

GLOSSARY OF HIGHER EDUCATION PLANNING TERMS

ACADEMIC YEAR OF STUDY (AYOS)

An indicator of a student's seniority within a particular programme. The academic year of study is of importance at the undergraduate level, and within structured postgraduate programmes (such as the MCRP and MCPUD in the EBE Faculty) only. It should be noted that UCT's 6 Faculties currently have different approaches to locating an undergraduate student in an AYOS, but in all cases a first-time entering undergraduates is located in AYOS=1 and a potential finalist in AYOS=3 (in the case of a 3-year programme), in AYOS=4 (of a 4-year programme) or in AYOS=6 in the case of the MBChB.

ACADEMIC PROGRESSION, ACADEMIC EXCLUSION AND ACADEMIC PROGRESS CODES

These are the events at the end of the academic year that determine whether a student will graduate, may continue to study at UCT, or may be excluded on academic grounds. Academic progression decisions for each student are made by the Faculty Examination Committees (FEC's) in accordance with Faculty- and programme specific progression rules. Students who have been excluded on academic grounds may appeal to the Readmission Review Committees, and those successful will be coded (in academic progress terms) either as REP (may re-register in same Faculty subject to certain conditions) or RET (may re-register, but not in the same Faculty) rather than REN (excluded on academic grounds). Note that UCT does not use the academic progression code system to indicate financial exclusion: students who are not permitted to re-register due to outstanding fees therefore appear to drop out of the University in good academic standing. The CON academic progress code indicates that the student has satisfied standard readmission criteria.

CONTINUING EDUCATION

There is a long tradition within higher education institutions throughout the world of provision of a wide range of 'outreach' courses, projects and programmes which fall outside of provision of formal qualifications. Various terms have been used to describe these activities, including 'university extension', 'extra mural studies', 'adult education', 'non-formal education' 'lifelong learning' 'open learning' and 'continuing education'. The term used most frequently is 'continuing education' which includes a wide range of courses and services such as occupationally orientated professional development courses, access courses, community education, and specialised training.

COURSE, COURSE LEVEL AND COURSE CESM

A course is an identifiable component of a programme of study for a programme or qualification. A course may be taken over more than a year, over a year, or over a semester or shorter period. Each course is identified by a unique "course code", and course results for each student are recorded in Heritage.

Each course is assigned a course level, based on an assessment of the intended level of complexity of the course materials associated or on the level of comprehension

required of students taking the course. Course level categories are not dependent on the year of study of the curriculum in which courses to be classified appear.

The following course levels apply:

- **Lower undergraduate:** courses which require a level of comprehension normally associated only with undergraduate diplomas or certificates. Lower undergraduate courses carry a weighting of 1 in the Teaching Input Grid.
- **Intermediate undergraduate:** courses which require a level of comprehension normally associated with a **general academic first bachelor's degree**. Intermediate undergraduate courses carry a weighting of 1 in the Teaching Input Grid.
- **Higher undergraduate:** courses which require a level of comprehension normally associated with the fourth or subsequent years of a **professional first bachelor's degree**. Higher undergraduate courses carry a weighting of 2 in the Teaching Input Grid.
- **Preparatory postgraduate:** postgraduate courses which require a level of comprehension normally associated with general academic first bachelor's degrees or with undergraduate diplomas or certificates. Most courses taken within **postgraduate diplomas** are deemed to be of a preparatory nature. Preparatory postgraduate courses carry a weighting of 1 in the Teaching Input Grid.
- **Lower postgraduate:** courses which require a level of comprehension normally associated with **honours degrees**. Lower postgraduate courses carry a weighting of 2 in the Teaching Input Grid.
- **Intermediate postgraduate (non-research):** non-research courses offered at a level of comprehension normally associated with **masters degrees**. Intermediate postgraduate (non-research) courses carry a weighting of 3 in the Teaching Input Grid.
- **Intermediate postgraduate (research):** **research** courses at a level of comprehension normally associated with **masters degrees**. Intermediate postgraduate (research) courses carry a weighting of 3 in the Teaching Input Grid.
- **Higher postgraduate (non-research):** **non-research** courses offered at a level of comprehension normally associated with a **doctoral degree**. Higher postgraduate (non-research) courses carry a weighting of 4 in the Teaching Input Grid.
- **Higher postgraduate (research):** **research courses** at a level of comprehension normally associated with a **doctoral degree**. Higher postgraduate (research) courses carry a weighting of 4 in the Teaching Input Grid.

Each course is also assigned to a specific course CESM (Classification of Educational Subject Matter) group, based on the disciplinary nature of the bulk of the course content. The first order (first two digits) of the CESM classification of each course are important in the New Funding Framework: first order CESM categories are grouped as follows within the Teaching Input Grid:

- CESM's 07 (Education), 13 (Law), 14 (Librarianship), 20 (Psychology), 21 (Social services/public administration) are in **Funding Group 1** and carry a Funding Group Weighting of 1.

- CESM's 04 (Business/commerce), 05 (Communication), 06 (Computer Science), 12 (Languages), 18 (Philosophy/religion), 22 (Social Sciences) are in **Funding Group 2** and carry a Funding Group Weighting of 1.5.
- CESM's 02 (Architecture/planning), 08 (Engineering), 10 (Home Economics), 11 (Industrial Arts), 16 (Mathematical Sciences), 19 (Physical education) are in **Funding Group 3** and carry a Funding Group Weighting of 2.5
- CESM's 01 (Agriculture), 03 (Fine and Performing Arts), 09 (Health Sciences), 15 (Life and Physical Sciences) are in **Funding Group 4** and carry a Funding Group Weighting of 3.3

COURSE CREDIT VALUE

The credit value of a course is the fraction which it constitutes of a full-time curriculum in a year of study of a specific programme or qualification. The credit value for a course may vary depending on the structure of the programme or qualification for which it is being undertaken by a student.

DROP-OUT IN GOOD ACADEMIC STANDING (GAS)

A student who leaves the university without completing his/her qualification, and who has not been excluded from the institution on academic grounds, is considered to have dropped out in good academic standing.

ENTRANCE CATEGORY

This defines the status of a student in terms of prior qualifications and experience at UCT and elsewhere:

- **A first time entering undergraduate student (FU)** is effectively registered for an undergraduate programme and has not in the past been effectively registered in any higher education programme either at UCT or elsewhere.
- **A first-time entering postgraduate student (FP)** is effectively registered for a postgraduate programme and has not in the past been effectively registered for a postgraduate programme at UCT or elsewhere.
- **A transfer undergraduate student (TU)** is effectively registered in the an undergraduate programme and has not at any time in the past been effectively registered at the UCT for any higher education programme, but has at some time in the past been effectively registered for a higher education programme at some other higher education institution.
- **A transfer postgraduate (TP)** is effectively registered for a postgraduate programme and has not been effectively registered for a postgraduate programme at UCT, but at some time in the past has been effectively registered for a postgraduate programme at some other institution.
- **An entering undergraduate (EU)** has been formerly registered at UCT, and is effectively registered for an undergraduate qualification for a qualification which he/she has not followed at any time in the past at the UCT.
- **An entering postgraduate (EP)** has been formerly registered as a postgraduate at UCT he/she has not been effectively registered at any time in the past at UCT.
- **A Non-entering undergraduate (NU)** is effectively registered at UCT for an undergraduate and has been previously registered for the same qualification at UCT.
- **A Non-entering postgraduate (NP)** is effectively registered for a postgraduate degree programme for which s/he has been effectively registered at some time in the past at UCT.

EXEMPTION STATUS

The secondary education completion status of a student. The following completion status codes are used at UCT (the equivalent HEMIS codes are shown in brackets):

- Full matriculation exemption: FM (01)
- Ordinary conditional exemption: CO (02)
- Mature age exemption: CM (03)
- Foreign conditional exemption: CF (04)
- Senate discretionary exemption: CS (06)
- School leaving certificate: SL (07, usually)
- Failed: FD

- Not known: NN (99)

Note: For the purposes of the HEMIS submission, institutions are only required to report the secondary education completion status of first-time entering undergraduate students.

FULL-TIME EQUIVALENT ENROLMENTS

An FTE student enrolment takes as a unit a student who is following a standard full-time curriculum. A part-time student who is taking (say) one third of a standard curriculum is counted as 0.33 of an FTE enrolment. FTE enrolments per department and per Faculty are built up from the course level, summing the unweighted credit values per course.

GRADUATION RATE

This is a percentage computed from a simple fraction where the numerator is the graduate total and the denominator is all enrolled students in the programme, qualification, qualification type etc. The Department of Education makes use of the following benchmark graduation rates by qualification type in arriving at planned FTE enrolments per institution:

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|---|-------------|
| • General academic (3-year) bachelors' degrees: | 25% (22,5%) |
| • Professional first bachelors' degrees: | 20% (18%) |
| • Postgraduate diplomas: | 60% (54%) |
| • Honours degrees: | 60% (54%) |
| • Masters degrees: | 33% (30%) |
| • Doctoral degrees: | 20% |

"Softened" versions of the graduation rate benchmarks (up to and including masters degrees) are used in the normative Teaching Output calculation within the New Funding Formula. These are shown in brackets above.

HEAD COUNT STUDENT ENROLMENT

A head count enrolment total is literally a counting of heads, which implies that full-time as well as part-time students are taken as units. Unduplicated head count enrolments are used where required in Funding Formula calculations: where a student is concurrently registered for two programmes, only the more senior programme, or the first alphabetically where both programmes are at the same level, is included.

LONGITUDINAL STUDY (COHORT ANALYSIS)

A study by means of which an entering cohort of students is tracked on a year to year basis in order to assess their persistence, final academic outcomes cohort completion rate at UCT. At the undergraduate level, longitudinal analyses are usually carried out on cohorts of first-time entering (FU) students in particular programmes or qualifications, and such studies allow for tracking these students across n+2 calendar years, where n is the minimum formal time of the programme being investigated.

MATURE STUDENT

The University Dashboard counts all students aged 23 years or more as mature students. (Note that this differs from the cut-off age of 24 years used in standard participation rate calculations.) Of particular interest is the group of mature students who entered UCT via mature age exemptions (UCT Exemption Type = CM, HEMIS SECED field = 03), which would include students entering the University via RPL (recognition of prior learning).

QUALIFICATION

A qualification is the degree, diploma or certificate which an institution awards to a student on the successful completion of a programme of studies.

QUALIFICATION TYPE

The following formal qualification types are offered at UCT:

Undergraduate certificate: a qualification which has a minimum duration of less than 3 years and which does not have a bachelor's degree or diploma as an entry requirement

Undergraduate diploma: a qualification which normally has a minimum duration of 3 years and has a grade 12 pass or equivalent as a minimum entry requirement.

General academic first bachelor's degree: a qualification which has a minimum duration of 3 years and which has a grade 12 pass with matriculation exemption as a minimum entry requirement.

Professional first bachelor's degree: a qualification which has a minimum duration of 4 or more years and which has a grade 12 pass with matriculation exemption as a minimum entry requirement.

Postgraduate diploma: a qualification which has a first bachelor's degree as a minimum entry requirement and which has a minimum duration of 1 year.

Postgraduate bachelor's degree: a qualification which has a first bachelor's degree as a minimum entry requirement and has a minimum duration of either 1 or 2 years. Note that the 2 postgraduate bachelor's degrees offered by UCT (the postgraduate LLB and the BArch) were both re-classified as professional first bachelor's degrees (in 2002) and the levels of the component courses have been adjusted accordingly.

Honours degree: a qualification which has a first bachelor's degree as a minimum entry requirement and has a minimum duration of 1 year.

Master's degree: a qualification which has either a first bachelor's degree or an honours degree as a minimum entry requirement, which is of a level higher than that of an honours degree and which has a minimum duration of 1 year.

Doctoral degree: a qualification which has either an honours or master's degree as a minimum entry requirement, which is of a level higher than a master's degree and which has a minimum duration of 2 years

RETENTION RATE

The retention rate for a particular programme (or group of students registered for a programme) most usefully examines the average proportion of students registered in year n (by entrance category and academic year of study) who re-register in year n+1.

SENIOR LECTURER EQUIVALENT

The senior lecturer equivalent (SLE) calculation, per Faculty or per department, is the total recurrent and non-recurrent costs for full-time and part-time academic staff members (including all tutors and demonstrators), divided by the rand equivalent of a C1 cost unit for the year in question. The C1 unit is a component of the old funding formula, and represents the average cost-of-employment of permanent academic staff members across a rank range from assistant lecturer to professor. Because this average was for some years equivalent to the full cost-of-employment of a permanent senior lecturer, the conversion of costs to C1 units in effect generates totals of permanent senior lecturer equivalents. The new funding framework does not incorporate cost units, and the C1 cost unit concept is now obsolete. For this reason, the University Dashboard now makes use of the mid-point of the senior lecturer cost of employment range in the denominator of the SLE calculation.

SHORT COURSE

Short courses form part of 'continuing education' provision by higher education institutions (please see entry on 'continuing education' above). which includes a wide range of courses and services such as occupationally orientated professional development courses, access courses, community education, and specialised training. In line with international trends the overarching term 'continuing education' will be used in this policy. However the distinction between CE courses that are credit bearing or non-credit bearing as defined in the SAQA Guidelines (SAQA, 2003, p11) will be retained.

UCT'S short course policy covers courses which are not credit bearing, or which are not designed to carry sufficient credits for the award of a full higher education qualification, which at this stage means a minimum of 120 credits. This policy therefore covers all courses which are less than 120 hours/credits. UCT policy recognises four categories of short courses:

1. Courses which are taken for personal enrichment for which a certificate of attendance may or may not be required and which are not credit bearing e.g. summer school courses offered by the Department of Extra-mural Studies.
2. Courses which are taken to meet the requirements for continued professional registration or continuing professional development but which are not credit bearing
3. Courses which are designed to enable learners to obtain credits towards qualifications or which would enable learners to get exemption from parts of a UCT programme included in UCT's PQM, if the student subsequently registers as a bona fide student for a full qualification. This will only be possible where the design of the full qualification allows for this to happen.

4. Courses which are based on unit standards registered on the NQF, but not aligned with any programme that is part of UCT's PQM

STUDENT

In order to be considered for government funding (subsidy) a student must:

- (a) be in possession of either a senior certificate with endorsement or certificate of exemption, or a senior certificate without endorsement, or be admitted at Senate's discretion.
- (b) be enrolled for a course which forms part of the institutions' formally approved suite of degree/diploma/certificate programmes (i.e. those qualifications that have been accredited by the HEQC and whose introduction has been approved by the relevant government authority)

SUCCESS RATE

This term is most often used in the context of course rather than programme performance, and refers to the percentage of passes in relation to the total course registrations. In some cases, FTE rather than head count success rates are used: the Department of Education, for example, commonly reviews the overall undergraduate course FTE success rates, by population group, for each institution.

TIME TO DEGREE

The number of years of actual registration for a particular qualification, per graduate in that qualification. The unit values (per student) are often averaged across graduating cohorts, or in relation to specific interest groups within graduating cohorts.

THROUGHPUT RATE

This term is variously used to refer to both the graduation rate and the retention rate, amongst others. It is more useful therefore to more clearly refer to either the graduation rate or the retention rate.