



2023-2025 Faculty of Education Pass Rate Report

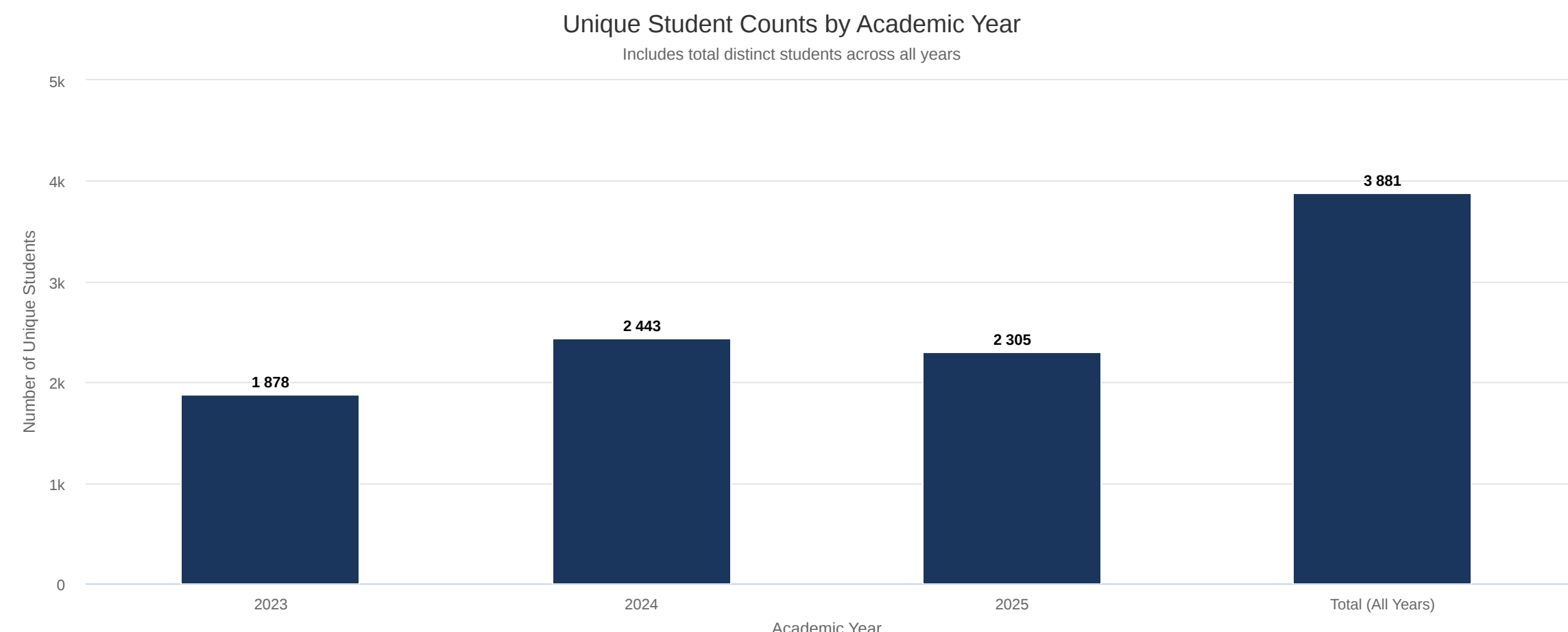
Centre for Teaching, Learning and Programme Development
2025-08-15

The report provides insights into the pass rate for the Faculty of Education for **2023–2025** across multiple levels: gender, qualification, and study level. This analysis supports the use of pass rate as a proposed **risk indicator** for the early warning system to identify at-risk students.

Pass Rate: The percentage of registered modules a student passes in a given semester or year.

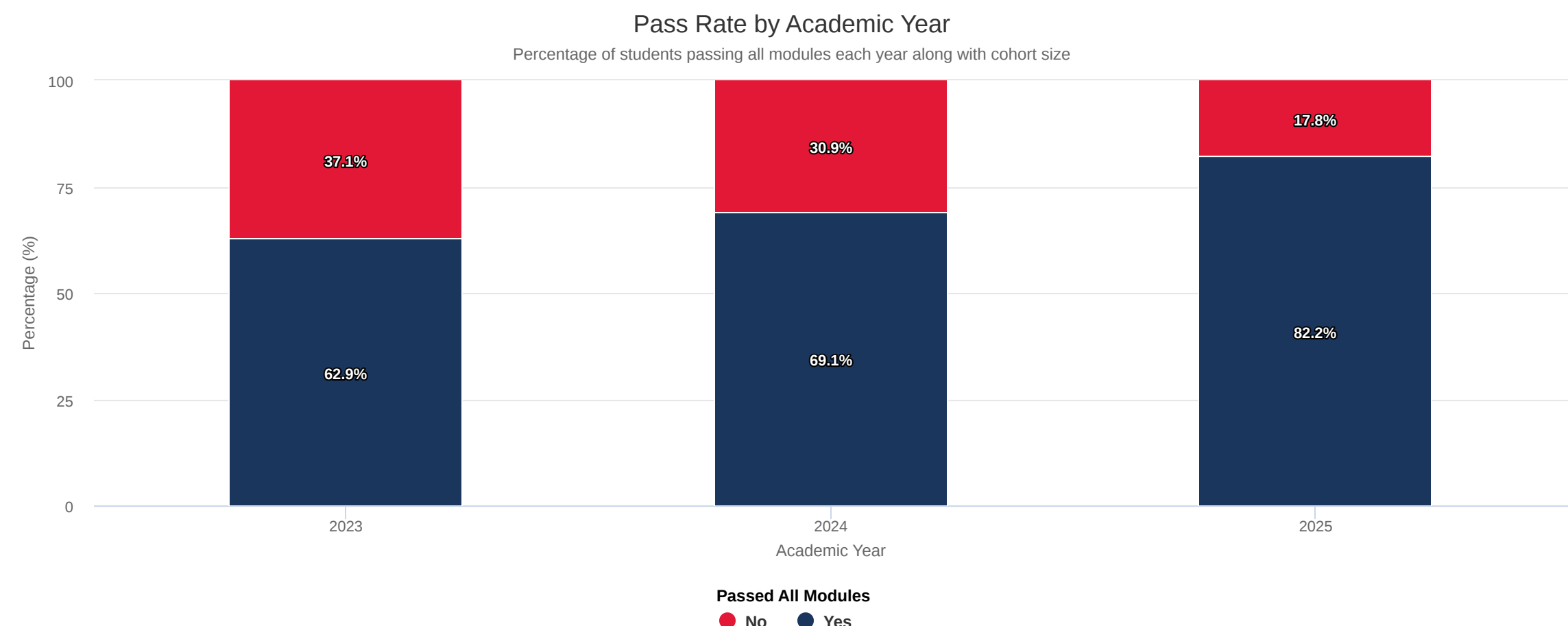
At-risk Student: A student with a pass rate less than 100%, or with a high probability of not passing all registered modules in a given semester or year.

For this report, a total of 3881 unique students were considered across the three years. The number of students per year is as follows:



Year-to-Year Student Performance

Academic Year Performance



Student Progression and Risk Status

Definitions of Student Groups

- Previous-year non-passers:** Students who did **not** pass all their modules in the prior year.
- Previous-year passers:** Students who passed **all** modules in the prior year.

Percentage of previous-year non-passers who become passers (Students who previously failed but improved)	60.3%
Percentage of previous-year passers who become non-passers (Students who previously passed but slipped)	8.7%
Percentage of previous-year non-passers who remain non-passers (Students who remain at risk)	39.7%
Percentage of previous-year passers who remain passers (Students who consistently pass all modules)	91.3%

Interpretation:

- A majority of students who did not pass all modules in the previous year (60.3%) managed to improve and pass all modules in the following year, showing that many at-risk students can recover with support.
- Only a small proportion of previous-year passers (8.7%) failed to pass all modules the following year, indicating high consistency among students who perform well.
- Around 40% of previous-year non-passers remained at risk, highlighting a group that may need targeted intervention.
- The majority of students who passed all modules previously (91.3%) continued to perform well, reinforcing the predictive value of prior performance.

Summary: These results suggest that previous-year performance is a strong indicator of current-year outcomes and can help identify students who may benefit from early support and monitoring.

Relationship between Previous and Current Year Pass Rates

Statistical Measures:

- Pearson's correlation r:** Measures the strength and direction of the linear relationship between pairs of variables.
- Paired Sample t-Test:** To determine if the differences between paired variables are statistically significant.
- Cohen's d:** To assess the effect size of the relationship, indicating whether the relationship is meaningful in practical terms. Larger values mean a stronger and more meaningful relationship.

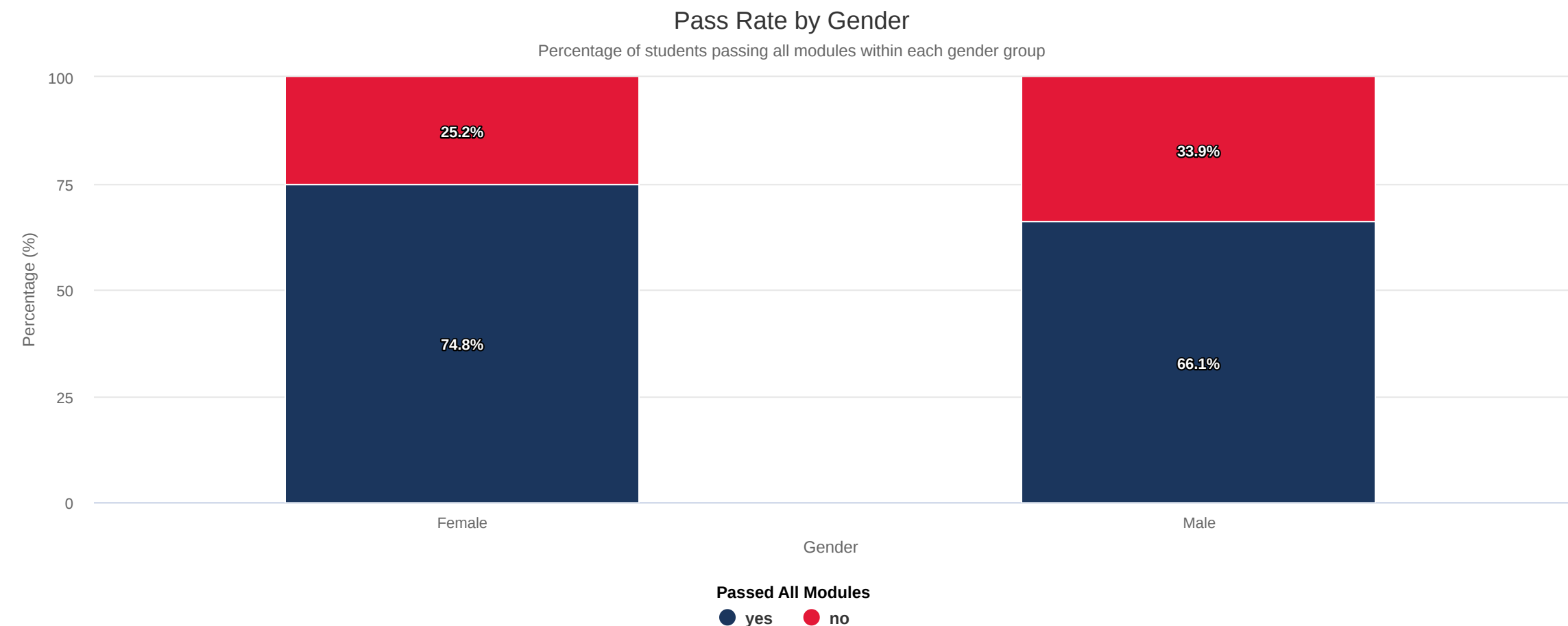
Pearson's Correlation: r	0.499
Paired Sample t-test: p-value	<0.001
Cohen's d	1.15
Effect size interpretation	Large

Interpretation:

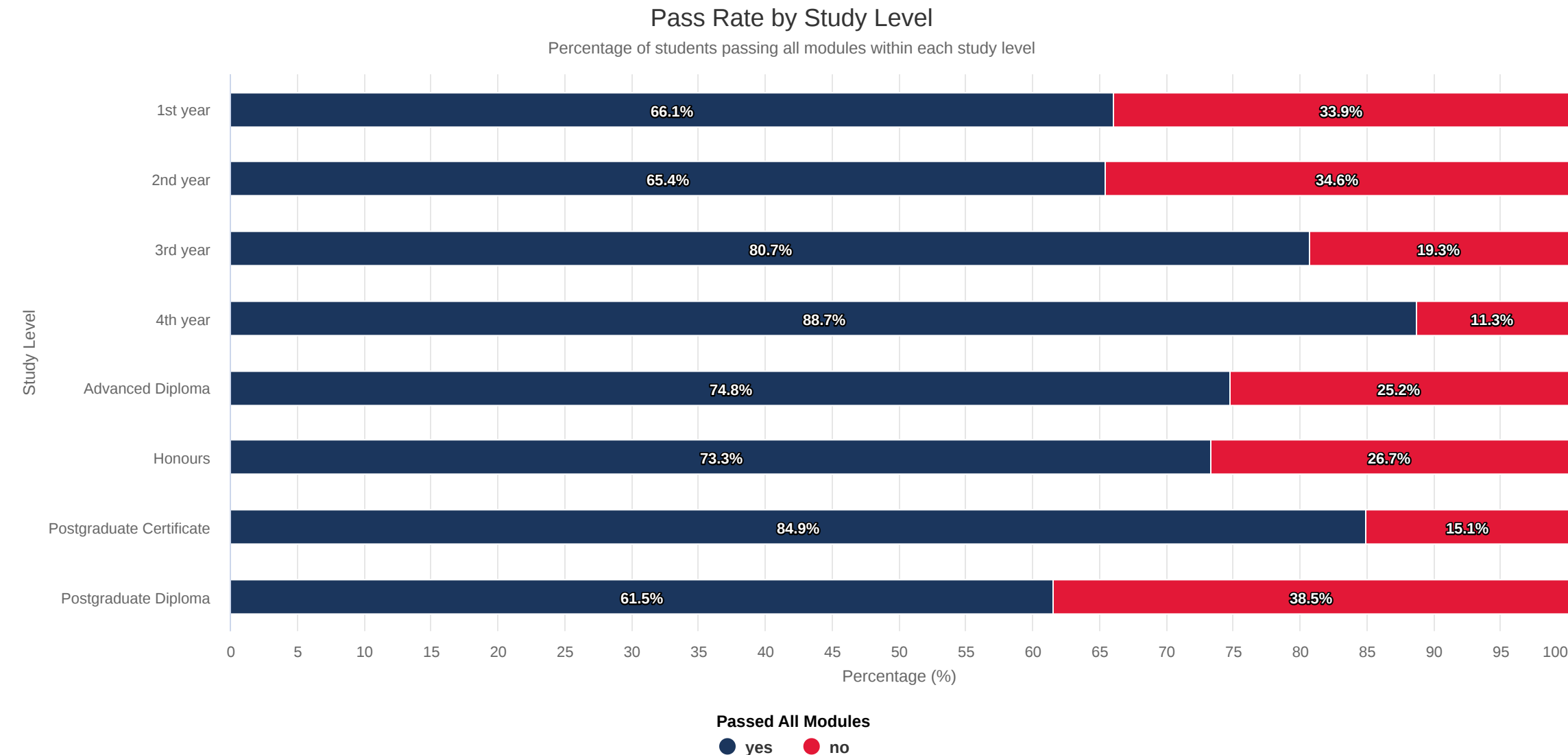
- There is a moderate-to-strong positive relationship between students' previous-year pass rates and their current-year pass rates ($r = 0.499$).
- The relationship is statistically significant ($p < 0.001$), meaning it is very unlikely to have occurred by chance.
- The effect size is large (Cohen's $d = 1.15$), indicating that previous-year performance is a strong predictor of current-year outcomes.

Implication for practice: Students who performed well in the previous year are highly likely to continue performing well, while those who struggled are more likely to need additional support. This underscores the value of using prior-year performance as an early-warning indicator to identify at-risk students.

Gender Performance



Study Level Performance



Qualification Performance

CSV Excel PDF

Show 10 entries

Search:

Academic Year	Qualification	Passed All Modules	Number of Students	Percentage
All	All	All	All	All
2023	AdvDip IN SCHOOL LEADERSHIP & MANAGEMENT	no	5	19.2%
2023	AdvDip IN SCHOOL LEADERSHIP & MANAGEMENT	yes	21	80.8%
2024	AdvDip IN SCHOOL LEADERSHIP & MANAGEMENT	no	27	26.7%
2024	AdvDip IN SCHOOL LEADERSHIP & MANAGEMENT	yes	74	73.3%
2023	BEd FOUNDATION PHASE TEACHING	no	89	47.1%
2023	BEd FOUNDATION PHASE TEACHING	yes	100	52.9%
2024	BEd FOUNDATION PHASE TEACHING	no	99	28.5%
2024	BEd FOUNDATION PHASE TEACHING	yes	248	71.5%
2025	BEd FOUNDATION PHASE TEACHING	no	59	19.1%
2025	BEd FOUNDATION PHASE TEACHING	yes	250	80.9%

Showing 1 to 10 of 79 entries

Conclusion

The **previous year's pass rate**, when considered alone or alongside factors such as gender, qualification, and study level, provides a powerful metric for early identification of students at risk of underperforming. Leveraging this information allows for proactive support and improved student outcomes before significant academic challenges arise.

Proposed Models

1. Continuing Student Identification Model – 2nd to 4th Year Students

- Timeframe:** Year-based
- Goal:** Predict the likelihood of a student passing all their registered modules in a year
- Input Indicators:** Gender, Qualification, Study Level, Modules, **Previous Year Pass Rate**
- Target Indicator:** Pass Rate – Passed All Modules (Yes/No)
- Intervention:** Automatic advising triggers and email notifications to students flagged as at-risk

2. First Year Student Identification Model

- Timeframe:** Year-based
- Goal:** Predict the likelihood of a student passing all their registered modules in a year
- Input Indicators:** Grade 12 English and Mathematics Marks, High School Province, Internet Access, Residence, Academic Orientation Course Results, Admission Point Score, Age
- Target Indicator:** Pass Rate – Passed All Modules (Yes/No)
- Intervention:** Email alerts to at-risk students and referral to support services

3. Student Academic Support Model – Recommendation Model

- Timeframe:** Semester-based (1 model for each semester)
- Input Indicators:** Gender, Qualification, Study Level, Modules/Credits, Academic Advising Usage, Tutorship Usage
- Target Indicator:** Pass Rate – Passed All Modules (Yes/No)
- Special Feature:** Uses counterfactual explanations to recommend actionable changes
- Intervention:** Advisors use recommendations during consultations



Faculty of Education & Centre for Teaching, Learning and Programme Development

Student Performance Analysis

Introduction:

This report details the required analysis of students' module pass outcomes to identify profiles of those who consistently perform well and those who do not. The objective is to gain a deeper understanding different student profiles within each identified category, enabling targeted interventions and more effective academic support strategies.

Students are classified into four categories based on their previous- and current-year module outcomes:

- **Category A – Passer to Passer:** Students who passed all registered modules in the previous year and continue to pass all modules in the current year.
- **Category B – Non-Passer to Passer:** Students who did not pass all modules in the previous year but successfully passed all modules in the current year.
- **Category C – Passer to Non-Passer:** Students who passed all modules in the previous year but failed to pass all modules in the current year.
- **Category D – Non-Passer to Non-Passer:** Students who did not pass all modules in the previous year and did not pass all modules in the current year.

Objectives

1. Identify the key factors influencing movement between performance categories.
2. Develop detailed profiles of students in each category, including demographic, academic, and behavioural characteristics.

3. Understand the support usage patterns and living circumstances associated with each category.

Key Questions for Investigation

- Performance Drivers:
 - What factors contribute to students being in each performance category?
 - What are the typical profiles of students in each category (e.g., faculty, year of study, demographics)?
- Academic Support Usage:
 - Which academic support programmes and services are used by students in each category?
 - For Academic Advising:
 - What are the most common reasons for advising sessions?
 - When during the year do students most frequently meet with advisors?
 - For Tutorship Support:
 - What are the peak weeks, months, and days for usage?
 - During which academic periods is tutorship support accessed?
 - How many tutorial classes per semester do students attend?
- Accommodation:
 - Where are students in each category predominantly residing?