20%	10%	18%	13%	13%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	1		0			0	1	0		1	2		1			36	30	38	31	4
						0%	3%	0%	0%	25%	100%	100%	100%			100%	100%	100%	100%	100%
Humanities	18	12	9	11	7	0	0	0	1		45	38	24	33	27	5	3	3	2	1
	40%	32%	38%	33%	26%	0%	0%	0%	50%		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						0	2	3	1							6	2	6	8	7
						0%	100%	50%	13%							100%	100%	100%	100%	100%
Science	16	10	18	10	14						24	16	26	21	23					
	67%	63%	69%	48%	61%						100%	100%	100%	100%	100%					0
Total no.	**46**	**39**	**44**	**38**	**31**	**11**	**16**	**15**	**18**	**9**	**116**	**117**	**127**	**121**	**98**	**146**	**148**	**165**	**138**	**112**
Total row%	**40%**	**33%**	**35%**	**31%**	**32%**	**8%**	**11%**	**9%**	**13%**	**8%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16E

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

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	34	32	28	25	9	21	22	24	29	11	135	117	105	96	30	201	241	223	196	150
	25%	27%	27%	26%	30%	10%	9%	11%	15%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	41	24	24	30	41	21	23	23	24	31	59	60	51	69	77	143	129	131	120	169
	69%	40%	47%	43%	53%	15%	18%	18%	20%	18%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	1	0	1			0	5	0	2	3						78	103	120	104	54
						0%	5%	0%	2%	6%						100%	100%	100%	100%	100%
Humanities	94	109	84	87	54	0	3	10	5	1	278	281	244	207	167	62	63	71	25	22
	34%	39%	34%	42%	32%	0%	5%	14%	20%	5%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						2	4	1	5	2						6	10	8	12	5
						33%	40%	13%	42%	40%					100%	100%	100%	100%	100%	100%
Science	98	100	105	99	82						140	165	159	136	147					
	70%	61%	66%	73%	56%						100%	100%	100%	100%	100%					
Total no.	**268**	**265**	**242**	**241**	**186**	**44**	**57**	**58**	**65**	**48**	**613**	**623**	**560**	**508**	**421**	**490**	**546**	**553**	**457**	**400**
Total row%	**44%**	**43%**	**43%**	**47%**	**44%**	**9%**	**10%**	**10%**	**14%**	**12%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16F

Conversion of International bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	20	25	20	19	12	3	6	4	5	6	65	66	65	58	40	15	30	37	20	29
	31%	38%	31%	33%	30%	20%	20%	11%	25%	21%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	17	15	21	12	9	19	20	18	19	31	25	23	42	27	19	75	60	82	79	106
	68%	65%	50%	44%	47%	25%	33%	22%	24%	29%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences						0	0	0	3							10	5	3	8	1
						0%	0%	0%	38%						0%	100%	100%	100%	100%	100%
Humanities	27	32	29	15	12	0	4	7	2	2	74	79	93	65	61	10	17	27	13	14
	36%	41%	31%	23%	20%	0%	24%	26%	15%	14%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						2	2	0	2							4	5	3	8	3
						50%	40%	0%	25%							100%	100%	100%	100%	100%
Science	26	16	12	20	17						43	30	25	30	30					
	60%	53%	48%	67%	57%						100%	100%	100%	100%	100%					0
Total no.	**90**	**88**	**82**	**66**	**50**	**24**	**32**	**29**	**31**	**39**	**207**	**198**	**225**	**180**	**150**	**114**	**117**	**152**	**128**	**153**
Total row%	**43%**	**44%**	**36%**	**37%**	**33%**	**21%**	**27%**	**19%**	**24%**	**25%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16G

Conversion of Female bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	75	87	71	65	46	12	15	26	19	20	276	278	278	295	209	172	193	193	149	157
	27%	31%	26%	22%	22%	7%	8%	13%	13%	13%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	16	16	14	17	24	26	18	20	20	21	41	54	54	78	69	138	99	99	102	149
	39%	30%	26%	22%	35%	19%	18%	20%	20%	14%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	2	0	2		1	1	7	1	5	3	2			1	3	257	278	278	302	143
				0%	33%	0%	3%	0%	2%	2%	100%			100%	100%	100%	100%	100%	100%	100%
Humanities	193	205	193	216	169	5	7	18	23	7	543	569	569	599	633	97	111	111	94	97
	36%	36%	34%	36%	27%	5%	6%	16%	24%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Law						5	13	12	9	13						29	34	34	40	42
						17%	38%	35%	23%	31%						100%	100%	100%	100%	100%
Science	110	99	100	103	88						171	166	166	168	185					
	64%	60%	60%	61%	48%						100%	100%	100%	100%	100%					0
Total no.	**396**	**407**	**380**	**401**	**328**	**49**	**60**	**77**	**76**	**64**	**1033**	**1067**	**1067**	**1141**	**1099**	**693**	**715**	**715**	**687**	**588**
Total row%	**38%**	**38%**	**36%**	**35%**	**30%**	**7%**	**8%**	**11%**	**11%**	**11%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 16H

Conversion of Male bachelor's graduates to postgraduate study by graduation year

	CONVERSION OF 3 YEAR BACHELOR'S GRADUATES					CONVERSION OF PROFESSIONAL BACHELOR'S GRADUATES					ALL 3 YEAR BACHELOR'S GRADUATES					ALL PROFESSIONAL BACHELOR'S GRADUATES				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	90	83	81	70	66	33	28	24	36	15	298	274	279	262	232	245	285	294	222	217
	30%	30%	29%	27%	28%	13%	10%	8%	16%	7%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
EBE	61	32	46	55	45	45	56	47	60	68	93	72	86	93	95	308	317	285	321	394
	66%	44%	53%	59%	47%	15%	18%	16%	19%	17%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Health Sciences	0		0		0	0	0	0	1	1	1		1		1	81	88	101	100	19
						0%	0%	0%	1%	5%	100%		100%		100%	100%	100%	100%	100%	100%
Humanities	63	75	70	64	58	1	2	6	10	3	209	223	225	211	204	41	37	38	38	29
	30%	34%	31%	30%	28%	2%	5%	16%	26%	10%	100%	100%	86%	100%	100%	100%	100%	100%	100%	100%
Law						3	1	5	7	5						14	6	14	16	17
						21%	17%	36%	44%	29%						100%	100%	100%	100%	100%
Science	108	92	111	112	104						164	162	189	187	202					
	66%	57%	59%	60%	51%						100%	100%	100%	100%	100%					0
Total no.	**322**	**282**	**308**	**301**	**273**	**82**	**87**	**82**	**114**	**92**	**765**	**731**	**780**	**753**	**734**	**689**	**733**	**732**	**697**	**676**
Total row%	**42%**	**39%**	**39%**	**40%**	**37%**	**12%**	**12%**	**11%**	**16%**	**14%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read down each column

Table 17A

Summary of undergraduate success rates by Faculty and by course level

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	83%	82%	86%	88%	89%	90%	84%	86%	85%	90%	91%	89%	87%	86%	89%
EBE	89%	89%	79%	87%	89%	84%	86%	82%	86%	90%	90%	86%	87%	90%	94%
Health Sciences	99%	95%	95%	95%	98%	93%	89%	91%	92%	97%	98%	96%	96%	96%	98%
Humanities	85%	86%	84%	84%	87%	88%	84%	85%	85%	87%	93%	92%	92%	91%	91%
Law	85%	86%	81%	85%	89%	84%	84%	81%	81%	87%	90%	86%	77%	76%	87%
Science	77%	77%	75%	77%	86%	82%	77%	79%	78%	88%	90%	89%	89%	89%	93%
All Faculties	**83%**	**83%**	**81%**	**83%**	**88%**	**87%**	**84%**	**84%**	**84%**	**89%**	**92%**	**90%**	**89%**	**89%**	**92%**

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 CESM group and by course level

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Business/Commerce	81%	80%	85%	87%	88%	90%	83%	85%	85%	90%	91%	89%	87%	86%	89%
Science/Technology	83%	82%	78%	81%	88%	85%	83%	82%	83%	91%	92%	90%	89%	92%	95%
Education		84%	83%	87%	94%	90%	82%	95%	88%	88%		72%	97%	96%	92%
Broad Humanities	85%	86%	84%	84%	87%	87%	85%	85%	84%	87%	92%	91%	88%	88%	90%
Grand Total	**83%**	**83%**	**81%**	**83%**	**88%**	**87%**	**84%**	**84%**	**84%**	**89%**	**92%**	**90%**	**89%**	**89%**	**92%**

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

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
African	78%	77%	75%	77%	82%	79%	76%	76%	76%	82%	86%	82%	81%	83%	86%
Coloured	83%	83%	81%	81%	89%	86%	83%	84%	83%	88%	92%	90%	89%	90%	92%
Indian	84%	83%	81%	86%	94%	87%	83%	84%	87%	95%	94%	90%	88%	91%	96%
White	89%	91%	90%	92%	95%	94%	92%	92%	94%	97%	97%	96%	94%	95%	98%
International	85%	84%	84%	85%	90%	89%	86%	87%	86%	90%	91%	89%	90%	90%	92%
All Students	83%	83%	81%	83%	88%	87%	84%	84%	84%	89%	92%	90%	89%	89%	92%
All Faculties	**83%**	**83%**	**81%**	**83%**	**88%**	**87%**	**84%**	**84%**	**84%**	**89%**	**92%**	**90%**	**89%**	**89%**	**92%**

Percentages should be read across each row

Table 18A
Conversion of Female bachelor's graduates to postgraduate study by graduation year

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	81%	76%	72%	77%	79%	82%	71%	73%	75%	80%	85%	78%	78%	72%	77%
EBE	87%	82%	71%	82%	85%	84%	76%	75%	78%	87%	82%	81%	81%	87%	94%
Health Sciences	91%	79%	82%	80%	100%	74%	73%	66%	69%	87%	96%	88%	93%	94%	96%
Humanities	76%	82%	83%	82%	84%	75%	76%	78%	78%	83%	84%	84%	84%	85%	86%
Law	78%	76%	70%	79%	85%	69%	74%	67%	67%	85%	69%	81%	64%	60%	81%
Science	69%	71%	66%	66%	76%	75%	68%	68%	65%	82%	85%	80%	76%	82%	88%
All Faculties	**76%**	**77%**	**75%**	**75%**	**81%**	**78%**	**73%**	**74%**	**74%**	**83%**	**84%**	**80%**	**80%**	**82%**	**86%**

Table 18B
Conversion of Female bachelor's graduates to postgraduate study by graduation year

Level	1000-LEVEL					2000-LEVEL					3000-LEVEL				
Reg Yr	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Business/Commerce	80%	75%	70%	76%	78%	82%	69%	70%	73%	78%	85%	78%	78%	72%	76%
Science/Technology	75%	73%	68%	69%	79%	77%	72%	71%	71%	85%	86%	81%	80%	85%	92%
Broad Humanities	76%	82%	82%	82%	84%	75%	77%	77%	77%	83%	82%	84%	82%	84%	85%
Grand Total	76%	77%	75%	75%	81%	78%	73%	74%	74%	83%	84%	80%	80%	82%	86%

Table 19A
Academic progress codes of all undergraduates

	QUALIFIED					STANDARD READMISSION					FACULTY/SENATE PERMISSION					REFUSED READMISSION					OTHER					TOTAL				
Faculty	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	1327	1286	1061	930	815	3317	2953	2678	2672	2847	482	480	469	434	369	85	111	129	117	0	93	103	76	58	66	5304	4933	4413	4211	4097
	25%	26%	24%	22%	20%	63%	60%	61%	63%	69%	9%	10%	11%	10%	9%	2%	2%	3%	3%	0%	2%	2%	2%	1%	2%	100%	100%	100%	100%	100%
EBE	580	542	560	594	707	2099	2113	2142	2184	2010	328	365	401	312	289	77	88	101	122	0	68	137	87	58	99	3152	3245	3291	3270	3105
	18%	17%	17%	18%	23%	67%	65%	65%	67%	65%	10%	11%	12%	10%	9%	2%	3%	3%	4%	0%	2%	4%	3%	2%	3%	100%	100%	100%	100%	100%
Health Sciences	361	366	460	434	372	1774	1840	1693	1587	1535	18	28	37	58	23	12	21	16	17	0	25	39	37	21	76	2190	2294	2243	2117	2006
	16%	16%	21%	21%	19%	81%	80%	75%	75%	77%	1%	1%	2%	3%	1%	1%	1%	1%	1%	0%	1%	2%	2%	1%	4%	100%	100%	100%	100%	100%
Humanities	1021	1000	1044	1037	1037	2683	2737	2775	2921	3239	479	476	444	552	671	145	142	147	150	0	92	147	157	125	111	4420	4502	4567	4785	5058
	23%	22%	23%	22%	21%	61%	61%	61%	61%	64%	11%	11%	10%	12%	13%	3%	3%	3%	3%	0%	2%	3%	3%	3%	2%	100%	100%	100%	100%	100%
Law	197	174	152	173	142	410	401	362	367	348	67	68	90	68	78	24	12	34	42	0	8	13	14	12	15	706	668	652	662	583
	28%	26%	23%	26%	24%	58%	60%	56%	55%	60%	9%	10%	14%	10%	13%	3%	2%	5%	6%	0%	1%	2%	2%	2%	3%	100%	100%	100%	100%	100%
Science	335	328	349	355	387	1055	1068	1016	1104	1260	80	103	117	91	107	72	73	101	76	0	23	23	24	26	42	1565	1595	1607	1652	1796
	21%	21%	22%	21%	22%	67%	67%	63%	67%	70%	5%	6%	7%	6%	6%	5%	5%	6%	5%	0%	1%	1%	1%	2%	2%	100%	100%	100%	100%	100%
Total no.	**3821**	**3696**	**3626**	**3523**	**3460**	**11338**	**11112**	**10666**	**10835**	**11239**	**1454**	**1520**	**1558**	**1515**	**1537**	**415**	**447**	**528**	**524**	**0**	**309**	**462**	**395**	**300**	**409**	**17337**	**17237**	**16773**	**16697**	**16645**
Total row%	**22%**	**21%**	**22%**	**21%**	**21%**	**65%**	**64%**	**64%**	**65%**	**68%**	**8%**	**9%**	**9%**	**9%**	**9%**	**2%**	**3%**	**3%**	**3%**	**0%**	**2%**	**3%**	**2%**	**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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	315	320	264	280	217	888	818	767	703	712	196	229	224	186	189	36	62	57	63	0	17	27	25	17	29	1452	1456	1337	1248	1147
	22%	22%	20%	22%	19%	61%	56%	57%	56%	62%	13%	16%	17%	15%	16%	2%	4%	4%	5%	0%	1%	2%	2%	1%	3%	100%	100%	100%	100%	100%
EBE	145	121	118	147	152	500	544	628	725	706	132	156	186	146	164	28	40	51	68	0	17	43	30	24	49	822	904	1013	1103	1071
	18%	13%	12%	13%	14%	61%	60%	62%	66%	66%	16%	17%	18%	13%	15%	3%	4%	5%	6%	0%	2%	5%	3%	2%	5%	100%	100%	100%	100%	100%
Health Sciences	142	141	160	141	132	673	697	671	625	607	11	21	21	35	17	7	9	9	10	0	15	16	14	13	27	848	884	875	819	783
	17%	16%	18%	17%	17%	79%	79%	77%	76%	78%	1%	2%	2%	4%	2%	1%	1%	1%	1%	0%	2%	2%	2%	2%	3%	100%	100%	100%	100%	100%
Humanities	221	253	238	265	223	684	594	592	562	481	217	211	180	177	216	78	57	49	48	0	32	38	33	32	23	1232	1153	1092	1075	943
	18%	22%	22%	25%	24%	56%	52%	54%	52%	51%	18%	18%	16%	16%	23%	6%	5%	4%	4%	0%	3%	3%	3%	3%	2%	100%	100%	100%	100%	100%
Law	34	27	29	40	35	92	103	105	112	100	37	39	42	28	41	13	5	12	25	0	2	4	5	9	4	178	178	193	209	180
	19%	15%	15%	19%	19%	52%	58%	54%	54%	56%	21%	22%	22%	13%	23%	7%	3%	6%	12%	0%	1%	2%	3%	4%	2%	100%	100%	100%	100%	100%
Science	75	62	80	102	111	333	394	385	437	527	44	66	93	66	81	43	44	75	56	0	4	4	9	16	28	499	570	642	669	747
	15%	11%	12%	15%	15%	67%	69%	60%	65%	71%	9%	12%	14%	10%	11%	9%	8%	12%	8%	0%	1%	1%	1%	2%	4%	100%	100%	100%	100%	100%
Total no.	**932**	**924**	**889**	**975**	**870**	**3170**	**3150**	**3148**	**3164**	**3133**	**637**	**722**	**746**	**638**	**708**	**205**	**217**	**253**	**270**	**0**	**87**	**132**	**116**	**111**	**160**	**5031**	**5145**	**5152**	**5123**	**4871**
Total row%	**19%**	**18%**	**17%**	**19%**	**18%**	**63%**	**61%**	**61%**	**62%**	**64%**	**13%**	**14%**	**14%**	**12%**	**15%**	**4%**	**4%**	**5%**	**5%**	**0%**	**2%**	**3%**	**2%**	**2%**	**3%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	150	143	139	107	91	397	379	267	181	158	62	56	46	50	31	8	13	23	11	0	16	8	7		4	633	599	482	349	284
	24%	24%	29%	31%	32%	63%	63%	55%	52%	56%	10%	9%	10%	14%	11%	1%	2%	5%	3%	0%	3%	1%	1%	0%	1%	100%	100%	100%	100%	100%
EBE	58	61	56	76	105	243	261	282	271	205	45	49	63	42	28	11	8	12	14	0	7	21	10	5	6	364	400	423	408	344
	16%	15%	13%	19%	31%	67%	65%	67%	66%	60%	12%	12%	15%	10%	8%	3%	2%	3%	3%	0%	2%	5%	2%	1%	2%	100%	100%	100%	100%	100%
Health Sciences	77	74	86	101	69	409	411	385	339	317	5	4	14	15	3	4	11	5	5	0	3	8	7	4	20	498	508	497	464	409
	15%	15%	17%	22%	17%	82%	81%	77%	73%	78%	1%	1%	3%	3%	1%	1%	2%	1%	1%	0%	1%	2%	1%	1%	5%	100%	100%	100%	100%	100%
Humanities	195	179	195	246	215	550	535	580	458	395	113	99	91	126	129	28	29	27	21	0	13	23	25	15	11	899	865	918	866	750
	22%	21%	21%	28%	29%	61%	62%	63%	53%	53%	13%	11%	10%	15%	17%	3%	3%	3%	2%	0%	1%	3%	3%	2%	1%	100%	100%	100%	100%	100%
Law	29	28	29	26	25	92	106	83	77	66	11	7	20	16	16	4	5	13	9	0	2	4	4	3	2	138	150	149	131	109
	21%	19%	19%	20%	23%	67%	71%	56%	59%	61%	8%	5%	13%	12%	15%	3%	3%	9%	7%	0%	1%	3%	3%	2%	2%	100%	100%	100%	100%	100%
Science	40	38	40	49	57	130	146	135	157	154	13	14	12	7	13	13	13	10	10	0	3	3	3	3	3	199	214	200	226	227
	20%	18%	20%	22%	25%	65%	68%	68%	69%	68%	7%	7%	6%	3%	6%	7%	6%	5%	4%	0%	2%	1%	2%	1%	1%	100%	100%	100%	100%	100%
Total no.	**549**	**523**	**545**	**605**	**562**	**1821**	**1838**	**1732**	**1483**	**1295**	**249**	**229**	**246**	**256**	**220**	**68**	**79**	**90**	**70**	**0**	**44**	**67**	**56**	**30**	**46**	**2731**	**2736**	**2669**	**2444**	**2123**
Total row%	**20%**	**19%**	**20%**	**25%**	**26%**	**67%**	**67%**	**65%**	**61%**	**61%**	**9%**	**8%**	**9%**	**10%**	**10%**	**2%**	**3%**	**3%**	**3%**	**0%**	**2%**	**2%**	**2%**	**1%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	103	120	139	109	82	381	326	230	147	115	60	58	46	33	14	9	9	8	3	0	5	9	5	2	6	558	522	428	294	217
	18%	23%	32%	37%	38%	68%	62%	54%	50%	53%	11%	11%	11%	11%	6%	2%	2%	2%	1%	0%	1%	2%	1%	1%	3%	100%	100%	100%	100%	100%
EBE	46	66	57	55	66	215	210	187	171	163	42	45	37	24	13	11	7	11	8	0	3	7	10	7	5	317	335	302	265	247
	15%	20%	19%	21%	27%	68%	63%	62%	65%	66%	13%	13%	12%	9%	5%	3%	2%	4%	3%	0%	1%	2%	3%	3%	2%	100%	100%	100%	100%	100%
Health Sciences	38	30	40	32	29	167	159	157	160	165	1	1	1	4	1				1	0		2	2	2	3	206	192	200	199	198
	18%	16%	20%	16%	15%	81%	83%	79%	80%	83%	0%	1%	1%	2%	1%	0%	0%	0%	1%	0%	0%	1%	1%	1%	2%	100%	100%	100%	100%	100%
Humanities	50	41	28	35	28	88	76	65	55	50	12	11	11	10	9	2	2	6	3	0	5	3	4	3	1	157	133	114	106	88
	32%	31%	25%	33%	32%	56%	57%	57%	52%	57%	8%	8%	10%	9%	10%	1%	2%	5%	3%	0%	3%	2%	4%	3%	1%	100%	100%	100%	100%	100%
Law	16	10	10	16	14	30	34	35	40	34	5	7	12	5	4	1		2		0		2	2			52	53	61	61	52
	31%	19%	16%	26%	27%	58%	64%	57%	66%	65%	10%	13%	20%	8%	8%	2%	0%	3%	0%	0%	0%	4%	3%	0%	0%	100%	100%	100%	100%	100%
Science	24	16	26	21	23	63	70	55	51	53	3	5	2	1	1	2	4	2	1	0	3	1			1	95	96	85	74	78
	25%	17%	31%	28%	29%	66%	73%	65%	69%	68%	3%	5%	2%	1%	1%	2%	4%	2%	1%	0%	3%	1%	0%	0%	1%	100%	100%	100%	100%	100%
Total no.	**277**	**283**	**300**	**268**	**242**	**944**	**875**	**729**	**624**	**580**	**123**	**127**	**109**	**77**	**42**	**25**	**22**	**29**	**16**	**0**	**16**	**24**	**23**	**14**	**16**	**1385**	**1331**	**1190**	**999**	**880**
Total row%	**20%**	**21%**	**25%**	**27%**	**28%**	**68%**	**66%**	**61%**	**62%**	**66%**	**9%**	**10%**	**9%**	**8%**	**5%**	**2%**	**2%**	**2%**	**2%**	**0%**	**1%**	**2%**	**2%**	**1%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	365	396	330	292	180	1062	827	509	243	117	54	42	45	26	13	15	10	7	6	0	32	30	9	2	3	1528	1305	900	569	313
	24%	30%	37%	51%	58%	70%	63%	57%	43%	37%	4%	3%	5%	5%	4%	1%	1%	1%	1%	0%	2%	2%	1%	0%	1%	100%	100%	100%	100%	100%
EBE	202	189	182	189	246	624	610	601	575	475	51	38	44	36	24	6	14	11	4	0	22	28	18	13	8	905	879	856	817	753
	22%	22%	21%	23%	33%	69%	69%	70%	70%	63%	6%	4%	5%	4%	3%	1%	2%	1%	0%	0%	2%	3%	2%	2%	1%	100%	100%	100%	100%	100%
Health Sciences	79	103	122	104	117	444	428	383	352	288	1	2		2		1		1		0	4	8	11	4	21	529	541	517	462	426
	15%	19%	24%	23%	27%	84%	79%	74%	76%	68%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	2%	1%	5%	100%	100%	100%	100%	100%
Humanities	342	347	316	232	192	737	587	442	403	363	50	41	29	33	22	10	7	8	2	0	18	22	22	13	14	1157	1004	817	683	591
	30%	35%	39%	34%	32%	64%	58%	54%	59%	61%	4%	4%	4%	5%	4%	1%	1%	1%	0%	0%	2%	2%	3%	2%	2%	100%	100%	100%	100%	100%
Law	98	89	69	67	50	140	110	97	82	86	5	7	9	7	2	3	2	2	4	0	1	2	2	3	1	247	210	179	163	139
	40%	42%	39%	41%	36%	57%	52%	54%	50%	62%	2%	3%	5%	4%	1%	1%	1%	1%	2%	0%	0%	1%	1%	2%	1%	100%	100%	100%	100%	100%
Science	140	165	159	136	147	405	346	328	345	350	14	5	6	8	2	11	7	5	4	0	9	12	9	9	10	579	535	507	502	509
	24%	31%	31%	27%	29%	70%	65%	65%	69%	69%	2%	1%	1%	2%	0%	2%	1%	1%	1%	0%	2%	2%	2%	2%	2%	100%	100%	100%	100%	100%
Total no.	**1226**	**1289**	**1178**	**1020**	**932**	**3412**	**2908**	**2360**	**2000**	**1679**	**175**	**135**	**133**	**112**	**63**	**46**	**40**	**34**	**20**	**0**	**86**	**102**	**71**	**44**	**57**	**4945**	**4474**	**3776**	**3196**	**2731**
Total row%	**25%**	**29%**	**31%**	**32%**	**34%**	**69%**	**65%**	**63%**	**63%**	**61%**	**4%**	**3%**	**4%**	**4%**	**2%**	**1%**	**1%**	**1%**	**1%**	**0%**	**2%**	**2%**	**2%**	**1%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “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	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Commerce	132	137	105	78	69	314	270	239	236	248	47	50	30	36	21	5	12	12	10	0	10	12	6	11	1	508	481	392	371	339
	26%	28%	27%	21%	20%	62%	56%	61%	64%	73%	9%	10%	8%	10%	6%	1%	2%	3%	3%	0%	2%	2%	2%	3%	0%	100%	100%	100%	100%	100%
EBE	100	83	124	106	125	413	401	357	359	289	48	65	52	48	35	13	18	12	18	0	13	32	9	7	20	587	599	554	538	469
	17%	14%	22%	20%	27%	70%	67%	64%	67%	62%	8%	11%	9%	9%	7%	2%	3%	2%	3%	0%	2%	5%	2%	1%	4%	100%	100%	100%	100%	100%
Health Sciences	10	5	5	8	1	17	15	14	6	7										0						27	20	19	14	8
	37%	25%	26%	57%	13%	63%	75%	74%	43%	88%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	100%
Humanities	92	97	122	79	76	257	257	190	162	150	34	29	24	25	31	7	8	11	3	0	6	9	15	7	1	396	400	362	276	258
	23%	24%	34%	29%	29%	65%	64%	52%	59%	58%	9%	7%	7%	9%	12%	2%	2%	3%	1%	0%	2%	2%	4%	3%	0%	100%	100%	100%	100%	100%
Law	14	13	10	18	8	34	33	30	33	31	4	4	4	8	10	1		4	3	0	1	1	1	1	3	54	51	49	63	52
	26%	25%	20%	29%	15%	63%	65%	61%	52%	60%	7%	8%	8%	13%	19%	2%	0%	8%	5%	0%	2%	2%	2%	2%	6%	100%	100%	100%	100%	100%
Science	43	30	25	30	30	73	61	68	64	75	3	8	2	4	4	1	3	4	3	0	3	1	2	2		123	103	101	103	109
	35%	29%	25%	29%	28%	59%	59%	67%	62%	69%	2%	8%	2%	4%	4%	1%	3%	4%	3%	0%	2%	1%	2%	2%	0%	100%	100%	100%	100%	100%
Total no.	**391**	**365**	**391**	**319**	**309**	**1108**	**1037**	**898**	**860**	**800**	**136**	**156**	**112**	**121**	**101**	**27**	**41**	**43**	**37**	**0**	**33**	**55**	**33**	**28**	**25**	**1695**	**1654**	**1477**	**1365**	**1235**
Total row%	**23%**	**22%**	**26%**	**23%**	**25%**	**65%**	**63%**	**61%**	**63%**	**65%**	**8%**	**9%**	**8%**	**9%**	**8%**	**2%**	**2%**	**3%**	**3%**	**0%**	**2%**	**3%**	**2%**	**2%**	**2%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentages should be read across each row

NOTES

1. “Other” academic standing codes include cancellations and disciplinary codes

Table 20A
Five year cohort survival analysis of the 2012, 2012, 2013, 2014, 2015 and 2016 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students (SA and International)

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	365	243	305	286	305	873	928	921	938	857	383	346	361	404	369	27	35	42	35	48
bachelors' degree	76%	75%	75%	74%	75%	76%	77%	78%	73%	75%	72%	72%	75%	75%	60%	56%	52%	69%	49%	61%
(graduated)																				
Continuing undergraduate	16	4	17	18	15	97	88	78	114	100	42	36	36	25	143	6	16	8	12	9
studies	3%	1%	4%	5%	4%	8%	7%	7%	9%	9%	8%	8%	7%	5%	23%	13%	24%	13%	17%	11%
Dropped out in good	57	49	60	65	60	89	87	100	135	112	45	42	39	51	53	3	10	5	7	7
academic standing	12%	15%	15%	17%	15%	8%	7%	8%	10%	10%	8%	9%	8%	9%	9%	6%	15%	8%	10%	9%
Refused readmission	43	30	27	19	25	94	95	85	99	79	65	54	45	59	49	12	6	6	18	15
on academic grounds	9%	9%	7%	5%	6%	8%	8%	7%	8%	7%	12%	11%	9%	11%	8%	25%	9%	10%	25%	19%
Total	**481**	**326**	**409**	**388**	**405**	**1153**	**1198**	**1184**	**1286**	**1148**	**535**	**478**	**481**	**539**	**614**	**48**	**67**	**61**	**72**	**79**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	321	285	290	305	320	365	419	388	378	466	2282	2219	2233	2287	2365
bachelors' degree	65%	68%	70%	72%	65%	76%	75%	72%	70%	68%	72%	73%	73%	70%	69%
(graduated)															
Continuing undergraduate	21	44	34	31	33	17	24	27	32	51	254	259	250	306	351
studies	4%	10%	8%	7%	7%	4%	4%	5%	6%	7%	8%	8%	8%	9%	10%
Dropped out in good	49	34	31	31	66	55	64	68	60	95	291	276	299	341	393
academic standing	10%	8%	8%	7%	13%	11%	11%	13%	11%	14%	9%	9%	10%	10%	11%
Refused readmission	100	58	58	56	75	46	53	53	68	70	360	296	266	316	313
on academic grounds	20%	14%	14%	13%	15%	10%	9%	10%	13%	10%	11%	10%	9%	10%	9%
Total	**491**	**421**	**413**	**423**	**494**	**483**	**560**	**536**	**538**	**682**	**3187**	**3050**	**3048**	**3250**	**3422**
	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 2012,2013, 2014, 2015 and 2016 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 had 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 3-year BCom and for the 4-year BBusSc
6. The Engineering total is for 4-year degrees only. Engineering figures are updated after 6 years because of the large numbers of students taking 6 years to complete their studies.
7. Percentages are to be read down each column.
8. "Other" Academic codes not shown individually but included in total, include leave of absence, expulsions, rustication and disciplinary codes

Table 20B
Five year cohort survival analysis of the 2012, 2012, 2013, 2014, 2015 and 2016 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: African students

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	43	31	65	48	57	258	249	233	193	228	83	80	81	80	75	9	11	12	10	15
bachelors' degree	60%	53%	64%	70%	70%	68%	69%	69%	65%	66%	58%	62%	65%	67%	44%	43%	39%	57%	33%	50%
(graduated)																				
Continuing undergraduate	4	4	6	9	6	51	41	37	42	46	16	17	10	8	64	4	9	5	4	5
studies	6%	7%	6%	13%	7%	13%	11%	11%	14%	13%	11%	13%	8%	7%	37%	19%	32%	24%	13%	17%
Dropped out in good	10	13	17	8	10	32	18	27	29	26	13	14	11	9	13	0	4	1	5	4
academic standing	14%	22%	17%	12%	12%	8%	5%	8%	10%	7%	9%	11%	9%	8%	8%	0%	14%	5%	17%	13%
Refused readmission	15	11	13	4	8	41	51	42	33	47	32	18	22	23	20	8	4	3	11	6
on academic grounds	21%	19%	13%	6%	10%	11%	14%	12%	11%	14%	22%	14%	18%	19%	12%	38%	14%	14%	37%	20%
Total	**72**	**59**	**101**	**69**	**81**	**382**	**359**	**339**	**297**	**347**	**144**	**129**	**124**	**120**	**172**	**21**	**28**	**21**	**30**	**30**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	54	44	64	65	76	73	135	121	112	125	502	533	554	491	576
bachelors' degree	42%	44%	46%	52%	48%	62%	66%	63%	57%	60%	57%	61%	61%	59%	58%
(graduated)															
Continuing undergraduate	7	20	19	20	19	8	14	16	15	27	119	126	121	119	167
studies	5%	20%	14%	16%	12%	7%	7%	8%	8%	13%	14%	14%	13%	14%	17%
Dropped out in good	20	10	13	3	13	14	21	22	25	24	89	75	87	74	90
academic standing	16%	10%	9%	2%	8%	12%	10%	12%	13%	11%	10%	9%	10%	9%	9%
Refused readmission	48	27	42	36	51	22	35	32	45	34	165	144	150	151	166
on academic grounds	37%	27%	30%	29%	32%	19%	17%	17%	23%	16%	19%	16%	16%	18%	17%
Total	**129**	**101**	**138**	**124**	**159**	**117**	**205**	**191**	**197**	**210**	**875**	**877**	**912**	**835**	**999**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20C
Five year cohort survival analysis of the 2012, 2012, 2013, 2014, 2015 and 2016 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: ALL students (SA and International)

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	50	37	68	51	73	72	123	115	115	92	37	33	43	45	57	4	7	10	10	16
bachelors' degree	71%	62%	74%	69%	74%	67%	76%	75%	74%	70%	70%	70%	68%	78%	65%	50%	50%	67%	63%	62%
(graduated)																				
Continuing undergraduate	4	0	3	4	6	14	13	8	14	23	8	5	10	1	18	2	4	0	4	4
studies	6%	0%	3%	5%	6%	13%	8%	5%	9%	17%	15%	11%	16%	2%	20%	25%	29%	0%	25%	15%
Dropped out in good	5	9	12	11	13	5	11	14	11	10	2	2	3	3	6	1	2	2	0	0
academic standing	7%	15%	13%	15%	13%	3%	7%	9%	7%	8%	4%	4%	5%	5%	7%	13%	14%	13%	0%	0%
Refused readmission	11	14	9	8	6	16	14	16	15	7	6	7	7	9	7	1	1	3	2	6
on academic grounds	16%	23%	10%	11%	6%	15%	9%	10%	10%	5%	11%	15%	11%	16%	8%	13%	7%	20%	13%	23%
Total	**70**	**60**	**92**	**74**	**98**	**107**	**161**	**153**	**155**	**132**	**53**	**47**	**63**	**58**	**88**	**8**	**14**	**15**	**16**	**26**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	35	30	37	25	46	52	78	84	75	121	236	302	344	311	405
bachelors' degree	59%	70%	82%	74%	66%	70%	74%	67%	77%	78%	65%	70%	71%	71%	71%
(graduated)															
Continuing undergraduate	6	5	2	1	4	3	4	7	7	13	43	35	36	44	68
studies	10%	12%	4%	3%	6%	4%	4%	6%	7%	8%	12%	8%	7%	10%	12%
Dropped out in good	3	3	2	2	8	9	15	19	8	8	24	43	52	35	45
academic standing	5%	7%	4%	6%	11%	12%	14%	15%	8%	5%	7%	10%	11%	8%	8%
Refused readmission	15	5	4	5	12	10	8	15	7	13	60	49	53	45	51
on academic grounds	25%	12%	9%	15%	17%	14%	8%	12%	7%	8%	17%	11%	11%	10%	9%
Total	**59**	**43**	**45**	**34**	**70**	**74**	**105**	**125**	**97**	**155**	**363**	**429**	**485**	**436**	**569**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 20D
Five year cohort survival analysis of the 2012, 2012, 2013, 2014, 2015 and 2016 intakes of first-time entering undergraduates five years after initial enrolment in 5 large faculties: Indian students

STATUS AFTER 5 YEARS	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	11	10	6	9	9	82	101	130	91	94	29	40	63	45	38	3	5	4	4	2
bachelors' degree	73%	100%	50%	69%	75%	72%	75%	76%	71%	76%	73%	68%	79%	78%	63%	75%	83%	57%	44%	40%
(graduated)																				
Continuing undergraduate	0	0	2	2	0	11	12	15	16	13	3	2	4	1	15	0	1	2	2	0
studies	0%	0%	17%	15%	0%	10%	9%	9%	13%	11%	8%	3%	5%	2%	25%	0%	17%	29%	22%	0%
Dropped out in good	1	0	4	1	3	9	16	21	12	9	3	6	6	3	2	0	0	1	1	2
academic standing	7%	0%	33%	8%	25%	8%	12%	12%	9%	7%	8%	10%	8%	5%	3%	0%	0%	14%	11%	40%
Refused readmission	3	0	0	1	0	12	6	6	9	7	5	11	7	9	5	1	0	0	2	1
on academic grounds	20%	0%	0%	8%	0%	11%	4%	3%	7%	6%	13%	19%	9%	16%	8%	25%	0%	0%	22%	20%
Total	**15**	**10**	**12**	**13**	**12**	**114**	**135**	**172**	**128**	**123**	**40**	**59**	**80**	**58**	**60**	**4**	**6**	**7**	**9**	**5**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

STATUS AFTER 5 YEARS	SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
Completed undergraduate	11	12	20	10	27	14	24	20	11	22	147	189	236	167	192
bachelors' degree	55%	75%	91%	83%	68%	88%	75%	77%	73%	81%	70%	73%	75%	65%	72%
(graduated)															
Continuing undergraduate	1	2	0	0	3	0	0	2	1	1	17	21	30	43	32
studies	5%	13%	0%	0%	8%	0%	0%	8%	7%	4%	8%	8%	10%	17%	12%
Dropped out in good	2	0	1	1	7	2	3	1	2	2	16	25	32	25	25
academic standing	10%	0%	5%	8%	18%	13%	9%	4%	13%	7%	8%	10%	10%	10%	9%
Refused readmission	6	2	1	1	3	0	5	3	0	2	29	24	17	19	18
on academic grounds	30%	13%	5%	8%	8%	0%	16%	12%	0%	7%	14%	9%	5%	7%	7%
Total	**20**	**16**	**22**	**12**	**40**	**16**	**32**	**26**	**15**	**27**	**209**	**259**	**315**	**255**	**267**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 22A
Years to completion among graduates within the 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: ALL students (SA and International)

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	230	231	208	212	193	146	157	164	174	153	20	31	25	49	45	2	3	2	18	2
	70%	69%	65%	72%	63%	36%	43%	48%	47%	46%	4%	5%	4%	8%	9%	1%	1%	1%	4%	1%
4 Years	76	76	75	60	89	156	150	113	114	123	329	352	404	418	352	207	218	204	223	189
	23%	23%	23%	20%	29%	39%	41%	33%	31%	37%	62%	61%	65%	65%	67%	55%	60%	59%	52%	51%
5 Years	17	22	25	17	23	79	45	57	56	59	149	162	160	135	125	123	105	97	126	178
	5%	7%	8%	6%	8%	20%	12%	17%	15%	18%	28%	28%	26%	21%	24%	32%	29%	28%	29%	48%
6 Years	6	7	12	5	0	21	14	9	24	0	32	35	36	38	0	47	35	44	63	0
	2%	2%	4%	2%	0%	5%	4%	3%	7%	0%	6%	6%	6%	6%	0%	12%	10%	13%	15%	0%
All Graduates	**329**	**335**	**320**	**294**	**305**	**402**	**366**	**343**	**368**	**335**	**530**	**580**	**625**	**640**	**522**	**379**	**361**	**347**	**430**	**369**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	0	5	2	0	1	184	166	155	173	151	227	193	206	209	231	809	786	762	835	776
	0%	12%	4%	0%	2%	55%	54%	51%	54%	47%	61%	55%	53%	51%	50%	34%	34%	32%	33%	33%
4 Years	15	22	30	22	30	90	92	81	87	109	103	108	124	143	184	976	1018	1031	1067	1076
	50%	51%	63%	50%	63%	27%	30%	27%	27%	34%	28%	31%	32%	35%	39%	41%	43%	43%	43%	45%
5 Years	12	7	10	13	17	48	27	54	42	60	35	48	46	56	51	463	416	449	445	513
	40%	16%	21%	30%	35%	14%	9%	18%	13%	19%	9%	14%	12%	14%	11%	20%	18%	19%	18%	22%
6 Years	3	9	6	9	0	10	24	15	17	0	5	11	11	0	0	124	135	133	156	0
	10%	21%	13%	20%	0%	3%	8%	5%	5%	0%	1%	3%	3%	0%	0%	5%	6%	6%	6%	0%
All Graduates	**30**	**43**	**48**	**44**	**48**	**332**	**309**	**305**	**319**	**320**	**370**	**348**	**387**	**408**	**466**	**2372**	**2342**	**2375**	**2503**	**2365**
Total	**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 2012, 2013, 2014, 2015 and 2016 FU cohorts carried out six years (five years in the case of the 2016 cohort) 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.

Table 22B
Years to completion among graduates within the 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: ALL students (SA and International)

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	19	30	26	29	21	41	45	39	47	58	4	6	3	10	5	0	0	1	1	0
	48%	56%	40%	52%	68%	26%	33%	34%	36%	39%	3%	5%	3%	9%	6%	0%	0%	1%	1%	0%
4 Years	15	14	28	20	8	66	62	48	43	62	61	62	71	53	45	25	40	36	28	39
	38%	26%	43%	36%	26%	41%	45%	42%	33%	42%	49%	48%	60%	50%	56%	28%	48%	44%	35%	52%
5 Years	5	8	11	5	2	40	24	28	26	27	49	48	44	36	31	40	30	25	35	36
	13%	15%	17%	9%	6%	25%	17%	24%	20%	18%	39%	38%	37%	34%	38%	45%	36%	31%	44%	48%
6 Years	1	2	0	2	0	13	7	0	13	0	11	12	0	8	0	24	13	19	15	0
	3%	4%	0%	4%	0%	8%	5%	0%	10%	0%	9%	9%	0%	7%	0%	27%	16%	23%	19%	0%
All Graduates	**40**	**54**	**65**	**56**	**31**	**160**	**138**	**115**	**129**	**147**	**125**	**128**	**118**	**107**	**81**	**89**	**83**	**81**	**79**	**75**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	0	0	1	0	0	11	14	14	19	9	30	37	42	42	37	105	132	126	148	130
	0%	0%	8%	0%	0%	19%	25%	22%	23%	12%	39%	31%	35%	31%	30%	19%	22%	22%	25%	24%
4 Years	3	9	8	6	8	25	22	23	28	36	29	52	55	56	66	224	261	269	234	264
	27%	56%	67%	43%	53%	42%	40%	36%	34%	47%	38%	43%	45%	41%	53%	40%	44%	47%	39%	48%
5 Years	6	2	3	4	7	18	9	27	23	31	14	24	24	30	22	172	145	162	159	156
	55%	13%	25%	29%	47%	31%	16%	42%	28%	41%	18%	20%	20%	22%	18%	31%	24%	28%	26%	28%
6 Years	2	5	0	4	0	5	10	0	12	0	4	7	0	9	0	60	56	19	63	0
	18%	31%	0%	29%	0%	8%	18%	0%	15%	0%	5%	6%	0%	7%	0%	11%	9%	3%	10%	0%
All Graduates	**11**	**16**	**12**	**14**	**15**	**59**	**55**	**64**	**82**	**76**	**77**	**120**	**121**	**137**	**125**	**561**	**594**	**576**	**604**	**550**
Total	**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 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: Coloured

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	18	30	41	30	35	17	30	27	25	18	1	2	2	2	3	0	0	0	1	0
	35%	48%	60%	55%	48%	44%	46%	47%	46%	45%	2%	3%	4%	3%	6%	0%	0%	0%	2%	0%
4 Years	24	25	22	20	31	8	23	20	16	16	23	37	33	50	32	17	18	20	18	19
	46%	40%	32%	36%	42%	21%	35%	34%	30%	40%	47%	53%	58%	69%	62%	46%	49%	47%	40%	33%
5 Years	8	6	5	4	7	11	9	11	10	6	19	25	22	16	17	14	14	18	14	38
	15%	10%	7%	7%	10%	28%	14%	19%	19%	15%	39%	36%	39%	22%	33%	38%	38%	42%	31%	67%
6 Years	2	2	0	1	0	3	3	0	3	0	6	6	0	4	0	6	5	5	12	0
	4%	3%	0%	2%	0%	8%	5%	0%	6%	0%	12%	9%	0%	6%	0%	16%	14%	12%	27%	0%
All Graduates	**52**	**63**	**68**	**55**	**73**	**39**	**65**	**58**	**54**	**40**	**49**	**70**	**57**	**72**	**52**	**37**	**37**	**43**	**45**	**57**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	0	1	0	0	1	18	12	15	15	15	27	30	41	28	41	81	105	126	101	113
	0%	10%	0%	0%	6%	42%	33%	41%	56%	33%	52%	43%	49%	33%	34%	29%	30%	35%	29%	28%
4 Years	0	2	6	6	7	12	17	15	5	20	22	22	33	38	62	106	144	149	153	187
	0%	20%	60%	46%	44%	28%	47%	41%	19%	43%	42%	32%	39%	45%	51%	38%	41%	42%	44%	46%
5 Years	4	4	4	4	8	10	3	7	5	11	3	14	10	15	18	69	75	77	68	105
	80%	40%	40%	31%	50%	23%	8%	19%	19%	24%	6%	20%	12%	18%	15%	25%	21%	22%	19%	26%
6 Years	1	3	0	3	0	3	4	0	2	0	0	3	0	3	0	21	26	5	28	0
	20%	30%	0%	23%	0%	7%	11%	0%	7%	0%	0%	4%	0%	4%	0%	8%	7%	1%	8%	0%
All Graduates	**5**	**10**	**10**	**13**	**16**	**43**	**36**	**37**	**27**	**46**	**52**	**69**	**84**	**84**	**121**	**277**	**350**	**357**	**350**	**405**
Total	**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 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: Coloured

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	8	6	4	7	5	12	5	12	17	7	2	2	2	4	3	0	0	0	0	0
	80%	50%	67%	64%	56%	48%	33%	43%	47%	28%	3%	2%	2%	6%	4%	0%	0%	0%	0%	0%
4 Years	2	6	2	2	4	7	8	11	12	9	38	46	44	36	50	13	23	36	25	15
	20%	50%	33%	18%	44%	28%	53%	39%	33%	36%	61%	55%	43%	51%	72%	45%	58%	57%	43%	39%
5 Years	0	0	0	1	0	5	2	5	6	9	19	29	56	19	16	13	14	21	18	23
	0%	0%	0%	9%	0%	20%	13%	18%	17%	36%	31%	35%	55%	27%	23%	45%	35%	33%	31%	61%
6 Years	0	0	0	1	0	1	0	0	1	0	3	7	0	11	0	3	3	6	15	0
	0%	0%	0%	9%	0%	4%	0%	0%	3%	0%	5%	8%	0%	16%	0%	10%	8%	10%	26%	0%
All Graduates	**10**	**12**	**6**	**11**	**9**	**25**	**15**	**28**	**36**	**25**	**62**	**84**	**102**	**70**	**69**	**29**	**40**	**63**	**58**	**38**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	0	1	2	0	0	6	7	12	7	15	9	12	15	9	11	37	33	47	44	41
	0%	25%	50%	0%	0%	55%	54%	60%	54%	56%	60%	50%	75%	64%	50%	24%	17%	19%	21%	21%
4 Years	1	3	2	2	2	3	4	4	5	8	5	9	5	4	11	69	99	104	86	99
	33%	75%	50%	33%	100%	27%	31%	20%	38%	30%	33%	38%	25%	29%	50%	45%	52%	43%	41%	52%
5 Years	2	0	0	2	0	2	1	4	1	4	1	3	0	1	0	42	49	86	48	52
	67%	0%	0%	33%	0%	18%	8%	20%	8%	15%	7%	13%	0%	7%	0%	27%	26%	35%	23%	27%
6 Years	0	0	0	2	0	0	1	0	0	0	0	0	0	0	0	7	11	6	30	0
	0%	0%	0%	33%	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	5%	6%	2%	14%	0%
All Graduates	**3**	**4**	**4**	**6**	**2**	**11**	**13**	**20**	**13**	**27**	**15**	**24**	**20**	**14**	**22**	**155**	**192**	**243**	**208**	**192**
Total	**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 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: White

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	134	126	98	120	88	48	53	50	54	35	10	12	15	20	26	2	2	1	1	0
	83%	80%	82%	86%	82%	41%	51%	65%	63%	61%	4%	5%	6%	7%	10%	1%	2%	1%	1%	0%
4 Years	24	23	16	13	17	54	42	19	23	18	163	166	199	207	182	99	84	83	89	74
	15%	15%	13%	9%	16%	47%	41%	25%	27%	32%	72%	72%	85%	76%	72%	68%	64%	73%	69%	57%
5 Years	2	6	5	6	2	12	6	8	7	4	45	44	20	37	44	36	36	26	29	55
	1%	4%	4%	4%	2%	10%	6%	10%	8%	7%	20%	19%	9%	14%	17%	25%	27%	23%	22%	43%
6 Years	2	3	0	0	0	2	2	0	2	0	7	7	0	8	0	9	9	4	10	0
	1%	2%	0%	0%	0%	2%	2%	0%	2%	0%	3%	3%	0%	3%	0%	6%	7%	4%	8%	0%
All Graduates	**162**	**158**	**119**	**139**	**107**	**116**	**103**	**77**	**86**	**57**	**225**	**229**	**234**	**272**	**252**	**146**	**131**	**114**	**129**	**129**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	0	2	1	0	0	111	88	76	107	98	124	74	74	89	92	356	357	315	391	339
	0%	29%	10%	0%	0%	73%	70%	67%	69%	70%	74%	77%	73%	77%	67%	43%	42%	42%	43%	41%
4 Years	8	4	8	5	8	31	27	28	39	35	31	19	21	22	34	363	365	364	398	368
	100%	57%	80%	83%	89%	20%	21%	25%	25%	25%	19%	20%	21%	19%	25%	44%	43%	48%	44%	44%
5 Years	0	0	1	1	1	9	6	10	6	7	12	2	7	5	11	100	100	74	91	124
	0%	0%	10%	17%	11%	6%	5%	9%	4%	5%	7%	2%	7%	4%	8%	12%	12%	10%	10%	15%
6 Years	0	1	0	0	0	2	5	0	3	0	0	1	0	0	0	0	28	0	23	0
	0%	14%	0%	0%	0%	1%	4%	0%	2%	0%	0%	1%	0%	0%	0%	0%	3%	0%	3%	0%
All Graduates	**8**	**7**	**10**	**6**	**9**	**153**	**126**	**114**	**155**	**140**	**167**	**96**	**102**	**116**	**137**	**819**	**850**	**753**	**903**	**831**
Total	**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 2012, 2013, 2014, 2015 and 2016 first-time entering undergraduate cohorts after initial enrolment in 5 large faculties: International

YEARS TO GRADUATION	ARTS - BA					COMMERCE					ENGINEERING - BSC(ENG)					LAW				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	27	17	16	12	22	22	17	30	21	22	2	4	1	6	7	0	0	0	0	7
	82%	89%	80%	86%	92%	45%	52%	67%	58%	54%	5%	11%	3%	11%	13%	0%	0%	0%	0%	17%
4 Years	5	2	2	2	1	18	11	11	14	13	27	21	28	32	35	42	35	31	43	26
	15%	11%	10%	14%	4%	37%	33%	24%	39%	32%	66%	57%	76%	60%	67%	68%	70%	67%	61%	63%
5 Years	0	0	2	0	1	7	3	4	1	6	8	10	8	10	10	17	10	9	20	8
	0%	0%	10%	0%	4%	14%	9%	9%	3%	15%	20%	27%	22%	19%	19%	27%	20%	20%	28%	20%
6 Years	1	0	0	0	0	2	2	0	0	0	4	2	0	5	0	3	5	6	8	0
	3%	0%	0%	0%	0%	4%	6%	0%	0%	0%	10%	5%	0%	9%	0%	5%	10%	13%	11%	0%
All Graduates	**33**	**19**	**20**	**14**	**24**	**49**	**33**	**45**	**36**	**41**	**41**	**37**	**37**	**53**	**52**	**62**	**50**	**46**	**71**	**41**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

YEARS TO GRADUATION	LAW					SCIENCE					SOCIAL SCIENCE - BSOCSC					TOTAL				
	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake	2012 intake	2013 intake	2014 intake	2015 intake	2016 intake
3 Years	0	1	0	0	0	29	29	25	15	9	27	32	27	33	41	107	100	99	87	108
	0%	20%	0%	0%	0%	66%	53%	68%	68%	56%	63%	74%	66%	59%	77%	39%	41%	43%	34%	47%
4 Years	3	3	4	2	5	9	15	8	4	6	12	6	12	21	10	116	93	96	118	96
	100%	60%	100%	50%	100%	20%	27%	22%	18%	38%	28%	14%	29%	38%	19%	42%	38%	42%	46%	41%
5 Years	0	1	0	2		6	7	4	3	1	3	5	2	2	2	41	36	29	38	28
	0%	20%	0%	50%	0%	14%	13%	11%	14%	6%	7%	12%	5%	4%	4%	15%	15%	13%	15%	12%
6 Years	0	0	0	0	0	0	4	0	0	0	1	0	0	0	0	11	13	6	13	0
	0%	0%	0%	0%	0%	0%	7%	0%	0%	0%	2%	0%	0%	0%	0%	4%	5%	3%	5%	0%
All Graduates	**3**	**5**	**4**	**4**	**5**	**44**	**55**	**37**	**22**	**16**	**43**	**43**	**41**	**56**	**53**	**275**	**242**	**230**	**256**	**232**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**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