higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MINISTERIAL STATEMENT ON STUDENT ENROLMENT PLANNING 2014/15 – 2019/20 FOR UNIVERSITIES

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1 INTRODUCTION

1.1 Ministerial Statements on Student Enrolment Planning

Planning, funding and quality assurance are still the three key steering mechanisms necessary to transform the higher education sector and to contribute towards the establishment of an integrated and effective post school system. It is essential to support universities in developing the skilled and capable workforce necessary to contribute to the development of an inclusive growth path. Enrolment planning is a mechanism to manage many of the inefficiencies in the system but it is not the solution to all the challenges faced. Enrolment planning alerts us to some of the areas which may require further attention and additional strategies that could be embarked upon to produce better quality graduates. These strategies include but are not limited to improving academic development and support; addressing blockages in the system; increasing student financial support; promoting inclusive institutional cultures and social cohesion; addressing infrastructure backlogs; producing the required skills for increasing knowledge production; and enabling student access through success. Previous enrolment planning processes have proven their contribution in transforming the higher education system.

The previous Ministerial Statements on Student Enrolment Planning published in September 2005, October 2007 and April 2011 established frameworks for the development of higher education until 2013/14. The *Ministerial Statement on Student Enrolment Planning for 2014/15 to 2019/20 for the university sector* is set in the context of the post-school education system where the Further Education and Training College sector (now called the Technical and Vocational Education and Training system - TVET) and the Skills Development Sector (through the Sector Education and Training Authorities - SETAs) form part of the post-school education system. This amalgamated responsibility for skills development was necessary to ensure that the education and training initiatives respond coherently to the requirements of the economy and human resource development challenges of our country. Within the context of various challenges in the system, enrolment planning is seen as a key mechanism to ensure an expanded, effective and integrated post-school system.

1.2 Current policy context and developments

Planning cannot be seen in isolation from the broader planning processes, funding and quality assurance imperatives. Enrolment planning needs to dovetail broader institutional strategic plans, national plans and the human resource development strategy of the country. This *Ministerial Statement on Student Enrolment Planning for 2013/14 to 2019/20 for the university sector* sets the planning framework for institutional development within a wide array of policy initiatives and developments in the post-school education and training system.

The *White Paper for Post-School Education and Training - Building an Expanded, Effective and Integrated Post-School System* (released in January 2014) sets out strategies to: expand the current provision of education and training in South Africa; improve the quality of the system;

integrate the various sectors of the post-school system; and set out modalities for ways in which employers in both the private and public sectors can play an important role in the production of a skilled work force. The Green Paper dealt with the many challenges facing the post-school system and informed the vision of the White Paper. This planning framework defines the Department of Higher Education and Training's focus and priorities with specific focus on the university sector, which enables the shaping of strategies and planning imperatives for the period up to 2030.

The White Paper (WP) therefore provides direction towards the creation of a single, coordinated post-school education and training system; expanded access, improved quality and increased diversity of provision; a stronger and more cooperative relationship between education and training institutions and the workplace; a Department that has the capacity to provide leadership and coordination to the system as a whole, and support for the different institutional types in the post-school system.

The key strategies for universities focus namely on the expansion of the university sector; student access and success; research and innovation for development; staffing of universities; making education affordable; development of the Humanities and African Languages in universities; community engagement and graduate community service; internationalisation; and differentiation with the focus on the role of universities in the post-school system.

The conceptualisation of the WP for the post-school system was informed by the *National Development Plan (2011)* which focuses on the socio-economic needs of the country and lists the following policy proposals with regard to education: building a properly qualified, professional, competent and committed teaching, research and public service cadre; building a strong and coherent system for delivering quality education, science and technology innovation, training and skills development; improving systems for skills planning and shaping the production of skills; expanding the production of highly skilled professionals and enhancing innovation capacity; addressing the decline of the humanities (African languages in particular); enhancing the entrepreneurial capability of the nation; building an enabling and high quality differentiated system; and supporting institutions in chronic stress.

The National Development Plan (NDP) states that capacity needs to be built in the education system to improve the performance of existing institutions. Continuous quality improvement is needed in light of the relatively small number of black students graduating from universities. Participation and graduation rates need to be increased, with the options of a four-year university degree, combined with bridging courses and foundation programmes and more support for universities to help black students from disadvantaged backgrounds. The aim according to the NDP is to improve education, training and innovation and increase enrolment at universities by at least 70% by 2030 so that enrolments increase to about 1.62 million from 950,000 in 2010; increasing the percentage of PhD qualified staff in the higher education sector from the current 34% to over 75% by 2030; and producing more than 100 doctoral graduates per million per year by 2030 which implies an increase from 1,420 in 2010 to well over 5,000 a year.

Further to this, it states that the throughput rate for degree programmes needs to be increased to more than 75% and the number of graduates should increase from the combined total of 167,469

(in 2010) for private and public higher education institutions to 425,000 by 2030 (higher education had 160,626 graduates in 2011). As part of this target, the number of science, technology, engineering and mathematics graduates should increase significantly.

1.3 Key Challenges

The higher education system is facing a number of challenges in achieving the necessary transformative objectives. Currently, the Technical and Vocational Education and Training (TVET) system is not effective as it is too small; the quality of output is poor; and the quality and relevance of courses needs urgent attention. Specific to higher education institutions, the performance of institutions range from mediocre to world-class; the production of graduates is more expensive due to poor schooling; participation and graduation rates need to be improved; and more student support is needed to assist students from disadvantaged backgrounds. It is also necessary that teaching, research and development need to be focused on simultaneously; universities should become centres of excellence at the cutting edge of technology; a link between innovation and business requirements needs to be set up; and South Africa needs to spend more funding on research and development in general.

Another challenge faced in the system is in relation to student funding. The National Student Financial Aid Scheme (NSFAS) funding still falls short of the demand which places strain on the higher education sector. Since institutions top slice awards, many NSFAS students still have outstanding debt and cannot register. An allocation of R3.693 billion in terms of bursaries and loans has been provided for the 2013/14 academic year. It is evident that student funding will require more attention as, in addition to current pressures, the Minister has announced his intention to progressively introduce fee-free higher education for poor students.

The *Ministerial Statement on University Funding for 2014/15 and 2015/16* lists the challenge of over and under enrolment at higher education institutions. The average over enrolment in students in terms of teaching input units increased from 4.7% in 2008 to 8.2% in 2010, but then declined to 7.3% in 2011 and 4.7% in 2012. The *Ministerial Statement on Student Enrolment Planning 2011/12 to 2013/14* indicated that the Department will make downward adjustments to the outer year's institutional shares for universities who under-enrol more than 2% below their approved headcount enrolment target. Such changes will automatically reduce their Full Time Equivalent (FTE) students and funded teaching input units. This reduction in FTE students and funding teaching input units will be effected during the mid-term review, thus affecting the last 2 or 3 years of this enrolment planning period up to 2019. The downward adjustment will be proportional to the size of the deviation below the 2% range. For under-enrolments in teaching input units of more than 5% below the approved funded teaching input units, a university will automatically and immediately be funded in the corresponding financial year only for 95% of its approved funded teaching input units (TIUs). For example, a university who has 10 000 funded TIU's for 2018, and only enrols 9200 TIU's in 2018 will be funded only for 95% of 10 000 TIU's = 9500 in 2020/21, using 2018 funded and actual TIU data.

As part of an oversight role, universities that are unable to manage their actual enrolled student headcount within a difference of 2% from the approved headcount enrolment targets, set by the enrolment planning exercise, will be required to submit detailed plans to the Department on how

they manage their student enrolment in an academic year. It should be noted that student headcount for the Higher Education Management Information System (HEMIS) is counted on a census date determined as the midpoint of the academic period for a course.

Funding based on projected enrolments is committed until 2016/17. Methods to support additional strategies to produce graduates in these scarce skills will be discussed via earmarked funding. In addition, the targets indicated in relation to scarce skills will be reviewed after a 3 year period to ensure that universities' priorities are on par with the strategic focus of the country.

To distribute State funds more equitably amongst universities, a Reference Group will provide guidance to a Technical Task Team in the development of a revised funding framework for universities to ensure that compliance of universities to enrolment planning are linked to state funding allocations.

1.4 Strategic issues

There were various central strategic issues that need to be taken into account during the enrolment planning process. It needs to be reiterated that participation in the post-school education and training system in general needs to be increased but particular focus on African and Coloured student participation needs to be given.

The system needs to be strengthened by improving access, improving teaching and learning, and throughput; increasing articulation; improving the quality of infrastructure and addressing historical backlogs; strengthening academic professionals; and strengthening knowledge production and innovation.

It is also necessary to focus on differentiation and diversity; to address the funding of universities; to improve governance and management of universities; to develop a SETA turnaround strategy to improve effectiveness and alignment with national priorities; to improve the artisan development system; to address infrastructure needs of higher education institutions, focusing on laboratories, lecture halls and residences; and the Department is exploring the possibility of community service for all graduates.

When addressing the above issues, attention needs to be paid to those skills areas where there is a clear demand in the labour market. In addition to the general priority areas identified in the Minister's Performance, Monitoring and Evaluation (PME) targets, namely engineering sciences; human and animal health; natural and physical sciences; and initial teacher education, there is also a need to take account of specific market trends and priority state interventions.

One area in particular warrants focused attention as much work has been done to identify the specific skills in demand, and that is the Presidential National Infrastructure Plan consisting of the eighteen *Strategic Integrated Projects (SIPs***)**, which include building two new universities and twelve new Technical and Vocational Education and Training (TVET) colleges campuses, as well as various dams, roads, railway lines, energy generation, transmission and distribution facilities, and broadband.

Research has been done to identify the priority managerial and professional occupations needed to direct, design and construct these major infrastructure projects. The focus has now shifted to understanding the precise nature of the demand and how best it might be addressed. To help with this task the Minister has established occupational teams for each of the identified occupations, consisting of representatives drawn from relevant employers, professional bodies and university faculties. The Council for the Built Environment (CBE) is coordinating the work of the professional occupational teams and can direct universities with regards to the management occupations. Hence universities should create clear working links with the CBE to enhance the quality of the work of these occupational teams. By relevant faculties participating in the work of these teams, universities will gain a better insight into the demands of the eighteen SIPs and the contribution that can be made to enhance successful implementation – both through targeted enrolment planning, improving throughput and enhancing the subsequent placement of learners or graduates in relevant workplaces for the attainment of full qualification and professional registration with professional bodies in key occupational areas.

Another identified scarce skill area is maritime studies. The maritime sector is an important part of our country's economic development. There is large scope for development of this industry given South Africa's seven ports and extensive shoreline. Even if this sector can contribute to the economic growth of the country as well as job creation, there is no integrated human resource plan for the development of the maritime industry in the country. It has been noted that in the maritime industry, there is a lack of an effective skills supply and demand mechanism; there are skills shortages in critical areas; current training efforts are fragmented; sector skills training are not at optimal levels; and universities and Technical and Vocational Education and Training (TVET) institutions are facing a number of challenges relating to recruiting lecturers and investments in training infrastructure.

The maritime sector is divided into six subsectors – ports; shipping and logistics; offshore oil and gas; marine tourism and leisure; marine manufacturing and ship repair; fishing and aquaculture; and naval security and maritime (support) services. In relation to creating a human resource development strategy for the maritime industry, skills gaps were noted in the following areas: Maritime Skills in Public Service; Maritime Skills in the field of Maritime Safety and Security; Maritime Law and Maritime Business Services; Marine Tourism and Leisure, Maritime Construction, Offshore oil and gas, Fishing; and Maritime International Diplomatic Skills. Therefore Universities are encouraged to explore means of training graduates in these fields for the Maritime sector.

Universities are also encouraged to explore regional imperatives in terms of the national skills needs and develop niche programmes to support the training of graduates in relevant and scarce skills areas.

1.5 Key considerations

From the policy context, challenges and strategic issues raised, the following are **key considerations** for enrolment planning at higher education institutions.

a. Expansion

As mentioned before, policy statements indicate that student enrolments at universities need to increase by at least 70% by 2030 for enrolments to increase to 1.62 million. Expansion is needed in the following specific areas:

- The number of students eligible to study towards mathematics and science based degrees needs to increase to 450,000 by 2030;
- The percentage of PhD qualified staff in the higher education sector should be increased from the current 39% (2012) to over 75% by 2030;
- By 2030 over 25% of university enrolments should be at postgraduate level and international exchange partnerships should be pursued and encouraged;
- More than 100 doctoral graduates per million per year should be produced by 2030;
- Science, technology and innovation outputs should be improved by increasing research and development spending by government and through encouraging industry;

In addition, the Department has identified strategic areas that will support the expansion of a growth strategy:

- A National Programme to develop the Next Generation of Academics for South African Higher Education needs to be implemented;
- The construction of the two new universities, respectively in Mpumalanga and the Northern Cape, should be expedited;
- A new Health and Allied Sciences University, Sefako Makgatho Health Science University (incorporating the MEDUNSA campus) is in the process of establishment;
- A new medical school in Limpopo is in progress and a number of academic hospitals are in a planning phase;
- Implementation of the Integrated Strategic Plan for Teacher Education and Development through the establishment of Teacher Education Campuses, strengthening Foundation Phase Teacher Education Programme (focus on African Language teachers);
- Allow selective universities to use distance education as a mode of delivery to reach more learners; and
- Consideration of additional sites of delivery and / or incorporation of Colleges of Agriculture.

b. Access

Distance education, aided by advanced information communication technology, will play a greater role in expanding learning opportunities for different groups of learners and promote lifelong learning and continuous professional development. The current universities' infrastructure cannot accommodate the extent of growth in enrolments which is required to achieve the target of 1.62 million enrolments by 2030. Therefore, distance education needs to be expanded in order to make a significant contribution to the required growth in the sector. It will provide for greater diversification of opportunities for accessing university education as well as provide space for innovation and proactive quality programme development to address emerging

new areas of national need. During enrolment planning discussion with predominantly contact universities, these institutions were encouraged to increase their footprint in the offering of distance programmes in order to improve access to university education opportunities. While predominantly face-to-face institutions should remain mainly contact, it does not preclude the possibility of some universities evolving into a blended mode of provision. This is particularly important for universities that are already using dual modes of delivery and learning which include elements of contact and distance modes. Both of these modes can be supported by information and communication technologies (ICTs) as improved access is obtained through a more flexible ICT infrastructure provision.

Distance education provision has the potential to open access to university education opportunities for those who cannot or prefer not to attend traditional contact-based provision. It could lower costs per student by amortising curriculum design, materials development and some teaching costs across larger numbers of student, and by obviating the need for continuing investment in physical infrastructure. It is to this effect that the Department of Higher Education and Training developed the *Policy for the Provision of Distance Education in South African Universities in the context of an Integrated Post-School System.* The primary aim of this policy is to provide a framework for and guidelines towards growing distance education provision in public higher education institutions. The resource-based nature of distance education allows for the possibility of achieving economies of scale. The need to grow the university sector to increase access, but specifically access with success to an increasingly diverse and distributed student body, requires all universities to expand the scope of their provision in increasingly flexible ways while paying attention to quality and sustainability of provision. Expansion will remain difficult to do without further growth of distance education opportunities. However, distance provision cannot expand significantly until better retention, success and throughput rates can be assured. Technological opportunities and enabling ICT infrastructure to support teaching and learning, as well as developing the necessary academic capacity are essential to the further development of quality provision of distance university education in South Africa.

In the previous *Ministerial Statement on Student Enrolment Planning for 2011/12 - 2013/14* it was stated that the proportion of distance provisioning will increase from 38.8% in 2008 to 39.5% in 2013 nationally. Some institutions indicated that they would be phasing out their distance enrolment whereas those who indicated expansion in this area were requested to ensure that the minimum requirements for quality distance education provisioning are met. Currently data indicate that the distance education success rate improved from 62.0% in 2009 to 67.5% in 2012. A contributing factor to the increase could be that institutions have improved their data reporting systems. However, the success rate for distance students is still substantially lower than contact students (79.9% in 2012). Institutions offering distance provisioning should focus on student output and retention, and ensure that the quality of standards is met.

Access can also be achieved by addressing the needs of financially needy students by providing all students who qualify for NSFAS with access to full funding through loans and bursaries to cover the costs of tuition, books, accommodation and other living expenses. It is for this reason that the Department has increased the NSFAS allocation from R894 million in 2005 to R3.9 billion in 2014/15 with a further increase to R4 billion in 2015/16.

Private providers will continue to be important partners in the delivery of education and training at all levels and it is necessary to ensure the quality of private provision by enabling regulation, quality assurance, and monitoring and evaluation of programmes.

c. Enhancing student success

Student success is another aspect which requires attention. Throughput and graduation rates need to be increased and extra support should be offered to underprepared learners to help them cope with the demands of higher education. Adequate academic support to students need to be provided by means of foundation or extended programmes. The option of a four-year university degree, combined with foundation courses and more support for universities to help students from disadvantaged backgrounds is still under consideration. Student support funded through the Teaching Development Grant with allocations towards mentoring, tutoring, first year experience programmes, data analytics and associated training has the intention to improve student academic performance. In addition, the Quality Enhancement Project of the Council on Higher Education (CHE) which will focus on enhanced student learning through more effective teaching, student support, learning environments and enrolment management is aimed at improving the number of quality graduates.

Foundation provisioning remains currently one of the most prominent interventions towards improving success rates at universities. Universities are encouraged to expand foundation provisioning programmes as a means of providing additional support to academically worthy students who struggle in particular with the first academic year of a programme. Historically Disadvantaged Institutions (HDIs) should gradually move towards having at least 20% of first-time entering undergraduate student heads enrolled in formal Ministerial approved extended curriculum programmes. However, the total actual teaching input units of students in regular and foundation programmes should still converge to the funded teaching input units of the university approved by the Minister. Should a university substantially over-enrol students in regular and foundation courses in relation to the agreed upon funded teaching input units within the teaching input sub-block grant, then such first-time entering foundation students are technically not funded within the teaching input sub-block grant, but only within earmarked (ring-fenced) state funds. For example, if a university over-enrols by 200 weighted FTE students while it has 200 weighted FTE students in Foundation Provision programmes as well, then the foundation students are technically speaking not state funded within the teaching input sub-block grant.

The number of disadvantaged students to be placed on extended curriculum programmes should be planned according to the total Ministerial approved funded teaching input units. The ideal is that a university does not over-enrol students in terms of teaching input units within the teaching input sub-block grant, while a portion of its enrolled students, fully funded by the state, is channelled into foundation programmes in order to ensure that these students indeed become graduates. In this way, the success rate, graduation rate and throughput rate of a university can be improved.

d. Mobility and articulation

Students should be able to move between colleges and universities, between different universities, between schools and post-school institutions, and between educational provision and the world of work. It is necessary that each post-school institution must have a clear identity and mission - including Technical and Vocational Education and Training colleges - however an integrated approach is required to enable articulation which can be bought into being by design, specifically referring to curriculum design. Recognition of prior learning and credit accumulation and transfer are recognised as key mechanism for articulation.

To ensure mobility and articulation, the different parts of the education system should collaborate. Universities need to make a concerted effort to build stronger and formal partnerships with TVET colleges, SETAs, employers and the Quality Council for Trades and Occupations (QCTO) to ensure that students get a seamless experience between institutions of higher and further learning, practical workplace and work integrated learning experience.

Differentiation and diversity needs to be encouraged but coherence and integration in the higher education sector needs to be the overarching theme. The role, function and place of the *Higher Certificate* as a mechanism for articulation and mobility needs to be determined and finalised. Partnerships between particular Universities and selective TVET colleges in specific study fields will be pursued with the view to build the capacity and competency within the colleges up until such time that the college sub-system can function independently.

e. Differentiation

Differentiation is already a current feature of the newly established post-school system through the vertical stratification of the National Qualification Framework (NQF) and the various organisational forms and institutional types ranging from adult basic education and community-based providers, public and private colleges, corporate training institutes, nursing and agricultural colleges, SETAs, and public and private higher education institutions. It is paramount to see the potential of the post-school sector as a continuum – ranging from technical and vocational education and training colleges, to largely under-graduate teaching and learning institutions (some with acceptable and appropriate research and postgraduate niches), to specialised research-intensive institutions.

Universities are already differentiated to some extent through the varied institutional visions, missions, policies and practices within the context of the mission fitness of the institution and programme diversity - located in different contexts of diverse socio-economic challenges. The current programme tracks in the higher education sector are career or vocational-specific, professional and general formative. It is therefore necessary to strengthen the diversity of programme offerings specific to the institutional type as well as the continuum of different knowledge types and knowledge production. In order for universities to be more responsive to societal needs, higher education institutions should be stimulated to develop their specific missions and programme profiles, *jointly* creating a diversified higher education sector in which different types of institutions co-exist.

Universities have to define their niches to enhance their ability to contribute to national objectives, provide a diversity of programme offerings to learners, and develop capacity to provide quality undergraduate teaching. All universities should develop their capacity to conduct research and contribute to the knowledge generation with certain universities developing into research intensive institutions.

f. Academic profession

The urgency and scale of the demand for growth in the academic profession is shown by the fact that currently, there is a shortage of academics, especially but not only in the human, natural, engineering and actuarial sciences. With the envisaged expansion of the post-school system, the academic profession needs to develop. It should be noted that higher education is the major driver of information and knowledge systems that contribute to economic development. However, higher education is also important for good citizenship and for enriching and diversifying people's lives. Quality higher education needs excellence in science and technology, just as quality science and technology needs excellent higher education. One of the most important factors impacting on quality is the qualifications of staff. Other important factors include the knowledge and competencies of staff in relation to their core roles as academics: in other words, their roles as educators, researchers, leaders and managers, and as socially responsive academic citizens and mentors. Conscious and comprehensive efforts therefore need to be planned and implemented in order to ensure that the next generation of academics is not only appropriately qualified in the formal sense (i.e. through obtaining PhDs) but is also properly equipped to function effectively in all relevant spheres. This will require a high degree of coordination of existing development initiatives and resources, and the building of support and consensus across the sector on the best approaches to produce the next generation of academics that is large enough to meet the need, and adequately prepared to meet the demands of the South African university system.

g. Research and innovation system

Research and innovation by universities, science councils, government departments, non-governmental organisations (NGOs) and the private sector has a key role to play in improving South Africa's global competitiveness. To achieve this coordination and collaboration between the different role-payers; support for partnerships between universities, other research and innovation sites; and internationally accredited institutions is important. The demographic composition of researchers needs to be transformed and funding and research capacity development programmes need to be strengthened to support young, female and black researchers.

Universities, especially those with an embedded culture of research and development should access private sector research grants (third stream funding) in addition to state subsidies and student fees; attract researchers; form partnerships with industry; and be equipped with the latest technologies. In turn, they should support postgraduate students, not only in their own institutions but also in those which focus on undergraduate teaching and learning as well as in other sectors of the post-school system. Support for postgraduate study at universities needs to be increased for senior researchers and for partnerships between universities and industry.

Nationally, it is necessary that government must create an investment climate that encourages the private sector to compete locally and internationally with innovative products, services and technologies. Collaboration between the business, academic and public sectors must be supported by government.

h. Infrastructure development

The infrastructure funding of existing institutions was expanded for the period 2012/13 to 2014/15 with a further R6 billion committed (supplemented by an additional R2 billion from universities). The completion of these building projects within the priority areas of student housing; infrastructure backlogs; scarce skill areas; African languages and humanities; disability; well-founded laboratories, ICT and last mile connectivity (system-wide plan) is recognised to enhance access and efficiency for the enrolment planning period up to 2019/20. Funding is prioritised towards historically disadvantaged institutions and campuses specifically in terms of student housing and infrastructure backlogs. Another priority area is to support universities with project management capability and oversight of these projects. In this regard the Department has funded the appointment of project management capacity at specific universities and the establishment of a monitoring and oversight task team which will provide technical support to HDI universities and improve the Department's ability to monitor projects and render oversight on infrastructure development. Mapping of the system, long term infrastructure planning and maintenance audits are areas that have been initiated. The infrastructure audits and plans will act as an important long-term strategic planning tool for future capital development at the universities.

i. Collaboration

There is an urgent need to ensure alignment between the various national government departments, professional bodies, industry, quality councils and post-school institutions. This requires complete cooperation between all stakeholders involved in education and training, from secondary schools, TVET colleges to universities, the three quality councils, professional bodies and the business sector. A process will be initiated that will deliver a regulatory framework that will provide a platform to align strategy, planning, policy and funding towards the production of professionals especially relating to the funding and availability of work placements within provincial and national government departments. It is foreseen that the interaction, coordination and collaboration between all these entities can be enhanced in order to produce more professional graduates.

1.6 The enrolment planning process for 2014/15 to 2019/20

The enrolment planning process included bilateral discussions between the Department of Higher Education and Training (DHET) and each university in order to arrive at agreed upon funded headcount and Full Time Equivalent (FTE) student totals for each university for the academic period up to 2019/20 and the financial period up to 2021/22, within the context of system parameters and government priorities.

The enrolment planning process for 2014/15 to 2019/20 took place during 2012 and 2013. The following is a summary of the enrolment planning process followed which have resulted in institutional enrolment and output targets for this cycle:

a. Institutions were requested in 2012 to submit their institutional enrolment and output plans and proposed targets. The following priorities were recognized:
    - The higher education system must contribute to the national human resource and research, development and innovation priorities in order to develop a skilled and capable workforce.
    - Enrolment planning of the universities forms part of a broader planning process within the single post-school system.
    - Increasing access and participation to and in high level occupationally-directed programmes must be matched to available resources, to enable the higher education system to effectively deliver its teaching mandate.
    - Focus remains on improving success rates and graduate output especially in areas of engineering, life and physical sciences, human and animal health, initial teacher education and postgraduate output in, research masters and doctoral programmes.
    - Foundation provisioning and additional student support programmes.
    - A strategy of differentiated growth for each university in line with its institutional capacity. It was accepted that uniform sets of planning goals and targets cannot be applied across all institutions in the public higher education system.

b. All the plans were analysed and the Department developed a framework against which the submitted plans and targets could be discussed with each individual institution during enrolment planning meetings.

c. At these meetings, the Department presented an overview of the national enrolment planning context for the period up to 2030, together with an analysis of the national planning profile as collated through the institutional submissions. This presentation formed the basis of detailed discussions between the Department and each institution. Adjustments to proposed targets were requested on a negotiated basis to enable the institutions to collectively achieve the goals for the system by 2019/20.

d. The discussions with individual institutions focused on the contributions which each institution could make with regard to:
    - Increasing enrolments and / or the number of graduates in identified human resource development priority areas in accordance with the Minister's Performance, Monitoring and Evaluation (PME) targets, namely engineering sciences; human and animal health; natural and physical sciences; and teacher education.
    - Increase Research, Development and Innovation in human capital for a growing knowledge economy which relates to increasing the output of honours graduates, research masters, doctoral graduates and post-doctoral graduates.

e. Analysis of the historical as well as projected performance of universities in these identified fields was done. Institutions that have performed well in terms of success and graduation rates were requested to increase enrolments in these fields in order to increase the volume of graduates. Institutions with poor performance in terms of success and graduation rates were requested to focus on improving the throughput of enrolled students rather than expanding the enrolments in these fields.

f. The discussions took cognisance of the current status of planned and built infrastructure as well as the human resources capacity of institutions. Institutions were requested to review their enrolment plans on the basis of these imperatives and to align the enrolment planning projections with the estimated end date of building projects. Due consideration was also given to the Programme and Qualification Mix (PQM) of institutions, missions and purposes as well as future strategic plans of the institutions.

g. Discussions included foundation programme allocations and projections; infrastructure development and funding; improving teaching and learning; research output and development; over and underfunding; NSFAS allocation; contribution to SIPs projects and other identified areas such as maritime studies.

h. Institutions were requested to review their plans in light of the discussions. They were specifically requested to ensure an integrated planning process that will inform realistic projections relating to current funding envelopes in the system.

i. Institutions submitted revised enrolment plans to the Department during August 2013. The Department then analysed the revised institutional submissions from a national perspective. Some institutions were requested to adjust aspects of their plans. National size and shape parameters for the university system were developed considering the allocation of government funds to universities within the rolling three-year MTEF cycle for the academic period 2014/15 to 2019/20 and financial years 2016/17 to 2021/22.

j. The Department developed a national student enrolment plan with a focus on targets for each institution. The Council of each institution will be required to confirm acceptance of its specific student enrolment plan and performance targets and include these in its Annual Performance Plan (APP).

2 NATIONAL AND MINISTERIAL STUDENT ENROLMENT PLANNING TARGETS FOR 2019/20

The following provides an overview of the targets for the system until 2019/20. It includes the size of the system in terms of headcounts, FTE totals and graduates outputs; and the shape of the system that includes qualification level, major field of study, distance provisioning, staff provisioning, workload credits, and representation in terms of race and gender.

2.1 Size and shape of the system

Tables A – J provide national student enrolment targets for first-time entering undergraduates, major fields of study, distance enrolments and foundation provisioning.

2.1.1 Headcount totals

In a headcount enrolment total, each student is counted as a unit, regardless of the course load she/he is carrying. The headcount enrolment target for universities in 2019 is 1,087,281. This is an increase of 133,908 from the actual headcount enrolment of 953,373 in 2012. To achieve this target, the system will need to grow at an average annual increase of 1.9% from 2012 to 2019 to reach a projected Gross Enrolment Ratio (GER) / participation rate of 21.2% in 2019. The actual average annual growth rate for 2007 until 2012 was 4.6% which resulted in a participation rate of 19.2% in 2012.

2.1.2 First-time entering undergraduates

Table A shows the enrolment targets for first-time entering undergraduates.

Table A: First-time entering undergraduates and headcount enrolments in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	2013	2019		
First-time entering undergraduates	169,765	183,893	234,715	2.2%	4.7%
FTEN as a % of undergraduates	22%	24%	27%		
TOTAL ENROLMENT	**953,373**	**935,710**	**1,087,281**	**4.6%**	**1.9%**

The number of first-time entering undergraduate headcounts for 2019 is targeted at 234,715. It is an increase of 64,950 from the 169,765 actual first-time entering undergraduate total in 2012. To achieve these additional new places the first-time entering undergraduate intake needs to grow at an average annual growth rate of 4.7% from 2012 until 2019. The FTEN proportion of undergraduates will increase from 22% in 2012 to 27% in 2019.

This proposed change in shape for the FTEN is made with the assumption that investment through the Teaching Development Grants (TDGs) together with the CHE's Quality Enhancement Project (QEP) will contribute to unblock blockage within undergraduate programmes and therefore result in improved throughput rates.

2.1.3 Full time equivalents (FTEs)

In a full-time equivalent student enrolment total, account is taken of the course load carried by students. For example, a student carrying a normal full-time load would equal 1 FTE student, and one carrying a 50% load would equal 0.5 FTE enrolled students. Table B indicates the FTEs nationally.

Table B: FTE enrolments in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	2013	2019		
Total undergraduate	559,689	554,867	636,285	3.9%	1.8%
Postgraduate to masters level	50,828	55,766	67,693	5.7%	4.2%
Masters	17,918	19,252	24,753	6.1%	4.7%
Doctors	6,114	6,051	8,613	5.0%	5.0%
Total postgraduate	74,860	81,070	101,058	5.7%	4.4%
TOTAL ENROLMENT	**634,549**	**635,937**	**737,343**	**4.1%**	**2.2%**

The targeted average annual growth in FTEs from 2012 to 2019 is 2.2% in comparison with the 1.9% average annual growth rate in the headcount enrolments over the same period. The average course loads carried by students in undergraduate programmes will therefore increase from 72% in 2012 to 73% in 2019 while the key ratio of FTE to headcount in all programmes will increase from 67% to 68%.

2.1.6 Foundation provisioning

Table C shows the headcount and FTEs (un-weighted and weighted) for students enrolled in foundation programmes in 2012 and targets for 2019. It can be seen that foundation headcount enrolments are projected to increase from 16,399 in 2012 to 38,425 in 2019. This will represent a 3.5% share of the total head count enrolment.

Table C: Headcount enrolments and FTEs in foundation programmes in 2012, 2013 and 2019

STATE FUNDED FOUNDATION PROGRAMMES	Headcount intake into first year			Un-weighted FTEs			Weighted FTEs		
	Actual	Projected	Expected	Actual	Projected	Expected	Actual	Projected	Expected
	2012	2013	2019	2012	2013	2019	2012	2013	2019
Higher Certificate	254	280	60	155	210	48	221	310	82
Diplomas	5,598	7,494	10,879	3,873	4,708	7,485	7,072	8,926	12,662
B Techs	67	110	110	33	60	60	63	116	116
Advanced Diploma	0	0	25	0	0	25	0	0	50
Degrees	10,480	10,316	27,376	6,789	7,078	14,520	10,618	11,519	23,041
TOTAL	**16,399**	**18,200**	**38,425**	**10,851**	**12,056**	**22,113**	**17,973**	**20,869**	**35,900**

2.1.7 Undergraduate and postgraduate qualifications

Table D: Headcount enrolments by qualification level in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	**2013**	**2019**		
Undergraduate diplomas & certificates	281,045	292,910	296,698	2.0%	0.8%
Advanced diploma	0	0	21,977		
Undergraduate degrees	500,816	458,487	553,841	6.2%	1.4%
Total undergraduate	**781,861**	**751,396**	**872,517**	**4.6%**	**1.6%**
Postgraduate to masters level	85,349	85,391	109,058	7.6%	3.6%
Masters	49,561	55,467	66,402	3.8%	4.3%
Doctors	13,965	13,676	19,193	6.8%	4.6%
Total postgraduate	**148,875**	**154,534**	**194,654**	**6.2%**	**3.9%**
Occasional students	22,637	28,454	20,111	-2.5%	-1.7%
TOTAL ENROLMENT	**953,373**	**934,384**	**1,087,281**	**4.6%**	**1.9%**

Table D shows the targets for undergraduate and postgraduate enrolments for 2019. The highest growth will be at postgraduate level with an average annual increase of 3.9% (additional 45,779 students) from 2012 to 2019. This is in comparison with an average annual increase at undergraduate level of 1.6% over the same period. At postgraduate level doctoral enrolments will increase from 13,965 in 2012 to 19,193 in 2019. At undergraduate level advanced diploma enrolments will grow to 21,977 in 2019. The growth in undergraduate degree programmes at 53,025 additional spaces will be higher than the growth of 15,653 in diploma and certificate programmes.

In 2019, 80.2% of enrolments will be at undergraduate level and 17.9% at postgraduate level. This indicates that the system will focus on increasing postgraduate studies (Table E).

Table E: Proportion of headcount enrolments by qualification level in 2012, 2013 and 2019

	Actual	Target	Expected target
	2012	**2013**	**2019**
Undergraduate diplomas & certificates	29.5%	31.3%	27.3%
Advanced diploma	0.0%	0.0%	2.0%
Undergraduate degrees	52.5%	49.1%	50.9%
Total undergraduate	**82.0%**	**80.4%**	**80.2%**
Postgraduate to masters level	9.0%	9.1%	10.0%
Masters	5.2%	5.9%	6.1%
Doctors	1.5%	1.5%	1.8%
Total postgraduate	**15.6%**	**16.5%**	**17.9%**
Occasional students	2.4%	3.0%	1.8%
TOTAL ENROLMENT	**100.0%**	**100.0%**	**100.0%**

2.1.8 Major Field of study

Table F shows the targets per major field of study for 2019. The highest growth is targeted in the science, engineering and technology fields which require an average annual increase of 3.2% from 2012 to 2019. This supports the increase in scarce skills areas in professions such as engineering, animal and human health and natural and physical sciences. There is also a 2.5% average annual increase from 2012 to 2019 in education which supports the initial teacher education scarce skill area. The contribution to specific scarce areas is indicated in section 3.

The projected headcount enrolments by major field of study will increase as follows from 2012 to 2019:

- Science, engineering and technology enrolments will increase from 273,281 in 2012 to 341,268in 2019 at an average annual increase of 3.2% over the period;
- Business and management enrolments will increase from 282,299 in 2012 to 298,394 in 2019 at an average annual increase of 0.8% over the period;
- Education enrolments will increase from 168,609 in 2012 to 200,828 in 2019 at an average annual increase of 2.5% over the period; and
- Other humanities enrolments will increase from 229,183 in 2012 to 246,792 in 2019 at an average annual increase of 1.1% over the period.

Table F: Enrolments by major field of study in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	2013	2019		
Science, engineering, technology	273,281	268,442	341,268	4.9%	3.2%
Business/management	282,299	282,068	298,394	4.3%	0.8%
Education	168,609	147,081	200,828	9.7%	2.5%
Other humanities	229,183	238,122	246,792	1.7%	1.1%
TOTAL	**953,372**	**935,712**	**1,087,281**	**4.6%**	**1.9%**

In relation to the proportion of enrolments according to major fields of study as indicated in Table G, the majority of students (31.4%) will be enrolled in science, engineering and technology (SET) in 2019 which is an increase from 28.7% in 2012. This percentage share if reached, will then surpass the proposed share of 30% for SET enrolments stipulated in the National Plan for Higher Education (2001). For the other major fields of studies growth patterns from 2012 to 2019 are indicated as follows:

- The proportion of business and management enrolments will decrease from 29.6% to 27.4%;
- The proportion of education enrolments will increase from 17,7% to 18.5%; and
- The proportion of other humanities will decrease from 24.0% to 22.7%

Table G: Proportion of enrolments by major field of study in 2012, 2013 and 2019

	Actual	Target	Expected target
	2012	2013	2019
Science, engineering, technology	28.7%	28.7%	31.4%
Business/management	29.6%	30.1%	27.4%
Education	17.7%	15.7%	18.5%
Other humanities	24.0%	25.4%	22.7%
TOTAL	**100.0%**	**100.0%**	**100.0%**

2.1.9 Distance education

Distance education facilitates access and widens opportunities for the prospective student. It also addresses the challenges of expanding access to the needs of non-traditional students especially those already in employment. It is targeted that distance enrolments will increase from 387,134 in 2012 to 415,715 in 2019 at an average annual increase of 1.0% from 2012 to 2019. Contact students are targeted to increase at an average annual increase of 2.5% over the same period (Table H).

Table H: Distance education enrolments in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	2013	2019		
Contact	566,239	566,385	671,567	3.6%	2.5%
Distance	387,134	367,999	415,715	6.2%	1.0%
TOTAL ENROLMENT	**953,437**	**934,384**	**1,087,281**	**4.6%**	**1.9%**

Table I shows that the proportion of distance education enrolments will decrease from 40.6% in 2012 to 38.2% in 2019. It is expected that this target will be subject to revision during the mid-term review period in light of the Distance Education policy implementation.

Table I: Proportion of distance education enrolments in 2012, 2013 and 2019

	Actual	Target	Expected target
	2012	2013	2019
Contact	59.4%	60.6%	61.8%
Distance	40.6%	39.4%	38.2%
TOTAL ENROLMENT	**100.0%**	**100.0%**	100.0%

Table J shows the size and shape of distance education enrolments in 2012 and the targeted totals per qualification in 2019.

Table J: Distance education enrolments per qualification level in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	**2013**	**2019**		
Undergraduate diplomas & certificates	115,542	121,695	115,808	3.6%	0.0%
Advanced diploma	0	0	8,282		
Undergraduate degrees	201,147	176,542	212,715	8.2%	0.8%
Total undergraduate	316,689	298,237	**336,805**	6.4%	**0.9%**
Postgraduate to masters level	48,486	42,724	53,696	9.8%	1.5%
Masters	5,280	7,225	10,033	2.9%	9.6%
Doctors	1,219	960	2,292	9.7%	9.4%
Total postgraduate	54,985	50,909	**66,022**	9.0%	**2.6%**
Occasional students	15,460	18,853	12,888	-3.7%	-2.6%
TOTAL ENROLMENT	**387,134**	**367,999**	**415,715**	**6.2%**	**1.0%**

2.2 New universities

The newly established universities in Mpumalanga and Northern Cape have enrolled their first intake in 2014. The University of Mpumalanga's initial intake was 240 students, planned to increase to *5,645 enrolments in 2019*. Similarly, Sol Plaatje University in the Northern Cape with an initial intake of 140 enrolments in 2014 was planned to increase to *3,064 enrolments in 2019*.[1] No targets have been set for these two institutions as realignment according to the visions, missions and conceptualised Strategic Plans of the respective institutions has to take place. Cognisance of the status of the infrastructure development projects is imperative and targets will only be considered when revised enrolment plans are submitted before the end of 2014.

The third new university planned, Sefako Makgatho Health Science University, incorporating the Medunsa campus is projected to grow from 5,279 in 2015 to 7,002 in 2019. These targets are preliminary and need to be realigned to the institution's infrastructure development projects as well as the Strategic Plan and vision of the new university.

The targets for the new universities are therefore subject to change with the establishment of the full councils.

2.3 Student outputs and efficiency targets

2.3.1 Total graduates

Universities need to improve the output of appropriately skilled and qualified graduates in disciplines central to social and economic development. University graduates should increase from 165,995 in 2012 to 217,524 in 2019. This is an increase of 51,529 graduates. To achieve

[1] The 2019 targets for the University of Mpumalanga and Sol Plaatje University still to be determined

this target, the graduate output needs to grow at an average annual increase of 3.9% from 2012 to 2019. Graduates at postgraduate level will be targeted at the highest average annual growth rate with 5.7% at postgraduate to masters level, 4.2% at masters level and 6.0% at doctoral level.

Table K shows the graduate targets per qualification level for 2019.

Table K: Graduates per qualification level in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	2013	2019		
Undergraduate diplomas	49,654	63,457	57,297	2.7%	2.1%
Advanced diploma	0	0	6,867		
Undergraduate degrees	70,744	67,472	87,697	6.2%	3.1%
Total undergraduate	**120,398**	**130,929**	**151,861**	**4.7%**	**3.4%**
Postgraduate to masters level	33,384	35,419	49,085	8.6%	5.7%
Masters	10,334	10,864	13,750	6.6%	4.2%
Doctors	1,879	1,948	2,827	8.1%	6.0%
TOTAL	**165,995**	**179,160**	**217,524**	**5.6%**	**3.9%**

2.3.2 Graduates by major field of study

It is necessary that graduate output in targeted scarce skills areas increase to address and sustain the country's human resource needs. Table L shows the targets for 2019 according to major field of study and the average annual growth required from 2012 to 2019 to achieve these targets.

From 2012 to 2019 it is targeted that:

- Science, engineering and technology graduates increase from 48,848 in 2012 to 66,571 in 2019 at an average annual increase of 4.5% from 2012 to 2019;
- Business and management graduates increase from 46,045 in 2012 to 55,751 in 2019 at an average annual increase of 2.8% from 2012 to 2019;
- Education graduates increase from 35,477 in 2012 to 51,953 in 2019 at an average annual increase of 5.6% from 2012 to 2019; and
- Other humanities graduates increase from 35,619 in 2012 to 43,248 in 2019 at an average annual increase of 2.8% from 2012 to 2019.

Table L: Graduates by major field of study in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	2013	2019		
Science, engineering, technology	48,848	49,971	66,571	6.0%	4.5%
Business/management	46,045	42,155	55,751	8.2%	2.8%
Education	35,477	47,744	51,953	4.6%	5.6%
Other humanities	35,619	38,929	43,248	3.0%	2.8%
TOTAL	**165,989**	**178,799**	**217,524**	**5.6%**	**3.9%**

2.3.3 Graduates in scarce skills

Table M Undergraduate output targets by scarce skill

Scarce skill area	Actual 2012	Ministerial approved target 2013	Target 2019
Engineering	9 714	13 476	13 174
Life and physical sciences	6 366	6 937	8 252
Animal and human health	8 293	9 947	12 203
Teacher education	13 734	10 673	23 511

2.3.4 Success and graduation rates

To improve student success and the throughput rate of student cohorts, the targeted success will be 79% in 2019 which is an increase of 3% from the actual 76% in 2012.

The focus should be on assisting students through various support programmes that should result in decreasing dropout rates. The graduation rate needs to improve from 17% in 2012 to 20% in 2019.

Table N: Success and graduation rates in 2012, 2013 and 2019

	Actual	Target	Expected target
	2012	**2013**	**2019**
Total undergraduate	77%	74%	**80%**
Postgraduate to masters level	76%	76%	78%
Masters	65%	68%	69%
Doctors	59%	59%	59%
Total postgraduate	72%	72%	74%
Success rate by course	**76%**	**74%**	**79%**
Graduation rate	**17%**	**19%**	**20%**

2.4 Instructional/Research professional staff

2.4.1 Headcount and FTE targets

The headcount of instructional/research professionals will increase from 17,452 in 2012 to 21,445 in 2019 at an average annual increase rate of 3.0% over this period which is higher than the 2% average annual increase for the period 2007-2012. The FTE instruction/research staff will grow at 1.9% from 24,089 in 2012 to 27,477 in 2019. It should be noted that the strategy to address the next generation of academics is seen as a contributor to the targeted growth.

Table O shows the headcount and FTE for instructional/research staff.

Table O: Headcount and FTE of permanent instructional/research professional staff

	Actual	Target	Expected target	Average annual increase: 2007-2012	Projected average annual increase: 2012-2019
	2012	**2013**	**2019**		
Headcount Instruction/research professionals	17,452	18,732	21,445	2.0%	3.0%
FTE Instruction/research professionals	24,089	24,179	27,477	3.3%	1.9%

2.4.2 Staff qualifications

Table P shows the proportions of permanently appointed instructional/research staff in each qualification category. The proportion of staff with doctoral degrees will increase from 39% in 2012 to 47% in 2019 and staff with masters degrees will increase from 34% in 2012 to 36% in 2019. The proportion of staff with 'other' qualifications will decrease by 10% to 17% in 2019.

Table P: Proportions of permanently appointed instructional/research staff in each qualification category.

	Actual	Target	Expected target
	2012	**2013**	**2019**
Doctoral degree	39%	39%	47%
Masters degree	34%	36%	36%
Other	27%	24%	17%
TOTAL	**100%**	**100%**	**100%**

2.4.3 Ratio of FTE students to FTE instructional/research staff

There will be an increase in the FTE staff to FTE student ratio from 1:26.3 in 2012 to 1:26.8 in 2019.

Table Q indicates the FTEs of staff and students.

Table Q: Ratio of FTE students to FTE instructional/research staff in 2012, 2013 and 2019

	Actual	Target	Expected target
	2012	**2013**	**2019**
Total FTE enrolled students	634,549	635,937	737,343
FTE instruction/research staff	24,089	24,179	27,477
Ratio of FTE students to FTE instruction research staff	**26.3**	**26.3**	**26.8**

It needs to be indicated that the FTE staff to FTE student ratio has been fluctuating between a ratio of 1:26.3 to 1:27 during the 2008-2012 period.

2.5 Research output

2.5.1 Research output

The weighted research output is set to increase from 24,077 in 2012 to 33,521 in 2019 at an average annual increase of 4.8%. Over the period 2012 to 2019, publication units will increase from 12,367 in 2012 to 16,765 in 2019 at an average annual increase of 4.4%; research masters graduates will increase from 6,076 in 2012 to 7,905 at an average annual increase of 3.8%; and doctoral graduates will increase from 1,878 in 2012 to 2,950 in 2019 at an average annual increase of 6.7%.

The targeted average annual increase in publication units, research masters graduates and doctoral graduates are lower than the actual average annual increase between 2007 and 2012 of 9.7%, 12.1% and 8.1% respectively (Table R).

Table R: Research output in 2012, 2013 and 2019

	Actual	Target	Expected target	Average annual increase: 2007-2012	Average annual increase: 2012-2019
	2012	**2013**	**2019**		
Publication units	12,367	11,603	16,765	9.7%	4.4%
Research masters graduates	6,076	5,287	7,905	12.1%	3.8%
Doctoral graduates	1,878	1,883	2,950	8.1%	6.7%
WEIGHTED TOTAL	**24,077**	**22,539**	**33,521**	**9.9%**	**4.8%**

Table S indicates the ratios of research output to permanent instruction/research staff for 2012, targeted for 2103 and expected for 2019.The research output ratio per instruction/research staff member is expected to increase from 1,38 in 2012 to 1,56 targeted in 2019.

Table S: Ratios of research output to instruction/research staff

	Actual	Target	Expected target
	2012	**2013**	**2019**
Publication units	71%	62%	78%
Research masters graduates	35%	28%	37%
Doctoral graduates	11%	10%	14%
WEIGHTED TOTAL	**138%**	**120%**	**156%**

2.6 Funding totals and teaching input units

2.6.1 Total TIU generated and funded by actual FTE student enrolments

Table T indicates the Teaching input units to be funded for the period up to 2019/20

Table T: Teaching input units

UNIVERSITY	Teaching inputs generated by actual 2012 enrolments	Approved TIU generated by targeted 2013 enrolments	2019 teaching input units: approved for funding for 2021/22	Change: 2019/20 target compared to 2015/16	Average annual increase: funded 2015/16 to funded 2021/22
Cape Peninsula University of Technology	57,476	57,094	63,682	6,588	2%
University of Cape Town	63,424	58,111	68,363	10,252	3%
Central University of Technology	20,393	18,251	27,474	9,223	7%
Durban University of Technology	40,700	40,314	54,066	13,753	5%
University of Fort Hare	21,290	17,490	28,846	11,356	9%
University of Free State	52,564	59,556	61,474	1,919	1%
University of Johannesburg	80,567	79,500	85,286	5,786	1%
University of KwaZulu-Natal	80,631	79,862	97,270	17,408	3%
University of Limpopo	50,091	36,358	46,671	10,313	4%
Mangosuthu University of Technology	14,676	14,782	20,864	6,082	6%
Nelson Mandela Metropolitan University	43,504	43,470	54,740	11,270	4%
North West University	71,605	73,126	92,720	19,593	4%
University of Pretoria	103,309	99,965	122,359	22,395	3%
Rhodes University	15,907	15,454	18,670	3,216	3%
University of South Africa	140,007	128,503	159,399	30,895	4%
University of Stellenbosch	71,612	65,800	77,965	12,165	3%
Tshwane University of Technology	76,182	92,485	103,497	11,012	2%
Vaal University of Technology	31,371	33,068	39,695	6,626	3%
University of Venda	20,067	22,680	31,857	9,177	6%
Walter Sisulu University	36,954	42,992	40,907	-2,084	-1%
University of the Western Cape	38,070	39,668	49,891	10,223	4%
University of the Witwatersrand	68,105	65,433	73,170	7,736	2%
University of Zululand	27,407	22,804	19,549	-3,255	-3%
University of Mpumalanga (UMP)					
Sol Plaatje University (SPU)					
Sefako Makgatho Health Science University(SMU)		*15,582*	*24,461*	*8,879*	*8%*
TOTAL (excluding UMP and SPU)	**1,225,910**	**1,222,348**	**1,462,877**	**240,528**	**3%**

Note: UMP and SPU are funded from earmarked grants and therefore do not generate subsidy. SMU teaching input units is preliminary and will be revised upon submission of an enrolment plan.

3 INSTITUTIONAL TARGETS

During the bilateral discussions individual targets for institutions were discussed. **Annexure A** indicates the targets for individual institutions related to headcount enrolment totals; headcount enrolment shape by qualification type and field of study; full-time equivalent student enrolment totals; success rates by course; graduate totals and graduation rates; graduate output by major

field of study; graduate output targets for specific scarce skills areas and targets for Foundation Provisioning.

4 SCARCE SKILL TARGETS

The tables in **Annexure B** indicate the 2019 targets approved by the Minister for engineering; life and physical sciences; animal sciences, human health, veterinarian sciences; and initial teacher education. These targets indicate the graduate output planned in these scarce skills areas in 2019, to be audited in 2020. It also provides information on the total undergraduate headcount enrolment totals; undergraduate headcount enrolment totals per second order Classification of Educational Subject Matter (CESM); full-time equivalent student enrolment totals; full-time degree credit totals; success rate by scarce skill; total graduate output and graduation rates in undergraduate programmes; and graduate output in undergraduate programmes per second order category.

The targets within the scarce skills relates to the professional and associate professional clusters as identified for the Strategic Integrated Projects (SIPs). The management cluster will be addressed through the Occupational team process. **Annexure C** contains a scarce skills list as identified for the Strategic Integrated Projects (SIPs).

5 POSTGRADUATE TARGETS

Annexure D lists the 2019 targets which the Minister has approved for post graduate enrolments and graduate output targets.

6 PERFORMANCE MONITORING AND EVALUATION OF INSTITUTIONAL TARGETS

The Department of Higher Education and Training will monitor, on an annual basis, the performance of institutions relative to their input and output targets. Councils need to submit a mid-year report and an annual report providing progression in terms of the approved annual targets of the institution. The targets should also form part of the Institution's Annual Performance Plan (APP) to be submitted by 15 January 2015. If an institution's performance in any given year indicates that it will not meet all of its 2019 targets, then the Minister may request the institution's Council to submit a formal report on reasons and remedial steps that will be introduced.

7 AMENDMENT OF TARGETS

The Department of Higher Education and Training may amend the targets set for this period. Many institutions during the process indicated that they would be able to increase enrolment and graduate output if they had additional capacity, resources or funding. The Department will liaise with individual institutions on a regular basis to discuss maximising output utilising current resources as well as increasing enrolment and graduate output if additional funds and resources became available. Outcomes from these discussions may result in adjustments to the set targets.

Amendments of the targets for the three new universities will take place when full councils have been established and strategic plans have been developed.

A review of all targets will take place during the 2016 academic year.

8 TEACHING INPUT UNITS

A teaching input unit is a weighted FTE enrolled student, with the weightings being those prescribed in the government funding framework of August 2003 (see Tables 2 and 3 in subsection 7.1 of the Ministerial Statement on Higher Education Funding: 2007/08 to 2009/10, July 2007). These units are used to distribute teaching input grants to public higher education institutions.

Annexure E reflects the Teaching input units generated by the projected FTEs (un-weighted), each institution's actual teaching input unit share in relation to the projected teaching input unit shares as well as the migration towards the projected teaching input unit shares.

For this cycle relatively smaller universities in general reflect a strong growth in teaching input units and also in shares of teaching input units, this taking away from other relatively large and more established universities some of the burden of producing outputs for the country. Competition between universities for state finances (share increases to the detriment of other universities) is gradually making way for a realisation of what is realistically achievable within the environment of financial and other constraints. Approximately half of the universities opted for a smaller future average growth in TIU than they had in the past. Furthermore, small changes in TIU shares of an average 0.4% more or less over a longer enrolment period of 5 or 6 years will reduce the competition even further.

9 MIGRATION STRATEGY FOR TEACHING INPUT UNITS

Annexure E sets out the migration of the approved 2015/16 shares of the teaching input unit total to those of 2021/22.

9.1 The migration strategy

The Minister's determination of enrolment targets for 2019 were based on the principle that higher education institutions cannot carry 'unfunded' students by 2019, and that all student headcounts and all the teaching input units which they generate must be included in teaching input calculations.

The migration of the teaching input unit shares is based on an average annual increase from the approved funding of 2015/16 migrating to the approved funding for 2021/22. The funding of those institutions which cannot grow because of capacity constraints will migrate gradually to the approved teaching input unit share. Funding is directed to those permitted to grow at rates above the national average which implies that their share will increase at a higher rate. Universities that are over-funded will be migrated to their actual enrolment share and universities that are over-enrolled will be migrated to their actual share by the funding year 2021/22. Universities are discouraged to continue practices of over-enrolment since it negatively impacts on the rand-value adjustments of Teaching Input Units.

Annexure E to this Statement on enrolment planning gives the totals of teaching input units which have been approved for funding for the 2015/16 to 2021/22 financial years. The tables indicate that the funded total will increase from 1,222,348 in 2015/16 to 1,462,877in 2021/22. The shares which institutions will receive of the teaching input allocation across the 2014 to 2019 timeframe are recorded in Table 4 of Annexure E.

Since teaching input grants are distributed in accordance with the shares which institutions have of the total of funded units, this table can be used in conjunction with the three-year rolling Medium Term Expenditure Framework (MTEF) national higher education budget, to determine what an institution's teaching input grant is likely to be.

9.2 Financial implications of the migration strategy

The effect the migration strategy will have on the teaching input funding of each institution will be communicated in the Ministerial Statement on Higher Education Funding.

10 CONCLUSION

The Minister believes this framework will lay the basis for a viable enrolment planning model for the university sector as a contributor to the post-school system specifically and the country at large. Universities are requested to consider their role within a differentiated system and to define their niches to enhance their ability to contribute and respond to national objectives.

This Ministerial Statement on Student Enrolment Planning consolidates decisions taken by the Minister on student enrolment and graduate output targets in relation to the White Paper for the

Post-School Education and Training system. Councils will be provided with the opportunity to make requests for changes to these targets with the relevant motivation.

Taking due consideration of these requests as well as the impact of such requests on the financial sustainability of the university and the system, the Minister will communicate the final decisions with regard to approved targets to institutions requesting adjustments in October 2014.