The Council on Higher Education (CHE) is an independent statutory body established by the Higher Education Act, no. 101 of 1997 (amended). The CHE is the Quality Council for Higher Education, advises the Minister of Higher Education and Training on all higher education issues and is responsible for quality assistance and promotion through the Higher Education Quality Committee.

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Foreword

VitalStats: Public Higher Education, 2012 is the third publication in the Council on Higher Education (CHE) series, which provides recent, audited and useful information on the higher education sector. As with previous editions, VitalStats 2012 includes key data in an easy-to-use format for monitoring and evaluation by researchers and other interested stakeholders.

This edition of VitalStats contains data covering the period 2007 to 2012 – the latest year for which audited data is available for the sector. This edition includes a new section containing financial and research data on the public sector. Most of the graphs are based on data from the Higher Education Management Information System (HEMIS) and the CHE expresses its appreciation to the Department of Higher Education and Training (DHET) (especially Jean Skene, Rian Cilliers and Brenda Swart) for collecting and extracting this data on our behalf and for providing financial and research data. The CHE is also grateful to Statistics South Africa for relevant population data and to the National Student Financial Aid Scheme (NSFAS) for financial data that we have included in some graphs. Efforts to expand the publication to include reliable data on the private sector are still underway.

As in previous editions, the publication starts with a glossary, based on HEMIS definitions, and it includes some brief explanations of the financial data. The first four sections of the publication consider student data, focused respectively on overall enrolments and completions; and then enrolments and completions by qualification type; by field of study, and finally by institutional type. The fifth section of the publication provides data on staffing at public universities and the sixth section covers a study of the cohort of students who entered diploma and degree studies in 2007, tracking their respective throughput rates. In previous editions only undergraduate qualifications were included; this edition, however, includes cohort studies at postgraduate level. Owing to the different mode of study (distance and often part-time) at the University of South Africa (UNISA), which impacts on the time it takes a student to graduate, statistics for that university have been excluded in this section (as indicated on the relevant graphs). The CHE would like to thank Charles Sheppard for compiling the cohort studies for this publication. The final section of VitalStats is the new addition on financial and research data.

The CHE welcomes any suggestions or requests for additional copies of the publication. Please direct these to Genevieve Simpson at Simpson.g@che.ac.za. The publication can also be downloaded from the CHE website (www.che.ac.za). The role of the Monitoring and Evaluation Directorate staff, particularly Michael Gordon, in developing VitalStats is greatly appreciated.

Dr Denyse Webbstock
Director: Monitoring and Evaluation
Definitions

**Block grant**
State subsidy to universities is divided into block and earmarked grants. Block grants are consolidated into a single transfer and the funds can be used for any legitimate university purpose. Currently block grants have four components: teaching input (based on enrolments), teaching output (based on graduations), research output (based on approved publications and research masters and doctoral graduations) and institutional factors (based on institution size and proportion of historically disadvantaged student numbers).

**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.

**Cohort**
The first-time entry students in a particular year who have enrolled for a three or four-year higher education programme.

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

**Contact mode of delivery**
This refers to courses involving personal interaction with institutional teachers or institutional supervisors, through lectures, tutorials, seminars, practicals, supervision, or other forms of required work, which occurs at the institution’s premises or at a site of delivery of the institution.

**Distance mode of delivery**
This refers to courses where the interaction with institutional teachers or institutional supervisors is undertaken remotely through the use of correspondence, telematics, or the internet.

**Earmarked funding**
State subsidy to universities is divided into block and earmarked grants. Earmarked funds must be spent on the purposes for which they are designated. In recent years, some of the categories for earmarked provision have been interest and redemption of government loans, infrastructure, teaching development, research development, foundation courses, clinical training of health professionals and veterinary science.

**Field of study**
Enrolments are divided into four broad fields or areas of study, calculated by aggregating enrolments by CESM category as below. For a description of each CESM category, see Appendix 2:
- Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16
- Business & Commerce (B&C): CESM 04
- Humanities (Hum): CESM 03, 05, 11, 12, 17, 18, 19 & 20
- Education (Ed): CESM 07

**FTE**
Full-time equivalent (FTE) student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction. FTE staff numbers are calculated in a similar way.
Gross Domestic Product (GDP)
This is the total market value of all goods and services produced in a country in a given year. The GDP includes all consumer, investment and government economic activity during that year. The value of exports is added to GDP and the value of imports is subtracted.

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

National Student Financial Aid Scheme (NSFAS)
NSFAS is the South African government student loan and bursary scheme that provides loans and bursaries to students at public universities and colleges.

Nominal and real funding
Nominal funding refers to the actual amount of money given to a specific activity in Rand value for that specific year. Real funding relates the funding of a particular year relative to a base year, taking inflation into account. Real funding allows for a comparison of purchasing power over time as increases and decreases are compared to the base year.

Occasional student
This is a person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution and who is effectively registered for an approved course, but who is not registered for an approved qualification. It includes persons enrolled for non-degree purposes.

Participation rate or Gross Enrolment Ratios (GER)
This is total headcount enrolment over the national population of 20–24 years’ old, calculated as a percentage. The term used by the Department of Higher Education and Training is “participation rate”. The National Plan for Higher Education (Department of Education: 2001) explains that: “The participation rate is calculated using the UNESCO standard, as the percentage of 20–24-year olds of the general population enrolled in higher education.”

Percentage 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 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 that 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) where the position requires a higher education qualification equivalent to at least four 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 four 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 four years of higher education study is not required.

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

**Postgraduate**
Postgraduate qualifications include Postgraduate Diplomas and Honours, Masters and Doctoral degrees.

**Qualification**
A qualification is the certificate, diploma or degree that an institution awards to a student on the successful completion of an accredited programme of study of 120 credits or more.

**Qualification types**
This refers to the different types of certificates, diplomas and degrees offered by higher education institutions that conform to the specifications for nine such types on the Higher Education Qualifications Sub-Framework (HEQSF). An explanation of the types of qualifications and requirements for the awarding of the qualification can be found in the HEQSF.

**Research development grant (RDG)**
The RDG is part of the earmarked funding budget that the state provides to public universities for the purpose of developing research capacity at the institution. Institutional research output targets are used when calculating the funds available for RDGs, but the formula used means that if some institutions produce above their target, the total amount for RDGs decreases, thus reducing the value of the RDG unit. Plans for spending RDGs need to be approved by the DHET before the funds are paid to the institution.

**Research output unit (RO)**
The research output unit is a proxy for the amount of research produced, calculated for subsidy purposes. Public universities accrue research output units based on the number of publications and graduate outputs produced in a specific year. *The Policy and procedures for measurement of research output of public higher education institutions* (2003) determines the number of units awarded for different recognised publication types.
Staff members
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 that relate to the institution’s normal activities and those activities that would otherwise have been performed by staff receiving compensation from the institution.

Student : staff ratio
This refers to the average number of students per academic staff member and gives an indication of the average teaching load carried by each academic staff member. It is calculated by dividing the number of FTE academic staff by the number of FTE students.

Student success rates
The success rate refers to the total number of courses passed by students in a given academic year relative to course enrolments. It is calculated by dividing the total number of FTE degree credits (courses completed) by FTE enrolments. These calculations, for a programme or for an institution as a whole, produce weighted average success rates.

Temporary employee
All staff members who do not contribute to an approved retirement fund of the institution are classified as having temporary employment status.

Third stream income
This refers to all university income derived from sources other than state subsidy or student tuition fees. It is also sometimes called private income. Sources of third stream income are diverse and can include donations or endowments; money earned through contract research or entrepreneurial activity, and income from investments.

Throughput rates
The 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 two 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 (Trad)
This refers to institutions that offer a broad range of general formative and professional programmes at both undergraduate and postgraduate levels.

Undergraduate
A student engaged in an undergraduate qualification at a university, namely a first or entry qualification, including certain certificate programmes, diplomas and Bachelor degrees.

Universities of Technology (UoT)
This refers to institutions (previously called Technikons) that offer a range of programmes that are vocationally and/or professionally-orientated, primarily at the undergraduate level.

Weighted research output
Research funding for public universities is based on research output units accrued by an institution in a specific year. Units are awarded based on the number of publications an institution produces as well as the number of research masters and doctoral graduates in that year. When calculating weighted research output for the given year, the number of doctoral graduates is multiplied by three, while the units for publications and research masters graduates are multiplied by one.
STUDENT ENROLMENT AND COMPLETION DATA
Figure 1 Headcount enrolments by race from 2007 to 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>478 768</td>
<td>49 069</td>
<td>52 596</td>
<td>180 463</td>
<td>2 194</td>
<td>761 090</td>
</tr>
<tr>
<td>2008</td>
<td>515 059</td>
<td>51 647</td>
<td>52 401</td>
<td>178 140</td>
<td>2 244</td>
<td>799 490</td>
</tr>
<tr>
<td>2009</td>
<td>547 686</td>
<td>55 101</td>
<td>53 629</td>
<td>179 232</td>
<td>2 131</td>
<td>837 779</td>
</tr>
<tr>
<td>2010</td>
<td>595 963</td>
<td>58 219</td>
<td>54 537</td>
<td>178 346</td>
<td>5 858</td>
<td>892 943</td>
</tr>
<tr>
<td>2011</td>
<td>640 442</td>
<td>59 312</td>
<td>54 688</td>
<td>177 365</td>
<td>6 383</td>
<td>938 200</td>
</tr>
<tr>
<td>2012</td>
<td>662 123</td>
<td>58 692</td>
<td>52 296</td>
<td>172 654</td>
<td>7 608</td>
<td>953 373</td>
</tr>
</tbody>
</table>

Figure 2 Headcount enrolments by gender from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>338 549</td>
<td>422 355</td>
<td>761 090</td>
</tr>
<tr>
<td>2008</td>
<td>348 814</td>
<td>450 651</td>
<td>799 490</td>
</tr>
<tr>
<td>2009</td>
<td>359 580</td>
<td>478 175</td>
<td>837 779</td>
</tr>
<tr>
<td>2010</td>
<td>380 353</td>
<td>512 570</td>
<td>892 943</td>
</tr>
<tr>
<td>2011</td>
<td>395 116</td>
<td>542 997</td>
<td>938 200</td>
</tr>
<tr>
<td>2012</td>
<td>398 368</td>
<td>554 840</td>
<td>953 373</td>
</tr>
</tbody>
</table>

* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMS data in this section was extracted by DHET in December 2013.
Figure 3 Headcount enrolments as a proportional comparison to population headcount by race from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>H.Ed*</th>
<th>Pop**</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>180</td>
<td>463</td>
<td>178</td>
<td>496</td>
<td>179</td>
<td>232</td>
<td>178</td>
<td>461</td>
<td>177</td>
<td>365</td>
</tr>
<tr>
<td>2008</td>
<td>52</td>
<td>596</td>
<td>52</td>
<td>401</td>
<td>53</td>
<td>629</td>
<td>54</td>
<td>537</td>
<td>54</td>
<td>698</td>
</tr>
<tr>
<td>2009</td>
<td>49</td>
<td>069</td>
<td>51</td>
<td>647</td>
<td>55</td>
<td>101</td>
<td>58</td>
<td>219</td>
<td>59</td>
<td>312</td>
</tr>
<tr>
<td>2010</td>
<td>476</td>
<td>768</td>
<td>38</td>
<td>522</td>
<td>39</td>
<td>118</td>
<td>39</td>
<td>726</td>
<td>40</td>
<td>346</td>
</tr>
<tr>
<td>2011</td>
<td>63</td>
<td>8%</td>
<td>79%</td>
<td>64%</td>
<td>65%</td>
<td>79%</td>
<td>67%</td>
<td>79%</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td>2012</td>
<td>66</td>
<td>9%</td>
<td>79%</td>
<td>64%</td>
<td>65%</td>
<td>79%</td>
<td>67%</td>
<td>79%</td>
<td>68%</td>
<td>79%</td>
</tr>
</tbody>
</table>

* Higher Education.
** Population numbers are in thousands.

Figure 4 Headcount enrolments as a proportional comparison to population headcount by gender from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
<th>H.Ed</th>
<th>Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>422</td>
<td>555</td>
<td>450</td>
<td>651</td>
<td>24</td>
<td>036</td>
<td>478</td>
<td>175</td>
<td>24</td>
<td>381</td>
</tr>
<tr>
<td>2008</td>
<td>23</td>
<td>696</td>
<td>345</td>
<td>614</td>
<td>25</td>
<td>526</td>
<td>359</td>
<td>580</td>
<td>25</td>
<td>842</td>
</tr>
<tr>
<td>2009</td>
<td>24</td>
<td>381</td>
<td>380</td>
<td>353</td>
<td>26</td>
<td>164</td>
<td>395</td>
<td>116</td>
<td>26</td>
<td>490</td>
</tr>
<tr>
<td>2010</td>
<td>24</td>
<td>732</td>
<td>542</td>
<td>997</td>
<td>25</td>
<td>089</td>
<td>554</td>
<td>840</td>
<td>25</td>
<td>453</td>
</tr>
<tr>
<td>2011</td>
<td>24</td>
<td>381</td>
<td>380</td>
<td>353</td>
<td>26</td>
<td>164</td>
<td>395</td>
<td>116</td>
<td>26</td>
<td>490</td>
</tr>
<tr>
<td>2012</td>
<td>24</td>
<td>732</td>
<td>542</td>
<td>997</td>
<td>25</td>
<td>089</td>
<td>554</td>
<td>840</td>
<td>25</td>
<td>453</td>
</tr>
</tbody>
</table>

* Higher Education.
** Population numbers are in thousands.
Figure 5 Participation rates by race from 2007 to 2012

![Bar chart showing participation rates by race from 2007 to 2012.]

<table>
<thead>
<tr>
<th>Year</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>12%</td>
<td>12%</td>
<td>43%</td>
<td>54%</td>
<td>16%</td>
</tr>
<tr>
<td>2008</td>
<td>13%</td>
<td>14%</td>
<td>45%</td>
<td>56%</td>
<td>17%</td>
</tr>
<tr>
<td>2009</td>
<td>13%</td>
<td>14%</td>
<td>45%</td>
<td>58%</td>
<td>17%</td>
</tr>
<tr>
<td>2010</td>
<td>14%</td>
<td>15%</td>
<td>46%</td>
<td>57%</td>
<td>18%</td>
</tr>
<tr>
<td>2011</td>
<td>14%</td>
<td>14%</td>
<td>47%</td>
<td>57%</td>
<td>17%</td>
</tr>
<tr>
<td>2012</td>
<td>16%</td>
<td>14%</td>
<td>47%</td>
<td>55%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Figure 6 Participation rates by gender from 2007 to 2012

![Bar chart showing participation rates by gender from 2007 to 2012.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>14%</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>2008</td>
<td>15%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>2009</td>
<td>15%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>2010</td>
<td>15%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>2011</td>
<td>15%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>2012</td>
<td>16%</td>
<td>23%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Figure 7 Headcount enrolments by age group from 2007 to 2012

![Graph showing headcount enrolments by age group from 2007 to 2012]

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20</td>
<td>153,075</td>
<td>159,407</td>
<td>174,549</td>
<td>178,869</td>
<td>179,304</td>
<td>171,661</td>
</tr>
<tr>
<td>25 - 35</td>
<td>189,076</td>
<td>198,760</td>
<td>204,065</td>
<td>226,234</td>
<td>247,762</td>
<td>259,268</td>
</tr>
<tr>
<td>&gt; 35</td>
<td>132,887</td>
<td>149,227</td>
<td>160,632</td>
<td>168,944</td>
<td>174,747</td>
<td>169,759</td>
</tr>
</tbody>
</table>

Figure 8 Headcount graduates by age group from 2007 to 2012

![Graph showing headcount graduates by age group from 2007 to 2012]

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20</td>
<td>4,094</td>
<td>3,927</td>
<td>3,850</td>
<td>3,854</td>
<td>3,946</td>
<td>4,335</td>
</tr>
<tr>
<td>20 - 24</td>
<td>64,628</td>
<td>67,789</td>
<td>70,753</td>
<td>73,674</td>
<td>77,872</td>
<td>84,983</td>
</tr>
<tr>
<td>25 - 35</td>
<td>30,987</td>
<td>32,943</td>
<td>35,082</td>
<td>37,994</td>
<td>40,230</td>
<td>42,283</td>
</tr>
<tr>
<td>&gt; 35</td>
<td>29,951</td>
<td>28,582</td>
<td>35,167</td>
<td>38,219</td>
<td>38,576</td>
<td>34,392</td>
</tr>
<tr>
<td>Total</td>
<td>126,640</td>
<td>133,241</td>
<td>144,852</td>
<td>153,741</td>
<td>160,624</td>
<td>165,993</td>
</tr>
</tbody>
</table>
STUDENT ENROLMENT AND COMPLETION DATA

Figure 9 Headcount enrolments of all non-South African students from 2007 to 2012

![Graph showing headcount enrolments from 2007 to 2012 for SADC, Other African, Rest of world, and Unknown categories.](image)

Figure 10 Headcount graduates of all non-South African students from 2007 to 2012

![Graph showing headcount graduates from 2007 to 2012 for SADC, Other African, Rest of world, and Unknown categories.](image)
Figure 11 Headcount enrolments by mode of delivery from 2007 to 2012

Figure 12 Headcount graduates by mode of delivery from 2007 to 2012
Figure 13 Headcount enrolments by mode of delivery and race for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>Contact 2007</th>
<th>Distance 2007</th>
<th>Contact 2012</th>
<th>Distance 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>119,946</td>
<td>60,475</td>
<td>115,303</td>
<td>57,351</td>
</tr>
<tr>
<td>Indian</td>
<td>28,934</td>
<td>23,659</td>
<td>28,606</td>
<td>23,690</td>
</tr>
<tr>
<td>Coloured</td>
<td>33,639</td>
<td>15,429</td>
<td>38,989</td>
<td>19,703</td>
</tr>
<tr>
<td>African</td>
<td>290,165</td>
<td>186,588</td>
<td>378,522</td>
<td>283,600</td>
</tr>
</tbody>
</table>

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
61% 65% 67% 73%
5%
6%
15%
20%
5%
7%
8%
21%
25%
6%
7%

Figure 14 Headcount enrolments by mode of delivery and gender for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>Contact 2007</th>
<th>Distance 2007</th>
<th>Contact 2012</th>
<th>Distance 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>221,182</td>
<td>117,327</td>
<td>258,881</td>
<td>139,487</td>
</tr>
<tr>
<td>Women</td>
<td>253,405</td>
<td>169,109</td>
<td>307,340</td>
<td>247,499</td>
</tr>
</tbody>
</table>

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
61% 65% 67% 73%
Figure 15 Headcount graduates by mode of delivery and race for 2007 and 2012

![Graph showing headcount graduates by mode of delivery and race for 2007 and 2012.]

<table>
<thead>
<tr>
<th>Race</th>
<th>Contact 2007</th>
<th>Distance 2007</th>
<th>Contact 2012</th>
<th>Distance 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>32 238</td>
<td>5 862</td>
<td>31 670</td>
<td>7 202</td>
</tr>
<tr>
<td>Indian</td>
<td>6 620</td>
<td>1 752</td>
<td>6 957</td>
<td>2 389</td>
</tr>
<tr>
<td>Coloured</td>
<td>6 939</td>
<td>982</td>
<td>8 971</td>
<td>1 654</td>
</tr>
<tr>
<td>African</td>
<td>53 464</td>
<td>18 487</td>
<td>78 040</td>
<td>26 895</td>
</tr>
</tbody>
</table>

Figure 16 Headcount graduates by mode of delivery and gender for 2007 and 2012

![Graph showing headcount graduates by mode of delivery and gender for 2007 and 2012.]

<table>
<thead>
<tr>
<th>Gender</th>
<th>Contact 2007</th>
<th>Distance 2007</th>
<th>Contact 2012</th>
<th>Distance 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>42 607</td>
<td>9 161</td>
<td>53 594</td>
<td>12 448</td>
</tr>
<tr>
<td>Women</td>
<td>56 904</td>
<td>17 958</td>
<td>73 283</td>
<td>26 660</td>
</tr>
</tbody>
</table>
Figure 17 Course success rates by race from 2007 to 2012

![Course success rates by race from 2007 to 2012](image1)

Figure 18 Course success rates by gender from 2007 to 2012

![Course success rates by gender from 2007 to 2012](image2)
Figure 19 Course success rates by qualification level from 2007 to 2012

![Graph showing course success rates by qualification level from 2007 to 2012. The graph displays success rates for undergraduate and postgraduate students, as well as an overall success rate for each year.]

2007 2008 2009 2010 2011 2012
Undergraduate 72% 72% 73% 74% 76% 77%
Postgraduate 67% 68% 70% 71% 71% 73%
Overall 71% 72% 73% 74% 75% 76%

Figure 20 Course success rates per qualification level by race from 2007 to 2012

![Bar chart showing course success rates per qualification level by race from 2007 to 2012. The chart displays success rates for African, Coloured, Indian, and White students, as well as an overall success rate for each year.]

African 69% 61% 69% 71% 72% 74% 74% 68%
Coloured 72% 67% 73% 75% 76% 77% 70% 74%
Indian 73% 60% 74% 74% 76% 78% 79% 70%
White 80% 78% 79% 82% 81% 82% 84% 85%
Overall 72% 67% 72% 68% 70% 74% 77% 73%
Figure 21 Course success rates per qualification level by gender from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>69%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>2008</td>
<td>65%</td>
<td>70%</td>
<td>67%</td>
</tr>
<tr>
<td>2009</td>
<td>70%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>2010</td>
<td>67%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>67%</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>2012</td>
<td>71%</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Legend:
- **Men**: UG 69% PG 65% UG 70% PG 65% UG 71% PG 67% UG 72% PG 67% UG 73% PG 68% UG 74% PG 71%
- **Women**: UG 74% PG 70% UG 74% PG 71% UG 75% PG 73% UG 76% PG 73% UG 78% PG 73% UG 79% PG 74%
- **Total**: UG 72% PG 67% UG 72% PG 68% UG 73% PG 70% UG 74% PG 71% UG 76% PG 71% UG 77% PG 73%
STUDENT DATA BY QUALIFICATION TYPE
VitalStats 2012

Figure 22 Headcount enrolments by qualification level from 2007 to 2012*

![Graph showing headcount enrolments by qualification level from 2007 to 2012.](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>UG</th>
<th>PG</th>
<th>Occ*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>624989</td>
<td>110406</td>
<td>25695</td>
<td>761090</td>
</tr>
<tr>
<td>2008</td>
<td>653415</td>
<td>118605</td>
<td>27470</td>
<td>799490</td>
</tr>
<tr>
<td>2009</td>
<td>684472</td>
<td>128694</td>
<td>24613</td>
<td>837779</td>
</tr>
<tr>
<td>2010</td>
<td>728429</td>
<td>138545</td>
<td>25969</td>
<td>892943</td>
</tr>
<tr>
<td>2011</td>
<td>766626</td>
<td>148035</td>
<td>23539</td>
<td>938200</td>
</tr>
<tr>
<td>2012</td>
<td>781710</td>
<td>149026</td>
<td>22637</td>
<td>953373</td>
</tr>
</tbody>
</table>

Figure 23 Headcount undergraduate enrolments by qualification type from 2007 to 2012

![Graph showing headcount undergraduate enrolments by qualification type from 2007 to 2012.](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Dip/Cert</th>
<th>UG Degrees</th>
<th>Prof 1st***</th>
<th>UG Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>254789</td>
<td>258390</td>
<td>111810</td>
<td>624989</td>
</tr>
<tr>
<td>2008</td>
<td>271310</td>
<td>265659</td>
<td>116446</td>
<td>653415</td>
</tr>
<tr>
<td>2009</td>
<td>279366</td>
<td>271301</td>
<td>133805</td>
<td>684472</td>
</tr>
<tr>
<td>2010</td>
<td>287431</td>
<td>289146</td>
<td>151852</td>
<td>728429</td>
</tr>
<tr>
<td>2011</td>
<td>289931</td>
<td>300487</td>
<td>176353</td>
<td>766771</td>
</tr>
<tr>
<td>2012</td>
<td>281280</td>
<td>316470</td>
<td>183960</td>
<td>781710</td>
</tr>
</tbody>
</table>

* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section was extracted by DHET in December 2013.

** Occasional students.

*** Professional first four-year degrees only.
Figure 24 Headcount undergraduate enrolments by race for 2007 and 2012

Figure 25 Headcount undergraduate enrolments by gender for 2007 and 2012
### STUDENT DATA BY QUALIFICATION TYPE

#### Figure 26 Headcount of undergraduate qualifications awarded by race for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Dip &amp; Cert</td>
<td>35 561</td>
<td>2 568</td>
<td>1 167</td>
<td>4 050</td>
<td>43 426</td>
<td>41 547</td>
<td>2 802</td>
<td>1 195</td>
<td>3 231</td>
<td>49 654</td>
</tr>
<tr>
<td>2012 Dip &amp; Cert</td>
<td>35 561</td>
<td>2 568</td>
<td>1 167</td>
<td>4 050</td>
<td>43 426</td>
<td>41 547</td>
<td>2 802</td>
<td>1 195</td>
<td>3 231</td>
<td>49 654</td>
</tr>
<tr>
<td>2007 Degrees</td>
<td>23 357</td>
<td>3 498</td>
<td>4 840</td>
<td>20 523</td>
<td>52 312</td>
<td>40 001</td>
<td>4 785</td>
<td>5 089</td>
<td>5 089</td>
<td>70 742</td>
</tr>
<tr>
<td>2012 Degrees</td>
<td>23 357</td>
<td>3 498</td>
<td>4 840</td>
<td>20 523</td>
<td>52 312</td>
<td>40 001</td>
<td>4 785</td>
<td>5 089</td>
<td>5 089</td>
<td>70 742</td>
</tr>
<tr>
<td>2007 Total</td>
<td>58 918</td>
<td>6 066</td>
<td>6 007</td>
<td>24 573</td>
<td>95 738</td>
<td>81 548</td>
<td>7 587</td>
<td>6 284</td>
<td>23 533</td>
<td>120 396</td>
</tr>
<tr>
<td>2012 Total</td>
<td>58 918</td>
<td>6 066</td>
<td>6 007</td>
<td>24 573</td>
<td>95 738</td>
<td>81 548</td>
<td>7 587</td>
<td>6 284</td>
<td>23 533</td>
<td>120 396</td>
</tr>
</tbody>
</table>

#### Figure 27 Headcount of undergraduate qualifications awarded by gender for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Dip &amp; Cert</td>
<td>27 010</td>
<td>16 416</td>
<td>43 426</td>
<td>30 960</td>
<td>18 692</td>
<td>49 654</td>
</tr>
<tr>
<td>2007 Degrees</td>
<td>30 205</td>
<td>22 107</td>
<td>52 312</td>
<td>42 221</td>
<td>28 521</td>
<td>70 742</td>
</tr>
<tr>
<td>2007 Total</td>
<td>57 215</td>
<td>38 523</td>
<td>95 738</td>
<td>73 181</td>
<td>47 213</td>
<td>120 396</td>
</tr>
</tbody>
</table>
STUDENT DATA BY QUALIFICATION TYPE

Figure 28 Headcount of postgraduate enrolments by race for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 PG up to Hons</td>
<td>34 190</td>
<td>3 447</td>
<td>4 184</td>
<td>17 167</td>
<td>59 175</td>
<td>6 365</td>
<td>5 101</td>
<td>4 901</td>
<td>18 076</td>
<td>85 501</td>
</tr>
<tr>
<td>2012 Masters</td>
<td>19 107</td>
<td>2 497</td>
<td>3 802</td>
<td>41 179</td>
<td>15 593</td>
<td>10 052</td>
<td>25 344</td>
<td>3 086</td>
<td>4 055</td>
<td>49 561</td>
</tr>
<tr>
<td>2007 Doctoral</td>
<td>3 889</td>
<td>565</td>
<td>797</td>
<td>10 052</td>
<td>797</td>
<td>6 573</td>
<td>3 068</td>
<td>1 062</td>
<td>5 242</td>
<td>13 964</td>
</tr>
<tr>
<td>2012 Total</td>
<td>57 186</td>
<td>6 509</td>
<td>8 783</td>
<td>110 406</td>
<td>88 282</td>
<td>8 981</td>
<td>10 018</td>
<td>39 460</td>
<td>149 026</td>
<td></td>
</tr>
</tbody>
</table>

Figure 29 Headcount of postgraduate enrolments by gender for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 PG up to Hons</td>
<td>36 050</td>
<td>23 125</td>
<td>59 175</td>
<td>54 090</td>
<td>31 324</td>
<td>85 501</td>
</tr>
<tr>
<td>2012 Masters</td>
<td>19 099</td>
<td>22 077</td>
<td>41 179</td>
<td>24 071</td>
<td>25 488</td>
<td>49 561</td>
</tr>
<tr>
<td>2007 Doctoral</td>
<td>4 249</td>
<td>5 603</td>
<td>10 052</td>
<td>6 113</td>
<td>7 848</td>
<td>13 964</td>
</tr>
<tr>
<td>2012 Total</td>
<td>59 398</td>
<td>51 005</td>
<td>110 406</td>
<td>84 274</td>
<td>64 660</td>
<td>149 026</td>
</tr>
</tbody>
</table>
Figure 30 Headcount of postgraduate qualifications awarded by race for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 PG up to Hons</td>
<td>9 885</td>
<td>1 417</td>
<td>9 161</td>
<td>22 112</td>
<td>18 140</td>
<td>2 344</td>
<td>2 081</td>
<td>10 310</td>
<td>33 385</td>
<td></td>
</tr>
<tr>
<td>2012 PG up to Hons</td>
<td>2 743</td>
<td>683</td>
<td>685</td>
<td>7 516</td>
<td>4 443</td>
<td>596</td>
<td>840</td>
<td>4 212</td>
<td>10 334</td>
<td></td>
</tr>
<tr>
<td>2007 Masters</td>
<td>405</td>
<td>104</td>
<td>691</td>
<td>1 274</td>
<td>804</td>
<td>98</td>
<td>141</td>
<td>817</td>
<td>1 878</td>
<td></td>
</tr>
<tr>
<td>2012 Masters</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Doctoral</td>
<td>530</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Doctoral</td>
<td>744</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Total</td>
<td>13 033</td>
<td>1 855</td>
<td>2 365</td>
<td>30 902</td>
<td>23 387</td>
<td>3 038</td>
<td>15 339</td>
<td></td>
<td>45 597</td>
<td></td>
</tr>
<tr>
<td>2012 Total</td>
<td>1 122</td>
<td>596</td>
<td>98</td>
<td>141</td>
<td>817</td>
<td>1 878</td>
<td>1 878</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 31 Headcount of postgraduate qualifications awarded by gender for 2007 and 2012

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 PG up to Hons</td>
<td>13 647</td>
<td>8 465</td>
<td>22 112</td>
<td>20 985</td>
<td>12 395</td>
<td>33 385</td>
</tr>
<tr>
<td>2012 PG up to Hons</td>
<td>3 471</td>
<td>4 045</td>
<td>7 516</td>
<td>4 983</td>
<td>5 350</td>
<td>10 334</td>
</tr>
<tr>
<td>2007 Masters</td>
<td>530</td>
<td>744</td>
<td>1 274</td>
<td>1 274</td>
<td>1 844</td>
<td>1 878</td>
</tr>
<tr>
<td>2012 Masters</td>
<td>4 045</td>
<td>794</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Doctoral</td>
<td>1 122</td>
<td>1 274</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 Doctoral</td>
<td>794</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Total</td>
<td>17 648</td>
<td>13 254</td>
<td>30 902</td>
<td>26 762</td>
<td>18 829</td>
<td>45 597</td>
</tr>
</tbody>
</table>
Figure 32 Headcount doctoral graduates by nationality grouping from 2007 to 2012

![Graph showing headcount doctoral graduates by nationality grouping from 2007 to 2012](image)

Figure 33 Headcount doctoral graduates by age grouping from 2007 to 2012

![Graph showing headcount doctoral graduates by age grouping from 2007 to 2012](image)
STUDENT DATA BY FIELD OF STUDY
Figure 34 Headcount enrolments by field of study from 2007 to 2012*

![Graph showing headcount enrolments by field of study from 2007 to 2012.](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>B&amp;C**</th>
<th>Edu</th>
<th>Hum</th>
<th>SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>228 860</td>
<td>106 367</td>
<td>211 172</td>
<td>214 690</td>
</tr>
<tr>
<td>2008</td>
<td>234 588</td>
<td>124 689</td>
<td>215 250</td>
<td>224 948</td>
</tr>
<tr>
<td>2009</td>
<td>236 256</td>
<td>137 467</td>
<td>226 854</td>
<td>237 166</td>
</tr>
<tr>
<td>2010</td>
<td>278 845</td>
<td>145 416</td>
<td>234 206</td>
<td>234 472</td>
</tr>
<tr>
<td>2011</td>
<td>288 487</td>
<td>164 939</td>
<td>220 326</td>
<td>264 447</td>
</tr>
<tr>
<td>2012</td>
<td>282 299</td>
<td>168 608</td>
<td>229 184</td>
<td>273 282</td>
</tr>
</tbody>
</table>

* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section was extracted by DHET in December 2013.

** B&C: Business and Commerce; SET: Science, Engineering and Technology.

Figure 35 Headcount enrolments by field of study and mode of delivery for 2007 and 2012

![Graph showing headcount enrolments by field of study and mode of delivery for 2007 and 2012.](image)

<table>
<thead>
<tr>
<th>Mode</th>
<th>2007</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>B&amp;C 123 036</td>
<td>B&amp;C 151 158</td>
</tr>
<tr>
<td>Distance</td>
<td>Edu 42 195</td>
<td>Edu 53 982</td>
</tr>
<tr>
<td>Contact</td>
<td>Hum 125 099</td>
<td>Hum 129 609</td>
</tr>
<tr>
<td>Distance</td>
<td>SET 184 263</td>
<td>SET 231 490</td>
</tr>
<tr>
<td>Total</td>
<td>474 593</td>
<td>566 239</td>
</tr>
</tbody>
</table>

* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section was extracted by DHET in December 2013.

** B&C: Business and Commerce; SET: Science, Engineering and Technology.
Figure 36 Headcount enrolments by field of study and race for 2007 and 2012

Figure 37 Headcount enrolments by field of study and gender for 2007 and 2012
Figure 38 Headcount graduates by field of study and race for 2007 and 2012

Figure 39 Headcount graduates by field of study and gender for 2007 and 2012
Figure 40 Course success rate by CESM* for 2012

Figure 41 FTE enrolled and completed figures per CESM category for 2012

* The CESM categories are listed in Appendix 2.
Figure 42 Course success rate by field of study from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>B&amp;C</th>
<th>Edu</th>
<th>Hum</th>
<th>SET</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>64%</td>
<td>76%</td>
<td>72%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>2008</td>
<td>64%</td>
<td>78%</td>
<td>73%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>2009</td>
<td>65%</td>
<td>80%</td>
<td>73%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>2010</td>
<td>67%</td>
<td>82%</td>
<td>76%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>2011</td>
<td>69%</td>
<td>82%</td>
<td>78%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>2012</td>
<td>69%</td>
<td>82%</td>
<td>78%</td>
<td>77%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Figure 43 FTE enrolments by field of study from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>B&amp;C</th>
<th>Edu</th>
<th>Hum</th>
<th>SET</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>126 498</td>
<td>58 075</td>
<td>178 415</td>
<td>155 791</td>
<td>518 779</td>
</tr>
<tr>
<td>2008</td>
<td>130 846</td>
<td>68 107</td>
<td>180 647</td>
<td>158 857</td>
<td>538 457</td>
</tr>
<tr>
<td>2009</td>
<td>130 801</td>
<td>76 023</td>
<td>192 345</td>
<td>170 538</td>
<td>569 708</td>
</tr>
<tr>
<td>2010</td>
<td>162 907</td>
<td>81 460</td>
<td>192 345</td>
<td>182 700</td>
<td>600 094</td>
</tr>
<tr>
<td>2011</td>
<td>163 790</td>
<td>94 089</td>
<td>181 663</td>
<td>188 866</td>
<td>628 409</td>
</tr>
<tr>
<td>2012</td>
<td>158 992</td>
<td>91 909</td>
<td>191 030</td>
<td>192 885</td>
<td>634 817</td>
</tr>
</tbody>
</table>
Figure 44 FTE completed by field of study from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>B&amp;C</th>
<th>Edu</th>
<th>Hum</th>
<th>SET</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>81,134</td>
<td>44,353</td>
<td>127,843</td>
<td>115,362</td>
<td>368,710</td>
</tr>
<tr>
<td>2008</td>
<td>83,366</td>
<td>53,145</td>
<td>131,042</td>
<td>117,710</td>
<td>385,264</td>
</tr>
<tr>
<td>2009</td>
<td>85,643</td>
<td>61,038</td>
<td>141,364</td>
<td>126,354</td>
<td>414,399</td>
</tr>
<tr>
<td>2010</td>
<td>108,380</td>
<td>66,643</td>
<td>131,679</td>
<td>134,887</td>
<td>441,590</td>
</tr>
<tr>
<td>2011</td>
<td>112,926</td>
<td>77,247</td>
<td>140,902</td>
<td>142,218</td>
<td>473,293</td>
</tr>
<tr>
<td>2012</td>
<td>110,417</td>
<td>75,470</td>
<td>148,628</td>
<td>148,242</td>
<td>482,758</td>
</tr>
</tbody>
</table>
STUDENT DATA BY INSTITUTIONAL TYPE
Figure 45 Headcount enrolments by institutional type from 2007 to 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>UoTs</th>
<th>Comp</th>
<th>Trad</th>
<th>UNISA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>138 912</td>
<td>11 043</td>
<td>271 554</td>
<td>239 581</td>
<td>761 090</td>
</tr>
<tr>
<td>2008</td>
<td>140 330</td>
<td>113 456</td>
<td>283 777</td>
<td>261 927</td>
<td>799 490</td>
</tr>
<tr>
<td>2009</td>
<td>148 964</td>
<td>124 584</td>
<td>300 672</td>
<td>283 559</td>
<td>837 779</td>
</tr>
<tr>
<td>2010</td>
<td>153 168</td>
<td>126 579</td>
<td>319 759</td>
<td>293 437</td>
<td>892 943</td>
</tr>
<tr>
<td>2011</td>
<td>152 212</td>
<td>129 747</td>
<td>327 377</td>
<td>328 864</td>
<td>938 200</td>
</tr>
<tr>
<td>2012</td>
<td>154 822</td>
<td>126 736</td>
<td>335 529</td>
<td>336 286</td>
<td>953 373</td>
</tr>
</tbody>
</table>

Figure 46 Headcount enrolments by institutional type and race for 2007 and 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>107 581</td>
<td>14 446</td>
<td>135 973</td>
<td>141 098</td>
<td>476 768</td>
</tr>
<tr>
<td>2012</td>
<td>111 043</td>
<td>14 446</td>
<td>146 208</td>
<td>146 208</td>
<td>538 245</td>
</tr>
</tbody>
</table>

* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section was extracted by DHET in December 2013.
Figure 47 Headcount enrolments by institutional type and gender for 2007 and 2012

![Bar chart showing enrolments by institutional type and gender for 2007 and 2012.](chart1.png)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UoTs</td>
<td>71,089</td>
<td>67,823</td>
<td>138,912</td>
<td>77,881</td>
<td>76,841</td>
<td>154,822</td>
</tr>
<tr>
<td>Comp</td>
<td>61,704</td>
<td>49,339</td>
<td>111,043</td>
<td>70,702</td>
<td>56,034</td>
<td>126,736</td>
</tr>
<tr>
<td>Trad</td>
<td>152,878</td>
<td>118,670</td>
<td>271,544</td>
<td>195,844</td>
<td>139,521</td>
<td>335,366</td>
</tr>
<tr>
<td>UNISA</td>
<td>136,864</td>
<td>102,717</td>
<td>239,581</td>
<td>210,313</td>
<td>125,972</td>
<td>336,286</td>
</tr>
<tr>
<td>Total</td>
<td>422,535</td>
<td>338,549</td>
<td>761,080</td>
<td>554,840</td>
<td>398,368</td>
<td>953,373</td>
</tr>
</tbody>
</table>

Figure 48 Headcount enrolments by institutional type and qualification level for 2007 and 2012

![Bar chart showing enrolments by institutional type and qualification level for 2007 and 2012.](chart2.png)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Occasional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>133,684</td>
<td>4,977</td>
<td>251</td>
</tr>
<tr>
<td>2012</td>
<td>194,217</td>
<td>23,665</td>
<td>1,827</td>
</tr>
</tbody>
</table>

Undergraduate 198,899 238,058 14,201 283,335
Postgraduate 198,899 23,665 14,201 283,335
Occasional 6,600 17,017 893 6,596 14,307
Figure 49 Headcount enrolments by institutional type and undergraduate qualifications for 2007 and 2012

![Figure 49 Headcount enrolments by institutional type and undergraduate qualifications for 2007 and 2012](image)

Figure 50 Headcount enrolments by institutional type and postgraduate qualifications for 2007 and 2012

![Figure 50 Headcount enrolments by institutional type and postgraduate qualifications for 2007 and 2012](image)
Figure 51 Headcount graduates by institutional type from 2007 to 2012

![Graph showing headcount graduates by institutional type from 2007 to 2012.]

<table>
<thead>
<tr>
<th>Year</th>
<th>UoTs</th>
<th>Comp</th>
<th>Trad</th>
<th>UNISA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>28 249</td>
<td>22 365</td>
<td>61 682</td>
<td>14 364</td>
</tr>
<tr>
<td>2008</td>
<td>28 319</td>
<td>22 630</td>
<td>64 369</td>
<td>17 923</td>
</tr>
<tr>
<td>2009</td>
<td>30 597</td>
<td>23 076</td>
<td>68 504</td>
<td>22 675</td>
</tr>
<tr>
<td>2010</td>
<td>30 204</td>
<td>26 073</td>
<td>73 087</td>
<td>24 377</td>
</tr>
<tr>
<td>2011</td>
<td>32 244</td>
<td>25 837</td>
<td>75 735</td>
<td>26 808</td>
</tr>
<tr>
<td>2012</td>
<td>33 591</td>
<td>28 043</td>
<td>78 149</td>
<td>26 210</td>
</tr>
</tbody>
</table>

Figure 52 Headcount enrolments at Universities of Technology from 2007 to 2012

![Graph showing headcount enrolments at Universities of Technology from 2007 to 2012.]

<table>
<thead>
<tr>
<th>Year</th>
<th>CPUT</th>
<th>CUT</th>
<th>DUT</th>
<th>MUT</th>
<th>TUT</th>
<th>VUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>28 953</td>
<td>10 477</td>
<td>22 782</td>
<td>9 828</td>
<td>50 726</td>
<td>16 146</td>
</tr>
<tr>
<td>2008</td>
<td>29 367</td>
<td>10 884</td>
<td>22 381</td>
<td>9 128</td>
<td>51 613</td>
<td>16 947</td>
</tr>
<tr>
<td>2009</td>
<td>30 958</td>
<td>12 205</td>
<td>24 026</td>
<td>9 680</td>
<td>52 688</td>
<td>19 407</td>
</tr>
<tr>
<td>2010</td>
<td>32 167</td>
<td>12 583</td>
<td>25 184</td>
<td>10 033</td>
<td>51 785</td>
<td>21 416</td>
</tr>
<tr>
<td>2011</td>
<td>32 506</td>
<td>12 644</td>
<td>24 840</td>
<td>10 286</td>
<td>50 075</td>
<td>21 861</td>
</tr>
<tr>
<td>2012</td>
<td>33 509</td>
<td>12 724</td>
<td>24 875</td>
<td>10 802</td>
<td>51 711</td>
<td>21 201</td>
</tr>
</tbody>
</table>
Figure 53 Headcount enrolments at traditional Universities from 2007 to 2012
Figure 54 Headcount enrolments at Comprehensive Universities from 2007 to 2012 (excluding UNISA)

Figure 55 Headcount enrolments at UNISA from 2007 to 2012
STAFF
COMPLEMENT
Overall Staffing*

Figure 56 Headcount permanent vs temporary staff members from 2007 to 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>Permanent</th>
<th>Temporary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>43,945</td>
<td>64,742</td>
<td>108,687</td>
</tr>
<tr>
<td>2008</td>
<td>45,012</td>
<td>71,101</td>
<td>116,113</td>
</tr>
<tr>
<td>2009</td>
<td>46,428</td>
<td>71,369</td>
<td>117,797</td>
</tr>
<tr>
<td>2010</td>
<td>47,144</td>
<td>80,825</td>
<td>127,969</td>
</tr>
<tr>
<td>2011</td>
<td>47,643</td>
<td>83,957</td>
<td>131,600</td>
</tr>
<tr>
<td>2012</td>
<td>48,340</td>
<td>86,230</td>
<td>134,570</td>
</tr>
</tbody>
</table>

Figure 57 Proportion of permanent vs temporary staff members from 2007 to 2012

* The Unknown category is not always displayed, but not omitted. Rounded off percentages may not always add up to 100%. The most recent HEMIS data in this section was extracted by DHET in December 2013.
Figure 58 Headcount overall staff members by race from 2007 to 2012

Figure 59 Headcount overall staff by gender for 2007 and 2012
Figure 60 Headcount overall staff members by race and employment status for 2007 and 2012

![Bar chart showing headcount overall staff members by race and employment status for 2007 and 2012.](chart1)

- **African Coloured Indian White Total**
  - **2007 Permanent:**
    - 17 192 4 794 3 139 18 453
    - 43 945
  - **2012 Permanent:**
    - 20 893 5 939 3 385 17 872 48 340
  - **2007 Temporary:**
    - 23 147 5 319 3 797 29 469 64 742
  - **2012 Temporary:**
    - 38 127 7 468 4 871 34 872 86 230

Figure 61 Headcount staff in selected personnel categories by race for 2007 and 2012

![Bar chart showing headcount staff in selected personnel categories by race for 2007 and 2012.](chart2)

- **Senior Management**
  - 2007:
    - African: 428
    - Indian: 126
    - White: 1 072
    - Total: 1 266
  - 2012:
    - African: 689
    - Indian: 303
    - White: 176
    - Total: 1 368
- **Academic**
  - 2007:
    - African: 9 875
    - Indian: 2 136
    - White: 24 199
    - Total: 36 210
  - 2012:
    - African: 16 429
    - Indian: 2 664
    - White: 4 346
    - Total: 23 439
- **Administrative**
  - 2007:
    - African: 18 750
    - Indian: 5 261
    - White: 1 876
    - Total: 25 887
  - 2012:
    - African: 29 106
    - Indian: 7 571
    - White: 2 209
    - Total: 38 886
Senior Management Staff
Figure 62 Headcount senior management staff by employment status from 2007 to 2012

Figure 63 Proportion of permanent vs temporary senior management staff from 2007 to 2012
Figure 64 Headcount senior management staff members by race from 2007 to 2012

Figure 65 Headcount senior management staff members by gender from 2007 to 2012
Figure 66 Headcount senior management staff members by race and employment status for 2007 and 2012

Academic Staff
Figure 67 Headcount academic staff members by employment status from 2007 to 2012
Figure 68 Proportion of permanent vs temporary academic staff members from 2007 to 2012

Figure 69 Headcount academic staff members by race from 2007 to 2012
Figure 70 Headcount academic staff members by gender from 2007 to 2012

Figure 71 Headcount academic staff members by race and employment status for 2007 and 2012
Figure 72 Headcount all academic staff by race and qualification level for 2007 and 2012

<table>
<thead>
<tr>
<th>Race</th>
<th>2007</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>259</td>
<td>1 230</td>
</tr>
<tr>
<td>Coloured</td>
<td>123</td>
<td>226</td>
</tr>
<tr>
<td>Indian</td>
<td>45</td>
<td>526</td>
</tr>
<tr>
<td>White</td>
<td>483</td>
<td>2 529</td>
</tr>
<tr>
<td>Unknown</td>
<td>8</td>
<td>43</td>
</tr>
</tbody>
</table>

* Other includes all unknowns and qualifications labelled as other.

Figure 73 Headcount all academic staff by gender and qualification level for 2007 and 2012

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>463</td>
<td>2 363</td>
</tr>
<tr>
<td>Women</td>
<td>455</td>
<td>2 237</td>
</tr>
</tbody>
</table>

* Other includes all unknowns and qualifications labelled as other.
Figure 74 Headcount permanent academic staff by race and qualification level for 2007 and 2012

- African
  - 2007: 125
  - 2012: 1 483
- Coloured
  - 2007: 38
  - 2012: 332
- Indian
  - 2007: 34
  - 2012: 188
- White
  - 2007: 176
  - 2012: 2 944
- Unknown
  - 2007: 0
  - 2012: 49

* Other includes all unknowns and qualifications labelled as other.

Figure 75 Headcount permanent academic staff by gender and qualification level for 2007 and 2012

- Men
  - 2007: 197
  - 2012: 2 429
- Women
  - 2007: 176
  - 2012: 2 514

* Other includes all unknowns and qualifications labelled as other.
Figure 76 Headcount academic staff members by age grouping from 2007 to 2012

Figure 77 Headcount permanent academic staff members by age grouping from 2007 to 2012
Administrative Staff

Figure 78 Headcount administrative staff members by employment status from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Permanent</th>
<th>Temporary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>13 203</td>
<td>29 611</td>
<td>42 814</td>
</tr>
<tr>
<td>2008</td>
<td>13 706</td>
<td>33 241</td>
<td>46 947</td>
</tr>
<tr>
<td>2009</td>
<td>14 225</td>
<td>31 637</td>
<td>45 862</td>
</tr>
<tr>
<td>2010</td>
<td>14 919</td>
<td>37 246</td>
<td>52 165</td>
</tr>
<tr>
<td>2011</td>
<td>16 076</td>
<td>37 604</td>
<td>53 680</td>
</tr>
<tr>
<td>2012</td>
<td>16 624</td>
<td>37 401</td>
<td>54 025</td>
</tr>
</tbody>
</table>

Figure 79 Proportion of permanent vs temporary administrative staff members from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Temporary</th>
<th>Permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>2008</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>2009</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>2010</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>2011</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>2012</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Figure 80 Headcount administrative staff members by race from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>18 750</td>
<td>5 261</td>
<td>1 876</td>
<td>15 559</td>
<td>1 368</td>
<td>42 814</td>
</tr>
<tr>
<td>2008</td>
<td>21 497</td>
<td>6 090</td>
<td>2 085</td>
<td>15 709</td>
<td>1 566</td>
<td>46 947</td>
</tr>
<tr>
<td>2009</td>
<td>22 119</td>
<td>6 129</td>
<td>2 150</td>
<td>15 276</td>
<td>188</td>
<td>45 862</td>
</tr>
<tr>
<td>2010</td>
<td>26 255</td>
<td>6 940</td>
<td>2 267</td>
<td>16 361</td>
<td>342</td>
<td>52 165</td>
</tr>
<tr>
<td>2011</td>
<td>27 705</td>
<td>7 294</td>
<td>2 362</td>
<td>15 971</td>
<td>348</td>
<td>53 680</td>
</tr>
<tr>
<td>2012</td>
<td>29 106</td>
<td>7 571</td>
<td>2 209</td>
<td>14 902</td>
<td>237</td>
<td>54 025</td>
</tr>
</tbody>
</table>

Figure 81 Headcount administrative staff members by gender from 2007 to 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>16 242</td>
<td>26 571</td>
<td>42 814</td>
</tr>
<tr>
<td>2008</td>
<td>18 172</td>
<td>28 765</td>
<td>46 947</td>
</tr>
<tr>
<td>2009</td>
<td>17 206</td>
<td>28 656</td>
<td>45 862</td>
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<tr>
<td>2010</td>
<td>19 879</td>
<td>32 279</td>
<td>52 165</td>
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<tr>
<td>2011</td>
<td>20 795</td>
<td>32 879</td>
<td>53 680</td>
</tr>
<tr>
<td>2012</td>
<td>20 941</td>
<td>33 077</td>
<td>54 025</td>
</tr>
</tbody>
</table>
Figure 82 Headcount administrative staff members by race for 2007 and 2012

Service Staff
Figure 83 Headcount service staff members by employment status from 2007 to 2012
Figure 84 Proportion of permanent vs temporary service staff members from 2007 to 2012

![Proportion of permanent vs temporary service staff members from 2007 to 2012](image)

Figure 85 Headcount service staff members by race from 2007 to 2012

![Headcount service staff members by race from 2007 to 2012](image)
Figure 86 Headcount service staff members by gender from 2007 to 2012

![Graph showing headcount service staff members by gender from 2007 to 2012.]

- **Men**
  - 2007: 4,713
  - 2008: 4,492
  - 2009: 4,208
  - 2010: 4,165
  - 2011: 3,912
  - 2012: 3,720

- **Women**
  - 2007: 3,005
  - 2008: 2,795
  - 2009: 2,960
  - 2010: 2,953
  - 2011: 2,872
  - 2012: 2,811

- **Total**
  - 2007: 7,718
  - 2008: 7,287
  - 2009: 7,168
  - 2010: 7,118
  - 2011: 6,784
  - 2012: 6,531

Figure 87 Headcount service staff members by employment status and race for 2007 and 2012

![Graph showing headcount service staff members by employment status and race for 2007 and 2012.]

- **Permanent**
  - 2007: 4,956
  - 2012: 3,860

- **Temporary**
  - 2007: 1,012
  - 2012: 1,327

- **Total**
  - 2007: 5,968
  - 2012: 5,187

<table>
<thead>
<tr>
<th>Race</th>
<th>2007</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>4,956</td>
<td>3,860</td>
</tr>
<tr>
<td>Coloured</td>
<td>643</td>
<td>550</td>
</tr>
<tr>
<td>Indian</td>
<td>140</td>
<td>87</td>
</tr>
<tr>
<td>White</td>
<td>163</td>
<td>98</td>
</tr>
<tr>
<td>Coloured</td>
<td>1,012</td>
<td>249</td>
</tr>
<tr>
<td>Indian</td>
<td>432</td>
<td>34</td>
</tr>
<tr>
<td>White</td>
<td>9</td>
<td>320</td>
</tr>
<tr>
<td>Total</td>
<td>5,968</td>
<td>799</td>
</tr>
<tr>
<td></td>
<td>1,075</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>149</td>
<td>418</td>
</tr>
</tbody>
</table>
Other

Figure 88 FTE Student : Staff ratio from 2007 to 2012

Figure 89 Headcount Student : Staff ratio for permanent and temporary academic staff together and permanent academic staff only from 2007 to 2012
Figure 90 FTE Student : Staff ratio by field of study from 2007 to 2012**

**B&C: Business and Commerce; SET: Science, Engineering and Technology.
COHORT STUDY
Figure 91 Throughput rates for 360-credit diplomas with first year of enrolment in 2007 (excluding UNISA)

![Throughput rates for 360-credit diplomas with first year of enrolment in 2007 (excluding UNISA)](chart)

*There may be potential graduates remaining in the system after 2012.*

Figure 92 Throughput rates by race for 360-credit diplomas with first year of enrolment in 2007 (excluding UNISA) – non-accumulative

![Throughput rates by race for 360-credit diplomas with first year of enrolment in 2007 (excluding UNISA) – non-accumulative](chart)

*There may be potential graduates remaining in the system after 2012.*
Figure 93 Throughput rates by race for 360-credit diplomas with first year of enrolment in 2007 (excluding UNISA) – accumulative

![Graph showing throughput rates by race for 360-credit diplomas.](image)

- **2010**: African: 34%, Coloured: 46%, Indian: 40%, White: 45%
- **2011**: African: 43%, Coloured: 48%, Indian: 47%, White: 46%
- **2012**: African: 47%, Coloured: 53%, Indian: 50%, White: 50%

*There may be potential graduates remaining in the system after 2012.*

Figure 94 Throughput rates for 3-year degrees with first year of enrolment in 2007 (excluding UNISA)

![Graph showing throughput rates for 3-year degrees.](image)

- **2009**: Graduated: 28.0%, Dropped out: 4.4%
- **2010**: Graduated: 17.1%, Dropped out: 3.4%
- **2011**: Graduated: 7.7%, Dropped out: 1.4%
- **2012**: Graduated: 3.1%, Dropped out: 3.2%

* Graduated: 28.0%, 45.1%, 52.8%, 55.9%
  * Dropped out: 4.4%, 3.4%, 1.4%, 3.2%

*Graduated: 28.0%, 45.1%, 52.8%, 55.9%  Dropped out: 4.4%, 3.4%, 1.4%, 3.2%*
Figure 95 Throughput rates by race for 3-year degrees with first year of enrolment in 2007 (excluding UNISA) – non-accumulative

* There may be potential graduates remaining in the system after 2012.

Figure 96 Throughput rates by race for 3-year degrees with first year of enrolment in 2007 (excluding UNISA) – accumulative

* There may be potential graduates remaining in the system after 2012.
Figure 97 Throughput rates for 4-year degrees with first year of enrolment in 2007 (excluding UNISA)

Figure 98 Throughput rates by race for 4-year degrees with first year of enrolment in 2007 (excluding UNISA) – non-accumulative

* There may be potential graduates remaining in the system after 2012.
Figure 99 Throughput rates by race for 4-year degrees with first year of enrolment in 2007 (excluding UNISA) – accumulative

<table>
<thead>
<tr>
<th>Year</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>33%</td>
<td>34%</td>
<td>33%</td>
<td>48%</td>
</tr>
<tr>
<td>2011</td>
<td>48%</td>
<td>48%</td>
<td>50%</td>
<td>61%</td>
</tr>
<tr>
<td>2012*</td>
<td>54%</td>
<td>53%</td>
<td>58%</td>
<td>65%</td>
</tr>
</tbody>
</table>

360-credit diplomas by broad field**

Figure 100 Percentage of the 2007 cohort doing 360-credit diplomas that graduated in 6 years, i.e. by 2012

* There may be potential graduates remaining in the system after 2012.
** A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest numbers are shown in the graphs for 360-credit diplomas below.
Figure 101 Headcount of the 2007 cohort doing 360-credit diplomas that graduated in 6 years i.e. by 2012

Figure 102 Throughput rates for 360-credit diplomas (Arts, Fine Arts & Communication) with first year of enrolment in 2007 (excluding UNISA)

* There may be potential graduates remaining in the system after 2012.
Figure 103 Throughput rates for 360-credit diplomas (Business & Management Sciences) with first year of enrolment in 2007 (excluding UNISA)

![Throughput rates for 360-credit diplomas (Business & Management Sciences) with first year of enrolment in 2007 (excluding UNISA)](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated (non-accumulative)</th>
<th>Graduated (accumulative)</th>
<th>Dropped out (non-accumulative)</th>
<th>Dropped out (accumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>21,0%</td>
<td>36,1%</td>
<td>7,2%</td>
<td>41,5%</td>
</tr>
<tr>
<td>2010</td>
<td>15,0%</td>
<td>43,8%</td>
<td>5,8%</td>
<td>47,3%</td>
</tr>
<tr>
<td>2011</td>
<td>7,7%</td>
<td>49,3%</td>
<td>1,9%</td>
<td>52,9%</td>
</tr>
<tr>
<td>2012*</td>
<td>3,3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* There may be potential graduates remaining in the system after 2012.

Figure 104 Throughput rates for 360-credit diplomas (Computer Science, Information Technology & Information Systems) with first year of enrolment in 2007 (excluding UNISA)

![Throughput rates for 360-credit diplomas (Computer Science, Information Technology & Information Systems) with first year of enrolment in 2007 (excluding UNISA)](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated (non-accumulative)</th>
<th>Graduated (accumulative)</th>
<th>Dropped out (non-accumulative)</th>
<th>Dropped out (accumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>12,8%</td>
<td>29,3%</td>
<td>5,8%</td>
<td>39,8%</td>
</tr>
<tr>
<td>2010</td>
<td>16,5%</td>
<td>38,6%</td>
<td>6,7%</td>
<td>46,4%</td>
</tr>
<tr>
<td>2011</td>
<td>9,3%</td>
<td>44,8%</td>
<td>3,7%</td>
<td>50,1%</td>
</tr>
<tr>
<td>2012*</td>
<td>6,2%</td>
<td></td>
<td>5,1%</td>
<td>55,2%</td>
</tr>
</tbody>
</table>

* There may be potential graduates remaining in the system after 2012.
Figure 105 Throughput rates for 360-credit diplomas (Engineering) with first year of enrolment in 2007 (excluding UNISA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated</th>
<th>Dropped out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>5.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>2010</td>
<td>13.6%</td>
<td>5.6%</td>
</tr>
<tr>
<td>2011</td>
<td>12.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>2012*</td>
<td>6.7%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated</th>
<th>Dropped out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>5.8%</td>
<td>43.7%</td>
</tr>
<tr>
<td>2010</td>
<td>19.4%</td>
<td>49.3%</td>
</tr>
<tr>
<td>2011</td>
<td>31.5%</td>
<td>50.2%</td>
</tr>
<tr>
<td>2012*</td>
<td>38.2%</td>
<td>61.8%</td>
</tr>
</tbody>
</table>

* There may be potential graduates remaining in the system after 2012.

Figure 106 Throughput rates for 360-credit diplomas (Health) with first year of enrolment in 2007 (excluding UNISA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated</th>
<th>Dropped out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>45.1%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2010</td>
<td>16.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2011</td>
<td>6.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2012*</td>
<td>2.2%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated</th>
<th>Dropped out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>45.1%</td>
<td>24.4%</td>
</tr>
<tr>
<td>2010</td>
<td>61.5%</td>
<td>26.9%</td>
</tr>
<tr>
<td>2011</td>
<td>68.3%</td>
<td>27.7%</td>
</tr>
<tr>
<td>2012*</td>
<td>70.5%</td>
<td>29.5%</td>
</tr>
</tbody>
</table>
3-year degrees by broad field**
Figure 108 Percentage of the 2007 cohort doing 3-year degree that graduated in 6 years i.e. by 2012

* There may be potential graduates remaining in the system after 2012.
** A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest numbers are shown in the graphs for 3-year degrees below.
Figure 109 Headcount of the 2007 cohort doing a 3-year degree that graduated in 6 years, i.e. by 2012

![Bar chart showing headcount by discipline]

- Law: 35, 144, 599
- Computer Science, IT & IS: 243, 56, 25
- Psychology: 243
- Arts & Fine Arts: 669
- Science: 3,354
- Theology: 3,497
- Enviromental Studies & Geography: 340, 195, 321, 293, 248
- Social Sciences: 56
- Agriculture: 525
- Languages, Journalism & Comm: 1219
- Health: 195
- HIV, Sport & Exercise: 0
- Business & Management: 1,400
- Arch & Built Environment: 700
- Family Ecology & Care Sc: 75

* There may be potential graduates remaining in the system after 2012.

Figure 110 Throughput rates for 3-year degrees (Architecture & Built Environment) with first year of enrolment in 2007 (excluding UNISA)

![Bar chart showing throughput rates]

- 2009 Non-accumulative: 40.3%, 18.7%, 7.4%, 2.5%
- 2010 Non-accumulative: 40.3%, 18.7%, 7.4%
- 2011 Non-accumulative: 40.3%, 18.7%
- 2012 Non-accumulative: 40.3%
- 2009 Accumulative: 58.9%
- 2010 Accumulative: 66.3%
- 2011 Accumulative: 68.7%
- 2012 Accumulative: 68.7%

* There may be potential graduates remaining in the system after 2012.
Figure 111 Throughput rates for 3-year degrees (Arts and Fine Arts) with first year of enrolment in 2007 (excluding UNISA)

Figure 112 Throughput rates for 3-year degrees (Business & Management Sciences) with first year of enrolment in 2007 (excluding UNISA)

* There may be potential graduates remaining in the system after 2012.
Figure 113 Throughput rates for 3-year degrees (Public Management & Services) with first year of enrolment in 2007 (excluding UNISA)

Figure 114 Throughput rates for 3-year degrees (Science) with first year of enrolment in 2007 (excluding UNISA)

* There may be potential graduates remaining in the system after 2012.
4-year degrees by broad field*

Figure 115 Percentage of the 2007 cohort doing 4-year degrees that graduated in 6 years, i.e. by 2012

![Bar chart showing percentage of 2007 cohort doing 4-year degrees by broad field.](chart1)

Figure 116 Headcount of the 2007 cohort doing 4-year degrees that graduated in 6 years, i.e. by 2012

![Bar chart showing headcount of 2007 cohort doing 4-year degrees by broad field.](chart2)

*A detailed list of the specific knowledge areas included for each broad field can be found in Appendix 3. Only the fields with the highest numbers are shown in the graphs for 4-year degrees below.
Figure 117 Throughput rates for 4-year degrees (Business & Management Sciences) with first year of enrolment in 2007 (excluding UNISA)

Figure 118 Throughput rates for 4-year degrees (Education) with first year of enrolment in 2007 (excluding UNISA)

* There may be potential graduates remaining in the system after 2012.
There may be potential graduates remaining in the system after 2012.

* There may be potential graduates remaining in the system after 2012.
Cohort Study

Figure 121 Throughput rates for 4-year degrees (Law) with first year of enrolment in 2007 (excluding UNISA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated (%)</th>
<th>Dropped out (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>26.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2011</td>
<td>14.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>2012*</td>
<td>7.2%</td>
<td>8.9%</td>
</tr>
<tr>
<td>2010</td>
<td>26.2%</td>
<td>40.6%</td>
</tr>
<tr>
<td>2011</td>
<td>40.9%</td>
<td>43.0%</td>
</tr>
<tr>
<td>2012*</td>
<td>48.1%</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

Figure 122 Throughput rates for 4-year degrees (Social Sciences) with first year of enrolment in 2007 (excluding UNISA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated (%)</th>
<th>Dropped out (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>52.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>2011</td>
<td>16.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>2012*</td>
<td>5.1%</td>
<td>5.4%</td>
</tr>
<tr>
<td>2010</td>
<td>52.3%</td>
<td>18.9%</td>
</tr>
<tr>
<td>2011</td>
<td>68.9%</td>
<td>20.6%</td>
</tr>
<tr>
<td>2012*</td>
<td>74.0%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

* There may be potential graduates remaining in the system after 2012.
Figure 123 Throughput within regulation time up to n+2 years for 360-credit diplomas, 3-year degrees, 4-year degrees and weighted national rate with first enrolment in 2007 (excluding UNISA)

Figure 124 Non-accumulative throughput comparisons of 2005, 2006 and 2007 cohorts finishing within regulation time up to n+2 years for 360-credit diplomas, 3-year degrees, 4-year degrees and weighted national rate (excluding UNISA)
Figure 125 Accumulative throughput comparison of 2005, 2006 and 2007 cohorts finishing within regulation time up to n+2 years for 3-year diplomas, 3-year degrees, 4-year degrees and weighted national rate (excluding UNISA)

<table>
<thead>
<tr>
<th></th>
<th>2005 Cohorts</th>
<th>2006 Cohorts</th>
<th>2007 Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma grads</td>
<td>17%</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>3-yr deg grads</td>
<td>29%</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>4-yr deg grads</td>
<td>35%</td>
<td>49%</td>
<td>55%</td>
</tr>
<tr>
<td>Overall</td>
<td>24%</td>
<td>37%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Figure 126 Throughput comparison of 2005, 2006 and 2007 cohorts from regulation time up to n+3 years for 360-credit diplomas (excluding UNISA)

<table>
<thead>
<tr>
<th></th>
<th>2005 Cohorts</th>
<th>2006 Cohorts</th>
<th>2007 Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates 2005</td>
<td>17%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Graduates 2006</td>
<td>20%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Graduates 2007</td>
<td>20%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Drop outs 2005</td>
<td>8%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Drop outs 2006</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Drop outs 2007</td>
<td>7%</td>
<td>5%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Figure 127 Throughput comparison of 2005, 2006 and 2007 cohorts from regulation time up to n+3 years for 3-year degrees (excluding UNISA)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Drop outs</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Figure 128 Throughput comparison of 2005, 2006 and 2007 cohorts from regulation time up to n+3 years for 4-year degrees (excluding UNISA)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Drop outs</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
COHORT STUDY

UNISA

Figure 129 Throughput rates at UNISA for 360-credit diplomas with first year of enrolment in 2005

![Graph showing throughput rates for 360-credit diplomas at UNISA.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated (Non-Accumulative)</th>
<th>Graduated (Accumulative)</th>
<th>Dropped out (Non-Accumulative)</th>
<th>Dropped out (Accumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2008</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>2009</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2010</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>2011</td>
<td>1%</td>
<td>1%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2012*</td>
<td>3%</td>
<td>4%</td>
<td>88%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Figure 130 Throughput rates at UNISA for 3-year degrees with first year of enrolment in 2005

![Graph showing throughput rates for 3-year degrees at UNISA.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduated (Non-Accumulative)</th>
<th>Graduated (Accumulative)</th>
<th>Dropped out (Non-Accumulative)</th>
<th>Dropped out (Accumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2%</td>
<td>2%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>2008</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>2009</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>2010</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>2011</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>2012*</td>
<td>5%</td>
<td>11%</td>
<td>88%</td>
<td>89%</td>
</tr>
</tbody>
</table>

* There may be potential graduates remaining in the system after 2012.
** The different mode of study (distance and often part-time) at the University of South Africa (UNISA), impacts on the time it takes a student to graduate. These completion rates cannot be compared to those for the sector as a whole.
Figure 131 Throughput rates at UNISA for 4-year degrees with first year of enrolment in 2005

Postgraduates

Figure 132 Throughput rates for postgraduate diplomas or certificates with first year of enrolment in 2007 (excluding UNISA)

* There may be potential graduates remaining in the system after 2012. The negative percentages (e.g. -0,2) show those students that returned after dropping out.
Figure 133 Percentage of the 2007 cohort doing postgraduate diplomas or certificates that graduated in 3 years, i.e. by 2009 (excluding UNISA)

Figure 134 Headcount of the 2007 cohort doing postgraduate diplomas or certificates that graduated in 3 years, i.e. by 2009 (excluding UNISA)
Figure 135 Percentage of the 2007 cohort doing Honours that graduated in 3 years, i.e. by 2009

Figure 136 Headcount of the 2007 cohort doing Honours that graduated in 3 years, i.e. by 2009
Figure 137 Throughput rates for Honours with first year of enrolment in 2007 (excluding UNISA)

Figure 138 Throughput rates for coursework Masters with first year of enrolment in 2007 (excluding UNISA)

* There may be potential graduates remaining in the system after 2012. The negative percentages (e.g. -0.1) show those students that returned after dropping out.
Figure 139 Percentage of the 2007 cohort doing coursework Masters that graduated in 4 years, i.e. by 2010

Figure 140 Headcount of the 2007 cohort doing coursework Masters that graduated in 4 years, i.e. by 2010

* There may be potential graduates remaining in the system after 2012. The negative percentages (e.g. -0.1) show those students that returned after dropping out.
Figure 141 Percentage of the 2007 cohort doing research Masters that graduated in 4 years, i.e. by 2010

Figure 142 Headcount of the 2007 cohort doing research Masters that graduated in 4 years, i.e. by 2010
**VitalStats 2012**

* There may be potential graduates remaining in the system after 2012.

---

**Figure 143** Throughput rates for research Masters with first year of enrolment in 2007 (excluding UNISA)

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>4%</td>
<td>15%</td>
<td>15%</td>
<td>8%</td>
<td>5%</td>
<td>3%</td>
<td>35%</td>
<td>43%</td>
<td>48%</td>
<td>51%</td>
</tr>
<tr>
<td>Dropped out</td>
<td>24%</td>
<td>9%</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
<td>6%</td>
<td>40%</td>
<td>42%</td>
<td>43%</td>
<td>49%</td>
</tr>
</tbody>
</table>

---

**Figure 144** Throughput rates for Doctoral degrees with first year of enrolment in 2007 (excluding UNISA)

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>3%</td>
<td>4%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>7%</td>
<td>16%</td>
<td>28%</td>
<td>38%</td>
<td>45%</td>
</tr>
<tr>
<td>Dropped out</td>
<td>19%</td>
<td>6%</td>
<td>6%</td>
<td>4%</td>
<td>1%</td>
<td>18%</td>
<td>32%</td>
<td>36%</td>
<td>37%</td>
<td>55%</td>
</tr>
</tbody>
</table>

* There may be potential graduates remaining in the system after 2012.
Figure 145 Percentage of the 2007 cohort doing Doctoral degrees that graduated in 6 years, i.e. by 2012

Figure 146 Headcount of the 2007 cohort doing Doctoral degrees that graduated in 6 years, i.e. by 2012
FINANCIAL DATA
Figure 147 Funding allocated to universities in real and nominal terms for 2007/08 to 2012/13

Figure 148 Funding allocated to universities as a percentage of GDP and of state budget respectively from 2007/08 to 2012/13

* Source: DHET: University State Budgets: Public Report March 2014. 2004/05 is used as the base year for determining real vs nominal values.
Figure 149 Proportion of block to earmarked funding (including NSFAS allocation) from 2007/08 to 2012/13*

Figure 150 Proportion of block to earmarked funding (excluding NSFAS allocation) from 2007/08 to 2012/13*

Figure 151 Disaggregated funding for NSFAS, teaching grants, research grants and other grants from 2007/08 to 2012/13*

<table>
<thead>
<tr>
<th>Year</th>
<th>Other**</th>
<th>Research</th>
<th>Teaching</th>
<th>NSFAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>R 2 094 000 000</td>
<td>R 1 385 000 000</td>
<td>R 8 464 000 000</td>
<td>R 1 113 000 000</td>
</tr>
<tr>
<td>2008/09</td>
<td>R 2 670 000 000</td>
<td>R 1 522 000 000</td>
<td>R 9 606 000 000</td>
<td>R 1 502 000 000</td>
</tr>
<tr>
<td>2009/10</td>
<td>R 2 939 000 000</td>
<td>R 1 738 000 000</td>
<td>R 10 620 000 000</td>
<td>R 1 845 000 000</td>
</tr>
<tr>
<td>2010/11</td>
<td>R 3 277 000 000</td>
<td>R 2 003 000 000</td>
<td>R 12 237 000 000</td>
<td>R 2 015 000 000</td>
</tr>
<tr>
<td>2011/12</td>
<td>R 3 485 782 000</td>
<td>R 2 231 376 000</td>
<td>R 13 635 565 000</td>
<td>R 2 644 221 000</td>
</tr>
<tr>
<td>2012/13</td>
<td>R 3 804 751 000</td>
<td>R 2 403 399 000</td>
<td>R 14 694 709 000</td>
<td>R 3 377 902 000</td>
</tr>
</tbody>
</table>

64.8% 62.8% 62% 62.7% 62% 60.5%
10.6% 9.9% 10.1% 10.3% 10.1% 9.9%
16% 17.5% 17.1% 16.8% 15.8% 15.7%

* Source: Ministerial statements on higher education funding: 2009/10 to 2014/15 and data provided by NSFAS for the total (total for NSFAS loans recovered in 2012/13 was not available at time of drafting this publication). ** Other categories include institutional factors, infrastructure and efficiency, foundation grants and funds targeted at specific academic areas. *** The NSFAS total reflected here is not the sum total of DHET Earmarked and Loans recovered, but has other funding included. Other funding for NSFAS: SAICA, Truth & Reconciliation Commission, Funza Lushaka, National Skills Fund, FET College Bursaries, Teachers Fund, universities, government departments, NGOs, private sector, etc.
Figure 153 Average full cost of study showing the percentage cost of tuition from 2007 to 2012*

![Graph showing the average full cost of study from 2007 to 2012.](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Full cost</th>
<th>Tuition only</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>R 35 806,19</td>
<td>R 13 845,87</td>
</tr>
<tr>
<td>2008</td>
<td>R 38 703,25</td>
<td>R 14 862,91</td>
</tr>
<tr>
<td>2009</td>
<td>R 43 357,55</td>
<td>R 17 566,69</td>
</tr>
<tr>
<td>2010</td>
<td>R 47 101,34</td>
<td>R 18 275,10</td>
</tr>
<tr>
<td>2011</td>
<td>R 50 619,46</td>
<td>R 19 659,76</td>
</tr>
<tr>
<td>2012</td>
<td>R 55 843,26</td>
<td>R 21 688,65</td>
</tr>
</tbody>
</table>

Figure 154 Proportional disaggregation of institutional funding per source from 2007/08 to 2012/13

![Graph showing the proportional disaggregation of institutional funding.](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Tuition fees</th>
<th>Third stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>40%</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>2008/09</td>
<td>40%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>2009/10</td>
<td>39%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>2010/11</td>
<td>41%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>2011/12</td>
<td>42%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>2012/13</td>
<td>40%</td>
<td>31%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Figure 155 Proportion of Institutional funding per source and institution from 2007/08 to 2012/13

Figure 156 Proportion of Institutional funding per source and institutional type from 2007/08 to 2012/13
Research Funding*

Figure 157 Research output units by publication type from 2007 to 2012**

<table>
<thead>
<tr>
<th>Year</th>
<th>Journals</th>
<th>Books</th>
<th>Conference proceedings</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>7 163.25</td>
<td>266.12</td>
<td>321.59</td>
<td>7 750.96</td>
</tr>
<tr>
<td>2008</td>
<td>7 638.17</td>
<td>266.43</td>
<td>448.76</td>
<td>8 353.36</td>
</tr>
<tr>
<td>2009</td>
<td>8 256.61</td>
<td>376.71</td>
<td>476.02</td>
<td>9 109.34</td>
</tr>
<tr>
<td>2010</td>
<td>8 603.36</td>
<td>401.68</td>
<td>742.76</td>
<td>9 747.80</td>
</tr>
<tr>
<td>2011</td>
<td>9 890.86</td>
<td>412.51</td>
<td>887.63</td>
<td>11 191.00</td>
</tr>
<tr>
<td>2012</td>
<td>11 035.72</td>
<td>580.80</td>
<td>747.29</td>
<td>12 363.81</td>
</tr>
</tbody>
</table>

** Source: Ministerial statements on higher education funding and research output reports produced by DHET. Annual RO reports for each year and the 2012 Report.

** The sharp decline in the value of the RDG was caused by some institutions producing output at a much higher level than their target output, leaving less money to be divided for RDGs. Targets were increased in 2012/13 leaving more money for RDGs but reducing the value of the output unit.

Figure 158 Value of the research output and research development unit from 2007/08 to 2012/13**

<table>
<thead>
<tr>
<th>Year</th>
<th>Output</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>R 85 026.00</td>
<td>R 39 021.00</td>
</tr>
<tr>
<td>2008/09</td>
<td>R 88 418.00</td>
<td>R 47 909.00</td>
</tr>
<tr>
<td>2009/10</td>
<td>R 102 603.00</td>
<td>R 50 695.00</td>
</tr>
<tr>
<td>2010/11</td>
<td>R 117 144.00</td>
<td>R 46 648.00</td>
</tr>
<tr>
<td>2011/12</td>
<td>R 127 638.00</td>
<td>R 2 248.00</td>
</tr>
<tr>
<td>2012/13</td>
<td>R 119 331.00</td>
<td>R 47 291.00</td>
</tr>
</tbody>
</table>
Figure 159 Percentage research output units (all publication types) by broad field from 2010 to 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>B&amp;C</th>
<th>Edu</th>
<th>Hum</th>
<th>SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5%</td>
<td>6%</td>
<td>34%</td>
<td>55%</td>
</tr>
<tr>
<td>2011</td>
<td>7%</td>
<td>6%</td>
<td>30%</td>
<td>57%</td>
</tr>
<tr>
<td>2012</td>
<td>8%</td>
<td>7%</td>
<td>31%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Figure 160 Percentage research output units (all publication types) by CESM for 2012*

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
<td>15%</td>
<td>0%</td>
<td>5%</td>
<td>6%</td>
<td>1%</td>
<td>9%</td>
<td>8%</td>
<td>3%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>8%</td>
</tr>
</tbody>
</table>

* Source: For 2009 & 2010 Annexure 12: Weighted Research Output, 2009–2010 (Ministerial Report on the evaluation of the 2010 Institutional Research Publications outputs). Before 2010 only the fields for books and conference proceedings were recorded for the DHET grant. The CESM categories are listed in Appendix 2.
Figure 161 Research output units per capita by institution for 2008 and 2012*

* Source: DHET Report on the evaluation of the 2012 universities' research publication outputs, p.35.
Appendix 1: 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 Metropolitan University (NMMU)
University of Johannesburg (UJ)
University of South Africa (UNISA)
University of Venda (UV)
University of Zululand (UZ)
Walter Sisulu University (WSU)

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 2: 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 3:
Cohort methodology and list of specific knowledge areas included in the broad fields used in the cohort study

Methodological note for cohort analysis

Based on CESM categories and qualifiers, qualifications were recoded into uniform qualification names for the purpose of uniformity and to reduce the number of groups to be analysed. These groupings are shown in this Appendix.

Student cohorts were then defined and identified as follows:

- At undergraduate level (for first qualifications), a cohort comprised the first-time entering students in a particular year who were selected as the new entrants.
- For Honours and postgraduate diplomas and certificates the cohort comprised new entrants made up of students from all three categories; namely, first-time entering, transfer and entering.
- For Masters and Doctoral students all students who had not been enrolled in the previous year were deemed to be new entrants.

Any student in a cohort who graduated before the minimum expected duration of a qualification was deleted from the cohort on the assumption that the entrance category of the student was incorrect, or that the student had carried credits into the qualification being analysed.

Two types of analyses were performed:

1. Where cohort analyses were performed by uniform qualification name; any student who discontinued his/her studies in a particular uniform qualification during the period analysed was counted as a drop out for that particular uniform qualification classification.
2. An analysis was also done ignoring the uniform qualification classification, and any student who qualified in the same qualification type, i.e. degree or diploma of any sort, was counted as a successful graduate. This analysis showed slightly higher completion rates. Students who discontinued their studies in the qualification type being analysed and who moved to a different qualification type, e.g. from a degree to a diploma, were seen as a dropout for the degree, but a completion for the diploma.

In both analyses, students who discontinued their studies during the period of analysis and then returned (stop-outs) were discounted against the number of dropouts in the year that they returned. This accounts for the negative dropout numbers shown in some graphs. They were counted as successful if they graduated during the period analysed.

While analysis was undertaken with respect to UNISA, there are too few years of data available in the cohort studies to make an appropriate analysis of UNISA’s completion rates. UNISA’s cohort analyses are further complicated by the fact that large numbers of students interrupt their studies for a number of years.

360-credit Diplomas

**Agriculture**

**Architecture and Built Environment**
Architectural Technology, Architecture, Building, Landscape Technology, Surveying, Town and Regional Planning.
Arts and Fine Arts

Business and Management Sciences

Computer Science, Information Technology and Information Sciences

Education

Engineering
Chemical Engineering, Civil Engineering, Coal Mining, Computer Systems Engineering, Engineering, Electrical Engineering, Explosives Management, Industrial Engineering, Marine Engineering, Mechanical Engineering, Metallurgical Engineering, Metalliferous Mining, Mine Surveying, Mineral Surveying, Mining Engineering, Surface Mining.

Family Ecology and Consumer Sciences
Catering Management, Child and Youth Development, Clothing, Clothing Management, Clothing Production, Food and Beverage Management, Food and Consumer Sciences, Food and Nutrition, Food Service Management, Textile Design and Technology, Textile Technology (Dry Processing, Wet Processing).

Health
Biomedical Technology, Chiropractic, Clinical Technology, Dental Technology, Emergency Medical Care, Environmental Health, Health Services Administration, Homoeopathy, Medical Orthotics and Prosthetics, Medical Technology, Optical Dispensing, Optometry, Podiatry, Radiography (Diagnostic, Nuclear Medicine, Therapy, Ultrasound), Somatology, Veterinary Technology.

Languages, Journalism and Communication
Law
Legal Assistance, Civil Law Administration, Diploma: Deeds Registration Law, Registration of Deeds.

Public Management and Services

Science

Social Science
Archival Studies, Community Extension, Library and Information Studies, Library and Information Practice.

3-year Degrees

Arts and Fine Arts

Agriculture

Architecture and Built Environment

Business and Management Sciences

**Computer Science, Information Technology and Information Sciences**

**Education Upgrading**
In Service Training for Foundation Phase/Intermediate Phase and Further Education and Training, In Service Training Information and Communications Technology (ICT), In Service Training in Mathematics, Adult and Continuous Education, Computer Education.

**Family Ecology and Consumer Sciences**

**Health**
Radiography (Diagnostic), Radiography (Clinical), Clinical Medical Practice, Nursing, Nursing Education and Management, Advanced Nursing Science, Advance Practice Nursing, Dentistry, Dental Therapy, Oral Health, Oral Hygiene, Biomedical Engineering, Clinical Practice, Medical Sciences, Medical Practice, Biomedical Sciences, Health Sciences, Medical Bioscience, Health Promotion, Medical Microbiology, Community Health and Management, Medicine, HIV, Human Biology, Radiation Sciences, Health Sciences and Social Services, Medical Science in Physiology, Anatomy, Dietetics.

**Law**
Law, Occupational Risk Law, Criminal Justice.

**Psychology**
Psychology

**Public Management and Services**
Economics, Community Safety and Socio-Legal Studies, Government Administration and Development, Political Studies.

Science

Social Science

Theology
Theology, Christian Ministries, Diaconiology, Bible Languages, Biblical Studies, Theology: Youth Work, Church Ministry, Pastoral Counselling, Theological Foundations.

4-year Degrees

Arts and Fine Arts

Human Movement Science and Sport and Exercise
Physical and Health Education, Human Movement Education.

Languages, Journalism and Communication
Communication Studies, Development Communication, Languages Education, Journalism.

Agriculture
Agricultural Economics, Agricultural Education, Agricultural Agro Meteorology (Grassland Sciences, Plant Pathology, Soil Science), Agricultural Management, Agronomy, Agricultural Economics, Animal Breeding, Animal Genetics, Animal Health, Animal Sciences, Animal Production, Animal Production Management, Aquaculture, Crop Production Management, Crop Protection, Crop Science, Entomology, Food Science, Food Science and Biochemistry, Food Science and Microbiology, Forestry, Horticulture, Irrigation, Molecular Genetics,

**Architecture and Built Environment**
Architecture, Architectural Studies, Building, Land and Property Development Management, Building Administration, Construction Management, Property Studies, Quantity Surveying, Town and Regional Planning.

**Business and Management Sciences**

**Dentistry**
Dental Science, Dental Surgery.

**Education**
Adult Education, Education in Agricultural Sciences/ Arts/ Biology/ Commerce/ Consumer Sciences/ Economic and Management Sciences/ English/ Food Sciences/ Humanities/ Languages/ Life Orientation/ Mathematics/ Natural Sciences/ Physical Education/ Science/ Social Sciences/ Technology/ Textiles, Pedagogics, Early Childhood Development, Pre-primary Education, Primary Education, Senior and Further Education and Training, General Education and Training (GET) (Foundation Phase/ Intermediate or Senior Phase), Secondary Education.

**Engineering**

**Family Ecology and Consumer Sciences**

**Health**
Advance Practice Nursing, Audiology, Biokinetics, Communication Pathology, Dietetics, Emergency Medical Care, Laboratory Medicine, Medical Clinical Practice, Medical Laboratory, Medical Sciences, Nursing Science, Nutrition, Occupational Therapy, Optometry, Oral Biology, Oral Health, Pharmacy, Physiotherapy, Speech and Language Pathology and Audiology Therapy, Sport Sciences.

**Law**
Law, Financial Planning Law.

**Medicine**
Medicine, Surgery.

**Psychology**
Counselling, Educational Psychology, Psychology, Sport Psychology.

**Public Management and Services**
Science
Biochemistry, Earth Sciences, Environmental Management, Geomatics, Industrial Science, Education in Earth Sciences/ Biology/ Life Sciences/Mathematical Sciences/ Physical Sciences, Mining and Environmental Conservation.

Social Science

Theology
Youth Work, Theology.

Veterinary Science
Veterinary Science

Post-graduate Diplomas and Certificates

Agriculture
Agriculture, Agricultural Management, Food Security, Land and Agrarian Studies, Aquaculture.

Architecture and Built Environment
Architecture, Built Environment, Construction Project Management.

Arts and Fine Arts
Arts, Coral Conducting, Fine Arts, Music, Performance, Rock Art Studies.

Business and Management Sciences and Planning

Computer Science, Information Technology and Information Sciences

Dentistry
Dentistry, Dentistry (Pain and Sedation), Clinical Dentistry, Community Dentistry, Implant Dentistry.

Education
Art and Culture Education, Adult Education, Agricultural Education, Biology Education, Cognitive Studies, Computer Assisted Education, Computer Science Education, Curriculum Studies, Distance Education,

**Engineering**

**Family Ecology and Consumer Sciences**

**Health**

**Languages, Journalism and Communication**

**Law**
**Medicine**
Clinical Haematology, Clinical Pharmacology, Dentistry, Endocrinology, Gastroenterology, Geriatric Medicine, Palliative Medicine.

**Psychology**
Applied Psychology, Psychological Counselling, Child Psychiatric Nursing, Psychotherapy, Public Mental Health, Counselling.

**Public Management and Services**
Community Development, Disaster Management, Governance, Political Studies, Public Administration, Public and Development Studies, Public Policy, Public Policy and Development, Rural Rescue Management.

**Science**

**Social Science**

**Theology**
Theology, Christian Pastoral Studies, Religion and Culture.

**Veterinary Science**
Veterinary Public Health

**Honours Degrees**

**Agriculture**

**Architecture and Built Environment**

**Arts and Fine Arts**
Drama, Film Studies, Musicology, Music, Music Education, Music Technology, Performing Art, Theatre, Visual Studies.
Business and Management Sciences and Planning

Computer Science, Information Technology and Information Sciences

Dentistry
Dental Science

Education

Engineering

Family Ecology and Consumer Sciences

Health
Biokinetics, Clinical Nursing, Critical Care, Dietetics, Haematology, Health Studies, HIV/AIDS, Human Genetics, Human Movement Sciences, Immunology, Medicine and Surgery, Medical Criminality, Medical Immunology, Medical Microbiology, Medical Nuclear Science, Medical Physics Medical Science, Medical Sciences Anatomy, Medical Sciences Bio-Engineering, Medical Virology, Midwifery and Neonatal Care, Neurology, Nursing Administration, Nursing Education, Nursing Management, Nursing Science, Orthopaedics, Paediatrics, Pharmacology, Physiology, Physiotherapy, Psychiatry, Quantitative Health Science, Radiation Therapy, Radiological Therapy, Radiography (Angiography, Computer Tomography, Diagnostic General, Nuclear Medicine), Sport Science, Vocational Rehabilitation.
Languages, Journalism and Communication

Law
Criminal Justice

Medicine
Aerospace Medicine, Chemical Pathology, Haematology, Medical Oncology, Medicine, Radiation Oncology.

Psychology
Industrial Psychology, Industrial and Organisational Psychology, Psychology, Sport Psychology.

Public Management and Services

Science

Social Science
Theology

Veterinary Science
Veterinary Science

Masters Degrees

Agriculture

Architecture and Built Environment

Arts and Fine Arts

Business and Management Sciences and Planning

**Computer Science, Information Technology and Information Sciences**

**Dentistry**

**Education**

**Engineering**

**Family Ecology and Consumer Sciences**

**Health**
Andrology, Audiology, Biomedical Technology, Chiropractic, Clinical Nursing, Clinical Pharmacology, Clinical Technology, Communication Pathology (Speech Language), Community Health, Critical Care and Trauma, Dental Technology, Dietetics, Emergency Medical Care, Environmental Health, Epidemiology, Genetic
Counselling, Gynaecology, Hand Rehabilitation, Hand Therapy, Health and Welfare Management, Health Care, Health Professions Education Structure, Health Promotion, Health Sciences, Health Sciences Education, Health Studies, Homoeopathy, Human Molecular Biology, Human Movement Science, Infectious Diseases, Internal Medicine, Maternity Child Health, Medical Administration, Medical Anthropology, Medical Criminalistics, Medical Immunology, Medical Information, Medical Sciences, Medical Virology, Medicine, Medicine Specialisation in Critical Care, Mental Health, Neuro-Surgery, Neurology, Nursing, Nursing Education, Nursing Management, Nursing Science, Nutrition, Obstetrics, Occupational and Environmental Health, Occupational Science, Occupational Therapy, Optometry, Orthopaedics, Paediatrics, Pathology, Pharmaceutical Sciences, Pharmacology, Pharmacy, Physical Education, Physiotherapy, Podiatry, Psychiatry, Public Health, Quantitative Health Science, Radiation (Diagnostics, Therapy, Nuclear Medicine), Radiation Oncology, Radiography, Reproductive Biology, Somatology, Speech and Language Pathology, Speech Pathology, Sports Medicine, Surgery.

**Languages, Journalism and Communication**


**Law**


**Medicine**

Advanced Hepatology and Transplanting, Allergology, Anaesthesia, Anaesthesiology, Anatomical Pathology, Anaesthesia (Critical Care), Biomedical Forensic Science, Cardio-Thoracic Surgery, Chemical Pathology, Child and Adolescent Psychiatry, Clinical Pathology, Clinical Paediatric Surgery, Clinical Pharmacology, Community Dentistry, Community Health, Critical Care, Dental Surgery, Dermatology, Diagnostic Radiology, Emergency Medicine, Endocrinology and Metabolism, Facial Surgery, Facial Surgery-Dentistry, Facial Surgery-Medicine, Family Medicine, Forensic Medicine, Forensic Pathology, General Surgery, Geriatry, Haematology, Internal Medicine, Medical Clinical Science in Transfusion, Medical Genetics, Medical Microbiology, Medical Oncology, Medical Virology, Medicine, Microbiology, Neurological Surgery, Neurology, Neurosurgery, Nuclear Medicine, Obstetrics and Gynaecology, Occupational Medicine, Ophthalmology, Optometry, Oral Medicine, Oral Pathology, Orthodontics, Orthopaedic Surgery, Otorhinolaryngology, Paediatric Forensic Pathology, Paediatric Gastroenterology, Paediatric Surgery, Paediatrics, Paediatrics Medical Genetics, Paediatrics Medical Oncology, Periodontics, Plastic and Reconstructive Surgery, Plastic Surgery, Prosthodontics, Psychiatry, Public Health, Radiation Oncology, Radiological Diagnostics, Somatology, Sport Medicine, Surgery, Surgical Critical Care, Surgical Gastro Enterology, Thoracic Surgery, Urology, Virology.
Psychology

Public Management and Services

Science

Social Science

**Theology**

**Veterinary Science**
Anaesthesiology, Bovine Medicine, Cattle Herd Health, Clinical Laboratory Diagnostics, Companion Animal Clinical Studies, Diagnostic Imaging, Equine Medicine, Equine Surgery, Laboratory Animal Science, Ophthalmology, Para-clinical Studies, Pathology, Pharmacology, Pig Herd Health, Poultry Diseases, Production Animal Studies, Small Animal Medicine, Small Animal Surgery, Small Stock Herd Health, Theriogenology, Toxicology, Veterinary Ethology, Veterinary Industrial Pharmacology, Veterinary Public Health, Veterinary Technology, Veterinary Tropical Diseases, Wildlife Diseases.

**Doctoral Degrees**

**Agriculture**

**Architecture and Built Environment**

**Arts and Fine Arts**

**Business and Management Sciences and Planning**
Computer Science, Information Technology and Information Sciences

Dentistry
Dental Technology, Dentistry, Odontology Sciences, Orthodontics.

Education

Engineering

Family Ecology and Consumer Sciences

Health
Biomedical Technology, Clinical Technology, Community Health, Dietetics, Environmental Health, Epidemiology, Health Professions Education, Health Systems, Homoeopathy, Human Movement Science, Literature and Philosophy in Health Studies, Medical Microbiology, Medical Physics, Medical Virology, Nursing Sciences, Occupational Therapy, Optometry, Pharmaceutical Sciences, Pharmacology, Pharmacy, Philosophy in Nursing, Physiotherapy, Public Health, Radiation Oncology, Radiography, Radiological Diagnostics, Radiological Therapy, Somatology.

Languages, Journalism and Communication

Law

Medicine
Aerospace Medicine, Anaesthesiology, Anatomical Pathology, Chemical Pathology, Communication Pathology, Dermatology, Epidemiology, Family Medicine, Family Practice, Forensic Medicine, Geriatry, Haematology, Human Genetics, Internal Medicine, Medical Immunology, Medical Nuclear Science, Medical Oncology, Medical Science, Medicine, Neuro Surgery, Neurology, Obstetrics and Gynaecology, Ophthalmology, Orthopaedic Surgery, Otorhinolaryngology, Paediatrics, Pathology, Plastic and Reconstructive Surgery, Psychiatry, Public Health, Sports Medicine, Surgery, Thoracic Surgery, Urology.
Psychology
Clinical Psychology, Consulting Psychology, Educational Psychology, Industrial and Organisational Psychology, Psychology, Psychotherapy.

Public Management and Services

Science

Social Science

Theology

Veterinary Science
Animal Clinical Studies, Paraclinical Sciences, Production Animal Studies, Veterinary Technology, Veterinary Tropical Diseases.
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