



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

Jean Skene
Director: HEMIS
Department of Higher Education and Training

3/08/2017

HEMIS Institute August 2017

1



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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

2000 TO 2014 FIRST TIME ENTERING UNDERGRADUATE COHORT STUDIES FOR PUBLIC HIGHER EDUCATION INSTITUTIONS

3/08/2017

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2

HEMIS DATA COLLECTION

- HEMIS collects unit record data rather than aggregated or tabular data. Universities are required to submit audited data to the Department in a specified format by the 31st July each year for the prior academic year. This enables universities to identify all their graduates for the prior year having completing their final examinations and where applicable supplementary examinations and to audit their data before submission to the Department. The data submitted to the Department are a subset of the data from the universities' production database.
- The Department has provided the universities with PC software which enables them to validate their data and correct critical errors prior to submitting to the Department.
- Universities are required to have their data audited by their external auditors before submitting to the Department at the 31st July each year. Once the department receives the final audited data, further validations and checks are undertaken before aggregated tables data are published.

3/08/2017

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3

METHODOLOGY

- Cohort studies are the study of first time entering undergraduate students, who are tracked over a 10 year period to determine the percentage of students that have dropped out from their studies or who have completed their studies. The purpose of extending the study over a 10 year period is to take cognisance of the distance education method of educational provisioning.
- Records are extracted from the HEMIS database for the base year data and filtered to only render the first-time entering undergraduate students. This includes students enrolled for three and four year undergraduate programmes. Only South African citizens are tracked, all the records containing non-valid South African National Identity numbers are removed from the dataset. The South African Identity number is used to track the progress of students.

3/08/2017

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4

METHODOLOGY

- The data for the base year consist of data fields for race, gender, field of study, graduation status, qualification type and the South African Identity number. Subsequent years do not need all these fields and only includes graduation status, qualification type and South African Identity number. It is assumed that the other fields remain the same throughout the study.
- The second level of data cleaning is eliminating duplicate South African Identity numbers. The records are evaluated according to the following logic;
 - The graduation status reflects a finish within the logical period of three years or four years depending upon the qualification type, not earlier. An earlier finish indicates a non-first-time entering student that was wrongfully enrolled as a first-time entering student and the record is removed from the tracking process.
 - Where there are multiple fields of study, one is selected by choice should both records seem legitimate.

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5

METHODOLOGY

- The third level of data cleaning looks at the multiple graduation status. Records are cleaned by removing the graduations after the first graduation status. This is to eliminate multiple graduation counts and false dropout counts.
- The dataset is now ready for the calculations to be done. The calculations are done for all qualification types combined (three and four year qualifications) first and then it is done for the three and four year qualifications separately.
- Dropouts are calculated by counting all the blank fields from one year in the table. Blank fields represent no student record and are regarded as a dropout. The total number of graduates in prior years has to be subtracted from this total to get the final dropout number. The difference between the sum of dropouts + graduates will be students who are still studying.

3/08/2017

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6

METHODOLOGY

- If a student drops out from one university and enters another institution then the student is not treated as a dropout. A student who changes courses is not treated as a dropout and student who dropouts and returns at a later stage is accounted for in the study, and is not counted as a dropout.
- For the National Student Financial Aid Scheme (NSFAS) cohort study, data from NSFAS are matched with the filtered HEMIS data following the same criteria as with the mainstream cohort. The year in which the student received the loan does not influence the cohort, neither the number of years the student received a loan. All first time entering undergraduate students, who received a loan during their studies, are tracked, irrespective of the loan year or number of years.

3/08/2017

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7

METHODOLOGY

- During 2003 to 2005 the public higher education landscape underwent a transformation with the merger of a number of institutions taking place. During this process the number of public higher education institutions decreased to 23. At this time there were instances where course codes and entrance categories were changed and South African Identity numbers were not useable. In this study these records were taken out of the equation.
- In 2013, two new universities, Sol Plaatje University (SPU) in the Northern Cape Province and the University of Mpumalanga (UMP) in Mpumalanga Province, were established as comprehensive universities with their first intake of students in 2014. A third comprehensive university, Sefako Makgatho Health Sciences University (SMU) was established in 2014, and opened its doors in 2015 to its first cohort of students. The MEDUNSA campus of the University of Limpopo was incorporated into SMU. The first cohorts of SPU and UMP are included in the 2014 first time entering cohorts.

3/08/2017

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8

CONTACT AND DISTANCE MODE

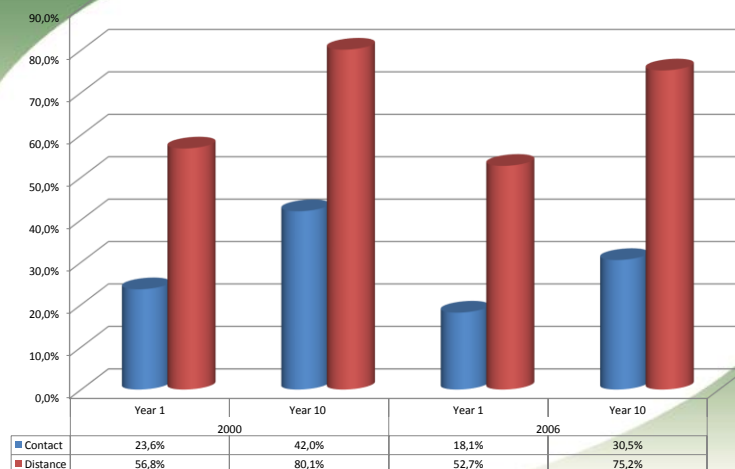
- The cohort studies reveals in very stark terms that students entering into distance higher education, while gaining access to higher education, have a very low chance of success.
- It is acknowledged that students entering into distance education are most likely to be studying part time, and therefore will take longer than the minimum time to complete the qualification. Taking this into account ten years of data is required.
- The latest year for which 10 years of data is available is 2006, therefore while the tables all show the cohort data up to the 2014 cohort, the 2006 cohort is taken as a point of comparison

3/08/2017

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9

CONTACT AND DISTANCE MODE



3/08/2017

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10

CONTACT AND DISTANCE MODE

- While the drop out rates has improved (decreased) for both contact and distance mode of delivery, the dropout rate for distance education is unacceptably high. The extremely low throughput in distance tuition qualifications after 10 years of study is a cause for grave concern, especially given that the proportion of enrolments in distance education are high.
- Distance education and new open learning modes have been identified as a possible way to enable growth in the higher education sector and to create greater access to post-secondary education studies at universities and technical and vocational education and training colleges. However, access without a reasonable chance of success is not productive for the individual or the country.
- It will be important to understand the factors influencing the poor throughput rates in distance education. The public distance education providers, particularly UNISA, must undertake research to understand the underlying causes of the high dropout rate and to identify interventions that must be implemented to improve it.

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t11

QUALIFICATION TYPES

- **National total % dropout and graduates for 3 year diplomas (contact and distance)**

| NATIONAL TOTAL: CONTACT + DISTANCE | | | | | | | | | |
|------------------------------------|--------------|--------|--------|--------|--------|--------|--------|--------|--------------------|
| Intake year (Year 1) | DROPOUTS (%) | | | | | | | | |
| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | 42.2 | 49.3 | 53.3 | 56.1 | 57.4 | 58.7 | 58.7 | 58.0 | 58.0 |
| 2001 | 43.1 | 54.1 | 56.4 | 58.1 | 61.5 | 62.0 | 61.4 | 61.4 | 60.5 |
| 2002 | 44.9 | 50.4 | 50.0 | 56.6 | 57.9 | 57.8 | 57.8 | 56.6 | 55.9 |
| 2003 | 33.5 | 43.9 | 49.0 | 53.1 | 53.9 | 53.8 | 52.4 | 51.5 | 51.0 |
| 2004 | 35.0 | 45.9 | 48.2 | 51.8 | 52.5 | 51.4 | 51.0 | 50.3 | 49.1 |
| 2005 | 33.4 | 43.4 | 44.3 | 46.9 | 47.0 | 46.7 | 46.1 | 45.0 | 45.3 |
| 2006 | 35.6 | 43.9 | 44.2 | 46.3 | 46.6 | 46.6 | 45.6 | 45.9 | 45.5 |
| 2007 | 33.6 | 40.9 | 40.7 | 43.7 | 44.3 | 43.8 | 44.1 | 43.8 | |
| 2008 | 31.6 | 38.5 | 39.2 | 42.1 | 42.4 | 43.0 | 42.6 | | |
| 2009 | 24.7 | 32.5 | 33.2 | 35.2 | 36.7 | 36.9 | | | |
| 2010 | 23.9 | 33.1 | 31.4 | 35.5 | 36.9 | | | | |
| 2011 | 25.0 | 32.2 | 32.6 | 35.8 | | | | | |
| 2012 | 23.3 | 33.0 | 32.5 | | | | | | Data not available |
| 2013 | 22.4 | 29.6 | | | | | | | |
| 2014 | 22.2 | | | | | | | | |
| 2015 | | | | | | | | | |

3/08/2017

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t12

QUALIFICATION TYPES

| Intake year (Year 1) | GRADUATES (%) | | | | | | | |
|-------------------------|---------------|--------|--------|--------|--------|--------|--------|--------------------|
| | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | 12.2 | 20.2 | 25.4 | 28.2 | 30.3 | 31.8 | 33.0 | 34.1 |
| 2001 | 12.0 | 19.1 | 23.1 | 26.2 | 28.0 | 29.5 | 30.6 | 31.6 |
| 2002 | 15.4 | 22.0 | 27.4 | 30.3 | 32.2 | 33.7 | 34.9 | 36.1 |
| 2003 | 15.5 | 24.8 | 30.6 | 33.8 | 35.9 | 37.4 | 39.0 | 40.2 |
| 2004 | 15.0 | 24.4 | 30.8 | 34.6 | 37.0 | 38.9 | 40.4 | 41.7 |
| 2005 | 15.3 | 25.9 | 33.3 | 37.7 | 40.6 | 42.6 | 44.4 | 45.9 |
| 2006 | 15.3 | 26.0 | 33.2 | 37.7 | 40.6 | 42.8 | 44.6 | 46.2 |
| 2007 | 14.9 | 25.6 | 33.4 | 38.2 | 41.6 | 44.3 | 46.4 | |
| 2008 | 13.7 | 25.4 | 33.8 | 39.3 | 43.1 | 45.8 | | |
| 2009 | 15.4 | 29.4 | 39.2 | 45.7 | 49.7 | | | |
| 2010 | 17.2 | 30.9 | 40.8 | 46.7 | | | | |
| 2011 | 16.8 | 30.8 | 40.6 | | | | | |
| 2012 | 17.0 | 30.9 | | | | | | Data not available |
| 2013 | 20.9 | | | | | | | |
| 2014 | | | | | | | | |
| 2015 | | | | | | | | |

3/08/2017

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t13

QUALIFICATION TYPES

- National total % dropout and graduates for 3 year degrees (contact and distance)

| NATIONAL TOTAL: CONTACT + DISTANCE | | | | | | | | | |
|------------------------------------|--------------|--------|--------|--------|--------|--------|--------|--------|--------------------|
| Intake year (Year 1) | DROPOUTS (%) | | | | | | | | |
| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | 24.5 | 27.5 | 32.0 | 35.2 | 37.0 | 38.2 | 39.4 | 39.6 | 39.9 |
| 2001 | 21.0 | 28.5 | 33.4 | 36.8 | 39.0 | 40.8 | 41.3 | 41.3 | 41.3 |
| 2002 | 23.5 | 31.3 | 35.8 | 39.1 | 41.5 | 42.5 | 42.9 | 42.5 | 42.5 |
| 2003 | 22.5 | 29.9 | 34.4 | 38.3 | 40.4 | 41.1 | 40.8 | 40.7 | 40.9 |
| 2004 | 22.3 | 29.4 | 33.9 | 36.9 | 38.3 | 38.5 | 38.6 | 38.8 | 38.2 |
| 2005 | 20.7 | 28.0 | 31.1 | 33.1 | 33.9 | 34.8 | 35.2 | 34.5 | 35.2 |
| 2006 | 23.0 | 28.6 | 31.4 | 33.0 | 34.0 | 34.8 | 34.3 | 35.2 | 35.5 |
| 2007 | 22.6 | 27.5 | 29.8 | 32.0 | 33.4 | 33.3 | 34.7 | 35.0 | |
| 2008 | 20.7 | 25.8 | 28.0 | 29.8 | 30.2 | 31.9 | 32.4 | | |
| 2009 | 20.1 | 25.4 | 28.1 | 28.6 | 30.8 | 31.6 | | | |
| 2010 | 18.6 | 24.2 | 25.5 | 28.1 | 29.1 | | | | |
| 2011 | 19.7 | 23.4 | 27.3 | 29.4 | | | | | |
| 2012 | 16.7 | 23.3 | 25.9 | | | | | | |
| 2013 | 17.5 | 22.4 | | | | | | | Data not available |
| 2014 | 17.0 | | | | | | | | |
| 2015 | | | | | | | | | |

3/08/2017

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t14

QUALIFICATION TYPES

| Intake year (Year 1) | GRADUATES (%) | | | | | | | |
|-------------------------|---------------|--------|--------|--------|--------|--------|--------|---------|
| | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | 19.2 | 33.9 | 42.7 | 47.1 | 49.7 | 51.2 | 52.4 | 53.4 |
| 2001 | 19.4 | 32.6 | 40.9 | 45.2 | 47.6 | 49.2 | 50.5 | 51.4 |
| 2002 | 19.3 | 32.5 | 40.8 | 44.8 | 47.2 | 48.6 | 49.7 | 50.6 |
| 2003 | 18.9 | 32.9 | 41.0 | 45.3 | 47.7 | 49.3 | 50.6 | 51.6 |
| 2004 | 19.7 | 33.7 | 42.4 | 46.7 | 49.3 | 51.0 | 52.3 | 53.5 |
| 2005 | 21.9 | 37.1 | 46.2 | 50.7 | 53.5 | 55.1 | 56.5 | 57.6 |
| 2006 | 20.3 | 35.1 | 44.4 | 49.1 | 51.9 | 54.0 | 55.8 | 57.1 |
| 2007 | 19.2 | 34.0 | 43.9 | 49.0 | 52.5 | 54.7 | 56.4 | |
| 2008 | 20.5 | 36.1 | 46.2 | 51.9 | 55.3 | 57.5 | | |
| 2009 | 18.8 | 35.1 | 46.0 | 52.0 | 55.7 | | | |
| 2010 | 21.5 | 39.0 | 50.3 | 55.8 | | | | |
| 2011 | 20.9 | 38.0 | 48.9 | | | | | |
| 2012 | 22.9 | 40.5 | | | | | | |
| 2013 | 26.6 | | | | | | | |
| 2014 | | | | | | | | |
| 2015 | | | | | | | | |

3/08/2017

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t15

QUALIFICATION TYPES

- National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more (Contact and Distance)

| Intake year (Year 1) | DROPOUTS (%) | | | | | | | | |
|-------------------------|--------------|--------|--------|--------|--------|--------|--------|--------|---------|
| | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | 22.5 | 28.4 | 33.5 | 36.5 | 36.8 | 38.0 | 38.6 | 38.2 | 38.3 |
| 2001 | 21.7 | 28.9 | 32.4 | 35.2 | 37.1 | 38.1 | 37.7 | 37.7 | 36.9 |
| 2002 | 18.9 | 26.5 | 29.3 | 32.9 | 34.7 | 34.8 | 34.6 | 33.9 | 33.6 |
| 2003 | 20.6 | 27.3 | 30.2 | 33.2 | 34.6 | 34.6 | 33.9 | 33.8 | 33.3 |
| 2004 | 18.1 | 23.8 | 27.2 | 29.4 | 30.5 | 30.3 | 30.1 | 30.1 | 29.4 |
| 2005 | 17.0 | 23.8 | 27.0 | 29.3 | 30.1 | 30.8 | 31.0 | 30.2 | 30.8 |
| 2006 | 19.6 | 24.2 | 26.6 | 27.8 | 28.5 | 28.6 | 28.0 | 28.5 | 28.2 |
| 2007 | 19.2 | 23.3 | 25.2 | 27.0 | 27.6 | 27.3 | 27.8 | 27.8 | |
| 2008 | 16.6 | 20.2 | 21.7 | 23.1 | 23.2 | 24.3 | 24.1 | | |
| 2009 | 16.8 | 20.9 | 22.4 | 23.4 | 25.1 | 25.6 | | | |
| 2010 | 16.5 | 21.4 | 23.0 | 25.8 | 27.2 | | | | |
| 2011 | 18.4 | 22.5 | 26.5 | 28.7 | | | | | |
| 2012 | 16.6 | 24.5 | 27.7 | | | | | | |
| 2013 | 16.2 | 21.5 | | | | | | | |
| 2014 | 16.1 | | | | | | | | |
| 2015 | | | | | | | | | |

3/08/2017

HEMIS Institute August 2017

t16

QUALIFICATION TYPES

| Intake year (Year 1) | GRADUATES (%) | | | | | | | |
|-------------------------|---------------|--------|--------|--------|--------|--------|--------|---------|
| | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | | 31.3 | 41.2 | 48.5 | 51.6 | 53.4 | 54.7 | 55.8 |
| 2001 | | 30.6 | 41.3 | 48.6 | 51.8 | 53.6 | 55.0 | 56.1 |
| 2002 | | 32.9 | 44.9 | 52.0 | 55.2 | 57.2 | 58.6 | 59.6 |
| 2003 | | 32.0 | 44.3 | 51.9 | 55.3 | 57.2 | 58.6 | 59.7 |
| 2004 | | 32.9 | 46.9 | 55.5 | 59.4 | 61.5 | 62.8 | 64.0 |
| 2005 | | 31.4 | 45.2 | 53.2 | 57.0 | 59.0 | 60.8 | 62.2 |
| 2006 | | 33.0 | 47.0 | 55.9 | 60.0 | 62.3 | 64.3 | 65.7 |
| 2007 | | 32.6 | 47.0 | 55.8 | 60.2 | 63.0 | 64.9 | |
| 2008 | | 35.5 | 50.9 | 60.4 | 65.0 | 67.6 | | |
| 2009 | | 33.3 | 48.7 | 58.2 | 63.1 | | | |
| 2010 | | 31.8 | 46.5 | 56.2 | | | | |
| 2011 | | 29.0 | 43.4 | | | | | |
| 2012 | | 29.5 | | | | | | |
| 2013 | | | | | | | | |
| 2014 | | | | | | | | |
| 2015 | | | | | | | | |

Data not available

3/08/2017

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t17

QUALIFICATION TYPES

- It is noted that students entering degree studies have better throughput rates than their counterparts entering 3 year diploma and the students entering degree studies of 4 or more years outperform their counterparts entering 3 year degree studies.
- The 4 or more year degrees include programmes such as law, engineering and medicine. Competition for places are high and students with high level results in their school leaving qualifications are accepted into these programmes.
- It is noted that the throughput rates of the African and Coloured students are markedly lower than that of their Indian and White counterparts and as a result this is of major concern to the department. This is a major transformation issue for the system.

3/08/2017

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t18

SPECIFIC QUALIFICATIONS

- The cohort study also covers three specific professional and/or technical qualifications, the Bachelor of Education, the engineering qualifications and the MBChB.
- The MBChB qualification has very high throughput rates when compared to all other qualifications. We still need to expand this study to look at the throughput by population group and gender, however it is not expected that the results of such a study would differ significantly as it is recognised that the entry requirements for the MBChB are demanding and only school leavers with excellent school leaving results gain access.
- In comparison the Bachelor of Education, which is the four year professional qualification for teaching, shows a much lower throughput rate than the MBChB. However, it does still have a better throughput rate than the overall throughput rate for the 4 year bachelor's degrees.

3/08/2017

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t19

SPECIFIC QUALIFICATIONS

- The engineering qualifications are broken into 3 year qualifications (mainly diplomas) and the 4 year professional qualification. The 3 year qualifications have a much lower throughput rate than the 4 year professional qualification. All cohorts in the 4 year professional engineering degree, while having a lower throughput rate than their counterparts in the MBChB, have higher throughput rates than those of the Bachelor of Education.
- Students in the life and physical science cohorts outperform their counterparts in the general 3 year qualifications but have significantly lower throughput rates than students in the 4 year life and physical science degrees.
- These cohort studies are limited because they do not provide disaggregated data by mode of delivery, population group and gender. Such work is necessary to really identify blockages to success and to ascertain effective interventions to work towards improved success and efficiencies in the system.

3/08/2017

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t20

NSFAS

- National total % dropout and graduates for students who received DHET NSFAS funding (contact and distance)

| NATIONAL TOTAL: CONTACT + DISTANCE | | | | | | | | | |
|------------------------------------|--------------|--------|--------|--------|--------|--------|--------|--------|---------|
| Intake year | DROPOUTS (%) | | | | | | | | |
| (Year 1) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
| 2000 | | | | | | | | | |
| 2001 | | | | | | | | | |
| 2002 | | | | | | | | | |
| 2003 | | | | | | | | | |
| 2004 | | | | | | | | | |
| 2005 | 16.7 | 23.4 | 27.9 | 31.2 | 32.6 | 32.8 | 32.6 | 31.3 | 31.8 |
| 2006 | 17.7 | 22.9 | 25.1 | 28.3 | 29.2 | 29.7 | 28.5 | 29.2 | 28.5 |
| 2007 | 17.8 | 21.1 | 22.7 | 26.0 | 27.5 | 27.4 | 27.8 | 27.3 | |
| 2008 | 14.7 | 18.5 | 20.2 | 23.5 | 24.3 | 25.4 | 25.2 | | |
| 2009 | 14.1 | 17.9 | 19.6 | 21.3 | 23.5 | 24.0 | | | |
| 2010 | 12.1 | 16.4 | 16.2 | 20.3 | 22.1 | | | | |
| 2011 | 12.8 | 16.6 | 18.4 | 21.7 | | | | | |
| 2012 | 11.4 | 17.7 | 18.3 | | | | | | |
| 2013 | 11.9 | 15.7 | | | | | | | |
| 2014 | 10.9 | | | | | | | | |
| 2015 | | | | | | | | | |

Data not available

3/08/2017

HEMIS Institute August 2017

t21

NSFAS

| Intake year | GRADUATES (%) | | | | | | | | |
|-------------|---------------|--------|--------|--------|--------|--------|--------|---------|--|
| (Year 1) | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | |
| 2000 | | | | | | | | | |
| 2001 | | | | | | | | | |
| 2002 | | | | | | | | | |
| 2003 | | | | | | | | | |
| 2004 | | | | | | | | | |
| 2005 | 11.6 | 29.6 | 42.0 | 48.6 | 52.5 | 55.1 | 57.2 | 59.1 | |
| 2006 | 13.0 | 31.7 | 44.0 | 50.9 | 55.2 | 58.2 | 60.6 | 62.5 | |
| 2007 | 12.8 | 31.2 | 44.6 | 52.2 | 57.2 | 60.5 | 63.0 | | |
| 2008 | 12.9 | 32.9 | 47.2 | 55.4 | 60.2 | 63.5 | | | |
| 2009 | 13.5 | 35.3 | 49.9 | 58.3 | 63.1 | | | | |
| 2010 | 16.6 | 39.0 | 54.2 | 62.2 | | | | | |
| 2011 | 15.3 | 38.6 | 53.5 | | | | | | |
| 2012 | 16.8 | 40.8 | | | | | | | |
| 2013 | 18.9 | | | | | | | | |
| 2014 | | | | | | | | | |
| 2015 | | | | | | | | | |

Data not available

3/08/2017

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t22

NSFAS COHORT STUDY

- Two studies were undertaken, one looking at DHET NSFAS funding and the other the Thuthuka funding. In comparing the dropouts and throughputs of the students who received DHET NSFAS funding with the students who received Thuthuka funding, a stark difference is noted.
- 26.2% of the students in the 2006 cohort who received Thuthuka funding had graduated after 3 years of study, 78.7% after 6 years of study, and 85.8% after 10 years of study. In comparison 50.9% of students in the 2006 cohort who received DHET NSFAS funding had graduated after 6 years of study, and 62.5% after 10 years of study.
- This study has shown that the throughput of students who at some point in time received financial assistance have performed better than the national cohort.

3/08/2017

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t23

CONCLUSION

- The report shows that there is a marked difference in the dropout and throughput rates in contact and distance education and highlights the need for further research to properly understand the reasons behind the very poor chances of success for students registered on distance education programmes. If it is contemplated that in order to reach the NDP targets of 2030, distance and open learning could be utilised to grow enrolments in the system, interventions will need to be identified that will ensure that access to higher education is matched with a reasonable chance of success.
- Transformation imperatives in the system are also challenged by the differential success according population groups, with African and Coloured students fairing very poorly when compared to their White and Indian counterparts.
- The differential performance by gender, with female students outperforming male students in all undergraduate cohort studies has also been highlighted in the study.

3/08/2017

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t24

CONCLUSION

- In most instances there has been an improvement in the throughput rates and it should be noted that a number of interventions have been implemented by the Department and other role-players to address the high dropout and low throughput rates in recent years. These interventions range from:
 - increased NSFAS funding;
 - significant investments in infrastructure, including student housing;
 - foundation provision to enable extended programmes;
 - teaching development grants (phasing out December 2017) directed towards activities to enhance student success, for example the first year experience programmes implemented by many universities; academic development programmes and tutorial and mentoring programmes;⁷
 - going forward in 2018 the University Capacity Development Grant (UCDG).

3/08/2017

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t25

CONCLUSION

- Planning a supplementary report which will analyse further the population and gender cohort studies by mode of tuition.
- The specific studies on the qualifications will also be analysed further by mode of tuition
- The specific studies by the classification of educational subject matter, that is by Business and Commerce, Humanities, etc will also need to be analysed by mode of tuition.

3/08/2017

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t26



THANK YOU

3/08/2017

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27