



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Speaking Notes for the Minister of Higher Education and Training, Dr BE Nzimande, Meeting with Progressive Organisations and Student Formations on 16 January 2015 at the University of Johannesburg, Bunting Road Campus

Programme Director

Comrades

Ladies and Gentleman

Good morning and thank you for coming to this meeting. This meeting is very important to me and the Department as it provides us with a platform to brief you on the progress of the programme of the Department. Most importantly, though, it is an opportunity for us to gather your views and wise counsel on the work we are required to do on behalf of our government and the ruling party. We have done similar briefings before and I hope there will be many of you who are already familiar with our work, and that you will know where there has been no progress and advise us accordingly.

I must remind all of us that the strides we have made did not come on a silver platter, as we all had to wage gallant struggles to transform the post school education and training system. Our collective role and responsibility going forward is to consolidate and stabilize the education and training system building on these gains.

In 2014, we had a bit of mild turmoil at the beginning of the year and, unusually, in the second half. In almost all the instances that resulted in protests, we realized that there had been some misunderstanding and some of the resultant protests even exaggerated the nature of the existing problems. To illustrate this point, first we thought we had communicated well with student formations at the beginning of 2013, yet we still had a nation-wide protest during the registration and admissions period at the universities. Second, the destruction of property at the Medunsa Campus of the University of

Limpopo and at Tshwane university of Technology. Both these examples are good illustrations of the assessment I am referring to above.

There were also simmering tensions and student unrest at both universities and TVET colleges, specifically linked to the lack of NSFAS funds. At universities this related mainly to continuing and new students, whilst at TVET colleges it was in relation to transport and accommodation allowances.

The dysfunctionality in some TVET colleges resulting from amongst others maladministration, leakages of question papers, poor governance and financial mismanagement, necessitated the Department to place some TVET colleges under administration.

Other than these glitches, and this is not to undermine the incidents and the issues involved, we had a good year with regard to the implementation of our mandate as the Department of Higher Education and Training. As you all know, there is still more we should be doing, not only to correct the sustaining wrongs of the apartheid system but also to drive development as we should normally do regardless of the unequal past from which we come.

In our work, we always strive for equity even if sometimes that means the allocation of resources in favour of historically disadvantaged institutions. The backlog of this underdevelopment is yet to be overcome and that is something we keep an eye on while we seek to fulfill the requirements of the National Development Plan at the same time. I shall demonstrate this point in detail in some of the specific projects I will highlight later on.

The last time we met formally, we were about to launch the White Paper for Post-School Education and Training and our work also seeks to fulfill the mandate set for us by government and the targets in this guiding policy document. I have said this on many platforms before, but it is worth repeating because this is the first time we are meeting formally since the general elections of May 2014. I think we are lucky that I was returned to the same portfolio so that we can work towards the completion of the

programmes we started in the previous term. Indeed, we commit to work hard in order to make significant inroads in the year ahead.

Access to Post-School Education and Training

Access to Post-School Education and Training (PSET) should not be allowed to fall off the radar screen. It is important for us to keep a sharp eye on it so that we are able to facilitate the supply and demand for post-school education and training. After all, we are responsible for both ends of the spectrum and, therefore, it is upon us to initiate action whenever there are blockages.

There are approximately 425 095 opportunities available to applicants within the PSET system, This is an increase of 28 646 opportunities on the 396 449 opportunities provided in 2014. These opportunities can further be broken down as follows:

- 204 522 new entrant opportunities at Universities (See Annexure A for breakdown by institution);
- 44 000 Engineering and Business Studies opportunities at TVET colleges;
- 37 000 National Certificate Vocational programme opportunities at TVET colleges;
- 85 900 Occupationally-directed (apprenticeship or learnership) opportunities in collaboration with TVET colleges, SETAs and employers;
- 16 250 Artisan opportunities; and
- An additional 37 423 learning programme opportunities in the form of 3 380 apprenticeships, 4 513 bursaries and 29 530 learnerships will be further provided by SETAs.

The little comfort for us this year is that there are more available opportunities than last year. 403 874 Learners have satisfied the requirements of the National Senior Certificate as follows:

- 150 752 learners qualified for admission to Bachelor Studies at Higher Education Institutions;
- 166 689 learners qualified for admission to Diploma Studies at PSET Institutions; and

- 86 022 learners qualified for admission to Higher Certificate Studies.

New Universities

Since the proclamation of Sol Plaatje University (SPU) and the University of Mpumalanga (UMP) in August 2013, the Department and its Project Management Team (PMT) have supported the Interim Councils of both universities to establish executive and academic capacity of the universities. This enabled a modest enrolment of students for the 2014 academic year. Full Councils of both universities have been established in August 2014. The DHET and PMT have now handed over full responsibility for the academic growth and development of both universities but have continued to support key aspects of their institutional development.

The first phase upgrade of the existing facilities of both universities was completed in 2014 and the universities worked on further upgrades for increased enrolments in the 2015 academic year. Major construction work will start in 2016 and 2017 with total facilities planned for an enrolment of 1 442 students at UMP and 1 235 students at SPU.

Academic staff to deliver all the initial programmes offered by the Sol Plaatje University and the University of Mpumalanga and administrative staff to support the academic programmes delivery have been appointed.

Student accommodation has been made available for students requiring accommodation in all campuses. The identified portions of land in both Kimberely and Mbombela will be upgraded to provide additional student accommodation needed for 2015/16 intake. New student accommodation will then be constructed in the central campuses for the 2017 intake.

The Sol Plaatje University opened its doors in January 2014 providing access to 127 students offering the Bachelor of Education (B Ed) in senior phase and FET teaching in the field of Mathematics, Life Sciences and Geography, Retail Management Diploma and the IT Diploma as initial programmes. An agreement was reached that SPU would,

as from 1 January 2015, take over the administrative, management and governance oversight of the academic programmes currently coordinated by NIHE. SPU will continue to manage these through to the end of December 2016, which should afford all pipeline students the opportunity to complete their qualifications.

The seat and the main campus of UMP is at the Lowveld College of Agriculture in Mbombela. The initial programmes offered are the Bachelor of Agriculture (in Agricultural Extension and Rural Resource Management), the Bachelor of Education in Foundation Phase Teaching and the Diploma in Hospitality Management. The Bachelor of Agriculture programme is being delivered at the Mbombela campus where university students share some facilities with the Agricultural Diploma students of the current Lowveld College of Agriculture.

The Sefako Makgatho University (SMU)

On 16 May 2014 the Sefako Makgatho Health Sciences University (SMU), as a comprehensive university offering health and allied sciences programmes in the South African context, was established. The seat and the main campus of the SMU is on the site of the Medunsa Campus of UL.

The University opened its doors on 5 January 2015. The Medunsa Campus of the University of Limpopo has been incorporated to SMU as a subdivision with effect from 1 January 2015. The Executive Management of Medunsa Campus has been seconded to SMU as the Interim Executive Management to enable the smooth opening of the university.

An academic plan suitable for a comprehensive university offering health and allied sciences programmes in the South African context with recognition of the national health needs and international competitive standards is in place. The draft academic, administrative and organisational structure of SMU, in line with the academic architecture of the university, has been developed and is work in progress.

The initial steps have been taken to develop new courses with the help of the John Hopkins University, Bloomberg School of Public Health and the Human Sciences Research Council (HSRC). Establishment of partnership with the University of Alabama

in Birmingham, in a form of a Memorandum of Understanding, with a view to conduct joint research, exchange faculty and exchange students are underway.

The Interim Council intends to finalise the constitution of the full Council in January 2015 with its first meeting to be held in February 2015. The recruitment of the academic and administrative staff of SMU will be finalised by the full council once established. A development framework for the university has been prepared to guide the development of SMU. The document reflects the intent of the Interim Council of SMU and forms part of its function to lay the governance, management, academic and financial foundations for the new university

University Infrastructure Development Programme

Over the period 2013/14 – 2016/17, R2.7 billion has been allocated for the infrastructure of the two new universities, Sol Plaatje University in the Northern Cape Province and the University of Mpumalanga in Mpumalanga Province.

Funding infrastructure, especially for historically disadvantaged universities, remains a priority. The Department's contribution of almost R12.8 billion over the past 8 years has positively mobilised Universities' own resources and that of the private sector towards the development of quality infrastructure at many of our universities. The vast amount of investment in infrastructure in the university sector has not been possible without the commitment from government.

There have been three cycles of infrastructure development: For the period 2007/08 to 2009/10, government invested R3.6 billion; for the period 2010/11 to 2011/12 R3.2 billion; and for the period 2012/13 to 2014/15 a further investment of R6 billion has been allocated towards infrastructure at universities. The total investment from 2007/08 to 2014/15 has been R12.8 billion. This investment has been a catalyst for the general improvement of infrastructure including the refurbishments and construction of new academic facilities at our universities, including lecture rooms, libraries, laboratories, student accommodation and equipment. This investment of R12.8 billion has created approximately 89 000 jobs at different levels. This has enabled the expansion of spaces in higher education institutions and improved the quality of educational environments.

It is envisaged that over the next cycle of funding starting 2015/16 until 2017/18 approximately R7,1 billion will be set aside for university infrastructure linked to a National Infrastructure Plan to be developed for the system. Student housing and backlog maintenance require serious attention.

On 26 November 2014 an infrastructure book *Woka Sizokwaka – Building Higher Education: Infrastructure Renewal, Vitalization and Development* was launched, showcasing and celebrating the university infrastructure investment made over the 20 years of democracy. More copies of the book will be ready before end of January 2015.

Student Housing

While there is a vast shortage of beds in the system, the Department is trying to leverage as much funding as possible to address this shortage. For the 2012/13 to 2014/15 financial years the Department allocated R1.6 billion specifically earmarked for universities to build and refurbish student residences, with the bulk , i.e. R1.4 billion, being allocated to historically black institutions. This allocation, together with the R700 million contribution from universities, will fund approximately 9 000 new beds for the system.

The Department's Policy on Student Housing at Public Universities and Minimum Norms and Standards Applicable will be approved and finalised mid-2015. Through the DBSA using IIPSA funding, in 2015 the Department will undertake a feasibility study for Walter Sisulu University as one of the pilot universities in developing a feasible funding model to accelerate the provision of student housing.

TVET College Infrastructure Development Programme

In pursuit of the Department of Higher Education and Training's mandate to increase access and success in TVET college learning programmes and transform TVET colleges into institutions of choice, 16 sites have been secured for both the construction of 12 new Technical and Vocational Education and Training (TVET) College campuses (1 of the new campuses will span over 2 sites) and the refurbishment of 2 existing campuses (1 existing campus spans across 2 sites). The development and refurbishment of TVET college infrastructure will include student accommodation

facilities and modern teaching and learning lecture rooms, workshops, simulation rooms, resource centres and recreational centres. These campuses will have a total seating capacity of 10 248 and 1 448 beds. The actual number of students who may benefit are much higher as these campuses are equipped to offer e-learning and other modes of delivery.

The current project budget is R2.1 billion with a further funding envelope of R2.9 billion.

Contractors for 3 sites in Thabazimbi, Nkandla A and Bambanani, have been appointed and the sites have been handed over to the respective contractors. Construction has commenced at the Thabazimbi and Bambanani sites. The awarding of contracts to successful bidders for the remaining 13 sites will be completed in the first quarter of 2015.

Review of Funding of the PSET

The report of the *Ministerial Committee for the Review of the Funding of Universities*, October 2013 was launched in February 2014. A Technical Team and Reference Group, consisting of members from the university sector and the Department, appointed in February 2014 is busy with modelling the financial impact of the different recommendations and a draft revised funding framework for approval, gazetting and further consultation. The target is to finish the financial impact modelling during 2015 and gazette the draft new funding framework for public comment by the end of March 2016.

A new Historically Disadvantaged Institutions (HDI) Development Grant of R410 million per annum has been introduced from 2015/16 to 2020/21, totalling R2.05 billion over 5 years which will assist in developing HDI universities. The overall purpose of these funds is to put in place systems to develop and ensure the sustainability of a financially healthy situation at the university, and to enable the university to strengthen its academic enterprise and fully realise its potential, taking up a sustainable position within a differentiated higher education system.

I have recently set up a Ministerial Committee to review the current funding framework for Adult Education, TVET and Community colleges. The review intends to address, amongst others, the following issues:

- Provision of dedicated funding towards rural college campuses taking into account the size of campuses, and distance between campuses and the college central office.
- Determining a funding framework for hostel accommodation that will be separate from programme funding. The funding of hostel accommodation will alleviate the financial pressure of smaller class sizes, as students will be housed nearby or on campuses allowing colleges to meet the required minimum number of students in a class whilst also addressing the challenges related to vast distances and transport costs.
- Determining the minimum size of a college and campus that would be economically viable to deliver optimum outcomes.

In addition to the above, the Ministerial Committee will also address the following issues:

- funding review of students with disabilities and special education needs;
- consideration to fund student workplace experiential learning and bridging programmes such as Literacy, Mathematics, Science, etc.; and
- determining the funding requirements for distance education.

Community Service for University Graduates

The Department established a Task Team in February 2013, composed of experts from various government departments and the HE sector, to advise on the feasibility of a graduate community service programme and a suitable model that could be adopted by the country. In its meeting in February 2014 the Task Team decided that further research was required to clarify the feasibility of such a scheme. The Centre for Education Policy Development (CEPD) has been commissioned by the Department to conduct research on the feasibility of the community service scheme. The research will be concluded in January 2015 and a report will be produced for the task team to finalise in February 2015.

The Higher Education Act Review

A Task Team was established in November 2013 to do a systematic review of the Act. Throughout 2014, several meetings of the Task Team and meetings with various stakeholders in the HE sector took place to ensure that the process was consultative, transparent, inclusive and open. The work of the Task Team concluded on 1 October 2014 and a Draft of the reviewed HE Act is undergoing internal/departmental consultation. The revised draft will be presented to the Minister for approval for publishing in the government gazette for further consultation with the public. The full review of the HE Act has considered coherence of the Act; the changes in the PSET Sector and the direction provided by the White Paper for Post-School Education and Training. It also has to deal with the various aspects that were not concluded in the Act, including ensuring that the key principles and spirit of our constitution are effectively upheld. The revised Act will be taken through the parliamentary process in 2015, after consultation with the sector.

Teaching and Learning Development

The Department's efforts to expand teacher education capacity at universities have been very successful, and the number of new teacher graduates has grown from 5 939 in 2008 to 16 758 in 2013. The ministerial-approved enrolment plan indicates that the university system will produce 23 000 new teacher graduates annually by 2019. The Department has developed a workable teacher supply-demand model, which projects in combination with other teacher supply sources, if the number of new teacher graduates will be sufficient to meet the needs of the basic education system. The teacher supply-demand gap at the national level will thus have been addressed. This means that the imperative to open extensive new sites for teacher education is no longer there, and where the Department does establish new sites for teacher education, these will need to be in response to regional needs, possibly in Eastern Cape and KwaZulu-Natal.

Training of College Lecturers

Faculties of education have traditionally focused on the education and development of schoolteachers, and on research and development work focused on the schooling

sector. The education sector is bigger than this. One of the current weaknesses in the college sector relates to the caliber of teaching in this sector.

The education and development of lecturers for our TVET colleges, and educators for the adult education system has not received much attention. Whilst universities have focused some attention on these sectors, it has largely been because of the efforts of a few passionate individuals rather than a systemic and institutionalized initiative, and the work has largely been located in centres or units at the periphery of education faculties.

Our universities have to play a much stronger role in developing teachers for the post-school education and training college sector, and to conduct research and knowledge development for these sectors. This is vital, given the need to substantially grow these sectors and enable wider and more appropriate education opportunities in the country.

The Department will seek to partner with faculties of education to make this happen. We would like to see post-school education and training become a strong focus area for faculties of education. The ability of education faculties to develop teachers for this sector and conduct research leading to knowledge development for this sector must be substantially increased.

The Department recently produced a series of teacher education qualification policies focused on schoolteachers, TVET lecturers and Community Education and Training lecturers and educators. These new policies are meant to contribute to the quality imperative through setting minimum standards for teacher education qualifications and through their foregrounding of teacher knowledge and practice.

Over the next five years, increasing attention will be paid to issues of shape and substance in teacher education. A new 5-year programme, the Teaching and Learning Development Capacity Improvement Programme (TLDCIP) will be implemented to address shape and substance issues in teacher education. This programme is a partnership with the European Union, and will enable significant resources to be directed towards strengthening the institutional capability of universities for the following:

- Early Childhood Development educator development;
- Primary school teacher education;
- Development of specialist teachers for learners with special needs;
- Technical and Vocational Education and Training college lecturer education;
- Community college lecturer education;
- University teaching; and
- Conducting of research in education.

Staffing South Africa's Universities Framework

The Staffing South Africa's Universities Framework (SSAUF) has been finalised. When fully implemented, the framework will make a major contribution to address the staffing challenges at universities in South Africa, including those relating to transformation of the staff profile. Pending ministerial approval, the first phase of the framework is planned for implementation in 2015, and it will involve the recruitment and placement of between 140 and 200 new academics at universities across the country.

Bogus Colleges

Each year we are faced with the scourge of bogus colleges who seek to take advantage of those who find themselves desperate for education. The problem is exacerbated when the so-called credible individuals and institutions in society and continue to operate with impunity. Nonetheless, the Department works closely with the South African Police Services (SAPS) to deal with this problem. The Department's attempts with SAPS are successful but there is still a long way to go which may include the tightening of legislation in this regard.

The Central Applications Services: Single point of entry for access to information and application support in the PSET system

The Central Application Service (CAS) is being established in order to provide a single point of entry into the Post-School Education and Training (PSET) system. Once established, the service will provide a single affordable fee for multiple applications throughout the PSET system. The service will provide access to information; funding opportunities for students; student housing; various study opportunities such as

artisanship; career focused programmes; diplomas and degrees; and PSET support, to name a few. The implementation of CAS marks a significant step towards further integrating the entire PSET system. It is for this reason that we have been planning this initiative with great care and also including key stakeholders in planning from the very onset.

The “Apply Now!” Campaign will prepare learners for the PSET system from as early as Grade 8 and will work to ensure that by Grade 10, learners are adequately prepared to make realistic and calculated decisions regarding career, funding and further study opportunities after schooling. The “Apply Now!” Campaign runs each year and has, as the apex, an open day on 18 July to coincide with Madiba’s birthday.

In order to manage the significant changes the CAS will bring about to the PSET system, it has been agreed through the White Paper for PSET that the system and service will first be established and implemented for universities. The CAS will shortly thereafter be implemented through the rest of the PSET system. The university system for CAS is envisaged for completion by March 2018 as per the Medium-Term Strategic Framework (MTSF). While 2018 is the date for system completion, a prototype or phase 1 has been established and implemented as the pre-cursor to the CAS.

The Central Applications Clearing House (CACH) was introduced in 2013 in order to address the bottlenecks experienced by the majority of prospective applicants, who at the time when the National Senior Certificate (NSC) results are released have not been accepted at their institutions of choice. The CACH service captures prospective applicant information and verifies their Grade 12 results with data received from the Department of Basic Education (DBE) and the Independent Examinations Board (IEB). The service aims to redirect prospective applicants to all related opportunities in the PSET system. This means that students that did not apply or have not received confirmation of acceptance at a specific university will be redirected towards other institutions that still have places in a similar study field. The service will now be able to verify NSC results of prospective applicants from 2008 and can therefore assist those individuals who have passed Grade 12 and would like to enter the PSET system. While

still in its infancy, the service is showing positive growth, with the placement ratio increasing from 7% in 2013 to 21% in 2014.

The CACH service went live on the 2 January 2015 and has already received 2 628 registrations on its database. The service is open from Monday to Sunday from 8am to 8pm, and will continue for January and February of this year. CACH can be accessed toll free on 0800 356 635 or by sending an SMS to 49200 with the prospective applicants name and ID number. The service is also available through the web at <http://cach.dhet.gov.za>. The CACH service offers access to the finance centre (NSFAS), career centre (CDS), artisan centre (NADSC) and the PSET Support Centre (DHET Call Centre).

The National Student Financial Aid Scheme (NSFAS)

The National Student Financial Aid Scheme (NSFAS) remains the most significant instrument available to government for opening access into post-school education for poor and working class communities.

In 1999, NSFAS was responsible for disbursing R441 million in financial aid to students and today the entity is responsible for disbursing over R9.5 billion in financial support to students, with most of the funding provided by government. Since inception, NSFAS has provided R41.5 billion in student financial aid to 2 172 615 students. NSFAS contributes to free education for students from poor and working class families by providing bursaries and loans, and by converting loans to bursaries to incentivise good academic performance. There is no doubt that the funding of poor students remains one of the priorities of government and it is important that Government (in particular the Department of Higher Education and Training), universities, colleges and other key stakeholders work together to ensure that academically deserving students from poor households are adequately supported.

The NSFAS budget from the Department for 2015/16 amounts to R6.299 billion and comprises R4.094 billion for university study loans and R2.205 billion for Technical and Vocational Training College bursaries. Other notable donor allocations include funds from the Department of Basic Education (Funza Lushaka), the Department of Social

Development and the National Skills Fund. NSFAS has been allocated over R562.9 million for bursaries for scarce and critical skills for the current year from the NSF. This funding is made available through the financial aid offices in universities and it is advisable that students wishing to make use of these bursaries enrol for critical skills, which include science, commerce, health science, engineering, etc.

NSFAS will be funding 205 000 first time entering and continuing eligible students at 26 public universities and 200 000 students at 50 TVET Colleges in 2015 by providing student loans and bursaries totalling over R9.5 billion. In 2014, NSFAS provided student loans and bursaries totalling over R8.3 billion, which excluded the once off allocation of R1 billion for the servicing of the 2013 shortfall of R700 million and 2014 shortfall of R300 million.

NSFAS has earmarked R69.3 million in the 2015 academic year to provide financial aid to disabled students in Universities.

Given the limited financial resources and the demand for financial aid from poor needy students corruption and abuse of NSFAS resources not only robs financially needy students of the opportunity of further studies, but also threatens the stability of the entire higher education and training sector. Following these allegations of abuse and corruption of scarce NSFAS resources, I have ordered a forensic investigation into the financial aid provided through NSFAS to determine the levels of corruption, maladministration and collusion in the financial aid process.

Conclusion

Of course, we do have challenges in the system and some of them are in the open for everyone to see. We therefore call upon all those that support us to always do so even in an attempt to deal with the challenges. Our biggest headache is the pace of transformation, especially at the universities. We are addressing the problem but as you know this is a societal problem and needs the attention of everyone.

Most importantly, the progressive organisations and student formations present here today needs to safeguard the quality of education and training delivered in the country as we all have a direct revolutionary interest on the success of education and training

initiatives, success of which will shape the direction of economic transformation in the country. All of us must take collective responsibility for the stability and progressive transformation of the education and training sector.

I thank you.

ANNEXURE A

Table 1: Number of first-time entering students per institution: 2011 to 2012 (projected and actual number), 2013 (projected and actual number) and 2014 and 2015 (projected number)

INSTITUTION	2011		2012		2013		2014	2015	Actual average annual increase: 2011 to 2015
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Projected	
Cape Peninsula University of Technology	8,346	7,876	8,449	7,949	8,553	8,276	8,701	9,285	4.2%
University of Cape Town	3,816	3,464	3,950	3,877	4,040	6,576	3,671	3,695	1.6%
Central University of Technology	3,400	2,722	3,300	2,803	3,230	3,851	3,556	3,728	8.2%
Durban University of Technology	6,178	6,243	6,344	6,078	6,473	7,012	7,177	7,064	3.1%
University of Fort Hare	2,370	2,592	2,430	2,811	2,490	3,492	2,350	2,700	1.0%
University of Free State	4,500	5,829	4,500	6,202	4,500	9,008	6,920	7,200	5.4%
University of Johannesburg	10,507	12,404	10,490	10,181	10,480	12,321	10,100	10,159	-4.9%
University of KwaZulu-Natal	8,804	7,649	9,038	7,150	9,178	12,696	8,390	8,623	3.0%
University of Limpopo	5,550	5,288	5,600	5,137	5,650	6,003	5,513	4,878	-2.0%
Mangosuthu University of Technology	2,707	2,510	2,746	2,840	2,760	2,883	2,867	3,440	8.2%
Nelson Mandela Metropolitan University	5,332	5,815	5,567	5,164	5,750	6,723	5,737	5,850	0.2%
North West University	7,712	7,526	7,960	7,848	8,573	12,338	8,640	9,471	5.9%
University of Pretoria	8,181	7,408	8,265	7,412	8,351	13,976	8,504	8,645	3.9%
Rhodes University	1,500	1,230	1,500	1,275	1,500	2,178	1,570	1,584	6.5%
University of South Africa	49,747	60,912	52,213	52,227	54,810	44,915	64,111	67,404	2.6%
University of Stellenbosch	4,423	4,535	4,455	3,936	4,489	6,110	4,765	4,900	2.0%
Tshwane University of Technology	13,100	10,556	13,270	12,184	13,440	14,237	14,037	14,479	8.2%
Vaal University of Technology	5,920	4,816	6,400	4,412	6,600	4,222	4,987	5,395	2.9%
University of Venda	2,200	1,975	2,400	2,176	2,600	3,979	3,660	3,660	16.7%
Walter Sisulu University	6,123	5,742	6,329	5,214	6,275	6,465	6,447	6,841	4.5%
University of the Western Cape	3,800	3,852	3,800	3,871	3,800	5,069	3,900	4,000	0.9%
University of the Witwatersrand	5,784	4,684	6,186	5,349	6,151	7,194	5,878	5,894	5.9%
University of Zululand	5,073	3,477	4,600	3,671	4,200	4,810	3,900	3,900	2.9%
University of Mpumalanga							240	214	
Sol Plaatje University							124	165	
Medunsa								1,275	
TOTAL	175,072	179,105	179,793	169,767	183,893	204,334	195,745	204,450	3.4%