

**Public Higher Education Funding,
Postgraduate Students and
Research Output, 2023:**

Supplement to
VitalStats:
2023



COUNCIL ON HIGHER EDUCATION

**PUBLIC HIGHER EDUCATION
FUNDING, POSTGRADUATE
STUDENTS AND
RESEARCH OUTPUT
2023**

Supplement to
VitalStats 2023

The Council on Higher Education (CHE) is an independent statutory body established by the Higher Education Act, No. 101 of 1997, as amended. It advises the minister responsible for higher education and training, and is the national authority for external quality assurance and promotion in higher education. In terms of the National Qualifications Framework Act No.67 of 2008, as amended, the CHE is the Quality Council for higher education responsible for, amongst others, the development, further development and management of the Higher Education Qualification Sub-framework (HEQSF).

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Foreword

The Council on Higher Education (CHE) is an independent statutory body established by section 4 of the Higher Education Act (Act No. 101 of 1997, as amended). The Higher Education Act mandates the CHE, amongst other roles, to publish information regarding developments in higher education, including reports on the state of higher education, on a regular basis. One of the ways in which the CHE fulfils this mandate is by compiling and publishing *VitalStats*, a graphically illustrated representation of data on key higher education variables.

The *VitalStats* has been produced annually since 2012, and it has become a vital resource for researchers, institutional planners, policy makers, funding agencies, and others interested in the trends of key variables within South Africa's higher education sector.

Recognising the changing informational demands of the higher education environment, the CHE has broadened its data-reporting scope. While the initial *VitalStats* series concentrated on fundamental indicators, enrolment, graduations and throughput, there has been a growing need for evidence on other substantive variables of the higher education sector. In response to this need, since 2022 the CHE published an annual supplementary volume to the *VitalStats* that delivers focused reporting and analysis on funding, research activity and postgraduate education.

Public Higher Education, Postgraduate Students and Research Output 2023: Supplement to VitalStats 2023 is the fourth supplementary volume, and sheds light on: (i) State funding of public universities; (ii) Permanent Academic Staff with Master's and Doctoral Qualifications (iii) Master's and Doctoral Enrolments and Graduates; (iv) 2018 research cohort analyses for master's degrees by research and doctoral degrees; (v) Research output and output grants. The most recent audited HEMIS data used in the publication is for 2023.

The CHE encourages readers to engage with the insights provided in *VitalStats 2023* and the *Supplement to VitalStats 2023* and to utilise them in research, policy making, and strategic and/or institutional planning. In addition, comments and enquiries from readers are welcomed. Feedback can be sent via email to research@che.ac.za.

The CHE conveys its appreciation to the Research and Monitoring team who sourced, analysed, and presented the data in this volume with the necessary level of rigour and professionalism. Acknowledgment is also due to the external reviewers who verified the accuracy of the data and the correctness of the graphical presentations.

Copies of the *Public Higher Education, Postgraduate Students and Research Output, 2023: Supplement to VitalStats 2023* and other volumes in the *VitalStats* series are available from the CHE website: www.che.ac.za/publications. Printed hardcopies may be requested by writing to research@che.ac.za or collected in person at 1 Quintin Brand Street, Perseus Technopark, Brummeria, Pretoria

Dr Whitfield J. Green
Chief Executive Officer
June 2026

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Acronyms

CESM: Classification of Educational Subject Matter

CU: Comprehensive University

FTE: Full-time equivalent

TU: Traditional University

UoT: University of Technology

Definitions

Classification of Educational Subject Matter or CESM categories:

A set of classifications aiming to provide a single coherent system for categorising subject matter irrespective of the level of instruction or type of institution. For a list of first-order CESM categories, see Appendix 2.

Enrolments are divided into four broad areas of study, calculated by aggregating enrolments by CESM categories as below:

- Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 and 16
- Business Management (Bus/Man): CESM 04
- Humanities (Other Hum): CESM 03, 05, 11, 12, 17, 18, 19 and 20
- Education (Ed): CESM 07

Cohort:

The first-time entry students in a given year who have enrolled for a particular higher education programme.

Comprehensive Universities (CU):

This refers to institutions that offer the full spectrum of programmes, including vocational, professional and general formative programmes at both undergraduate and postgraduate levels.

Full-time equivalent (FTE):

FTE is a standardised way of measuring staffing levels by converting both full-time and part-time employees into a common unit based on full-time workload.

Headcount:

The total number of students enrolled at each institution whether as full-time, part-time, or occasional students.

Percentage accumulative (for Cohort Study):

This indicates (in the relevant graphs) the total percentage of students of a particular first-time entering cohort who have graduated or dropped out up to that point. It includes all the students of that cohort who have graduated or dropped out in previous years.

Percentage non-accumulative (for Cohort Study):

This indicates (in the relevant graphs) the total number of students of a particular first-time entering cohort who have graduated or dropped out in that particular year. It does not include the students of that cohort who have graduated or dropped out in previous years.

Permanent employee:

A person is classified as a permanent staff member if he/she contributes to an approved retirement fund of the institution.

Personnel categories:

The personnel category indicates the type of duties to be undertaken in a position which a staff member occupies in the institution, and the qualifications and experience normally required by the incumbent of that position. The duties, qualifications and experience referred to relate to those of the position. The personnel categories are:

Instruction/research professional (Academic): A position in which (a) at least 50% of time is spent on instruction and/or research activities, and (b) the position requires a higher education qualification equivalent to at least 4 years of higher education study.

Executive/administrative/managerial professional (Senior Management): A position in which (a) the primary function is the management of the institution or one of its major divisions or sections, and (b) the position requires an educational attainment equivalent to at least 4 years of higher education study.

Non-professional administration (Administrative): A position in which (a) the primary function is clerical, secretarial or administrative duties, and (b) an educational attainment equivalent to 4 years of higher education study is not required.

Service staff: A group of staff for whom the primary function comprises unskilled activities.

Staff member:

A staff member is a person who is either compensated by the institution by pay or other means for services rendered, or who, while not being paid or compensated by the institution, performs services which relate to the institution's normal activities and those activities which would otherwise have been performed by staff receiving compensation from the institution.

Temporary employee:

A staff member who does not contribute to an approved retirement fund of an institution is classified as a temporary employee.

Throughput rate:

A throughput rate calculates the number of first-time entry undergraduate students of a specific cohort of a specific year who have graduated either within the minimum time, or up to 2 years beyond the minimum time, to the number of students in the baseline enrolments of that cohort. Throughput rates are reflected in the section on cohort studies.

Traditional Universities (TU):

This refers to institutions that offer a broad range of general formative and professional programmes at both undergraduate and postgraduate levels.

University of Technology (UoT):

This refers to an institution that offers a range of programmes that are vocationally and/ or professionally orientated, primarily at the undergraduate level, previously called a Technikons.

STATE FUNDING OF PUBLIC UNIVERSITIES

Figure 1: Funding allocated to universities in real and nominal terms for 2018/19 to 2023/24

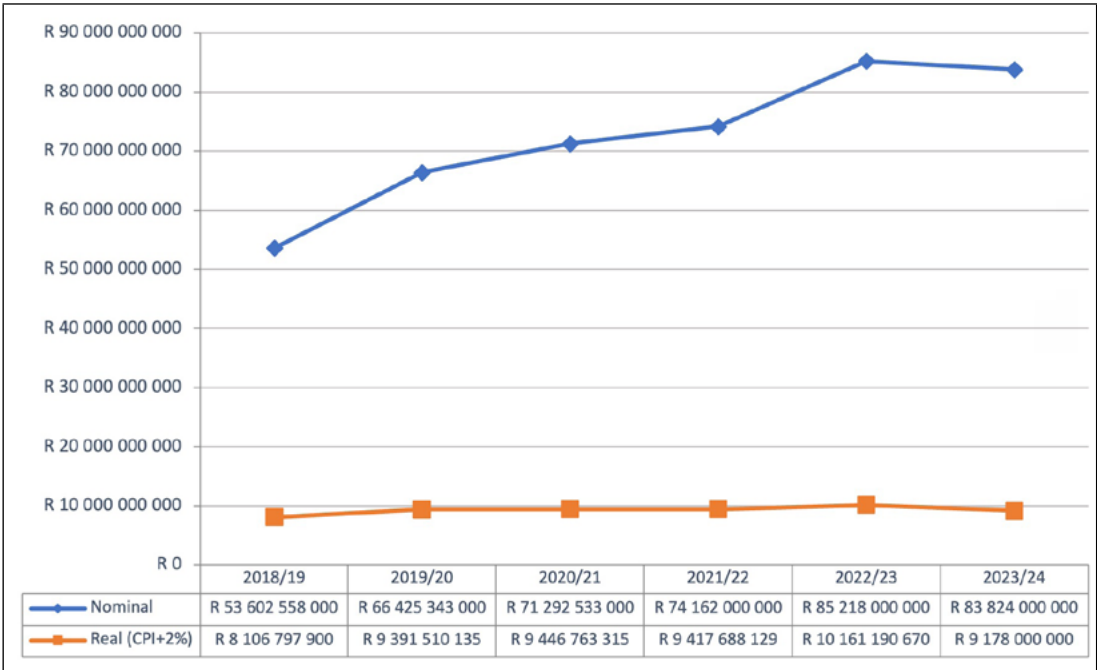
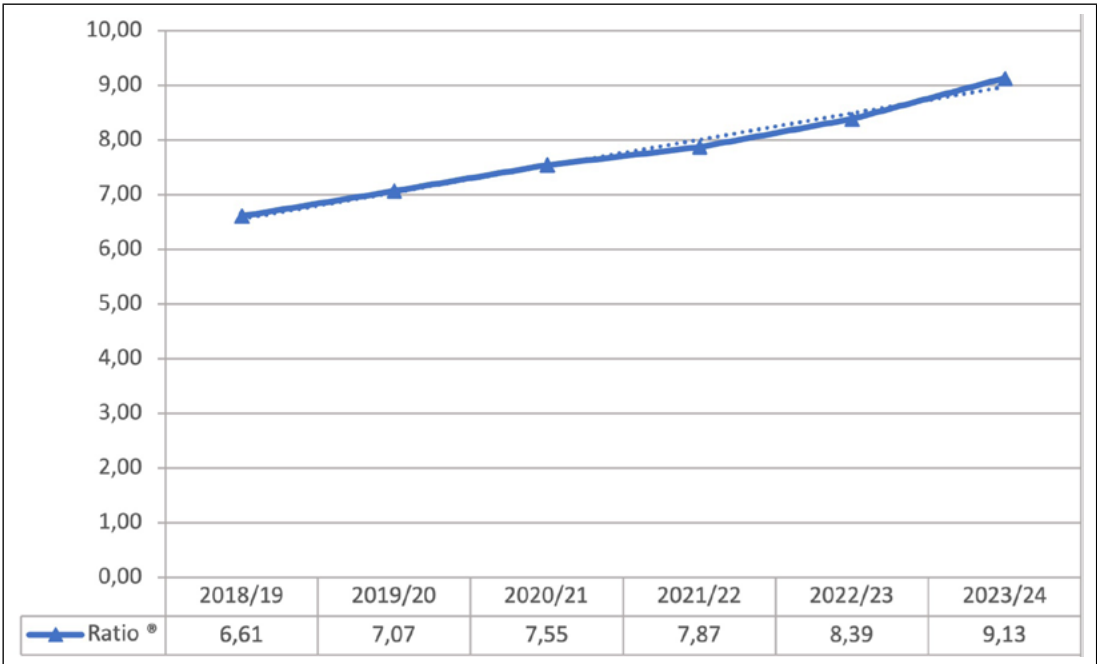
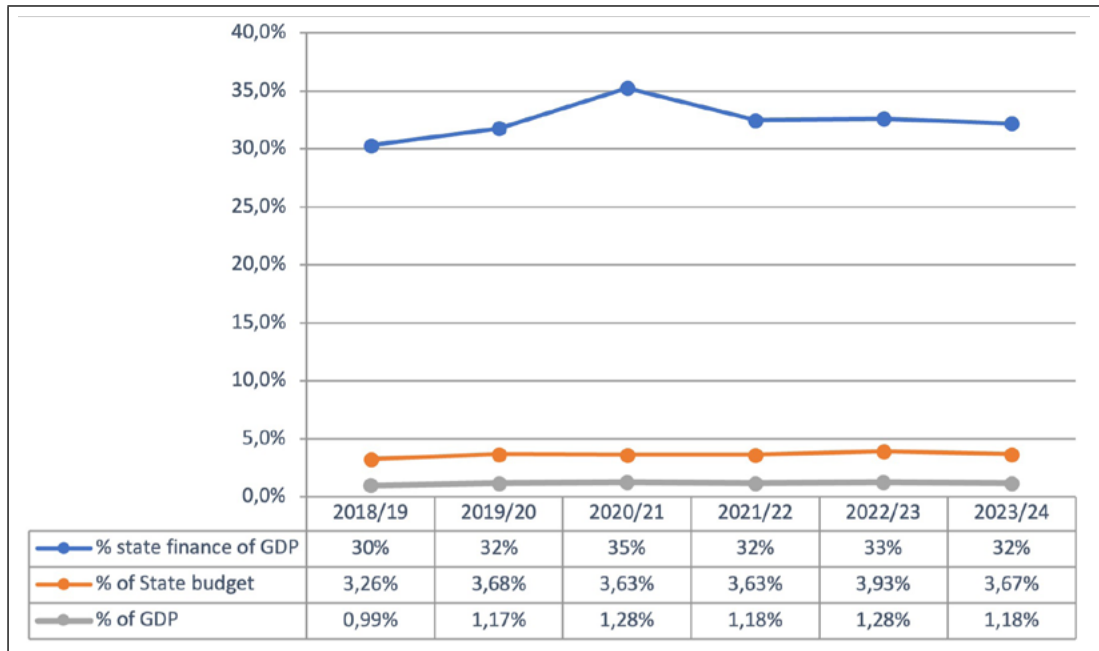
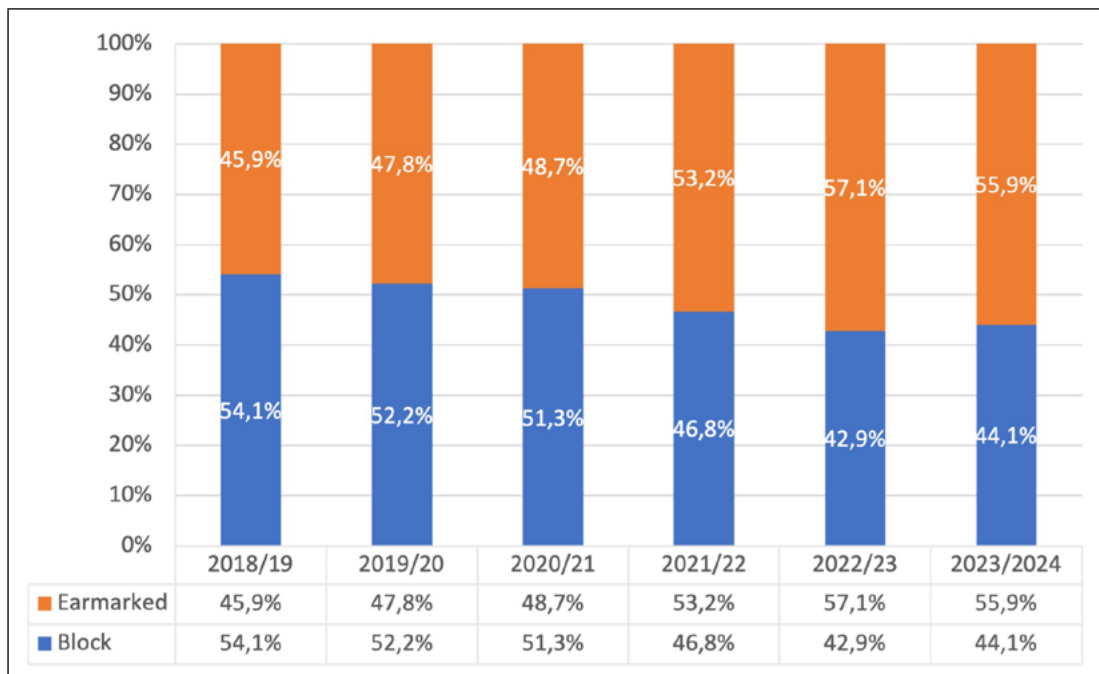


Figure 2: Ratio: nominal to real for 2018/19 to 2023/24



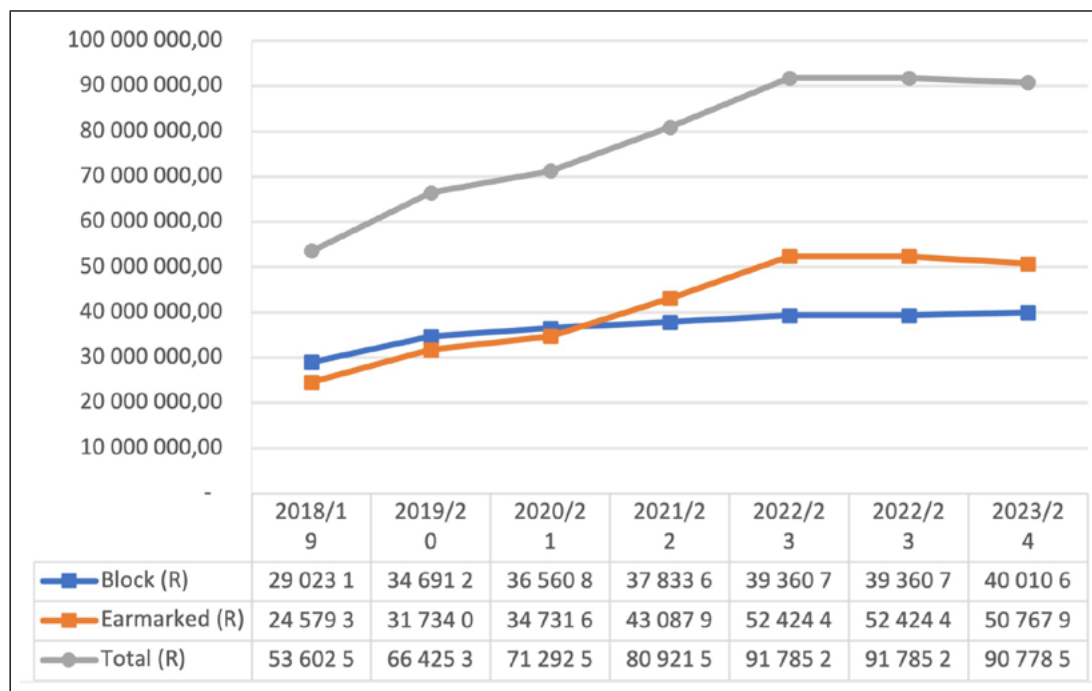
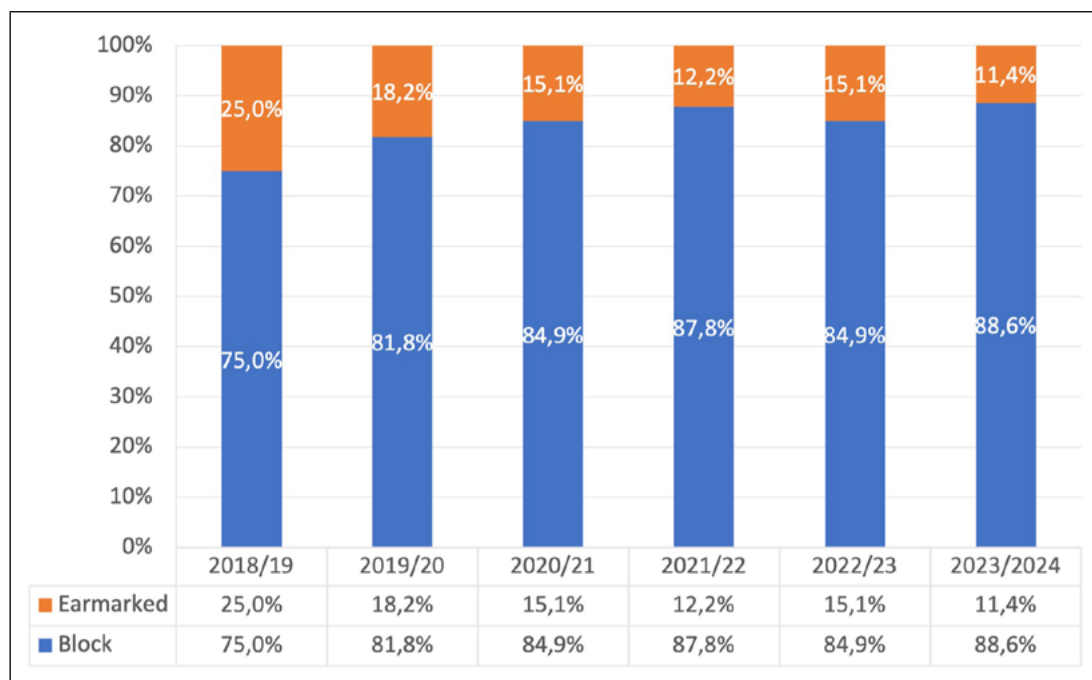
Vote 17: Higher Education and Training, Table 17.3

Source: University State Budget Reports, released in March each year

Figure 3: Funding allocated to universities as a percentage of GDP and the state budget.**Figure 4:** Proportion of block to earmarked funding (including NSFAS allocation) from 2018/19 to 2023/24

Source: University State Budget Reports, released in March each year

NSFAS Source: [www.treasury.gov.za/documents/Vote 17: Higher Education and Training](http://www.treasury.gov.za/documents/Vote%2017%20Higher%20Education%20and%20Training), Table 17.3

Figure 5: Block and earmarked funding (including NSFAS allocation) ('000) from 2018/19 to 2023/24**Figure 6:** Proportion of block to earmarked funding (excluding NSFAS allocation) from 2018/19 to 2023/24

Source: University State Budget Reports, released in March each year

NSFAS Source: [www.treasury.gov.za/documents/Vote 17: Higher Education and Training](http://www.treasury.gov.za/documents/Vote%2017%20Higher%20Education%20and%20Training), Table 17.3

Figure 7: Block and earmarked funding (R'000) (excluding NSFAS allocation) from 2018/19 to 2023/24

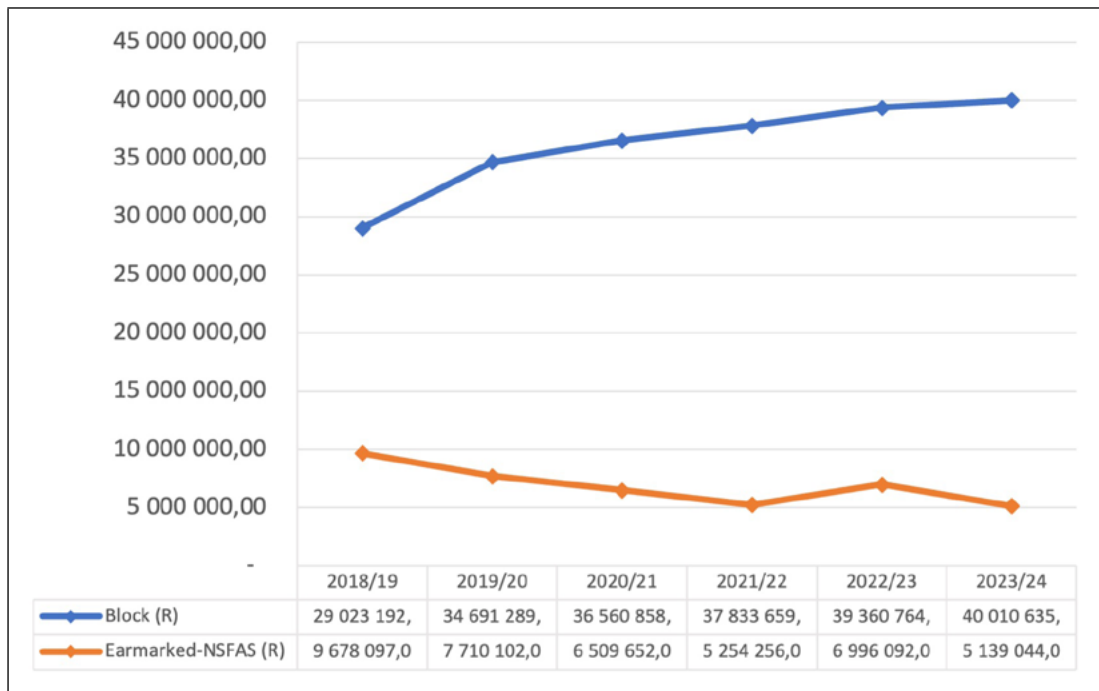


Figure 8: Disaggregated funding for NSFAS, teaching grants, research grants and other grants

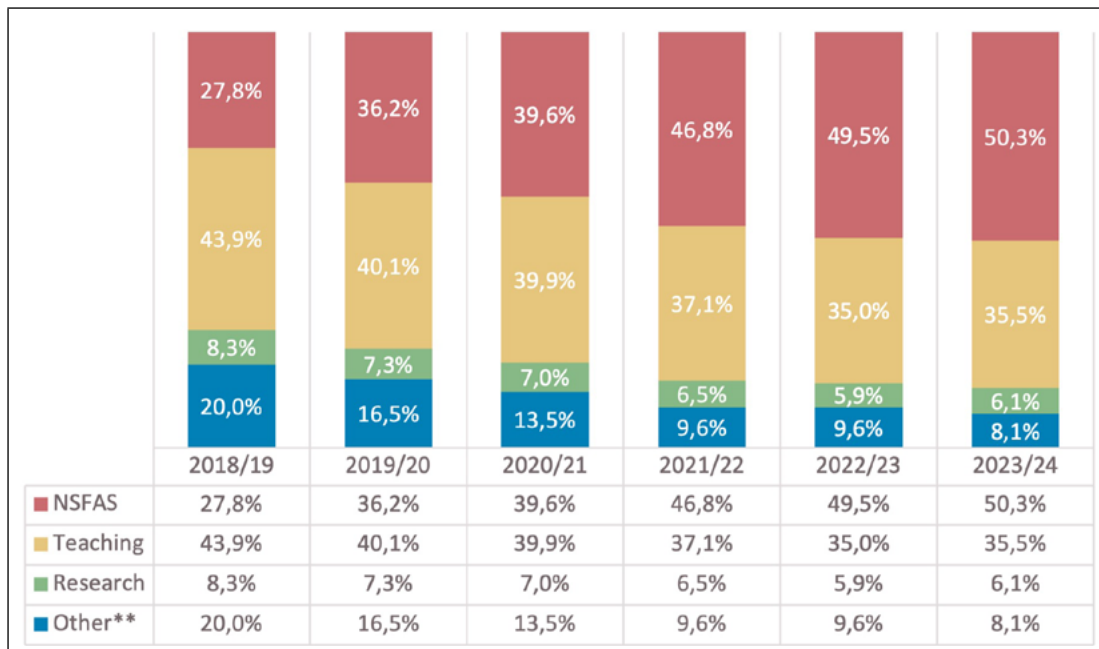
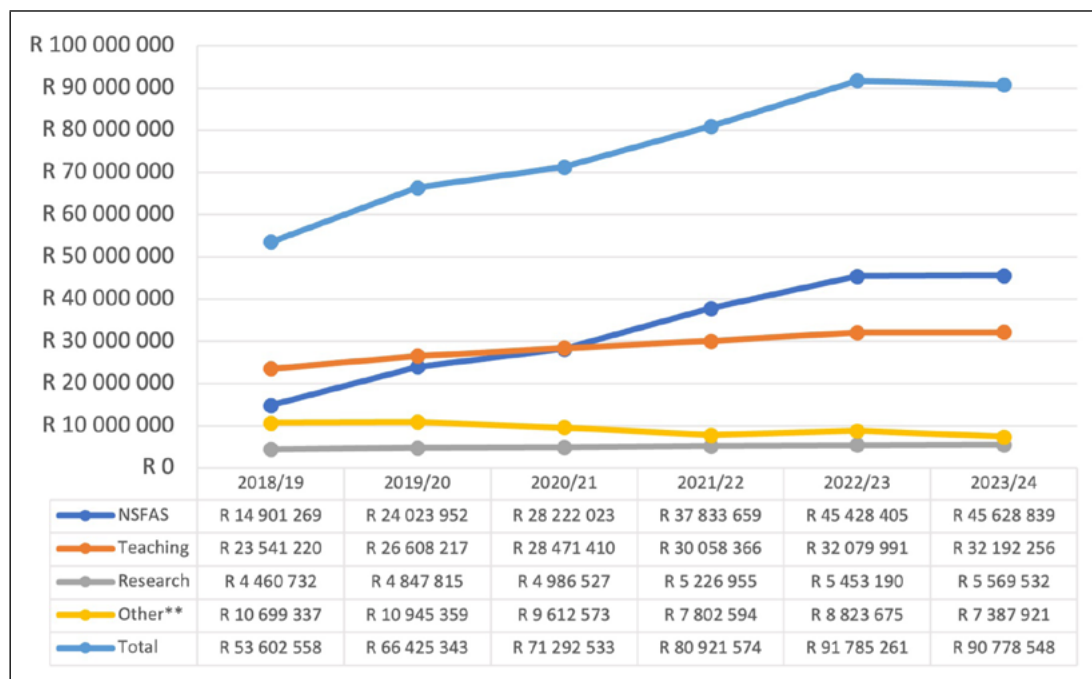
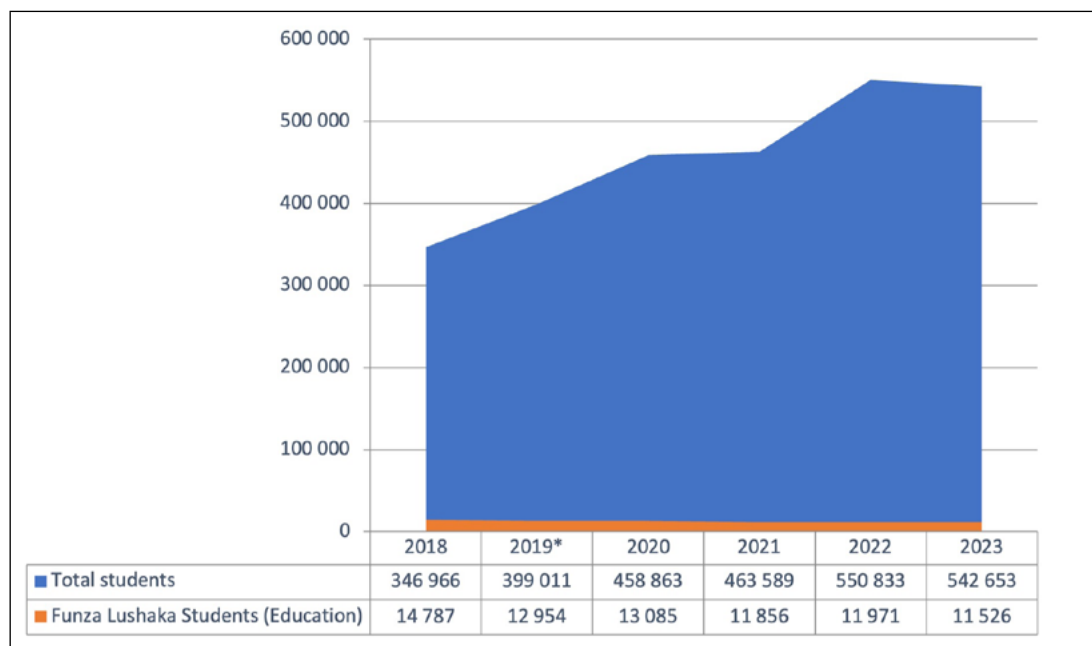


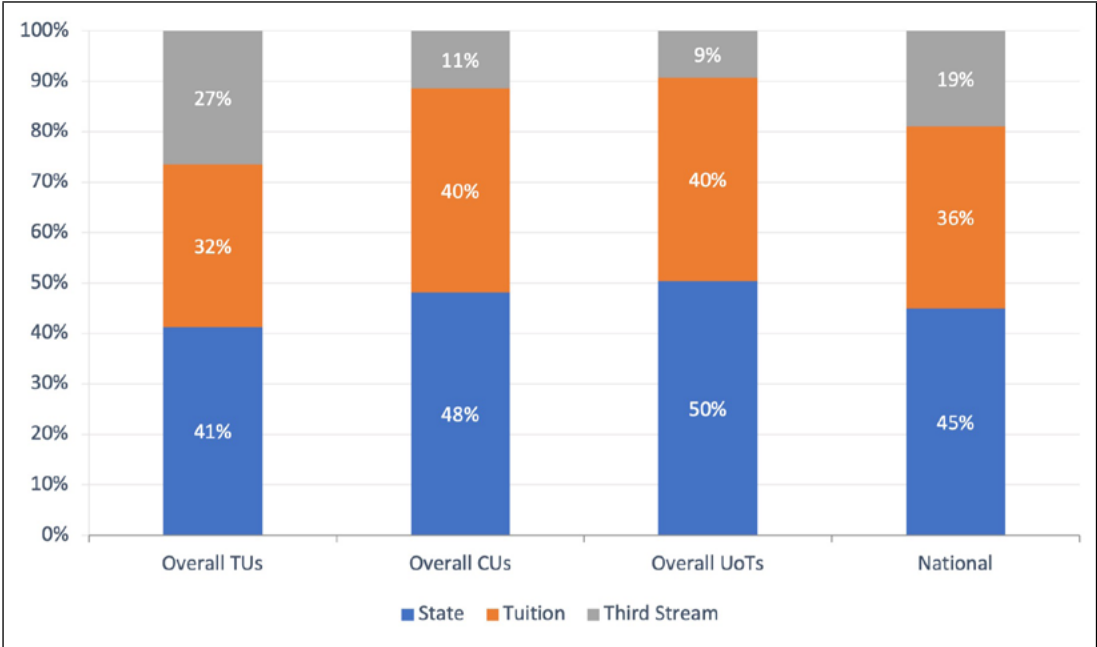
Figure 9: Funding for NSFAS, teaching grants, research grants and other grants from 2018/19 to 2023/24**Figure 10:** Headcount university students funded through NSFAS from 2018 to 2023 including Funza Lushaka Students (Education)

**Other includes: Institutional Factor grants, Infrastructure & Output efficiencies allocations, allocations for the two new universities, Foundation provision grants, grants for clinical and veterinary sciences and grants to institutions such as AIMS and NIHSS.

Source: DBE Annual Report 2023/24 Audited data

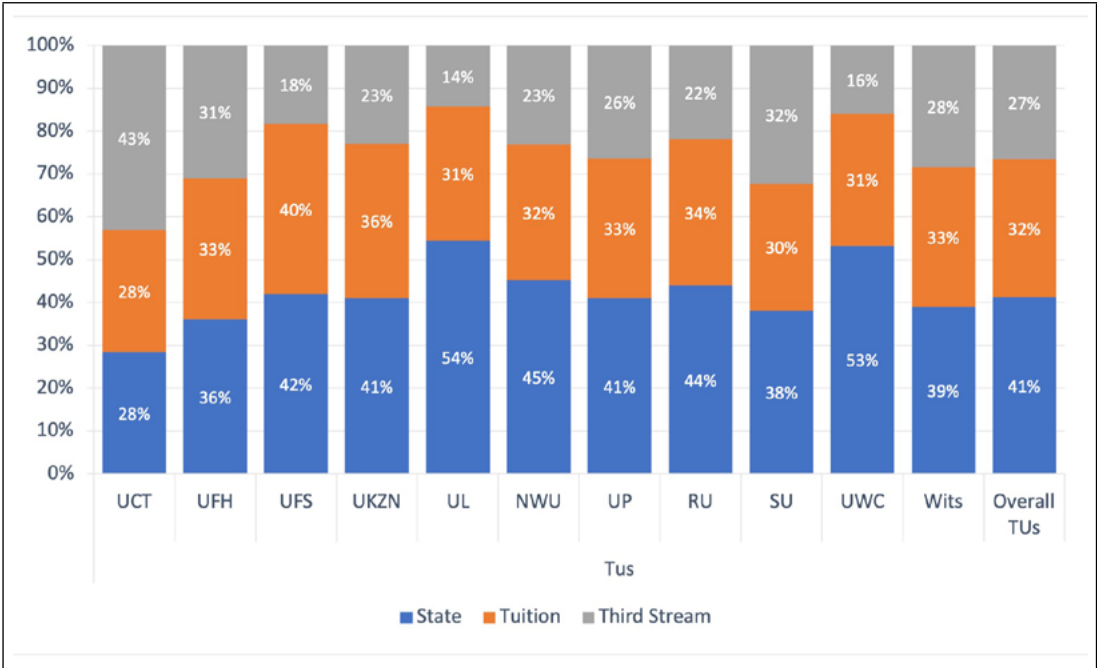
NSFAS Source: www.treasury.gov.za/documents/Vote 17: Higher Education and Training, Table 17.3

Figure 11: Proportion of institutional funding per source and institutional type 2023



Source: <https://www.statssa.gov.za/publications/P91031/P910312023.pdf>

Figure 12: Proportion of institutional funding per source and institutional type 2023: Overall TUs*



Source: www.statssa.gov.za/publications/P91031/P910312023.pdf

Figure 13: Proportion of Institutional funding per source and institutional type 2023: Overall CUs

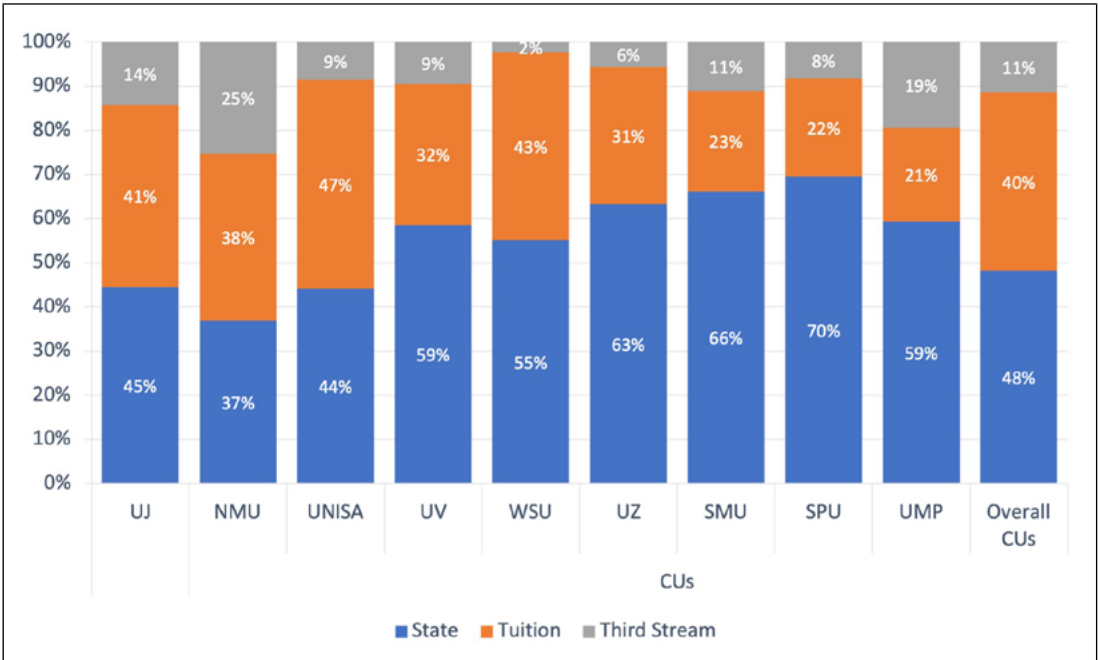


Figure 14: Proportion of Institutional funding per source and institutional type 2023: Overall UoTs

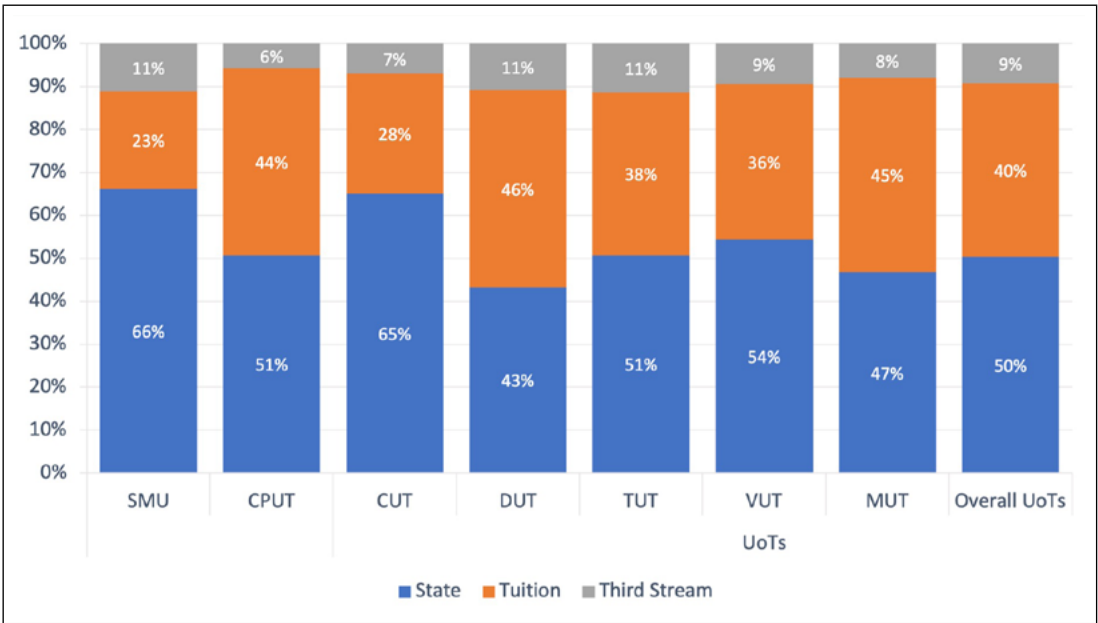


Figure 15: Proportional disaggregation of the public university sector funding per source

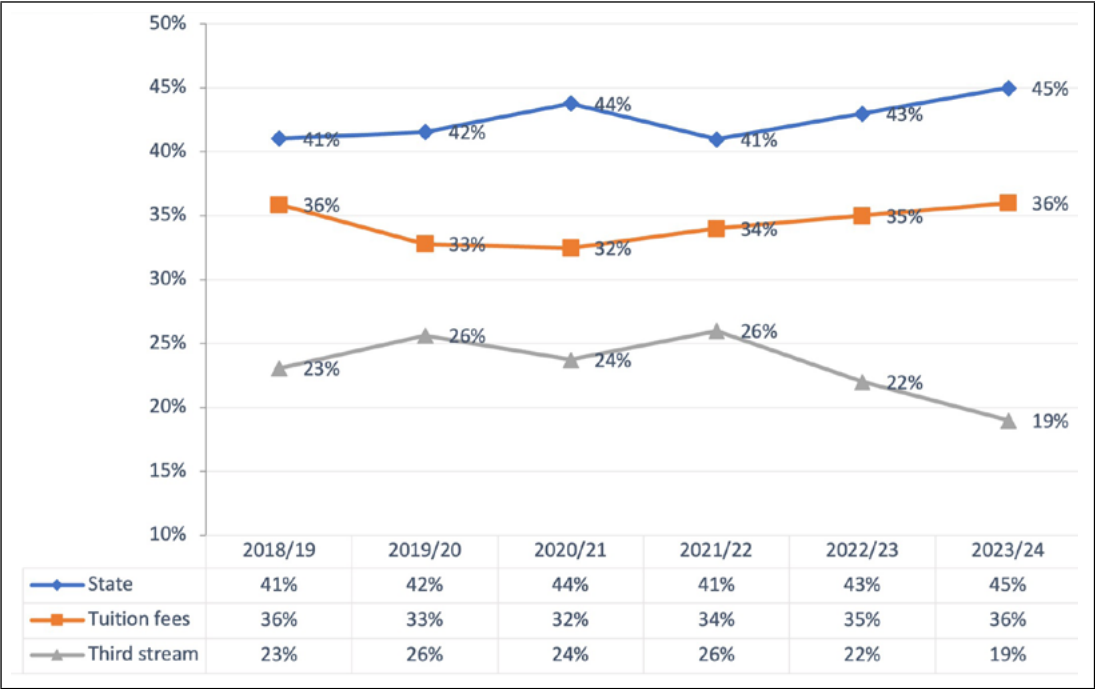


Figure 16: Developments funds

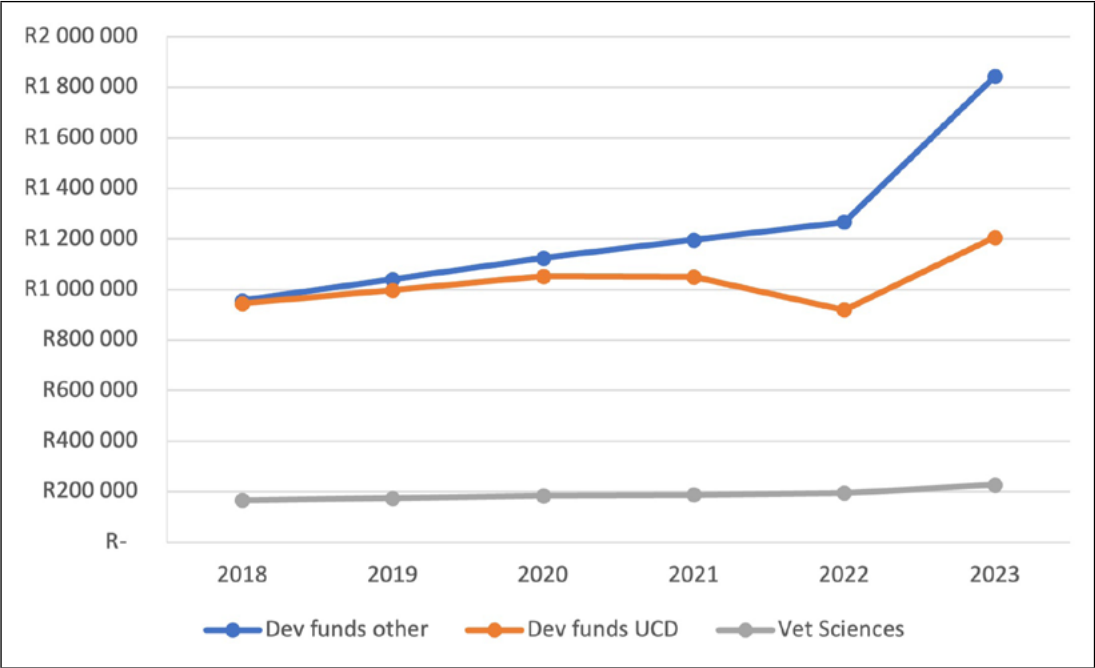


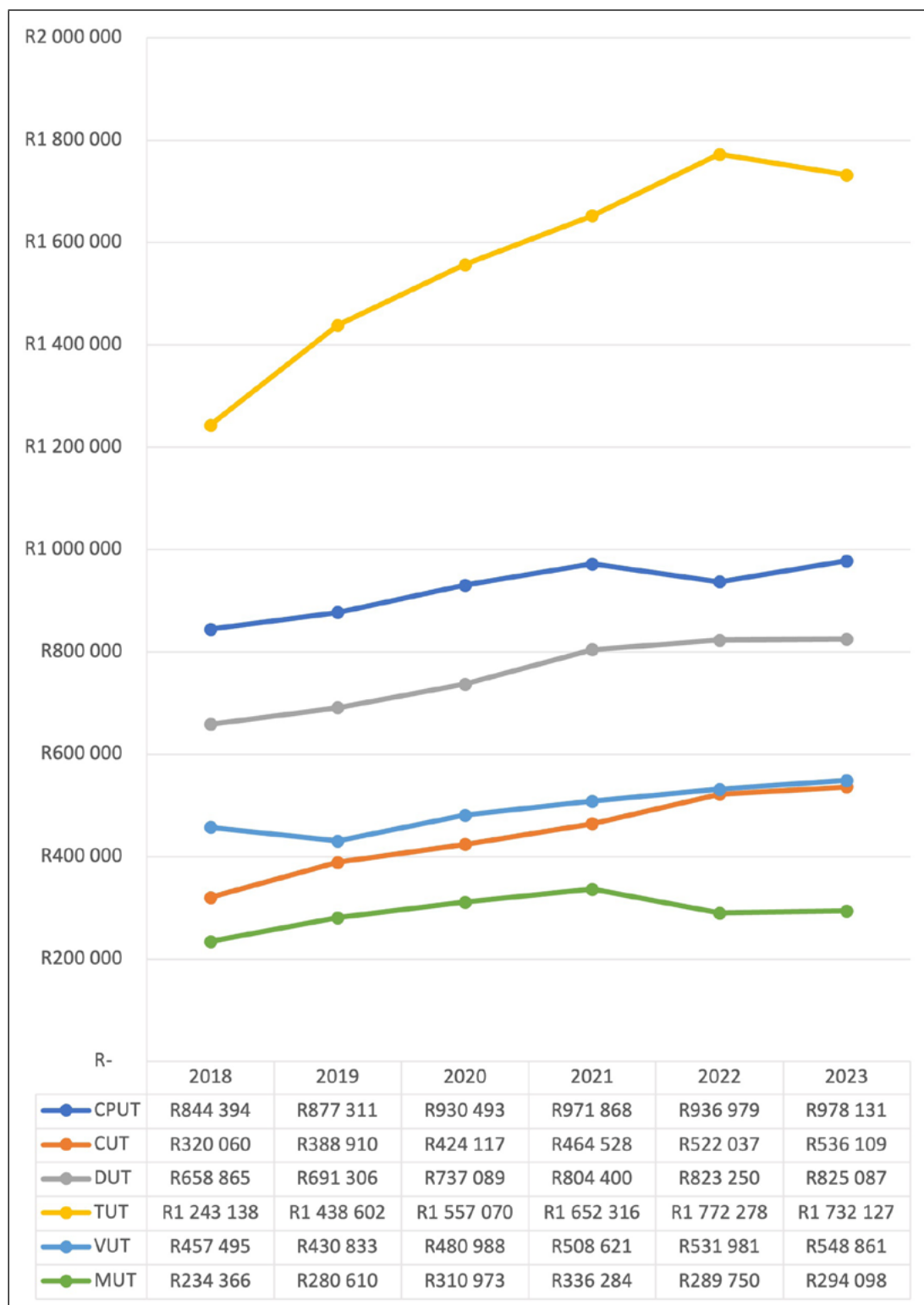
Figure 17: Teaching input grant for the period 2018 to 2023: UoTs

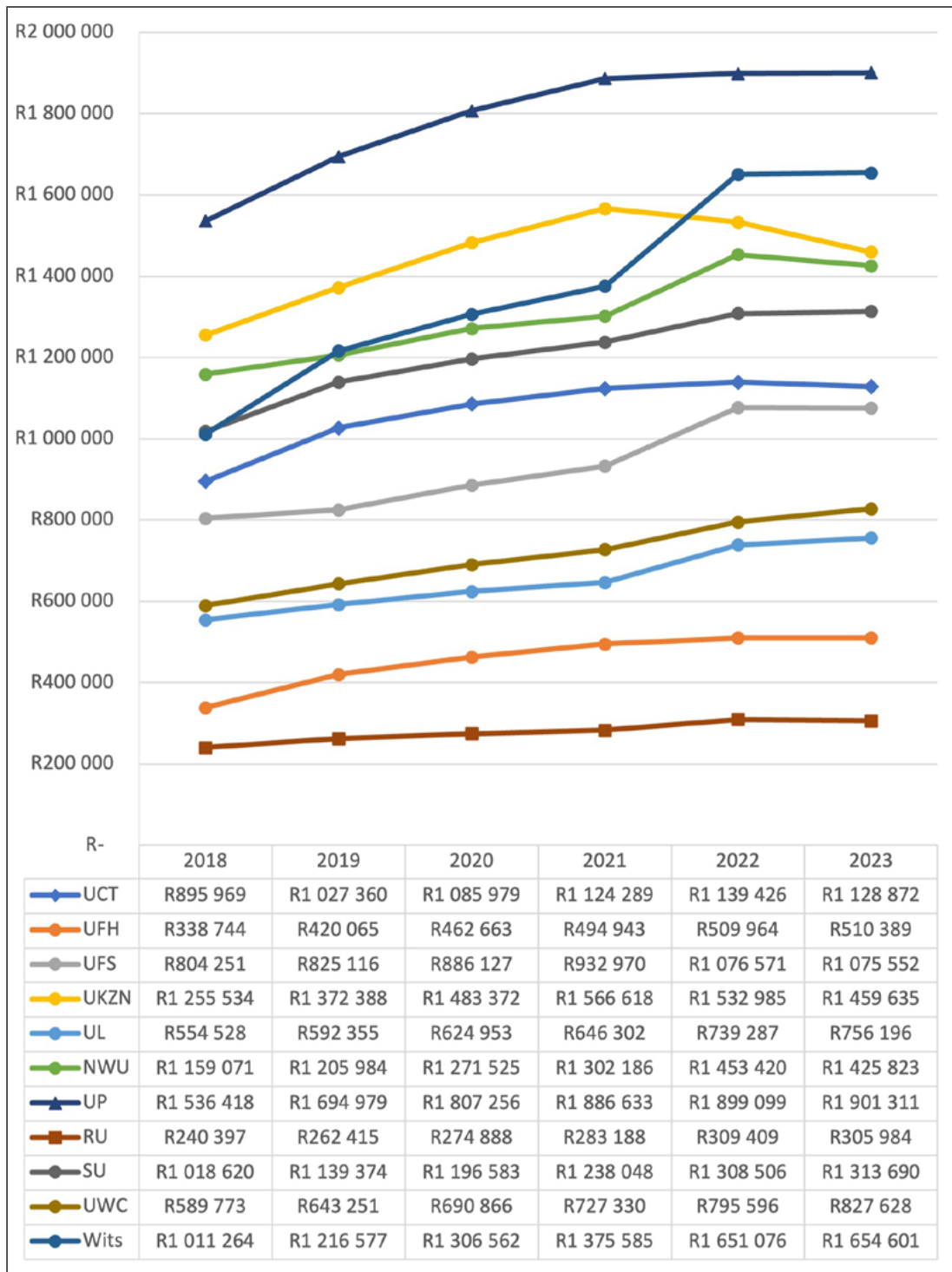
Figure 18: Teaching input grant for the period 2018 to 2023: TUs

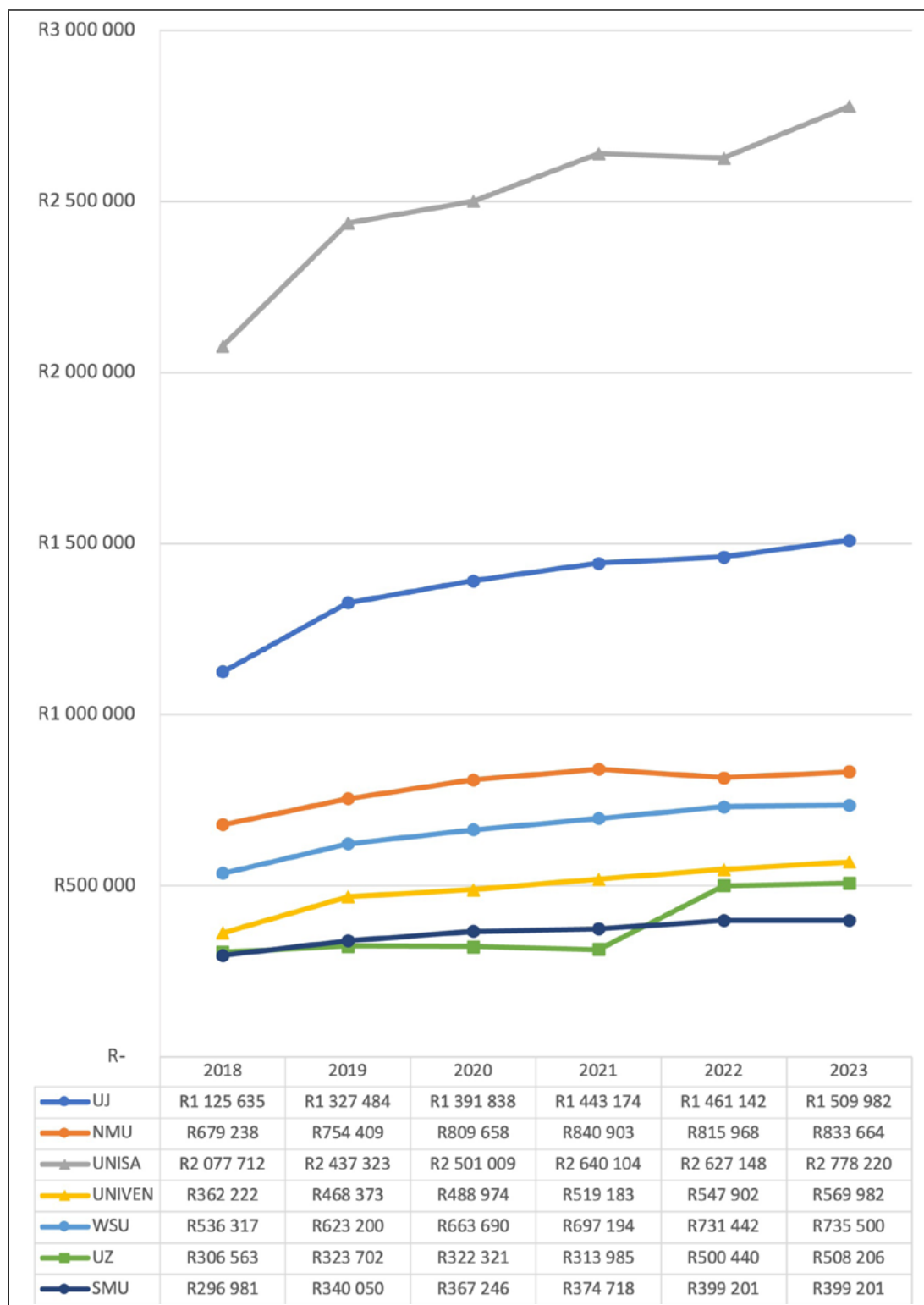
Figure 19: Teaching input grant for the period 2018 to 2023: CUs

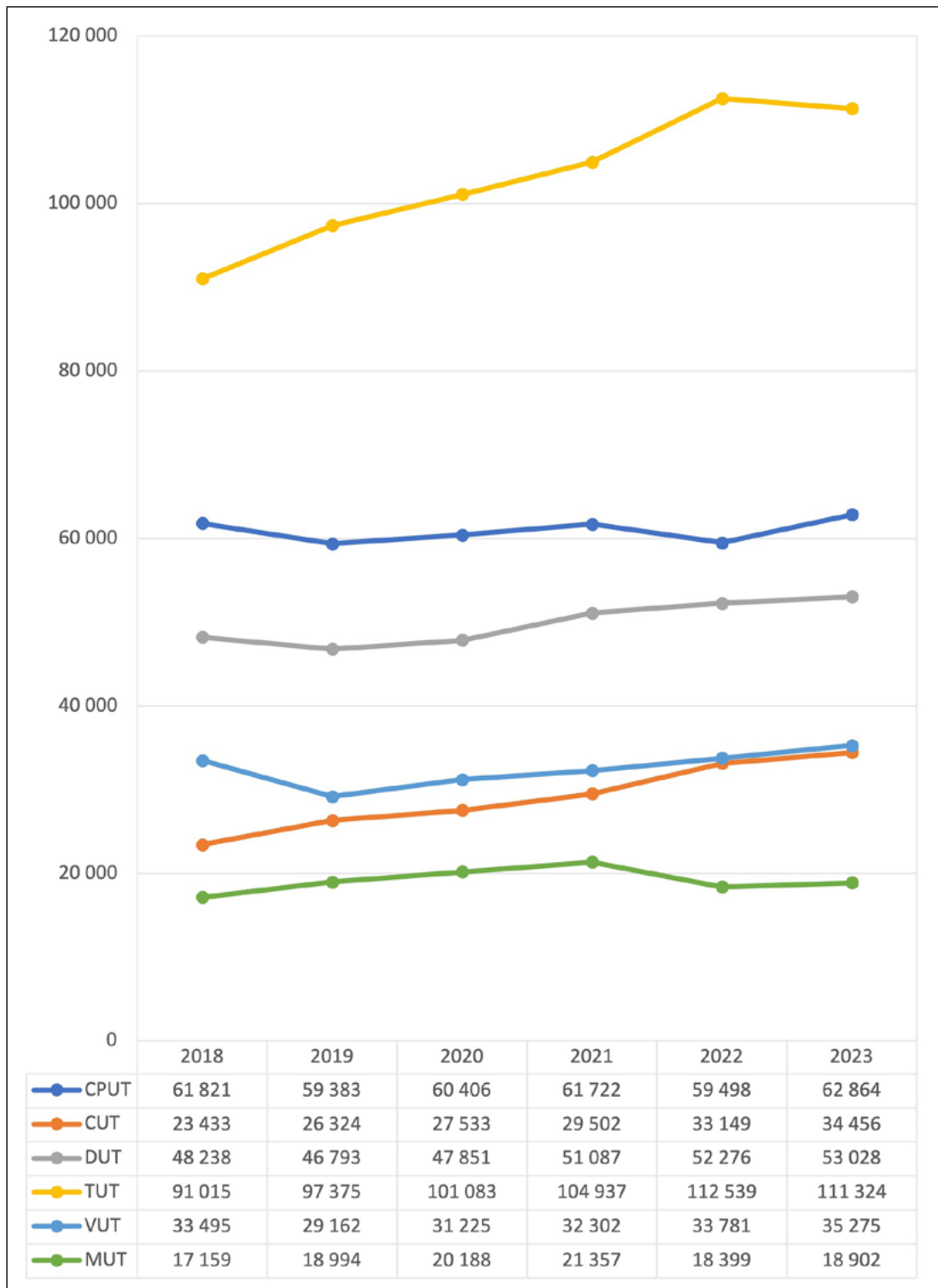
Figure 20: Teaching Input Units for the period 2018 to 2023: UoTs

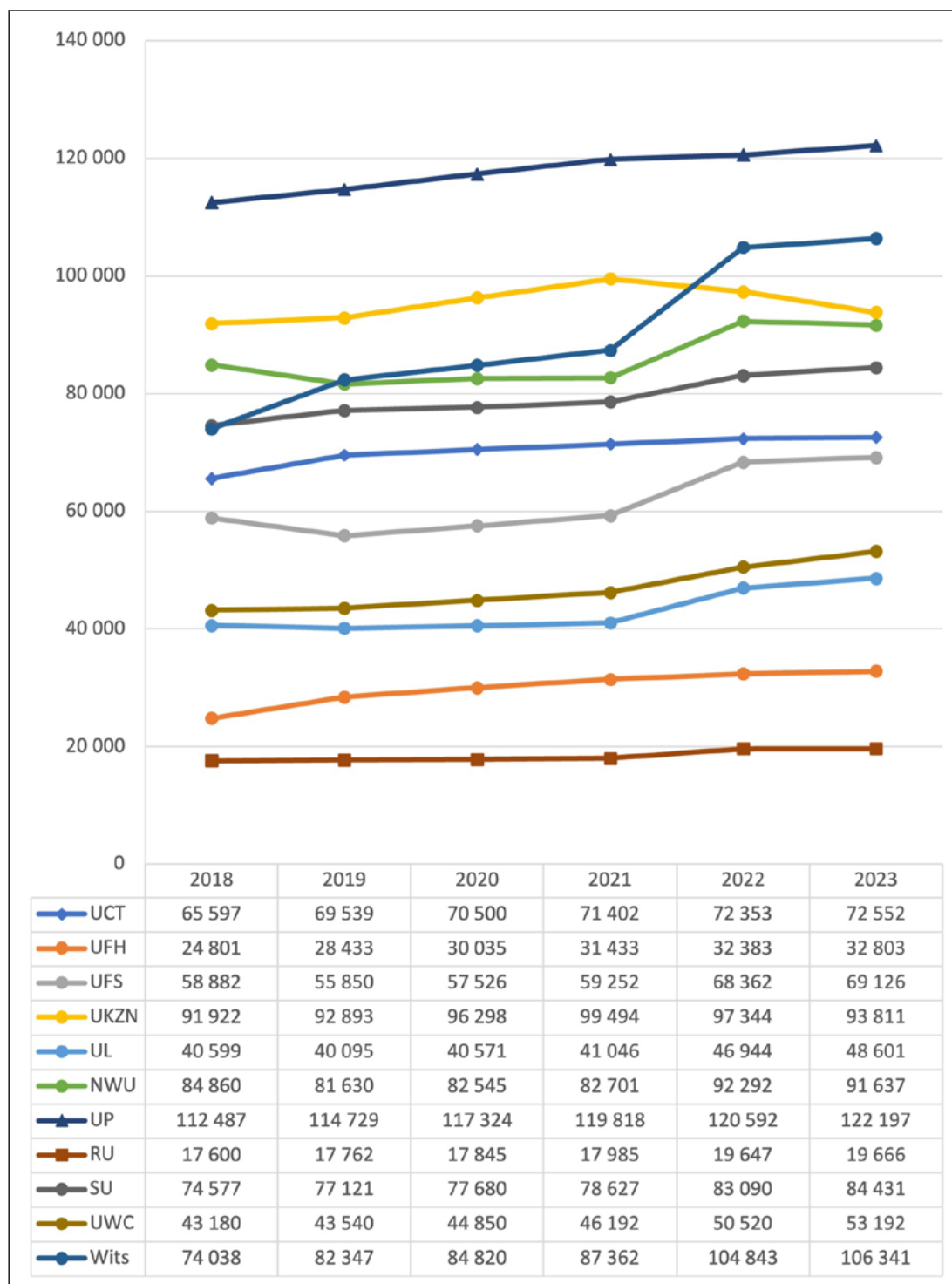
Figure 21: Teaching Input Units: TUs

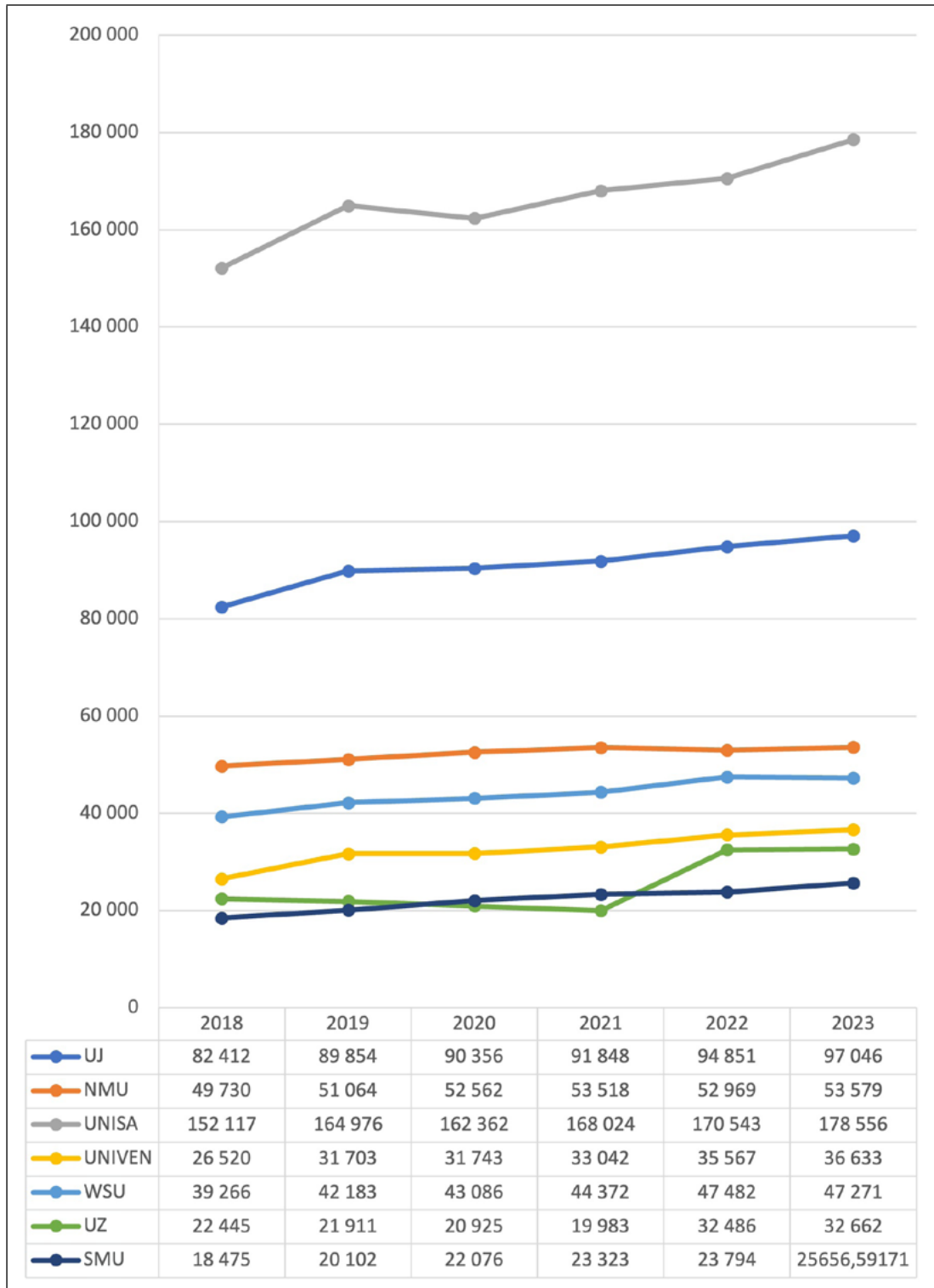
Figure 22: Teaching input units: CUs

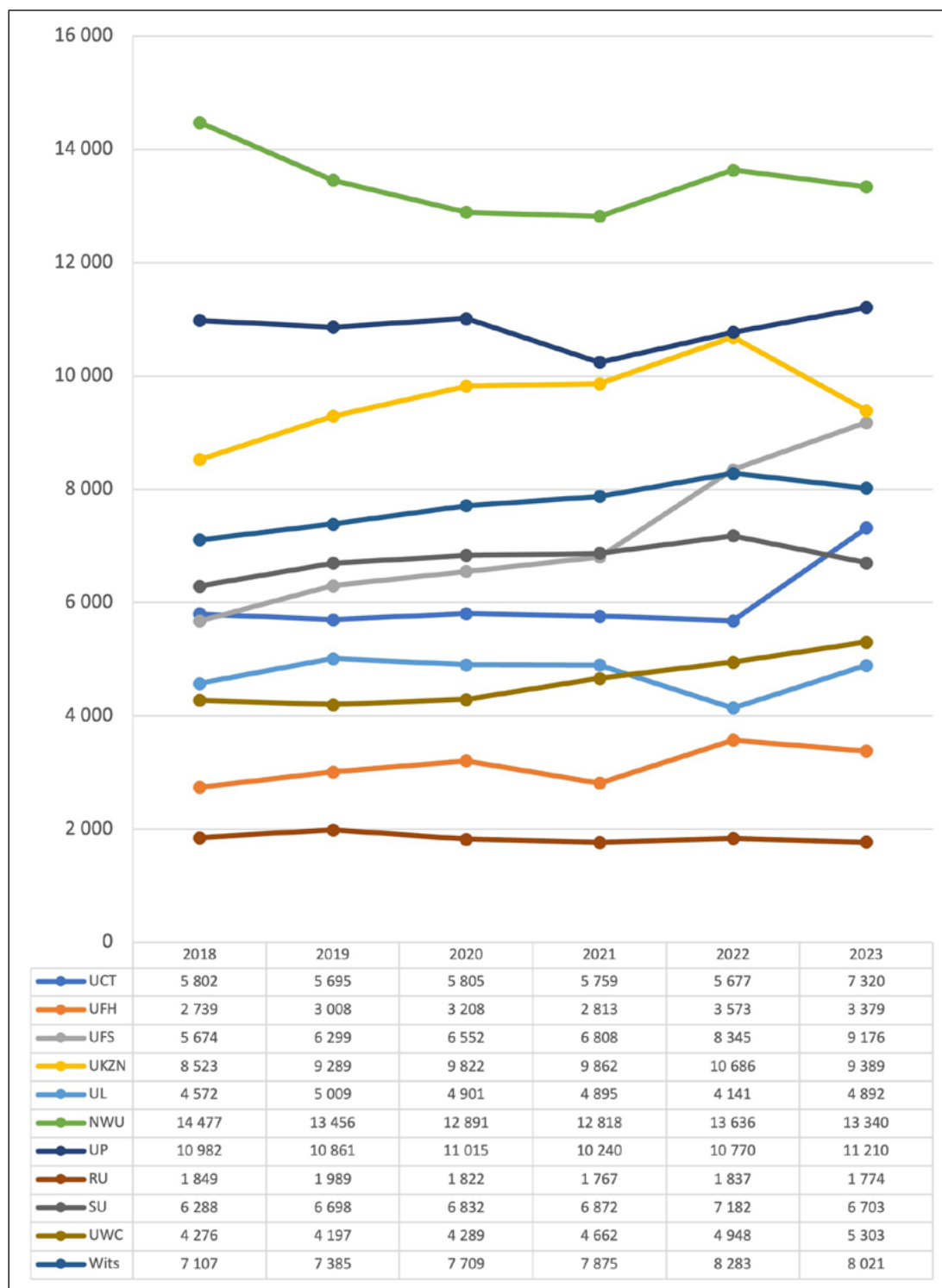
Figure 23: Teaching output units: TUs

Figure 24: Teaching output grants: TUs

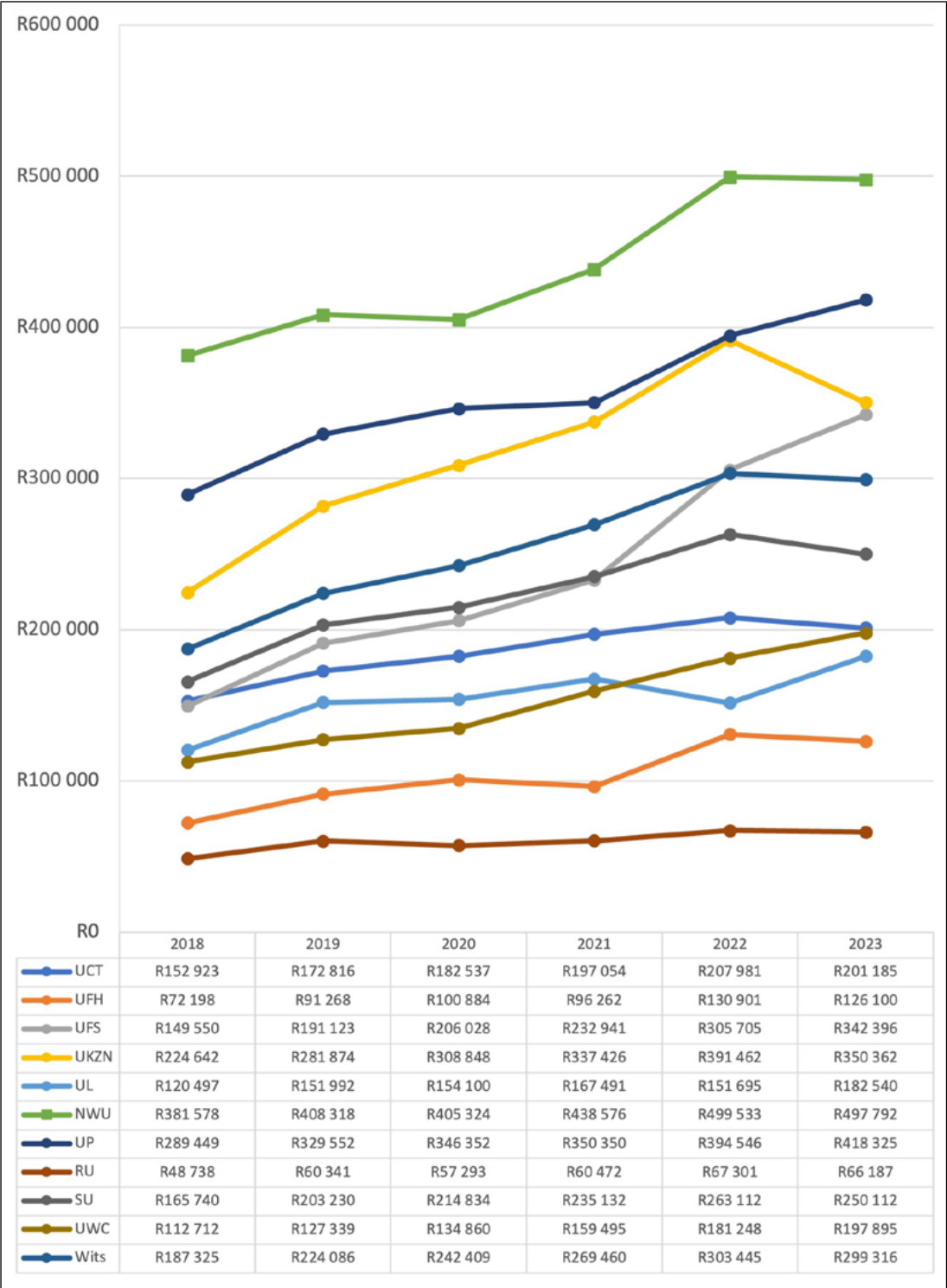


Figure 25: Teaching output units: UoTs

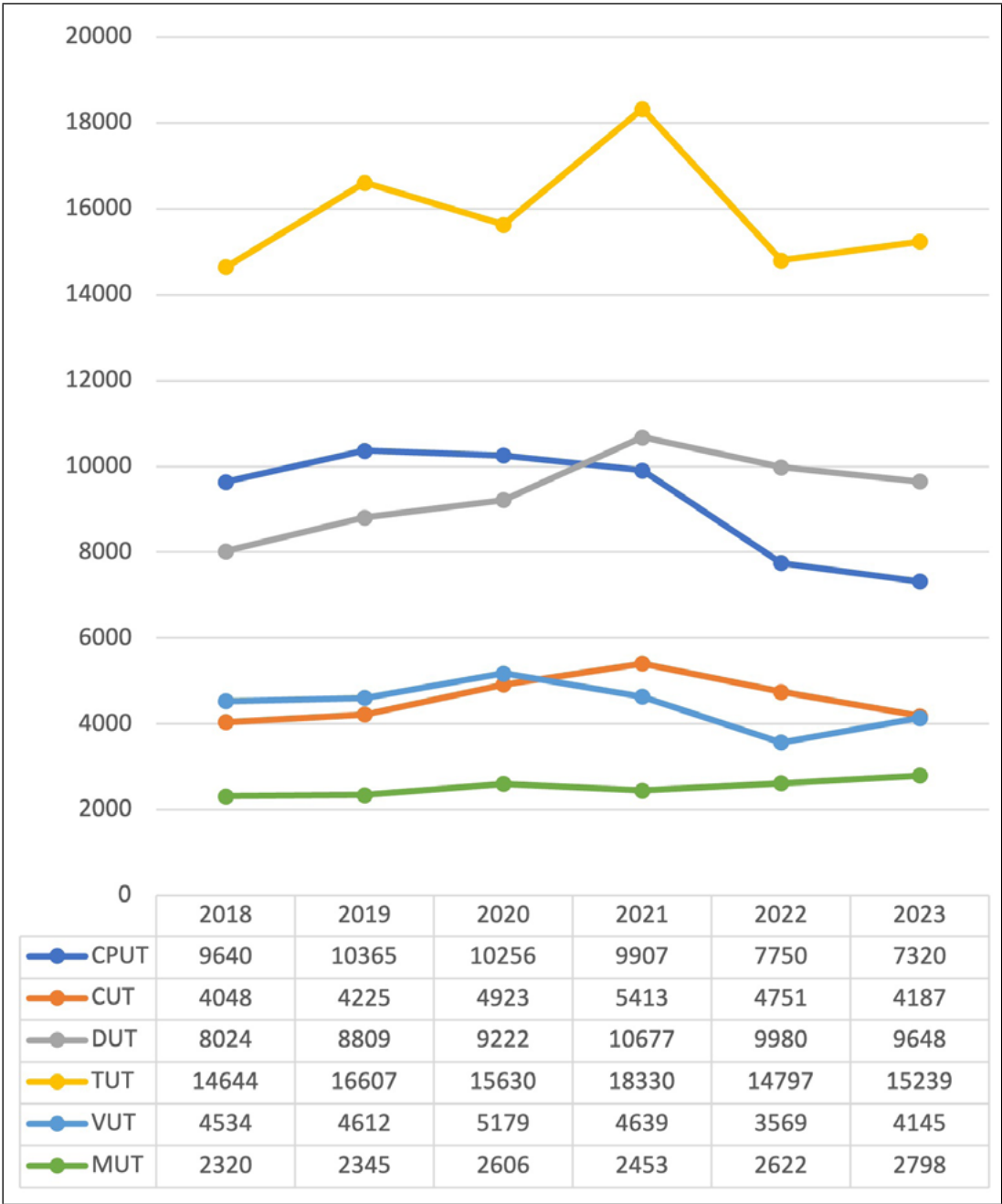


Figure 26: Teaching output grants: UoTs

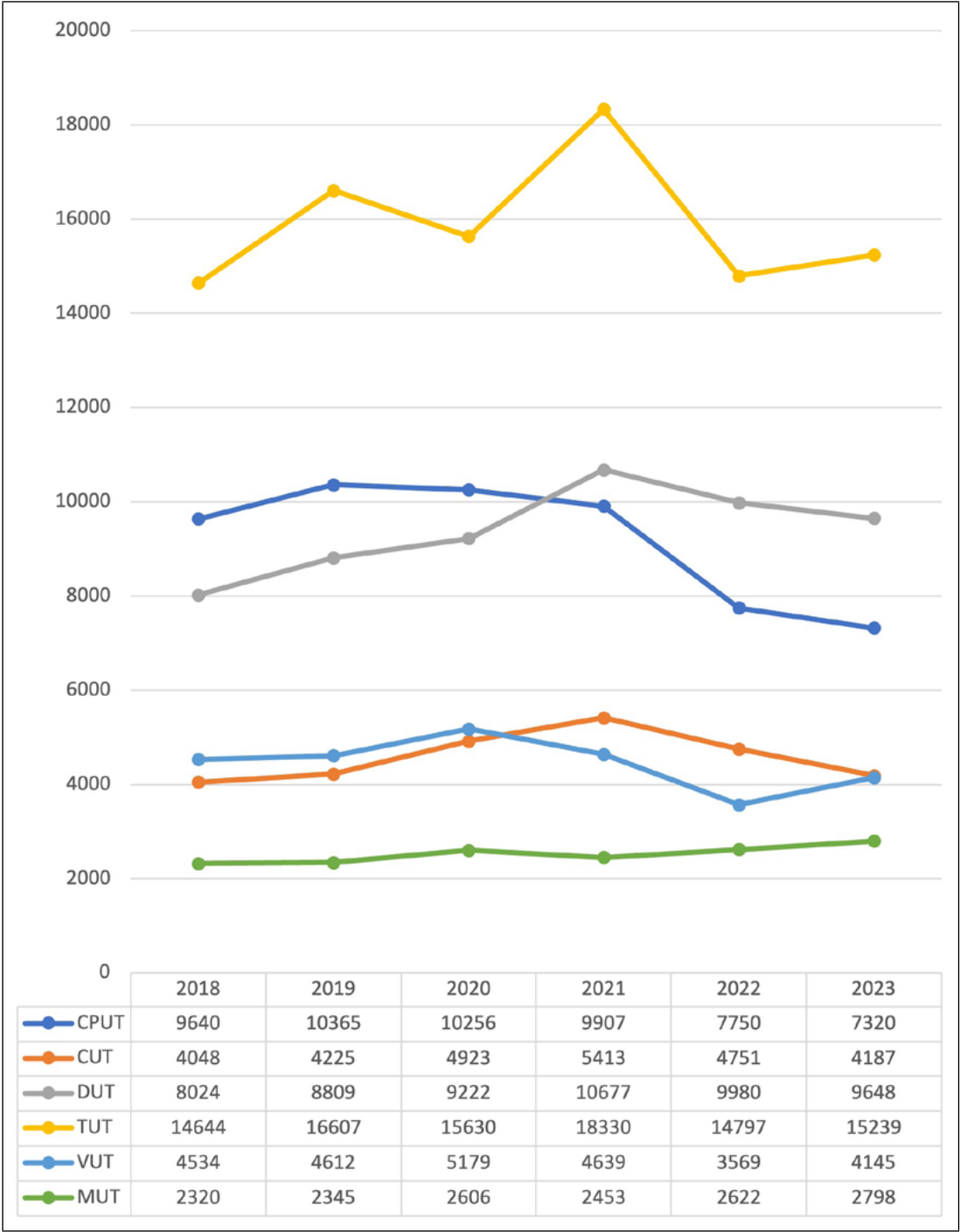


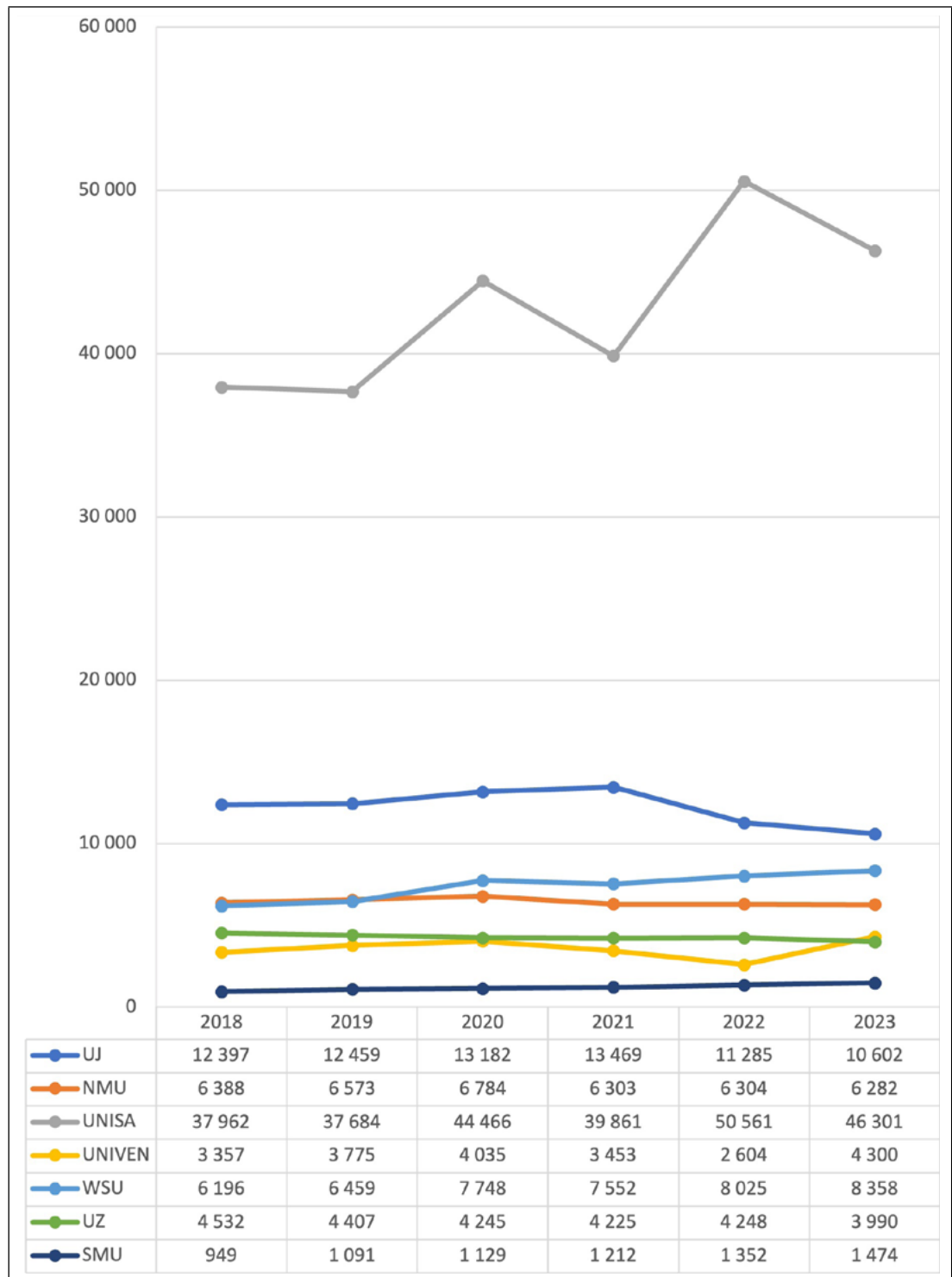
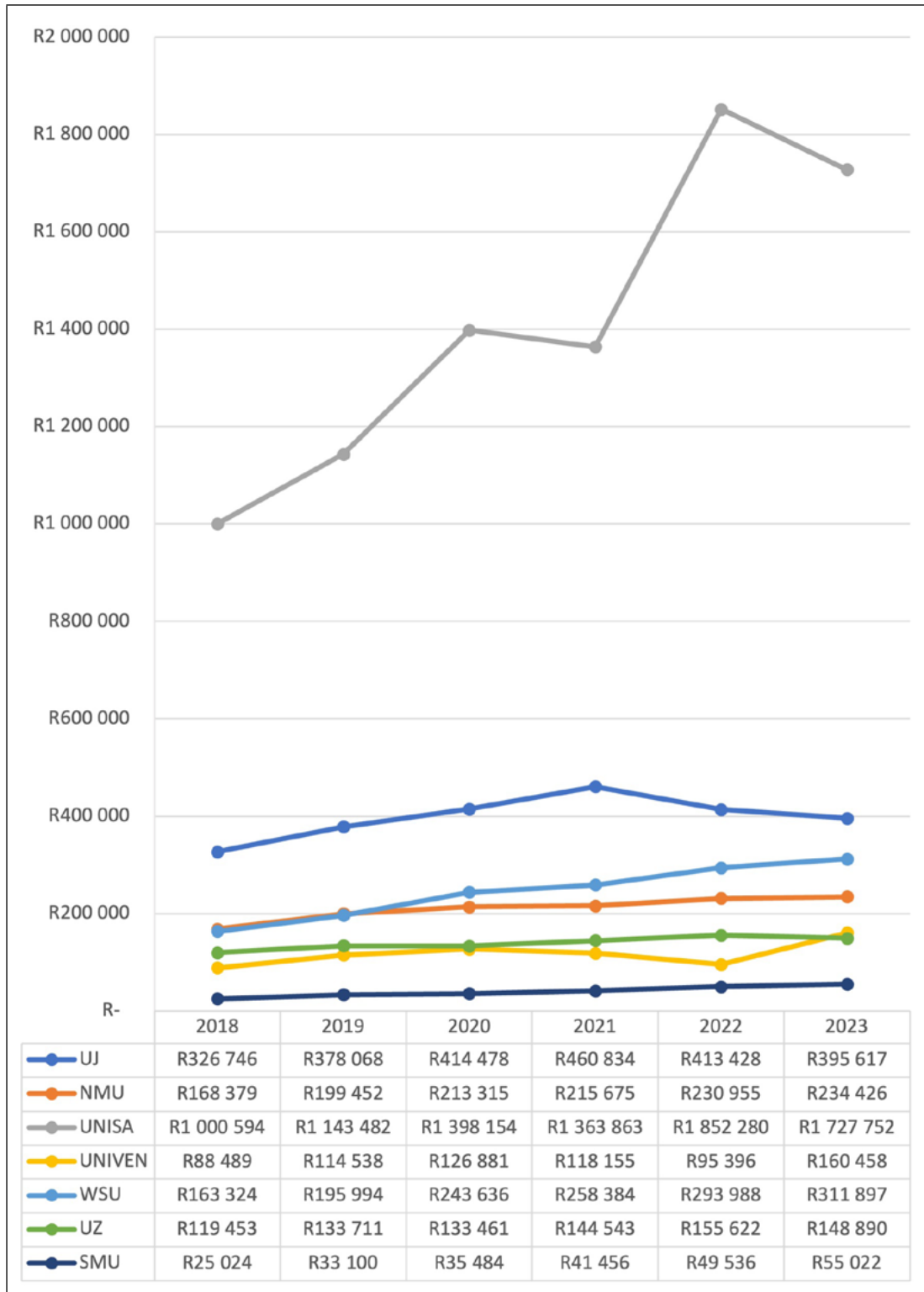
Figure 27: Teaching output units: CUs

Figure 28: Teaching output grants: CUs

**PERMANENT
ACADEMIC STAFF
WITH
MASTER'S
AND
DOCTORAL
QUALIFICATIONS**

This section refers to the highest qualification of staff

Figure 29: Headcount permanent academic staff with highest qualification a master’s qualification per traditional university

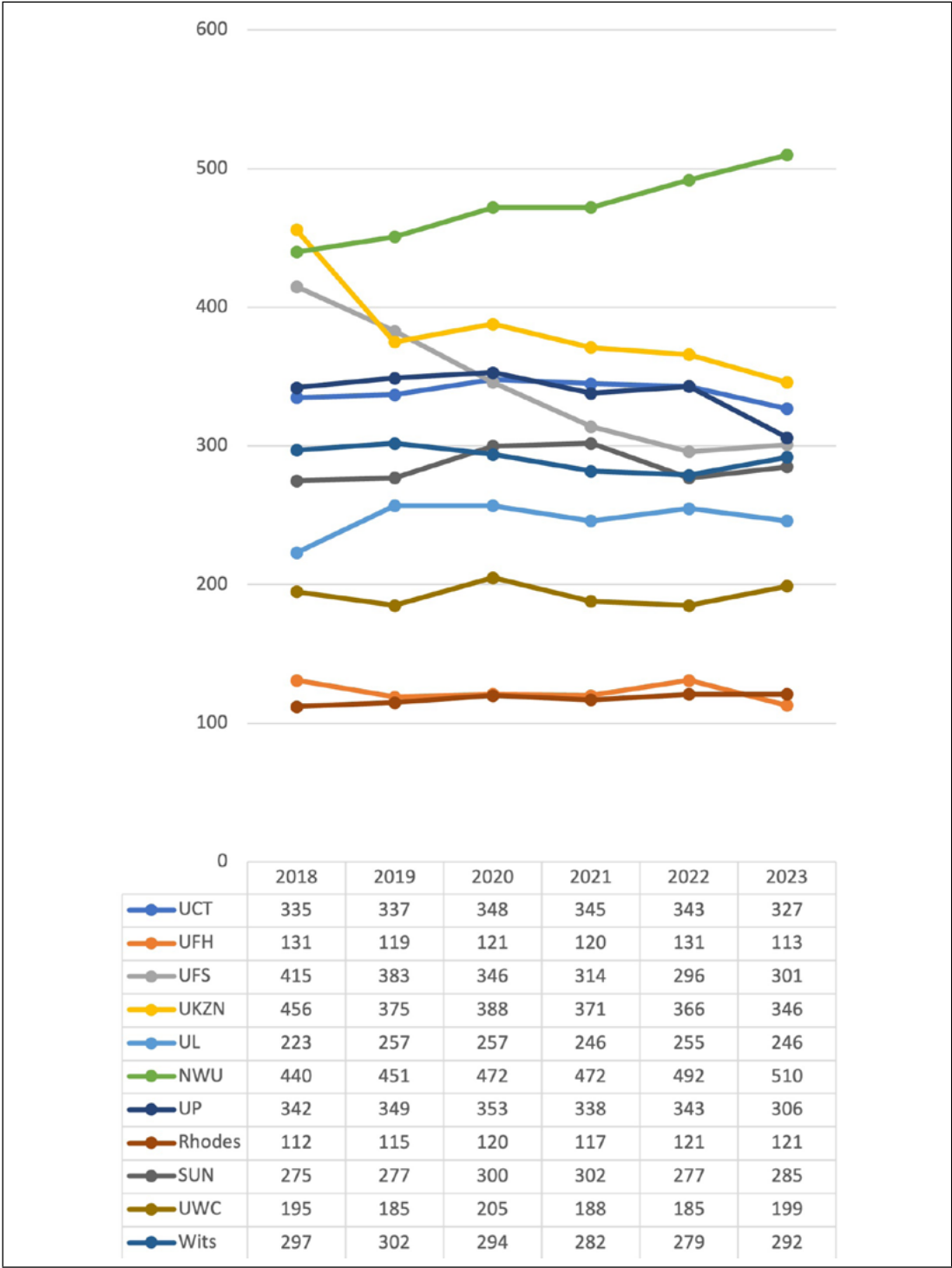


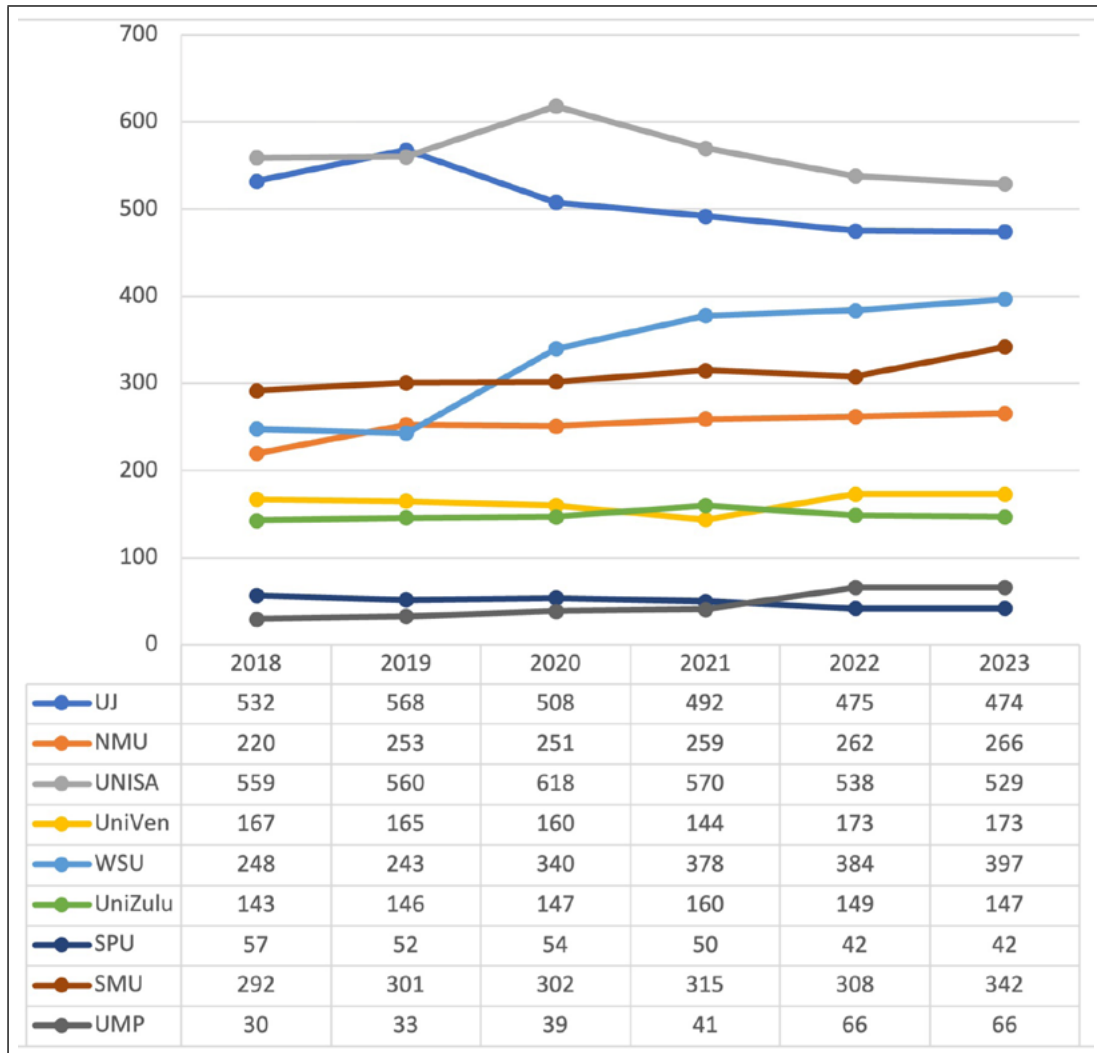
Figure 30: Headcount of permanent academic staff with master's as the higher qualification: CUs

Figure 31: Headcount permanent academic staff with highest qualification a master's qualification per university of technology

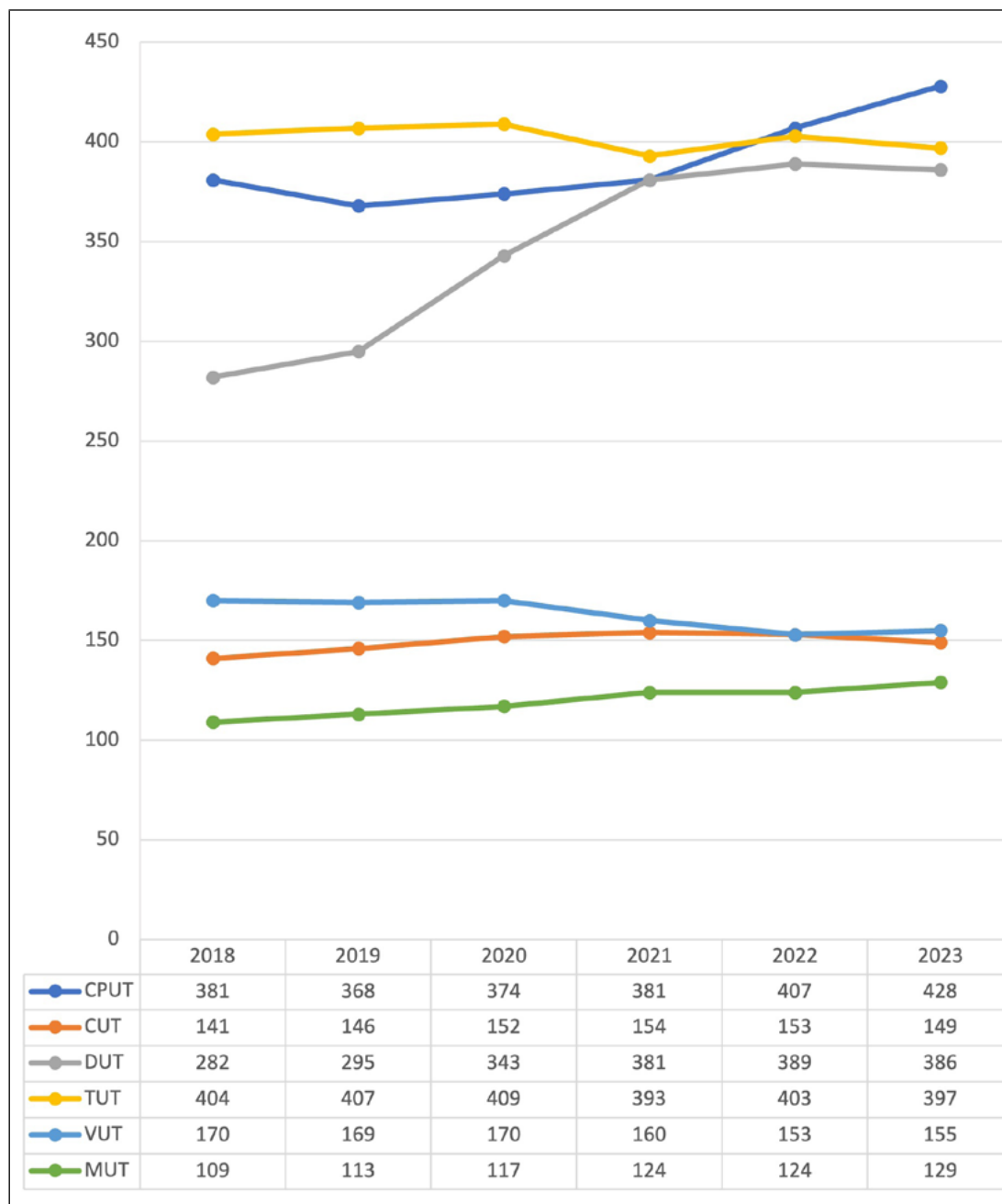


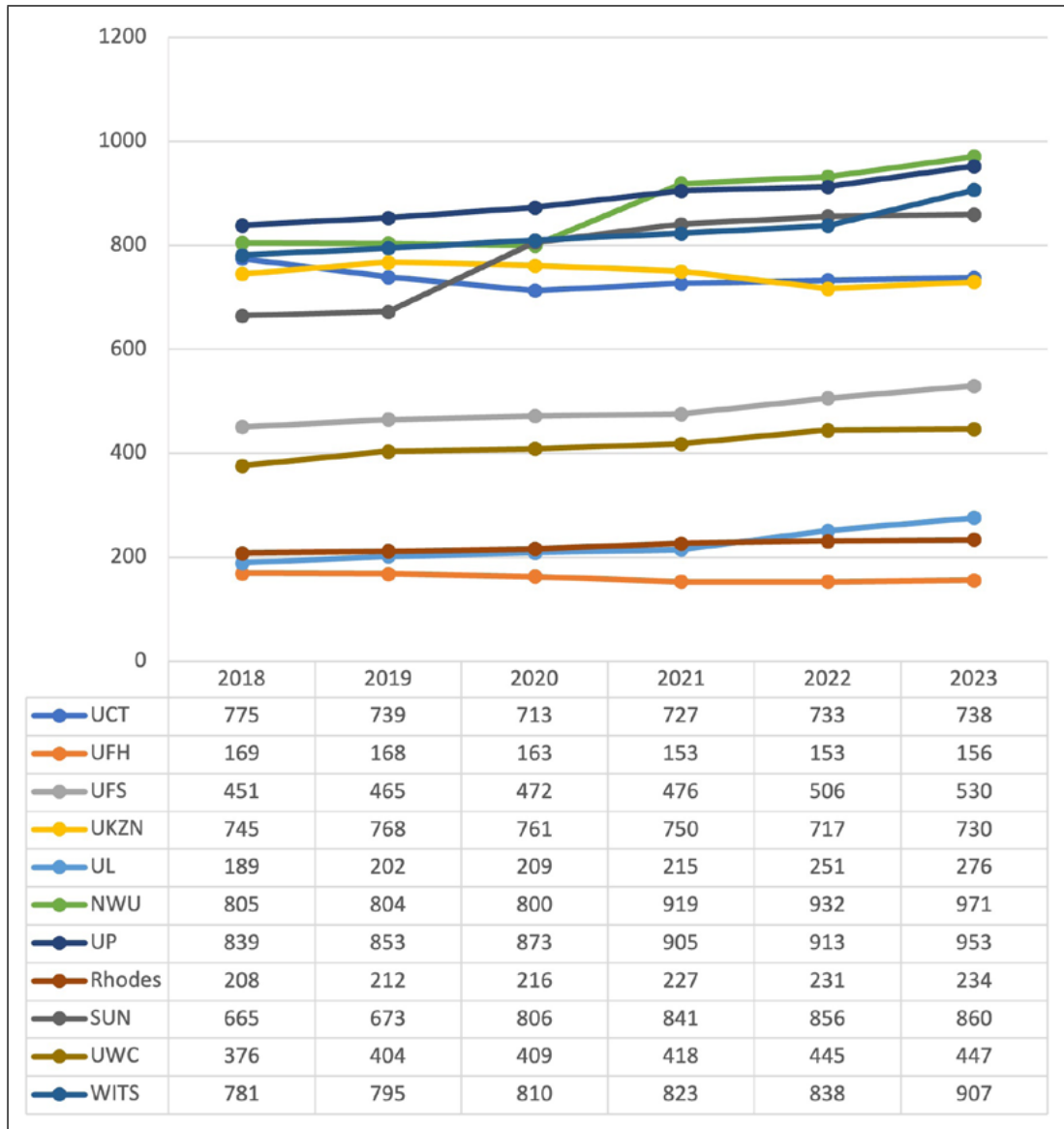
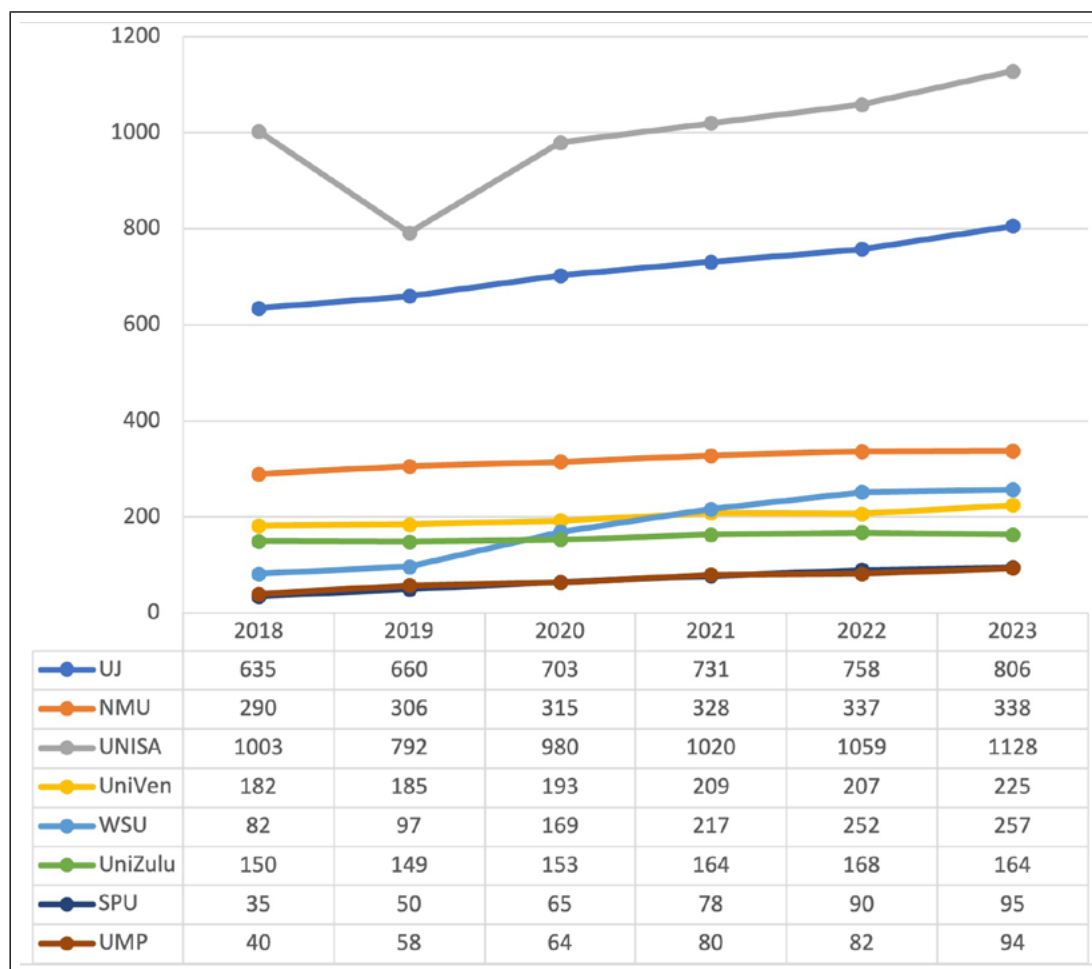
Figure 32: Headcount of permanent staff with Doctorate as highest qualification: TUs

Figure 33: Headcount of permanent academic staff with Doctorate as highest qualification: CU

* UNISA 2021 data is average of 2020 and 2022. (2021 data was an obvious outlier)

Figure 34: Headcount permanent academic staff with a Doctoral qualification per university of technology

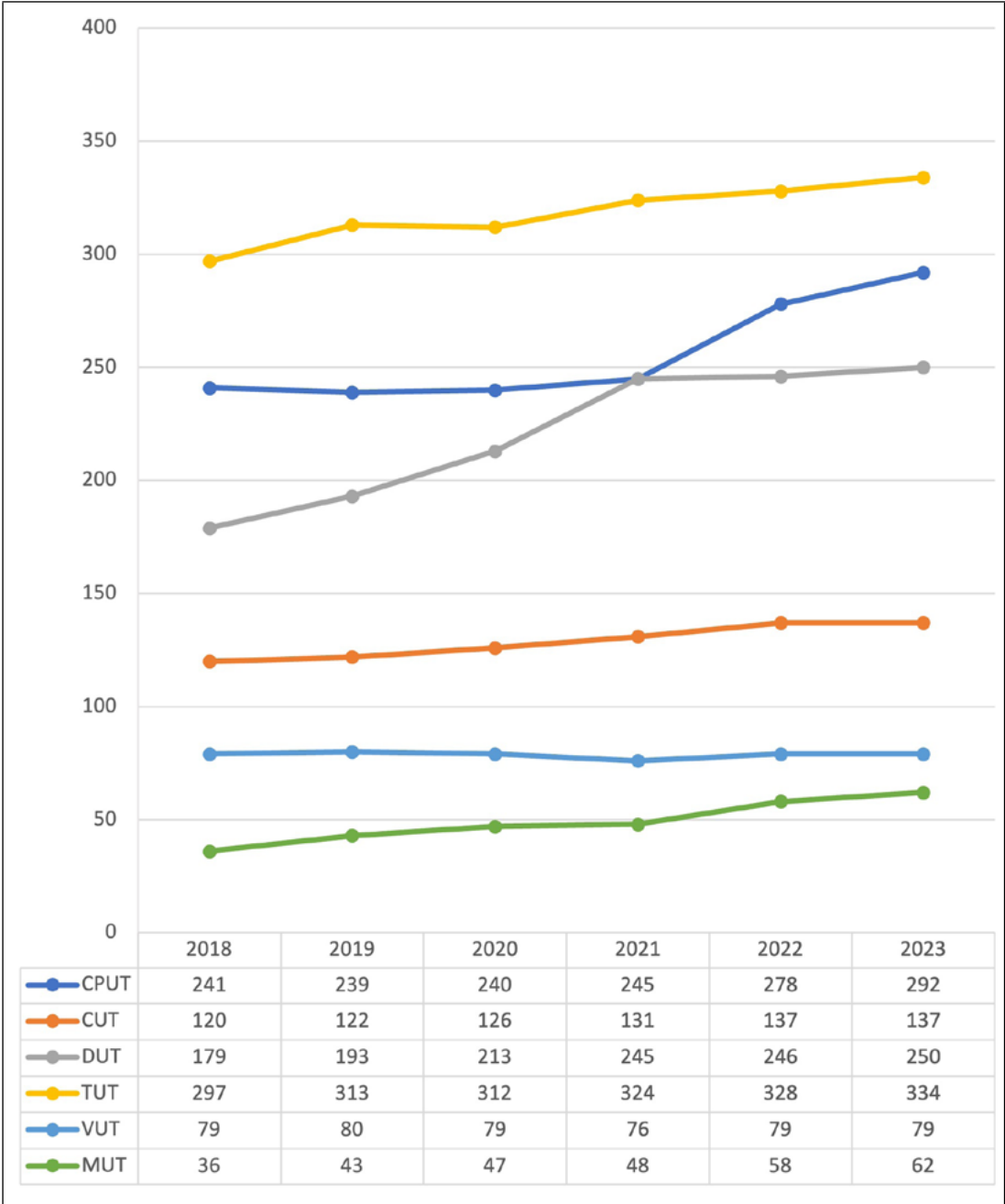


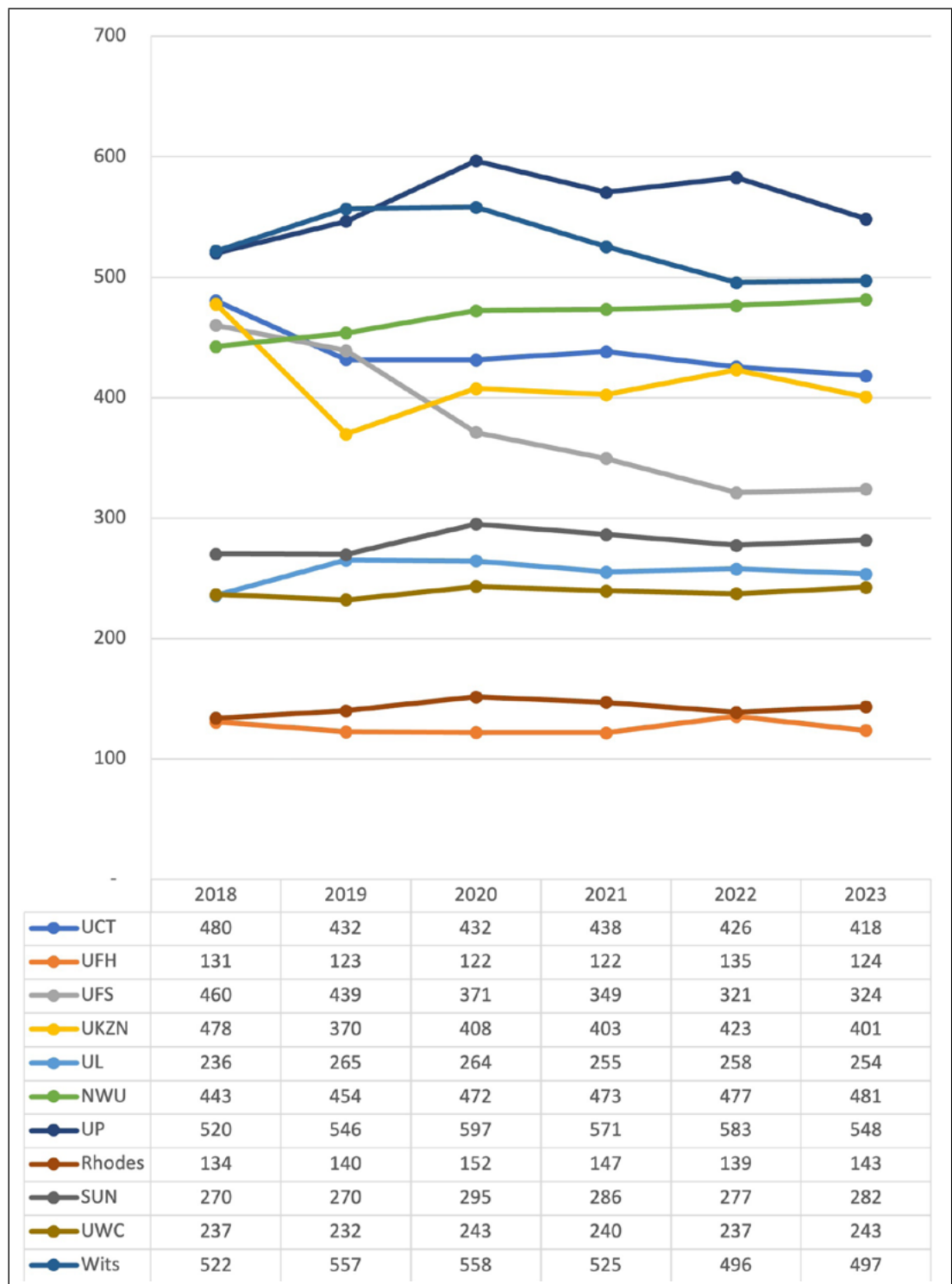
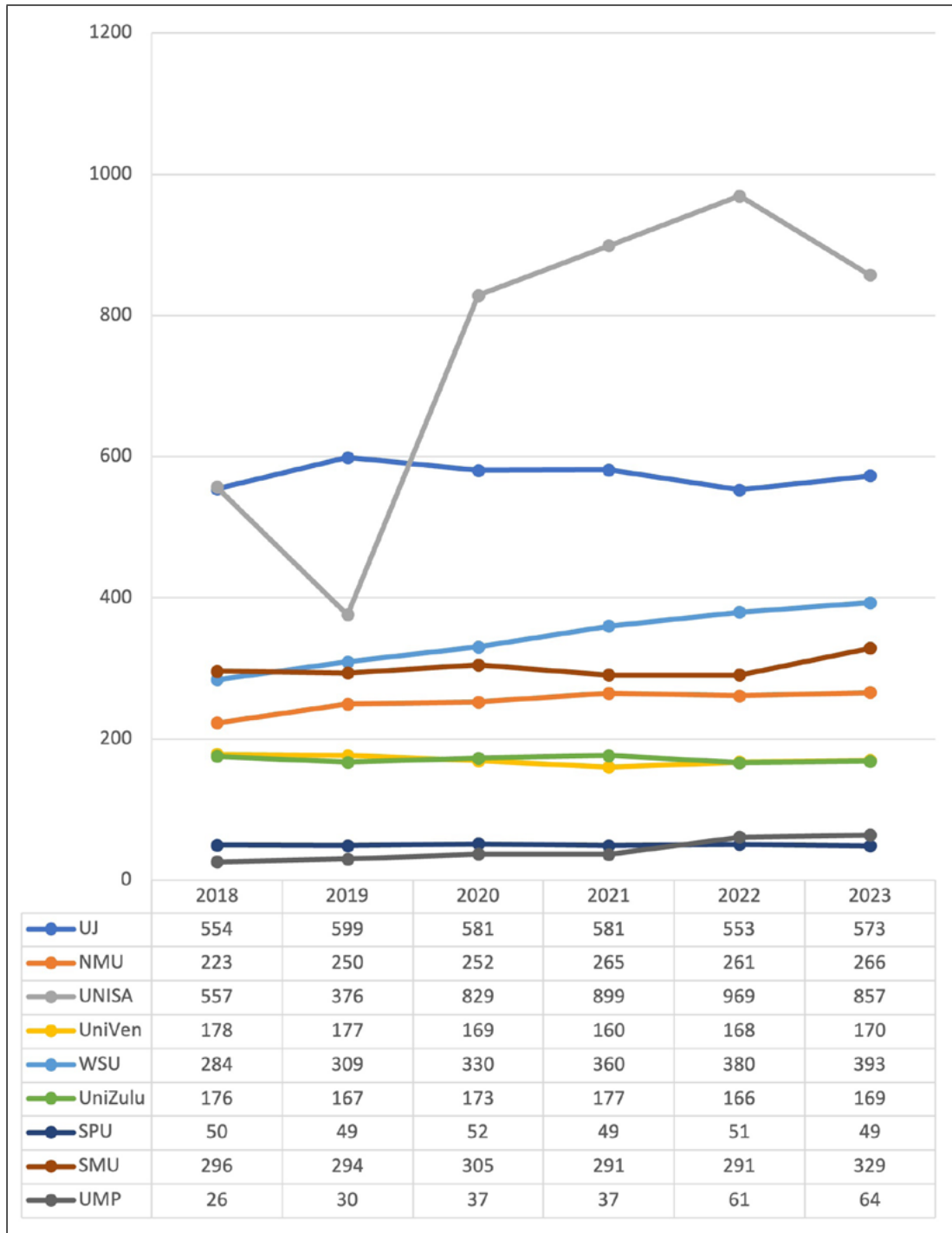
Figure 35: FTE academic staff with master's as highest qualification: TU's

Figure 36: FTE academic staff with master's as highest qualification: CU's

*UNISA: 2021 average figure used.

Figure 37: FTE academic staff with master's as highest qualification: UoT's

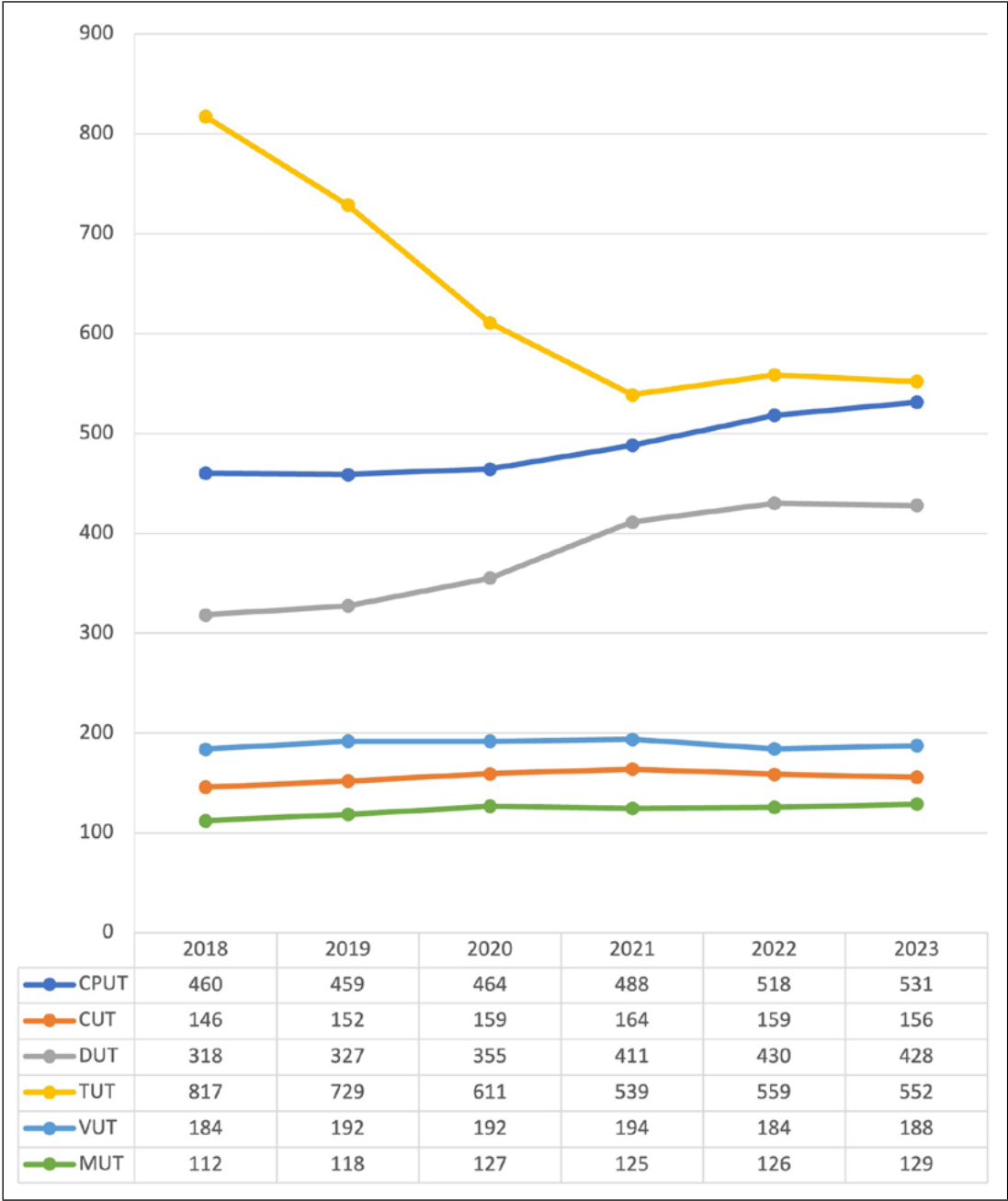


Figure 38: FTE academic staff with a Doctorate as highest qualification: TU

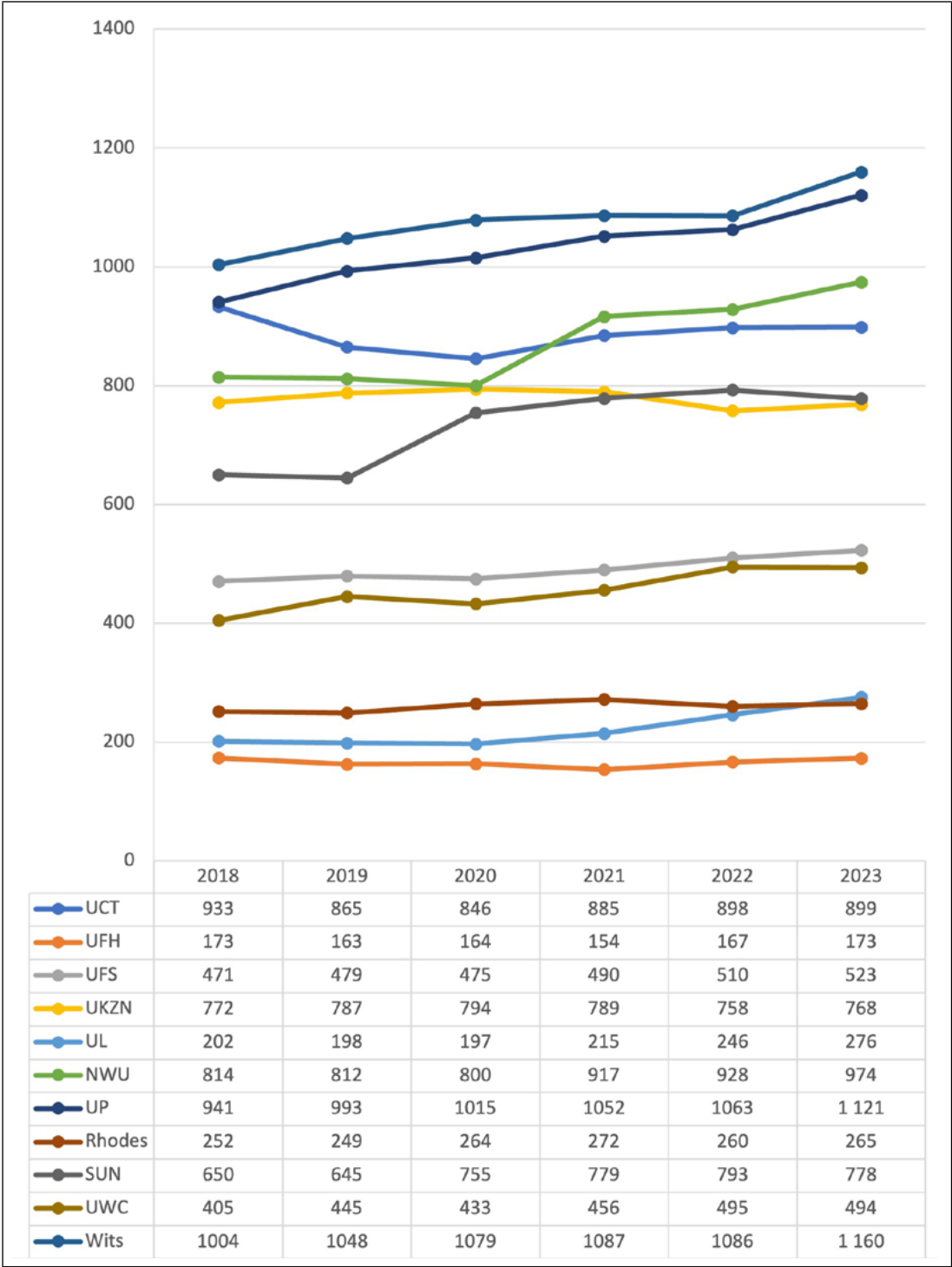
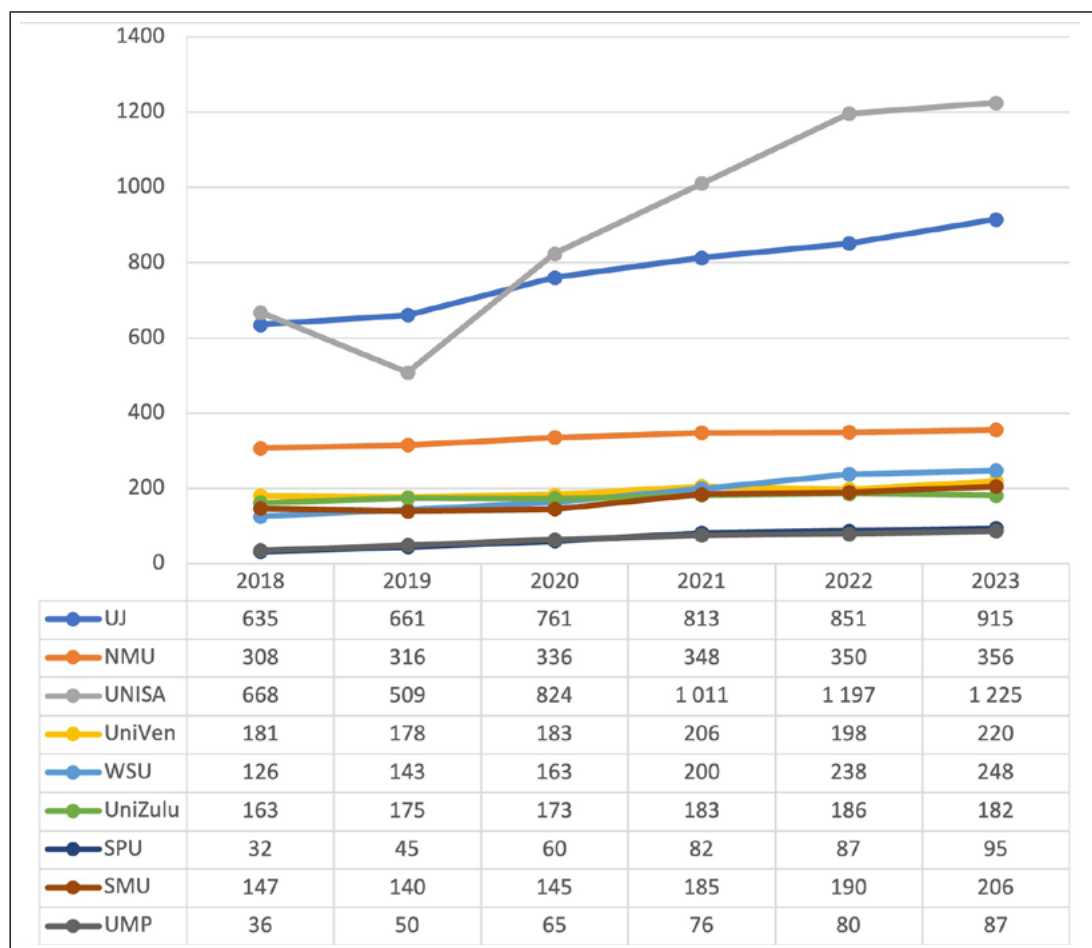
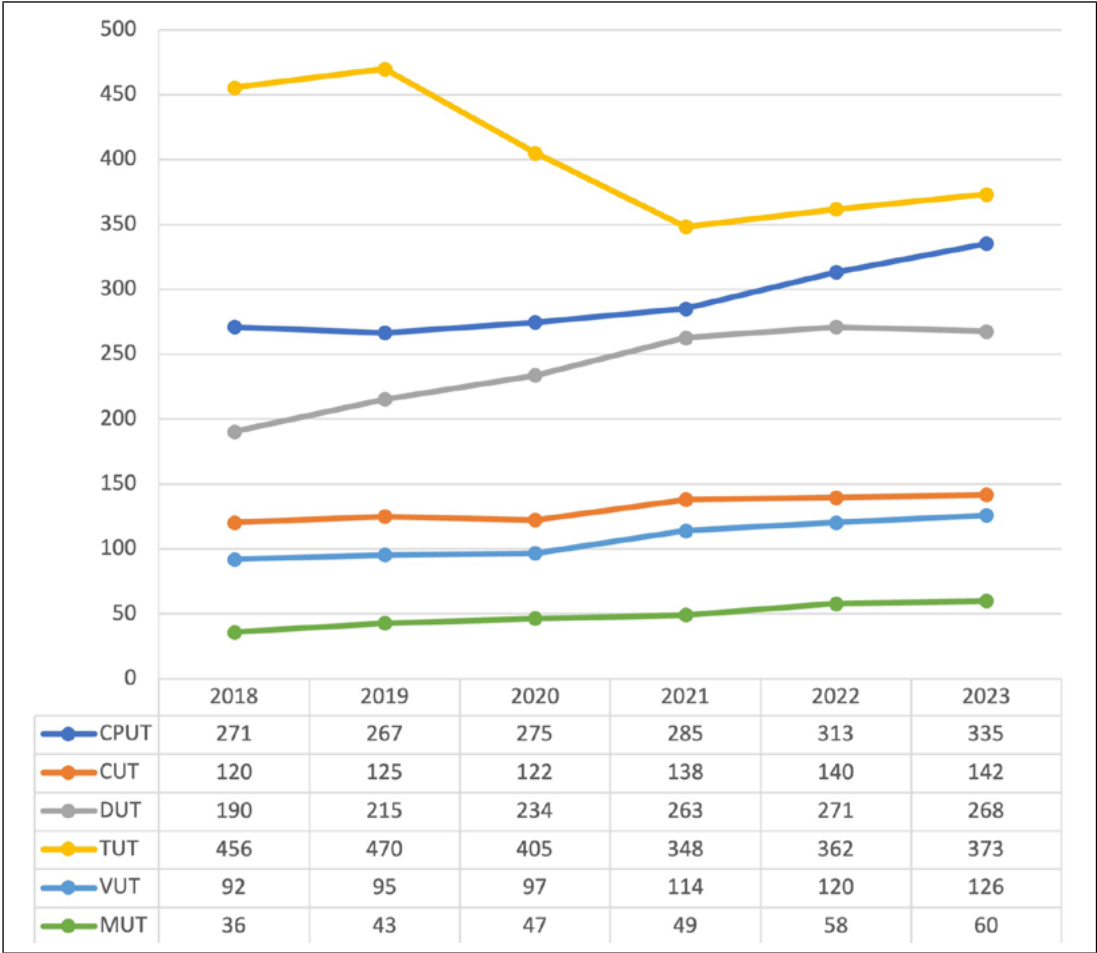


Figure 39: FTE academic staff with Doctorate as highest qualification: CU's*

*UNISA 2021: Average figure used

Figure 40: FTE academic staff with a Doctoral qualification per university of technology



**MASTER'S
AND
DOCTORAL
ENROLMENTS
AND
GRADUATES**

Figure 41: Master’s Enrolments per CESM

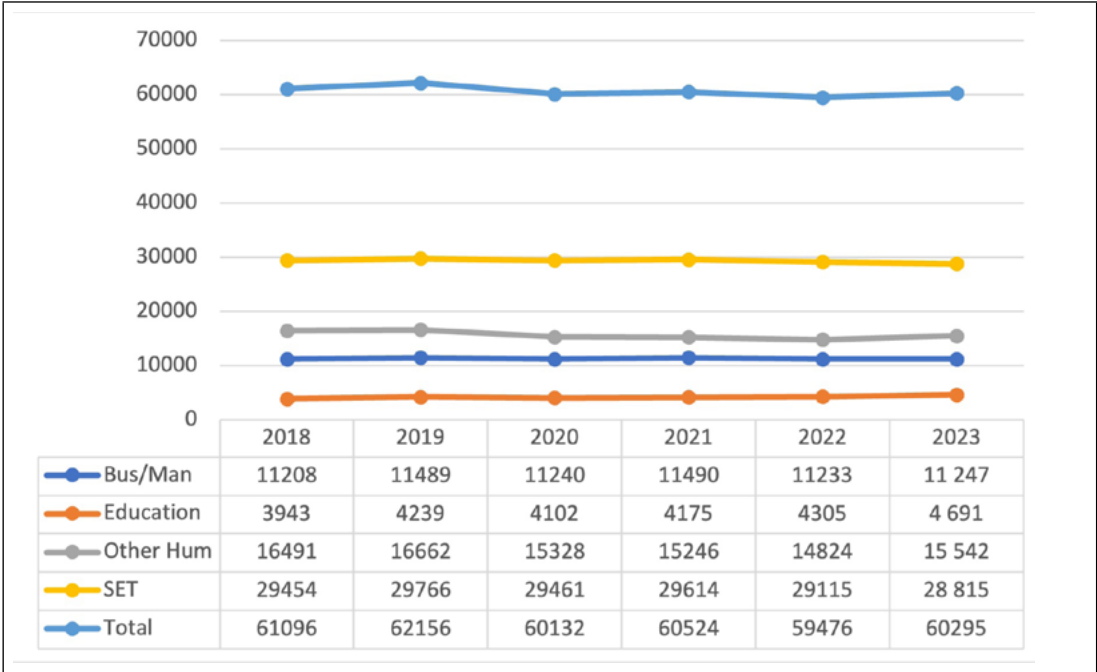


Figure 42: Doctoral Enrolments per CESM

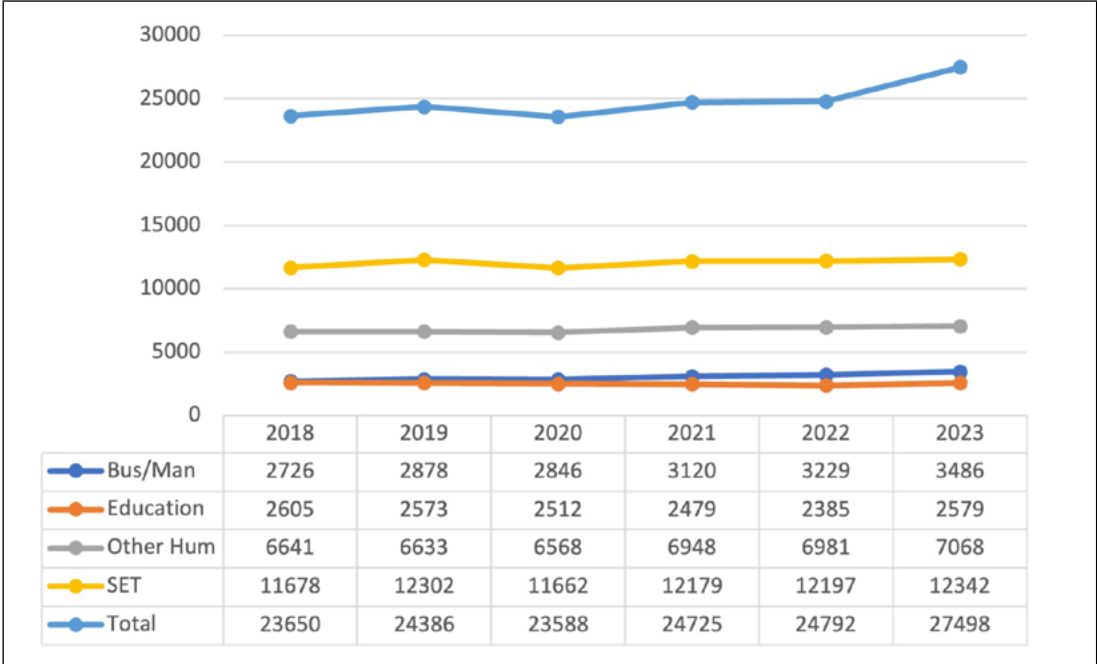
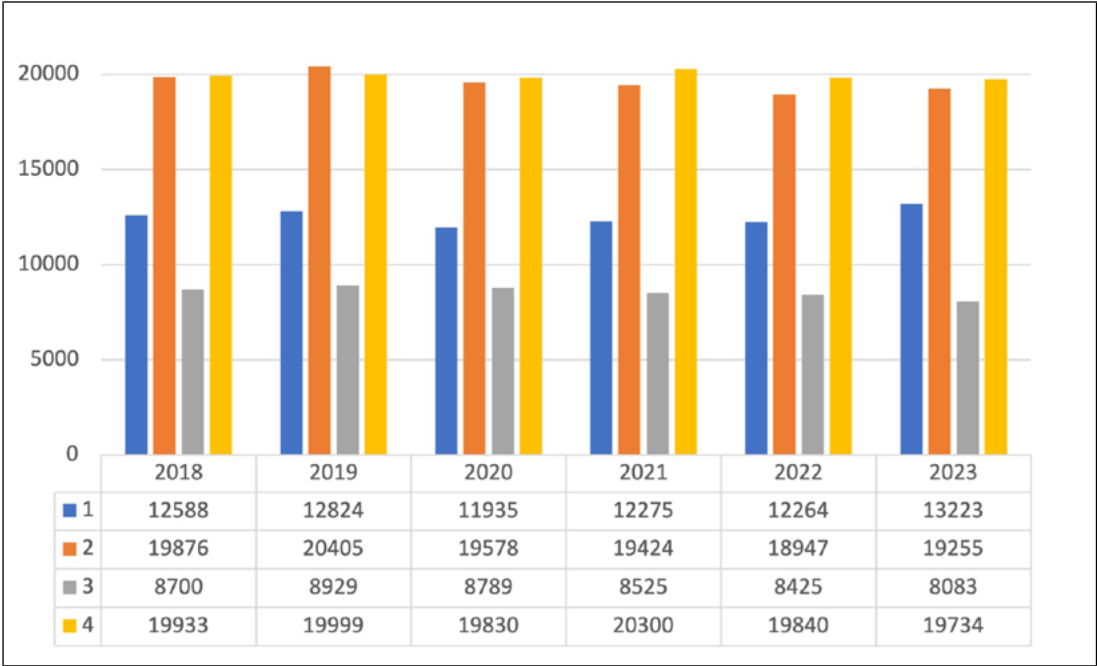
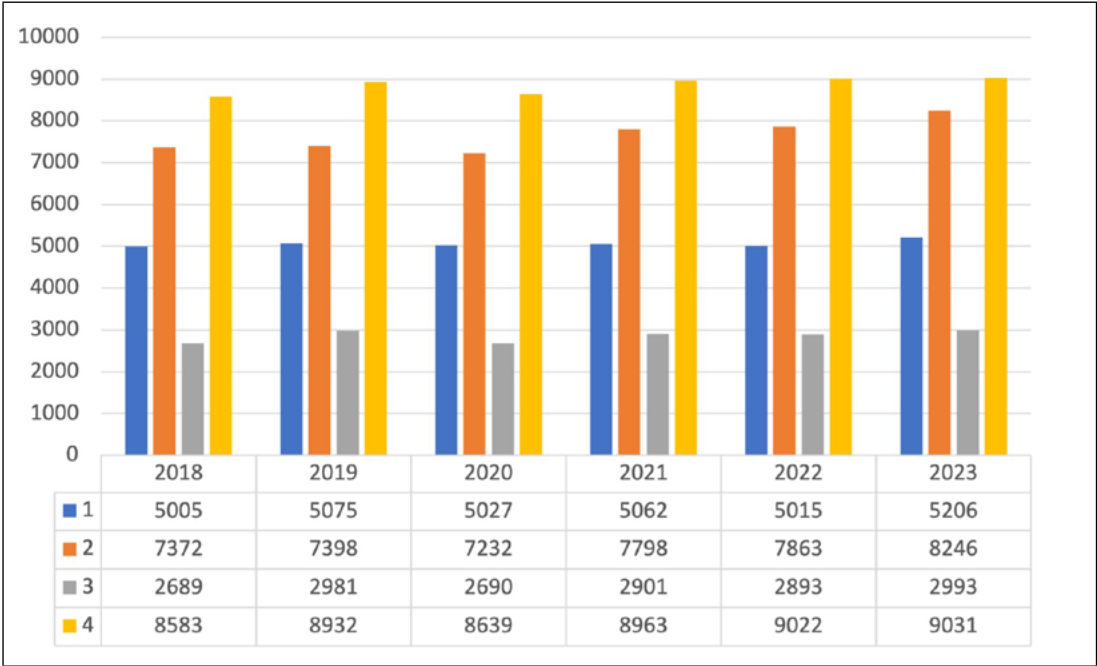


Figure 43: Master’s Enrolments per Funding Group*



See Appendix 2B for the funding groups details

Figure 44: Doctoral Enrolments per Funding Group



See Appendix 2B for the funding groups details

Figure 45: Master’s Graduates per CESM: (All public Universities)

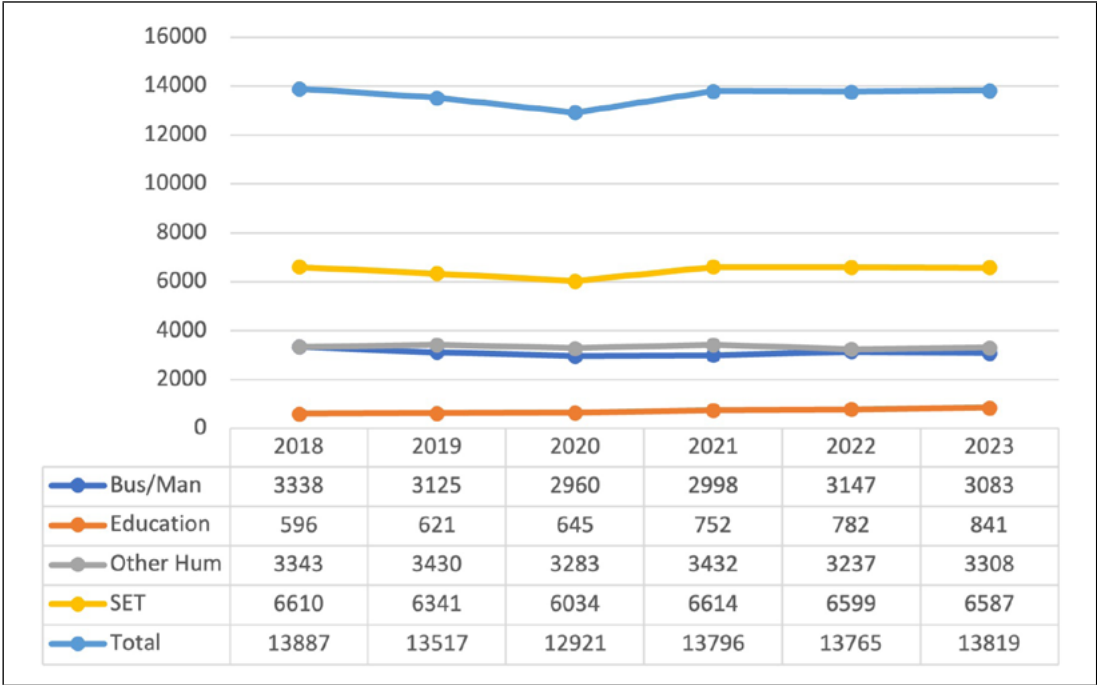


Figure 46: Doctoral Graduates per CESM: (All public Universities)

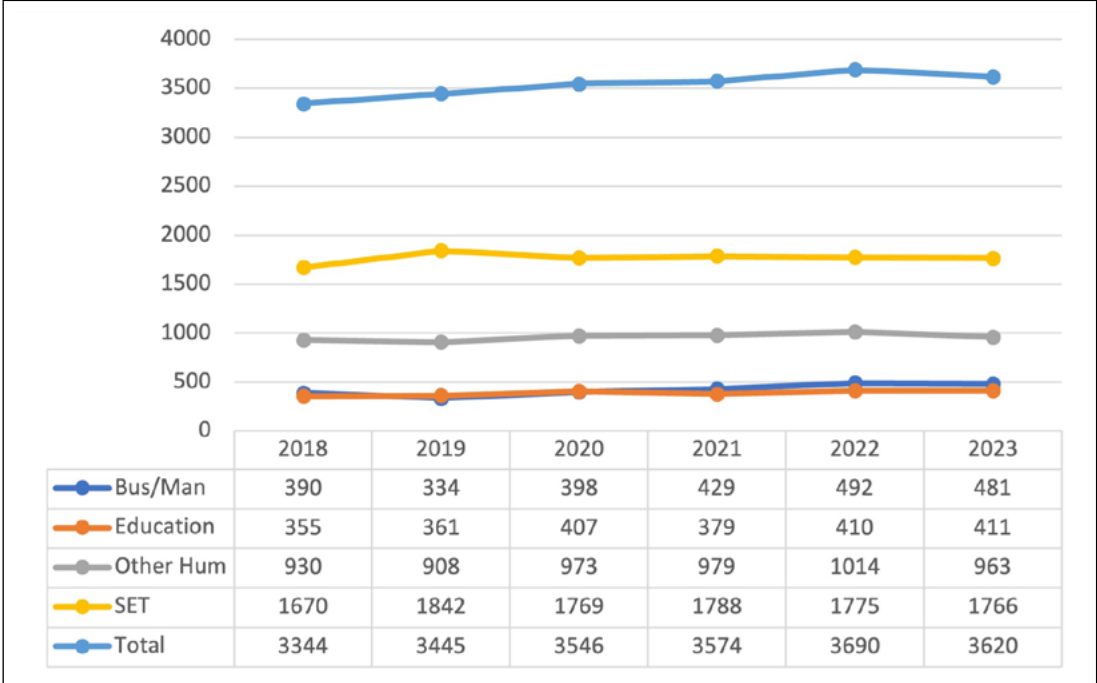


Figure 47: Master’s Enrolments per Traditional University

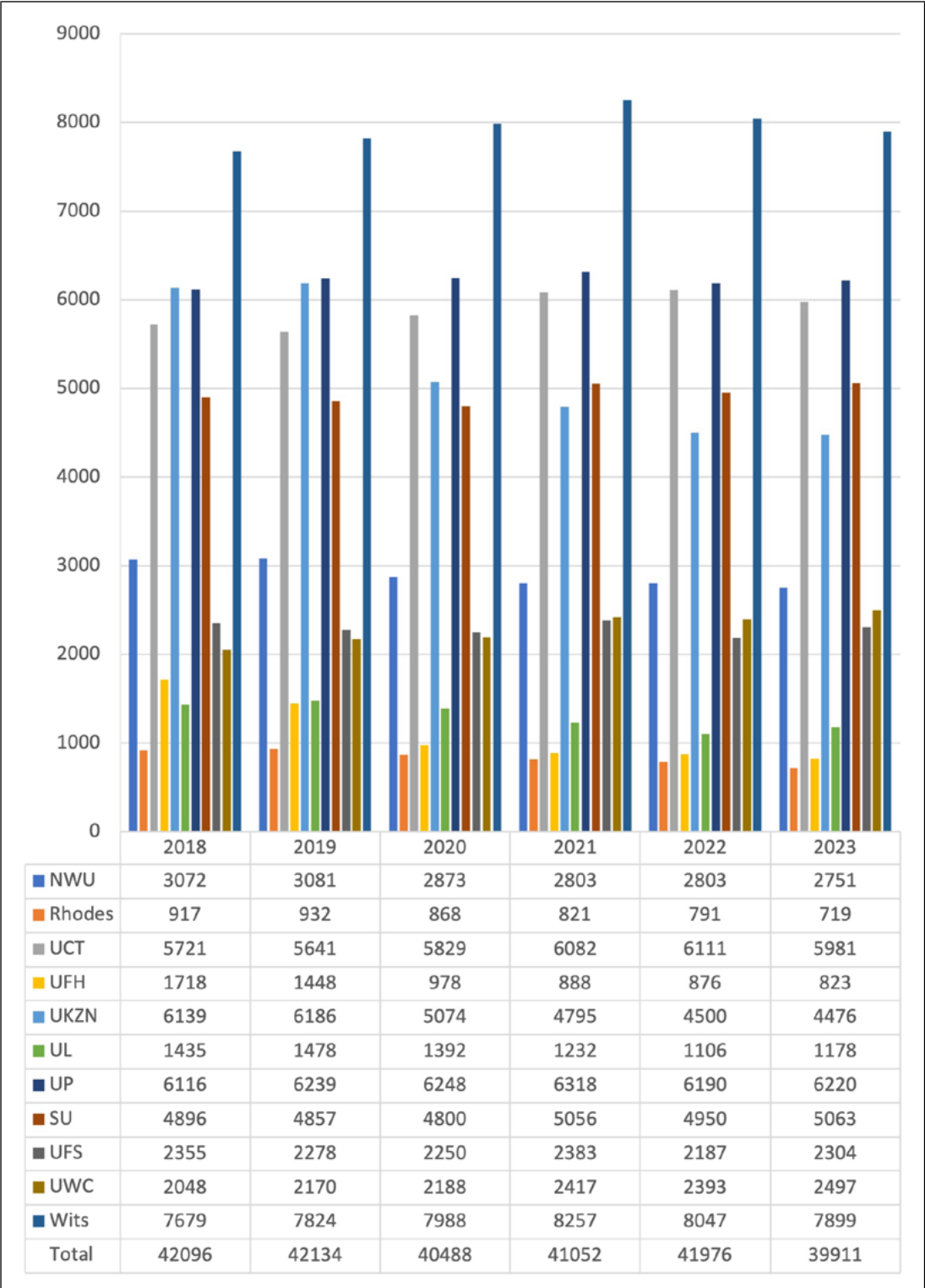


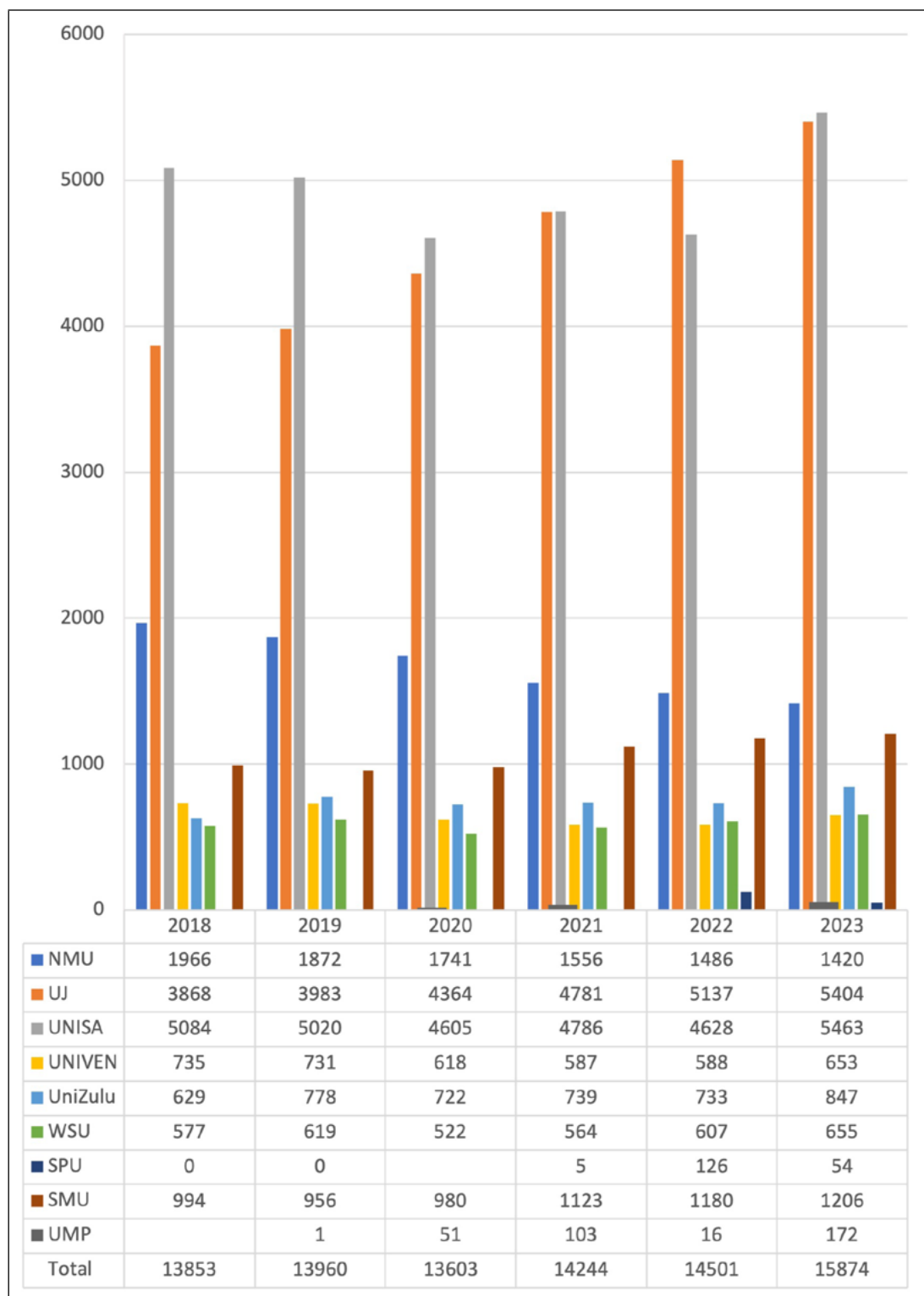
Figure 48: Master's Enrolments per Comprehensive University

Figure 49: Master’s Enrolments per University of Technology

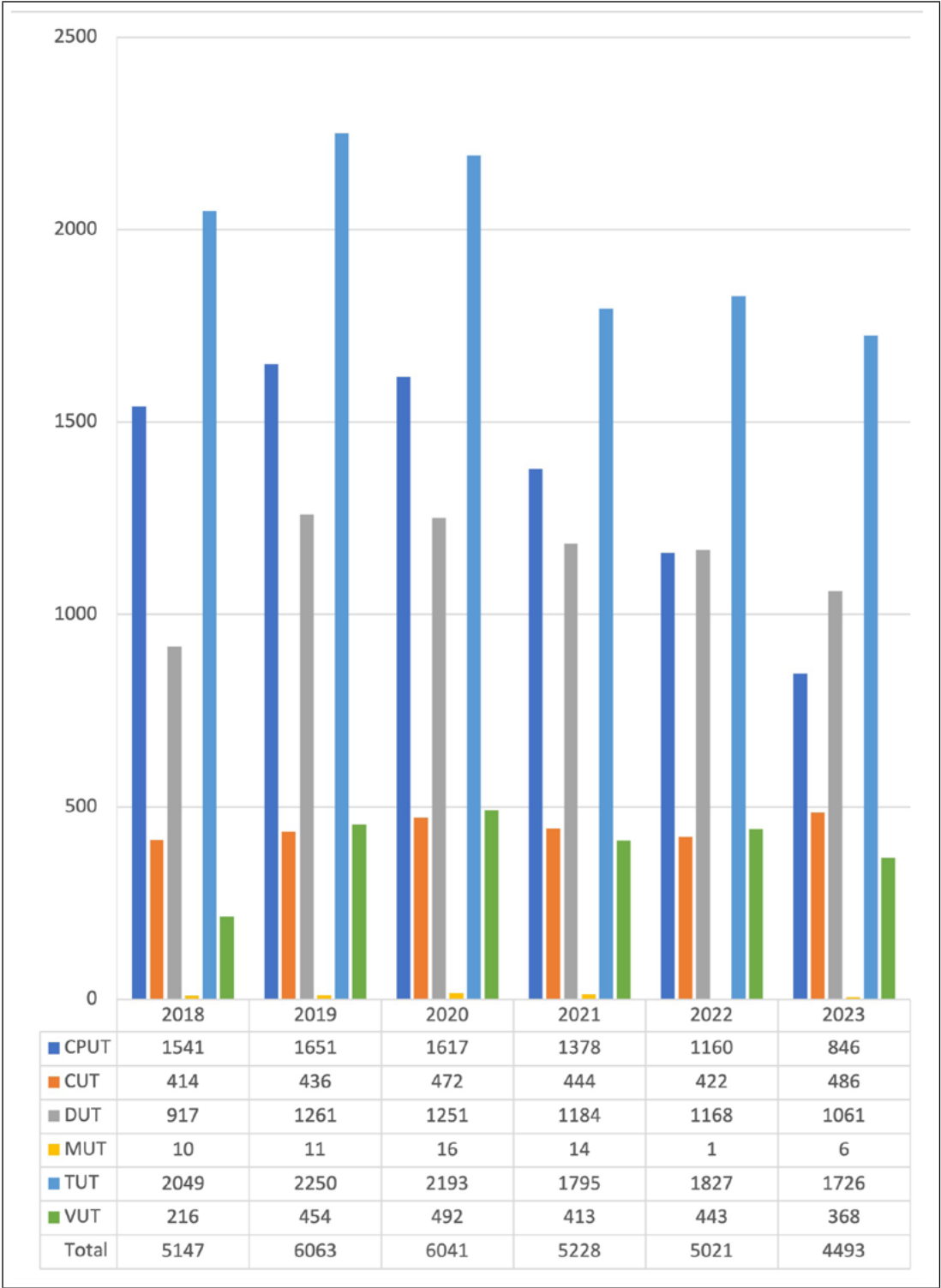


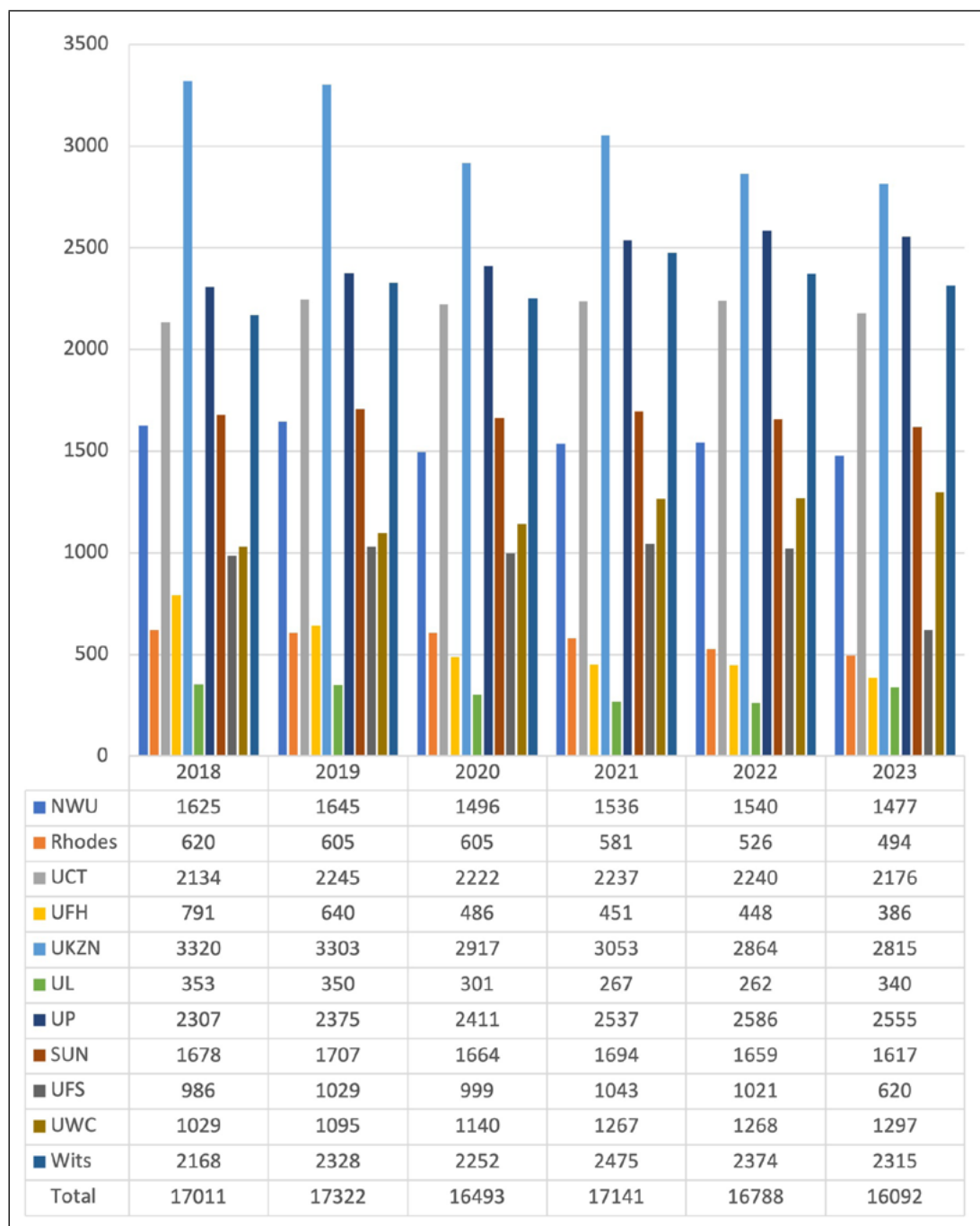
Figure 50: Doctoral Enrolments per Traditional University

Figure 51: Doctoral Enrolments per Comprehensive University

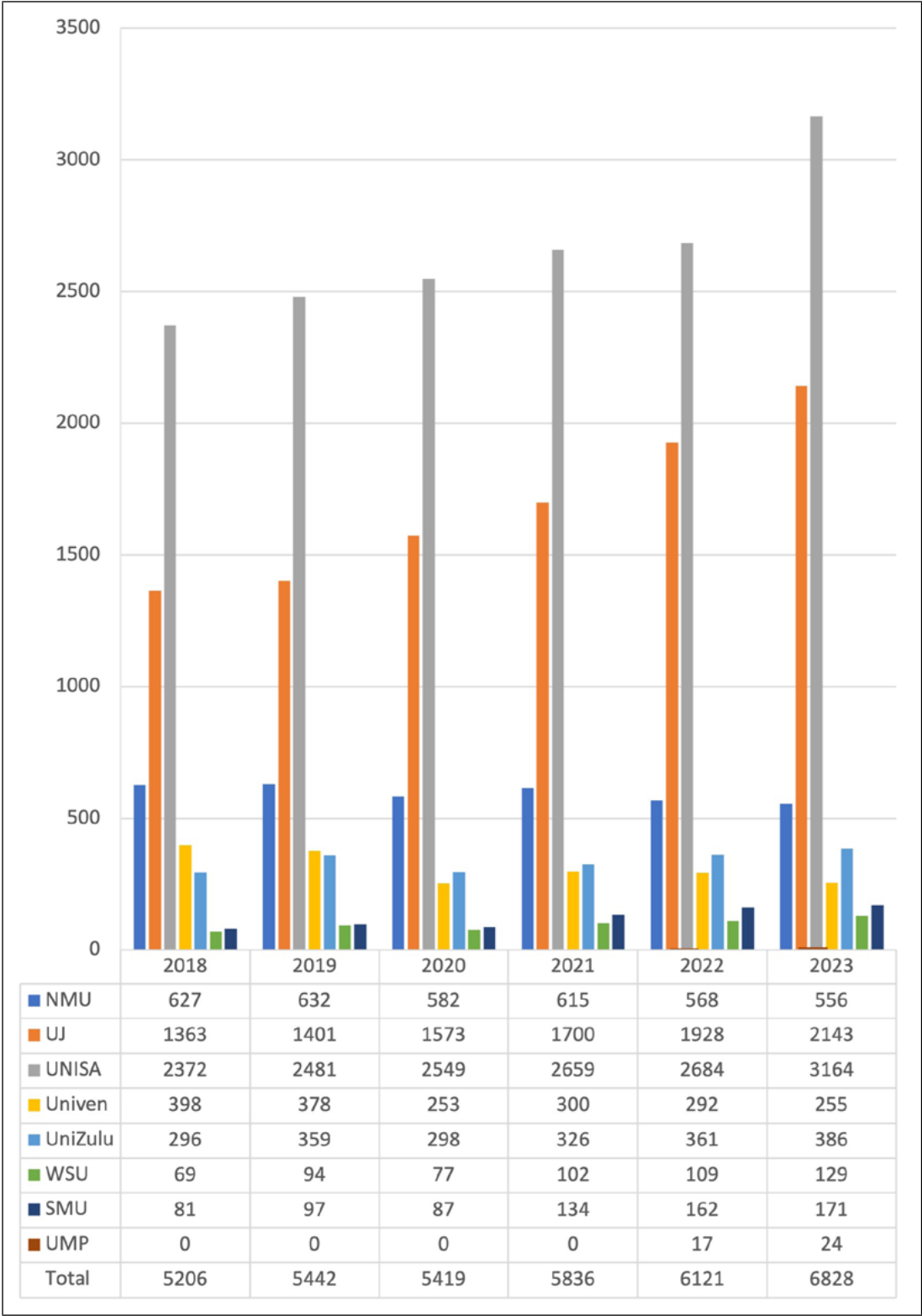


Figure 52: Doctoral Enrolments per University of Technology

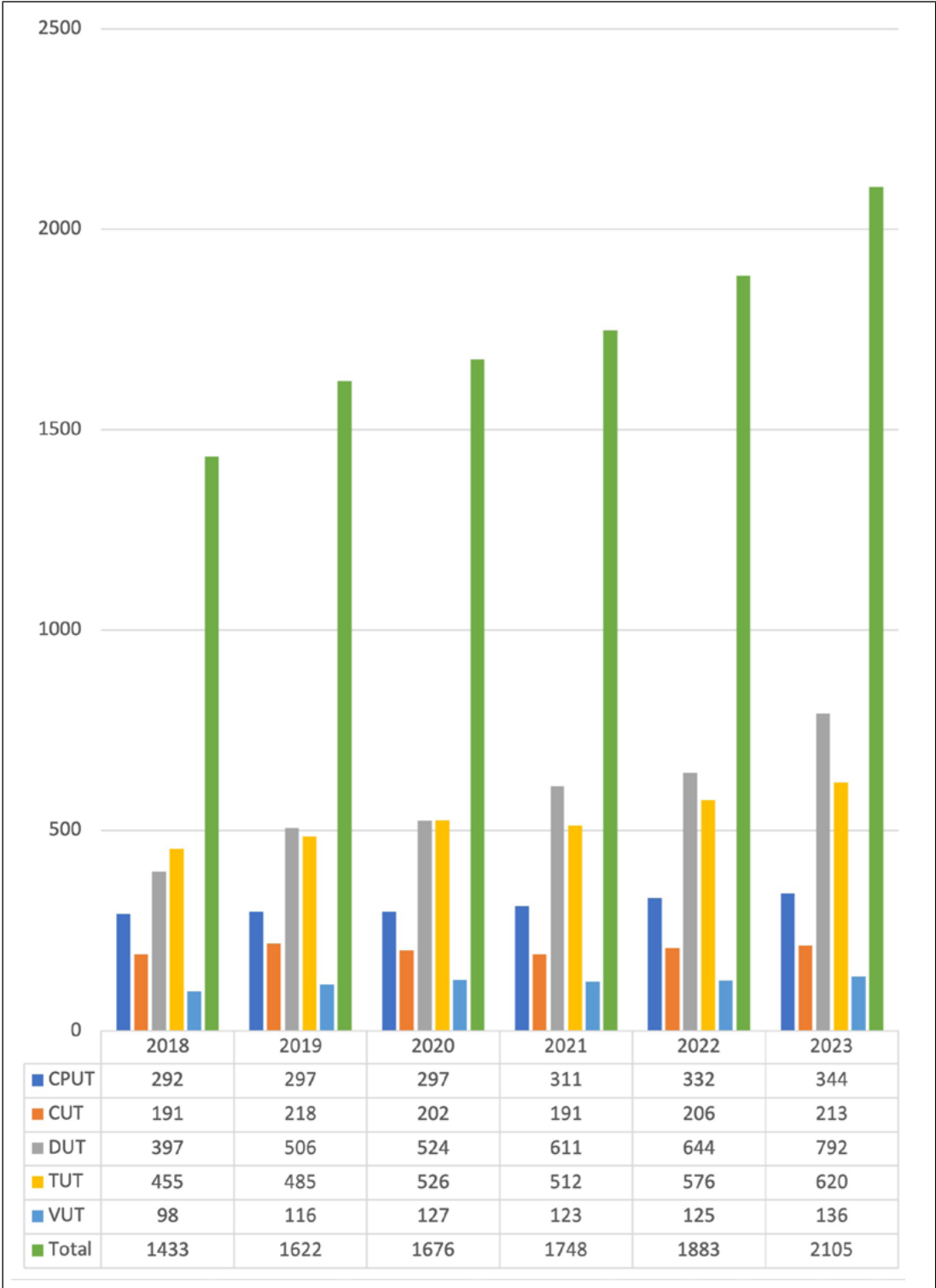


Figure 53: Master’s Graduates per Traditional University

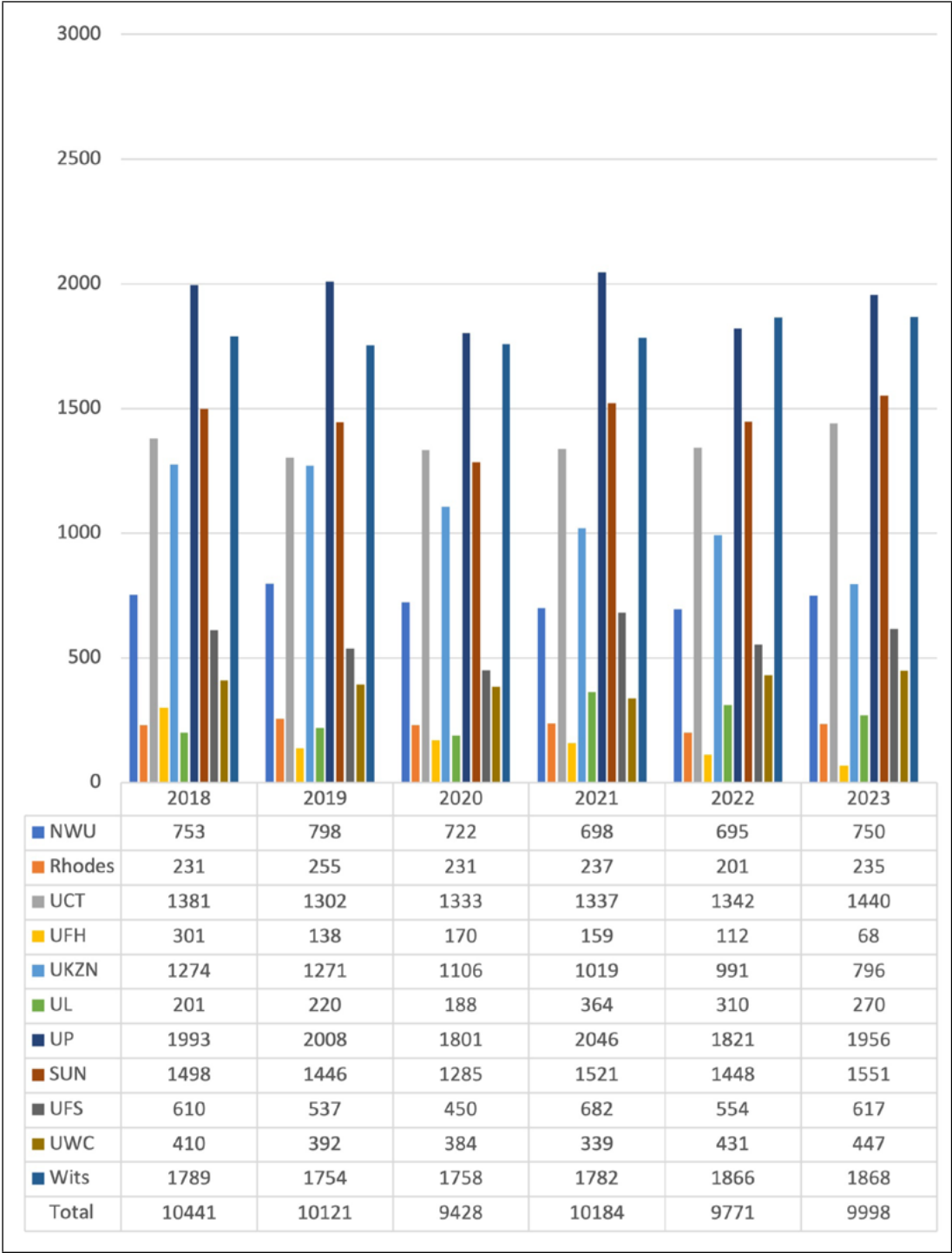


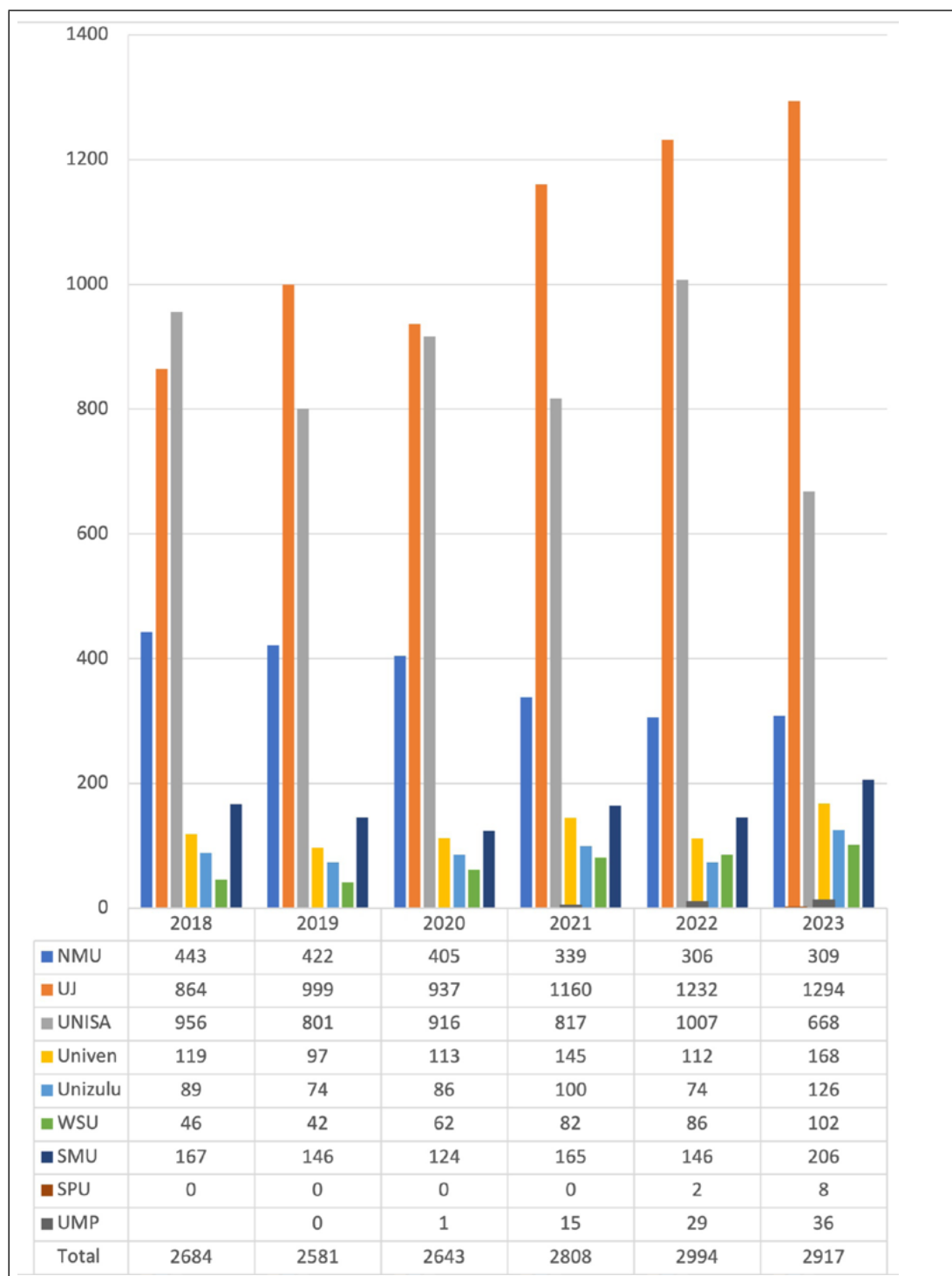
Figure 54: Master's Graduates per Comprehensive University

Figure 55: Master’s Graduates per University of Technology

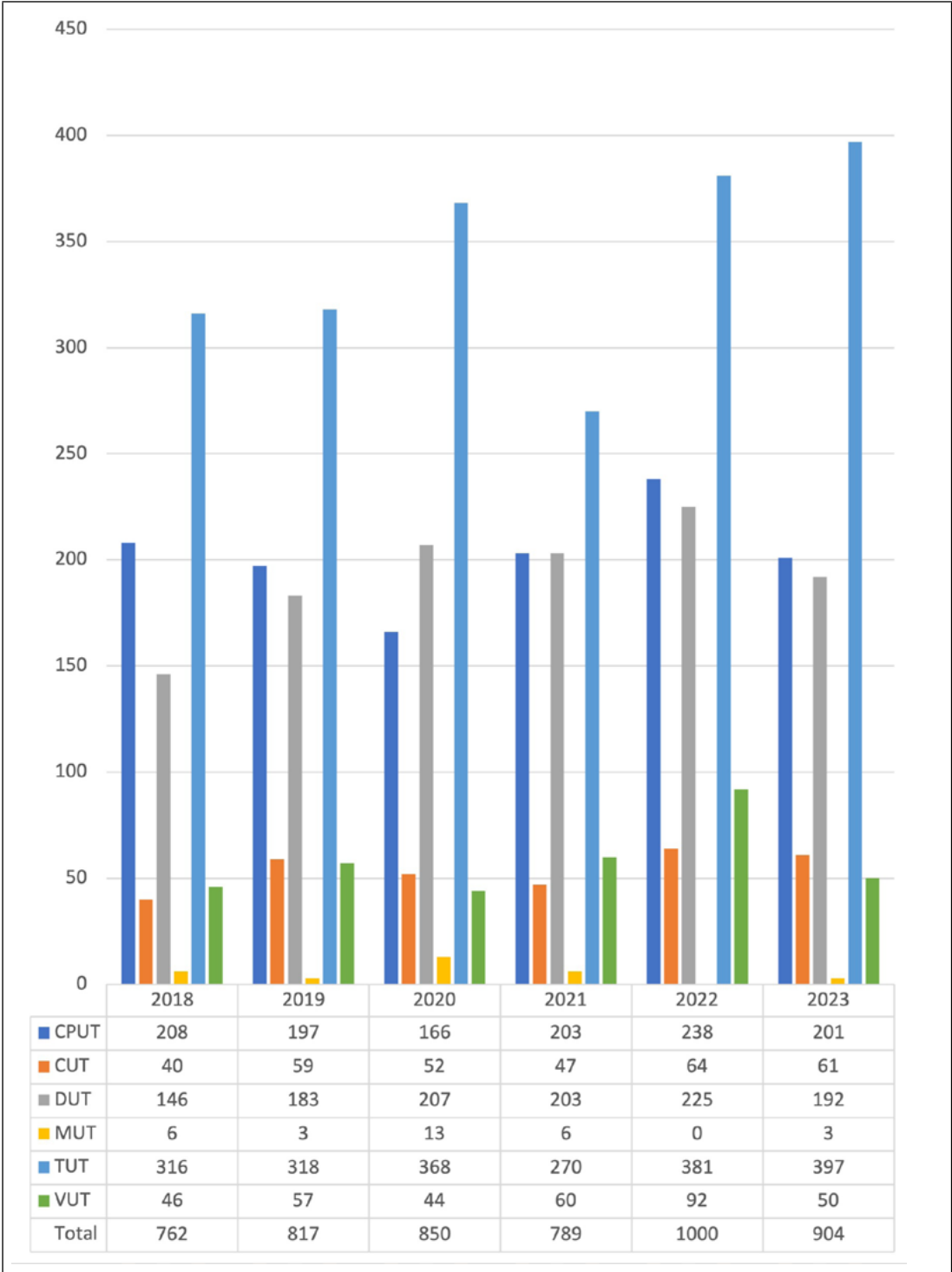


Figure 56: Doctoral Graduates per Traditional University

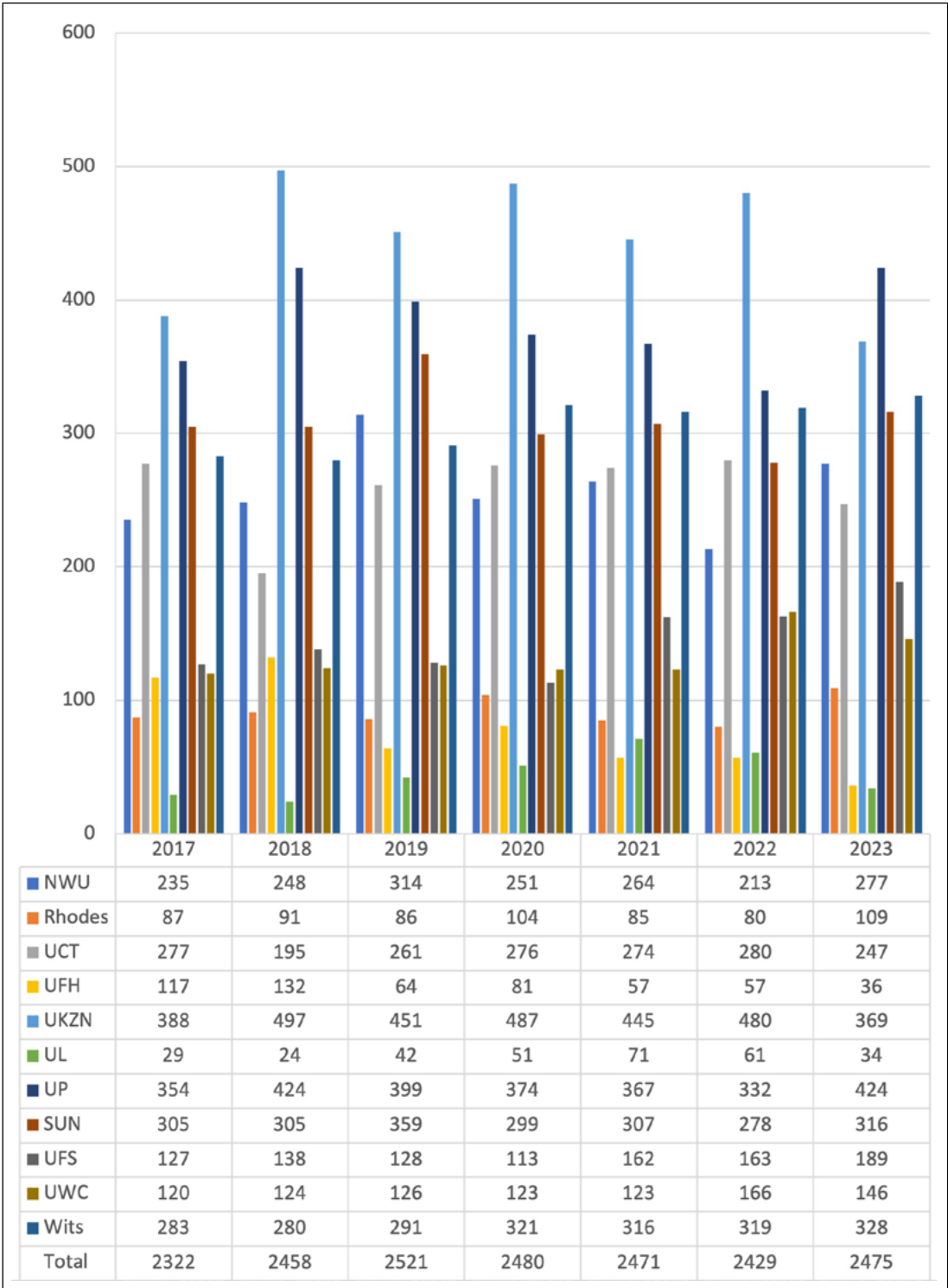


Figure 57: Doctoral Graduates per Comprehensive University

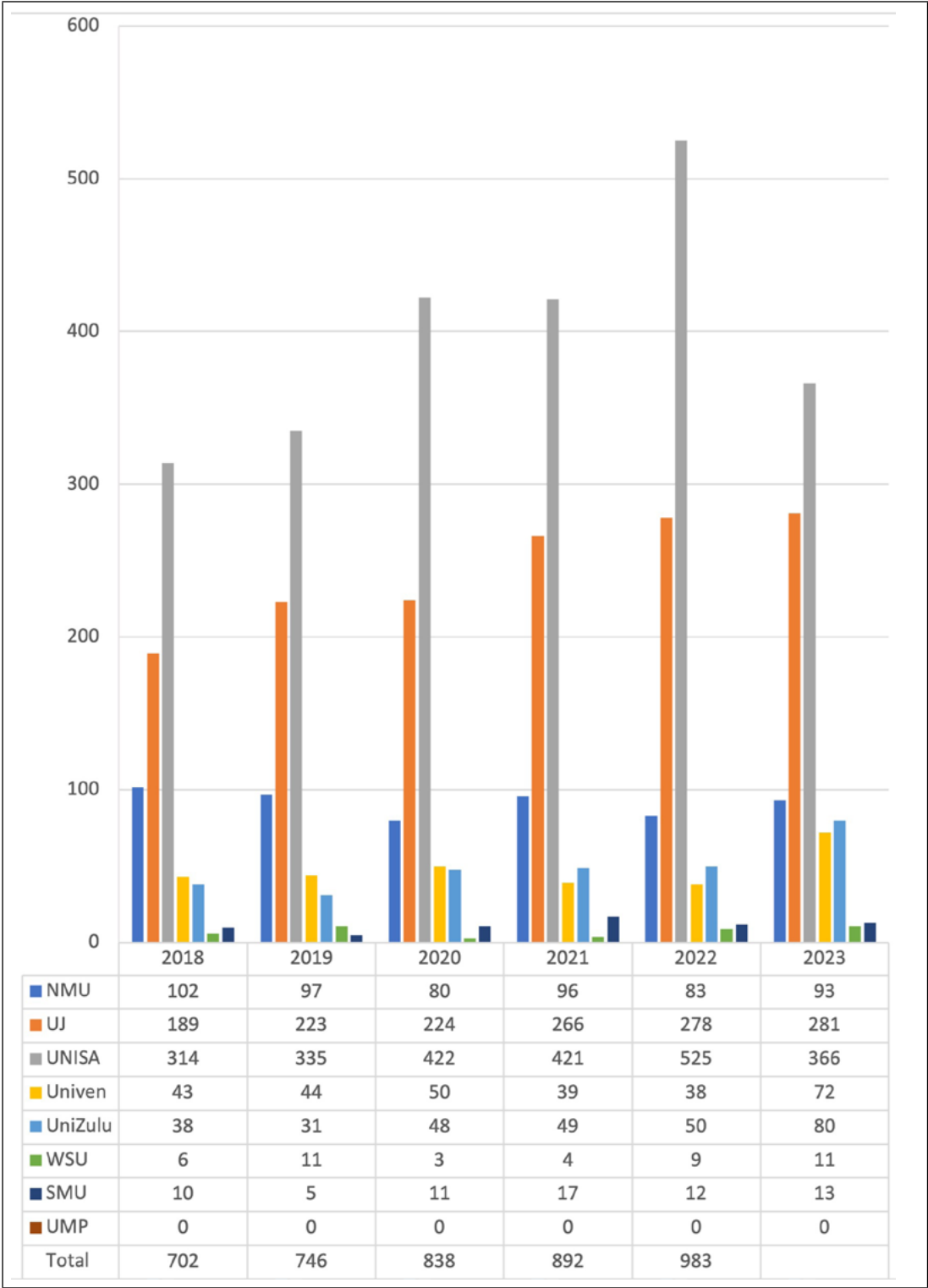
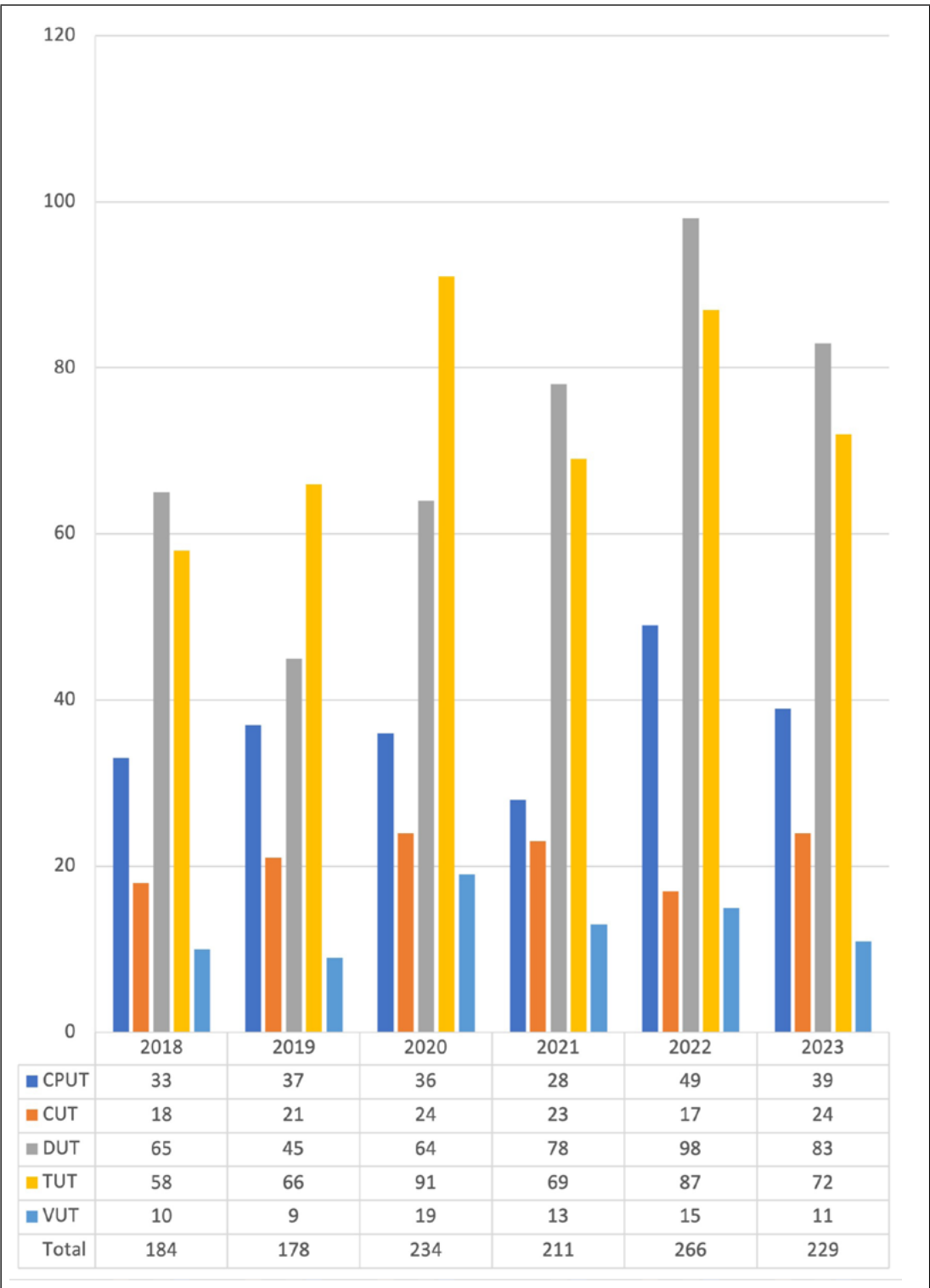


Figure 58: Doctoral Graduates per University of Technology



**2018
RESEARCH COHORT
ANALYSES
FOR
MASTER'S DEGREES
BY RESEARCH
AND
DOCTORAL DEGREES**

Figure 59: Throughput rate for research Master’s with first year of enrolment in 2018 (excluding UNISA)

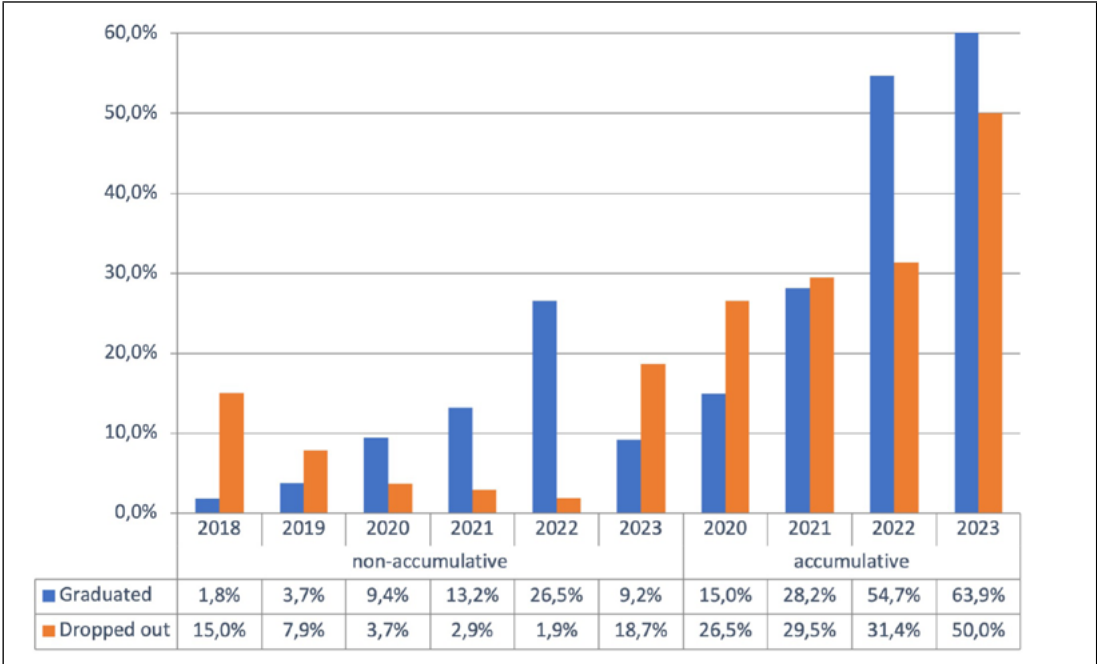


Figure 60: Throughput rates for research Master’s with first year of enrolment in 2018 in Science (excluding UNISA)

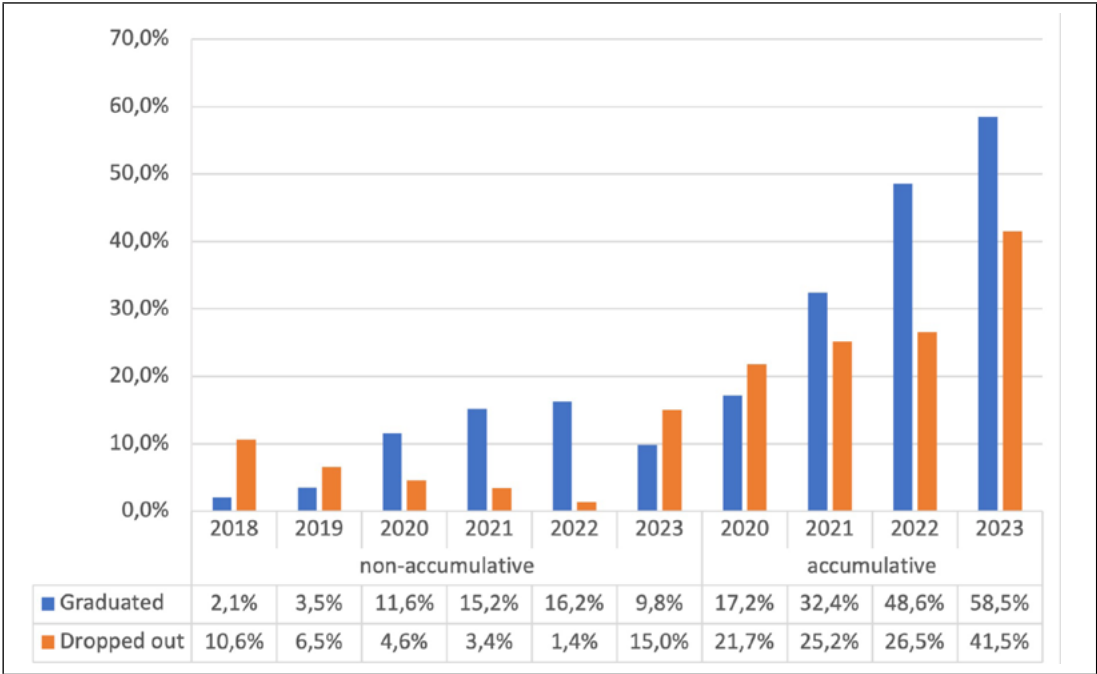


Figure 61: Throughput rates for research Master's with first year of enrolment in 2018 in Engineering (excluding UNISA)

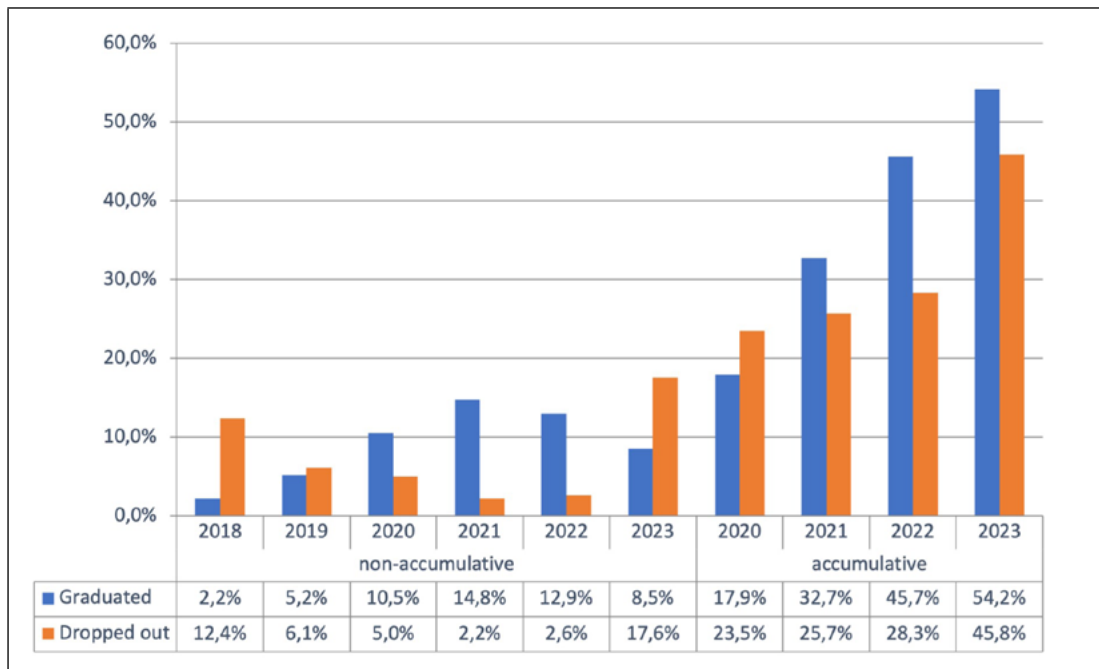


Figure 62: Throughput rates for research Master's with first year of enrolment in 2018 in Business and Management Science and Planning (excluding UNISA)

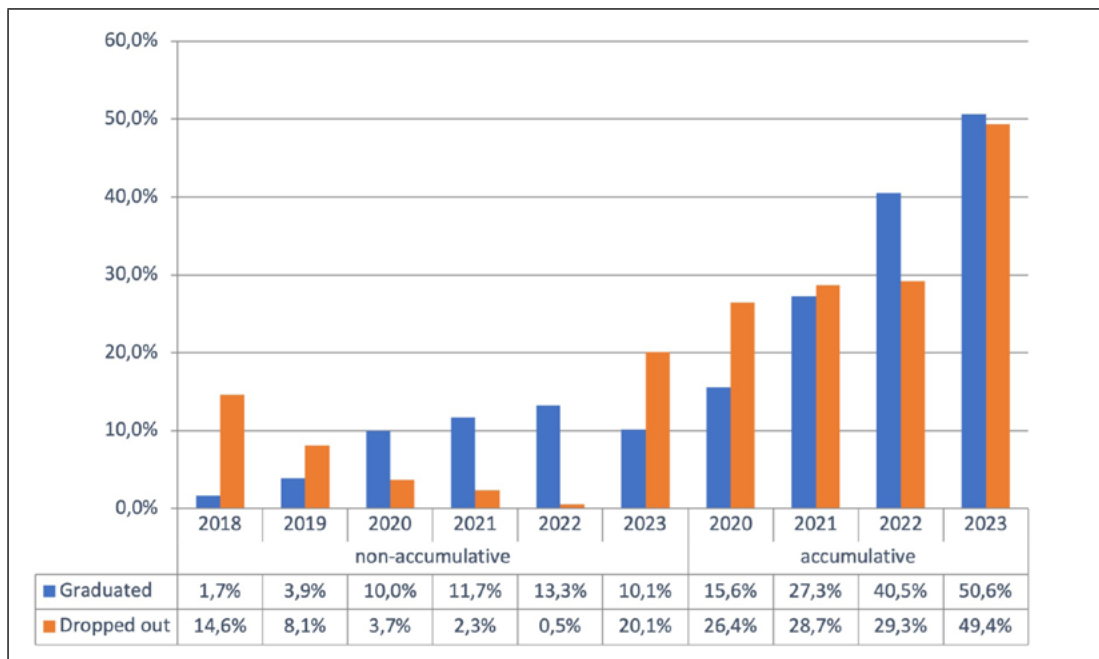


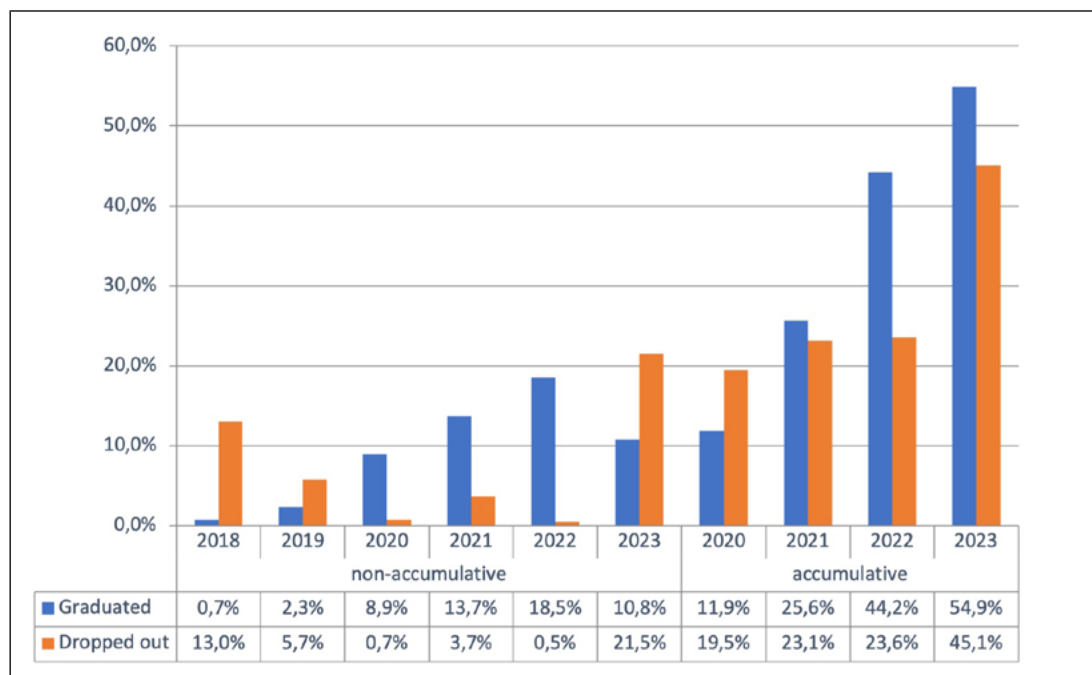
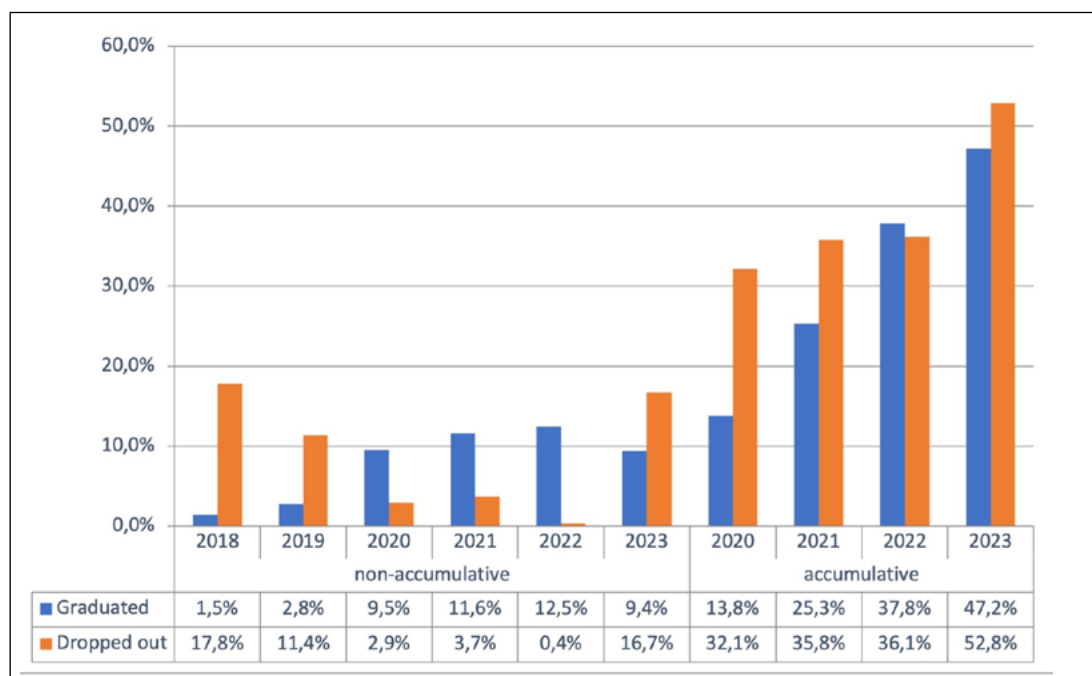
Figure 63: Throughput rates for research Master's with first year of enrolment in 2018 in Health (excluding UNISA)**Figure 64:** Throughput rates for research Master's with first year of enrolment in 2018 in Education (excluding UNISA)

Figure 65: Throughput rates for research Master’s with first year of enrolment in 2018 in Agriculture (excluding UNISA)

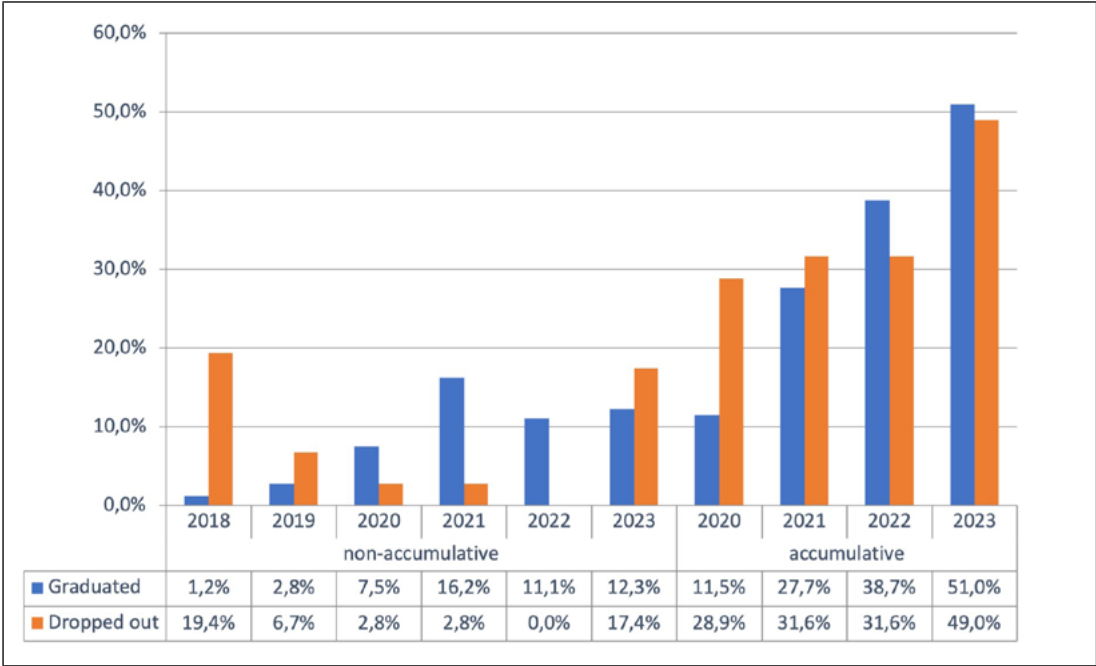


Figure 66: Percentage of the 2018 cohort doing research Master’s that graduated in 5 years (by 2023)

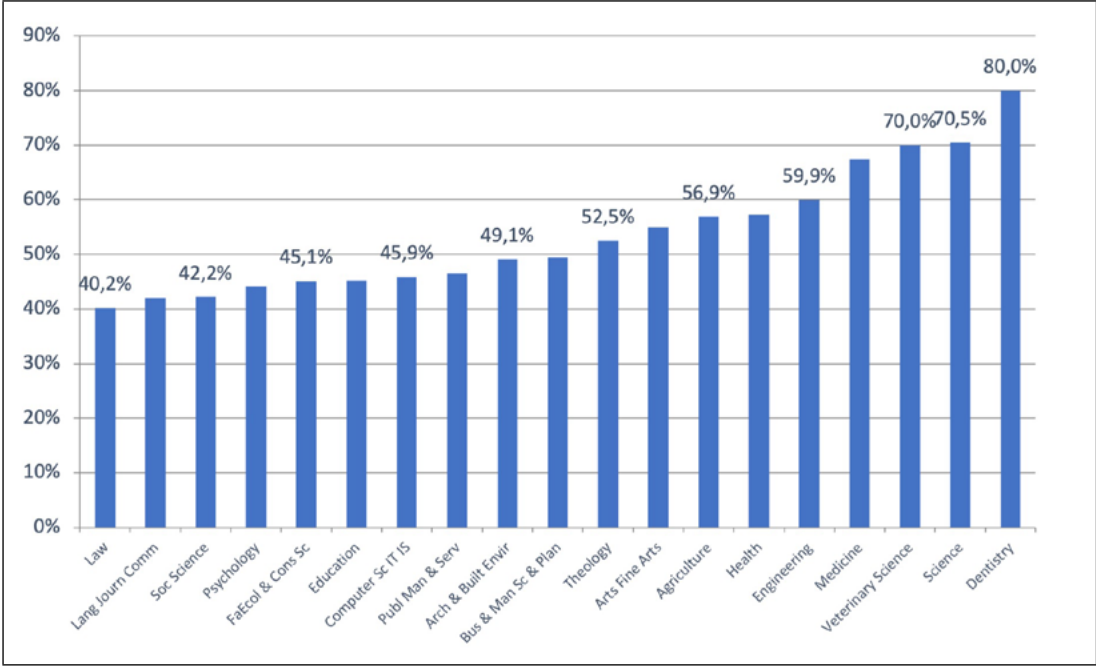


Figure 67: Headcount of the 2018 cohort doing research Master's that graduated in 5 years (by 2023)

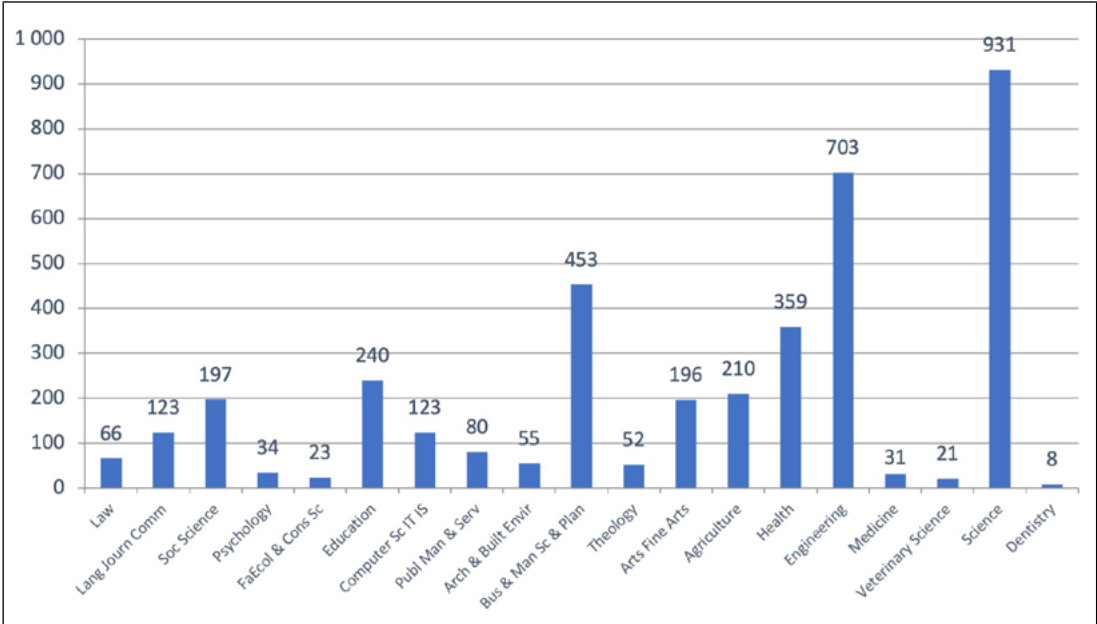


Figure 68: Percentage of the 2018 cohort doing research Master's that dropped out in 5 years (by 2023)

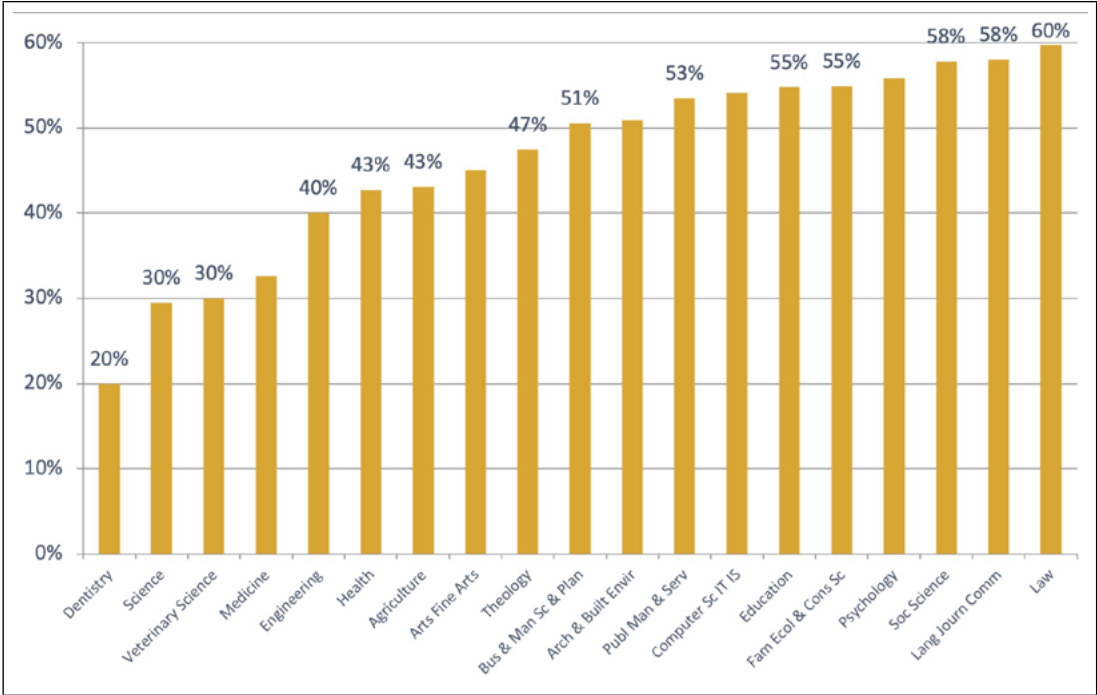


Figure 69: Headcount of the 2018 cohort doing research Master's that dropped out in 5 years (by 2023)

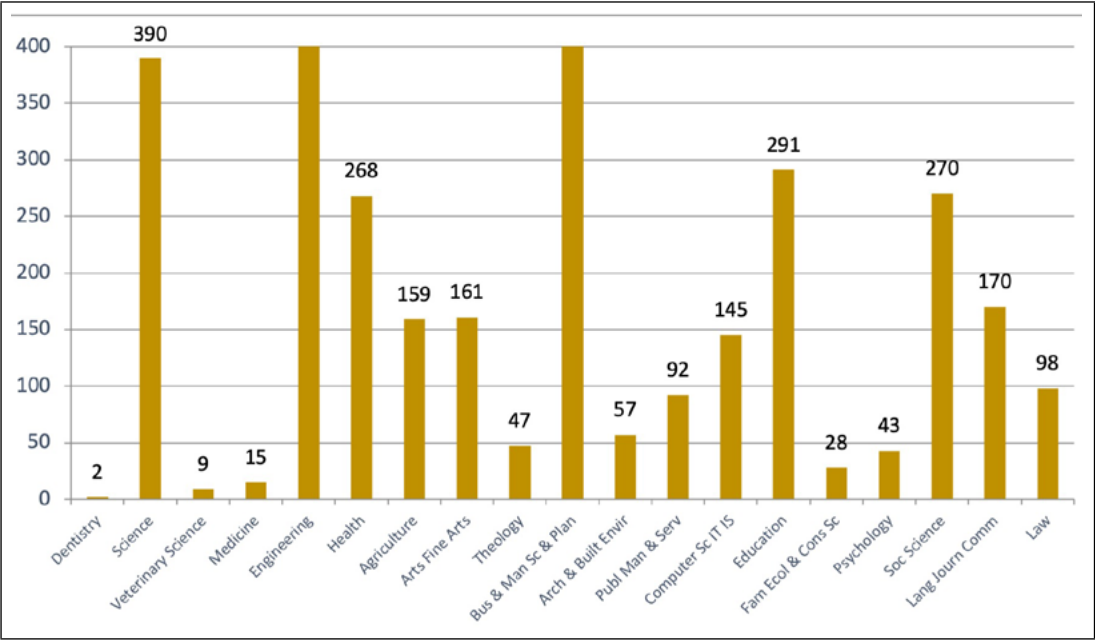


Figure 70: Throughput rates by race for Master's degrees with first year of enrolment in 2020 (excluding UNISA) – non-accumulative

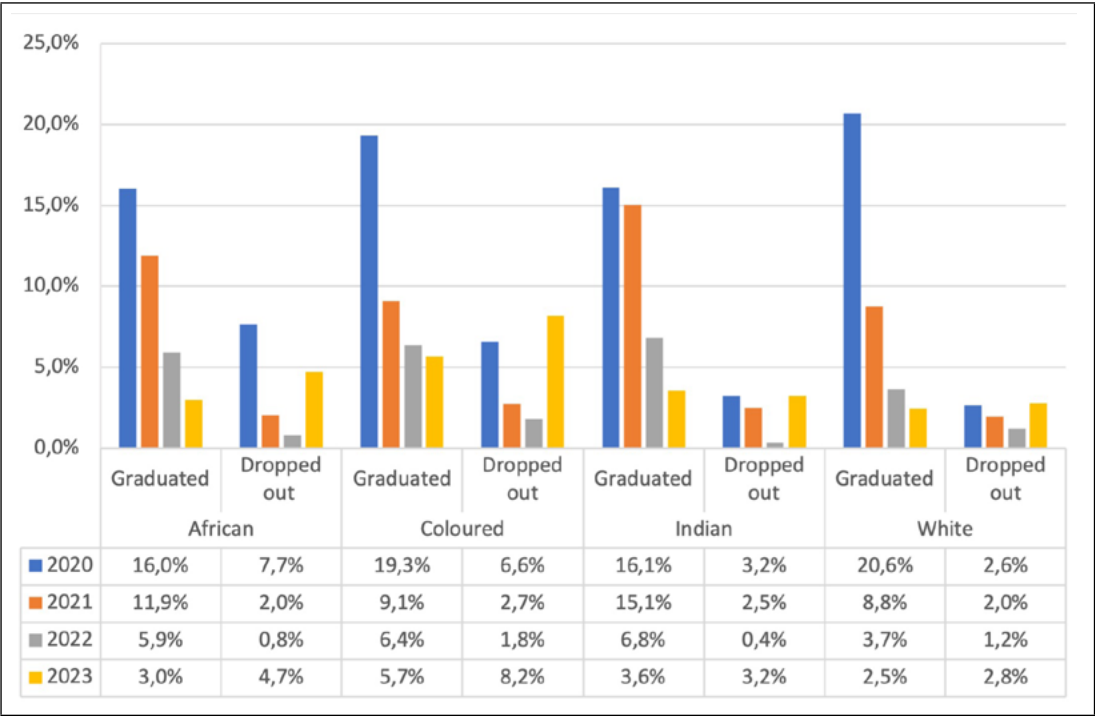


figure 71: Throughput rates by race for Master’s degrees with first year of enrolment in 2020 (excluding UNISA) – accumulative

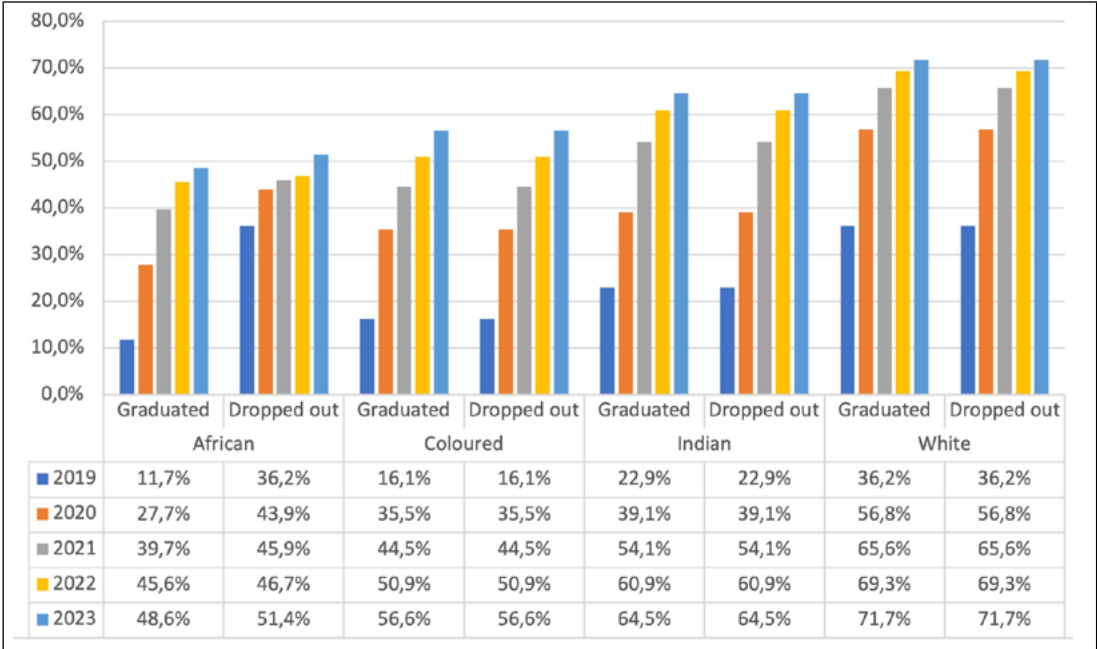


Figure 72: Throughput rates by gender for Master’s degrees with first year of enrolment in 2020 (excluding UNISA) - non-accumulative

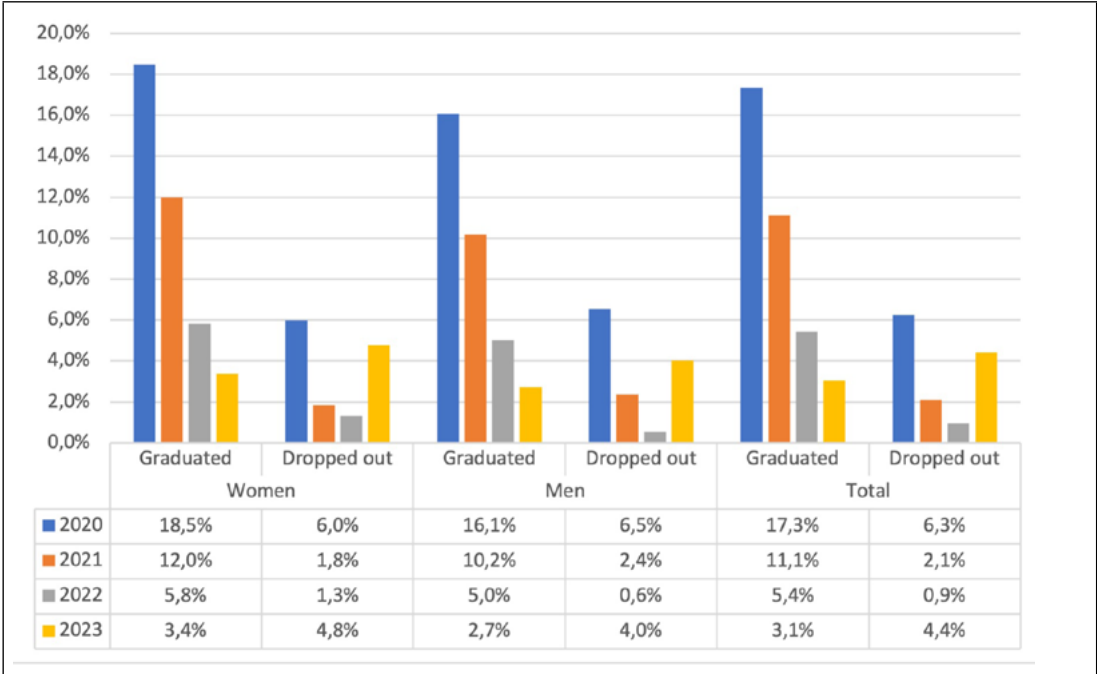


Figure 73: Throughput rates by gender for Master's degrees with first year of enrolment in 2020(excluding UNISA) - accumulative

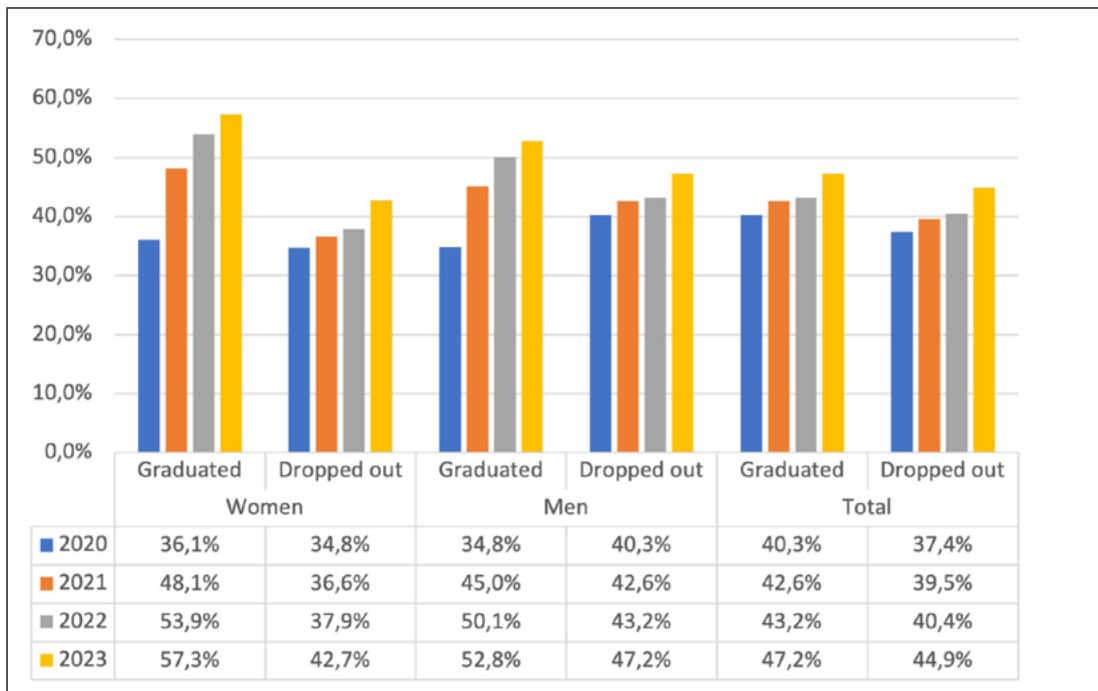
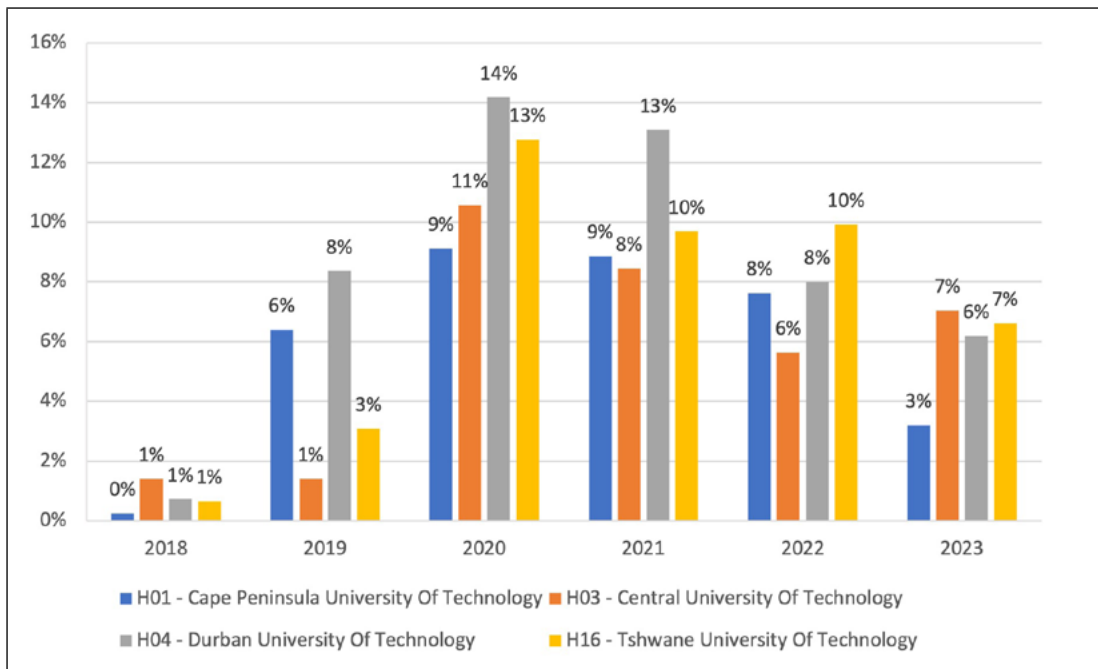


Figure 74: Master's Throughput per UoT, non-accumulative



*Master's Cohort: Only these UoTs are recorded: CPUT, CUT, DUT & TUT

Figure 75: Master’s Throughput per UoT, accumulative

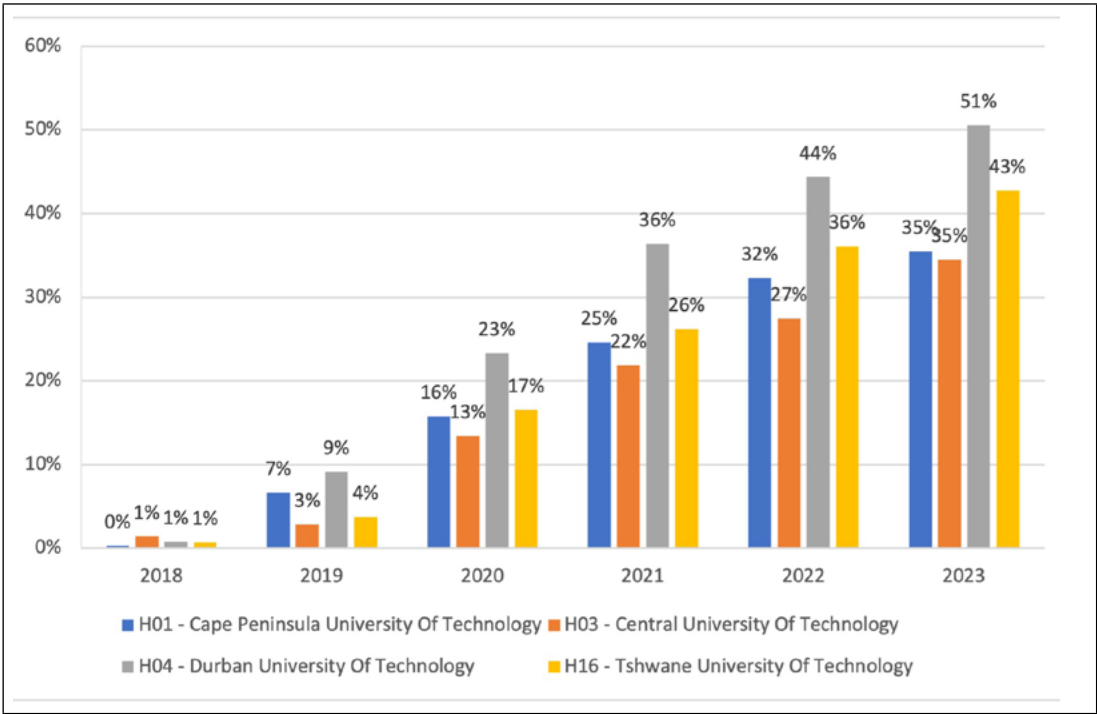


Figure 76: Master’s Dropouts per UoT, non-accumulative

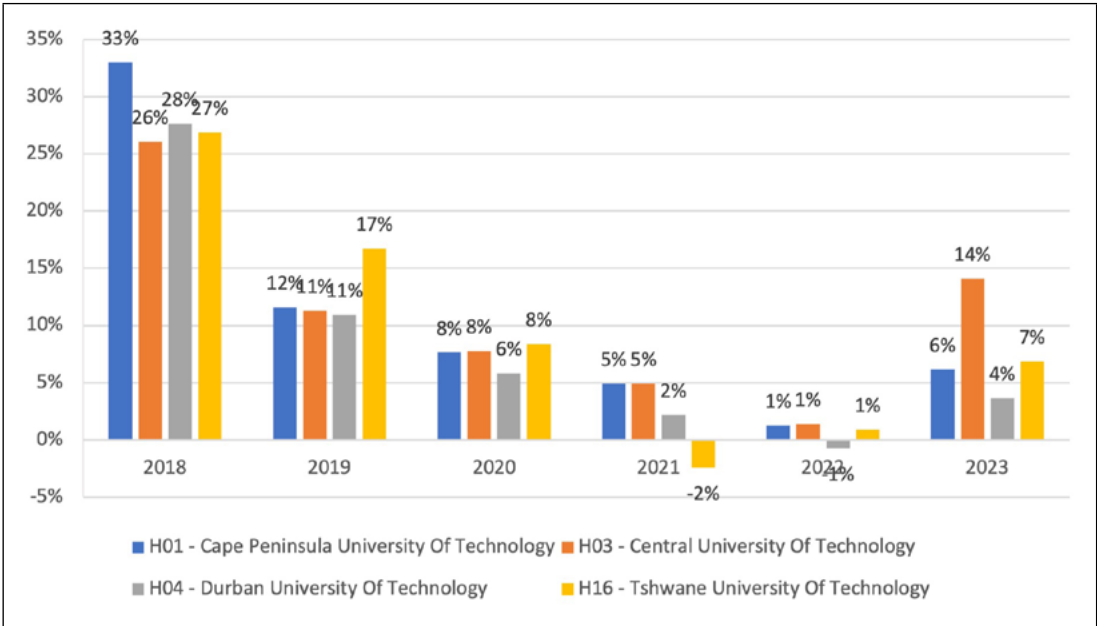


Figure 77: Master's Dropouts per UoT, accumulative

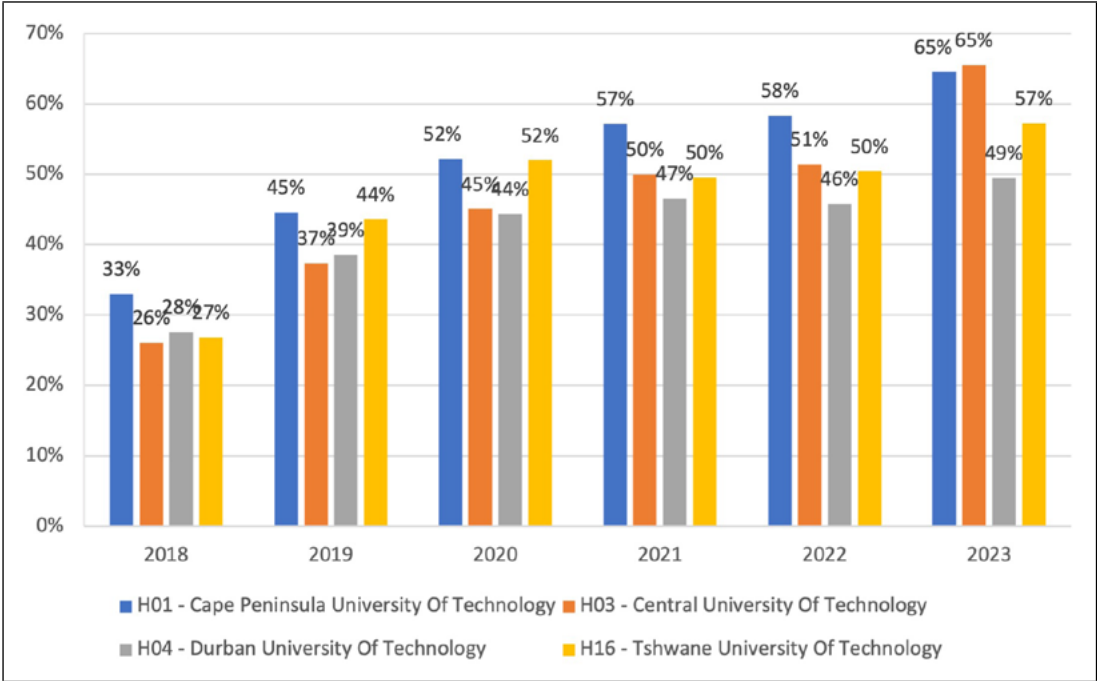
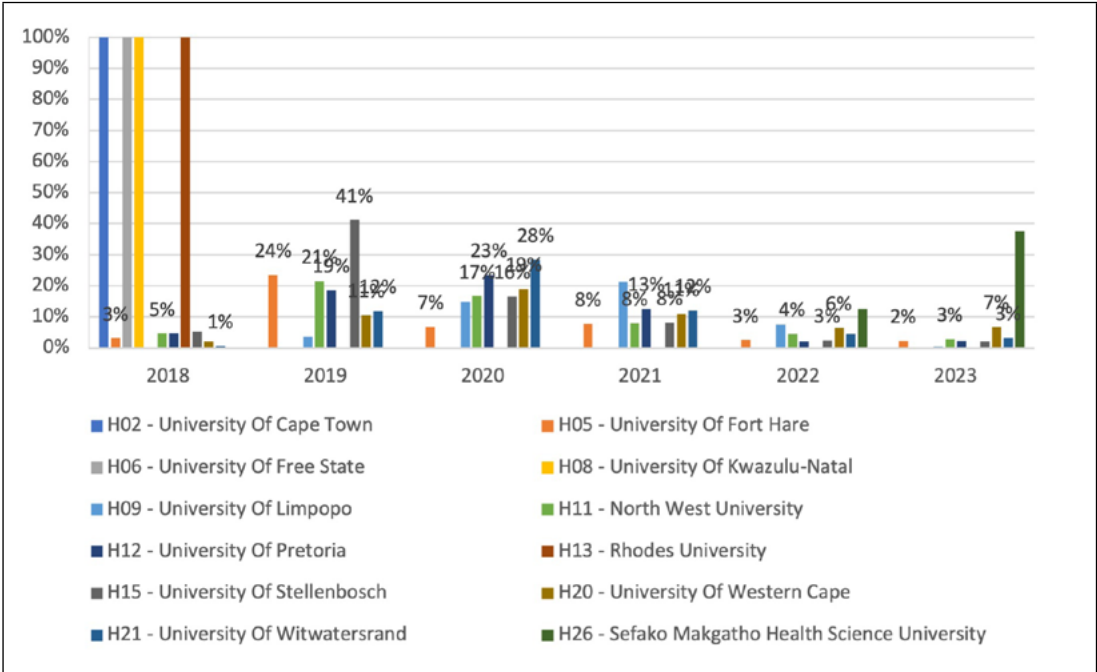


Figure 78: Master's Throughput per Traditional University, non-accumulative



*Missing bars reflects missing data at the time of reporting.

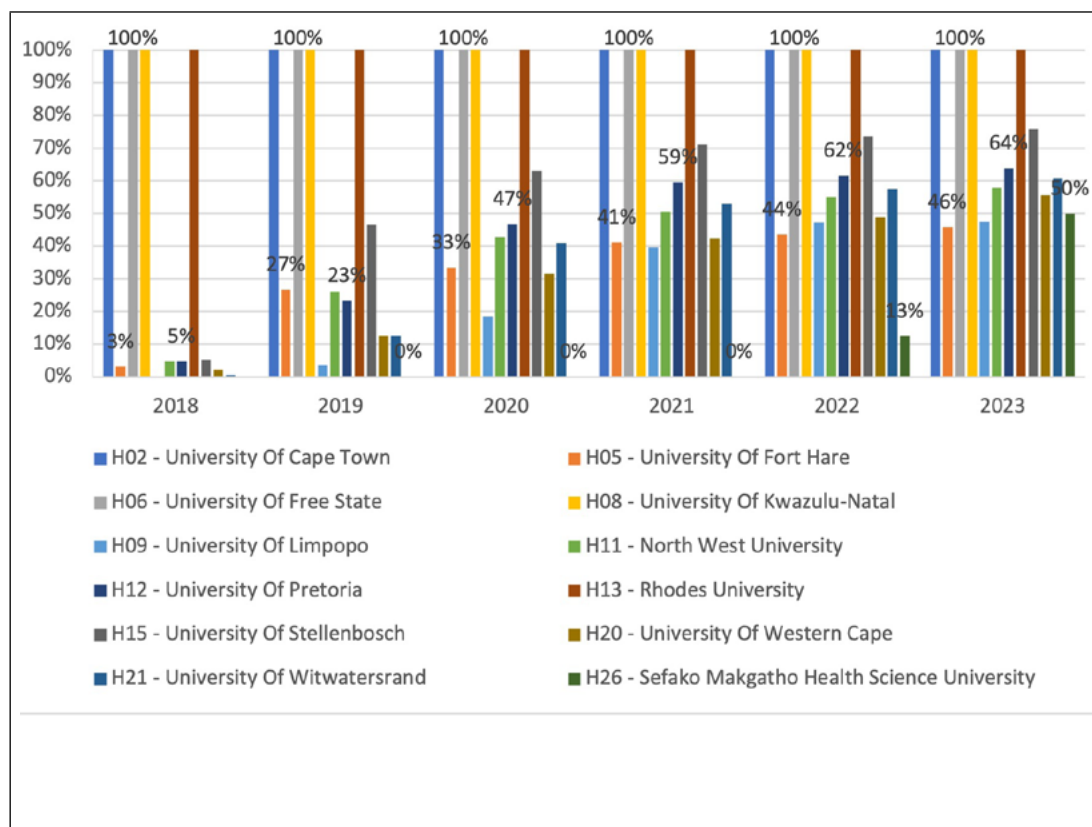
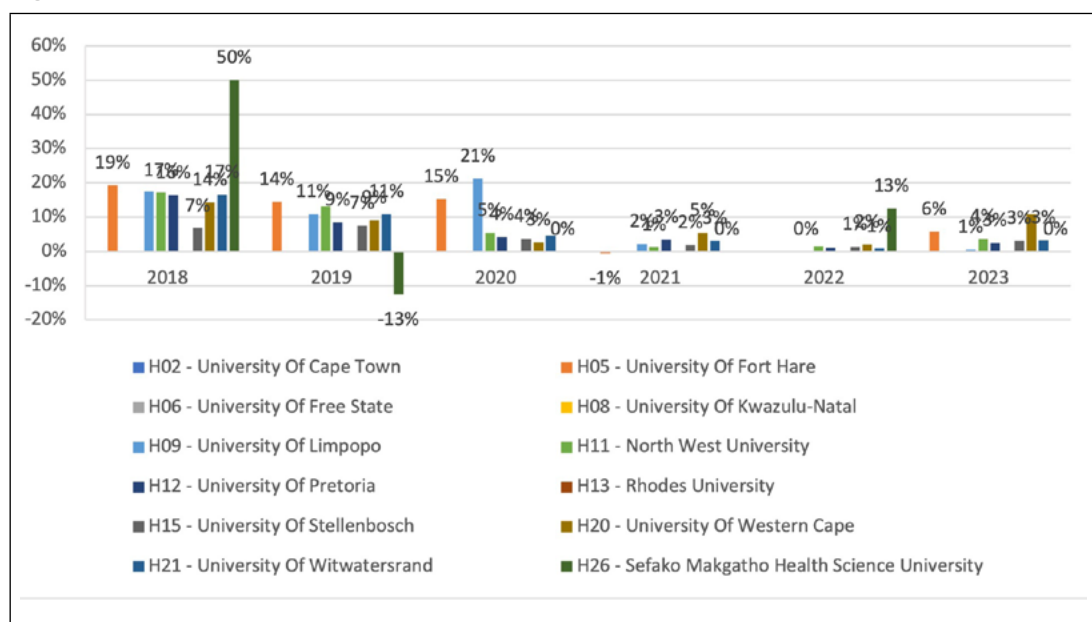
Figure 79: Master's Throughput per Traditional University, accumulative**Figure 80:** Master's Dropouts per Traditional University, non-accumulative

Figure 81: Master's Dropouts per Traditional University, accumulative

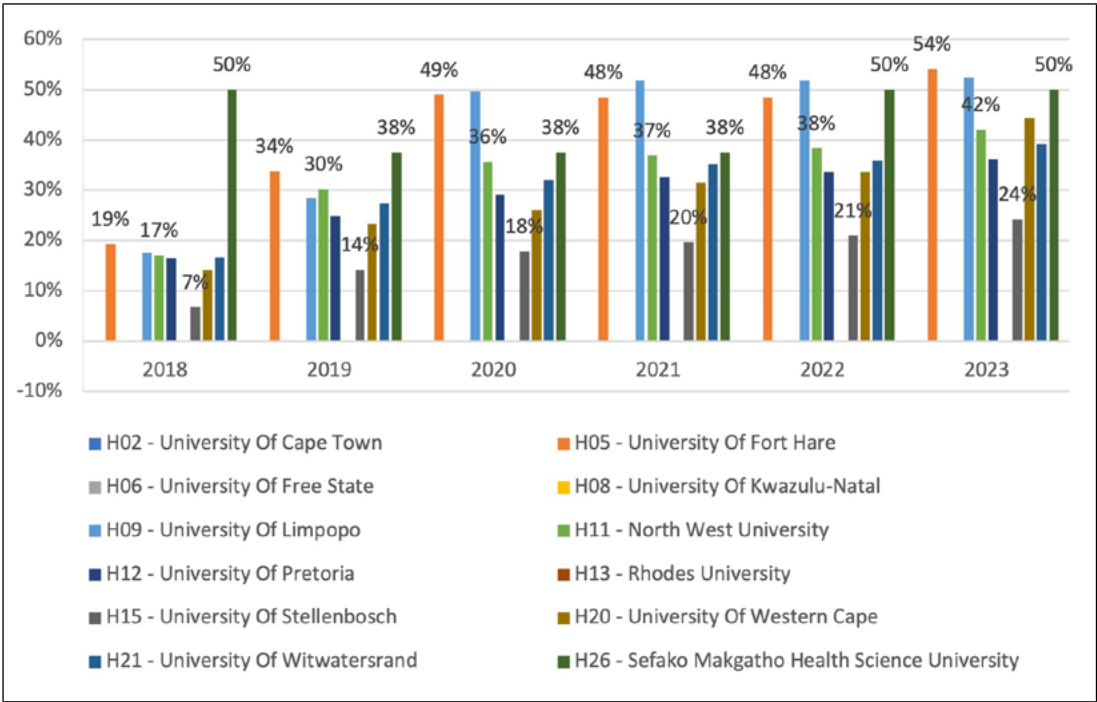


Figure 82: Master's Throughput per Comprehensive University, non-accumulative

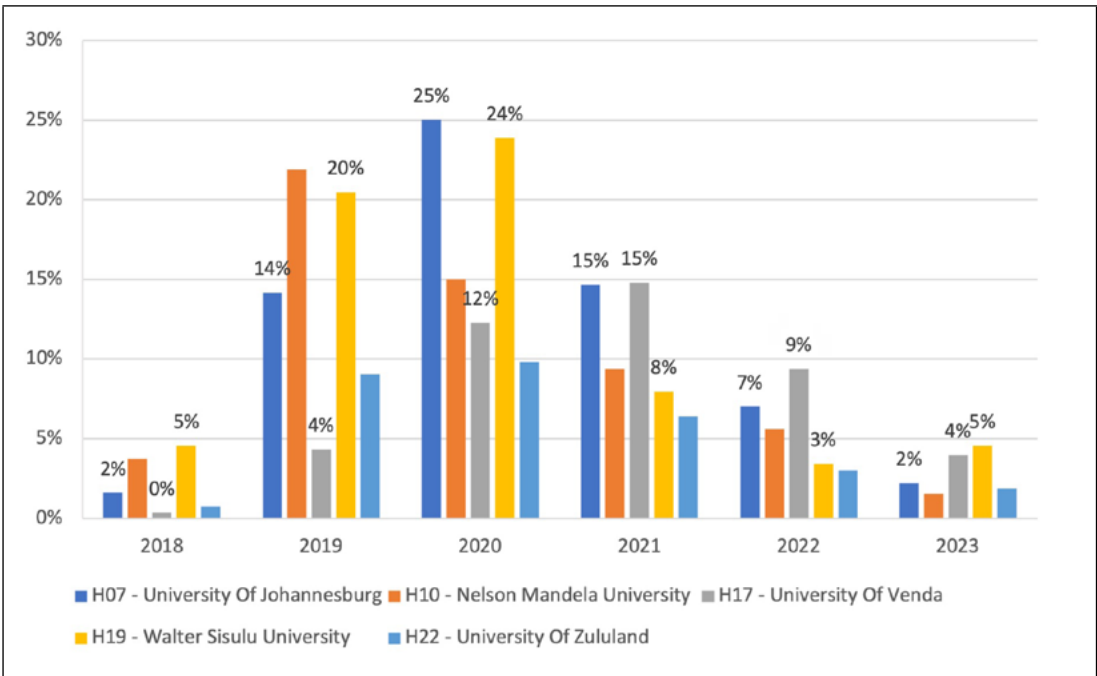


Figure 83: Master’s Throughput per Comprehensive University, accumulative

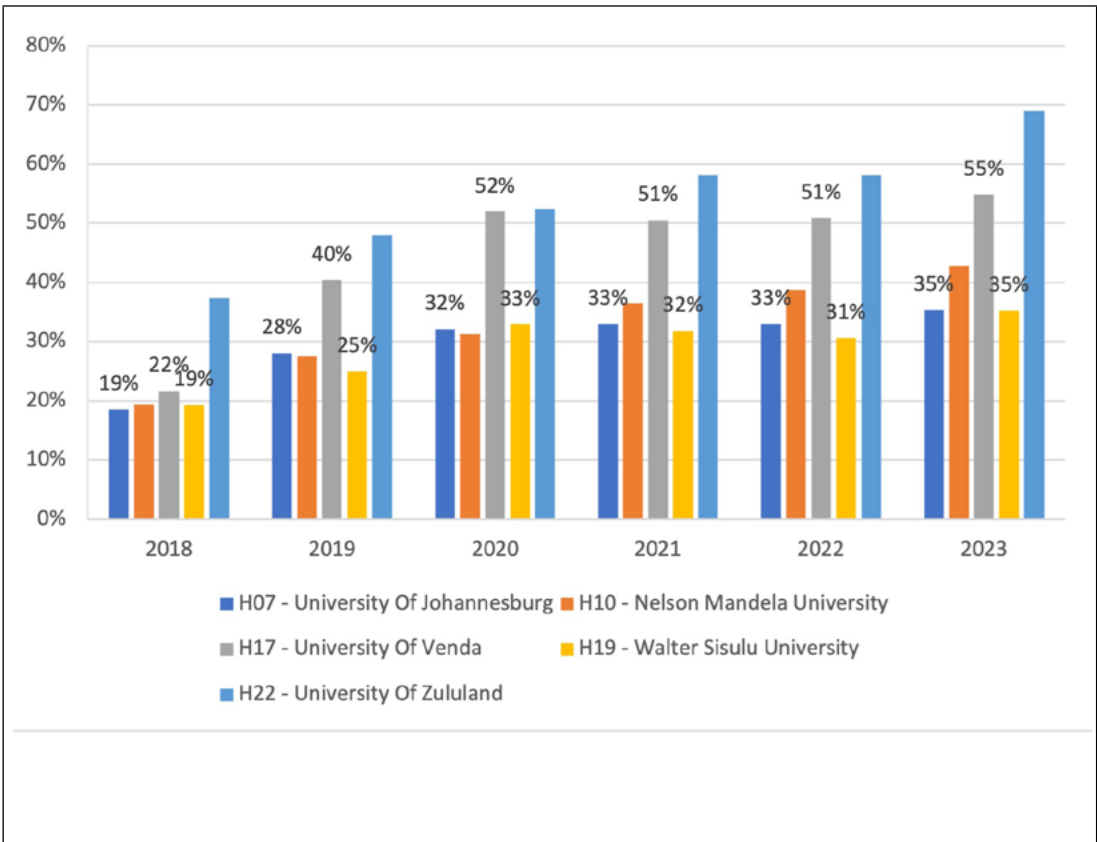


Figure 84: Master’s Dropouts per Comprehensive University, non-accumulative

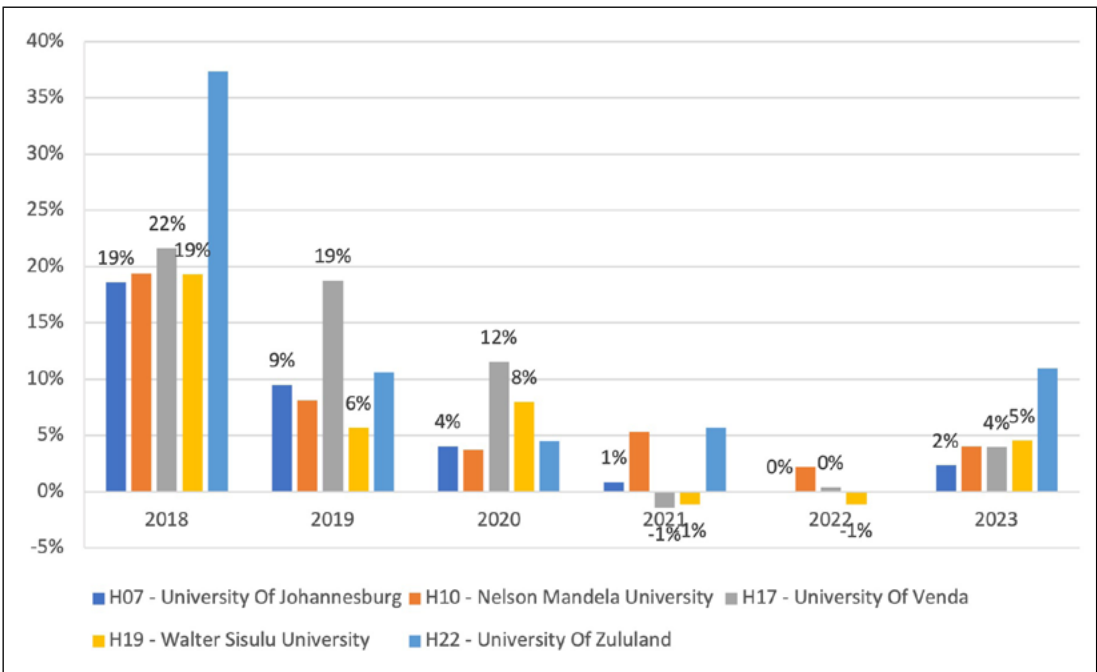
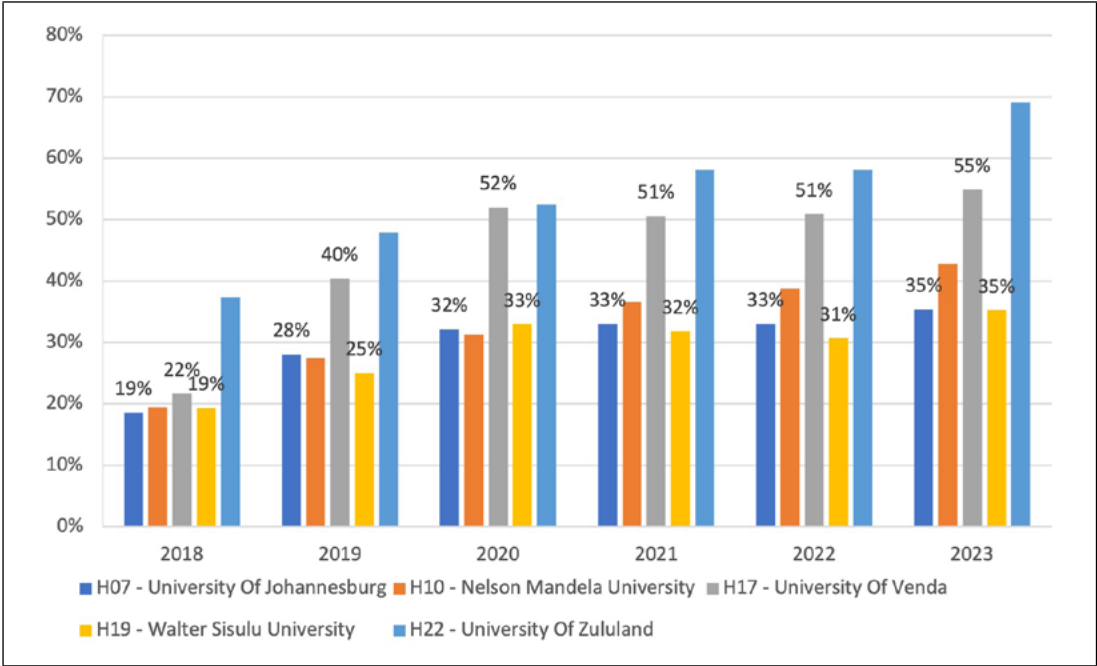


Figure 85: Master’s Dropouts per Comprehensive University, accumulative



Doctoral Cohort Analysis

Figure 86: Throughput rates for Doctoral degrees with first year of enrolment in 2018 (excluding UNISA)

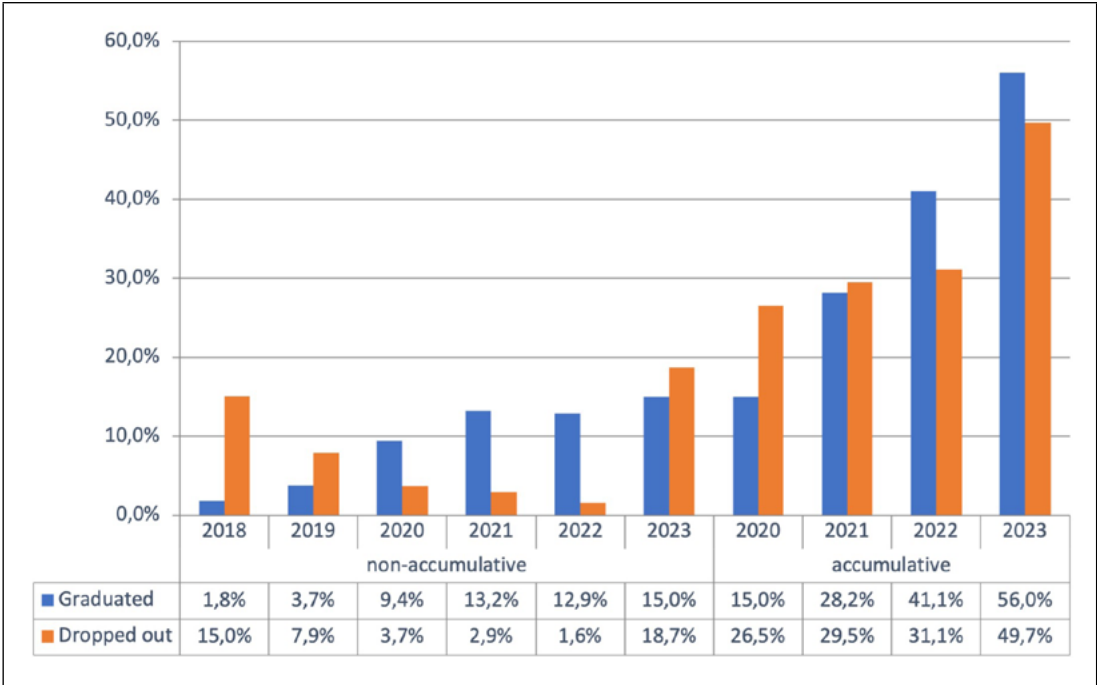


Figure 87: Throughput rates for Doctoral degrees with first year of enrolment in 2018 in Science (excluding UNISA)

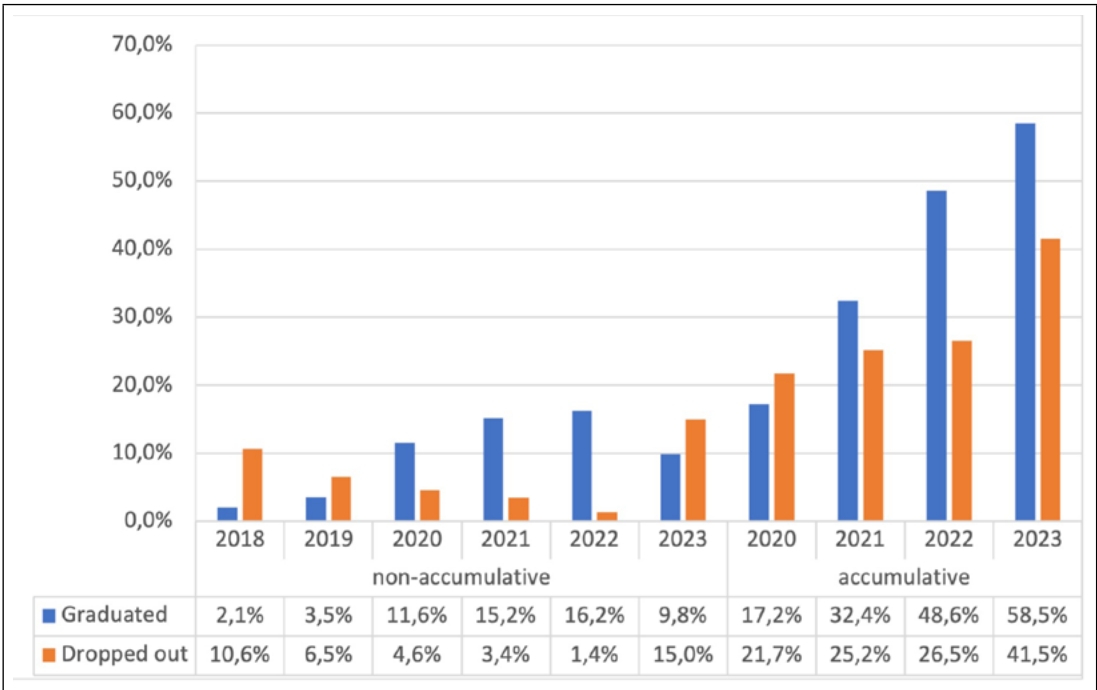


Figure 88: Throughput rates for Doctoral degrees with first year of enrolment in 2018 in Engineering (excluding UNISA)

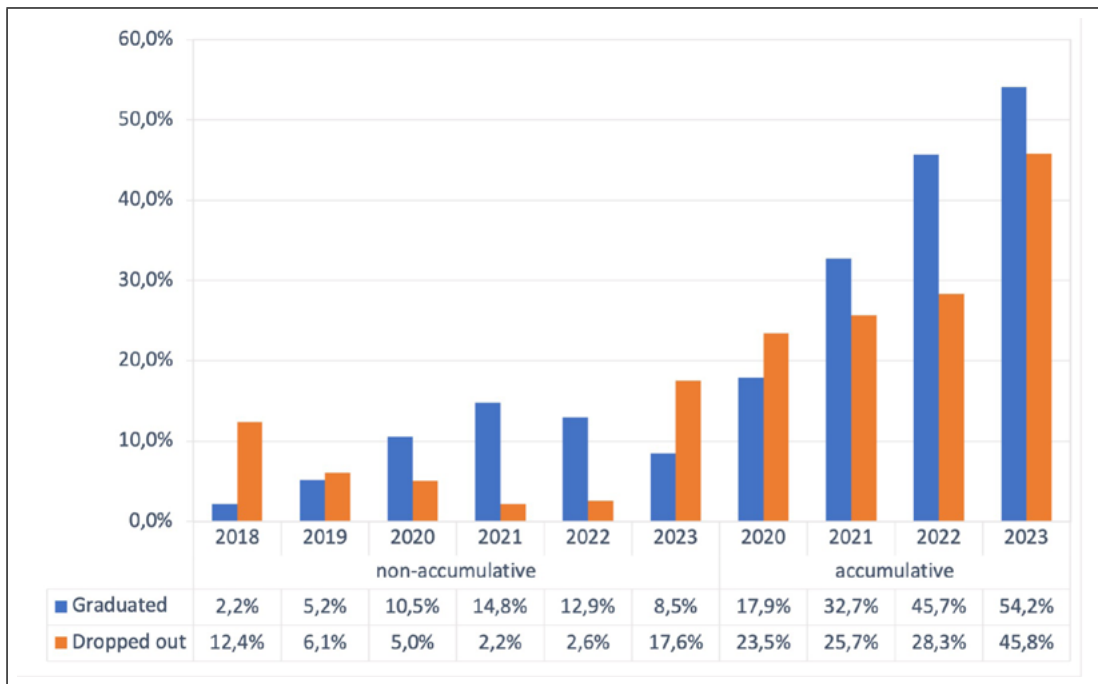


Figure 89: Throughput rates for Doctoral degrees with first year of enrolment in 2018 in Business and Management Sciences and Planning (excluding UNISA)

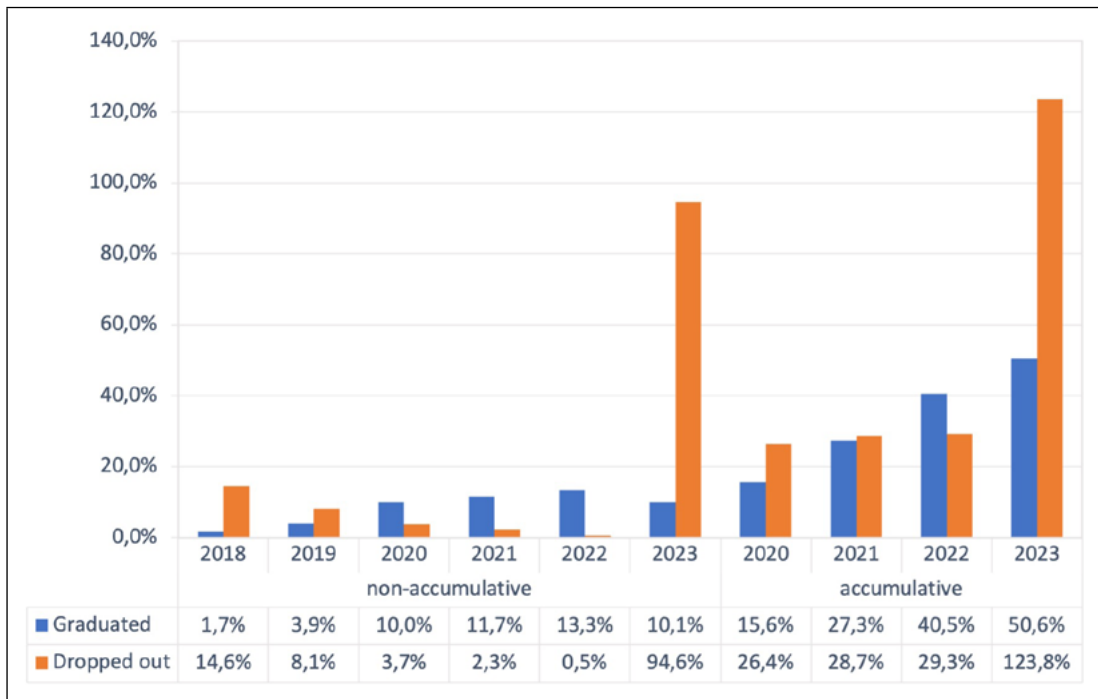


Figure 90: Throughput rates for Doctoral degrees with first year of enrolment in 2018 in Social Science (excluding UNISA)

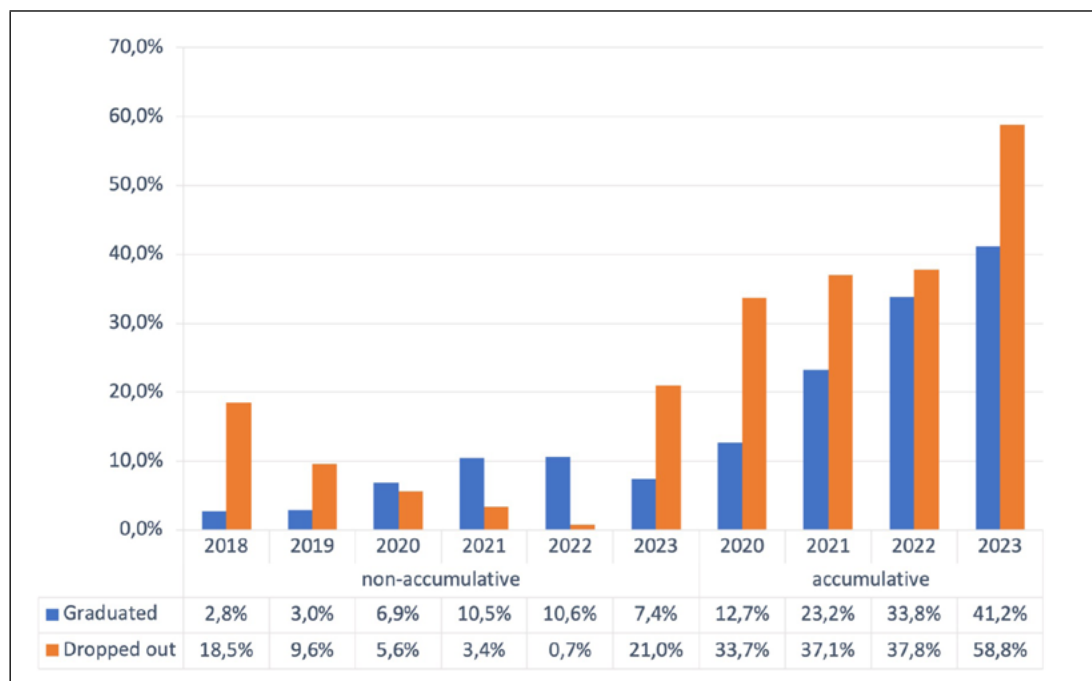


Figure 91: Throughput rates for Doctoral degrees with first year of enrolment in 2018 in Education (excluding UNISA)

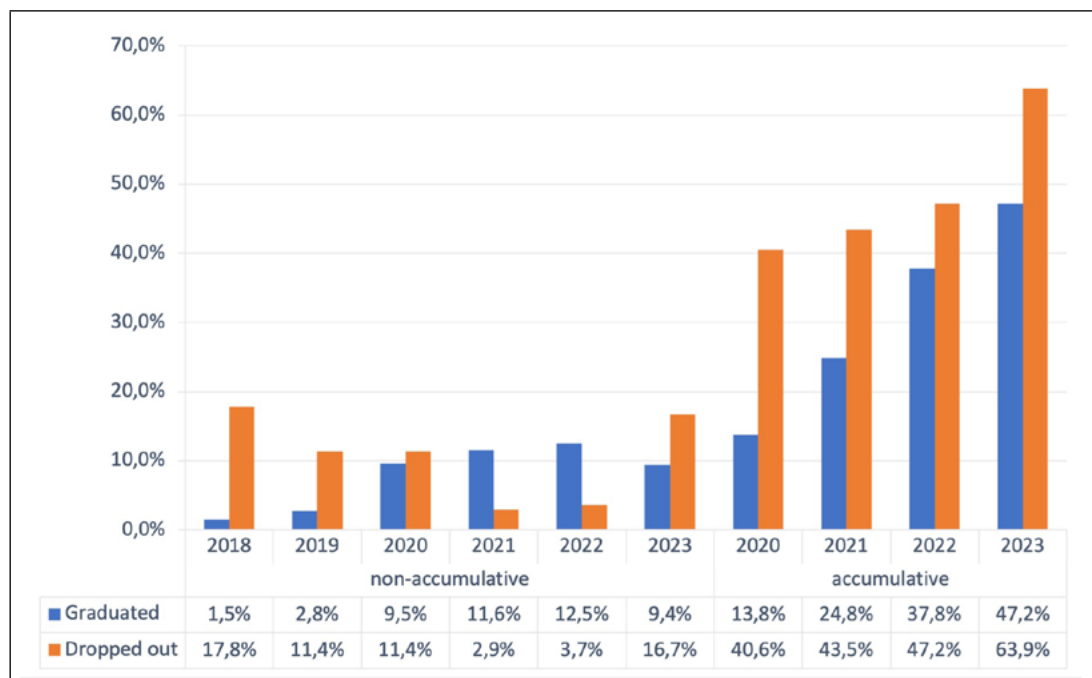


Figure 92: Throughput rates for Doctoral degrees with first year of enrolment in 2018 in Arts Fine Arts (excluding UNISA)

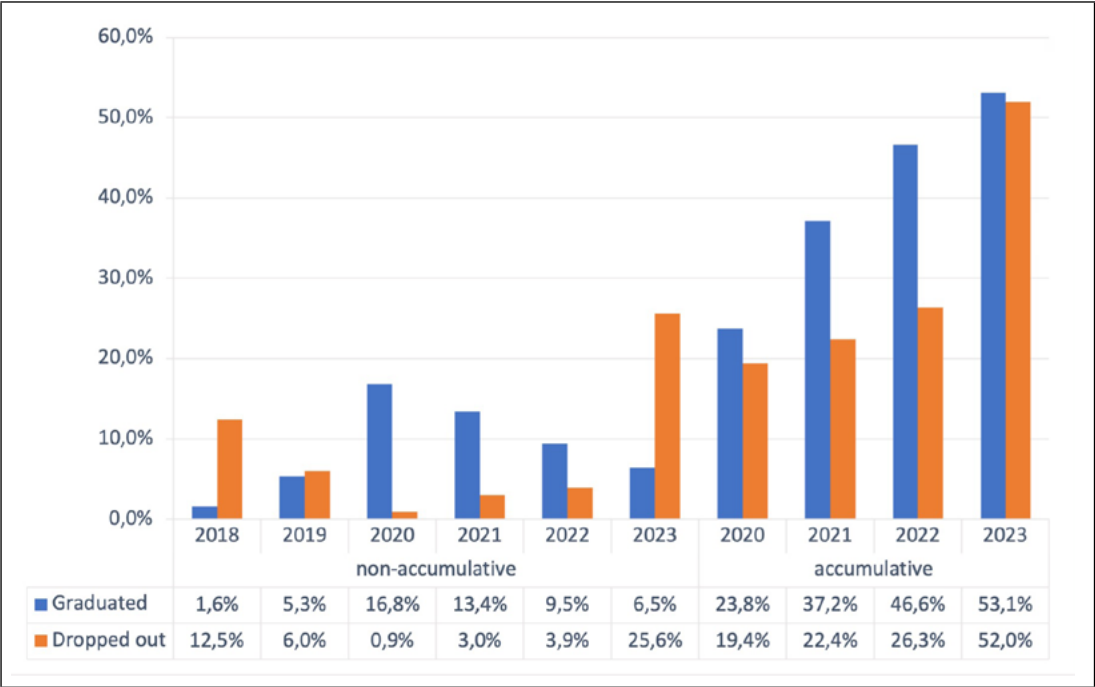


Figure 93: Percentage of the 2018 cohort doing Doctoral degrees that graduated in 5 years (by 2023)

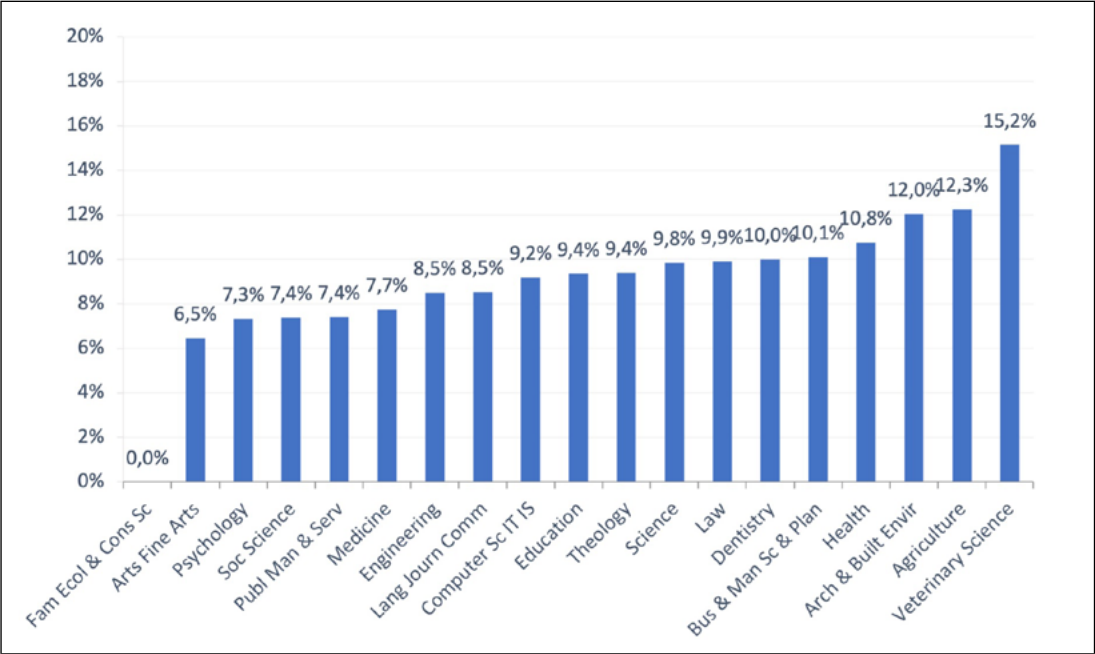


Figure 94: Headcount of the 2016 cohort doing Doctoral degrees that graduated in 5 years (by 2023)

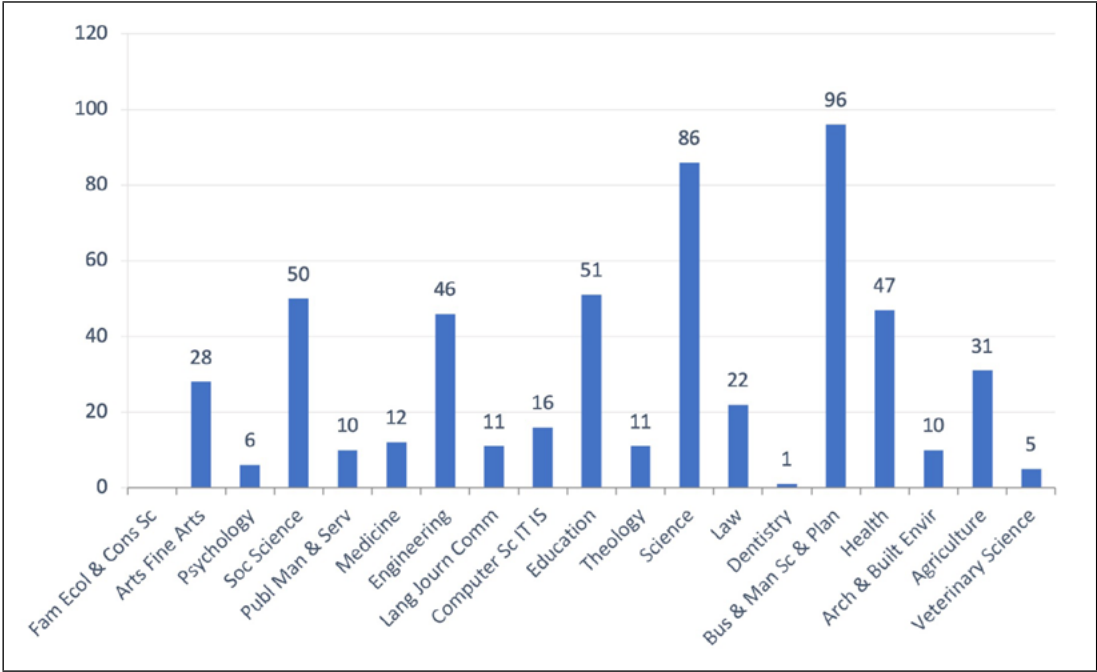


Figure 95: Percentage of the 2018 cohort doing Doctoral degrees that dropped out in 5 years (by 2023)

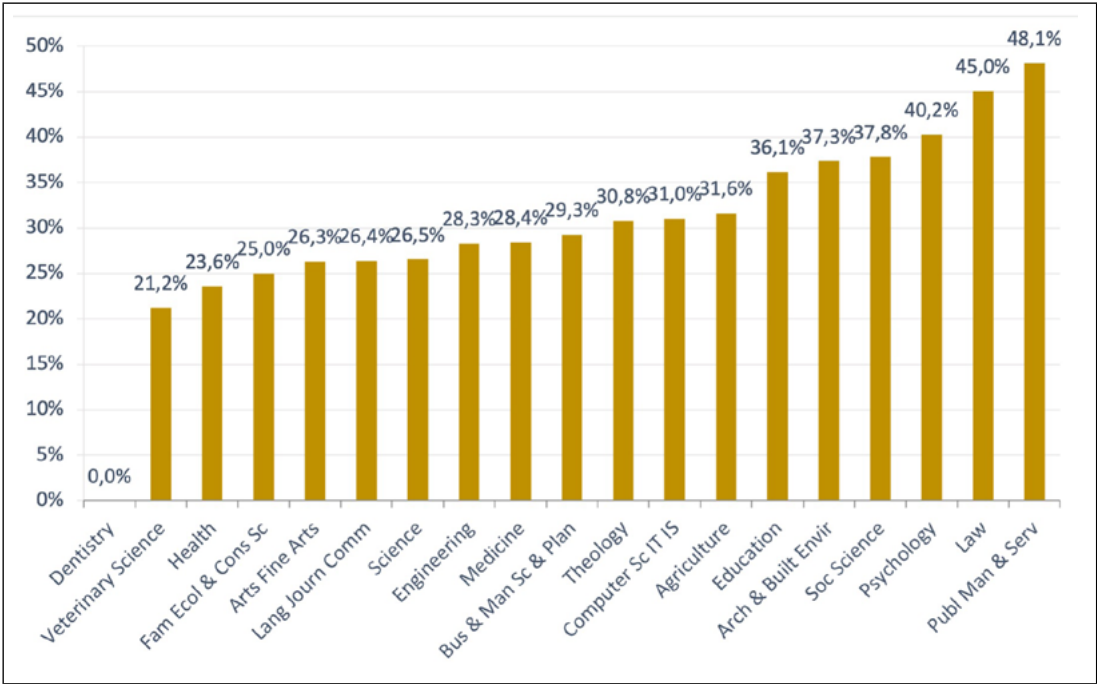


Figure 96: Headcount of the 2018 cohort doing Doctoral degrees that dropped out in 5 years (by 2023)

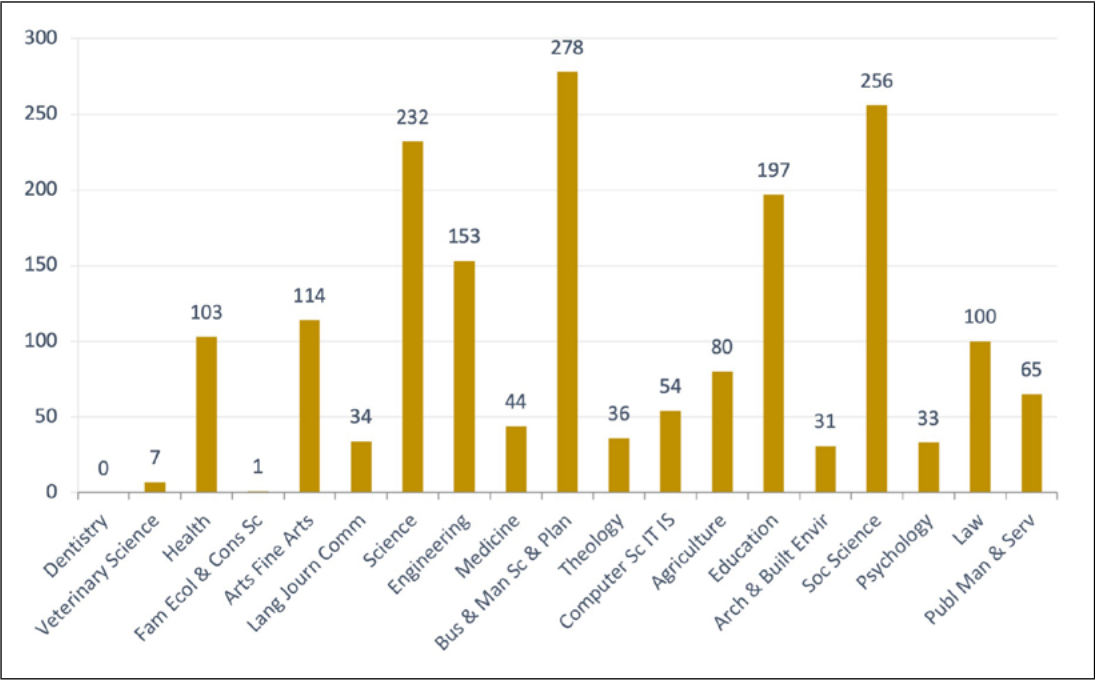


Figure 97: Throughput rates by race for Doctoral degrees with first year of enrolment in 2018 (excluding UNISA) – non-accumulative.

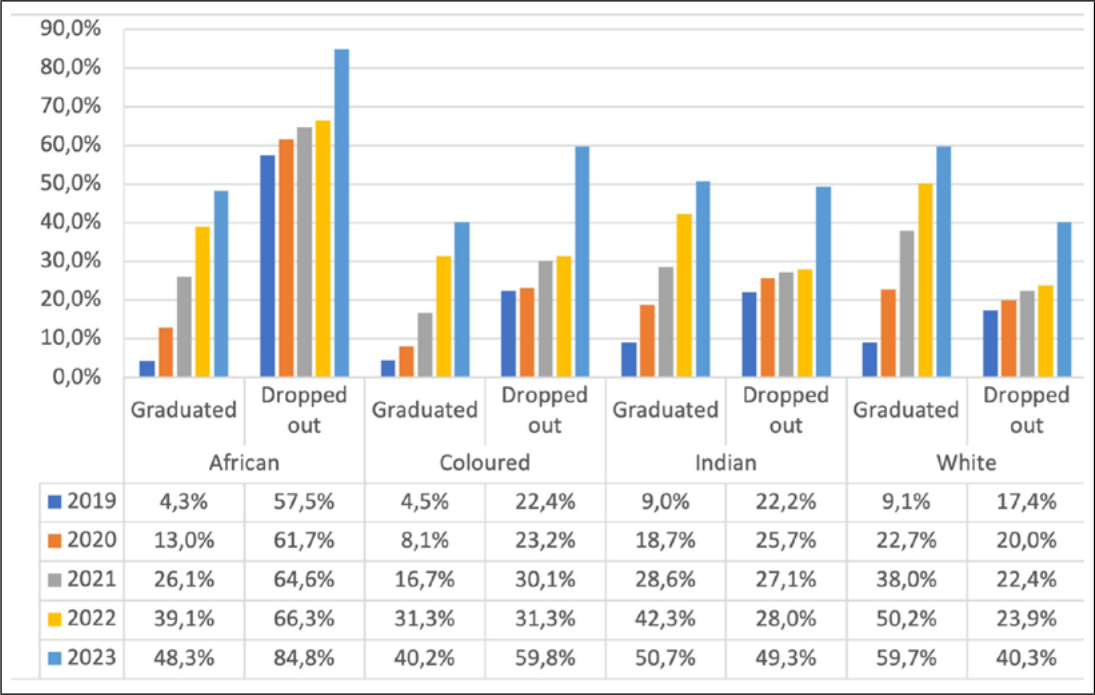


Figure 98: Throughput rates by race for Doctoral degrees with first year of enrolment in 2018 (excluding UNISA) – accumulative.

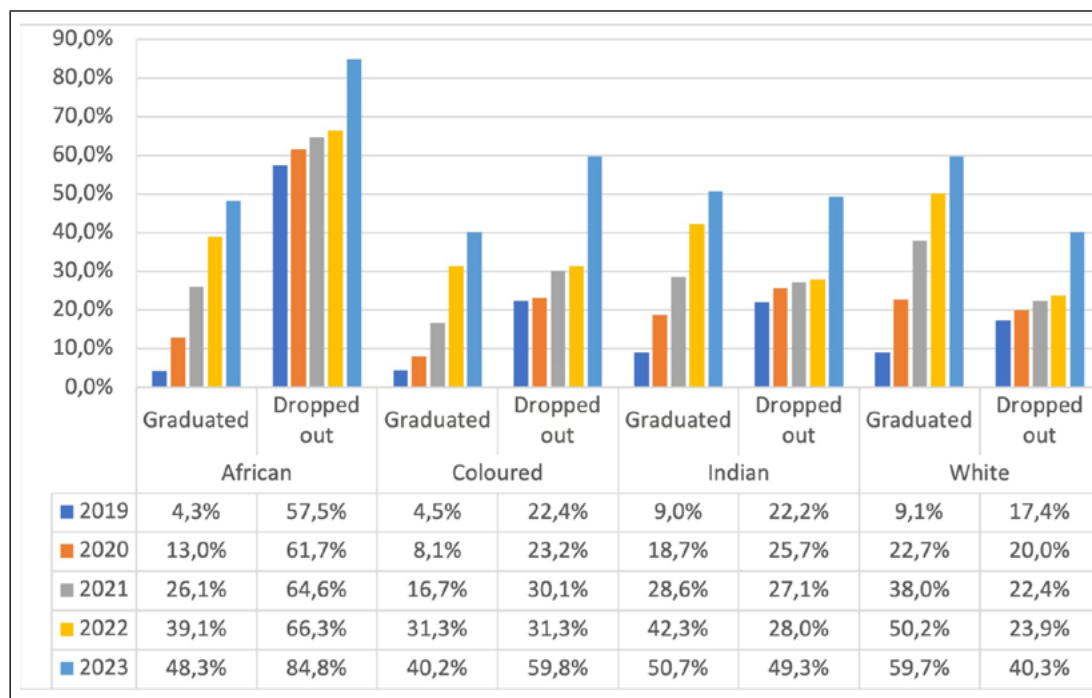


Figure 99: Throughput rates by gender for Doctoral degrees with first year of enrolment in 2018 (excluding UNISA) - non-accumulative

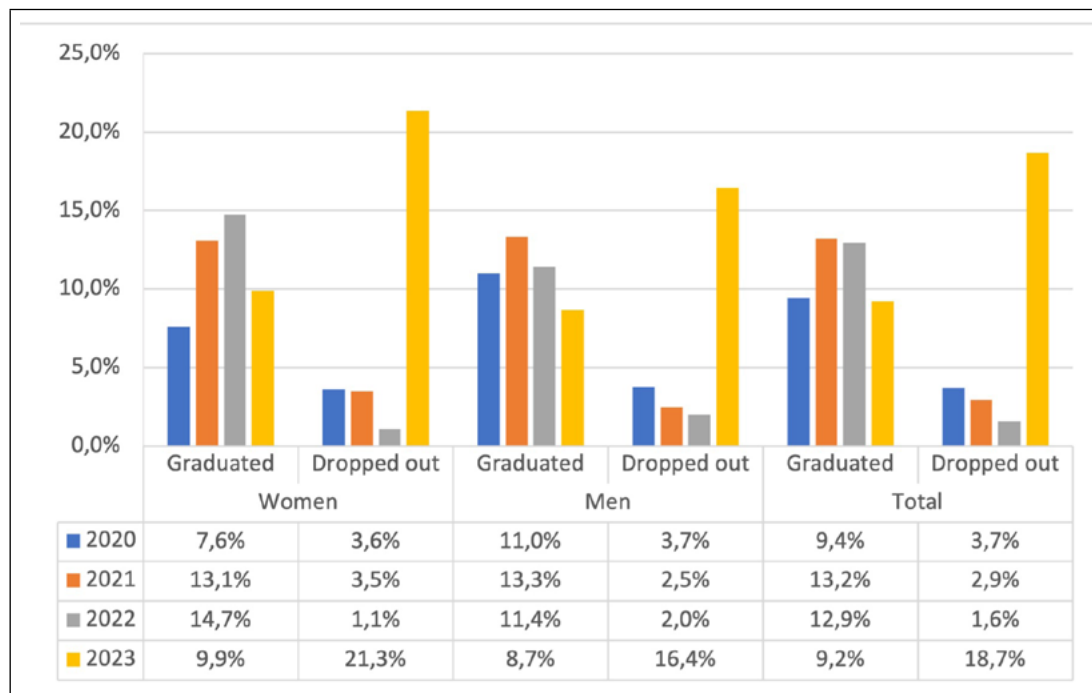


Figure 100: Throughput rates by gender for Doctoral degrees with first year of enrolment in 2018 (excluding UNISA) - accumulative

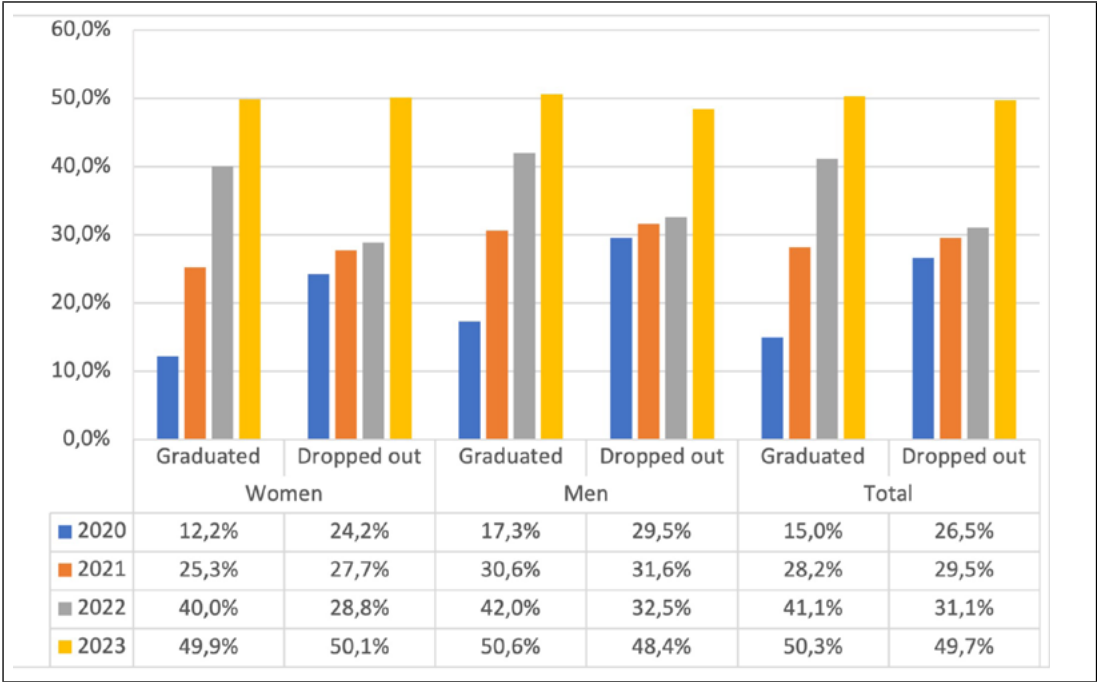


Figure 101: Doctoral Throughput per UoT, non-accumulative

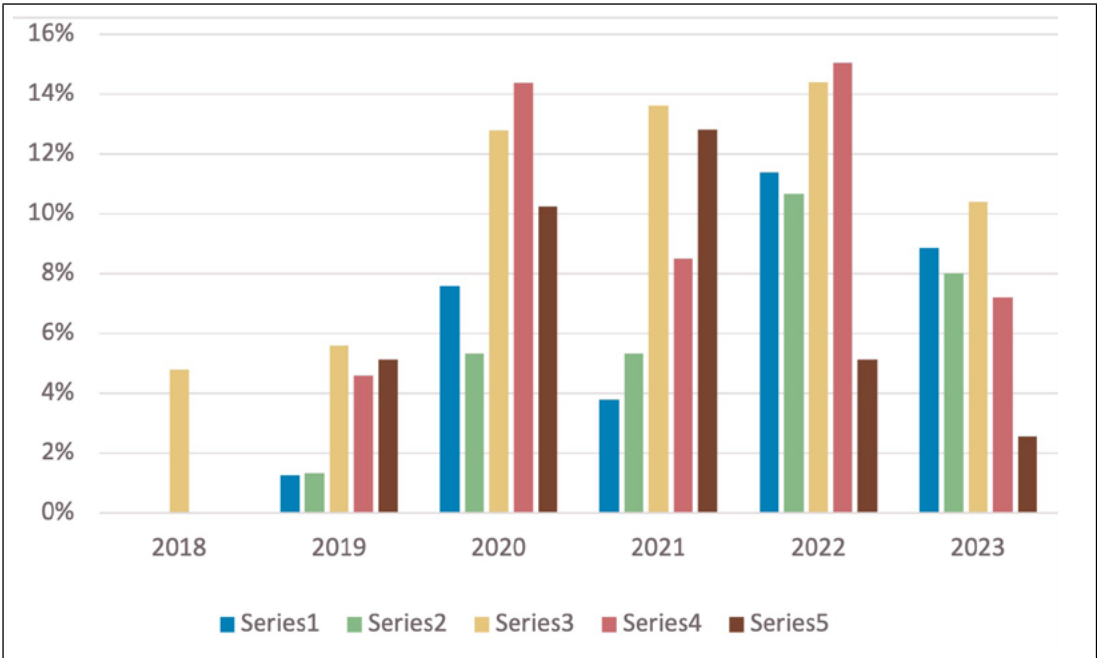


Figure 102: Doctoral Throughput per UoT, accumulative

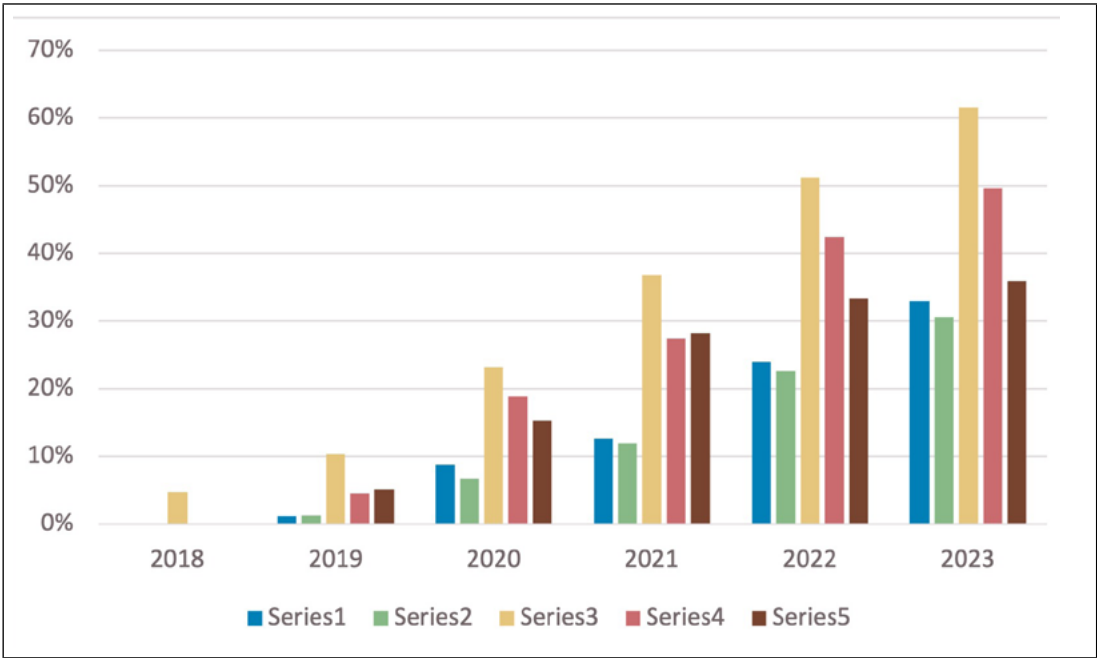


Figure 103: Doctoral Dropouts per UoT, non-accumulative

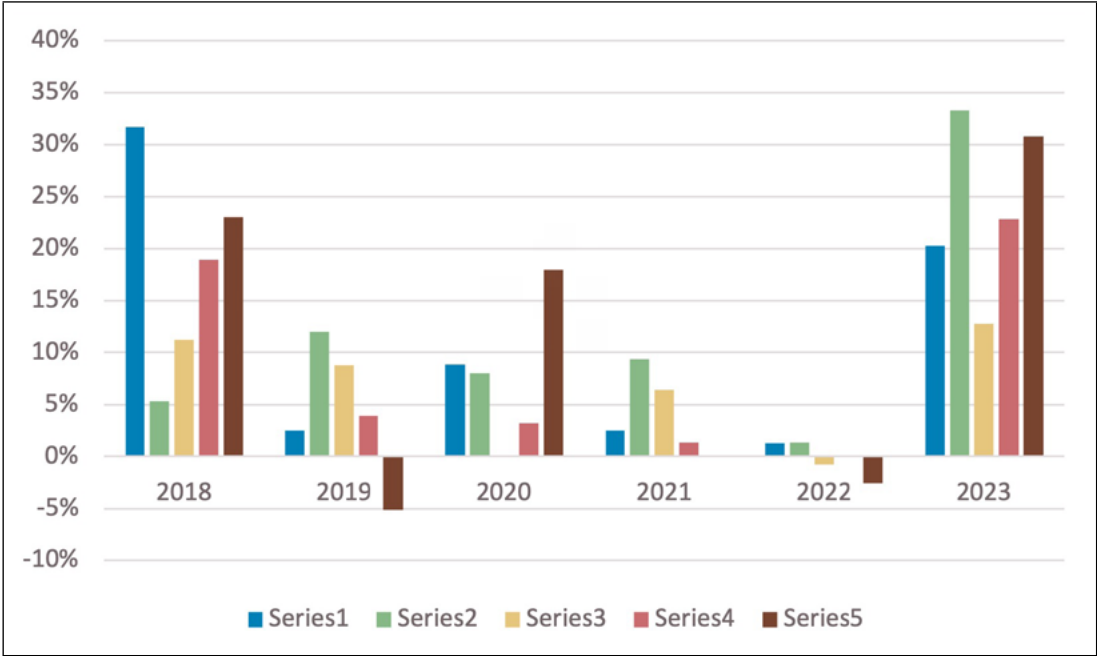


Figure 104: Doctoral Dropouts per UoT, accumulative

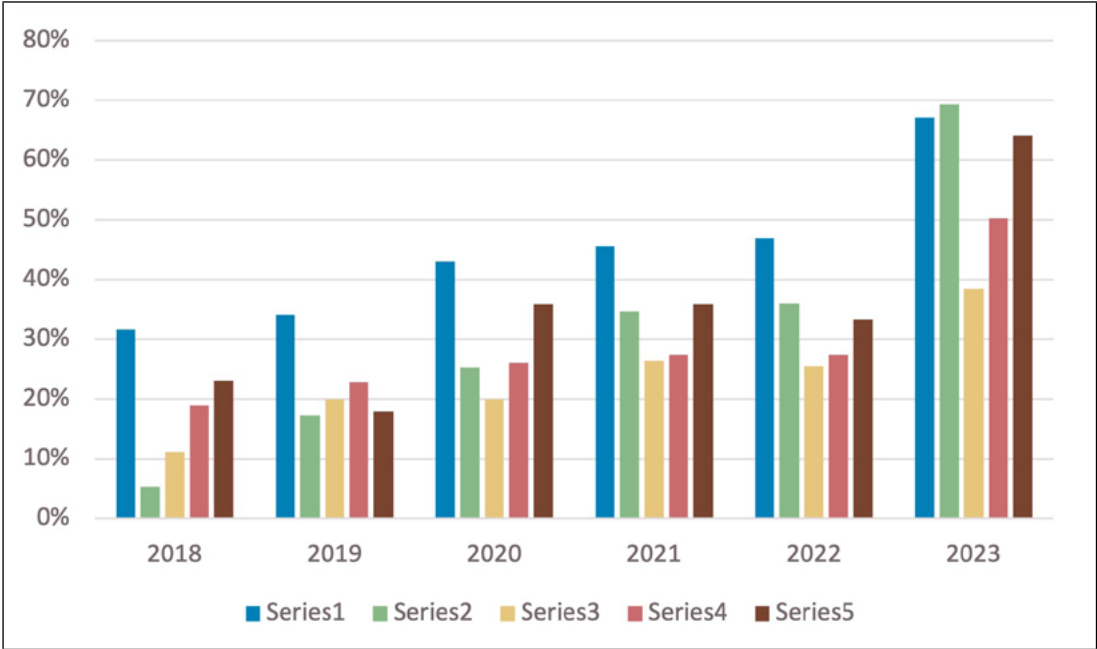


Figure 105: Doctoral Throughput per Traditional University, non-accumulative

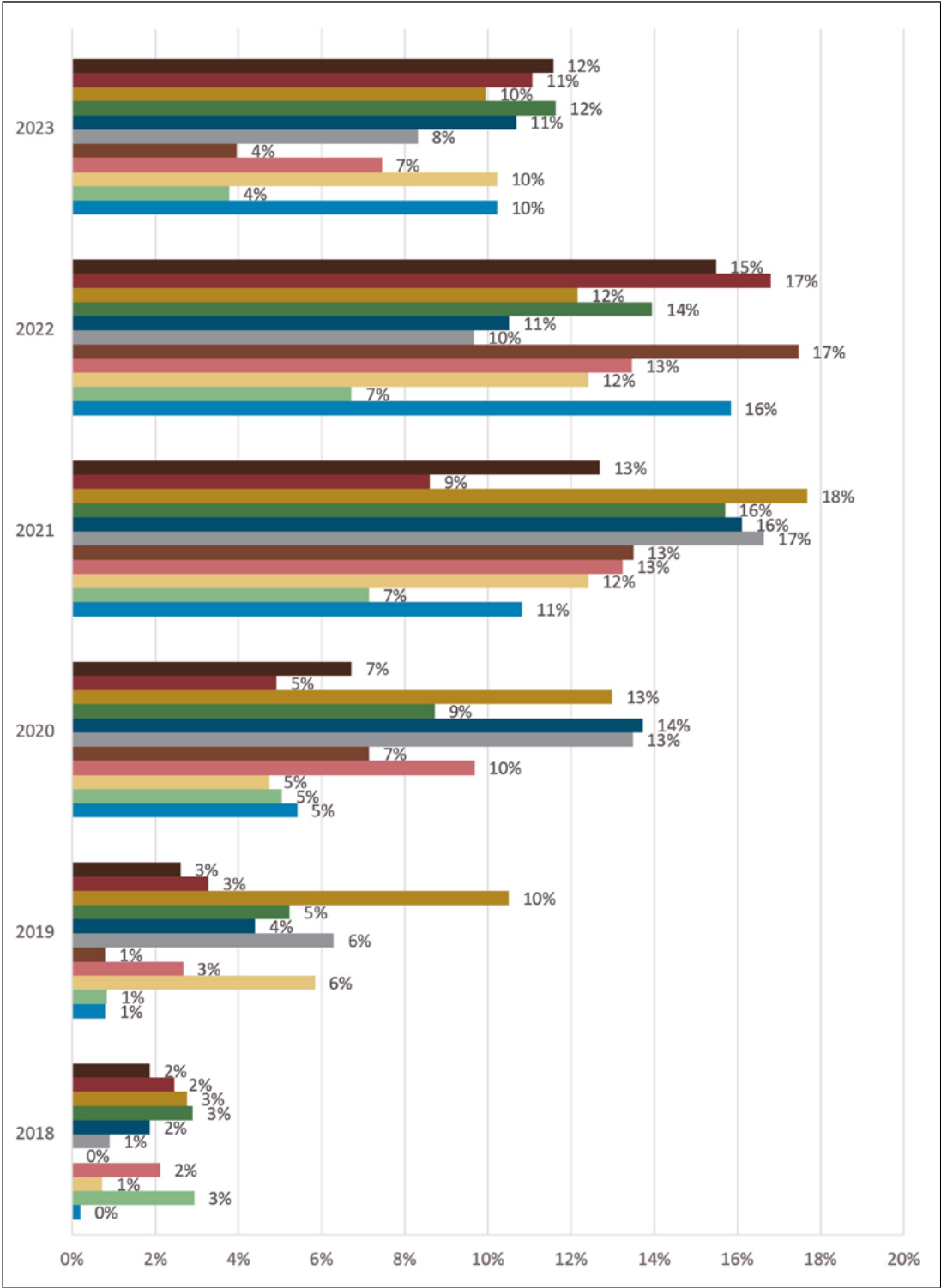


Figure 106: Doctoral Throughput per Traditional University, accumulative

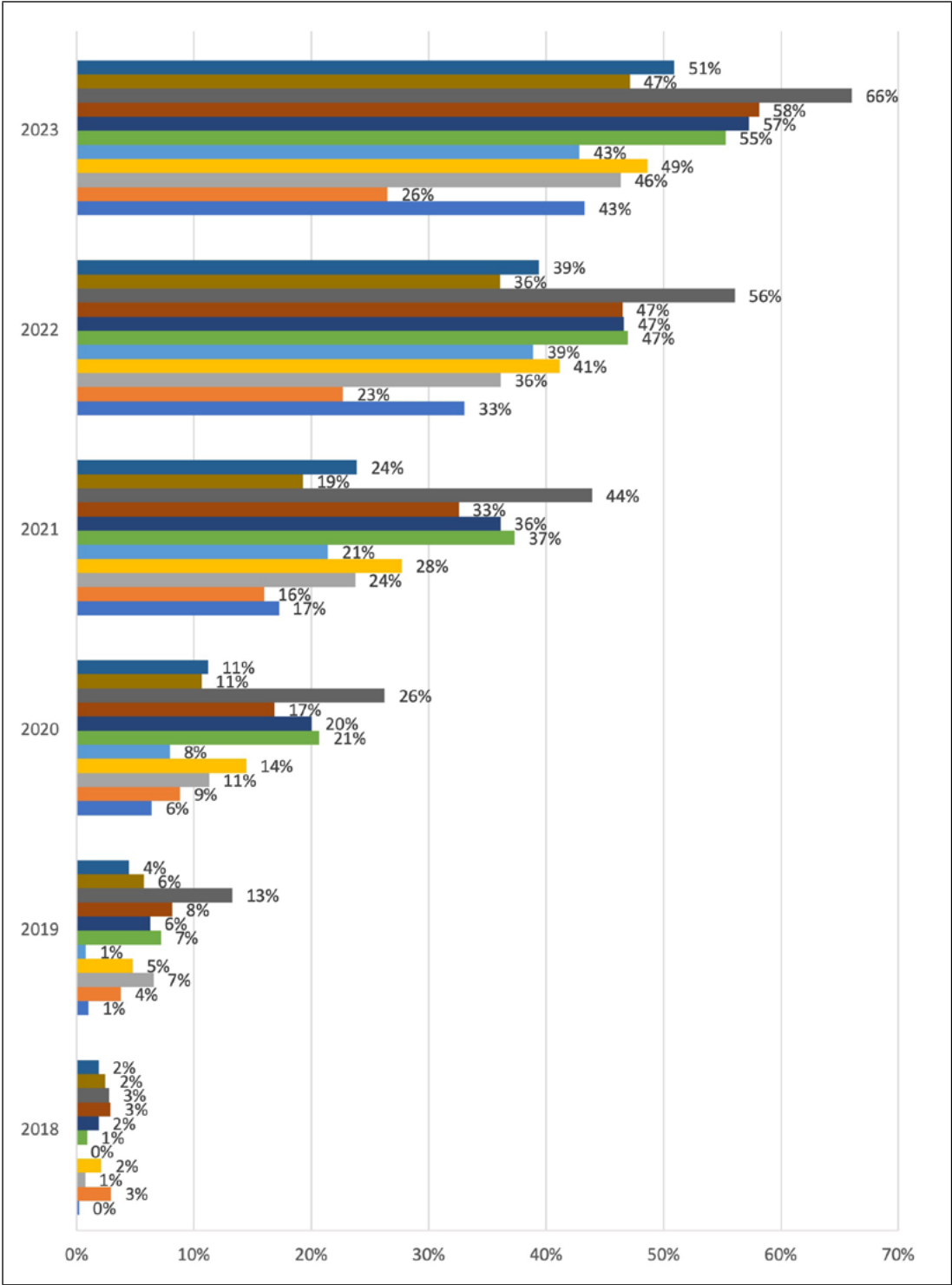


Figure 107: Doctoral Dropouts per Traditional University, non-accumulative

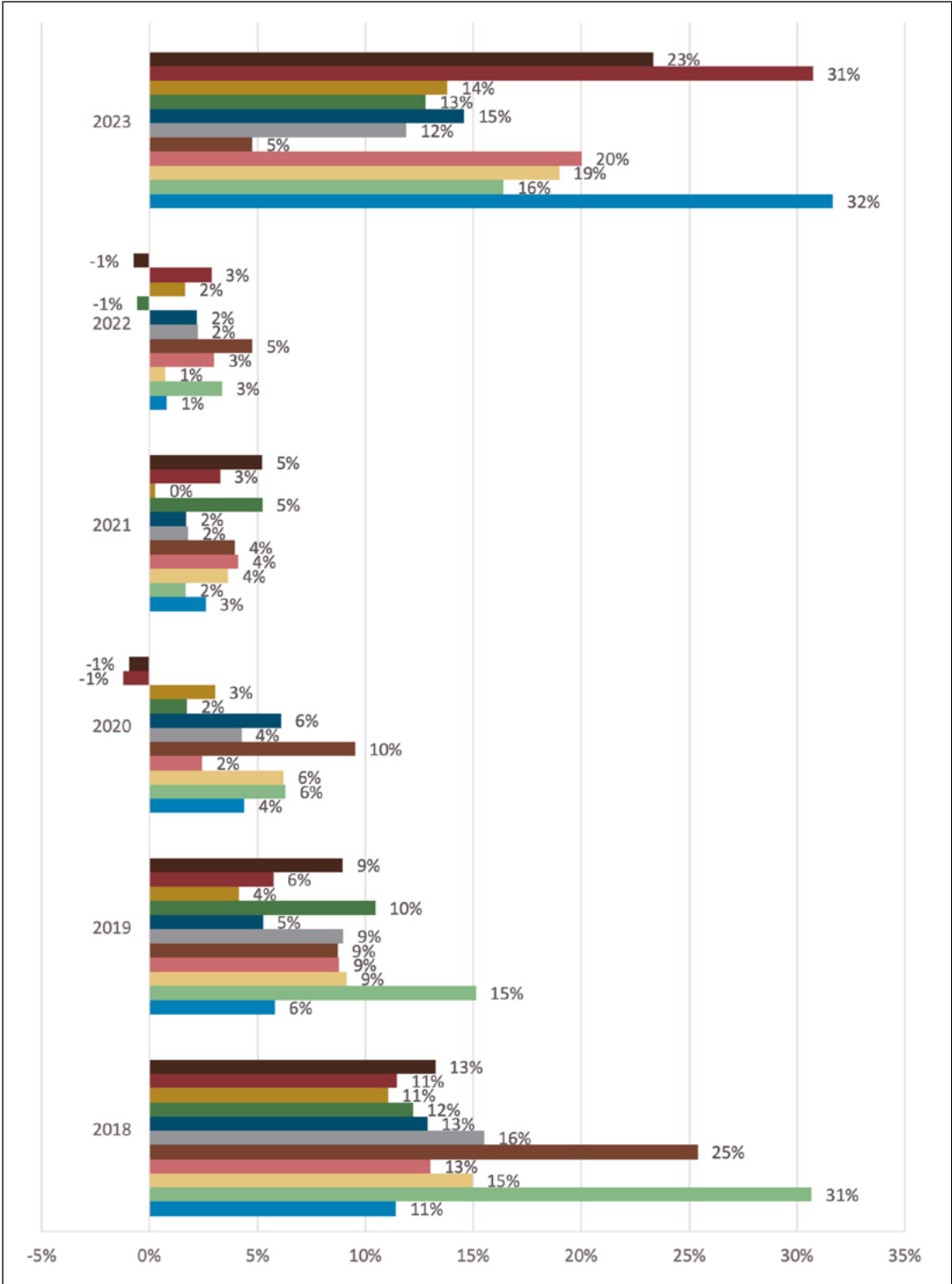


Figure 108: Doctoral Dropouts per Traditional University, accumulative

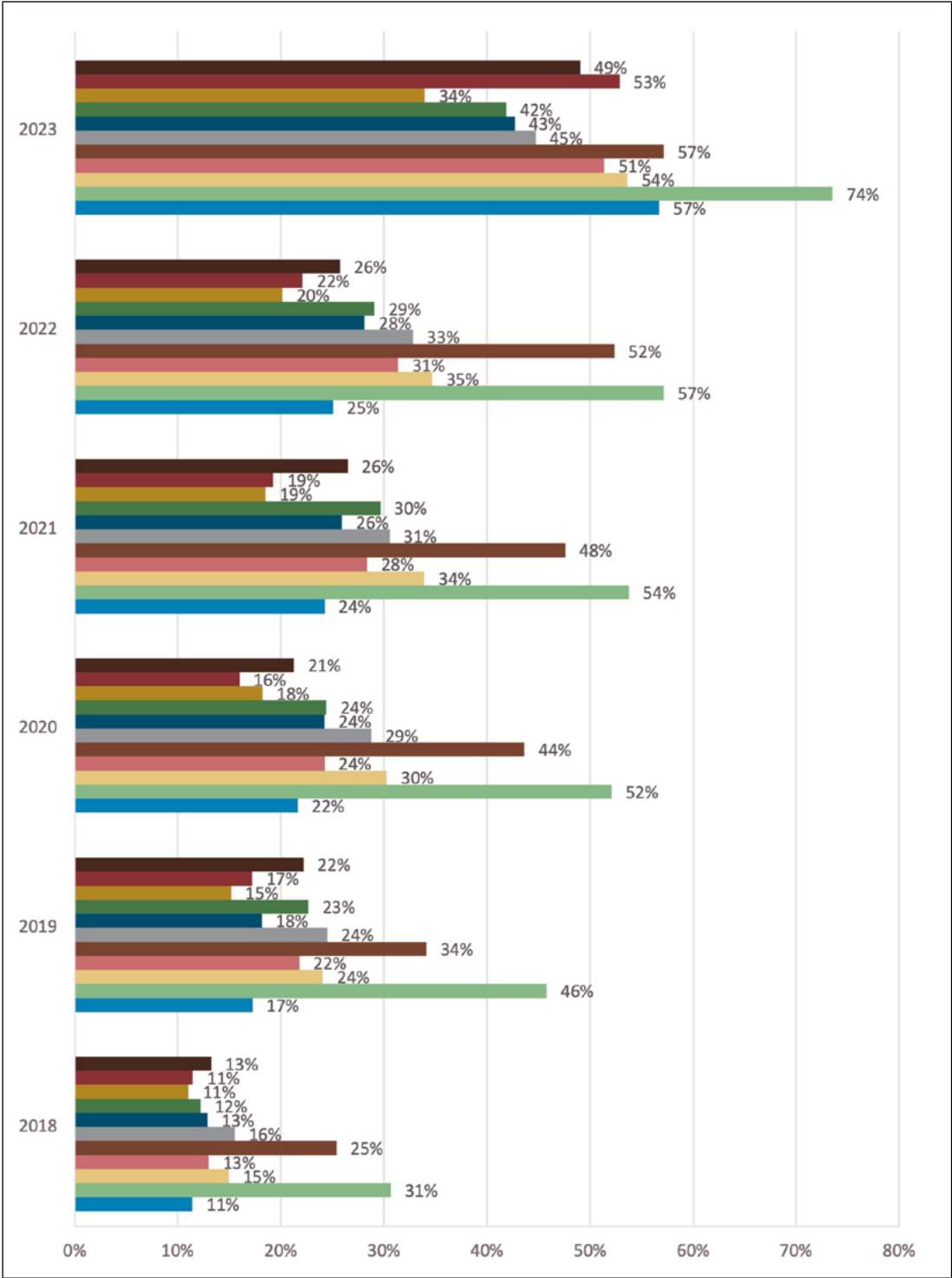


Figure 109: Doctoral Throughput per Comprehensive University, non-accumulative

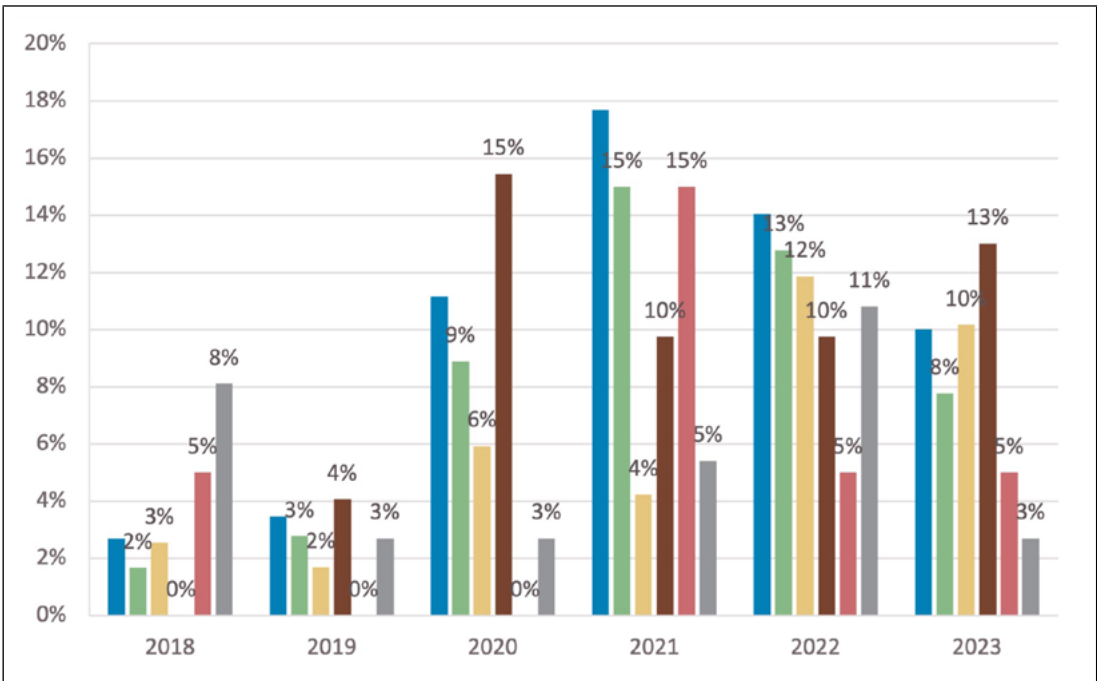


Figure 110: Doctoral Throughput per Comprehensive University, accumulative

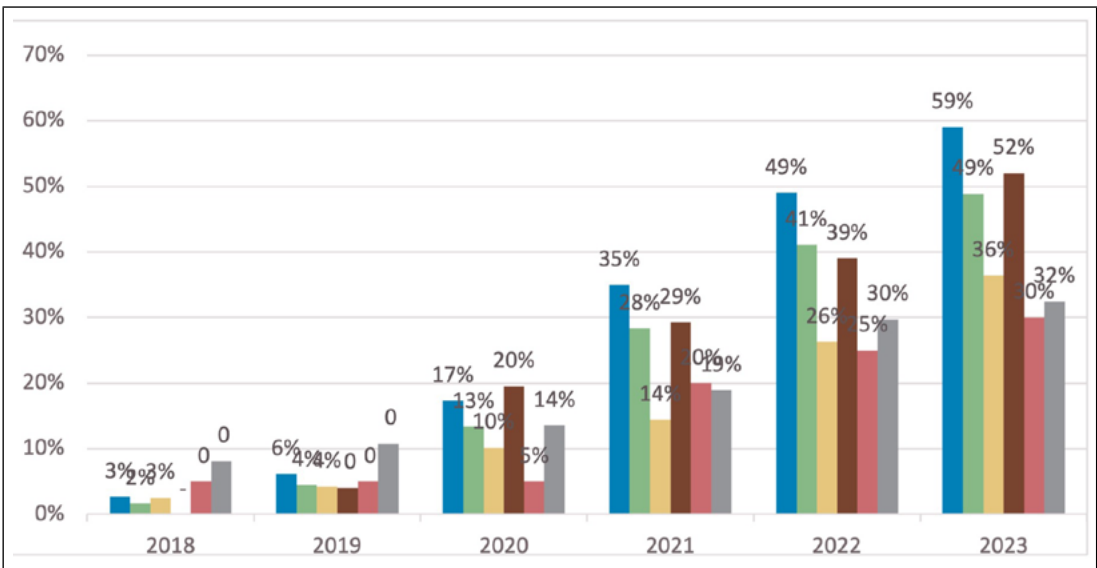


Figure 111: Doctoral Dropouts per Comprehensive University, non-accumulative

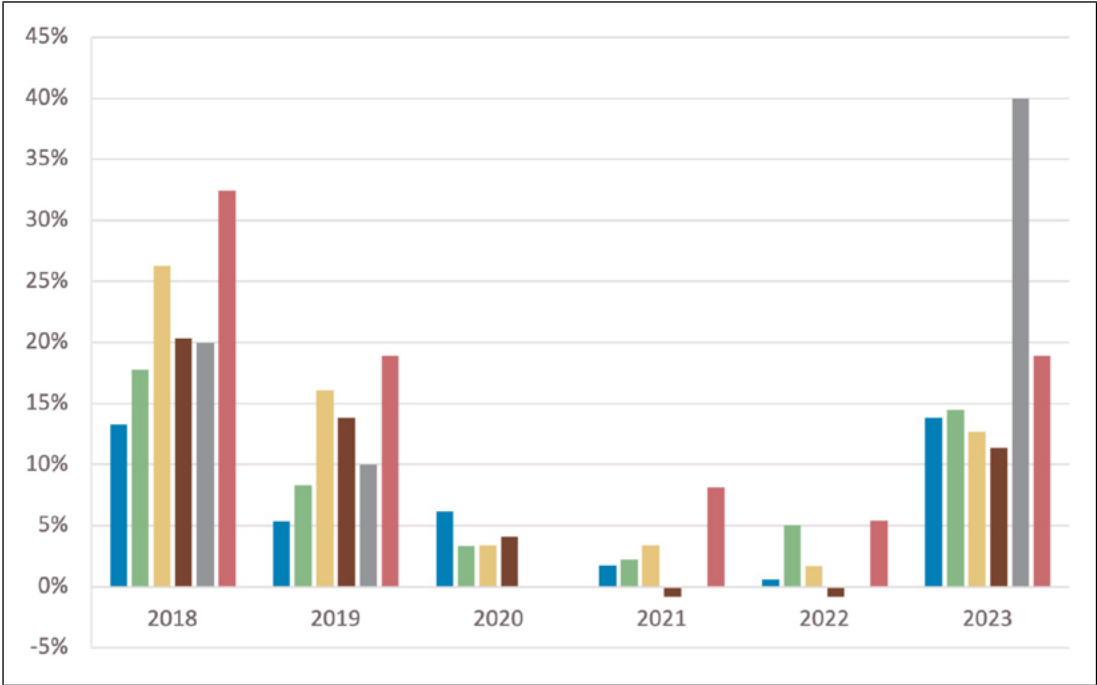
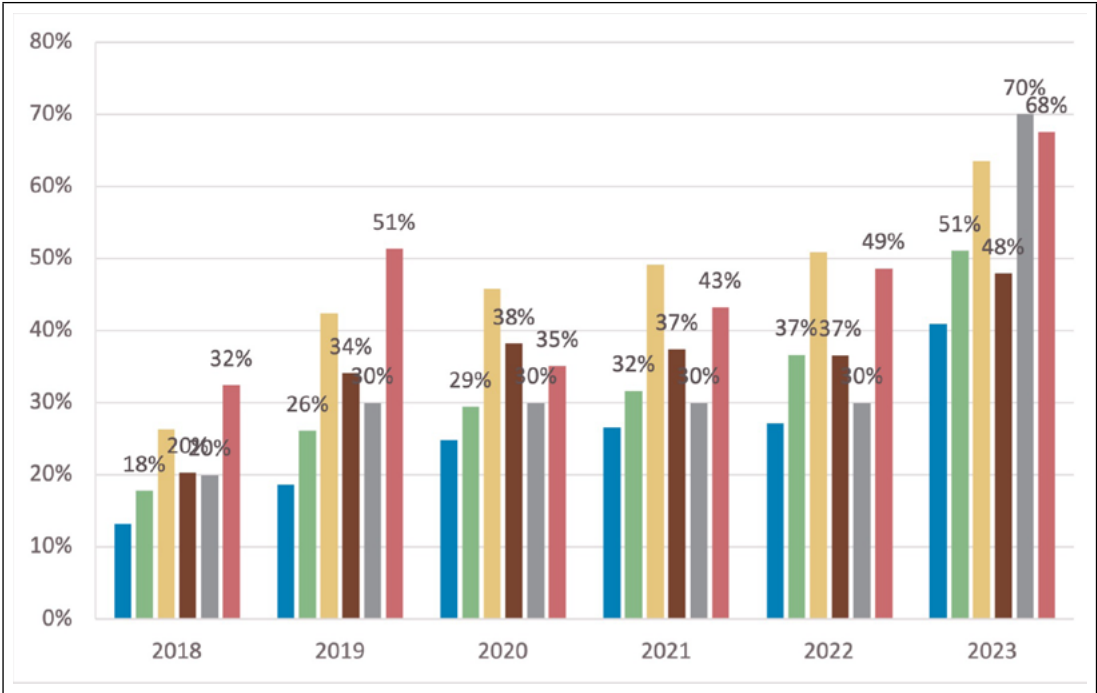


Figure 112: Doctoral Dropouts per Comprehensive University, accumulative



RESEARCH OUTPUT AND OUTPUT GRANTS

Figure 113: Research output units by publication type

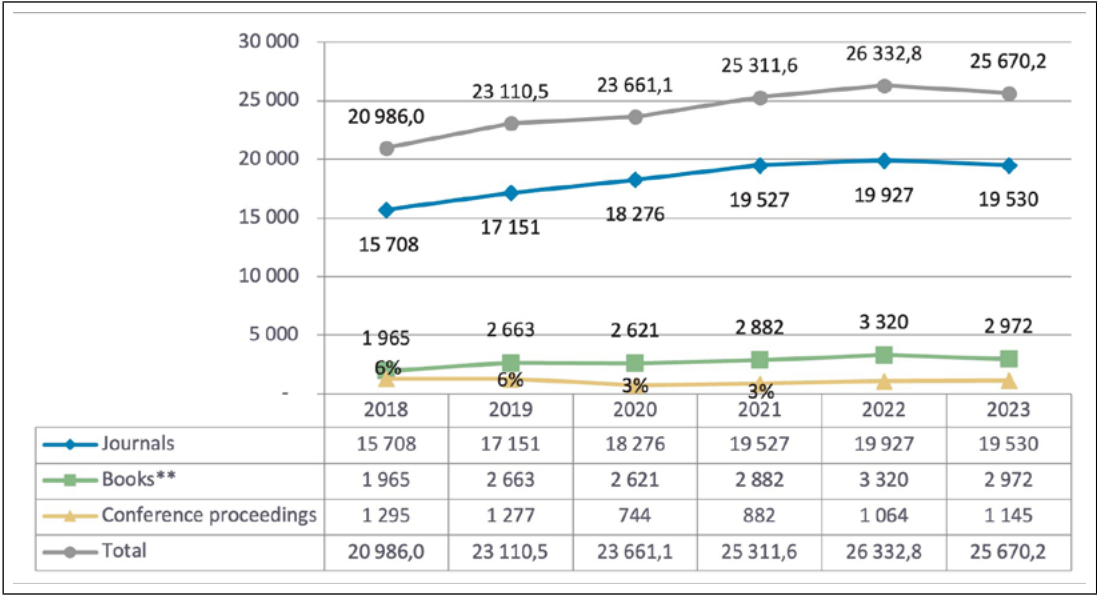


Figure 114: Percentage per research output unit

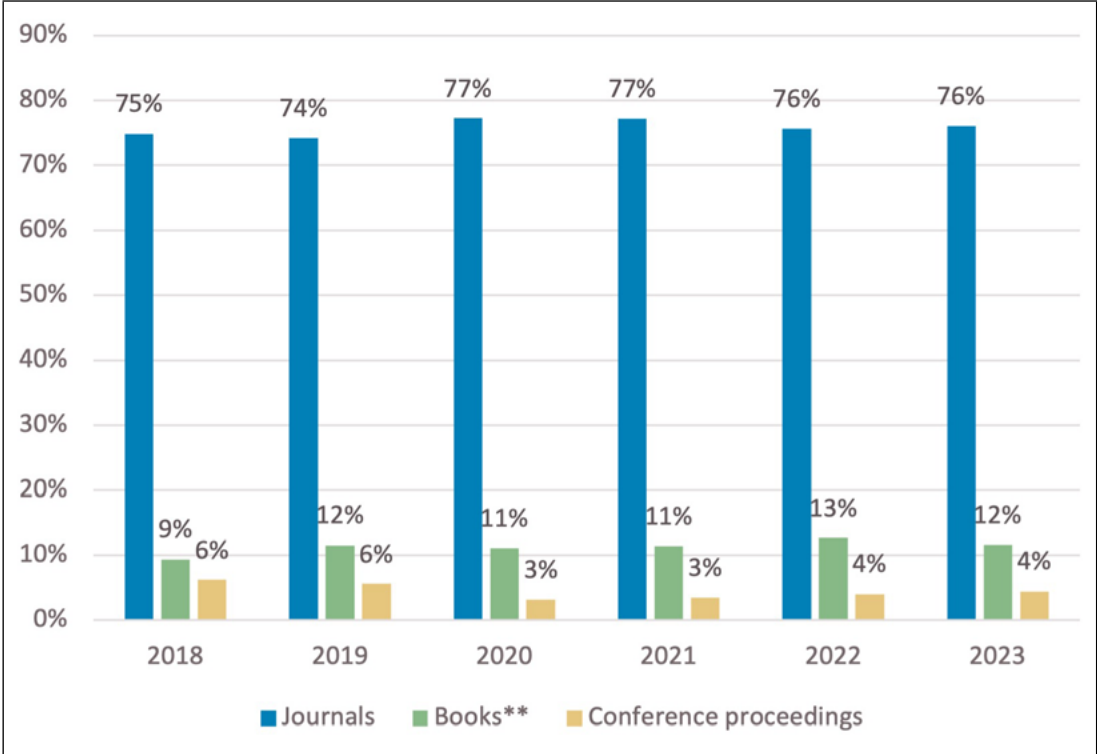


Figure 115: Research output units per capita by institution

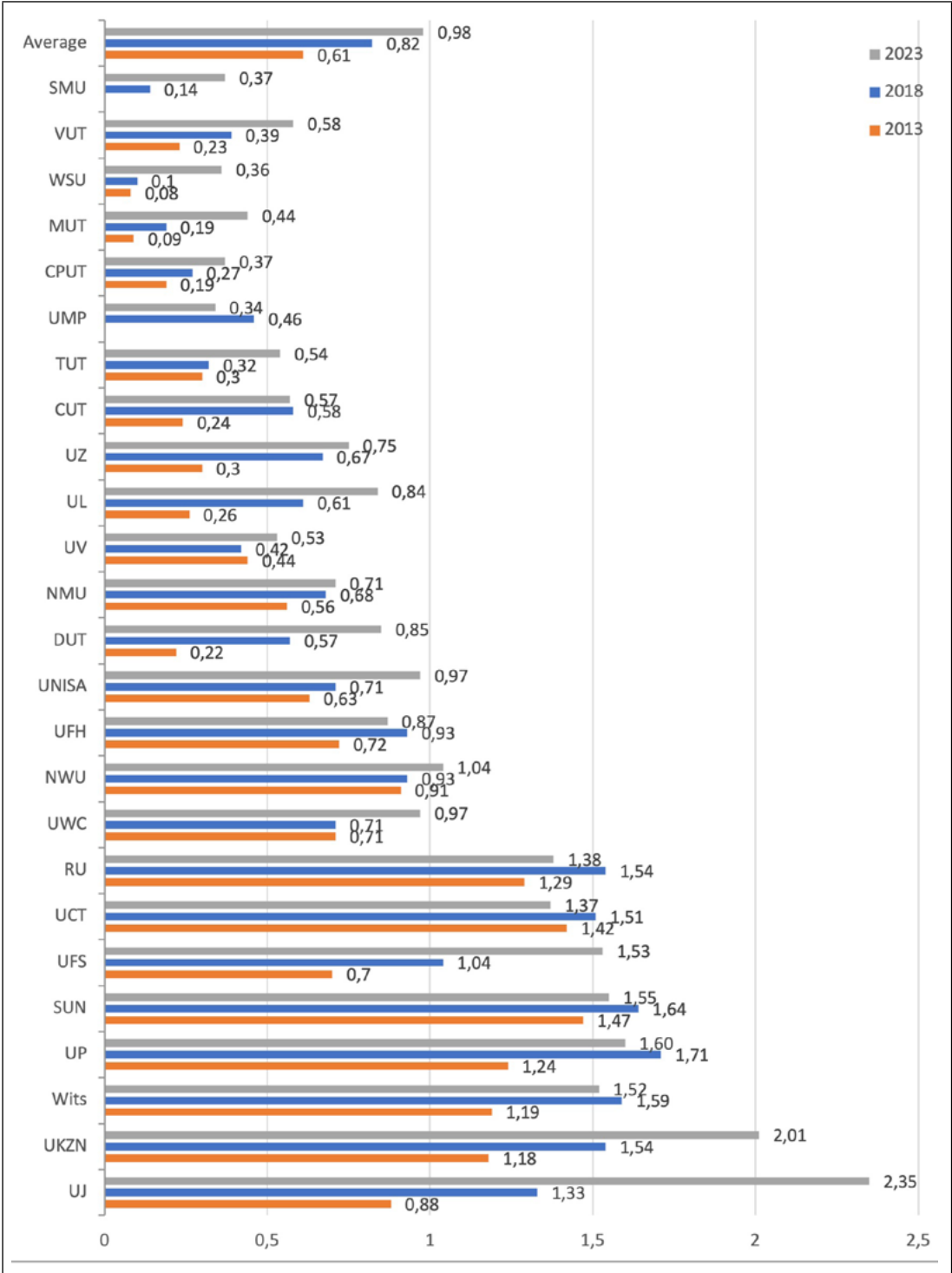


Figure 116: Weighted Actual Research Output Units: TUs

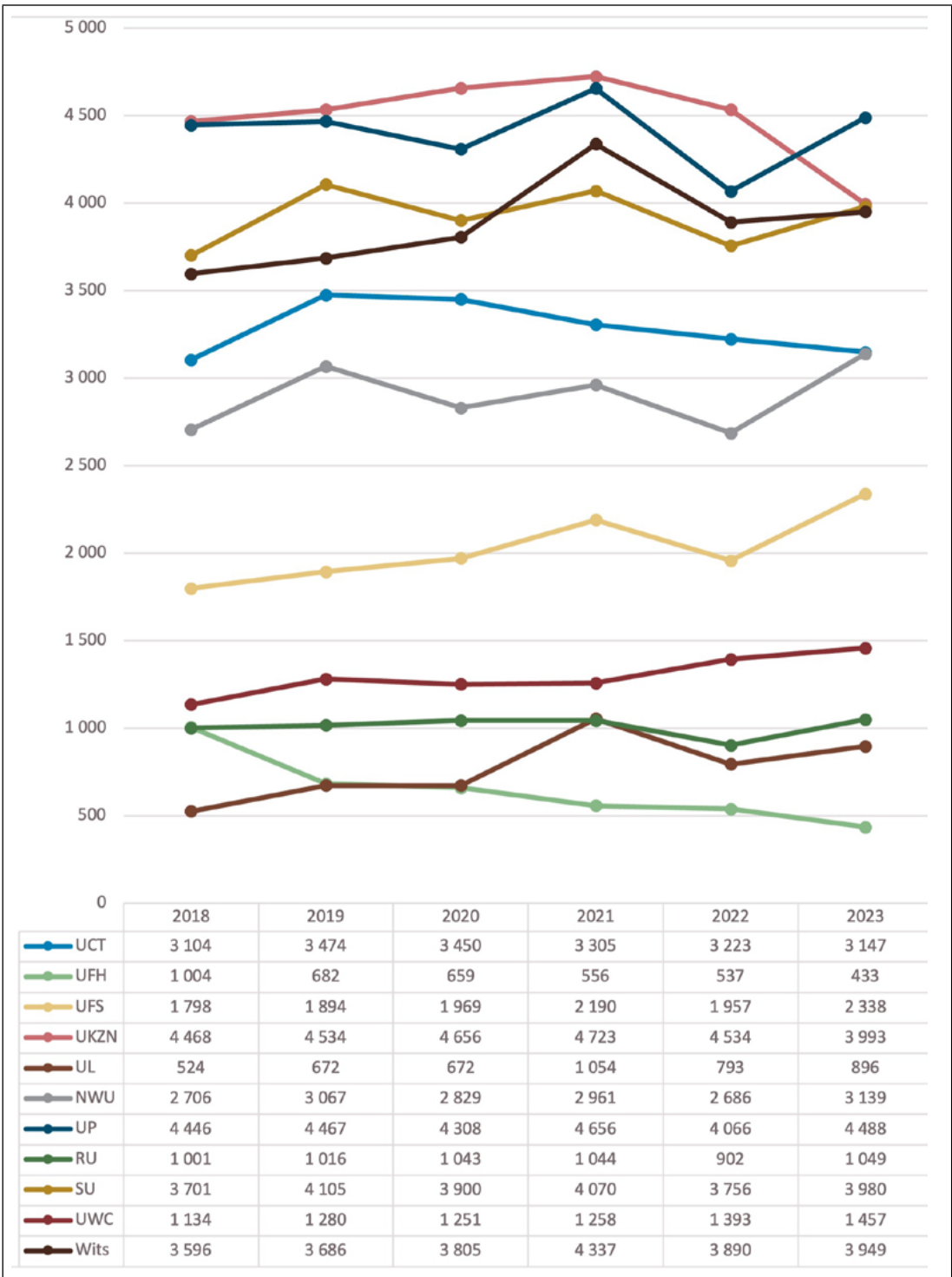


Figure 117: Actual Research Output Grants: TUs

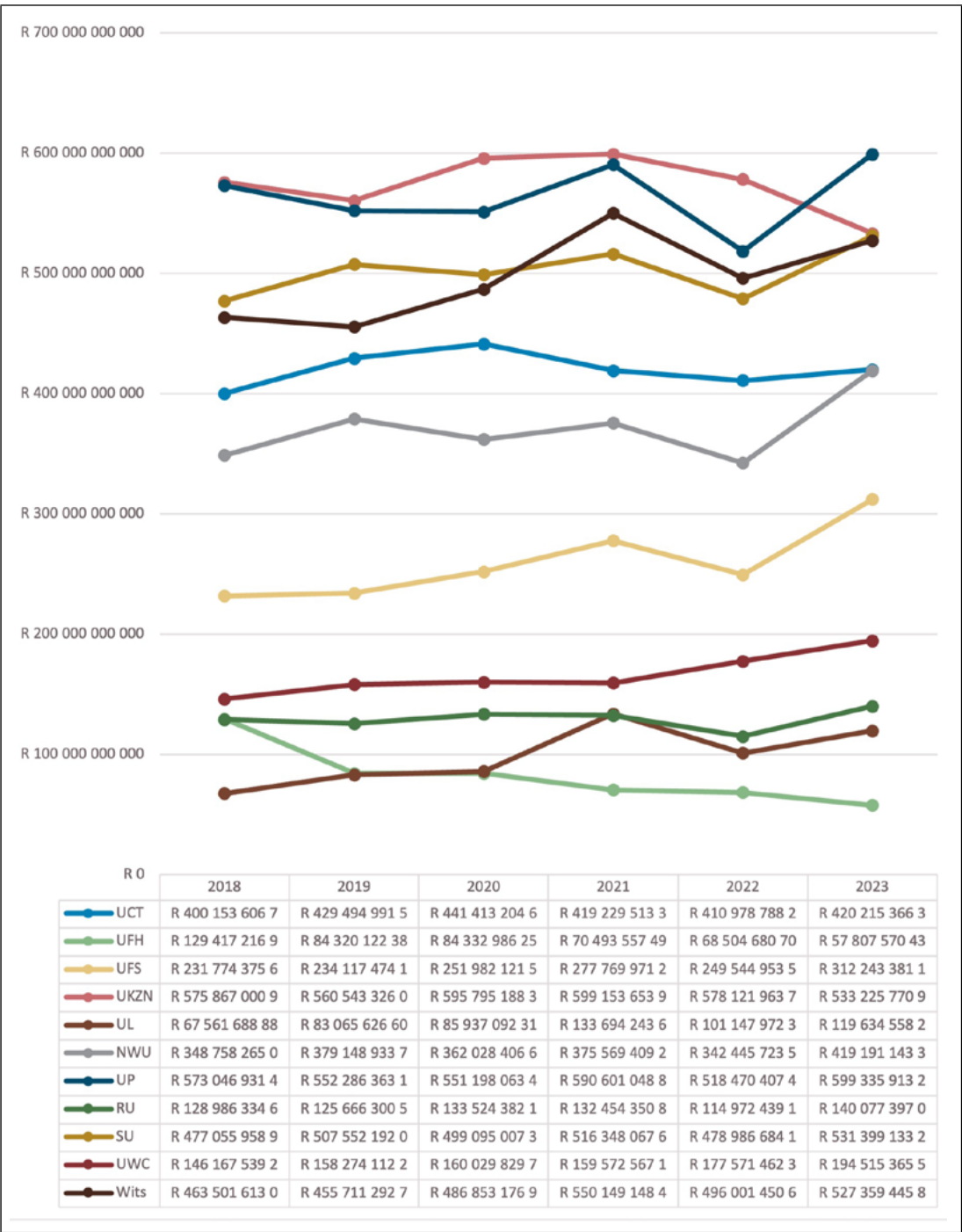


Figure 118: Weighted Actual Research Output Units: UoTs

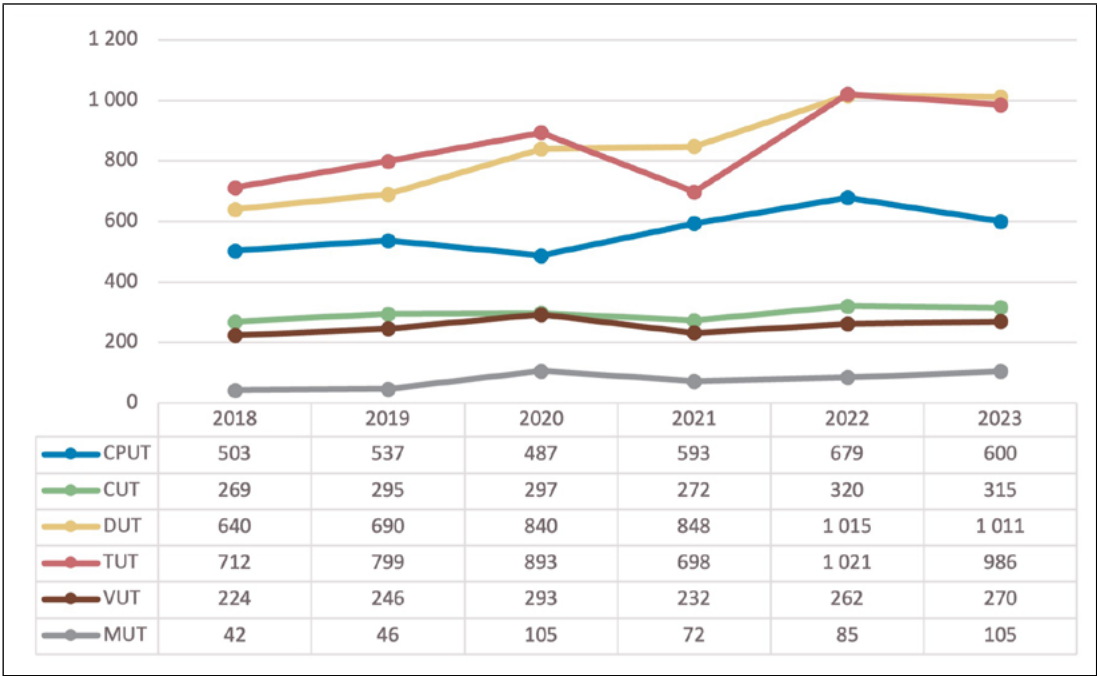


Figure 119: Actual Research Output Grants: UoTs

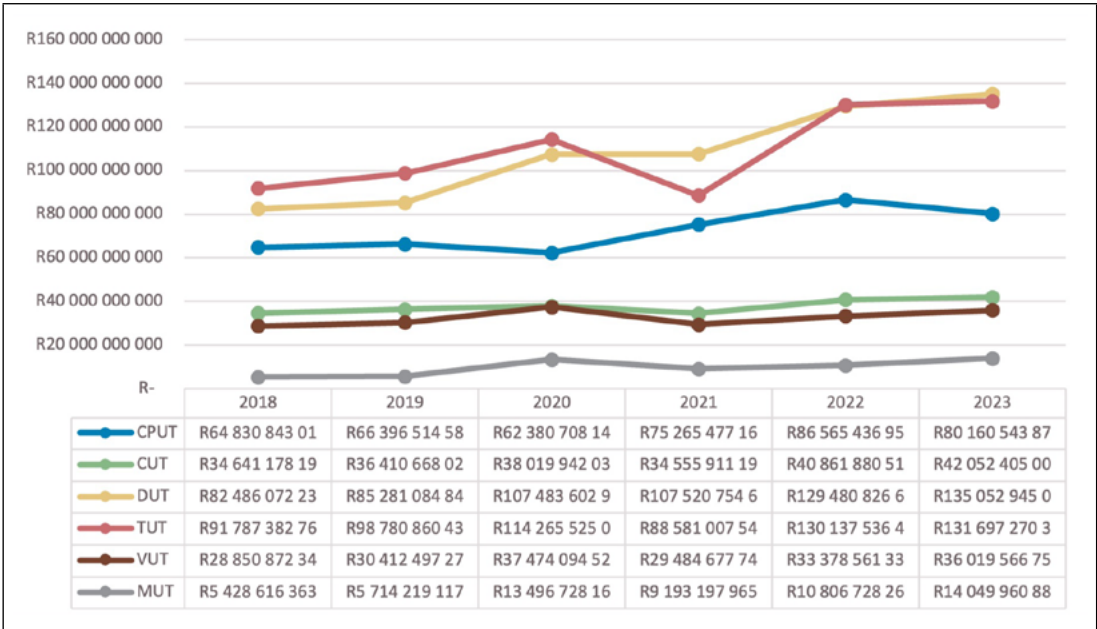


Figure 120: Weighted Actual Research Output Units: CUs

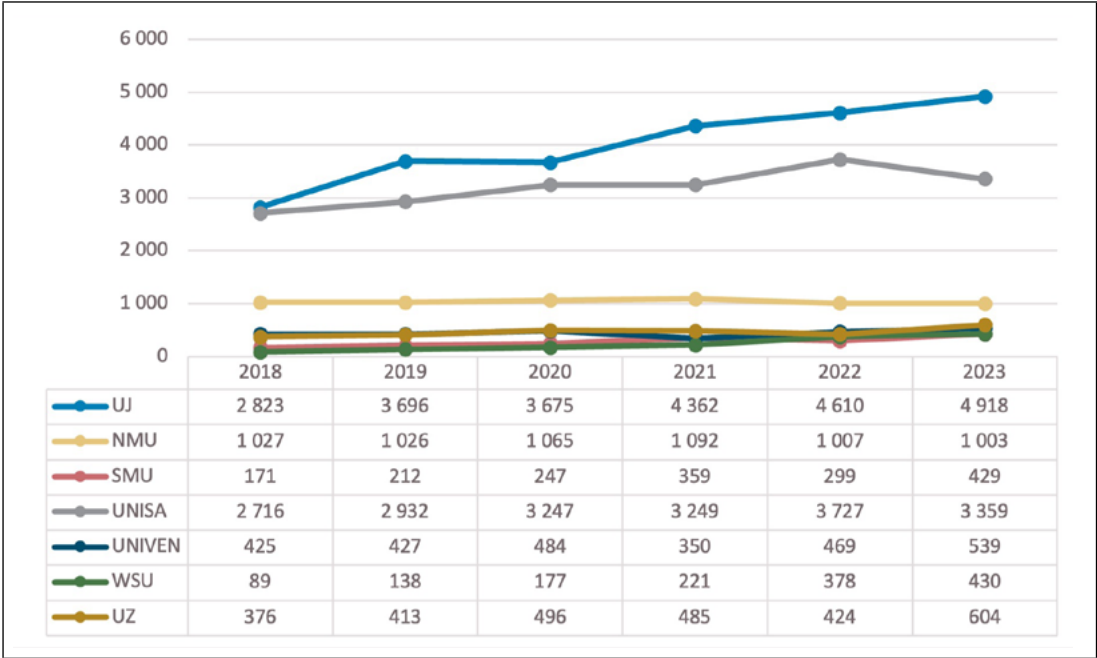


Figure 121: Actual Research Output Grants: CUs

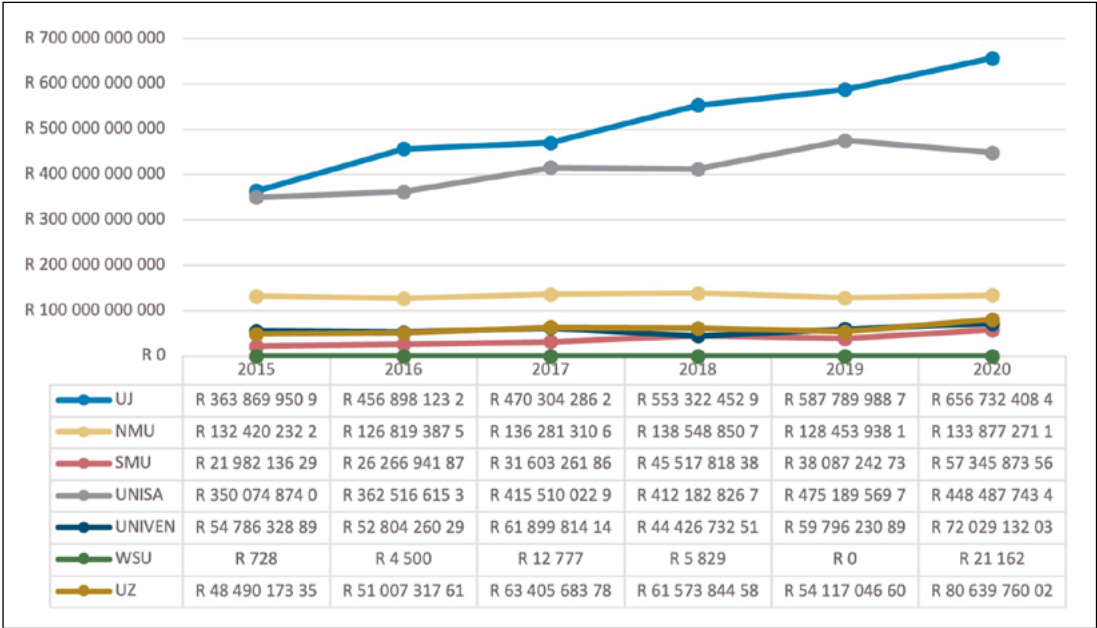


Figure 122: Journal Article research output units: TUs

Figure 123: Journal Article research output grants: TUs

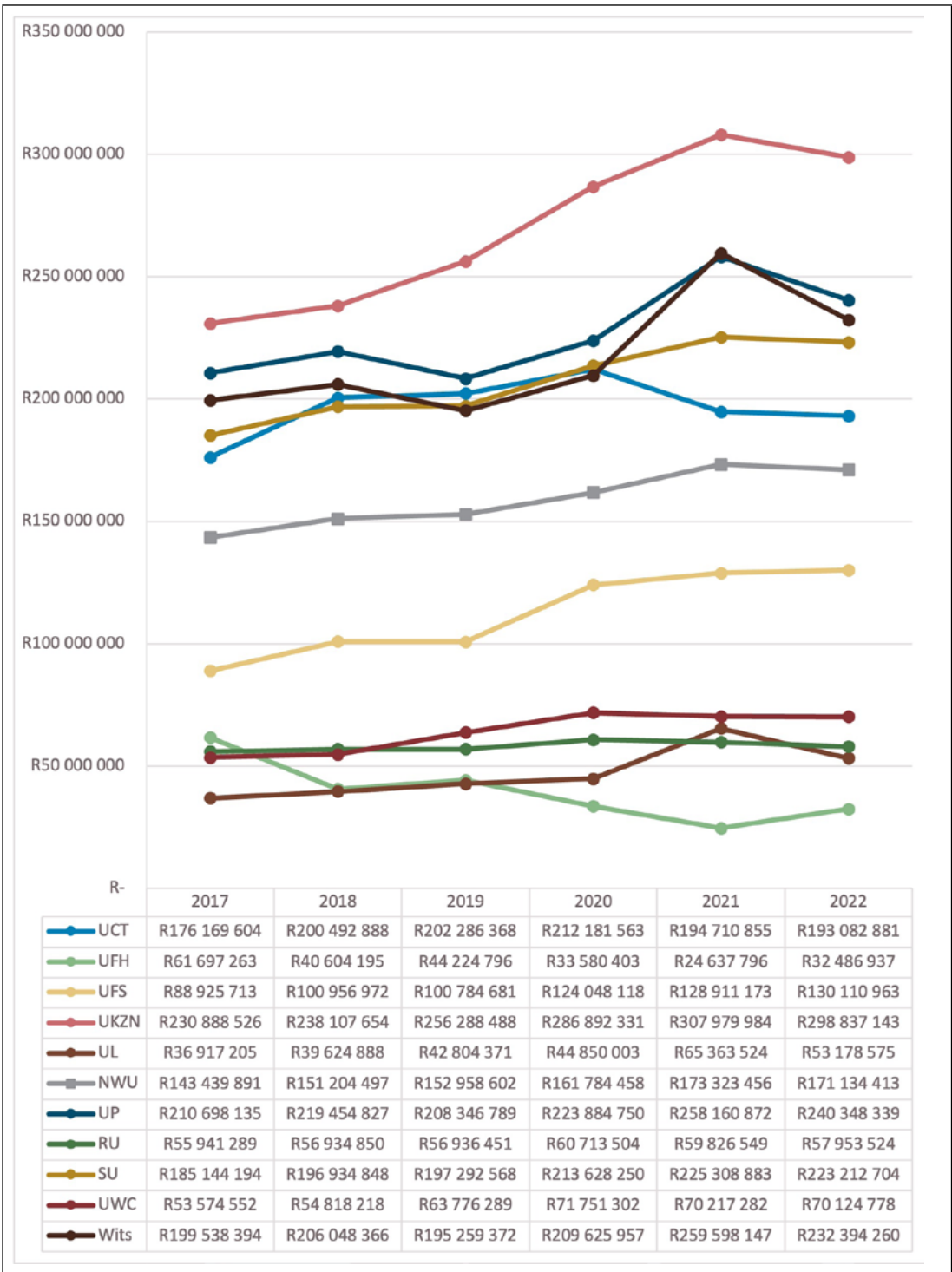


Figure 124: Journal Article research output units: UoTs

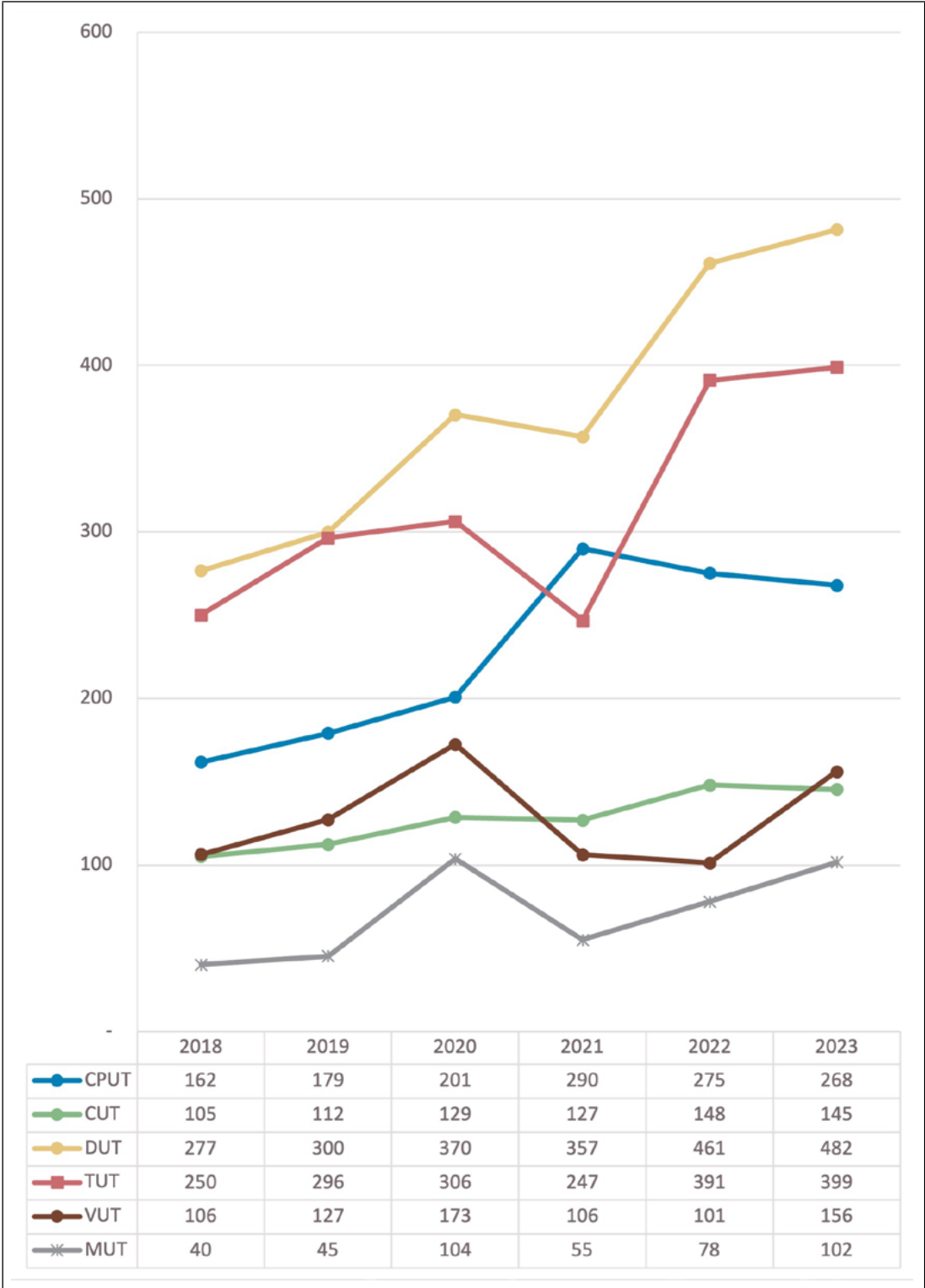


Figure 125: Journal Article research output grants: UoTs

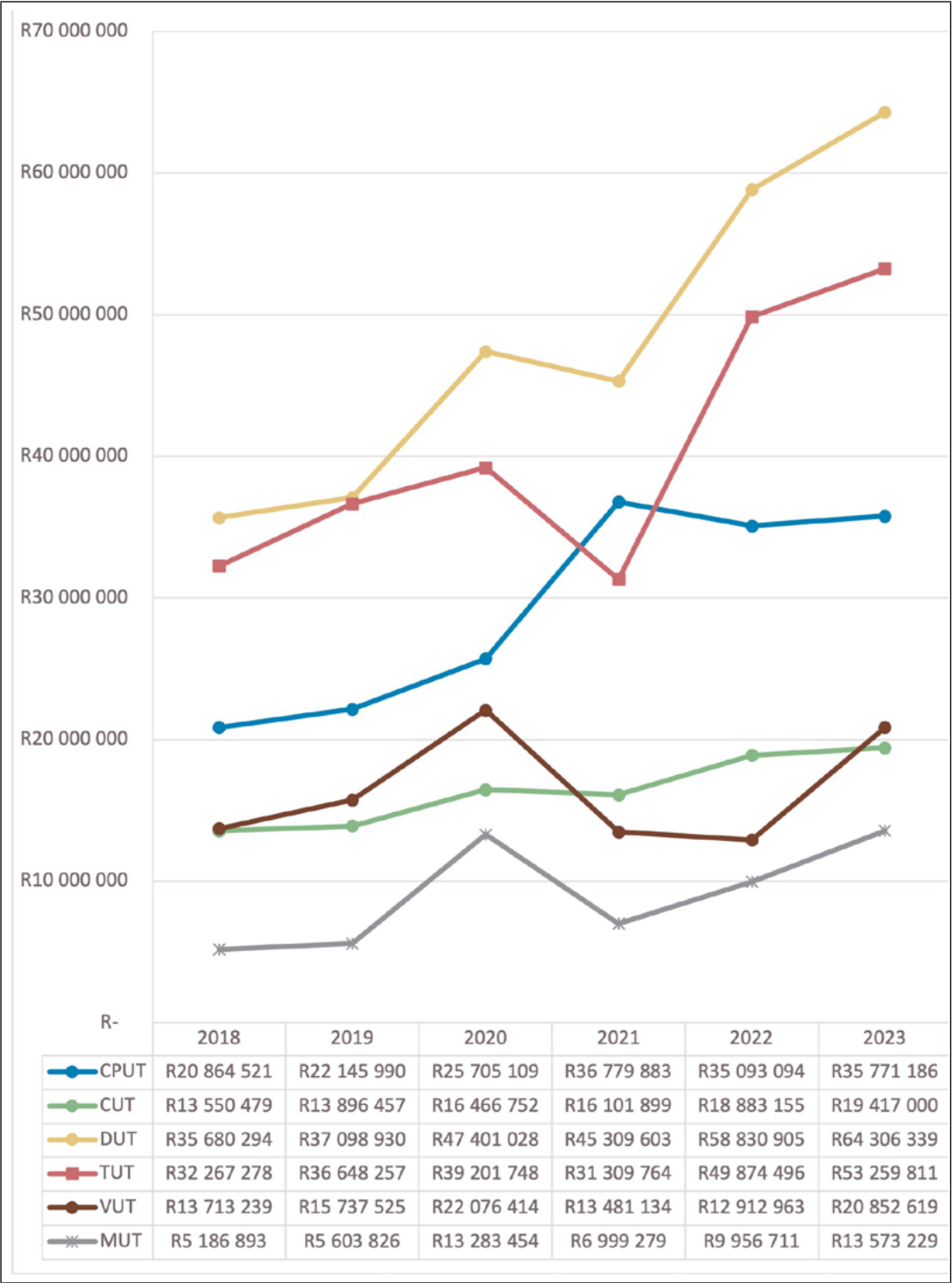


Figure 126: Journal Article research output units: CUs

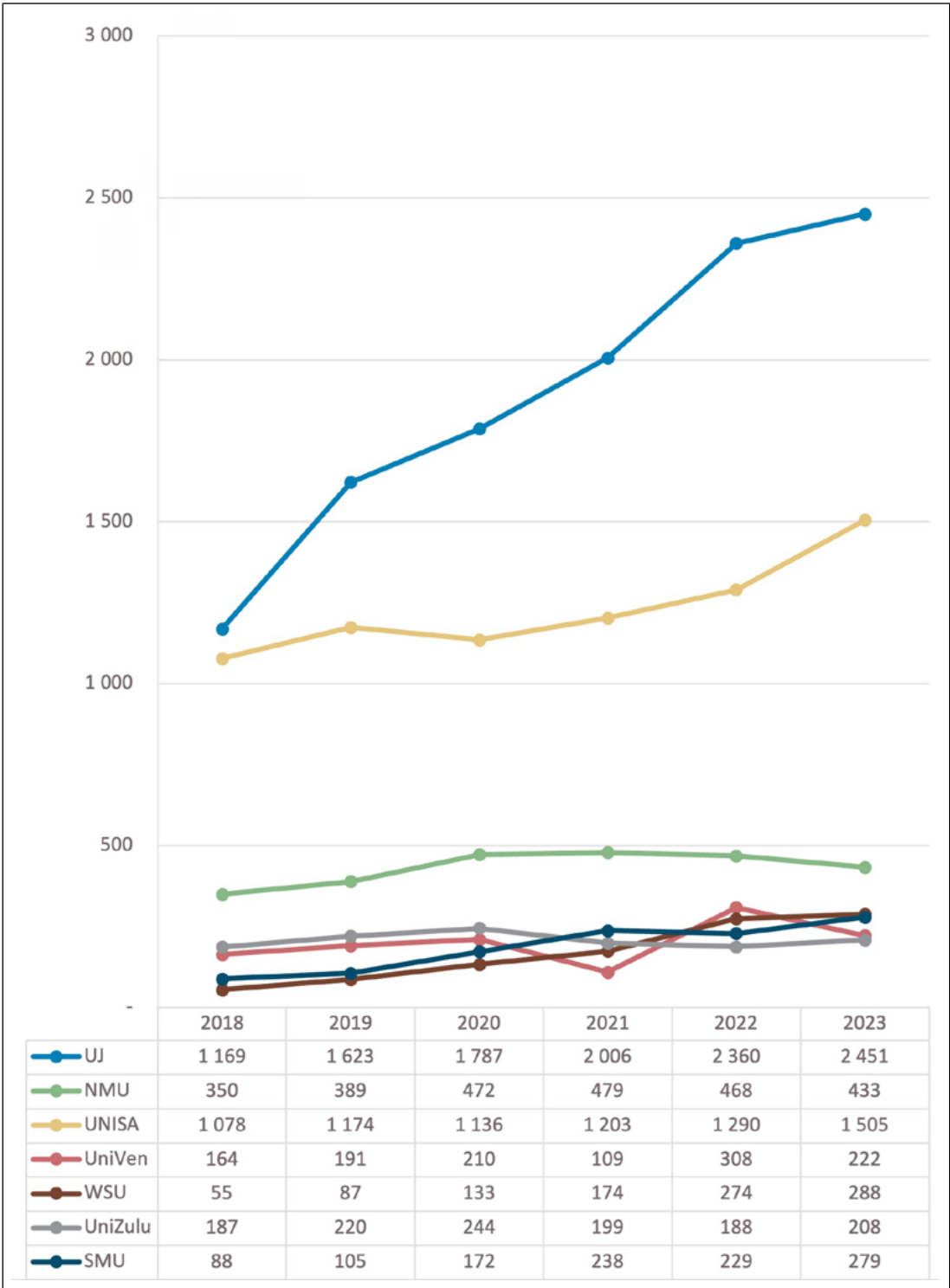


Figure 127: Journal Article research output grants: CUs

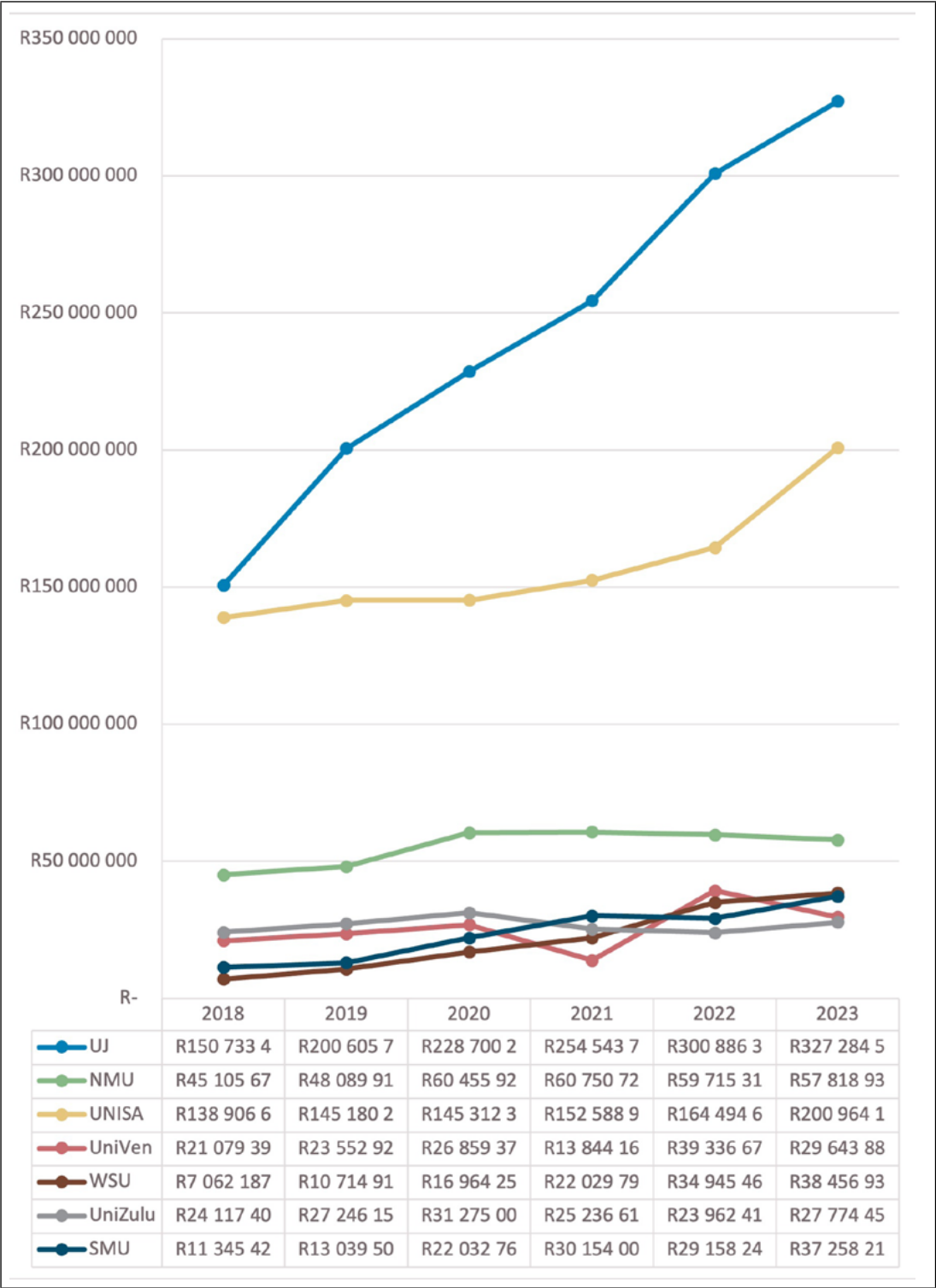


Figure 128: Conference proceedings research output units: TUs

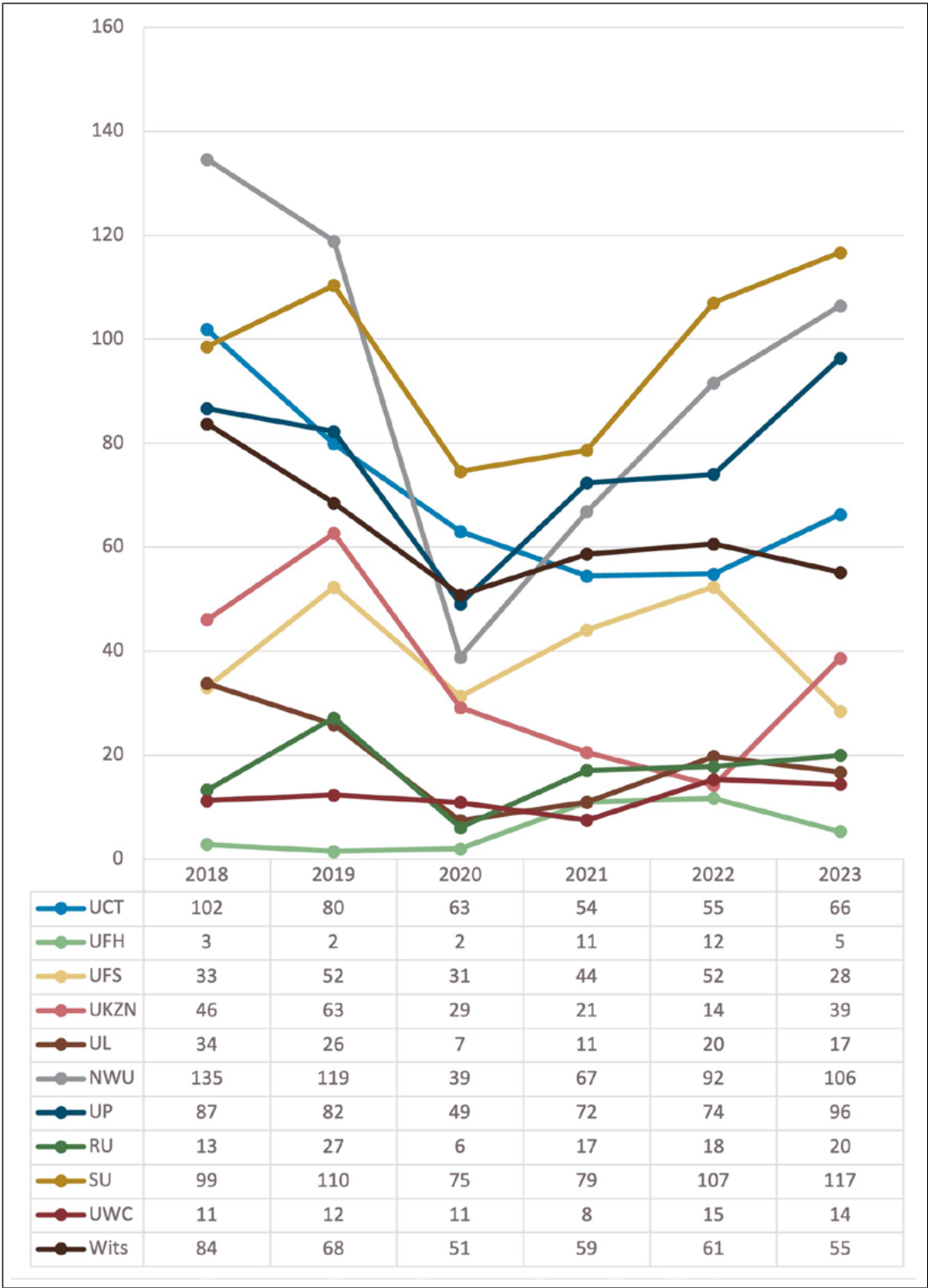


Figure 129: Conference proceedings research output grants: TUs

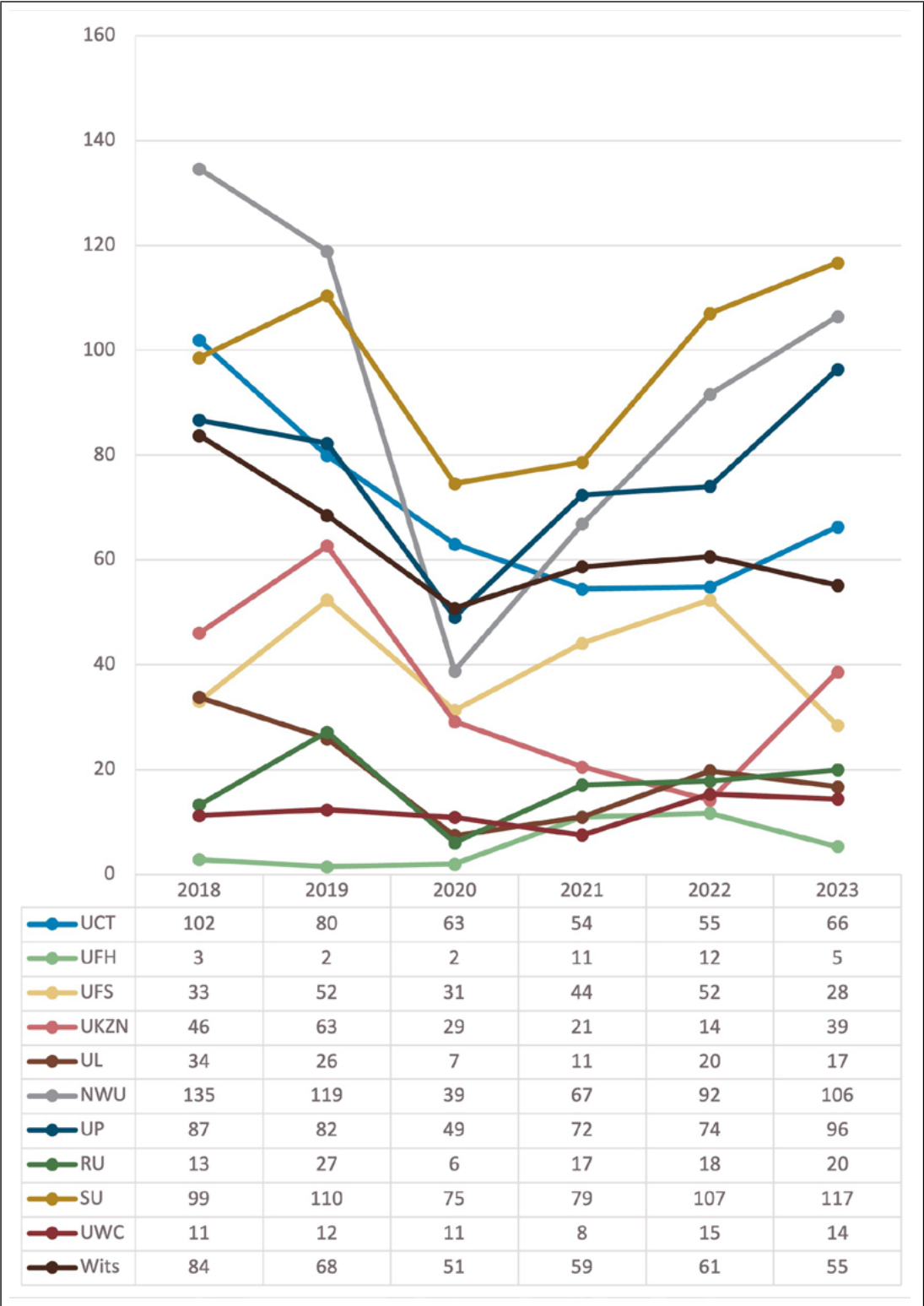


Figure 130: Conference proceedings research output units: UoTs

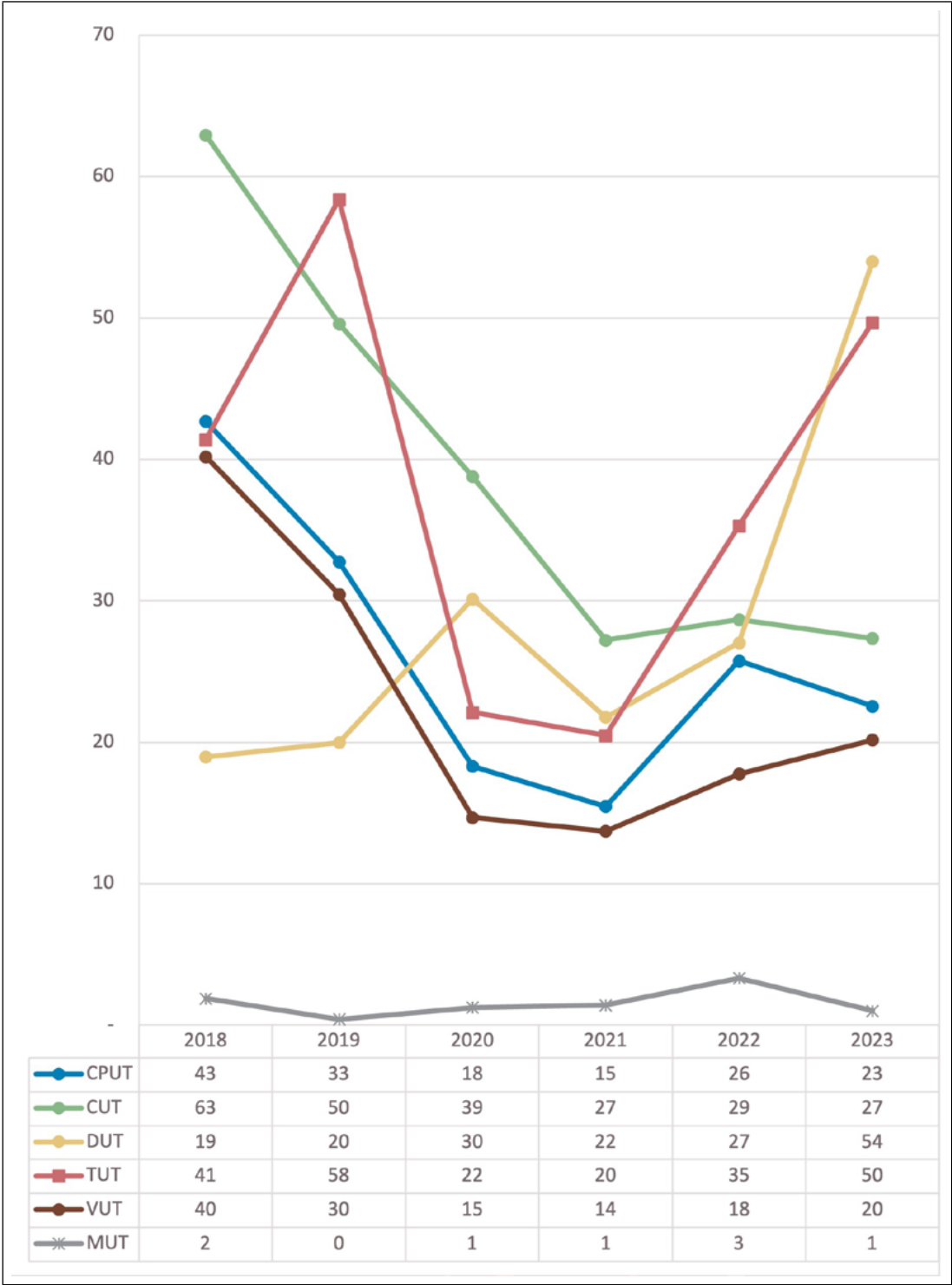


Figure 131: Conference proceedings research output grants: UoTs

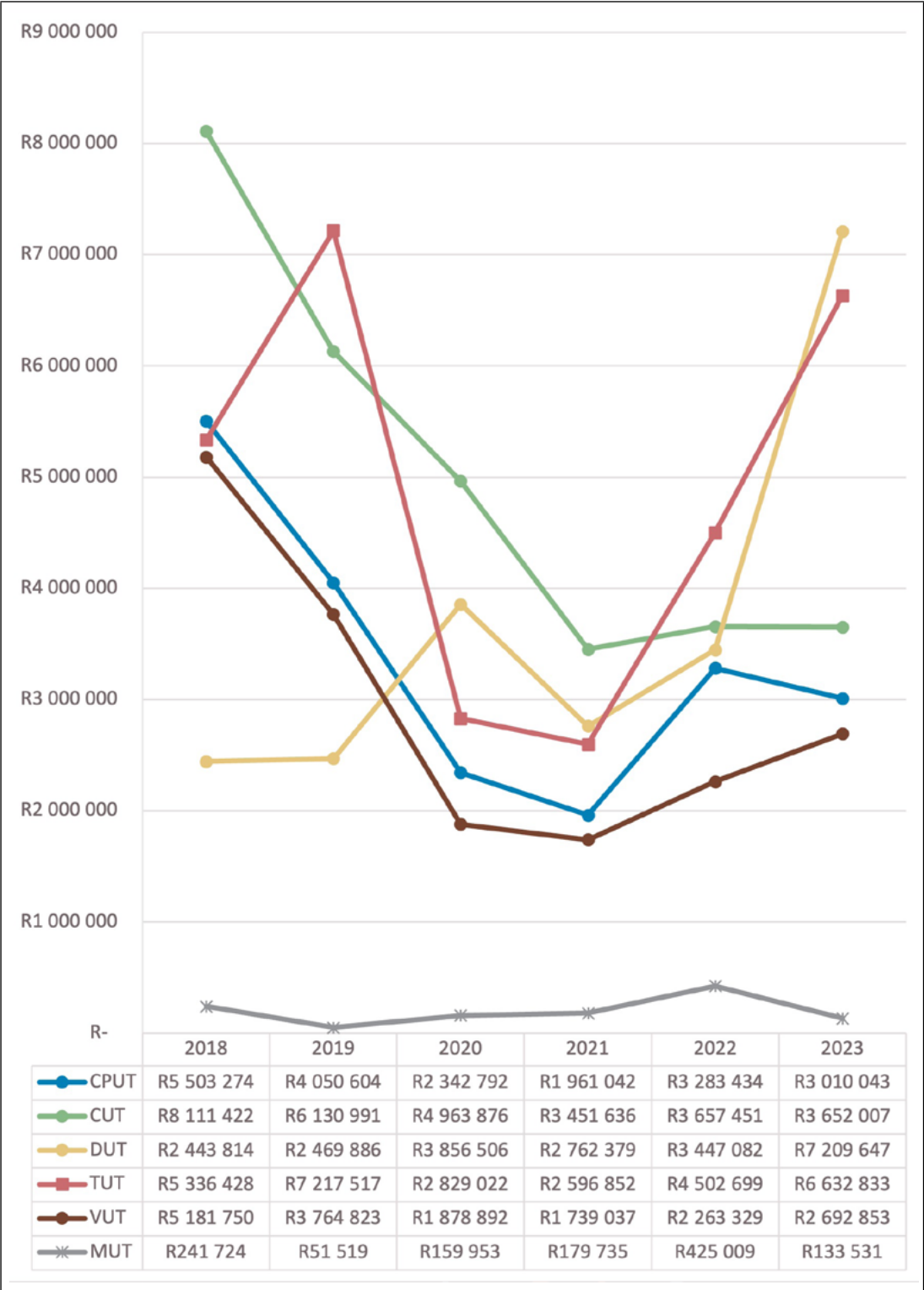


Figure 132: Conference proceedings research output units: CUs

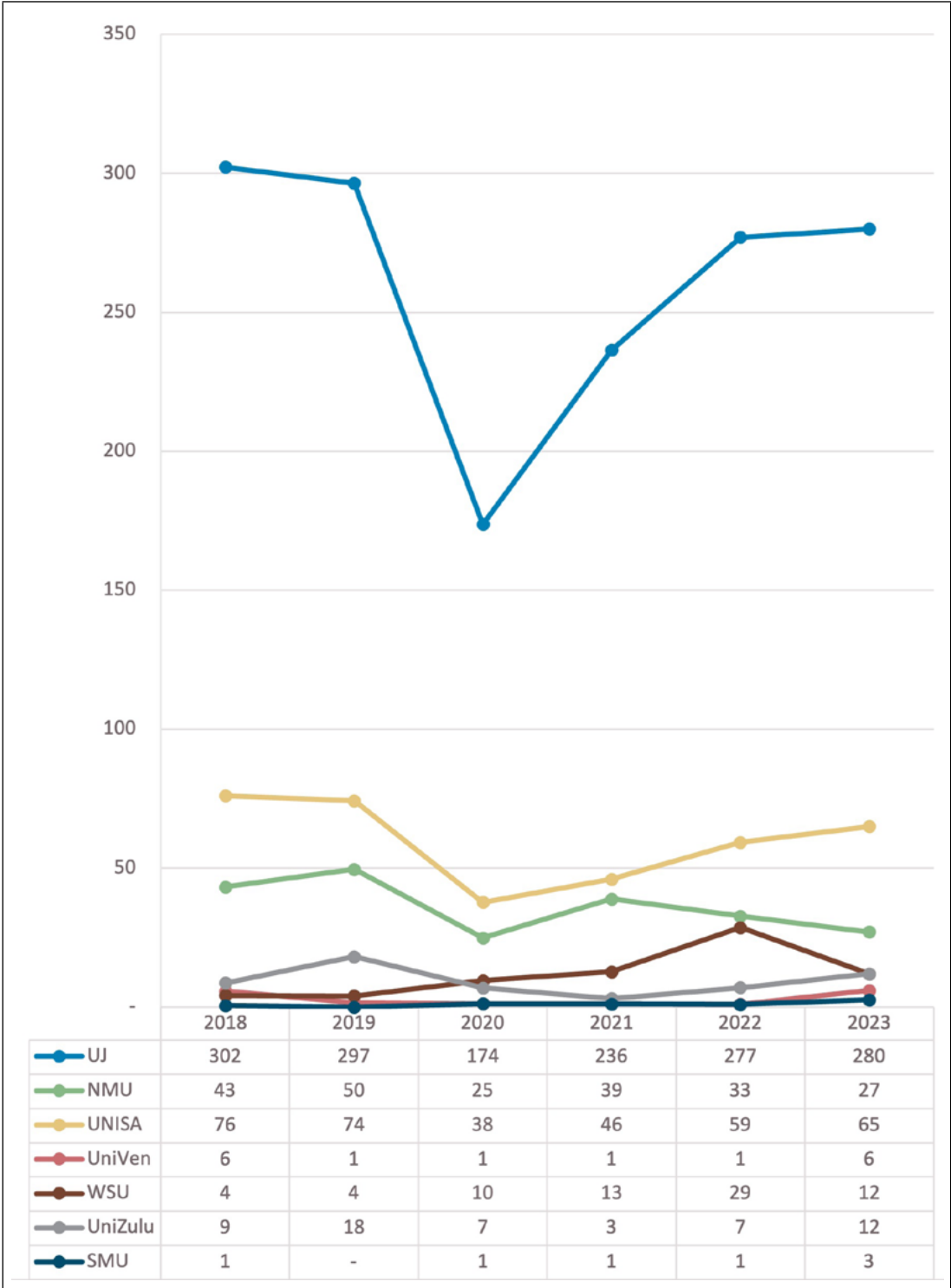
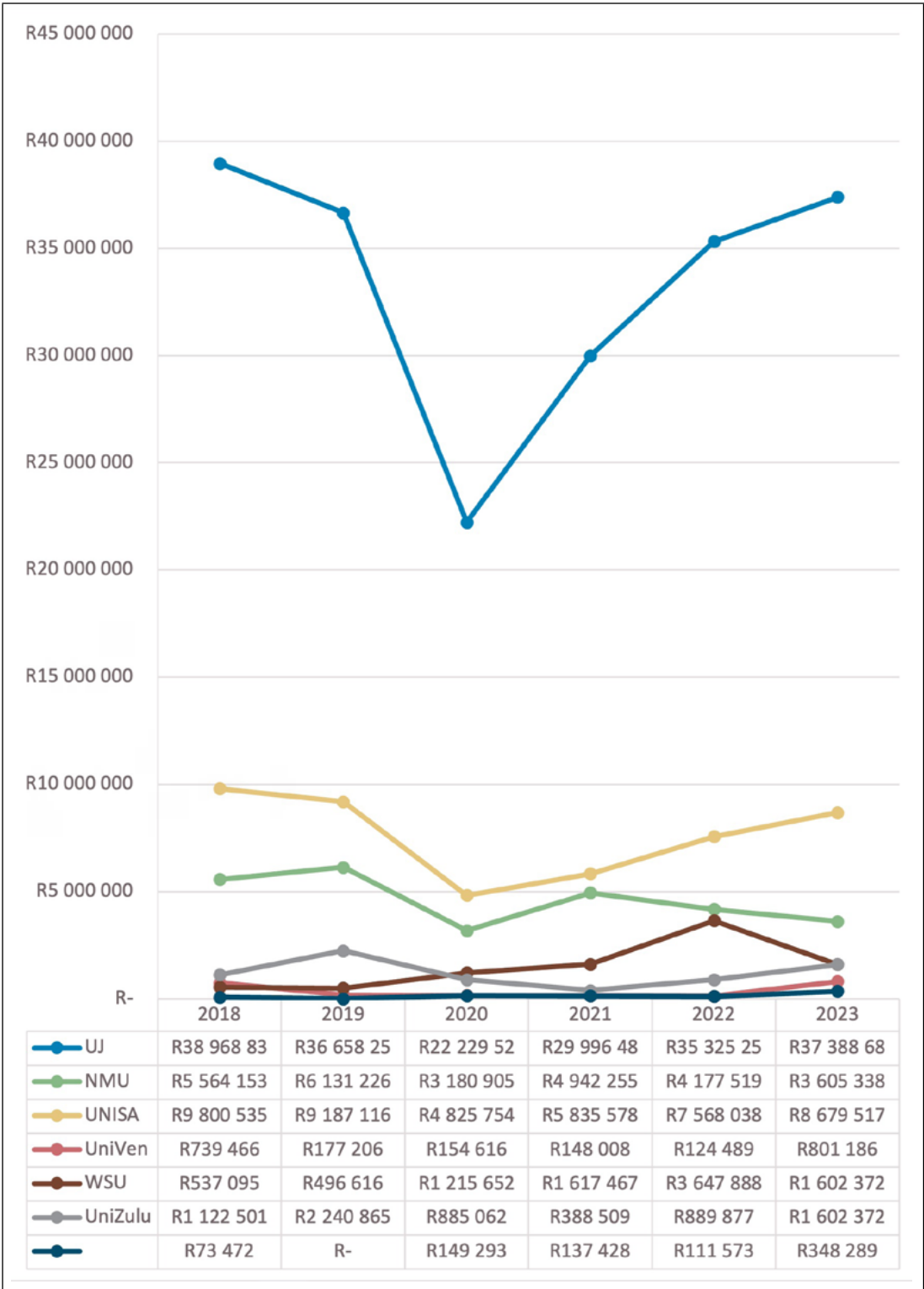


Figure 133: Conference proceedings research output grants: CUs



Appendix 1:

Public institutions by institutional type

Traditional Universities

North-West University (NWU)
Rhodes University (RU)
University of Cape Town (UCT)
University of Fort Hare (UFH)
University of the Free State (UFS)
University of KwaZulu-Natal (UKZN)
University of Limpopo (UL)
University of Pretoria (UP)
University of Stellenbosch (SU)
University of the Western Cape (UWC)
University of the Witwatersrand (Wits)

Comprehensive Universities

Nelson Mandela University (NMU)
Sol Plaatjie University (SPU)
University of Johannesburg (UJ)
University of South Africa (UNISA)
University of Venda (UV)
University of Zululand (UZ)
Walter Sisulu University (WSU)
Sefako Makgatho Health Sciences University (SMU)
University of Mpumalanga (UMP)

Universities of Technology

Cape Peninsula University of Technology (CPUT)
Central University of Technology (CUT)
Durban University of Technology (DUT)
Mangosuthu University of Technology (MUT)
Tshwane University of Technology (TUT)
Vaal University of Technology (VUT)

Appendix 2A:

Classification of Educational Subject Matter (CESM) categories

CESM 01:	Agriculture, Agricultural Operations and Related Sciences
CESM 02:	Architecture and the Built Environment
CESM 03:	Visual and Performing Arts
CESM 04:	Business, Economics and Management Studies
CESM 05:	Communication, Journalism and Related Studies
CESM 06:	Computer and Information Sciences
CESM 07:	Education
CESM 08:	Engineering
CESM 09:	Health Professions and Related Clinical Sciences
CESM 10:	Family Ecology and Consumer Sciences
CESM 11:	Languages, Linguistics and Literature
CESM 12:	Law
CESM 13:	Life Sciences
CESM 14:	Physical Sciences
CESM 15:	Mathematics and Statistics
CESM 16:	Military Sciences
CESM 17:	Philosophy, Religion and Theology
CESM 18:	Psychology
CESM 19:	Public Management and Services
CESM 20:	Social Sciences

Appendix 2B:

Funding groups

Funding group	CESM categories included in funding group
1	07 education, 12 law, 18 psychology, 19 public administration and services
2	04 business, economics & management studies, 05 communication & journalism, 06 computer & information sciences, 11 languages, linguistics & literature, 17 philosophy, religion and theology, 20 social sciences
3	02 architecture & the built environment, 08 engineering, 10 family ecology & consumer sciences, 15 mathematics & statistics
4	01 sciences, 14 physical science agriculture & agricultural operations, 03 visual and performing arts, 09 health professions & related clinical sciences, 13 life sciences, 14 physical sciences

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