



# **The Diagnostic Mathematics Information for Student Retention and Success (DMISRS) Symposium**

**19-20 July 2018**

**Venue: LT1 and 3B, Hoerikwaggo Building, UCT Upper Campus**

**Until such time as there is significant reform of SA's undergraduate curriculum, with a particular focus on Mathematics and Science, universities will remain unprepared for the 'best of the best' that South Africa's schooling system has to offer.**

(The Conversation January 2016)

Extract from the 2017 National Senior Certificate Technical Report

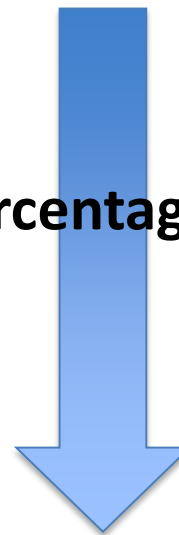
**Table 10.1: Overall achievement rates In Mathematics**

Year	No. wrote	No. achieved at 30% and above	% achieved at 30% and above	No. achieved at 40% and above	% achieved at 40% and above
2014	225 458	120 523	53,5	79 050	35,1
2015	263 903	129 481	49,1	84 297	31,9
2016	265 912	136 011	51,1	89 119	33,5
2017	245 103	127 197	51,9	86 096	35,1

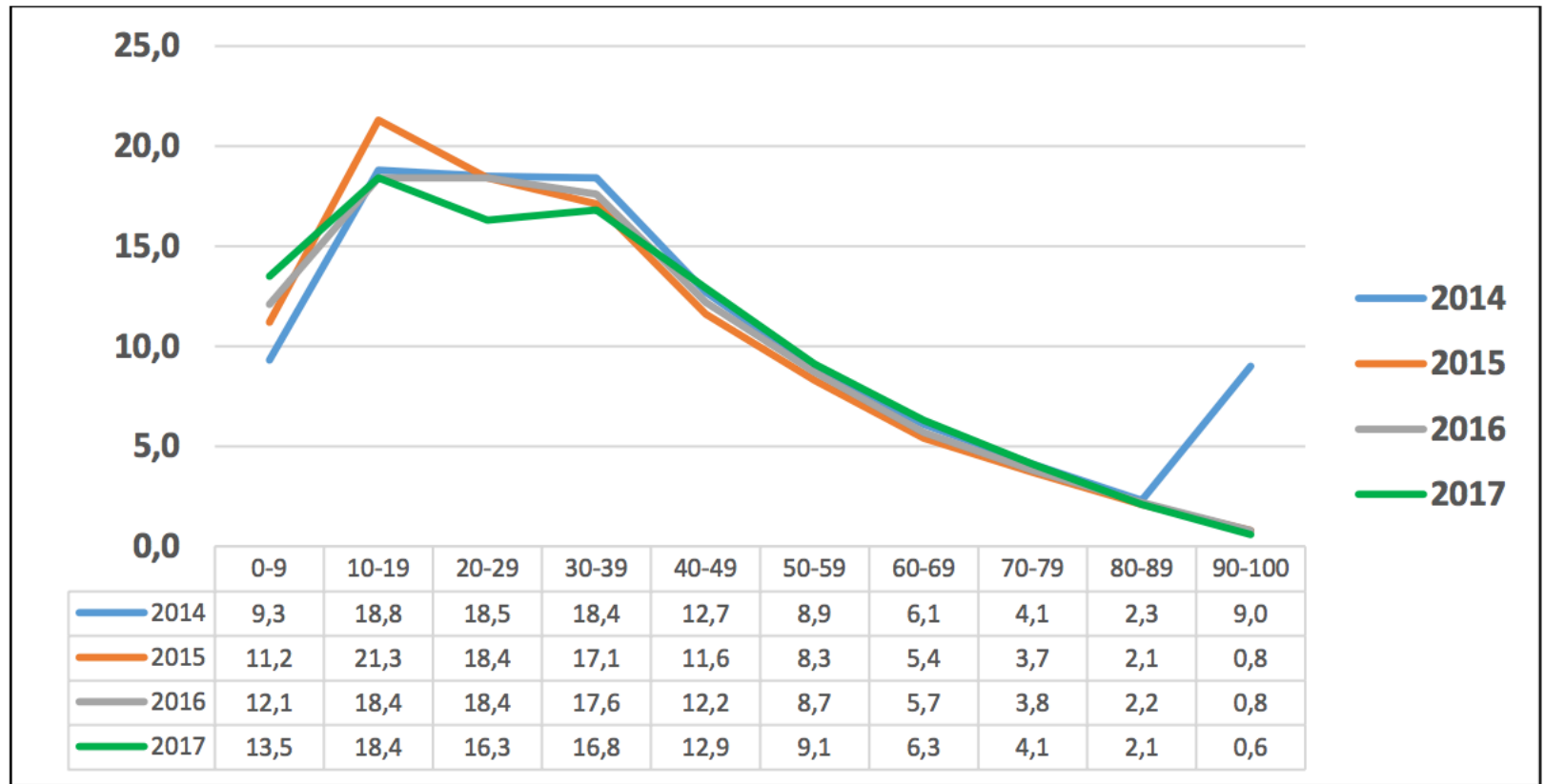
**Enrolments**



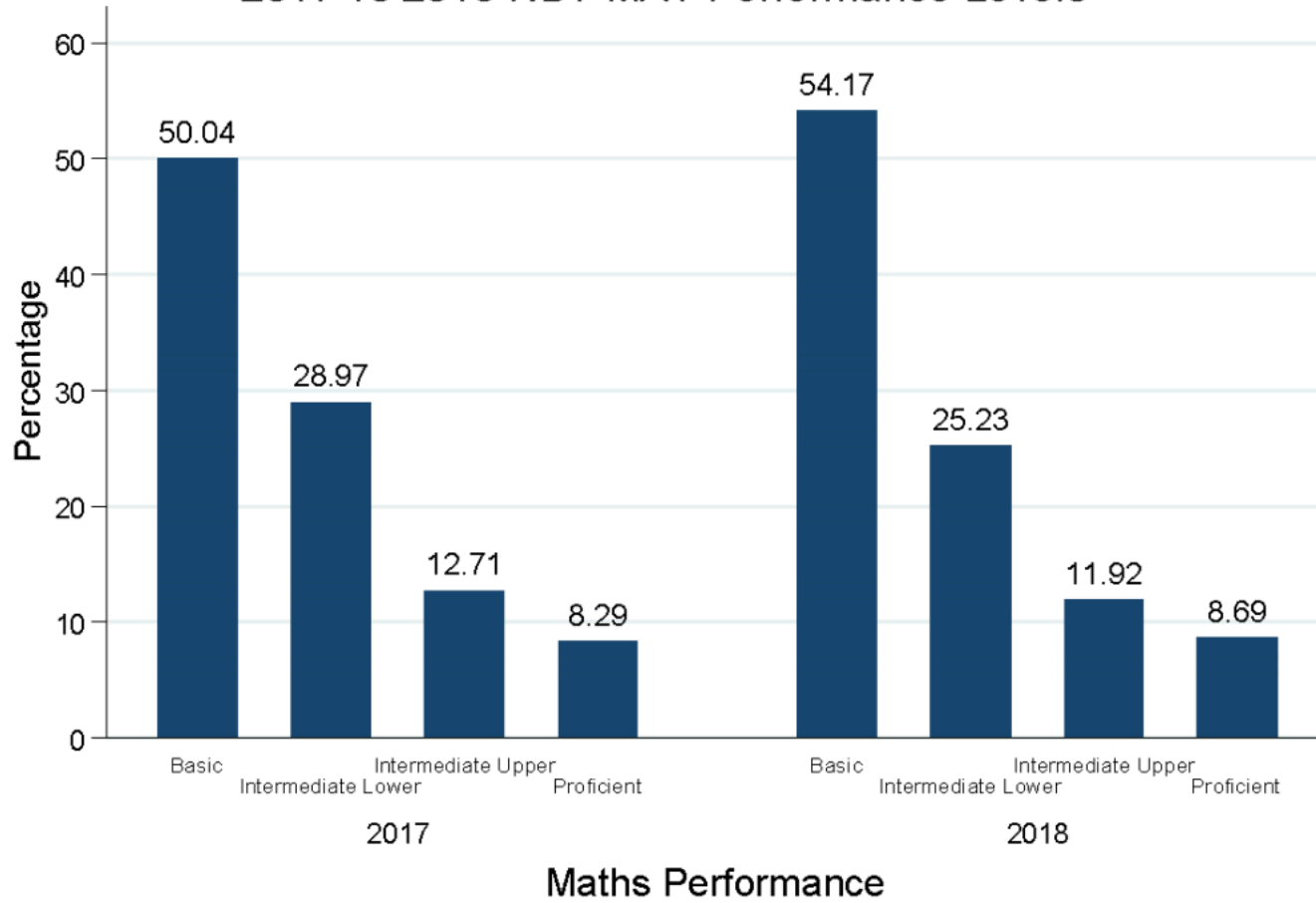
**Percentage passes**



**Graph 10.1.2: Overall achievement rates In Mathematics (percentage)**



### 2017 vs 2018 NBT MAT Performance Levels



Extract from DHET 2000-2014 FTE cohort studies

**Table 58: National total % dropout and graduates for 3 and 4 year life and physical science qualifications (contact and distance)**

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.6	33.6	45.4	53.2	57.8	60.4	62.2	63.9
2001	15.8	34.5	45.7	54.3	58.3	61.5	63.2	64.6
2002	15.7	35.5	47.8	55.9	60.3	62.7	64.5	65.9
2003	16.1	37.5	49.9	57.8	62.0	64.4	66.5	67.7
2004	16.4	37.8	51.7	60.1	64.6	67.4	69.1	70.6
2005	14.3	36.7	50.4	59.0	64.1	66.9	69.1	70.9
2006	16.8	38.4	52.6	61.1	66.2	69.3	71.7	73.6
2007	15.8	36.8	51.1	60.2	65.9	69.2	71.8	
2008	15.4	35.1	50.0	60.1	65.6	69.0		
2009	15.4	35.8	50.8	60.7	66.7			
2010	15.3	37.5	53.4	62.2				
2011	16.6	39.9	55.5					
2012	17.3	38.9						
2013	17.7							
2014								
2015								

Note: Data not available - requires data from 2016 academic year and onwards. 2016 data available October 2017

# A proposal for undergraduate curriculum reform in South Africa:

*The case for a flexible curriculum structure*

Report of the Task Team  
on Undergraduate Curriculum Structure



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