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Policy aim	The aim of this policy is to stipulate principles, guidelines and provisions in respect of admission to undergraduate and postgraduate programmes of Stellenbosch University.
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Policy owner	Vice-Rector: Learning and Teaching
Policy curator	Senior Director: Prospective Students
Approved by	Council
Keywords	admissions policy; admission and selection guidelines; academic excellence; diversity; disadvantage; redress; inclusivity; equality of rights; socio-economic status; educational disadvantage; economic disadvantage; first-generation student; race; self-classification; extended degree programmes; multilingualism; ownership; curator
The English version of this policy is the operative version and the Afrikaans version is a translation thereof.	

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The essence of the Policy

This Admissions Policy supports SU's strategic positioning for the 21st century set out in the Institutional Intent and Strategy 2013-2018, which commits the University to creating and sustaining "an environment of inclusivity, transformation, innovation, diversity, and maintaining excellence with a focus on the future". The Admissions Policy promotes access and success for students from diverse communities.

Stellenbosch University (SU) commits itself to an equitable, transparent and reasonable process for admission to undergraduate and postgraduate programmes.

The policy is mindful of the multifaceted and complex nature of disadvantage in the South African context. It therefore considers a range of factors in the admission of students in order to enable SU to help eliminate inequalities and unfair discrimination in the higher education system.

The ultimate aims of the policy are to admit a diverse student body with the potential to succeed and to maintain and promote academic excellence through diversity.

1. INTRODUCTION

1.1 This policy gives effect to SU's obligations arising from the constitutional right of access to further education, and the legislative duty to ensure that its admissions policy provides appropriate measures for the redress of past inequalities and may not unfairly discriminate in any way.

1.2 As a public higher education institution, SU is also contributing to the achievement of national objectives for higher education, including the increase of the participation rate in higher education in South Africa.

1.3 SU commits itself to the pursuit of academic excellence within society.

1.4 SU shall also conduct its teaching and research to contribute to the elimination of inequalities and discrimination in the higher education system, including the long-term effects of past inequalities and discrimination.

1.5 SU is therefore committed to fulfil its responsibility in respect of redress in the country.

1.6 The SU Council determines certain student diversity targets to facilitate redress and to give effect to the vision of SU, namely to be an inclusive, innovative and future-focused university.

1.7 In light of the above, SU requires a nuanced set of indicators against which to consider the admission of a diverse group of newcomer students to the University with the potential for success.

2. AIM OF POLICY

The aim of this policy is to stipulate principles, provisions and guidelines in respect of admission to undergraduate programmes and, where applicable and in accordance with faculty specifications, to postgraduate programmes at SU.

3. SCOPE OF POLICY

3.1 This policy informs admission to undergraduate programmes, while the underlying principles of the policy also apply to admission to postgraduate programmes.

3.2 This policy applies to the admission of international students, although the measures for redress of past inequalities in South Africa will not apply to them.

3.3 This policy does not apply to the Faculty of Military Science, as the enrolment targets of this faculty are set by the South African National Defence Force.

3.4 This policy does not apply to short courses. The *Policy in respect of the Presentation of Short Courses* informs admission to short courses.

3.5 This policy also does not apply to the procedures for readmission after unsuccessful studies. The *Readmissions Policy* informs these procedures.

4. DEFINITIONS

In this policy, the terms below are assigned the following meanings in the context of admission:

4.1 **Diversity** – In the context of this Admissions Policy, factors such as racial classification,

gender, sexuality and sexual orientation, disability, socio-economic disadvantage (educational and/or economic disadvantage and first-generation status)

4.2 **Equality of rights** – Allocating the same rights to people or groups

4.3 **Equity and fairness** – Equitable, fair or rightful opportunities to enter higher education and achieve success

4.4 **First-generation status** – Being the status of applicants who have not had the benefit of parents/guardian(s) with a tertiary education

4.5 **Inclusivity** – Not to exclude on the grounds of race, class, origin, gender, sexuality and disability

4.6 **Potential to succeed** – Students who, having regard to their context, display potential to succeed as indicated by their school achievements and NBT-results, which are still the best indicators of academic success at tertiary level

4.7 **Reasonableness** – Applying socially acceptable and equitable principles

4.8 **Redress** – In the context of the Admissions Policy, rectifying past inequalities

4.9 **Race / racial groups** – population groups as defined under the Apartheid laws and applied by the DHET, including White, Black African, Coloured, Indian or Asian.

4.10 **Racial self-classification** – When an applicant personally volunteers information in respect of race, based on own judgement

4.11 **Transparency** – Openness in intention, communication and actions

4.12 **Undergraduate and postgraduate programmes** – Accredited academic programmes registered with the DHET

5. POLICY OBJECTIVES

This policy has the following objectives:

5.1 Establishing an equitable, transparent and reasonable process for admission to undergraduate and, where applicable and in accordance with faculty specifications, to postgraduate programmes.

5.2 Contributing to the creation of an inclusive student community, where diversity is regarded as an asset.

5.3 Admitting academically excellent students.

5.4 Admitting prospective students who have the potential to graduate successfully within the prescribed time of the programme and to be well equipped thought leaders for the future.

5.5 Offering equal opportunities to prospective students and facilitating redress where individuals or categories of people were or still are disadvantaged due to past unfair discrimination.

5.6 Providing a framework within which faculties must draft their guidelines and procedures for faculty-specific admissions and selection for undergraduate and, where applicable and in accordance with faculty specifications, for postgraduate programmes.

6. POLICY PRINCIPLES

6.1 This policy is embedded in the University's commitment to eradicating unfair discrimination on all grounds, which impairs persons in their human dignity and

capabilities.

6.2 The policy, and the targets set in each year, will be adapted to reflect the progress made at the University and in the wider community, at eradicating the effects of historical racial division and all other forms of discrimination.

6.3 The University follows a learning, teaching and development approach that offers promising students the opportunity to achieve academic success and develop the SU graduate attributes.

6.4 Decisions on admission to SU are aligned with the principles of academic excellence through diversity and inclusivity. These factors must work in tandem, and not in competition. It is thus important for the University to attract the best candidates, regardless of race, and the best candidates with lower socio-economic status (SES).

6.5 The University must be satisfied that any applicant, regardless of race or SES, has the ability to complete the programme to which he or she is seeking admission successfully.

6.6 Each faculty determines the minimum admission requirements and selection criteria for programmes. Minimum requirements aim at ensuring that every prospective student has the potential to complete a programme successfully, without lowering the standards of teaching and assessment.

6.7 Marks attained at school, particularly in subjects relevant to a chosen programme, are currently the best predictor of successful completion of studies. The minimum requirements are thus principally based on subject choices at school and the marks attained, although some weight may also be attributed to other factors deemed important indicators of possible success by the faculty.

6.8 The University recognises the disparities between its existing student body, compared to the pool of candidates qualifying with university exemption from high schools, and the demographic make-up of the Western Cape region and the country. Annual student enrolment targets will be set to reduce these disparities.

6.9 The University is committed to affirmative action measures, with the specific aim of overcoming the long-term effects of apartheid and racial division, evidenced by those disparities.

6.10 In implementing affirmative action, the University may differentiate in its targets for Black African, Coloured, Indian and Asian admissions.

6.11 The University bases its determination of an applicant's race on the honest self-classification by applicants.

6.12 The University aims to achieve at least the demographic representation targets regarding race it sets annually in conjunction with the Department of Higher Education and Training (DHET), or a higher target taking into account the demographic make-up of the pool of candidates qualifying for study in a particular programme.

6.13 The University recognises the need to reserve places for socio-economically disadvantaged students, regardless of race, who achieve the minimum requirements for a chosen programme, but who would not otherwise be admitted to that course of study.

6.14 The long-term objective of the policy is to contribute to a non-racial and equal society which no longer requires race-based redress.

7. POLICY PROVISIONS

7.1 Overview of the admission process

Admissions to SU occur as follows:

7.1.1 Determination of enrolment targets:

    7.1.1.1 Council annually approves targets for the University based on the size (total number of students) and shape (fields of study and diversity profile) of its student body (para 7.3).

    7.1.1.2 Each faculty determines the number of places in the faculty, and the minimum admission criteria for each programme (para 7.3).

    7.1.1.3 In order to redress historical disadvantage and achieve a diverse student body, each faculty determines aspirational targets for the number of BCI students, and the number of socio-economically disadvantaged students it aims to admit (para 6.4).

    7.1.1.4 In order to meet those targets, each faculty assigns a number of the available places for admission to students in the following categories:

        7.1.1.4.1 Applicants' prior academic performance, regardless of race or socio-economic disadvantage;

        7.1.1.4.2 Best performing BCI applicants; and

        7.1.1.4.3 Best performing socio-economically disadvantaged applicants.

7.1.2 Analysing the applicant pool:

    7.1.2.1 The faculty receives data on those applicants that meet the minimum admission requirements ranked according to their academic performance at school level.

    7.1.2.2 The application data supplied to the faculties also include information on the race (para 7.5) and SES score (para 7.6) of each applicant.

    7.1.2.3 Depending on the composition of the applicant pool for that particular year, a faculty may adjust the number of places assigned based on race and SES. It may do so only if, having regard to that year's applicant pool, an adjustment is necessary to achieve an appropriate balance between admitting the academically top students, and admitting a diverse student body in terms of race and socio-economic status.

7.1.3 Admitting students (see para 7.2 and Addendum A):

    7.1.3.1 The faculty admits the highest-ranked applicants in accordance with their academic results at school to fill the places assigned for academic achievement without regard to race or SES.

    7.1.3.2 Thereafter the faculty admits the highest-ranked BCI and SES applicants until the respective targets for each category are met.

    7.1.3.3 If there are still places remaining, the best performing applicants are admitted without regard to race or SES.

7.1.3.4 Those applicants who do not meet the minimum requirements for admission to a mainstream programme, preferably applicants with the highest SES score, may be considered for admission to an Extended Degree Programme (para 7.7).

7.2 Admission requirements

7.2.1 The University subscribes to and follows the statutory admission requirements stipulated by the DHET for degree, diploma and higher certificate programmes.

7.2.2 SU does not prescribe general, university-wide minimum admission requirements.

7.2.3 Faculties annually determine minimum admission criteria for each programme that must be approved by Senate. These criteria may include both academic performance and other relevant factors.

7.2.4 In setting the minimum admission criteria, faculties must:

7.2.4.1 Aim to admit only those applicants who can successfully complete the programme;

7.2.4.2 Rely primarily on historical data demonstrating the potential to successfully complete a programme;

7.2.4.3 Consider the potential for minimum criteria to unintentionally exclude groups of people; and

7.2.4.4 Consider the faculty's diversity targets.

7.2.5 Due to the limited places available, as well as strategic and purposeful enrolment management, not all undergraduate applicants who meet the minimum admission requirements of a particular programme are guaranteed admission.

7.2.6 Admission to register for undergraduate programmes is based on the final National Senior Certificate, Independent Examination Board or other legitimate school-leaving examination results.

7.2.7 SU requires prospective first-year students to complete the National Benchmark Tests (NBTs), with the exceptions indicated in faculties' admission and selection guidelines. Faculties may use the NBTs for admission to undergraduate programmes, and in particular for decisions on student placement in extended degree programmes.

7.2.8 In addition to academic achievement, faculties may also consider applicable specified information, skills or agreements in addition to the academic admission requirements. This includes involvement and/or achievements in the field of leadership, community service, cultural activities, sports, multilingualism or part-time work; skills as demonstrated by, for example, portfolios or auditions; and faculty-specific contracts and agreements.

7.2.9 Faculties also determine minimum admission requirements for extended degree programmes (EDPs), which are published along with their admission requirements and selection criteria for mainstream programmes.

7.2.10 Applicants for undergraduate programmes may be admitted based on academic performance in studies beyond secondary school level.

7.3   Determining enrolment targets

7.3.1   Council approves annual enrolment targets for faculties based on the size (total number of students) and shape (fields of study and diversity profile) of SU's student body.

7.3.2   Based on these targets and institutional capacity, faculties annually determine the number of new study places available for each faculty and in some cases for specific programmes.

7.3.3   These available places are filled in the following order and based on:

7.3.3.1   Academic performance, irrespective of race and SES;

7.3.3.2   Race; and

7.3.3.3   Socio-economic status.

7.3.4   As part of the institutional enrolment management process, the Rector's Management Team, in consultation with faculties, annually determines diversity targets in terms of race and SES. Deans, with the support of the divisions of the Registrar, Prospective Students, and Institutional Research and Planning, manage the faculties' enrolment targets.

7.4   Admission procedure

7.4.1   As applications are received, applicants who meet the minimum academic criteria and selection score are ranked in descending order in accordance with their academic results at school and classified according to race (in accordance with para 7.5) and SES (in accordance with para 7.6).

7.4.2   Top achievers in all categories could receive an early admission offer.

7.4.3   The faculty first admits the highest-ranked applicants to fill the places assigned for academic achievement without regard to race or SES.

7.4.4   From the remaining applicants, the faculty admits the highest-ranked BCI applicants until the overall target of BCI students for the programme is met (if there are sufficient BCI applicants who meet the minimum requirements for admission).

7.4.5   From the remaining applicants, the faculty admits the highest-ranked applicants with a particular minimum SES score (see para 7.6) until the overall target of SES students is met (if there are sufficient SES applicants who meet the minimum requirements for admission).

7.4.6   If there are places remaining because there were not enough BCI or SES applicants who meet the minimum requirements for admission to fill the assigned positions, then the remaining best academic performing applicants will be admitted without regard to race or SES.

7.4.7   Those applicants, who do not meet the minimum requirements for admission to a mainstream programme, may be considered for admission to an Extended Degree Programme (EDP), in accordance with faculty-specific stipulations.

7.4.8   The dean may in his or her discretion, admit students to a mainstream or EDP in highly exceptional cases, with a view to promoting diversity and compensating for socio-economic disadvantage.

7.4.9   The Rector, after consultation with the deans, may in his or her discretion also request admission for students to a mainstream or EDP according to individual circumstances regarding each case.

7.5 Race

7.5.1   This section only applies to South African applicants.

7.5.2   SU uses race in its admissions process for the following reasons:

7.5.2.1   To redress historical discrimination against Black African, Coloured and Indian or Asian persons.

7.5.2.2   As a result of this historical discrimination, race remains a strong indicator of ongoing disadvantage.

7.5.2.3   All students and staff benefit from a diverse student body that includes students from all races.

7.5.2.4   To comply with the reporting requirements in terms of population groups as set by the DHET.

7.5.3   In referring to the race of applicants, the University recognises that past racial discrimination in South Africa (through legislative means) translates into continuing disadvantage in the present.

7.5.4   The University does not attempt to determine the race classification of applicants, but instead relies on a system of self-classification.

7.5.5   For the purposes of self-classification, all applicants are invited to indicate the group with which they most closely relate. Options will include those adopted by the apartheid regime namely "Black African", "White", "Coloured" and "Indian", and will also include "Asian", or an applicant may respond with "I'd prefer not to say".

7.5.6   SU relies on an applicant's self-classification as a member of one of the above racial categories.

7.5.7   If the applicant self-classifies as Black African, Coloured, Indian or Asian, he or she will be eligible for placement in terms of institutional racial composition redress considerations.

7.5.8   If an applicant's racial self-classification seems to be an attempt to obtain access to SU's redress regulations in an unjustifiable way, the University may, in its sole discretion:

7.5.8.1   Inform the applicant that a discrepancy has been brought to the attention of SU regarding his or her self-classification and allow him or her an opportunity to make representations;

7.5.8.2   Having considered those representations:

7.5.8.2.1   If it is satisfied that the self-classification is reasonable, apply that self-classification.

7.5.8.2.2   If the student acted dishonestly, refuse to admit the student; or

7.5.8.2.3   If the student did not act dishonestly, but if the University believes the self-classification is mistaken, disregard the applicant's self-classification.

7.6   Socio-economic status (SES)

7.6.1   This section only applies to South African undergraduate applicants.

7.6.2   In addition to addressing historical and present disadvantage by considering applicants' race, SU also considers applicants' socio-economic status (SES). SES is a reflection of the current socio-economic disadvantages an applicant has had to overcome. Considering SES allows SU to:

7.6.2.1 Redress current socio-economic disadvantage; and

7.6.2.2 Account for the reduced performance caused solely by lower socio-economic conditions.

7.6.3   SU calculates a factor by considering three indicators:

7.6.3.1 educational disadvantage;

7.6.3.2 economic disadvantage; and

7.6.3.3 first-generation student status.

7.6.4   Together, these indicators produce a score between 0 and 10. A graphic representation of the model is attached as Addendum A.

7.6.5   Educational disadvantage:

7.6.5.1 Educational disadvantage refers to inadequate access to quality education, which has resulted in insufficient opportunities to develop academic potential. It is closely linked to poor provision of favourable teaching conditions and facilities, quality teachers and education leaders, well-situated schools as well as support from parents and the community at large.

7.6.5.2 SU relies on two alternative factors to determine educational disadvantage:

7.6.5.2.1   Quintile classification

- The Department of Basic Education places each high school in a "quintile" based on the financial need in the area in which the school is situated, as well as a number of infrastructural indicators per school.

- Quintiles 1 to 3 are regarded as disadvantaged schools. Quintile 5 represents advantaged schools. Quintile 4 schools constitute a middle band, such as schools with reasonable facilities but a remote location.

7.6.5.2.2   School fees

- As an alternative to relying on the quintile of the school, educational disadvantage can be determined by considering the average, annual school fees. Fees offer a broad indication of the socio-economic status of a school.

- School fees classification categories are subject to change and the rector's management team may review the categories annually, if needed.

7.6.6   Economic disadvantage:

7.6.6.1 For purposes of granting higher education access to learners with strong academic potential but poor socio-economic circumstances, whose low financial status serves as primary impediment to admission.

7.6.6.2 SU relies on two factors to indicate economic disadvantage:

7.6.6.2.1   Applicant's family or guardian(s) received a social grant; and

7.6.6.2.2 Applicant receives a bursary /scholarship at school based on financial need

7.6.7 First-generation student status

7.6.7.1 First-generation applicants are defined as any applicant for whom none of the parents/guardian(s) has a higher education qualification.

7.6.7.2 The categories used to determine first-generation student status are as follows:

7.6.7.2.1 Highest qualification of parents/guardian(s) is Grade 12 or lower;

7.6.7.2.2 Highest qualification of parents/guardian(s) is a certificate or diploma; and

7.6.7.2.3 Lowest qualification of parents/guardian(s) is a university degree.

7.7 Extended Degree Programmes

7.7.1 Faculties may offer Extended Degree Programmes (EDP) in order to accommodate students who have the potential for success but: (a) were not admitted to the mainstream programme; and (b) would benefit from an additional period to complete the programme of study.

7.7.2 If an EDP is available, students who are not admitted to the mainstream programme, preferably to students with the highest SES score, including applicants who do not meet the minimum requirements for admission, will be considered for admission to the EDP based solely on academic merit.

7.8 Sex, Gender and Sexual Orientation

7.8.1 SU acknowledges the principle of gender equality with reference to biological categorisation.

7.8.2 In its admission procedures, SU does not discriminate against applicants of a particular gender, nor against applicants who do not represent a mainstream sexual orientation or gender identity (LGBTQIA).

7.9 Religious convictions

In its admission procedures, SU does not discriminate against applicants based on religious convictions.

7.10 Students with Special Learning Needs (disabilities)

7.10.1 The University acknowledges the interaction between this Admissions Policy and the *Policy regarding Students with Special Learning Needs/Disabilities*.

7.10.2 In terms of the Policy regarding Students with Special Learning Needs/Disabilities, SU defines 'disabilities' as demonstrable physical, non-visible and/or psychological limitations that negatively affect a person's daily activities in a specific way.

7.10.3 The University would not want a person's disability to serve as an impediment to

admission. Therefore, as far as is feasible, the University supports persons with special learning needs (disabilities) in their application to be admitted, having regard to the set academic programme requirements (including programme outcomes) as well as professional requirements.

7.10.4 The applicant remains responsible to provide sufficient information on the nature of his or her special learning need and/or disability in the application for admission.

7.11   Prior Learning Experience

The assessment and recognition of prior learning as an admission criterion is contained in SU's *Policy for the Assessment and Recognition of Prior Learning* (ARPL). This Admissions Policy informs the latter.

7.12   International students

7.12.1 The admission of international students contributes to the establishment of a diverse student community.

7.12.2 The admission and selection of international undergraduate applicants are based on academic merit and faculties may consider admitting international applicants according to their own enrolment targets (6.3.2) and based on academic achievement (6.4.3).

7.13   Admission and Language

7.13.1 With its *Language Policy* SU has committed itself to the promotion of multilingualism, and follows a dynamic process to make the University more inclusive and more diverse.

7.13.2 In accordance with the Language Policy, languages of instruction must facilitate the broadening of access and academic success.

7.14   Student Access with Success

7.14.1 To ensure equitable access and an equal chance of success, the University provides a range of pre-university support services, such as interventions in schools with the aim to prepare learners for higher education, career advice and the availability of financial support and on-campus accommodation.

7.14.2 Once students enrol, additional enablers for success are offered by student support services such as the divisions for Student Affairs, and Learning and Teaching Enhancement, as well as by faculties, as far as available resources permit.

7.15   Students with criminal records

7.15.1 SU requires that applicants declare a criminal record, should it exist.

7.15.2 SU will consider the nature of the criminal record and may, in its discretion, refuse admission as a result.

8 POLICY CONTROL

8.1 *Governance structure governing this policy*: The University Council determines the policy after consultation with Senate. The Rector is responsible for executing the policy, and delegates overall responsibility to the applicable environments, who report to a member of the Rector's Management Team, namely the Vice-Rector (Learning and Teaching).

8.2 *Ownership:* In this regard, the Rector appoints the Vice-Rector (Learning and Teaching) as line principal and owner of this policy.

8.3 *Roles and responsibilities*: The University has established, amongst others, the following roles and responsibilities with a view to dealing with and managing this policy:

8.3.1 The Vice-Rector (Learning and Teaching) should, whenever he or she considers it necessary, initiate the reviewing of the Admissions Policy and oversee the process, in particular where possible adjustments or replacement is required. He or she fulfils the overall overview function of implementing and updating this policy.

8.3.2 The Senior Director (Prospective Students), being the curator is ultimately responsible for the interpretation and implementation of the policy. From time to time, the curator in consultation with the Vice-Rector (Learning and Teaching) convenes a task team to review the policy.

8.3.3 Deans are responsible for drafting admission and selection guidelines in line with this Admissions Policy.

8.3.4 The Registrar fulfils an administrative function with regard to the implementation of faculties' admission and selection guidelines in line with the policy.

8.4 *Implementation*: At the commencement of an application cycle, no more than two years following approval by Council. Principles of the Admissions Policy take effect immediately following approval by Council.

8.5 *Review*: Policy revision takes place every five years, or as needed.

9 MONITORING AND REPORTING

9.1 Accountability and responsibility for establishing the required controls for policy monitoring and reporting, as well as for continuous reporting to the Rector's Management Team, are allocated to the policy owner and curator respectively.

9.2 The Vice-Rector (Learning and Teaching) reports the result of undergraduate and postgraduate enrolments to the SU Council once per year.

10 ACTION IN THE EVENT OF NON-COMPLIANCE

Any complaints arising from alleged non-compliance with the policy are addressed in terms of the University's existing complaints management processes and systems in respect of admission, as determined by the curator of this policy.

11.   SUPPORTING DOCUMENTS

11.1   Institutional Intent and Strategy (2013-2018), supported by the SU Institutional Plan (2014-2018)

11.2   The Calendar of SU

11.3   Institutional Rationale, Principles and Procedure for Enrolment Management (as approved by Council on 3 May 2011)

11.4   Policy with regard to students with Special Learning Needs/Disabilities (currently under review)

11.5   Policy for the Assessment and Recognition of Prior Learning (ARPL)

11.6   Guidelines regarding SU's Extended Degree Programmes (with additions as approved by Senate on 18 March 2011)

11.7   Faculty-specific admission and selection guidelines

11.8   Ministerial documents
  11.8.1   Higher Education Act 101 of 1997
  11.8.2   South African Constitution
  11.8.3   DHET's published statutory admission requirements
  11.8.4   White Paper for Post-School Education and Training – 20 November 2013
  11.8.5   White Paper 3: A Programme for the Transformation of Higher Education – July 1997
  11.8.6   DHET's Draft Social Inclusion Policy Framework – August 2014
  11.8.7   Ministerial guidelines for DHET enrolment targets

12.   RELATED DOCUMENTS

12.1   Language Policy

12.2   Policy for Placement in Residences, and in Listening, Learning and Living Houses, as well as Allocation to PSO Wards and Clusters

12.3   Policy in Respect of the Presentation of Short Courses at Stellenbosch University

12.4   Strategic Framework for Sport at Stellenbosch University 2014-2018

12.5   Rules with regard to readmission

12.6   Rules for bursaries and loans (being drafted)

12.7   Rules for policy and management documents

12.8   Student recruitment plan

12.9   Equity Plan (being drafted)

ADDENDUM A: Graphical representation of considerations at admission

Three major categories:

Academic Achievement	Academic performance (Grade 11 or 12 final results) and faculty specific selection criteria

Race	Black African, Coloured and Indian/Asian based on self-classification

Socio-economic Status (SES)	Educational disadvantage (based on school classification or school fees)
	Economic disadvantage (based on government pension, social grant or school financial aid received)
	First-generation student status (based on highest qualification of parents/guardians)

Socio-economic status (SES) calculator:

Educational (max 4 points)	4 points	School Quintile 1-3	OR	School Fee less than R1 500
	2 points	School Quintile 4	OR	School Fee between R1 500 and R5 000
	0 points	School Quintile 5	OR	School Fee more than R5 000

Economic (max 4 points)	2 points	Family receives pension from government	OR	Family receives social grant
	2 points	Applicant receives a bursary /scholarship at school based on financial need		
	0 points	Family does not receive state pension or grant or bursary/scholarship at school		

First Generation (max 2 points)	2 points	Highest qualification of parents/guardian: Grade 12 or lower
	1 points	Highest qualification of parents/guardian: certificate or diploma
	0 points	Lowest qualification of parents/guardian: university degree

| Total (max 10 points) | 10 points | **A maximum total weighting of 10 points serves as a barometer to indicate the degree of disadvantage. The applicant still needs to meet the minimum admission requirements.** |